

**TEACHERS' TECHNIQUES IN TEACHING SPEAKING AT THE EIGHTH GRADE  
STUDENTS OF MTSN 2 KARANGANYAR IN THE ACADEMIC YEAR 2021/2022**

**THESIS**

Submitted as A Partial Requirements  
for the degree of *Sarjana*



By :

**ADINDA TITIS AMORITA AZZAH**

**SRN. 183221134**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF CULTURES AND LANGUAGES  
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA**

**2022**

## ADVISOR'S SHEET

Subject : Thesis of Adinda Titis Amorita Azzah

SRN : 183221134

To:  
Dean  
Faculty of Cultures and Languages  
UIN Raden Mas Said Surakarta  
In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of :

Name : Adinda Titis Amorita Azzah

SRN : 183221134

Title : Teachers' Techniques in Teaching Speaking at The Eighth Grade Students of MTsN 2 Karanganyar in the Academic Year 2021/2022.

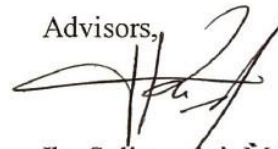
Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Bachelor Degree in UIN Raden Mas Said Surakarta.

Thank you for your attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, 5 September 2022

Advisors,



Ika Sulistyarni, M.Pd.

NIP. 19870404201903201

## RATIFICATION

This to certify the Sarjana thesis entitled “**Teachers’ Techniques in Teaching Speaking at the Eighth Grade Students of MTsN 2 Karanganyar in the Academic Year 2021/2022**” by Adinda Titis Amorita Azzah (183221134) has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in English Language Education of Cultures and Language Faculty, UIN Raden Mas Said Surakarta.

**Chairman : Fitri Ana Ika Dewi, M.Hum**

**NIK. 199002252017012126**

(.....)

**Secretary : Ika Sulistyarini, M.Pd**

**NIP. 198704042019032015**

(.....)

**Main Examiner : Sabarivanto, M.Pd**

**NIP. 197503252017011164**

(.....)

Sukoharjo, 15<sup>th</sup> October 2022

Approved by

Dean, Faculty of Cultures and Languages



**Prof. Dr. Loto Suharto, S.Ag.M.Ag.**

**NIP. 197104031998031005**

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents Sapto Pujianto and Watini for the unconditional love, support care and everything that they give to the researcher to finish this thesis.
2. My beloved brothers and sisters, Insan Bara Rosada, Rafa Maulana Zainur Rizky and the researcher's beloved sisters Dewi Puspitasari, Shezee Almahyra Rosada and Shanum Agnia Rosada.
3. My all beloved friends Syahfitri, Uswatun, Yuriike, Nawang and all of the researcher friends who helps the researcher that cannot mentioned the name one by one. Thankyou for all the support.
4. Dra. Syarifah S. Pd., Dra. Ma'rifah, M.Pd. As the English teachers of MTsN 2 Karanganyar. Thanks for helping the researcher during conduct the research.
5. My Almamater UIN Raden Mas Said Surakarta.

## MOTTO

*“Learn from the past, live for the today, and plan for tomorrow”*

*“Terlepas bagaimana nanti hasilnya, tetapi yang paling melegakan adalah fakta bahwa kita sedang berproses. Fakta bahwa kita sedang berjuang melakukan yang terbaik”*

## PRONOUNCEMENT

This is to certify that:

Name : Adinda Titis Amorita Azzah

SRN : 183221134

Study Program: English Language Education

Faculty : Culture and Languages Faculty

I hereby sincerely state that the thesis titled **“Teachers’ Techniques in Teaching Speaking at the Eighth Grade Students of MTsN 2 Karanganyar in the Academic Year 2021/2022”** is my real masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, 10<sup>th</sup> October 2022

Stated by,

Adinda Titis Amorita Azzah

SRN. 183221134

## ACKNOWLEDGEMENTS

*Assalamu 'alaikum Wr. Wb.*

Alhamdulillah, all praise to be Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies to the researcher was able to finish this thesis entitled **“Teachers’ Techniques in Teaching Speaking at the Eighth Grade Students of MTsN 2 Karanganyar in the Academic Year 2021/2022”**. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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

1. Prof. Dr. H. Mudofir, S.Ag., M.Pd., as the Rector of the state Islamic Institute of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag, M.Ag. Dean of Culture and Language Faculty.
3. Wildan Mahir Muttaqin M. A. TESL., as the Coordinator of English Education Department.
4. Ika Sulistyarini, M.Pd. as the Advisor for her guidance, precious advices, correction, time, motivation and helping revise the mistake during ~~te~~entire process of writing this thesis. Thank you so much.
5. All lecturers in English Education Department of Raden Mas Said State Islamic University of Surakarta who had delivered useful and meaningful knowledge and education during she studied in this University.

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

Sukoharjo, 10<sup>th</sup> October 2022

The researcher

Adinda Titis Amorita Azzah



## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ADVISOR'S SHEET .....</b>	<b>Error! Bookmark not defined.</b>
<b>RATIFICATION.....</b>	<b>Error! Bookmark not defined.</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>PRONOUNCEMENT .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiii</b>
<b>ABSTRACT.....</b>	<b>xiv</b>
<b>CHAPTER 1 INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study.....	1
B. Identification of the Problem.....	8
C. Limitation of the Problem.....	8
D. Formulation of the Problem.....	9
E. Objectives of the Study .....	9
F. Benefit of the Study .....	10
1. Theoretical Benefit .....	10
2. Practical Benefit.....	10
G. Definition of Key Terms .....	11
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>12</b>

A. Theoretical Review .....	12
1. Speaking.....	12
2. Definition of Teaching .....	17
3. Definition of Techniques .....	19
4. Techniques in teaching speaking .....	21
5. Problem Faced by the Teachers in Teaching Speaking Techniques .....	39
B. Previous Studies .....	43
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>48</b>
A. Research Design.....	48
B. Research Setting.....	49
C. Research Subject.....	51
D. Data and Source of the Data .....	51
E. Research Instrument .....	52
F. Techniques of Collecting the Data.....	52
1. Observation.....	52
2. Interview .....	53
3. Documentation .....	53
G. Trustworthiness of the data.....	53
H. Techniques of Analyzing the Data.....	54
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS.....</b>	<b>56</b>
A. Findings .....	56
1. Techniques used by the teachers in teaching speaking at the eighth grade students of MTsN 2 Karanganyar .....	56

2. The Problems Faced by The English Teachers in Teaching Speaking at the Eighth Grade Students of MTsN 2 Karanganyar.....	66
B. DISCUSSION.....	69
<b>CHAPTER V CONCLUSIONS AND SUGESIONS .....</b>	<b>72</b>
A. Conclusions.....	72
B. Sugessions.....	73
<b>BIBLIOGRAPHY .....</b>	<b>74</b>
<b>APPENDICES .....</b>	<b>79</b>

## **LIST OF TABLES**

Table 1 Schedule of the research .....	50
Table 2 Interview Miss S on Wednesday 1 June 2022 .....	57
Table 3 Observation VIII A by Miss S on Thursday 2 June 2022 .....	60
Table 4 Observation VIII E by Miss M on Friday 3 June 2022.....	63
Table 5 Observation VIII E by Miss M on Friday, 3 June 2022.....	65
Table 6 Observation VIII A on Thursday 2 June 2022 by Miss S .....	67
Table 7 Observation VIII E on Friday 3 June 2022 by Miss M.....	67
Table 8 Observation VIII A by Miss S on Thursday 2 June 2022.....	68
Table 9 Observation VIII E on Friday 3 June 2022 by Miss Ma'rifah.....	68

## **LIST OF APPENDICES**

Appendix 1 Interview Guideline For The Teachers : .....	80
Appendix 2 Interview Transcription .....	82
Appendix 3 Interview Transcription .....	86
Appendix 4 Observation Transcript .....	89
Appendix 5 Observation Transcript .....	99
Appendix 6 Rencana Pelaksanaan Pembelajaran.....	105
Appendix 7 Documentation .....	116

## ABSTRACT

Adinda Titis Amorita Azzah, 2022. *“Teachers’ Techniques in Teaching Speaking at the Eighth Grade Students of MTsN 2 Karanganyar in the Academic Year 2021/2022”*. Thesis. English Education Department, Cultures and Languages Faculty.

This research is about teachers’ techniques in teaching speaking at the eighth grade students of MtsN 2 Karanganyar in the Academic year 2021/2022. The objectives of this research are (1) To describe the techniques used by the teachers when teaching speaking at the eighth grade students of MtsN 2 Karanganyar, (2) To find out the problems faced by the teachers when teaching speaking using the techniques at eighth grade students of MtsN 2 Karanganyar.

The type of this research is descriptive qualitative research. The subjects of this research was two English teachers at the eighth grade students. The techniques of collecting the data were interview, observation and documentation. The researcher also used the technique of analyzing the data through Sugiono’s theory (2010). They are collecting the data, data reduction, data display and conclusion drawing/ verification. The researcher used triangulation method to ensure the trustworthiness of the data.

The result showed that the teachers used two techniques, they are discussion and role play in teaching speaking. The problem faced by English teachers are inhibition, nothing to say, mothertongue use.

**Keywords: Techniques, Teaching Speaking, Speaking**

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Study**

Speaking is one of the skills that is important in communication and the other skills are reading, writing and listening. It is caused by speaking being different with other skills and speaking is the main base in doing daily activities as a tool for interaction and communication. According to Zamzam (2015), Speaking is a productive ability that sustains human relationships and has an impact on language. Therefore, it can be denied that speaking is used by people in their daily activities.

In everyday life, people convey information, thoughts, and views orally. Nunan (1999), Supports this by stating that speaking is a participatory process of constructing meaning that involves the production, reception, and processing of information orally. It means that speaking is an important need for all people, being able to give information, ideas, opinion, and to give clear communication with other people. This activity involves two or more people in which the participant is both listener and speaker have to react what they hear and make their contribution in speaking to make each people have attention or intention.

Teaching speaking is an important part of language learning. According to Kayi (2006), teaching speaking is to teach learners to produce, use and select English words, and organize them in comprehensive communication practice. The aim of teaching speaking is to improve oral skills for teachers and learners. Support by Hughes (2003), the objective of teaching spoken language is the development of

the ability to interact successfully in that language and that involves comprehension as well as production.

Teaching English speaking isn't always going well, because teachers tend to meet some problems during explaining the material to the students. Such as inhibition, nothing to say, mothertongue use. According to Hakim (2015) states that Students in Indonesia are generally afraid to speak English because of the lack of vocabulary and phrases to explain their views in English. Therefore, it takes someone who is an expert in transferring his knowledge to students, namely the teacher as an educator. Teachers need techniques in teaching so that it is easy to implement learning materials.

The technique used by the teacher has a significant impact on student's speaking skills. The success of teaching speaking depends on the technique used by the teacher in the class. Students will benefit from the teacher's technique in mastering speaking. As stated by Hamnuri (2007), said the technique is a way that is done by someone to implement a method that can run effectively and efficiently. Therefore, English teacher has to apply some techniques that make students more active and fun in learning to speak.

The technique commonly used by the teacher is role play. It is technique of mastering materials learning through the development of imagination and appreciation students. This technique is generally played by more than one person, depending on what is being played. Role playing is a learning model that invites students to be directly involved in learning, mastery of the material lessons based



on students' creativity and expression in expressing his imagination related to the subject matter he explores without the limitations of words and movements, but not out of teaching materials. According to Nunan (2003), state that the role play technique is very good activity for an internal speaking relatively safe classroom environment.

In this case, the researcher chose MTsN 2 Karanganyar. The researcher chose MTsN 2 Karanganyar because this school has good accreditation, this school is accredited A. There are ten classes in the eighth grade, and each class consists of 25 to 35 students. The researcher chose the eighth grade because they are in a transition period from seventh grade to ninth grade, and is a time when children are always curious and try new things. At this level, students know things in school well and have a stable level of adaptation. In the eighth grade, there are two teachers teach English. The school is a public school in Karanganyar that is used as a research location or research subject. This school is located in the city center, namely on Monginsidi Street, Manggeh, Tegalgede, Karanganyar District, Central Java 57714.

In learning English, based on the researcher's observation, at MTsN 2 Karanganyar on Monday 10 January 2022, several skills are taught. Starting from the input, namely listening and reading, then the output is speaking and writing. The researcher focuses on the teacher's techniques in teaching speaking. Speaking, the way and the learning process at MTsN 2 Karanganyar is through exercises of repeating vocabulary or memorizing dialogues given by the teacher. This technique is carried out continuously and is very common in that school.

In addition, teachers often asked students to come to the front of the class or invite students to stand up and say the sentences, the teacher gives the material in front of their friends, this is to build students' confidence when speaking in public. Based on the results of preliminary research, this school has two English teachers, especially in the eighth grade. In teaching English, each teacher has a different teaching technique, with the situation still being the COVID-19 pandemic, teachers have to adjust what technique they use because of blended learning. This is a challenge for eighth grade teachers to teach speaking. MTsN 2 Karanganyar has two English teachers who use different techniques, this is a factor for researchers to conduct research at the school.

Based on the researcher's observation on Monday 10 January 2022, the teachers said several factors affect students' speaking ability such as; inhibition, nothing to say, mothertongue use. Students of MTsN 2 Karanganyar are often embarrassed to speak English because they have low speaking skills, So the teachers important to build the vocabulary. The students fear whether they make a mistake or not when speaking in English, and also they are worried about being laughed by their friends, this is important to build students' confidence in speaking. The teacher must make the classroom atmosphere more pleasant to build students' motivation in speaking.

In this study, the researcher investigates 2 English teachers from the 8th grade who teach in different classes. So there will be 2 different teaching techniques from the two teachers. Based on the observation on Monday 10 January 2022, the

researcher Interviewed the first teacher before the covid-19 pandemic used a group discussion technique, students studied the text given by the teacher, and in practice the teacher read the text first to anticipate the pronunciation. Then students underline the vocabulary they don't understand and after they know the meaning then read it together. After that, the whole class was divided into groups, memorizing together ended with a presentation in front of the class. For teaching before the covid-19 pandemic, the first teacher used MP4. The children were told to memorize the dialogues that had been provided then they recorded using voice notes on the Whatsapp application and then deposited them to the teacher.

The second teacher not using a group discussion technique, but used the role play technique. Before the covid-19 pandemic, the second teacher presented a dialogue with the LCD, the teacher asked the children to pay attention to the dialogue, then the students imitated and repeated it, after that the students were asked to play in pairs to practice the dialogue in front of the class in turns. For a class that does not have an LCD, the teacher presents the dialogue text from the book. However, after the Covid-19 pandemic, the teacher presented videos in e-learning applications and in English class groups. After that the students were asked to practice imitating the dialogue by role playing, one person could play two roles. At the end of the lesson, the teacher asked students to send a video or voice note as an assignment.

There are three previous studies that are relevant to this research topic. The first previous study is a journal conducted by Nisaiyah (2021), with the title "*The*

*Strategies to teach speaking skill at Mts Tarbiyatul Islam Soko Tuban During the pandemic of Covid-19*” The data analysis Technique is qualitative. In this study, the researcher becomes the instrument as well as the data collector. Based on the result that have been researched in the journal above, the teaching strategy used is the delivery of information and assignments through whatsapp media. The implication that can be drawn from this research is that teaching strategies using whatsapp media can be used as an alternative for educators who are confused about how to educate in the middle of the covid-19 pandemic’s chaos.

The second previous study is a journal conducted by Khilda (2019), with the title “*Teaching English Speaking Through Information GAP Technique*”. This study aims to apply Information-Gap techniques in teaching speaking English in 8th grade students at MTs.Al-Husna Depok. The writer uses A Classroom Action Research (CAR). Moreover, in order to collect the result of the significant differences before and after of using Information Gap. The research findings include: 1) Information Gap is an interesting technique in learning speaking, so that the students can enjoy the learning process. 2) With the Information Gap technique can make students more active in communication, and increase the courage and confidence of students. 3) In addition, by applying this technique, students do not feel bored, because there are many different and interesting activities in Information Gap technique. So, it can be concluded that the Information Gap technique is very effective in teaching English speaking to students.

The third previous study is a thesis conducted by Yuniar (2017), “The Implementation of Jigsaw Technique in Teaching Speaking of the Eighth Grade Students at the Second Semester of SMP Negeri 1 Krui in 2015/2016 Academic Year”. The result of the study is from the data analysis, the researcher found that in teaching speaking using jigsaw at SMP Negeri 1 Krui as follows: 1. first, during teaching learning process was done in two meetings, the teacher prepared the material first to be taught, built good relationship or made talk with the students before starting lesson, then explained purpose of the learning. 2. Second, the teacher’ problems in teaching speaking by using jigsaw were the teacher could monitor students’ activity and limit time to teaching and learning speaking by using jigsaw. 3. Third, the students’ problems in learning speaking by using jigsaw were the students’ difficulty to share opinion because they had limited vocabulary. In addition, some students felt unconfident, because they were afraid of making mistakes.

