# AN ANALYSIS OF TEACHER METHOD IN TEACHING SPEAKING AT TWELFTH GRADE STUDENTS OF SMAN 1 TERAS IN THE ACADEMIC YEAR 2023/2024

**THESIS**

**Submitted as a Partial Requirements**

**for the Degree of Sarjana**

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## RATIFICATION

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## DEDICATION

This thesis is dedicated to:

1. My beloved parents Paminto and Sri Handayani Nurfuad who give love, support and prayers in my journey

2. My advisor, Sabariyanto, M.Pd., who give me advice and support in finishing my thesis

3. My beloved brothers Muhammad Abdur Rozzaq and Muhammad Rosyid Ridho

4.My friends, Khoirul, Nabila, Anggit, Aninda, Risma, Ristya, Dyah, Nisrina and all my friends"F" who give me support in finishing my thesis.

4. My Almamater UIN Raden Mas Said Surakara

## MOTTO

"Be the kind of people that have enough passion to change the world. If we let ourselves be fire, thunder, or lightning, we could alter everything"

**- Erin Gruwell-**

## PRONOUNCEMENT

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I hereby sincerely stated that the thesis titled "**AN ANALYSIS OF TEACHER METHOD IN TEACHING SPEAKING AT TWELFTH GRADE STUDENTS OF SMAN 1 TERAS IN THE ACADEMIC YEAR 2023/2024**" is my real masterpiece. The things out of my masterpiece in this thesis are sign by citation and referred in the bibliography. If I later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the from repealling my thesis and academic agree.

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "An Analysis of Teacher Method in Teaching Speaking at Twelfth Grade Students of SMAN 1 Teras in The Academic Year 2023/2024". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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

**TABLE OF CONTENTS**

ADVISOR' SHEET……...…I

RATIFICATION……..II

DEDICATION…….III

MOTTO……...IV

PRONOUNCEMENT……..…V

ACKNOWLEDMENT……VI

TABLE OF CONTENT…….....VIII

LIST OF TABLE …….....XI

LIST OF DIAGRAM …….....XII

ABSTRACT……..XIII

CHAPTER I. INTRODUCTION ..... XI

A. Background of Study..... 1

B. Identification of The Problem …….....5

C. Problem Limitation…….....6

D. Problem Statement…….....6

E. Objective of Study…….....6

F. Benefit of The Study…….....6

G. Definition of Key Term…….....7

CHAPTER II. REVIEW OF RELATED LITERATURE ..... 9

A. Theoretical Review ..... 9

1. Teaching……..

**Error! Bookmark not defined.**

2. Speaking..... 9

3. Teaching Speaking.....16

4. Micro and Macro Skills in Speaking .....24

5. Method .....27

B. Previous Study .....37

CHAPTER III. RESEARCH METHODOLOGY .....43

A. Research Design.....43

B. Research Setting.....43

C. Subject of The Research.....45

D. Data and Source of The Data.....45

E. Research Instrument .....45

F. Technique of Collecting Data .....47

G. Trustworthiness Data.....51

H. Technique of Analysis Data.....53

CHAPTER IV. RESEARCH FINDINGS AND DISCUSSIONS……...56

A. Findings……...56

1. Method in Teaching Speaking Used by English Teacher……..…….56

2. The Problem faced by teacher in teaching speaking methods…….64

B. Discussion……67

1. Method in Teaching Speaking Used by English Teacher……...67

2. The Problem faced by teacher in teaching speaking methods……72

CHAPTER V. CONCLUSION AND SUGGESTION……75

A. CONCLUSION……75

B. SUGGESTION……76

BIBLIOGRAPHY……....60

8

APPENDIX……..82

## LIST OF TABEL

Table 2.1 The Similarity and Differences Journal ……..…….....33

Table 3.1 The Research Schedule…….....37

Table 3.2 Steps Procedure of Discussion …….....39

Table 3.3 Steps Procedure of Role Play …….....40

Table 3.4 Interview Questions for Teacher ……....42

Table 4.1 Steps Procedure of Discussion……70

Table 4.2 Steps Procedure of Role Play…….....73

## LIST OF DIAGRAM

Diagram 3.1 Trustworthiness of data …….....43

# ABSTRACT

Arina Sabila Haq. 2023. An Analysis Of Teacher Method In Teaching Speaking At Twelfth Grade Students of SMAN 1 Teras In The Academic Year 2023/2024. Thesis . Surakarta. English Language Education. Cultures and Languages Facultty. UIN Raden Mas Said

Advisor : Sabariyanto, M.Pd.