The novelty of this research with previous research is that previous research was in a non-pandemic situation while this research was carried out during a pandemic. Therefore, this research is important to know the teacher’s technique in teaching speaking English teachers. So other teachers can take this research as a reference for teaching speaking and add references for future researchers. Based on the reasons above, the researcher believes that this research can be useful for students and teachers. So, the researcher is interested in conducting research entitled **“Teachers’ Techniques in Teaching Speaking at the Eighth Grade Students of**

**MTsN 2 Karanganyar in the Academic Year 2021/2022”** because the researcher wants to analyze what techniques are usually used by teachers in teaching speaking to students. In addition, the researcher also wants to know the problems faced by the teachers in teaching speaking techniques.

### **B. Identification of the Problem**

Based on the background of the research above, the problems that can be identified are:

1. Inhibition, is the student's lack confidence, they can't speak fluently because of their anxiety.
2. Nothing to say, the student's lack motivation, and they can't show their feeling that they should speak.
3. Mother tongue use, the students lack vocabularies they have difficulty speaking English.

### **C. Limitation of the Problem**

Based on the background of the research above, the researcher limited the scope of the research and focuses on analyzing the techniques used by the teachers in teaching speaking based on Kayi (2006) theory and the problems faced by the teachers based on Ur (2000) theory, when using these techniques in the eighth grade students of MTsN 2 Karanganyar in the academic year 2021/2022. The researcher chose two English teachers who became the eighth grade teachers at MTsN 2 Karanganyar. This research was conducted two times through observation and

interviews. This research was conducted in the eighth grade at MTsN 2 Karanganyar (VIII A, VIII E).

#### **D. Formulation of the Problem**

Based on the background of the research above, the researcher formulated the following questions:

1. What are the teachers' techniques in teaching speaking at the eighth grade students of MTsN 2 Karanganyar in the academic year 2021/2022?
2. What are the problems faced by the teachers in teaching speaking using some techniques at the eighth grade students of MTsN 2 Karanganyar in the academic year 2021/2022?

#### **E. Objectives of the Study**

Based on the problem above, the objectives of the study are as follows:

1. To identify the techniques used by the teachers in teaching speaking at the eighth grade students of MTsN 2 Karanganyar in the academic year 2021/2022.
2. To find out the problems faced by the teachers in teaching speaking techniques at the eighth grade students of MTsN 2 Karanganyar in the academic year 2021/2022.

## **F. Benefit of the Study**

The researcher expects this research would give the benefit for the reader and for the afterwards study about techniques speaking. In addition, this research tries to give some benefits of this study are as follows:

### **1. Theoritical Benefit**

- a) Giving description about the techniques used by the teachers to teach speaking at the eighth grade of MTsN 2 Karanganyar.
- b) Giving useful description for any further researcher who wants to study the topic, hopefully this study becomes a helpful source of information and reference.

### **2. Practical Benefit**

- a) To the teachers

Hopefully, the teachers will learn about the techniques used by the teacher to teach speaking at the eighth grade of MTsN 2 Karanganyar.

- b) To the researcher

Hopefully, this research will be able to provide useful information about the techniques used by the teachers to teach speaking at the eight grade of MTsN 2 Karanganyar.

- c) To the school

Hopefully, the findings of the study will improve the quality of the techniques used by the teachers to teach speaking at the eighth grade of MTsN 2 Karanganyar.



## **G. Definition of Key Terms**

To simplify and understand, the researcher would like to briefly explain some very important terms from the title, which are as follows:

### **1. Technique**

Technique is any of a variety of exercises, activities, or tasks, used in language classes to realize lessons goals (Brown, 2001).

### **2. Teaching Speaking**

Technique Speaking is to teach learners to produce English speech sounds and patterns, to choose the right words and sentences (Nunan in Kayi, 2006).

### **3. Speaking**

Speaking is a participatory process of constructing meaning that involves the production, reception, and processing of information orally (Nunan, 1999).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Speaking**

###### **a) Definition of Speaking**

Speaking is one of the four very important language skills in learning communication. Speaking is a language skill that allows a person to express ideas and information to others. Speaking is a commonly used way to communicate with other people every day. As stated by Thornbury (2005), speaking is a part of everyday life so we take it for granted. The most important aspect of learning a language is mastering speaking.

According to Richards (2002), learners study English to improve their speaking skills. Speaking is used for a variety of purposes, including expressing opinions, explaining something, complaining about something, persuading someone, and making polite requests. Furthermore, speaking is not merely uttering a sequence of words in their correct pronunciation. To be a good speaker provided manage to deliver what is in their mind well and to make the audience understand.

Based on the definition of speaking above, the researcher can conclude that speaking is a productive oral skill, the ability to use language, a skill used in everyday life to exchange ideas, information, suggestions, and one's feelings with others orally.

## **b) Function of speaking**

Speaking is not just about saying or communicating something to the listeners minds. There have been various attempts to classify the different types of speaking in human interaction. Brown and Yule in Richards J.C (2008), Dissolve the function of speaking into three parts: (1) speaking as interaction, (2) speaking as transaction, (3) speaking as performance.

### **1) Speaking as interaction**

This usually occurs through “conversation” and is explained primarily through interactions that function as social functions. Some of the skills associated with using speech as interaction are starting and ending the conversation, getting people to talk, interrupting and responding to others.

### **2) Speaking as transaction**

The phrase “Speaking as transaction” describes situations that focus on what is said or done. They socially communicate with each other, send messages, and present themselves effectively and accurately.

### **3) Speaking as performance**

It refers to public speaking i.e. speaking that conveys information in front of an audience such as morning talks, public announcements, and speeches.

## **c) Components of Speaking**

According to Hughes (2003), there are five components of speaking,

namely: pronunciation, grammar, vocabulary, fluency, and comprehension.

### 1) Pronunciation

Pronunciation is a way for students to make English clearer when they speak. This shows that even though students' vocabulary and grammar are inadequate, great pronunciation and intonation can help them communicate effectively. Pronunciation refers to how words are said conventionally or customarily. According to Kline (2001), pronunciation is a method in which students produce different spoken words when speaking. Furthermore, Fraser (2001), pronunciation encompasses all components of speech that contribute to a clear and understandable flow of Speech, which includes segmental articulation, rhythm, intonation, and phrasing, as well as gesture, body language, and eye contact on the periphery.

From that statement, it can be concluded that Pronunciation involves a wide range of characteristics, including articulation, rhythm, intonation, and phrasing, as well as gesture, body language, and eye contact, as indicated in the preceding sentence.

### 2) Grammar

Grammar is necessary for learners to make accurate sentences in written and spoken conversations. Grammar is described as a method for calculating and predicting the linguistic knowledge of an ideal speaker or

listener. This is done by a set of rules or principles that can be used to produce all well-formed or grammatical utterances in a language (Purpura, 2004). The grammar of a language is the description of how words can change their forms and can be combined into sentences in that language (Harmer, 2001). Grammar refers to the basic principles and structures of language, including clear and correct sentence construction and proper word forms (Batko, 2004).

From the statement above, it can be concluded that grammar is a necessary rule for students to combine correct sentences in conversation in both written and spoken form.

### 3) Vocabulary

Without a broad vocabulary, we will not be able to utilize the structures and functions we have learned so that communication can be understood. One that is important for successful communication is the power of words, the large number of words that can be said. Vocabulary refers to precise diction or the most significant aspect of a language, especially when speaking. In addition, understanding a large vocabulary will make it easier to express our ideas, feelings, and thoughts both orally and in writing. This shows that to understand spoken discourse, the vocabulary used in spoken or spoken language must be words that are often used in everyday life. Vocabulary is a basic component of language acquisition. Words, their meaning, how they are spelled, and how they are

pronounced are all important for students to understand. Consequently, when teaching vocabulary, the teacher must be careful in conveying both the meaning as well as the spelling and pronunciation.

The set of terms that we know the meaning of when we speak or read orally is called an oral vocabulary. When we write or read silently, our written vocabulary consists of words that we know the meaning of. This distinction is important because word sequences familiar to novice readers consist mostly of vowel representations.

#### 4) Fluency

The ability to speak communicatively, fluently, and accurately is defined as fluency. Fluency usually refers to the ability to express oneself verbally without being distracted. If a teacher wants to assess student fluency during the teaching and learning process, the teacher must allow students to speak freely and without distraction. Its purpose is to help students speak fluently and easily.

#### 5) Comprehension

The ability to comprehend and comprehend extended conversational spells, as well as construct representations of sentence meanings, is referred to as comprehension. Understanding a second language is more difficult to research because it cannot be observed directly and must be inferred through open verbal and nonverbal responses, artificial instruments, or the intuition of the teacher or researcher.

Comprehension refers to the fact that participants fully understand the nature of a research project, even when the procedure is complex and involves risks (Cohen, 2005).

Thus, it can be concluded that comprehension refers to the speaker's understanding of what they are saying to the listener to avoid misunderstanding the information; in addition, it serves to make listeners easily catch the speaker's information.

## **2. Definition of Teaching**

In formal education is composed of teaching and learning. Brown (2007), stated that teaching means guiding and facilitating learning, enabling the learner to learn, and setting the conditions of learning. Leo (2013), said that teaching stands for a treat, encourage, activate, coordinate, heighten, infuse, nurture, and graduate.

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

Breaking down the component of the definition of learning, we can extract the

domain of research inquiry Brown (2000:8), as follows:

- a) Learning is an acquisition or “getting”
- b) Learning is the retention of information or skill.
- c) Retention implies a stronger system, memory, and cognitive organization.
- d) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- e) Learning is relatively permanent but subject to forgetting.
- f) Learning involves some form of practice, perhaps reinforced practice.
- g) Learning is a behavior change.

Concerning the topic of 'Teaching speaking', a fact is that teaching practice, as well as theory, belongs unavoidably to this category. It is not enough to know how to make a sentence in theory, when learning to speak, we must start to produce sentences. Nunan (1998), sees “mastering the art of speaking” as the most important aspect of learning a language.

According to Hughes (2003), the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that involves comprehension as well as production. It is also assumed that at the earliest stages of learning formal testing of this ability will not be called for, and informal observation providing any diagnostic information that is needed. In language teaching, especially teaching speaking, the teachers help their students develop their knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the



ability to produce a grammatically correct, logically connected sentences that is appropriate to the specific contexts, and to do using acceptable pronunciation. Teaching speaking means using the language quickly and confidently with few unnatural pauses, which is called fluency.

Brown (2004), in his book “Teaching by Principles” wrote principles for teaching speaking skills, they are; 1) Focusing on fluency and accuracy considering the learning objective; 2) Preparing intrinsically techniques to motivate the students in learning; 3) Authenticating language use in an appropriate context 4) Providing appropriate feedback and correction; 5) Capitalizing on the natural link between speaking and listening; 6) Giving students opportunities to communicate in the learning process as much as possible, and 7) Encouraging them to develop their speaking strategy and style.

Teaching speaking, in the researcher's opinion, is the way for students to express their emotions, and communicative needs, interact with other persons in any situation, and influence others. For this reason, in teaching speaking skills it is necessary to have a clear understanding involved in speech and also encourage the potential of the learners to develop their speaking skill naturally. Overall, teaching speaking skill emphasizes activities to make the students active and creative.

### **3. Definition of Techniques**

Technique is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique language teaching is an

implementation of the arrangement activities used by the teacher. It is designed to give a detailed procedure in language teaching. In describing the technique, a teacher must know the difference in language teaching at the level of theory and principles. To clarify the differences Richard and Rogers (2001) state that, there is some components of the teaching learning process.

First, an approach is the nature of language teaching and learning. Second, methods are procedural and plan in which steps learning activity include the ways to asses learning process. Third, the technique is the implementation. It is the level at which classroom procedures are described. The last, strategy is some activities in the learning process that are connected to managing the students, teachers, assessment, etc. This means that it will be the planning to manage to learn, to achieve the purpose of learning as the teacher want.

The technique must be consistent with a method, and therefore in harmony with an approach as well” (Anthonys in Fauziati, 2009: 17). Thus, technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, the technique is classroom practice done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning.

Hamnuri (2007:7), said the technique is a way that is done by someone to implement a method that can run effectively and efficiently. The success of teaching speaking depends on the technique used by the teacher in the class.

According to Gerlach and Ely in Uno (2009), technique is a path, tool, or media used by teachers to direct the activities of students toward the goals to be achieved. Similarly, Anthony in Brown (2000), the technique is a special activity that is realized in the classroom that is consistent with a method and therefore not in line with an approach as well.

According to Brown (2001), Technique is any of a variety of exercises, activities, or tasks, used in language classes to realize lesson goals. Teaching techniques can be thought of as an activity that affects the learner's encoding process, i.e., how students will learn the desired information, concepts, generalizations and skills, techniques can be either student-centered such as student-generated reports, or teacher-centered such as lectures. they can be active or passive depending on how they are used (Dhand, 1990).

Based on the explanation above, it can be concluded that teaching technique is a more specific way used by teachers to carry out classroom activities.

#### **4. Techniques in Teaching Speaking**

According to Anthony in Brown (2000), the technique is a specific activity manifested in the classroom that is consistent with a method and therefore not compatible with an approach as well. The success of teaching speaking depends on the techniques used by the teacher in the classroom. According to Kayi (2006), there are several techniques that teachers can use in teaching speaking English.

#### a) Discussion

Discussion, in this type of discussion, the teacher can form student groups consisting of 3-5 students on active activities or effective strategies to improve their skills because all class components (teachers and students) can play a role in the teaching and learning process. They practice their speaking skills regularly basis in their relationship.

According to Dobson in Antoni (2014:56) explain that discussion techniques are outlined as follows: first, divide the class into a small groups of three to six students each. Give each group different discussion topics that will necessitate outlining several important points. Have one student in each group write down these points as they emerge from discussion by the group members. Second, allow the group to discuss their respective topic for at least 10 minutes. When group member has finished their discussion, they should select a spokesman who will report on the group collective discussion technique.

According to Rausyan (2019), the advantages of the Discussion technique:

- 1) Train students to learn to express their thoughts and opinions using a foreign language (English).
- 2) Provide opportunities for students to obtain explanations from various sources.

- 3) Provide opportunities for students to solve problems together.
- 4) Train students to discuss under the tutelage of lecturers using a foreign language (English).
- 5) Stimulate students to participate in expressing their own opinions agreeing or opposing the opinions of friends.
- 6) Develop a sense of solidarity/tolerance to diverse opinions.
- 7) Train students to think carefully before speaking.
- 8) Train students to speak systematically using a foreign language (English).
- 9) Increase students' insight into the problems discussed.

The disadvantages of discussion:

- 1) Not all topics can be used as a method of discussion, only problematic things can be discussed.
- 2) The in-depth discussion takes a lot of time.
- 3) It is difficult to determine the extent or depth of a discussion description.
- 4) Usually, not all students dare to express their opinion, especially using a foreign language (English).
- 5) The discussion in discussion is dominated by brave students, who have memorized foreign language vocabulary (English) and are accustomed to speaking in public.
- 6) Allows the emergence of hostility between groups, and assumes that the group is the most correct

## b) Role play

Another way to get students to speak is role play. Students pretend to be in various social contexts and have various social roles. In role playing activities, the teacher provides information to students such as who they are and what they think or feel. In this way, the teacher can tell students that "you are David, you went to the doctor and told him what happened last night, and ..."

There are six major steps in the procedure based on Huang (2008): First, decide on the Teaching Materials. The teacher must decide which teaching materials will be used for role play activities. The teacher can take teaching materials from textbooks or non-textbook teaching materials such as picture books, storybooks, readers, play scripts, comic strips, movies, cartoons, and pictures. The teacher selects the material ahead of time. The teacher can also create his or her authentic teaching materials for role play activities. The teaching materials should be decided based on student's level and interests, teaching objectives, and appropriateness for teaching.

Second, select situations and create dialogs, then a situation or situations to be role players should be selected. For every role plays situation, should be provided (by the teaching materials or by the teacher) or created by the students themselves. Third, Teach the Dialogs for Role Plays, the teacher

needs to teach the vocabulary, sentences, and dialogs necessary for role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences, and dialogs before doing the role play activities, otherwise, the teacher should allow students to ask how to say the words they want to say.

Fourth, Have Students Practice the Role Plays, students can practice in pairs or small groups. After they have played their roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates. Fifth have students modify the situations and dialogs, once students have finished and become familiar with an original role play situation, they can modify the situations and or dialogs to create a variation of the original role play.

Last, to evaluate and check students' comprehension, the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences, and dialogs. There are several ways to do student evaluations. Students can be given oral tests relating to the role plays. For example, oral tests can include students being asked to answer some simple questions relating to the role plays or students being asked to act out the role plays.

According to Matkarimova (2019), The advantages of applying role-plays are:

- 1) Students immediately apply content in a relevant, real world context.
- 2) Students take on a decision making that might let them diverge from the confines of their normal self-imposed limitations or boundaries.
- 3) Students can transcend and think beyond the confines of the classroom setting.
- 4) Students see the relevance of the content for handling real world situations.
- 5) The instructor and students receive immediate feedback with about student understanding of the content.
- 6) Students engage in higher order thinking and learn content more deeply.
- 7) Instructors can create useful scenarios when setting the parameters of the role play when real scenarios or contexts might not be readily available.
- 8) Typically, students claim to remember their role in these scenarios and the ensuing discussion long after the semester ends.

The disadvantages of applying role-plays are:

- 1) It requires expert guidance and leadership.
- 2) Sometimes participants may feel threatened.
- 3) Strongly depends on students' imagination.
- 4) Participants may be too shy.
- 5) It becomes difficult for teachers to evaluate the student individually.



6) It's a time consuming process.

7) It's a failure when the group does not understand.

c) Simulation

Simulations are very similar to role-playing games but what makes simulations different from role-playing games is that they are more complicated. In the simulation, students can bring items to class to create a realistic environment. For example, if a student acts as a singer, he or she brings a microphone to sing immediately. Role-playing and simulation games have many advantages. can entertain, and motivate students. as well as increase the self-confidence of indecisive students, because in role play and simulation activities, they will have different roles and don't have to speak for themselves, which means they don't have to take responsibility.

According to Sam (1990), the teacher has a few roles as follows: 1. Controlling the class to make the situation run well and not off from the design. 2. Teacher also becomes a model for the students usually in pre activity, in the while activity students act based on the role and situation from the dialogue given. 3. The teacher and the students can reflect on what they have learned in reflection. This activity usually occurs in post activity. 4. Last teacher can describe the real competence of students through authentic assessment. From the statements above, it could be concluded that teaching speaking through simulation is the way the teacher teaches the students how to communicate by using simulated situations and environments.

According to Kaplan (1997), the benefit of Simulation is:

- 1) It motivates learners
- 2) It gave an opportunity for meaningful practice of the language learned.
- 3) It can be used as an assessment method
- 4) It encourages creativity

Some Limitations of Simulation are:

- 1) Time constraints
- 2) Selection of suitable simulations
- 3) Operational problem
- d) Information Gap

In this activity students are expected to work in pairs, one student will have information that is not owned by the line pair and his partner will share the information. Information gap activities serve many purposes such as solving problems or gathering information. Also, neither partner provides the information the other needs. This activity is effective because everyone has the opportunity to speak widely in the target language.

Legutke and Thomas in (Nuraeni, 2014) give several examples of various manifestations of the information gap technique: Example: Using pictures. First, the class is subdivided into pairs and one person in the pair is given an unusual, abstract drawing which he has to describe to his partner so that the latter can draw it unseen. The drawer can ask clarification questions

but the describer may not help by pointing to the drawer's work and commenting on its likeness or otherwise to the original drawing. Second, when participants agree that the drawing is finished, the versions from the other members of the class are displayed and learners exchange comments on the various representations produced.

Third, the teacher elicits from the class the areas of difficulty in the task and feeds in the key vocabulary items. Last, the two learners exchange roles and are given a different picture to work with. It means that teachers can teach speaking through several techniques from the information gap teachers have to prepare several tasks for students. Students can learn English speaking by exchanging information through assignments that teachers give.

According to Khilda (2019), the benefits of the Information gap are as follows:

- 1) Information gaps can make students more active in speaking English.
- 2) Information gap trains students' knowledge about something that students don't know before. Students can issue ideas and information they know to other students.
- 3) In learning to speak foreign languages, the information gap technique is one of the excellent learning techniques, because this technique can facilitate students in communicating using foreign languages, especially English.

- 4) Exchanging information becomes an interesting activity in the Information gap, students must have goals in providing and asking for the information needed before sharing information with others.
- 5) The information gap is a fun way to learn English Speaking. Students can learn well and comfortably when exchanging information. Using several artist images as learning media, make students interested in the learning process.
- 6) In addition to learning English speaking, the information gap can also add new vocabulary; students become aware of what they did not know beforehand.
- 7) The information gap technique can improve the courage and confidence of students in speaking using English in the classroom.

Teaching using Information Gap also has a disadvantage as follows:

- 1) The use of Information Gap in learning activities speaks English takes a long time, because students must find information from their friends and read the results in front of the class.
- 2) Another problem is that when students work in pairs, it will make one person more active than their partner

#### e) Brainstorming

In one of the given topics, students can generate ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners produce ideas quickly and freely.

A good characteristic of brainstorming is that students are not criticized for their ideas so students will be open to sharing new ideas. There are some procedures of brainstorming that can be implemented in teaching English.

Barbara Allman et al. (2000), explain the procedures for brainstorming activity as follows: a. Explain the objective of brainstorming. b. Establish a short time limit (2 minutes). c. Tell students to proceed as follows: 1. Call out their immediate responses. 2. Say anything that comes to mind. 3. Steps to Take 4. Generate as many responses as possible. 5. Avoid judging the quality of responses. 6. Be creative—the more extraordinary the better. d. Remind students that there are no correct or incorrect responses. e. Announce the topic.

According to Haliza (2019), the advantages of applying Brainstorming are:

- 1) Ideas that appear more and are diverse because students freely channel the idea without criticism.
- 2) Students think to express opinions because creativity is not restricted.
- 3) Can improve students' creative thinking skills.

The disadvantages of Brainstorming are:

- 1) Requires a long time to implement.
- 2) More dominated by smart and active students, while students who are less intelligent and less active will be left behind.

- 3) The teacher never formulates a conclusion because the student is in charge of formulating the conclusion

f) Storytelling

Students could briefly summarize a story or stories they heard from someone before, or they could create their own stories to tell the stories of their classmates who were honing creative thinking. It also helps students express ideas in a beginning, development, and ending format including the characters and setting a story has. Students can also tell riddles or jokes. For example, at the beginning of each class session, the teacher may call on several students to tell a short riddle or joke as an opening. In this way, the teacher will not only demonstrate the students' speaking ability but also get the class's attention.

Samantaray (2014: 42) describes the procedures of storytelling as follows: (1) the teacher hangs different written stories with colorful papers on the whiteboard, (2) the teacher asks the students to make groups of five, (3) the teacher asks every group take a paper from the whiteboard, (4) the teacher asks them to develop a story in 15 minutes, (5) the teacher asks them to retell their story based on the group discussion, and (6) the teacher gives award to the group considered as the best group.

According to Lampita (2019), the advantages of storytelling may be summarized below:

- 1) Stories are motivating and fun
- 2) Stories build confidence and empathy
- 3) Stories help students understand and appreciate the culture
- 4) Stories are enjoyable over and over again
- 5) Stories introduce or revise new vocabulary and grammatical structures

g) Interviews

Students can conduct interviews on selected topics with a variety of people. Teachers should give students rubrics so they know what types of questions they can ask or what paths to follow, but students should prepare their interview questions. Conducting interviews with people allows students to practice their speaking skills not only in class but also outside and helps them socialize. After the interview, each student can present their study in front of the class. In addition, students can interview each other and introduce their partners in front of the class.

According to Heilke (2010), there are some activities in practicing interviews: First, teachers or students can identify possible jobs using want ads or government publications. With a partner, student list questions that they anticipate may be asked in a particular job interview. They write answers to the questions and then take turns role playing the interview. After each

interview, they should review their performance. Students can be chosen to role play good interview techniques for the entire class.

Second, at the beginning of a course, students prepare questions to ask a peer. They interview the person and, with that information, introduce their partner to the class. A variation would have students presenting an award to their partner (e.g., the most likely to succeed in the hockey world, the next Oscar-winning actor, or the top engineering graduate). Props, such as homemade trophies, can be presented.

Third, students can role play characters from literature and the media. For example, Oprah interviews Polonius concerning the relationship between Ophelia and Hamlet, and Jay Leno interviews Jem Finch ten years after *To Kill a Mockingbird* ends. Last, with a partner, students can prepare and conduct a mock telephone interview with a well-known author, sports figure, or literary character.

According to Rahayu (2010), an Interview can be an effective technique to teach speaking English. The strengths are: Interviews are motivating, therefore they can motivate the students to be better, Interviews invite the students to speak actively, Interviews involve equal participation from both slow and fast learners, Interviews in pairs or groups contribute to an atmosphere of healthy competition in a non-stressful situation, Interviews can be used in any language teaching situation and with any skill area whether



reading, writing, speaking, or listening, Interviews provide immediate feedback for the teacher.

However, there were also disadvantages in employing interviews in teaching speaking. Sometimes, interviews resulted in noisiness that can make the students out of control and disturb other classes, but, this noisiness can be reduced by managing the class well. Besides, interview conducted between two students or among the students in a group also has a tendency to be done in the mother tongue.

#### h) Story completion

This activity is very fun, the whole class is free to talk, and a teacher starts to tell from the previous stop. Each student is expected to add four to ten sentences. after that, the selected students are called to add new characters, event descriptions, and so on.

There are some procedures of story completion technique stated by Kayi (2006), first, the teacher asks students to make groups consisting of 5 in each group. Second, the teacher gives the topic of a Narrative text; the teacher gives them 15 minutes to discuss it with their group. Third, the teacher starts to tell a story in the beginning but after a few sentences, he or she stops narrating. Fourth, each student starts to narrate from the point where the previous one stopped. Then, each student is supposed to add from four to ten sentences. Last, students can add new characters, events, descriptions, and so on.

According to Santerika (2017), the story completion technique has some advantages as follows:

- 1) Students produce an oral report, which can be scored on content or language components, is scored with a rubric or rating scale, and can determine reading comprehension, and speaking development.
- 2) Stories promote a feeling of well-being and relaxation.
- 3) Increase children's willingness to communicate thoughts and feelings.
- 4) Encourage active participation.
- 5) Increase verbal proficiency.
- 6) Encourage the use of imagination and creativity.
- 7) Encourage cooperation between students and enhance listening skills.

Disadvantages of story completion technique. Story completion technique also some disadvantages as follows:

- 1) Students need many vocabularies to tell a story, where most EFL junior high school students, especially in Indonesia, lack vocabulary.
- 2) The teacher should prepare stories which appropriate to junior high school students age, ability, and knowledge.

#### i) Reporting

Before class starts, students are asked to read newspapers or magazines and in their class, then report to their friends what they think is the most

interesting news. Students can also talk about whether they have experienced anything worthwhile to tell a friend in their daily lives before class.

j) Answer and question

Answering and asking questions is an activity that will affect the development of students' abilities because they will answer what the teacher asks them and they can also ask the teacher if they face the strength of the material.

According to Haliza (2019), the advantages of the Question and Answer technique:

- 1) By using this question and answer technique each student can be provoked to think and dare to express his opinion. As a result, students will try to focus when following the learning process in class. In addition, the role of the teacher in giving lessons and understanding students can run better.

Weaknesses Question and Answer technique:

- 2) This method is indeed quite good in building the mentality of each student, but there are negative impacts that are produced. For example, when the question and answer process there are different opinions, then there could be a debate that can spend a lot of time.

k) Picture describing

One way to use a photo when speaking is to give the student a photo and ask them to explain what the photo is. In this activity, students can form groups and each group will be given a different picture. Students discuss the

pictures with the groups and the speakers in each group explain the pictures throughout the class. This activity develops students' creativity and imagination, as well as their ability to speak in public.

There are steps of application in describing a picture according to Ismail (2008) as follows: 1. The teacher prepares a picture according to the topic or material of the subject. 2. The teacher asks students to examine the picture accurately. 3. The teacher divides students into groups. 4. The teacher asks all members of groups to write the vocabulary based on the result of their examination picture 5. Then, every group makes sentences and writes on the blackboard. 6. After that, every group describes their picture by speaking in front of the class. 7. Clarification/ conclusion/ teacher reflection.

Gerlach and Elly (1980, p.277) stated that the benefits of using a picture as Follows: First, pictures are inexpensive and widely available. The teacher can find pictures easily, for example in books, magazines, newspapers, etc. Second, pictures provide common experiences for an entire group of students. It means by using a picture, the teacher can involve all of students in his or her class. Third, pictures can help prevent misunderstanding. It means by using pictures, the teacher can explain the new vocabulary to his or her students easily. Therefore, it prevents misunderstanding between students' perceptions and teachers' perceptions. Fourth, pictures help the students to focus their attention on the subject and make students active.

Sadiman (2007) gave another opinion about some disadvantages of pictures as follows: a. The pictures only focus on sight perception. b. The pictures that are too complex are ineffective in the teaching learning process. Students do not know how to read the pictures. c. The small picture is not suitable for the big group.

#### 1) Find and difference

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

Based on the theories above, it can be concluded that the techniques in the speaking learning process can help teachers in teaching speaking and shorten the teacher's understanding of the material for students and, can develop students' speaking skills.

### **5. Problems Faced by the Teachers in Teaching Speaking Techniques**

According to Ur (2000), there are several problems with speaking activities. These problems include obstacles, lack of themes to be delivered, low participation, and use of mother tongue. These problems can be explained as follows:

#### a) Inhibition

Students are often inhibited about trying to say something in a foreign language in class, such as worrying about making mistakes, losing face, criticism, and shyness. The most common problem encountered by the learner in the language acquisition process is inhibition. Speaking activities require a learner to have all eyes on him, exposure to an audience can often give learners stage fright. They may also be worried about making mistakes, being criticized, or losing face in front of the rest of the class. So, the students choose to be silent because of worrying about making many mistakes in speaking.

Hinkel (2005) claims that communication problems occur because the learner encounters a word they do not understand, a form of the word they do not know how to use or find that they are unable to express their intended meaning. Also, they may confront certain feelings that affect their English speaking such as being unconfident, shy, anxious, nervous, and worried. If the learners are not believing that they can speak, it becomes a big problem for them.

**Self confidence** It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them, or when they do not understand other speakers. In this situation, they would rather keep silent while others talking showing that the students lack of confidence to communicate. In response to this, Tsui cited in Nunan (1999) points out that students who lack of

confidence about themselves and their English necessarily suffers from communication apprehension. That shows that building students' confidence is an important part of teachers' focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

Shyness is an emotional thing that many students feel at some time when they are required to speak in English class. This indicates that shyness could be a source of the problem in students' learning activities in the classroom, especially in speaking class. Therefore, Gebhard (2000) points out that paying attention to students' shyness is also quite important to help the students do their best in their speaking performance in the classroom.

b) Nothing to say

Some students have difficulty finding motives for speaking, and formulating relevant opinions or comments. In thinking of something to say, they have no motivation to express themselves beyond a guilt and feeling that they should speak. Motivation and success learning are intimately linked. Cook (1996) emphasizes that high motivation is one component that prompts successful learning and however, vice versa. Motivation certainly plays a very crucial role in learning and teaching a foreign language.

Motivating means creating the need for the students to learn and become actively involved in the lesson. Every student has their way to deal with their knowledge development. If this happens the process of learning and teaching

will be much easier and full of fun. The students who are motivated help their teachers in understanding teaching materials and can learn better.

c) The low participation

This is often caused by the tendency of some students to dominate in groups. Only one participant can speak at a time if he or she wants to be heard. In large groups, this means that each will have little time to talk, while the others speak very little or not at all.

d) Mothertongue use

It is very common in less disciplined or less motivated classrooms, learners find it easier or more natural to express themselves in their mother tongue. They may tend to use it for several reasons. First, that is easier. Second, it feels unnatural to talk to each other in a foreign language. so if they talk in small groups, it can be very difficult to stuck with the target language.

Learners generally tend to make excessive use of their mother-tongue when it comes to activities in productive skills namely speaking. When the learners are asked to perform a speaking activity, they immediately start thinking about the topic in their mother-tongue, frame what they want to say in their mother-tongue, and then translate it into English. In addition, lack of vocabulary is the reason students use their mother tongue.

The problems of vocabulary occur when someone lacks of vocabulary needed to talk and does not know how to combine the vocabulary into a good sentence. Students know what they are going to say in the source language,



but when they have to switch the language itself into the target language such as English, they often get confused to combine and use the proper vocabulary needed.

## **B. Previous Related Studies**

The researcher found some previous studies which are related to this research. The first previous study is the thesis conducted by Dini Eka Andestiana (2019), from English Language Education, Faculty of Tarbiyah and Teacher Training, The State Islamic University Sulthan Thaha Saifudin Jambi, with the title *“Teacher’s Techniques in Teaching Speaking Skill for Eight grades students SMPN 7 Jambi city”* the purposes of the study to know the techniques that used by English teacher in teaching speaking at eight grades students SMPN Jambi city. The design of the research was qualitative descriptive which obtain the data through interview, observation and documentation. The researcher collected the data by observation the researcher took field notes a teacher that include the style of teacher in teaching English and how the teacher applies the technique in teaching learning process. To gather the data, the researcher used triangulation technique consists of interview, observation and documentation. The subjects of this research were English teacher and students eight grade.