Keywords : Speaking, Teaching, Method.

This research paper is intended to describe method in teaching speaking at twelfth grade students of SMAN 1 Teras in The Academic Year 2023/2024. The research problem are (1) What are the method used in teaching speaking for the twelfth-grade students of SMAN 1 Teras in the academic year 2023 / 2024. (2) What are the problems faced by teacher in teaching speaking methods for the twelfth-grade students of SMAN 1 Teras in the academic year 2023 / 2024.

In this research, the researcher used descriptive qualitative research. The subject of this research were English teacher of SMAN 1 Teras in academic year 2023/2024. The data collected from the observation, interview, and documentation. The data analysed by data reduction , data display and draw conclusion. The researcher used triangulation by sources.

The research findings show that the English teacher used two methods in teaching speaking based on observation. There were discussion and role play. The teacher used those methods to improve students' speaking skill. Based on interview, the teacher 's problem in implementing the methods in teaching speaking. There are low or uneven participant, nothing to say, mother tongue use, and inhibition.

# CHAPTER I

# INTRODUCTION

## A. Background of Study

One of the objectives of language programs is to develop spoken language skills and aim to integrate spoken and written language. Teaching English at every level of education always involves four skills. These skills are speaking, listening, reading, and writing. Speaking is one of the important skills to be taught. The ability to speak has important uses by people for communicating with others, conveying ideas, opinions, messages, and feelings to others, expressing their thoughts and desires, and socializing to communicate or interact (Burn and Joyce,1997:54-55).

Speaking is a productive aural/oral skill that can be directly and empirically observed (Nunan, 2003:48). Speaking is a medium that can be used for learning many languages, including English. Speaking is not just saying words or sentences with the correct pronunciation. A person can be said to be a good speaker if they manage to convey what is on their mind well and make their listeners understand him.

Sutikno (2009) defines the method as one way of presenting lesson materials carried out by teachers to students in the learning process to achieve a goal. Teaching in English-speaking activities is very important to help overcome students' difficulties in speaking. Methods in speaking can help students improve their fluency and accuracy speaking. Each teacher can apply different method to improve students' speaking skills.

They must make the classroom atmosphere fun and enjoyable to attract students' interest in following the lessons being taught. In addition, teachers must facilitate students in classroom learning such as; through discussions and presentations. After practicing several method the teacher can see how students are progressing in learning. Then it can be concluded whether the learning is successful or unsuccessful in the classroom.

Students problems in speaking class can make a person less able to speak. Pollard (2008:34) said that speaking is one of the most difficult aspects for students to master. The reason why students have problems in speaking is that they lack grammar, lack of self-confidence, motivation, vocabulary, pronunciation and environment. Students lack confidence in speaking English because they are afraid of making mistakes when pronouncing vocabulary and being laughed at. While students' motivation in learning English varies, some students are motivated in learning English because they want to learn English and some students do not learn because English is considered difficult. Finally, the difficulty of students in learning English is influenced by the environment. The lack of practice in speaking English makes them feel embarrassed when speaking English. Meanwhile their school environment uses their mother tongue in daily speaking.

Similar research has been analyzed by Siti (2019) titled “a study of teachers’ methods in teaching speaking skill among the twelfth-grade students of SMK Muhammadiyah 2 Karanganyar in the academic year 2017/2018”. The result of this

study showed that there are three teaching methods in teaching speaking used by the English teacher. In this study, the researcher found similarities in using the speaking teaching method. The method used is discussion. The difference is that more methods are used like Communicative Language Teaching (CLT) and Audio Lingual Method.

Liliana (2018) by the title "The techniques of teaching speaking used by the English teacher to the seventh-grade students of SMPIT Insan Cendekia Trucuk Klaten In Academic Year 2019/2020". In this study, the researcher found similarities in using the speaking teaching method. The method used is Discussion and role play. While the difference is in the identification of the problem, namely the weaknesses and strengths contained in the technique used.

Saidna (2017) by title "Lecturers' method in teaching speaking at the University of Iqra Buru". In this study, researchers found a similarity, namely problem identification. The formulation of the problem is the method used by the teacher and the problems faced by the teacher when teaching speaking in the class. While the difference is in the method used. The researcher found that lecturers used four methods. There are grammar-translation methods, audio-lingual methods, communicative approaches, PPP (Presentation, Practice, and Production), and task-based learning.