The researcher found that teacher used two techniques, they are role play and small group discussion in teaching speaking. Technique role play was applied when teaching speaking and students were engaged to practice the dialogue that

have been in the book then, students practice the dialogue in a pair. While, technique small group discussion used in teaching speaking and students do discussion in small group about the picture. The techniques were used by English teacher to improve students speaking skill. The results of this research were teacher used techniques to encourage process teaching and learning especially in speaking.

The similarities contained in this thesis is that this research focuses on teachers' technique in teaching speaking. the other similarity is on the subject of the study. Both the previous study and the present study are focused on Junior High School as the subject of study. The difference in this study is that teachers at SMP 7 Jambi use small group discussion techniques.

The second previous study is the thesis conducted by Raditya Yudha, H. (2020), with entitled "Technique Used by the Teacher to Develop Students' Speaking Skill and problem faced at the Eighth Grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 Academic Year" wich aims to describe Technique Used by the Teacher to Develop Students' Speaking Skill and problem faced at the Eighth Grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 Academic Year. The researcher used case study and uses observation and interview to get the data. Source of data of this study are events (teaching and learning process speaking) and humans. The result was showing that the teacher used five techniques to develop students' speaking skills. They are (1) presentation, (2) question and answer, (3) practice together, (4) practice conversation in pairs, and (5) conduct conversation in front of the class. By doing the five techniques above the teacher develops students'

speaking skills. teachers face several obstacles, namely (1) students have motivation to learn English is low, (2) students are shy to speak English, (3) students have little vocabulary, (4) and students are confused about expressions.

The research conducted by Raditya Yudha, H has similarities, the similarities contained in this thesis is investigate technique Used by the Teacher in Teaching Speaking and problem faced at the eighth junior high school. The difference in this study is that the technique was applied case study, and the Source of data is the teachers and the student of SMP Muhamadiyah 23 Surakarta. However, this present study only used the teachers as the source of data.

The third previous study of this research is the journal conducted by (Eppendi, 2016) With title, *“Teaching Speaking by using Role Play to the Eighth Graders of State Junior High School 15 Palembang”*. The aim of this research was to find out whether or not the use of Role Play strategy could improve students' speaking performance. The result showed that speaking achievement of the students who are taught by using role play were significantly improve those who were not. Role play could motivate and attracted their attention to the lesson. They were active in expressing their ideas, feelings and opinions freely. The students like role play because it is like a game. Thus, the students enjoy to be active orally especially for shy students. It means that role play is effective to be used in teaching speaking to the Eighth Graders of State Junior High School 15 Palembang.

The similarity on that journal with present study is that they are both about technique teaching speaking. Other similarity is on the subject of the study. Both of the studies are focused on Junior high school students at the eighth grade, the difference is that the researcher used quantitative research, however the present study used descriptive qualitative research.

The fourth previous study of this research is journal conducted by Mulya (2016), with title *“Teaching Speaking by Applying Pair Work Technique”* from English Education Journal. The purpose of this study to investigated the significant difference of speaking performances between students who were taught using pair work technique and students who were not. The method of this study was quantitative experimental. The second grade students of a high school in Banda Aceh were choosed as the sample of this research, which consisted of two classes as the experimental class (EC) and the control class (CG) with 30 students in each class. The result showed that there was a significant difference between the EC and the CC in speaking performances. The used of pair work technique in teaching speaking was found to be an effective technique for the EC students in improving their speaking performances. It is suggested that English teachers make use of this technique in teaching speaking to their students, as a variety among the other techniques that can be used in class to teach the same skill.

The similarity of this journal with the present study is on examine the technique fof teaching speaking. The difference between the studies above is that the research used quantitative exsperimental method and this research applying pair

work technique for teaching speaking, however this present study used descriptive qualitative research.

The fifth previous study of this research is journal conducted by Noviyenty (2018), with entitled “Strategies in Learning and Techniques in Teaching English Speaking” This research is descriptive which tried to describe and elaborate the students of SMAN 1 Curup’s strategies in learning to speak English and their English techniques in teaching them to speak. The findings showed that the strategies used by SMAN 1 Curup’s students in learning to speak English were classified into metacognitive strategies, cognitive strategies, social strategies, and affective strategies. The English teacher techniques in teaching student were roleplay, group presentation, group discussion, speech competition, dialogues, direct correction, speaking in group, debate competition, games, and listening song.

From the explanation above, the researcher found similarity and difference with this present study. The similarity on this journal purpose of this research is to describe English techniques in teaching speaking, however there are two differences between this journal and present study. Firstly, that journal elaborate the students of strategies in learning to speak English and their English techniques in teaching them to speak. The second difference is on the subject of the research. The subject of this journal were Senior High School. However, this present study focuses on Junior High School students of MTsN 2 Karanganyar as the subject of the research.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This researcher used a descriptive qualitative method. According to Mack (2005), descriptive research is used to explore phenomena by conducting interviews, focus groups and participant observation, while this research is more flexible. Descriptive qualitative research is research that emphasizes the quality or the most important thing in a product or service, the most important thing for a product or service in the form of events, phenomena, and social phenomena are the meaning behind these events which can be used as valuable lessons for the development of theoretical concepts (Djunaidi, 2012).

According to Creswell (2007), qualitative researchers study items in their ordinary sets, try to make intelligence, or understand phenomena in terms of the implications people take on them. Studying the problem for descriptive qualitative researchers is to use an emergent qualitative approach to investigate, data collection in a natural setting that is sensitive to the person and place being studied, and inductive data analysis and established patterns or themes. The final written report or presentation incorporates participant voices, and complex descriptions and interpretations.

This research used descriptive and qualitative analysis methods. This thesis collected data, analyzes it, and draws conclusions based on the data itself. According to Bogdan and Taylor cited by Moleong (2010), the qualitative method is a research

procedure that obtains descriptive data in writing and orally from people and their observed behavior. Then the data collection in qualitative research methods is more in the form of words or pictures than numbers. Qualitative research is research that is based on descriptive data rather than using statistical procedures. Qualitative research is based on efforts to build an accurate view of the object sought, in the form of words, a holistic and complex picture.

In conclusion, this research is a descriptive qualitative method. This research is qualitative research because the data are in the form of words rather than numbers. The researcher used descriptive method to analyze the techniques used by English teachers in teaching speaking and to find out the problems faced by the teachers in teaching speaking techniques at the eighth grade students of MTsN 2 Karanganyar in the academic year 2021/2022.

## **B. Research Setting**

**Location** The research was conducted at MTsN 2 Karanganyar. This school is located in the city center, namely on Jalan Monginsidi, Manggeh, Tegalgede, Karanganyar Regency, Central Java 57714.

The researcher describes the time of the research below:





<b>Collectin g and analyzing Data</b>														
<b>Writing the thesis</b>														
<b>Munaqo syah</b>														

### C. Research Subject

Research subjects are individuals who participate in research to collect data. Researchers took two English teachers, namely Miss Syarifah and Miss Ma'rifah, as English teacher who teach in different VIII grades at MTsN 2 Karanganyar. In addition, the eighth grade at MTsN 2 Karanganyar has ten classes, starting from classes A-J.

### D. Data and Source of the Data

According to Arikunto (2006), Sources of data in this research are subjects whose data can be collected for research purposes. In this research, the researcher used the teacher to obtain data from the research subjects, namely Miss Syarifah and Miss Ma'rifah.

In accordance with the type of data used in this research, the data sources are the event from the observation. Observations are located at MTsN 2 Karanganyar.

and the intended documentation is to collect evidence from given information, for example, such as pictures, and other reference materials. Based on the data sources event, the researcher has collected data about the techniques used by the teachers to teach speaking and the problems faced by the teachers in teaching speaking techniques at the eighth grade of MTsN 2 Karanganyar in the academic year 2021/2022.

### **E. Research Instrument**

The research instrument is a tool used to collect the data, the main instrument of this research is the researcher herself. The researcher conducted the research through interview guidelines, and observation, because the design of this research is descriptive qualitative research. The researcher used observation to collect the data and the researcher recorded the interviews in the form of videos.

### **F. Techniques of Collecting the Data**

Data collection techniques can be done through in-depth interviews, questionnaires, documentation, and a combination of them or triangulation (Sugiyono, 2010). In this study, the researcher used the following data collection methods as follow:

#### **1. Observation**

In this study, the researcher observed the teaching and learning process of speaking. When conducting observations, the researcher made notes on the situation in the classroom during the teaching and learning process, the teacher's performance in teaching speaking, and the students' speaking skills. Researcher

pay attention and listen to what the teacher and students were doing from the beginning to the end of the teaching and learning process. By observing, the researcher collected data about the process and atmosphere of teaching and learning to speak. In the process of teaching and learning to speak, the researcher got data about the activities carried out by teachers and students starting from the opening, teaching activities, to closing. Thus, the researcher can find out what techniques are used by the teachers in teaching speaking and the problems faced by the teachers in teaching speaking techniques.

## **2. Interview**

In collecting data, the researcher used interviews. The researcher interviewed English teachers, especially the eighth grade teacher at MTsN 2 Karanganyar. From the teacher, the researcher got data about the techniques used by the teacher to teach speaking and the problems faced by the teachers in teaching speaking techniques.

## **3. Documentation**

According to Sugiyono (2010) documentation can be in the form of written text or images that can be used to obtain information. In this study, the researcher used a lesson plan for data sources.

## **G. Trustworthiness of the data**

In connection with this study, the use of reliable data needs to be checked to reduce researcher errors and prejudices. The data obtained from this study are in the

form of observations, interviews, and documentation to see whether the researcher's findings were credible or not, so it is necessary to check it.

According to Sugiyono (2010), explains that there are three types of triangulation. They are method triangulation, source triangulation, and time triangulation. Creswell (2009), stated that triangulation of data will be collected through various sources such as observations, interviews, and documentation. Triangulation is a correction technique that uses something outside the data for verification or as a comparison against the data.

In this study, the researcher used a method triangulation. Method triangulation means that in checking the validity of the data on a problem. The researcher compared several data collection methods (observation, interviews, and documentation) so that data collection was in the same place or portion. If there is a difference in data validation, the researcher must look for and find the cause of why the data is different, then the researcher must reconfirm with the subject and research informants.

## **H. Techniques of Analyzing the Data**

After all the data is collected, the next step is to analyze the data. To analyze the data that has been obtained, several techniques were used, namely data collection, data reduction, and data presentation and the last were drawing conclusions and verification.

The data analysis technique in this study is a descriptive procedure technique where the researcher understands the English teacher's teaching technique in

speaking. Cresswell states that detailed description means that the author describes what they see. These details are given in the context of the setting of the person, place or event (Cresswell, 2012). According to Sugiyono (2010), data analysis is the process of searching and compiling data systematically. Finding and compiling research results such as observations, interview texts, documentation, and other materials that are comprehensive and the results can be shared with others.

The researcher used descriptive qualitative to analyze the data. The first step is to collect all data such as observations, interview and documentation. Then, the second step is data reduction, based on the concept of data reduction, data reduction in this study is chosen by identifying the teaching techniques used, and the problems faced by teachers in teaching speaking techniques. Then, the next step is data display. Presentation of data means the process of processing data simply in the form of sentences, narratives, or tables. Data display refers to the data display that has been reduced in the form of a pattern. This is useful to assist the researcher in understanding the data. In displaying the data, the researcher described the data that has been reduced to a sentence form. Finally, the researcher drew conclusions based on informants, observations, interviews, and documentation. Conclusions are written based on the data and what the researcher has collected, then analyze to make conclusions.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **A. Findings**

The findings are discussed in two main parts: Techniques used by the teacher to teach speaking at the eighth grade students of MTsN 2 Karanganyar and the problems faced by the teacher in teaching speaking at the eighth grade students of MTsN 2 Karanganyar. The subject was two English teachers at the eighth grade students of MTsN 2 Karanganyar, in the academic year 2021/2022. The interview was held on Wednesday, 1 June 2022. The observations were carried out three times. The researcher has interviewed with the teacher in Indonesian languages.

##### **1. Techniques used by the teachers in teaching speaking at the eighth grade students of MTsN 2 Karanganyar**

The teacher has to be creative to create the lesson so students can feel enjoyable and understanding when teaching and learning process. One way that can make the lesson delivery to students well is technique. Every teacher has a difference technique because it depends on students' needs. Based on researcher observation and interview the researcher concluded that two teachers used 2 different techniques in teaching speaking they were discussion and role play techniques. The explanation as bellow:

##### **a. Discussion**

The discussion was one of the techniques used by Miss Syarifah in teaching speaking. Many techniques can be used by the teacher in teaching

speaking but Miss Syarifah choosed discussion as the technique to teaching students' speaking skill. Before teaching learning process began teacher adapted first the situation and condition. Teacher always made teaching learning process was interesting to students because it can make students felt spirit to learn.

#### 1). Result of interview

*“Kegiatan dalam pembelajaran bahasa Inggris tergantung pada situasi dan kondisi. saya selalu pastikan situasi di kelas, jika pelajaran dimulai di pagi hari dan suasana hati siswa baik saya akan memberi mereka kegiatan seperti menyanyi atau lainnya. Setiap pelajaran saya selalu mendorong siswa saya untuk aktif dan berpartisipasi, untuk speaking saya menggunakan teknik discussion, awalnya akan saya bagi menjadi beberapa kelompok, biasanya perkelompok terdapat 4-5 anak, setelah itu kita berdiskusi menggaris bawahi kosa kata yang mereka tidak tau, lalu dibahas bersama-sama. di ahir anak-anak berdiskusi untuk menghafal dan presentasi didepan dikelas”.*

(Based on interview with Miss Syarifah on Wednesday 1 June, 2022)

From the sentence expressed by the teacher above, discussion is one of the techniques used by the teacher when teach speaking at the eighth grade students of MTsN 2 Karanganyar. The following is the result of the interview about discussion techniques used by the English teacher in teaching speaking:

R : Researcher

T : Teacher

**Table 2 Interview Miss Syarifah on Wednesday 1 June 2022**

R	:	<i>Saya mau bertanya Miss, ketika mengajar speaking apa teknik yang digunakan Miss Syarifah?</i>
---	---	--

T :	<p><i>“Kegiatan dalam pembelajaran bahasa Inggris tergantung pada situasi dan kondisi. saya selalu pastikan situasi di kelas, jika pelajaran dimulai di pagi hari dan suasana hati siswa baik saya akan memberi mereka kegiatan seperti menyanyi atau lainnya. Setiap pelajaran saya selalu mendorong siswa saya untuk aktif dan berpartisipasi, untuk speaking saya menggunakan teknik discussion, awalnya akan saya bagi menjadi beberapa kelompok, biasanya perkelompok terdapat 4-5 anak, setelah itu kita berdiskusi menggaris bawahi kosa kata yang mereka tidak tau, lalu dibahas bersama-sama. di ahir anak-anak berdiskusi untuk menghafal dan presentasi didepan dikelas”.</i></p>
-----	--

## 2). Result of Observation

This is related to when the researcher made observations on Thursday, 2 June, 2022. There are steps of discussion in teaching speaking skill at VIII A, which are:

- a) First the teacher started learning as usual starting with the opening (greeting and apperception), with the teacher opening the class by greeting the students then checking the students' attendance and asking the students' condition.
- b) Second, the teacher motivates and encourages students to be active in the teaching and learning process, the teacher reminds the students about what they will learn that day.
- c) Third, the teacher conveys the material to be delivered, namely asking giving attention and checking for understanding.



- d) Fourth, the teacher discusses the material about asking giving attention and checking for understanding.
- e) Fifth, the teacher gives a dialogue then practice with the students.
- f) After that the teacher divided the students into several groups, one group consists of 4 to 5 students.
- g) The teacher give text as a media in teaching, then the teacher distributes the text to students and students have to read and underline vocabulary that students didn't know.
- h) After reading and discussing with their respective groups, the teacher invited each group to present the results of the discussion in front of the class. In addition, students enjoy and are active in the learning process.
- i) After finishing the presentation, the teacher gave a summary and detailed explanation of the material (Asking giving Attantion and Checking for Understanding). The teacher also provides feedback on the results of student presentations, the teacher corrects students if they make mistakes. Then the teacher and students make conclusions about the material discussed.

T : Teacher

S : Students

**Table 3 Observation VIII A by Miss Syarifah on Thursday 2 June 2022**

T	:	<i>Okey Students, berkaitan dengan materi pada hari ini, ibu minta tolong berdiskusi dalam grup, membentuk kelompok. silahkan membuat kelompok masing-masing satu kelompok ada 4 siswa, kalo sisa ada yang 5 tidak apa-apa.</i>
S	:	(students begin to choose friends and form groups)
T	:	<i>Sudah semuanya? Baik, ibu akan membagikan selembarnya mengenai Asking giving Attention and Checking for Understanding.</i>
S	:	Yes Miss ( <i>Murid menjawab serentak</i> )

From the observations above, making group discussions is techniques used by Miss Syarifah as a teacher when teaching speaking in class VIII A of MTsN 2 Karanganyar.

In conducting discussions, students can exchange thoughts and ideas with other students. Students with low English proficiency, especially in speaking, can be assisted by other students with higher abilities and students with higher abilities. English language skills especially speaking can improve their ability by providing explanations and helping other students. The student's response to the way of teaching speaking is good but there are a few problems when the teacher teaches speaking, such as students are shy to speak English. Students understand what the teacher teaches but when the

teacher provokes them to speak English, they are not confident, low vocabulary and afraid to make mistakes. The students also said that they are not confident speaking English when their teacher invites them, but when they speak English with their friends in a small groups, they are confident.

#### b. Role Play

The next technique used by Miss Ma'rifah was role play. Role play was one of the technique that can build students' confidence and can avoid students' shyness or nervousness when speaking. Through role play students can be creative and active because role play techniques emphasized students speak as much as possible.

In teaching speaking by role play technique, the teacher taught the material about "What are You doing". Before explaining the material teacher asked students first what was "What are You doing" Material, there are parts of the students who knew and did not know about the material, then the teacher explained the material clearly about "What are You doing" and give the example. The teacher made sure the students understood or have not about the material that she was taught by asking students one by one and the teacher gave the example to students indirectly. It is the teacher's trick to know students' understanding. (Based on Observation in VIII E by Miss Ma'rifah, Friday 3 June 2022)

### 1) Result of Interview

*“Ketika saya menjelaskan materi kepada siswa, saya selalu memastikan pemahaman siswa dengan menanyakan satu per satu apakah mereka sudah mengerti atau belum tentang materi tersebut. Jika mereka mengatakan belum mengerti saya akan mengulangi materi sampai mereka mengerti dengan benar. Setelah menjelaskan materi, saya meminta siswa untuk melihat contoh lain “What are You doing”. Kemudian, saya minta siswa untuk melihat dialog buku, saya membaca dialog dengan benar dan siswa mengikuti apa yang saya bacakan secara bersama-sama.”* (Interview with Miss Ma’rifah on Friday 3 June 2022)

From the sentence expressed by the teacher above, role play is one of the techniques used by the teacher when teach speaking at the eighth grade students of MTsN 2 Karanganyar.

### 2) Result of Observation

This is related to when the researcher made observations on Friday, 3 June, 2022. There are steps of Role play in teaching speaking skills at VIII E, which are:

- 1) The activity begins with the teacher opening the class by greeting the students then checking the students' attendance and asking about the students' condition.
- 2) Then the teacher reminds the students about what they will learn that day. Next, the teacher asked the students about what they learned today.
- 3) And then the teacher tells them what material they will learn "What are you doing?". Here the teacher invites students to read a dialogue about the material "What are you doing?" together.

- 4) After the teacher reads the dialogue the teacher asked about the vocabulary in the dialogue, whether they know the vocabulary or not.
- 5) Here the teacher asked them to re-read the dialogue in the book and ask if there is any vocabulary that they didn't understand. It is intended by the teacher to them practice their speaking skills.
- 6) Then the teacher corrects them if they make mistakes while speaking and corrected their pronunciation. Therefore, it was good and corrected.
- 7) After they finished reading together, the teacher asked the students to pair up and then do the appropriate scene in the dialogue using the role play technique in front of the class.

T : Teacher

S : Student

**Table 4 Observation VIII E by Miss Ma'rifah on Friday 3 June 2022**

T	:	Oke sekarang buka bukunya masing-masing chapter 8, bu guru akan tampilkan dialognya di lcd
S	:	Yess miss
T	:	Oke sekarang perhatikan dialognya
S	:	Yes miss
T	:	Bu guru akan bacakan dialognya terlebih dahulu, habis itu kalian mengikuti ya.
S	:	Yes miss

Through material about “What are You doing” teacher engaged students to practice dialogue in a pair, then engaged students to do role play based on dialogue that written in the book. After that, teacher gave feedback to students like great, excellent, good, and thank you. Sometimes when teacher found the students did mistake conversation like the pronunciation was wrong teacher directly gave the correction to the students. (observation Miss Ma’rifah on Friday, 3 June 2022)

*“Ketika kegiatan berbicara jika siswa saya melakukan kesalahan, saya akan memberi mereka umpan balik secara langsung. Menurut saya memberikan umpan balik secara langsung kepada siswa itu baik karena siswa akan tahu apa kesalahannya. Dan jika mereka tidak mengerti tentang kosakata atau cara mengucapkan kata, saya tidak akan memberi mereka jawaban tetapi saya akan membiarkan mereka mandiri dalam belajar dengan mencari kamus atau membiarkan siswa menemukan jawabannya sendiri.”* (interview with Miss Ma’rifah on Wednesday 1 June 2022).

In an observation on Friday, 3 June 2022 when students found the difficult word to pronounce they asked the teacher directly, but the teacher did not give them the answer first. The teacher let them think and asked whether students brought the dictionary or not and engaged students to look for the dictionary. After that, if the students were stuck or did not found the answer teacher give the students answer and helped them how to pronounce the word. Through this way can make students to be creative and independent in the learning activity.

T : Teacher

S : Student

**Table 5 Observation VIII E by Miss Ma'rifah on Friday, 3 June 2022**

S	:	<i>Miss, Ini bacanya gimana ya miss?</i>
T	:	<i>Dibuka kamusnya, bawa kamus kan? Kalo tidak pinjem dulu ke perpustakaan.</i>
S	:	<i>Baik miss</i>

From the observations above, Role Play is one of the techniques used by Miss Ma'rifah when teaching speaking in the eighth grade at MTsN 2 Karanganyar.

The conclusion in observation on Friday 3 June 2022, is the techniques were used by the teacher in teaching English was applied well based on researcher's observed. The teacher taught the material through the techniques well. In delivering material teacher can make students understand the material easily. Then, at the end of the lesson teacher gave the conclusion by asking students what the material they have learned today. Finally, the teacher closed the lesson by greeting the students. It can be said that teaching techniques are how the teacher treated students in the teaching and learning process. It was hoped that the goal of the teaching can be achieved by using these techniques

and teacher who designed and administered such activities then be more important.

In the case of teaching speaking, techniques should make students able to communicate efficiently and effectively. In short, teaching speaking by using technique was very important since they determine the success of the teaching process. From the data finding of the research, the researcher concluded that the teacher always used techniques in teaching English to encourage the teaching and learning process. Two techniques used by the teacher, they are discussion and role play.

## **2. The Problems Faced by The English Teachers in Teaching Speaking at the Eighth Grade Students of MTsN 2 Karanganyar.**

In the teaching and learning process in MTsN 2 Karanganyar the teachers were found some problem when delivering english material, especially in speaking skill. The problems faced by the teacher will be described below:

### **1) Mothertongue use**

From the result of interview with the teacher, teacher stated that:

*“Kalo yang paling sering penguasaan vocabularynya sangat kurang, mereka udah nyaman pakai Bahasa ibu mbak, jadi males-malesan juga disuruh ngomong Bahasa inggris rata-rata mereka nggak bisa. Kadang saya suruh bawa kamus masing-masing bagi yang punya, jadi missal saat saya suruh cari tau artinya mereka nggak bingung, tinggal buka kamus saja”* (Interview with Miss Syarifah on Wednesday, 1 June 2022)



This is equal with the result of observation below:

T : Teacher

S : Student

**Table 6 Observation VIII A on Thursday 2 June 2022 by Miss Syarifah**

T	:	How are you today students?
S	:	<i>Sae bu....</i>
T	:	<i>Sae itu Bahasa inggris e apa? Ojo sae, ngisin-ngisin i</i>
S	:	<i>La apa miss? Nggak tau, lupa</i>

**Table 7 Observation VIII E on Friday 3 June 2022 by Miss Ma'rifah**

S	:	<i>Miss difficult ini artinya apa?</i>
T	:	<i>Difficult ki kaya, "aduh aku kok nggak bisa ya"</i>

Based on the results of research and interviews, it was found that vocabulary is one of the problems in learning to speak. The above observation proves that they do not understand when the teacher asked, caused them not to try to speak in English.

## 2) Inhibition

From the result of interview with Miss Ma'rifah, stated that:

*"Anak-anak itu malu kalo disuruh ngomong pake Bahasa inggris mbak adinda, takut diketawain temen-temen, dia kurang pede, takut salah ngomong juga, Bahasa inggris kan kadang pengucapan tidak sesuai dengan tulisan kan mbak?"*

(Interview with Miss Ma'rifah on Wednesday 1 June 2022)

This is equal with the result of observation below:

T : Teacher

S : Student

**Table 8 Observation VIII A on Thursday 2 June 2022 by Miss Syarifah**

S	Tapi saya malu miss kalo baca sendiri
T	Ini pada kenapa to, temannya mau presentasi didepan, semua diam dan memperhatikan! Ngga apa-apa sella nanti teman-teman kelompok 5 tetap didepan menemani sella.

Based on the results of interview, it was found that confidence is one of the problems in learning to speak. This happens when the teacher asks one of the students to read his own dialogue but the student is embarrassed and afraid of being laughed at by his friends. and suddenly his friends laughed at the student.

### 3) Nothin to say

From the result of observation and interview in VIII A and VIII E students have less interest on studying English especially speaking.

**Table 9 Observation VIII E on Friday 3 June 2022 by Miss Ma'rifah**

T	:	<i>Kalo feri sedang memberi makan Sapi dirumah Bahasa inggrise apa?</i>
S	:	<i>Susah bu, taunya ngombeni sapi bu</i>

This is equal with the result of interview with Miss Syarifah on Wednesday 1 June 2022 below:

*“Banyak faktor mbak din, ya seperti mereka tidak percaya diri dengan kemampuan mereka, takut kalo salah pengucapan dan penguasaan mereka dalam vocabulary juga sedikit, kadang malu juga ditertawakan teman-temannya.”*

Based on the results of the research observation and interviews above, they found that they lacked of motivation in learning English. When the teacher asks one of the students to translate the sentences, the students said can't speak the sentences in English. Implementing appropriate teaching techniques is difficult because the teachers do not merely think of how to transfer four language skills, but also how to remain students' motivation and enthusiasm in learning and practicing English.

## **B. DISCUSSION**

In this section, the researcher explained the findings based on interviews and observation. The researcher found two teacher techniques in teaching speaking skills for eighth grade at MTsN 2 Karanganyar. Two techniques often used by English teachers in teaching speaking which are role play and discussion. In this section, the researcher tries to make a description of the research findings by using relevant references. After describing the data, the researcher needs to analyze the data.

Technique is any of a variety of exercises, activities, or tasks, used in language classes to realize lesson goals (Brown, 2001). Techniques in teaching

speaking define teaching techniques as teacher activities in the classroom that involve students in the subject matter and require students to participate in learning activities, share the same with other students, and reacted to learning experiences. Teachers need to treat the students as a friends, make learning places more comfortable, organize lesson plans, and influence students by using teaching techniques. Based on the interview, the teacher said that teaching speaking using techniques is important because through this technique the teacher can find out the progress of students in learning English especially speaking.

This research using theory based on Kayi (2006), states that there are several techniques that teachers can use in teaching speaking English namely, discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, reporting, answer and question, picture describing, find and difference. The researcher also uses theory based on Ur (2000), there are several problems in speaking activities namely, inhibition, nothing to say, low participation, mothertongue use.

Based on the findings above, it can be concluded that the English teacher in the eighth grade students of MTsN 2 Karanganyar uses discussion and role play as techniques. The teacher used this technique teaching in the eighth grade. In addition, the researcher found problems faced by teachers when teaching speaking in class. The problems found on the teacher's side are inhibition, nothing to say, mothertongue use. The technique used by Miss Syarifah was the

discussion technique. The teacher divides the students into several small groups. Then the teacher asks each group to take turns to come to the front of the class and present, then the other students pay attention.

Another technique was role play. Role play technique is one of the techniques often used by Miss Ma'rifah when teaching speaking. Students tend to feel happy while learning even though they are studying a serious topic. especially children like the practice of role play. role play can also be used as a useful aid in vocabulary learning, and pronunciation. Among these reasons, the application of role play techniques to increase students' vocabulary was the most practical reason stated by the observed participants or teacher.

In this technique, first, the teacher asked students about what they learned today. And then the teacher told what material they learn "What Are You Doing". Here the teacher invites students to discuss the dialogue that they practice later. The teacher reads the dialogue aloud properly and correctly, then the students follow it. After reading the dialogue together the teacher asked about the vocabulary in the dialogue, whether they know the vocabulary or not. Here the teacher asked them to translate one of the words in the dialogue. It is addressed by the teacher to them to practice their speaking skills, and how well students know English vocabulary. After that, before they practice in front of the class by playing a role, the teacher asked students to pair up.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the result that has been obtained and analyzed. The researcher identify the techniques used by the teachers in teaching speaking at the eighth grade students of MTsN 2 Karanganyar were discussion and role play. These techniques were taught to improve students' speaking skills. The teacher used these techniques because the teachers think that these techniques are more useful to make students more active and interested in learning English. Based on Kayi (2006) theory, these techniques are categorized as discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, reporting, answer and question, picture describing, find and difference.

Moreover, from three times observations, interviews, and also documentation, the researcher found some problems faced by the teachers in teaching speaking at the eighth grade students of MTsN 2 Karanganyar which are, inhibition, nothing to say, mothertongue use. Based on Ur (2000) theory these problems are categorized as inhibition, nothing to say, the low participation, and mothertongue use.

## **B. Sugessions**

Based on the research and conclusion above, the researcher gave the constructive suggestion that related on English teaching, are follows:

1. For the teacher. Teacher is center figure that was expected know how to apply the suitable technique in teaching especially speaking. It is important because technique in teaching learning process may influence the result of student achievement learning. As the teacher has to be creative, active, helpful, friendly, and humble so the teacher can control the learning activity well.
2. For the students. Students are expected to be more active, creative and have the high confidence. Students have to pay attention and understand well when teacher is explaining the material in front of them.
3. For the other researcher. This research about teacher's techniques in teaching speaking skill. It is expected for the other researcher that the result of this research can be used as additional reference for the next research.
4. For the reader. The researcher believes that this thesis is far for being perfect, so the researcher will accept good suggestion and constructive critics to make this thesis perfect. The researcher also hoped that this thesis will be useful and contribute some valuable thing to the researcher herself and all readers in general.

## BIBLIOGRAPHY

- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., & Makmur al., e. (2018). "If our English isn't a language, what is it?" Indonesian EFL Student Teachers' Challenges Speaking English. *The Qualitative Report*, 23(1), 129-145.
- Allman, B. (2000). Skills for Successful Teaching. *Hill Children's Publishing*.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Aswan, & ed), S. b. (2010). *Strategi Belajar Mengajar (4th ed)*.
- Batko, A. (2004). *When Bad Grammar Happens to Good People: How to Avoid Common Errors in English*. Career Press.
- Brown. (2001). *Language Assessment Principle and Classroom Practice*. New York: Longman.
- Brown, (2000). *Teaching by Principles*. Pearson.
- Brown, (2001). *Teaching By Principle: An Interactive Approach To Language Pedagogy. Second Edition*. San Fransisco State : University Logman, INC.
- Bryan, D. (1997). *Teaching Oral English*. Edinburgh: Longman:Limited.
- Cohen, L. M. (2005). *Research Methods in Education: Fifth Edition*. London: Routledge Falmer.
- Creswell. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches (2nd ed)*. Sage.
- Creswell. (2012). *Quaitative Inquiry and Reaserch Design ; choosing among five approaches' Third Ed*. University of Nebraska, Lincoln: Sage.
- Creswell. (2009). *Research Design: Qualitatif, Quantitative, and Mixed Methods Approaches. Third Edition (Terjemahan) 2013 Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Dhand, H. (1990). *Techniques of teaching*. APH Publishing.
- Djunaidi, G. F. (2012). *Metodologi Penelitian Kualitatif*. \_Ar-Ruzz Media 978-979-25-4929-4.



- Hiebert, M. K. (2005). *Teaching and Learning Vocabulary: Bringing research to practice*. Routledge.
- Eppendi, J. (2016). Teaching Speaking by Using Role Play to the Eighth Graders of State Junior High School 15 Palembang. *Jambi-English Language Teaching*, 1(2), 98-104.
- Fauziati, E. (2014). *Methods of Teaching English as a Foreign Language (TEFL): Traditional Method, Designer Method, Communicative Approach, Scientific approach*. Surakarta: Era Pustaka Utama.
- Fraser, H. (2001). *Teaching Pronunciation: A guide for teachers of English as A Second Language*. Canberra: Department of Education Training and Youth Affairs.
- Gerlach. (1980). *Teaching and Media: a Systematic Approach*. New Jersey: Prentice Hall.
- Gilbert. (2008). *Teaching Pronunciation*. New York: Cambridge.
- Yudha, (2020). Technique Used by the Teacher to Develop Students' Speaking Skill at the Eighth Grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 Academic Year.
- Hakim, M. A. (2015). Experienced Efl Teachers' Challenges and Strategies in Teaching Speaking for Introvert Students. *European Journal of Social Sciences*, 48(4), 437-446.
- Haliza, N. (2019). Teachers Strategies to Overcome Speaking Problems at SMPN 2 Pangkajene.
- Hamruni. (2009). *Strategi dan model-model pembelajaran aktif menyenangkan*. Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga.
- Harmer. (2007). *The Practice of English Language Teaching, Fourth Edition*. England: Pearson Education Limited.
- Harmer, (2001). *The Practice of English Language Teaching*. London: Longman Group Ltd.
- Huang (2008). Role play for ESL/EFL children in the English classroom. *The internet TESL journal*, 14(2), 1-10.
- Hughes, A. (2003). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Ismail, S. M. (2008). Strategi Pembelajaran Agama Islam Bebasis Paikem. *Semarang: RaSAIL Media Group*.
- Kaplan. (1997). Learning to converse in a foreign language: the Reception Game. *Simulation & Gaming*, 28(2), 149-163.

- Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in Second Language. *The Internet TESL Journal*, XII(11).
- Kemal E, R. W. (2019). Peningkatan Kemampuan Berbicara Bahasa Inggris Melalui Membaca Berita di SMA Dek Padang. *Jurnal Pengabdian Pada Masyarakat*, 1(1), 30-34.
- Khilda, Y. R. (2019). Teaching English speaking through information gap technique (a classroom action research at the 8th grade students of Madrasah Tsanawiyah Al-Husna Depok). *Wanastra: Jurnal Bahasa dan Sastra*, 11(2), 159-166., 11(2).
- Kline. (2001). *Speaking Effectively: A Guide for Air Force Speakers*. Alabama: Air University Press.
- Lampita, D. (2019). Using Storytelling Strategy to Improve Students'.
- Leo, S. (2013). *A Challenging Book to Practice Teaching in English*. AndiOffset.
- Mack, N. (2005). Qualitative research methods: A data collector's field guide.
- Moleong, L. J. (2002). *Metodologi Penelitian Kualitatif*. Bandung : PT.remaja Rosdakarya.
- Moleong, L. J. (2010). *Metodologi Penelitian kualitatif (edisi revisi)*. Bandung: PT. Remaja Rosdakarya.
- Mulya, R. (2016). Teaching Speaking by Applying Pair Work Technique. *English Education Journal*, 7(1).
- Nation, I. &. (2009). *Teaching ESL/EFL Listening and Speaking*. New York and London: Routledge.
- Nisaiyah, K. (2021). The Strategies to teach speaking skill at MTs Tarbiyatul Islam Soko Tuban during the pandemic of Covid-19. *Edutama*.
- Noviyenty, L. (2018). Strategies in Learning and Techniques in Teaching English Speaking. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 2(1).
- Nunan, D. (1999). *Second Language Teaching and Learning*. University of Hongkong, Henle and Henle Publisher.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw Hill.
- Nuraeni. (2014). The Effectiveness of Information - gap toward Students' Speaking Skill.

- Pollard, A. (2008). *Reflective Teaching 3rd Edition Evidence Informed Professional Practice*. Continuum International Publishing Group.
- Purpura, J. E. (2004). *Assesing Grammar*. United Kingdom: Cambridge University Press.
- Rahayu. (2010). Improving Speaking Skill by Using Interview.
- Rausyan. (2019, September). Metode Pembelajaran Class Discussion Dapat Meningkatkan Kualitas Speaking (Bahasa Inggris) Terhadap Mahasiswa/Peserta Didik. *15*(2).
- Richards, J. C. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics: Third Edition*. London: Pearson Education.
- Richards, J. C. (2002). *Approaches and Methods in Language Teaching, Second Edition*. Cambridge: Cambridge University Press.
- Richards, J. C. (2008). *Teaching listening and speaking*. Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo: Cambridge university press.
- Rizaldi, D. R. (2021). strategies to improve teacher ability in using the madrasah e-learning application during the covid-19 pandemic. *international journal of engineering, science and information technology*, *1*(2), 1-6.
- Rokhayani, A. (2015). Peningkatan Ketrampilan Berbicara (Speaking) Mahasiswa. *Jurnal Ilmiah Kependidikan*, *5*(1).
- Sadiman, A. S. (2007). *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatan*. Jakarta: PT. Raja Grafindo Persada.
- Sam. (1990). *Drama in Teaching English as a Second Language - A Communicative Approach*.
- Samantaray, P. (2014). Use of story telling method to develop spoken English skill. *International Journal of Language & Linguistics*, *1*(1), 40-44.
- Santerika, B. M. (2017). The Influence of Using Story Completion Technique Toward Students' Speaking Ability at The First Semester of The Eighth Grade of SMPN 19 Bandar Lampung in the Academic year of 2017/2018.
- Sudjana. (2005). *Metode dan Teknik Pembelajaran Partisipatif*. Bandung: Falah Production.
- Sudrajat, A. (2011). *Kurikulum dan Pembelajaran dalam Paradigma Baru*. Kuningan: Paramitra Publishing.
- Sugiyono. (2010). *Metode Penelitian Pendidikan*. Bandung: Alfa Beta.

- Thornbury, S. (2005). *How to Teach Speaking*. England: Longman.
- Uno, H. B. (2009). *Model Pembelajaran (Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif)*. Jakarta: Bumi Aksara.
- Ur, P. (2000). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Yuniar, R. M. (2017). The Implementation of Jigsaw Technique in Teaching Speaking of the Eighth Grade Students at the Second Semester of SMP Negeri 1 Krui in 2015/2016 Academic Year.
- Zamzam, F. (2015). Developing Speaking Skill of Grade XI Students at SMAN 5 Palu through Two Stay Two. *Bahasantodea, III*(1), 109-117.

# APPENDICES

## Appendix 1 Interview Guideline For The Teachers :

No	Question
1.	<p>Bagaimana proses kegiatan belajar mengajar bahasa Inggris yang terjadi di kelas delapan MTsN 2 Karanganyar?</p> <p><i>(How is the process of teaching and learning English in the eighth grade of MTsN 2 Karanganyar?)</i></p>
2.	<p>Apakah ada kesulitan dalam mengajar berbicara?</p> <p><i>(Are there any difficulties in teaching speaking?)</i></p>
3.	<p>Bagaimana tanggapan siswa terhadap teknik yang digunakan dalam pengajaran berbicara?</p> <p><i>(How do students respond to the techniques used in teaching speaking?)</i></p>
4.	<p>Apa masalah siswa dalam belajar berbicara?</p> <p><i>(What are the students' problems in learning speaking?)</i></p>
5.	<p>Bagaimana Anda menerapkan teknik bermain peran dalam mengajar berbicara?</p> <p><i>(How do you apply role play technique in teaching speaking?)</i></p>
6.	<p>Bagaimana Anda menerapkan teknik diskusi dalam mengajar berbicara?</p> <p><i>(How do you apply discussion techniques in teaching speaking?)</i></p>
7.	<p>Seberapa penting teknik yang digunakan dalam pengajaran berbicara?</p> <p><i>(How are important of the technique that used in teaching speaking?)</i></p>
8.	<p>Apakah siswa merasa senang dalam belajar berbicara?</p>

	<i>(Do students feel enjoy in learning speaking?)</i>
9.	<p>Bagaimana Anda mendorong siswa untuk aktif dan berpartisipasi dalam proses pembelajaran?</p> <p><i>(How you encourage students to be active and participate in teaching learning process?)</i></p>
10.	<p>Apa saja masalah yang Anda hadapi dalam mengajar berbicara?</p> <p><i>(What are kinds of problems when you face in teaching speaking?)</i></p>

## Appendix 2 Interview Transcription

School Name : MTsN 2 Karanganyar

Date : Wednesday, 1 June 2022

Time : 09.00 a.m

Interviewee : Mrs. S

Interviewer : Adinda Titis Amorita Azzah

T : Teacher

R : Researcher

	Text Interview
R	Assalamualaikum Miss S, Selamat Pagi
T	Waalaikumussalam mbak Din, Selamat Pagi
R	Gimana kabar miss s?
T	Alhamdulillah baik, sehat mbak dinda hehe
R	Alhamdulillah nggih miss, begini miss saya mau bertanya sedikit untuk keperluan skripsi saya miss, apakah boleh miss?
T	Boleh dong, tapi jangan sulit-sulit ya mbak din, ntar nggak bias jawab
R	Mboten miss s, mudah-mudah miss hehe
T	Alhamdulillah kalo gitu, monggo mau Tanya apa?
R	Apa saja kegiatan dikelas ketika kegiatan belajar mengajar Bahasa inggris miss?
T	Kegiatan dalam pembelajaran bahasa Inggris tergantung pada situasi dan kondisi. saya selalu pastikan situasi di kelas, jika pelajaran dimulai di pagi hari dan suasana hati siswa baik saya akan memberi mereka kegiatan seperti menyanyi atau lainnya. Setiap pelajaran saya selalu mendorong siswa saya untuk aktif dan berpartisipasi.



R	Wah seru nggih miss, biar siswa-siswa semangat. Lalu respon anak-anak terhadap cara yang miss gunakan itu gimana?
T	Alhamdulillah selama ini mereka enjoy saja, senang-senang saja dengan cara yang miss gunakan mbak din. Cuma ya kadang anak-anak kalo kelompokan sukanya milih sendiri, rata-rata kalo saya pilihkan mereka tidak cocok.
R	Begitu nggih miss, kalo kesulitan saat mengajar speaking sendiri ada nggak miss?
T	Kalo kesulitan pasti ada ya, apalagi umur anak SMP, kadang suka nyepelein mbak din. Suka rame sendiri, giliran disuruh maju ngomong Bahasa Inggris mereka tidak mau.
R	Kira-kira alasannya apa ya miss kok mereka ngga mau maju, ngga mau speak English
T	banyak faktor mbak din, ya seperti mereka tidak percaya diri dengan kemampuan mereka, takut kalo salah pengucapan dan penguasaan mereka dalam vocabulary juga sedikit, kadang malu juga ditertawakan teman-temannya.
R	Oh begitu ya miss, kalo masalah yang paling sering miss temui saat pembelajaran Bahasa Inggris apa?
T	Kalo yang paling sering penguasaan vocabularynya sangat kurang, mereka udah nyaman pakai Bahasa ibu mbak, jadi males-malesan juga disuruh ngomong Bahasa Inggris rata-rata mereka nggak bias. Kadang saya suruh bawa kamus masing-masing bagi yang punya, jadi missal saat saya suruh cari tau artinya mereka nggak bingung, tinggal buka kamus saja.
R	Wah begitu ya miss, cara miss syarifah memberi feedback ke anak-anak kalo mereka salah bagaimana miss?
T	Kalo saya langsung tak kasih tau mbak

R	Begitu nggih miss, baik miss. Kalo teknik yang miss syarifah gunakan saat mengajar speaking, miss menggunakan teknik nopo?
T	Kalo teknik mengajar speaking saya menggunakan teknik diskusi mbak
R	Cara penerapannya gimana miss?
T	Awalnya akan saya bagi menjadi beberapa kelompok, biasanya perkelompok terdapat 4-5 anak, setelah itu kita berdiskusi menggaris bawahi kosa kata yang mereka tidak tau, lalu dibahas bersama-sama. di ahir anak-anak berdiskusi untuk menghafal dan presentasi didepan dikelas
R	Lalu bagaimana respon mereka saat belajar speaking menggunakan teknik diskusi miss?
T	Antusias mbak din, anak-anak suka kalo berkelompok. Menurut saya mereka jauh lebih aktif kalo menggunakan teknik diskusi, jadi saling bertukar berpendapat sama temen-temennya. Jadi lebih mudah paham.
R	Menurut njenengan, seberapa penting penerapan teknik dalam pembelajaran speaking ini miss?
T	Kalo ditanya seberapa penting ya penting banget ya soalnya seorang guru kalo tidak mempunyai teknik dalam mengajar prose belajar mengajar malah tidak tercapai dengan baik. Mengajar menggunakan teknik saya bisa mengukur dan menentukan berhasil atau tidaknya saya mengajar.
R	Bagaimana cara panjenengan memastikan kalo anak-anak sudah paham miss?
T	Untuk memastikannya saya bertanya kepada siswa satu persatu tentang materi yang telah saya ajarkan jika ada siswa yang belum memahami saya akan menjelaskan kembali materinya.
R	Apakah miss syarifah selalu mengajak murid-murid untuk speaking English dikelas?

T	Iya mbak din, walaupun sering saya mix, tetapi mereka terus mencoba, sebenarnya diluar kelas pun juga biasa menggunakan English mbak, kalo anak-anak bertemu saya di kantor atau sedang jalan, mereka pasti nyapa, entah itu Good morning, how are you mom dll, menurut saya itu sudah bagus untuk melatih Bahasa inggris mereka.
R	Baik miss syarifah, saya kira hanya itu saja yang saya tanyakan ke njenengan. terimakasih atas waktunya, semoga miss syarifah sehat selalu dan diberi perlindungan alloh swt.
T	Sama-sama mbak dinda aamiin. Semoga lancer, sukses skripsinya, segera lulus ya
R	Aamiin miss terimakasih banyak miss s

### Appendix 3 Interview Transcription

School Name : MTsN 2 Karanganyar

Date : Wednesday, 1 June 2022

Time : 10.00 a.m

Interviewee : Mrs. M

Interviewer : Adinda Titis Amorita Azzah

T : Teacher

R : Researcher

	Text Interview
R	Assalamualaikum Miss M, mohon maaf mengganggu waktunya sebentar nggih miss
T	Ngga papa mbak adinda, bagaimana? Ada yang bias saya bantu?
R	Saya ingin bertanya sedikit miss, terkait dengan skripsi saya miss
T	Boleh silahkan
R	Saya mulai nggih miss. Yang pertama bagaimana proses kegiatan belajar mengajar bahasa inggris yang terjadi di kelas delapan MTsN 2 Karanganyar? Khususnya kelas yang miss ma'rifah pegang.
T	Kalo saya pegangnya dari kelas VIII E – VIII J, Kegiatan tentu saja yang pertama saya menyapa anak didik, menanyakan kabar, mengecek kehadiran, lalu menjelaskan tujuan pembelajaran pada hari ini. lalu penyampaian materi, setelah itu saya mengajak siswa untuk berlatih berdialog secara berpasangan kemudian mengajak siswa melakukan role play berdasarkan dialog yang telah ada di buku. lalu saya memberikan umpan balik kepada siswa seperti bagus, bagus, bagus, dan terima kasih. Terkadang ketika saya menemukan siswa melakukan kesalahan percakapan seperti pengucapan yang salah saya secara tidak langsung memberikan koreksi kepada siswa.

R	Baik miss, Apakah ada kesulitan dalam mengajar berbicara?
T	Ada tantangan tersendiri mbak, Tantangannya ya itu tadi mbak, mungkin anak- anak bosan karena saya menggunakan metode itu-itu saja, apalagi untuk anak seusia Smp kelas 2. ya walaupun saya mempersiapkan segala sesuatunya sebelum mengajar, pasti kekurangan selalu ada, Saya tidak memiliki teknik pengajaran untuk menemukan motivasi siswa selain memberikan nasihat secara lisan
R	Teknik apa yang miss gunakan untuk mengajar berbicara?
T	Saya menggunakan teknik role play mbak
R	Begitu ya bu, lalu untuk bagaimana tanggapan siswa terhadap teknik yang ibu gunakan dalam pengajaran berbicara?
T	Ahamdulillah selama ini mereka enjoy-enjoy saja dengan teknik role play. Anak-anak kan kalo disuruh praktik sebenarnya suka mbak, cuman ya kadang ada yang malu, terutama cewek-cewek
R	Hehe biasanya memang seperti itu nggih miss, lalu apa saja masalah siswa dalam belajar berbicara?
T	Anak-anak itu malu kalo disuruh ngomong pake Bahasa inggris mbak adinda, takut diketawain temen-temen, dia kurang pede, takut salah ngomong juga, Bahasa inggris kan kadang pengucapan tidak sesuai dengan tulisan kan mbak
R	Wah iya begitu ya miss, untuk penerapan teknik role play yang miss ma'rifah gunakan itu pripun?
T	Untuk besok itu saya akan menjelaskan materi "What are You do" saya mengajak siswa untuk berlatih berdialog secara berpasangan kemudian mengajak siswa melakukan role play berdasarkan dialog yang telah ada di buku. Setelah itu, saya beri umpan balik kepada siswa seperti, great, excellent, good, and thank you. Terkadang ketika saya menemukan siswa melakukan kesalahan percakapan seperti pengucapan yang salah, saya secara tidak langsung memberikan koreksi kepada siswa.

R	Seberapa penting teknik yang miss M digunakan dalam pengajaran berbicara?
T	Penting sih mbak bagi saya. mengajar dengan menggunakan teknik, seseorang pendidik akan lebih mudah dalam memahami apa yang akan disampaikan. Lalu proses belajar siswa jadi lebih mudah , dan bisa diserap sebaik mungkin sama anak-anak.
R	Apakah murid merasa senang saat proses pembelajaran speaking berlangsung miss?
T	Senang-senang saja sih mbak, memang sering rame apalagi anak seusia mereka kadang masih suka urakan. Tapi mereka tetap enjoy dalam belajar. Tidak spaneng
R	Lalu bagaimana Anda mendorong siswa untuk aktif dan berpartisipasi dalam proses pembelajaran?
T	Untuk siswa saya sering sekali memberi nasehat, memotivasi mereka supaya tetap semangat belajar, terutama untuk Bahasa inggris.
R	Baik miss Ma'rifah saya kira itu saja miss yang ingin saya sampaikan, terimakasih banyak atas waktunya miss.
T	Sama-sama mbak adinda, semoga sukses selalu ya, wisuda tahun ini kan?
R	Aamiin miss, inggih insyaallah miss, mohon doanya
T	Aamiin yaa allah

## Appendix 4 Observation Transcript

School Name : MTsN 2 Karanganyar

Date : Thursday 2 June 2022

Class : VIII A

Time : 08.20-09.40 a.m

Interviewee : Mrs. S

Interviewer : Adinda Titis Amorita Azzah

T : Teacher

S : Students

T	Assalamualaikum wr wb
S	Waalaikumussalam wr wb
T	Good morning students
S	Good morning Miss
T	Okay, how are you today?
S	Sae bu *tertawa
T	Sae itu Bahasa inggris e apa? Ojo sae, ngisin-ngisin i
S	La apa miss? Nggak tau, lupa
T	Kan wes diajari, jawab e im fine, thankyou and you?
S	*tertawa Okey miss
S	Im fine, thankyou and you?
T	Alhamdulillah im great thankyou, Any absen today?
S	Yes

T	Yes? Who is it?
S	Leni
T	Leni? okay. Okey students today we will study about Asking giving Attantion and Checking for Understanding. Okey, before going the lesson, open your book
S	Yes miss
T	Okey hari ini anak-anak sudah siap untuk belajar?
S	Yes Miss
T	Yang semalam belajar siapa?
S	*some students raise their hands
T	Alhamdulillah, jadi kita harus belajar setiap hari, untuk mempersiapkan materi-materi yang akan kita bahas hari ini, kemarin saya sudah bilang bahwa kita hari ini akan membahas tentang Asking giving Attantion and Checking for Understanding.
S	*silent
T	Asking attention adalah ungkapan yang digunakan untuk meminta perhatian dari seseorang. Nah kalo Giving attention adalah ungkapan yang digunakan untuk memberikan perhatian atau respon. Tujuannya apa kok mempelajari asking giving attention ini?da yang tahu?
S	*silent
T	Tujuannya adalah kalian biar bisa Menyebutkan ungkapan Asking giving Attantion and Checking for Understanding, meminta perhatian dan mengecek pemahaman itu apa aja. lalu Mengidentifikasi fungsi sosial dan unsur kebahasaan, serta bagaimana cara Merespon ungkapan Asking giving Attantion and Checking for Understanding. kira-kira kalimat asking attention tu gimana? Kiro-kiro kalimat sing minta perhatian ki pie ?
S	Pakai Can miss
T	Iya, bisa pakai can, nah can ini artinya dapat, apalagi ?



S	Mampu, trus bisa miss
T	Bisa, boleh. Jadi Can I get the attention apalagi kalimat selain can?
S	*silent
T	Yok ditulis, ada 1. Can I get the attention? 2. May I have your attention 3. Excuse me 4. Attention please! 5. Listen to me Sekarang responnya, ada yang bisa?
S	Contohnya gimana miss?
T	Yess ma'am or sir, bias juga pakai Ok ma'am, apalagi kira-kira? Ihsan tau? Kira-kira apa san? Coba tulis kedepan.
S	All right miss
T	Betul san, give applause for ihsan
S	*give applause
T	Jadi giving attention ada 1. Yes, Ma'am/Sir 2. Oke Ma'am/Sir 3. All right 4. I see 5. Really Ditulis dulu sek wae ndang
S	Yess miss
	<i>After while</i>
T	Asking giving attention sudah paham ya?
S	Belom
T	Loh kok belom ? katanya tadi sudah bisa

S	*tertawa sudah faham miss
T	Nah, next kita membahas checking for understanding atau ungkapan yang digunakan untuk mengecek pemahaman seseorang. Jadi anak-anak ini adalah ekspresi yang digunakan untuk mengecek pemahaman lawan bicara kita, responnya gimana? Responya bias positif maupun negative, maksudnya positif negative gimana sih? Positif ki ya paham nek negative ki ora paham. Contohe gimana? pie coba? Noval tau ngga? Dibaca itu dibuku contohe apa?
S	Anu miss do you know what imean?
T	Betul, jadi ada kalimat do you know what I mean? Apalagi?
S	*silent
T	Checking for understanding <ul style="list-style-type: none"> <li>- Do you kwon what I mean?</li> <li>- Do you know what I am saying?</li> <li>- Do you follow me?</li> <li>- Do you understand?</li> <li>- Got it?</li> <li>- Is it clear?</li> <li>- Are you following me?</li> </ul> <p>Itu adalah untuk mengecek pemahaman, gimana kalau menunjukan pemahaman? Response uwong nek paham ki kepiye?</p>
S	I understand miss
T	Bisa, <ul style="list-style-type: none"> <li>- I understand</li> <li>- I see</li> <li>- I get it</li> </ul>

	<ul style="list-style-type: none"> <li>- Yess</li> <li>- I know what you mean</li> <li>- I'm with you</li> <li>- I understand what you are saying</li> </ul> <p>La trus nek wong ra paham kepiye jawab e? kiro-kiro response pie? Kebalikan dari wong sing paham.</p>
S	I don't understand miss
T	<p>Iya betul</p> <p>Ada</p> <ul style="list-style-type: none"> <li>- I don't understand</li> <li>- I don't get it</li> <li>- What do you mean?</li> <li>- I don't follow you</li> <li>- I don't quite follow you</li> </ul> <p>Dah ditulis dulu aja</p>
S	Yes miss
T	Sekarang miss tulis contoh dialogue mengenai asking giving attention and checking for understanding. Setelah itu kita baca bersama-sama
S	Baik miss
T	<p>Dialogue 1 mengenai asking giving attention</p> <p>Mrs. Susan: don't be noisy. Attention please!</p> <p>Students: Yes, ma'am</p> <p>Mrs. Susan: next week we will do mid-examination</p> <p>Students: what?!</p> <p>Mrs. Susan: listen to me! the material that should be learned is from chapter 1 until chapter 4.</p> <p>Students: All right, Ma'am</p> <p>Mrs. Susan: oket, that's all for today, good luck then!</p>

	<p>Dialogue 2 mengenai checking for understanding</p> <p>Mr. Seno: we will make an advertisement today. Do you understand?</p> <p>Students: yes, Sir.</p> <p>Mr. Seno: what did I say?</p> <p>Students: we will make an advertisement, sir.</p>
	<i>After while</i>
T	Okey Students, berkaitan dengan materi pada hari ini, ibu minta tolong berdiskusi dalam grup, membentuk kelompok. silahkan membuat kelompok masing-masing satu kelompok ada 4 siswa, kalo sisa ada yang 5 tidak apa-apa.
S	(students begin to choose friends and form groups)
T	Sudah semuanya? Baik, ibu akan membagikan selemba teks mengenai Asking giving Attantion and Checking for Understanding.
S	Yes Miss
T	Silahkan dipahami dan dibaca bergilir lalu underline kata yang menurut kalian susah, atau jarang terdengar. Nanti kita bahas bersama-sama.
S	Baik Miss
T	Jadi anak-anak ibu ulangi kenapa hari ini kita belajar tentang Asking giving Attantion and Checking for Understanding, jadi nanti kalian biar bisa Menyebutkan ungkapan meminta perhatian dan mengecek pemahaman itu apa aja. lalu Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan meminta perhatian dan mengecek Pemahaman, bagaimana cara Merespon ungkapan meminta perhatian dan mengecek pemahaman, nanti di praktekan berkelompok maju mempresentasikan dialog didepan kelas lalu kalian bacakan kosa kata yang udah kalian garis bawah beserta artinya. Nanti di akhir pembelajaran Ibu meminta kalian membuat dan Menulis teks lisan

	sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian dan mengecek pemahaman.
S	(silent) *group discussion
T	Materi hari ini tetap ditulis dibuku catatan masing-masing lo ya
S	Ngga usah ditulis aja bu
T	Ditulis mas, ayo jangan malas, nanti ibu cek lo ya catatannya
S	Yes Miss
	<i>After while</i>
T	Okey, sudah semua ya. Silahkan kelompok 1 maju kedepan. Kalian terdiri dari 4 siswa ya, ada 4 karakter masing-masing anak dapat 1. silahkan baca dialognya mengenai Asking giving Attantion and Checking for Understanding lalu baca kalimat yang kalian rasa belum tau artinya atau sudah kalian garis bawahi.
S	*practice
T	Beri tepuk tangan buat kelompok 1, sekarang adakah kosakata yang sulit atau belum kalian mengerti?
S	Tidak ada miss hehe *tertawa
T	Oke thankyou for group 1, sekarang group yang ganjil berisi 5 orang. Itu group 5 silahkan maju kedepan dan mempresentasikan dialog.
S	Tapi ini dialognya Cuma ada 4 nama itu miss, gimana?
T	Sella, kamu nanti ya, baca dialognya sendiri
S	Tapi saya malu miss kalo baca sendiri *teman-teman tertawa
T	Sssssssstttttt..... Ini pada kenapa to, temannya mau presentasi didepan, semua diam dan memperhatikan! Ngga apa-apa sella nanti teman-teman kelompok 5 tetap didepan menemani sella.
S	*silent

	<i>After while</i>
T	Baik anak-anak hari ini kita sudah belajar mengenai asking giving attention and checking for understanding, tadi yang asking giving attention ada kalimat apa aja anak-anak?
S	<p>Ada Can miss,</p> <p>Can I get the attention?</p> <p>May I have your attention</p> <p>Excuse me</p> <p>Attention please!</p> <p>Listen to me</p>
T	Benar, kalo responnya gimana?
S	<ol style="list-style-type: none"> <li>1. Yes, Ma'am/Sir</li> <li>2. Oke Ma'am/Sir</li> <li>3. All right</li> <li>4. I see</li> <li>5. Really</li> </ol>
T	Gampang kan? Yo selanjute checking for understanding tadi ada apa aja?
S	<ul style="list-style-type: none"> <li>- Do you kwon what I mean?</li> <li>- Do you know what I am saying?</li> <li>- Do you follow me?</li> <li>- Do you understand?</li> <li>- Got it?</li> <li>- Is it clear?</li> <li>- Are you following me?</li> </ul>
T	Trus respon positifnya gaimana?
S	<ul style="list-style-type: none"> <li>- I understand</li> <li>- I see</li> <li>- I get it</li> </ul>

	<ul style="list-style-type: none"> <li>- Yess</li> <li>- I know what you mean</li> <li>- I'm with you</li> <li>- I understand what you are saying</li> </ul>
T	Terus nek respon negative e?
S	<ul style="list-style-type: none"> <li>- I don't understand</li> <li>- I don't get it</li> <li>- What do you mean?</li> <li>- I don't follow you</li> <li>- I don't quite follow you</li> </ul>
T	Sip sudah paham semuanya ya, tadi juga sudah dipraktekkan bersama-sama. Kemudian untuk homeworknya, PRnya ...
S	Halah..
T	La wong kamu itu kalo nggak dikasi PR nggak belajar kok
S	Halah bu....
T	Untuk tugasnya kalian nanti membuat percakapan mengenai asking giving attention and checking for understanding. Dikumpulkan jadi satu nanti ibu akan menilai tugas kalian. Seperti biasanya ya
S	Ya bu
T	Tidak ada pertanyaan anak-anak?
S	Nggak bu
T	Yasudah, itu kertasnya dikumpulkan kedepan lagi, dikembalikan. Oke thankyou very much.
S	*Noisy
T	Oke, Alhamdulillah pelajaran pada hari ini sudah selesai, tapi sebelum ditutup apakah ada pertanyaan ?
S	No

T	Yakin? Jangan sampai lupa, 1. Belajar kembali asking giving attention and checking for understanding, 2. PR nya jangan lupa dikerjakan. Oke anak-anak see you next time students
S	See you next time miss
T	Assalamualaikum wr wb
S	Waalaikumussalam wr wb



## Appendix 5 Observation Transcript

School Name : MTsN 2 Karanganyar

Date : Friday 3 June 2022

Class : VIII E

Time : 07.00 – 08.20 a.m

Interviewee : Mrs. M

Interviewer : Adinda Titis Amorita Azzah

T : Teacher

S : Students

T	Assalamualaikum wr wb
S	Walaikumussalam wr wb
T	Good morning students
S	Good morning miss
T	Okey today we will discuss about “what are you doing” ready?
S	Ready miss
T	Sebelumnya, absen dulu hari ini ada yang tidak masuk?
S	Nihil Miss
T	Alhamdulillah semua masuk ya, aada yang udah tau materi hari ini berkaitan tentang apa? Ada yang sudah belajar?
S	Percakapan Bahasa inggris Miss
T	Tujuannya untuk apa?
S	Biar bisa Bahasa inggris miss hahaha *tertawa

T	Iya betul, biar kalian lancar Bahasa Inggris, supaya kalian Memahami teks, Mengidentifikasi unsur kebahasaan, Mengidentifikasi fungsi sosial, Mengidentifikasi struktur teks, dan kalian bisa Menyusun teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini.
S	*silent
T	Oke sekarang buka bukunya masing-masing chapter 8, bu guru akan tampilkan dialognya di lcd
S	Yes miss
T	Oke sekarang perhatikan dialognya
S	Yes miss
T	Bu guru akan bacakan dialognya terlebih dahulu, habis itu kalian mengikuti ya.
S	Yes miss
T	Dialog Sidiq: Hai Noval, what are you doing? Noval: Hallo Sidiq, I am eating fried rice right now. Sidiq: That's good. Can I join with you? Noval: all right, come here
S	*membaca bersama-sama
T	Jadi anak-anak materi hari ini adalah ungkapan apa yang digunakan ketika hendak menceritakan kejadian yang sedang berlangsung. Contohnya pada dialog ini tadi sidiq sedang memakan nasi goreng, ungkapan tersebut digunakan untuk memberitahu noval bahwa sidiq sedang memakan nasi goreng saat itu juga, bukan tadi atau besok ya. Faham?
S	Faham miss.

T	Nah kalimat ini dinamakan Present continuous tense, jadi kalo kejadian atau sesuatu sedang berlangsung pakainya present continuous tense. Ada yang tau nggak rumusnya gimana?
S	Lupa miss
T	Haiyoh, lupa kabeh. Nindy tau nggak?
S	Lupa miss hehe
T	Rumusnya adalah S+ to be + V-ing Hayo kemaren kae to be ki apa aja?
S	Is am are miss
T	Nah, makane nek bengi ki sinau ben apal
S	*silent
T	Nah kalimat present continuous tense ini dibagi menjadi 3, yaitu kalimat positive, negative, sama interrogative.
T	Kita lihat contoh kalimat positive lain, ini ada gambar murid-murid sedang membersihkan kelas, coba gimana Bahasa inggrisnya, siapa yang bisa?
S	Noval is sweeping the floor miss
T	Kalo Feri sedang memberi makan sapi dirumah Bahasa inggrise apa?
S	Susah bu, taunya ngombeni sapi *tertawa
T	Heleh jan, ngawur
S	La susah lo bu
T	pokoknya sesuai rumus nggeh, kalimat Noval is sweeping the floor, S e brati Noval, to be ne brati is, v-ing e brati? Sweeping. Dah paham ya anak-anak?
S	Sudah bu
T	Masih banyak lagi, Sifa is cleaning the whiteboard yo bisa. Sekarang kalimat negative, rumusnya ada yang tau?
S	Ditambahi don't miss
T	Ya betul, S+ to be (Is/am/are) + not + v-ing

	Yok langsung contohnya, pake kalimat sama wae yang sudah dibuat
S	*serentak Noval is not sweeping the floor
T	Yo gari siji, kalimat tanyane. Pakai rumus : To be (is/am/are) +S + V-ing
S	Bingung bu
T	Bingung i kenapa, tinggal masukin wae no
S	Is Noval sweeping the floor? Gitu miss
T	Nah, dah to tinggal dijawab yes/ no Tulis aja jawabane kalo benar yes, it is Kalo tidak no, its'n Faham ya anak-aak?
S	Yes miss
T	Sekarang buka halaman selanjutnya ada kalimat conversation/ percakapan, kalian berpasangan lalu maju kedepan mempraktekkan didepan kelas, dengan cara role play. Jadi semisal disini ada salah satu tokohnya pak tani macul yo kalian pura-pura macul, dan seterusnya. Faham nggih? Sekarang berpasangan
S	Baik miss
	<i>After while</i>
T	Yok sekarang bu guru pilih acak, siapa ya kira-kira? Oke, dari ujung kanan depan, Nana dan intan silahkan maju.
S	<b>(melakukan percakapan) *(have a conversation)</b>  Nana: Is she studying for the English test?  Intan: No, she is not, she's studying for the Math test.  Nana: Awesome! Wish them success.

T	Thankyou Intan and Nana, Good job, Next Satria dan Saka , brisik wae dari tadi
S	*tertawa Sakniki bu?
T	Ya sekarang to
S	Satria: Are they talking about us?  Saka: No, I don't think so.
T	<i>Satria, us Bukan dibaca yus, tapi dibaca as</i>
S	* <b>Satria repeat again</b> Are they talking about as? <i>gitu miss</i>
T	<i>Iya betul</i> , good job. Thankyou <i>anak-anak</i>
T	Sekarang disimak masing-masing conversation di buku, kalau ada yang tidak tau Bahasa indonesianya, atau artinya bias Tanya ke miss.
S	Miss , ini bacanya gimana ?
T	Dibuka kamusnya, bawa kamus kan? Kalau tidak pinjem dulu ke perpustakaan
S	Baik miss
S	Miss difficult ini artinya apa?
T	Difficult ki kaya, “aduh aku kok nggak bias ya”
S	Susah bu ! , sulit bu
T	Sip, betul semua
	<b><i>After while</i></b>
T	Sudah faham ya, tadi kita sudah belajar mengenai what are you doing, dengan kalimat present continuous tense, tadi rumuse apa aja?
S	S + to be + V-ing miss
T	Kalo negative ditambahi apa?
S	Don't

T	S + to be + don't + V-ing Kalo interogatif e ? kalimat tanyane gimana?
S	To be + S + V-ing
T	Jangan lupa dipelajari dirumah ya, untuk evaluasinya, ibu kasih Pr untuk kalian
S	Halah, mesti
T	Kalian harus membuat dialog menggunakan kalimat present continuous tense, dikumpulkan besok pagi sebelum bel masuk
S	Ya allah bu
T	Kenapa anak-anak? Kalo masih anget pasti kalian itu ingat materi hari ini, kalo dikumpulkan kapan-kapan, mesti lali.
S	Baik bu
T	Yasudah, karna waktunya sudah habis mari kita ahiri bersama-sama Wassalamualaikum wr wb
S	Waalaikumussalam wr wb

## Appendix 6 Rencana Pelaksanaan Pembelajaran

### Pertemuan Ke - 1

Satuan Pendidikan : MTs Negeri 2 Karanganyar  
 Mata Pelajaran : Bahasa Inggris  
 Materi Pokok : It's English time!  
 Kelas /Semester : VIII / Ganjil  
 Tahun Pelajaran : 2021/2022  
 Alokasi Waktu : 4 JP (2 Pertemuan)

#### TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan meminta perhatian dan mengecek Pemahaman
2. Menyebutkan ungkapan meminta perhatian dan mengecek pemahaman
3. Merespon ungkapan meminta perhatian dan mengecek pemahaman
4. Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian dan mengecek pemahaman

LANGKAH-LANGKAH PEMBELAJARAN	
Kegiatan Pendahuluan (10 menit)	<ul style="list-style-type: none"> <li>❖ Guru mengucapkan salam, mengecek kehadiran siswa dan menanyakan kondisi siswa</li> <li>❖ Guru motivasi belajar siswa secara kontekstual dengan meminta siswa untuk menyimak penjelasan mengenai “dua sub tema ungkapan getting attention dan checking understanding” dalam kehidupan sehari-hari.</li> <li>❖ Guru mengecek penguasaan awal kompetensi yang sudah dimiliki siswa melalui tanya jawab dengan siswa tentang “dua sub tema ungkapan getting attention dan checking understanding”</li> <li>❖ Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> <li>❖ Guru menyampaikan cakupan materi pembelajaran untuk pertemuan pertama tentang fungsi sosial dan struktur kebahasaan tindakan meminta perhatian dan mengecek pemahaman, serta menanggapi.</li> <li>❖ Guru menjelaskan aktifitas pembelajaran siswa dengan menerapkan pembelajaran berbasis discussion</li> <li>❖ Guru meminta siswa untuk mencatat (dan mengklarifikasi) lingkup dan teknik penilaian yang akan digunakan oleh guru (sikap, pengetahuan dan keterampilan).</li> </ul>

<p>Kegiatan Inti (40 menit)</p>	<p><b>Mengamati:</b></p> <p>Peserta didik diminta membaca dialog tentang tindakan meminta perhatian dan mengecek pemahaman yang ada di buku siswa.</p> <p><b>Menanya:</b></p> <p>Peserta didik menanyakan tentang fungsi dan struktur kebahasaan dalam teks di buku siswa pada bagian kegiatan tindakan meminta perhatian dan mengecek pemahaman.</p> <p><b>Mengumpulkan Informasi:</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik membaca buku teks pelajaran tentang tindakan meminta perhatian dan mengecek pemahaman.</li> <li>2. Peserta didik menganalisa struktur kebahasaan yang digunakan.</li> </ol> <p><b>Mengkomunikasikan:</b></p> <p>Peserta didik berdiskusi lalu dipilih secara acak di depan kelas dan menganalisa dialog yang dipraktekkan.</p>
<p>Kegiatan Penutup (10 menit)</p>	<ul style="list-style-type: none"> <li>❖ Guru memberi kesempatan peserta didik untuk bertanya mengenai hal-hal yang belum dipahami</li> <li>❖ Guru memberikan penjelasan atas pertanyaan yang disampaikan oleh peserta didik</li> <li>❖ Guru bersama peserta didik melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan</li> <li>❖ Guru menutup pelajaran dengan doa dan salam</li> </ul>

#### PENILAIAN

- A. Penilaian Sikap : Observasi selama kegiatan berlangsung
- B. Penilaian Pengetahuan dan Keterampilan : Lembar Kerja

Mengetahui  
Kepala Madrasah

Karanganyar, 3 Januari 2022  
Guru Mata Pelajaran

Drs. Sutoyo, M.Pd.  
NIP. 196508081993031004

Dra. Syarifah, S.Pd.  
NIP. 196602182005012001



## RENCANA PELAKSANAAN PEMBELAJARAN

### Pertemuan Ke - 2

Satuan Pendidikan : MTs Negeri 2 Karanganyar  
 Mata Pelajaran : Bahasa Inggris  
 Materi Pokok : It's English time!  
 Kelas /Semester : VIII / Ganjil  
 Tahun Pelajaran : 2021/2022  
 Alokasi Waktu : 4 JP (2 Pertemuan)

### TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Mengidentifikasi fungsi sosial dan unsur kebahasaan dari mengungkapkan pendapat
2. Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan mengungkapkan pendapat.

### LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)	
Orientasi	Penguatan Pendidikan Karakter, ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Apersepsi	❖ Mengaitkan materi/ <i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ <i>tema/kegiatan</i> sebelumnya,
Motivasi	❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. ❖ Apabila materitema// projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi yang dipelajari
Pemberian Acuan	❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (40 menit)	
Orientasi Peserta Didik Kepada Masalah	<p>Literasi</p> <ul style="list-style-type: none"> <li>❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada materi melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan)</li> <li>❖ Melihat (tanpa atau dengan alat) <i>Berpikir kritis dan bekerjasama (4C) dalam</i></li> <li>❖ <i>mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i></li> <li>❖ Mengamati (<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>)</li> <li>❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) <i>materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan materi</i></li> <li>❖ Mendengar pemberian materi oleh guru</li> <li>❖ Menyimak, (<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>)</li> <li>❖ Siswa diminta untuk mengamati dan menganalisis gambar tersebut dan mengaitkannya dengan hasil bacaan mereka dan menuliskan hasil pengamatannya.</li> </ul>
Mengorganisasikan Peserta Didik	<p>Critical Thinking (Berpikir Kritis):</p> <ul style="list-style-type: none"> <li>❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi ataupun gambar yang disajikan dan akan dijawab melalui kegiatan belajar</li> </ul>
Membimbing Penyelidikan Individu Dan Kelompok	<p>Collaboration (Kerja Sama):</p> <ul style="list-style-type: none"> <li>❖ Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi tentang materi</li> </ul>
Mengembangkan Dan Menyajikan Hasil Karya	<p>Communication (Komunikasi)</p> <ul style="list-style-type: none"> <li>❖ Peserta didik mempresentasikan hasil diskusi kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan tentang materi dan ditanggapi oleh kelompok yang mempresentasikan,.</li> <li>❖ Peserta didik mengamati dan memberi tanggapan terhadap hasil presentasi kelompok lain.</li> </ul>
Kegiatan Penutup (10 menit)	

Menganalisa & Mengevaluasi Proses Pemecahan Masalah	Creativity (Kreativitas) <ul style="list-style-type: none"> <li>❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang materi yang dipelajari</li> <li>❖ Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan pemicu kepada siswa berkaitan dengan materi yang akan selesai dipelajari</li> <li>❖ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>❖ Menutup pelajaran dengan berdo'a dan salam</li> </ul>
--	--

#### PENILAIAN

- A. Penilaian Sikap : Observasi selama kegiatan berlangsung  
B. Penilaian Pengetahuan dan Keterampilan : Lembar Kerja

Mengetahui  
Kepala Madrasah

Karanganyar, 03 Januari 2022  
Guru Mata Pelajaran

Drs. Sutoyo, M.Pd.  
NIP. 196508081993031004

Dra. Syarifah, S.Pd.  
NIP. 196602182005012001

### **RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : MTs Negeri 2 Karanganyar  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII /I  
 Materi Pokok : What are You doing?  
 Alokasi Waktu : x 40 menit

#### **A. Kompetensi Dasar**

No.	Kompetensi Dasar
	3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial <i>menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini</i> , sesuai dengan konteks penggunaannya
	4.8. Menyusun teks lisan dan tulis untuk <i>menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini</i> , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

#### **B. Tujuan Pembelajaran:**

Melalui pembelajaran scientific peserta didik dapat:

1. Memahami teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini,
2. Mengidentifikasi unsur kebahasaan yang digunakan dalam menggambarkan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini,
3. Mengidentifikasi fungsi sosial teks yang dalam menggambarkan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini,
4. Mengidentifikasi struktur teks yang menggambarkan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini,
5. Menyusun teks lisan dan tulis untuk *menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini*.

#### **C. Materi Pembelajaran**

##### **1. Fungsi Sosial dari ungkapan**

Menjelaskan, memberi alasan, memberi contoh tindakan/kejadian yang sedang berlangsung saat ini.

**2. Struktur Teks dari percakapan yang menggunakan ungkapan kegiatan yang sedang dilakukan seperti:**

*What are you doing here? Waiting for her; Don't play around.*

*Look! Everybody is doing their task.;*

*I need to see the Principal. May I see him now? No,*

*he's having a meeting.;*

*He is studying English now.*

*The students are playing football in the yard now.*

*Be quiet, please. The baby is sleeping. , dan sebagainya.*

**3. Unsur Kebahasaan dari , yaitu:**

- Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.
- Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
- Kata kerja untuk keadaan: *be, have*, dalam Present Continuous Tense.
- Adverbial: *now*
- Kata ganti obyek: *me, you, him, her, us, dst.*
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi,
- Ejaan dan tanda baca
- Tulisan tangan.

**D. Langkah-langkah Kegiatan Pembelajaran**

**1. Pertemuan Kesatu**

**a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 3) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 4) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

**b. Inti (60 menit)**

**1) Mengamati**

- a) Peserta didik membaca dialog singkat berkaitan tentang kegiatan yang sedang dilakukan
- b) Peserta didik mengamati pola kalimat dan struktur kalimat yang digunakan dalam dialog tersebut

**2) Menanya**

- a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah dibaca.
- b) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana pola kalimat dan struktur bahasa yang digunakan dalam dialog yang dibaca.
- c) Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana menyusun kalimat yang menyatakan sedang melakukan suatu kegiatan.

**3) Mencoba/Mengumpulkan Data atau Informasi**

- a) Secara individu peserta didik membuat pertanyaan untuk menanyakan kegiatan yang sedang dilakukan temannya.
- b) Secara individu peserta didik membuat kalimat tentang apa yang sedang dia lakukan.
- c) Secara berpasangan peserta didik bertukar pertanyaan dengan teman sebangku tentang apa yang sedang dilakukan.

**4) Mengasosiasi/Menganalisis Data atau Informasi**

- a) Secara berpasangan peserta didik mengembangkan satu pertanyaan yang telah dibuat menjadi dialog panjang bersama pasangan

**5) Mengomunikasikan**

- a) Secara acak guru memilih beberapa peserta didik untuk mempraktekan dialog yang telah dibuat secara bergantian.
- b) Guru memperhatikan dan mengoreksi praktek yang dilakukan oleh peserta didik.

**c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada peserta didik untuk mempraktikkan atau mengucapkan kegiatan yang sedang dilakukan dan mencatat kapan siapa saja peserta didik mengucapkan ungkapan tersebut.
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

**2. Pertemuan Kedua**

**a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses
- 2) pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 3) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 4) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

**b. Kegiatan inti (60 menit)**

**1) Mengamati**

- a) Peserta didik membaca dialog singkat berkaitan tentang kegiatan yang tidak sedang dilakukan, dialog yang menggunakan yes no-question yang bertanya tentang yang sedang dilakukan, menanyakan alasan tentang kegiatan yang dilakukan.
- b) Peserta didik mengamati pola kalimat dan struktur kalimat yang digunakan dalam dialog tersebut.

**2) Menanya**

- a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah dibaca.

- b) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana pola kalimat dan struktur bahasa yang digunakan dalam dialog yang dibaca.

### **3) Mencoba/Mengumpulkan Data atau Informasi**

- a) Secara individu peserta didik merubah kalimat positif dari ungkapan yang menunjukkan kegiatan yang sedang dilakukan yang dibuat di pelajaran sebelumnya menjadi kalimat negative dan yes no question.
- b) Secara individu peserta didik membuat alasan tentang kegiatan yang dilakukan.

### **4) Mengasosiasi/Menganalisis Data atau Informasi**

- a) Guru member teks rumpang yang berisi cerita tentang kegiatan yang sedang dilakukan.
- b) Peserta didik mengisi teks rumpang dengan struktur bahasa yang benar yang berhubungan dengan struktur bahasa “sedang” dalam bentuk positif, negative, maupun kalimat Tanya, mengisi teks rumpang berkaitan dengan alasan

### **5) Mengomunikasikan**

- a) Peserta didik saling bertukar saling bertukar pekerjaan dengan temannya dan mengoreksi pekerjaan teman berdasarkan pengetahuan mereka.
- c) Guru siap menerima dan membantu peserta didik yang mengalami kesulitan dalam mengoreksi pekerjaan teman.

### **c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

## **E. Penilaian**

### **1. Kompetensi Sikap Spiritual**

- a. Teknik Penilaian: Observasi dan Penilaian Diri
- b. Bentuk Instrumen: Lembar observasi dan Lembar Penilaian Diri



**2. Kompetensi Sikap Sosial**

- a. Teknik Penilaian: Observasi dan Penilaian Diri
- b. Bentuk Instrumen: Lembar observasi dan Lembar Penilaian Diri

**3. Kompetensi Pengetahuan**

- a. Teknik Penilaian: Tes Tertulis
- b. Bentuk Instrumen: Melengkapi dan mengurutkan

**4. Keterampilan**

- a. Teknik Penilaian: Tes Tertulis dan Praktik
- b. Bentuk Instrumen: Melengkapi dan essay (teks cerita tentang kegiatan yang sedang dilakukan)
- c. Tes Praktik Keterampilan Berbicara), dan Rubrik Penilaian Tes Praktik

Karanganyar, 03 Januari 2022

Mengetahui  
Kepala MTs N 2 Karanganyar

Guru Mata Pelajaran

Drs. Sutoyo., M. Pd.  
NIP. 196508081993031004

Dra. Ma'rifatun.  
NIP.196909101994032003

## Appendix 7 Documentation

### Picture of Miss S teaching speaking with discussion technique



**Picture of Miss M teaching speaking with Role play technique**