SMAN 1 Teras is one of the Senior High schools in the streets of Raya Sudimoro Randusari km.2, Dusun I, Sudimoro, Teras district, Boyolali regency, Central Java province. That school is of the good schools in Boyolali. It has many facilities such as a mosque, laboratory computer, laboratory science, UKS, mosque,

and other facilities that can support the students in the teaching-learning process. The researcher wants to do the research in SMAN 1 Teras because of some reason. Students have great motivation and interest in learning English. Some of them even confident to speak in front of the class. Meanwhile, the teacher teaches interestingly in the classroom to make students more focused on learning. The method used by the teacher can trigger students' enthusiasm for learning English. Besides that, SMAN 1 Teras managed to get a grand award (4 $^{th}$) in a scientific competition in Los Angeles USA in 2017. This school has two kinds of classes. There are natural science major and social science major classes. In this research, the researcher only focuses on the eleventh grade.

Based on the pre-research that was held on September 27$^{th,}$ 2022, the researcher found that the teacher used a different method to teach speaking especially in twelfth grade. The teacher used some methods to teach speaking such as role play and discussion. For the discussion method, the teacher uses a conditional sentence in the material. The teacher divide the class into several groups. The teacher categorize students into low, medium, and high. In one group there are one or two children who are considered superior so that they can guide their friends. This is done to run well. The results presented to other groups in the class. The results of the group are then explored and responded to so that an active and dynamic learning process occurs. As for role play, the teacher uses a procedures text in the material. The teacher provide video-based learning. The selection of this video-based role-play method is believed to

be able to create a pleasant learning atmosphere that will increase student learning activities. Then students make a dialogue and practice in front of the class.

By that pre-research, the researcher would like to do research entitled **"An Analysis of Teacher Method in Teaching Speaking at Twelfth Grade Students of SMAN 1 Teras In Academic Year 2023/2024"**

## B. Identification of the Problem

Before starting the research, the main thing the researcher does is identify the problem so that the researcher knows that the problem are experienced by the students. In this study, researcher founds several identification problem. That is :

1. Students lack the vocabulary because of limited vocabulary
2. Students lack confident to speak English because they are afraid of making mistakes when pronouncing vocabulary and being laughed at.
3. Students have different levels of speaking
4. Methods that can be used by a teacher

## C. Problem Limitation

Based on the problem identification the researcher focused on the teacher's method and the problems faced by teachers in teaching speaking method of SMAN 1 Teras in the academic year 2023 / 2024.

## D. Problem Statement

Based on the background statement above, the researcher can be formulated the problem as follows :

1. What are the methods used in teaching speaking for the twelfth-grade students of SMAN 1 Teras in the academic year 2023 / 2024?
2. What are the problems faced by teachers in teaching speaking methods for the twelfth-grade students of SMAN 1 Teras in the academic year 2023 / 2024?

## E. Objective of Study

The Objectives of the research intended :

1. To describe the kinds of method used by the teacher in teaching speaking for the twelfth-grade students of SMAN 1 Teras in the academic year 2023 / 2024
2. To describe the problem faced by the teacher in teaching speaking for the twelfth-grade students of SMAN 1 Teras in the academic year 2023 / 2024

## F. Benefit of The Study

1. Theoretical benefit.

a. To improve knowledge for either teachers or students, the researcher hopes that this research will give a contribution to the development of education.
b. The finding of this research will give good information related to the teacher's method of teaching speaking.

2. Practical benefit

a. To students

The result of this study can be used as additional knowledge to improve the ability to speak in the learning speaking process. And the students can speak more effectively after they applied the method.

b. To Teacher

The result of this study can be used as additional information in teaching speaking to students.

c. To Other Researchers

The result of this study can be used as a reference for those who want to research the English teaching-learning process.

**G. Definition of Key Term**

The researcher defines the keywords below:

1. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Nunan,1999:216).

2. Teaching

Teaching is helping or showing someone to learn how to do something, giving instructions, guiding them in learning something, and imparting knowledge, thus causing understanding (Brown, 2007: 7)

3. Method

A method is the practical realization of an approach. Methods include various procedures and techniques as parts of their standard fare (Harmer, 1998: 78).

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Theoretical Review

### 1. Speaking

#### a. Definition of Speaking

There are many definitions of speaking that have been proposed by some experts. Nunan (1999:216) said that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that speaking is used as a reference for a person's ability to communicate. Speaking not only produces sound but is used to share our information with others by using language that is easy to understand.

Speaking is one of the most important and essential skills that must be practiced to communicate orally (Casilli,2013). It means that speaking is one of the most important skills for communicating with other people. Talking well will help us to understand each other. Good speaking skills can build good relationships with friends, teachers, or colleagues and open career opportunities.

Mackey (2007: 3) defines speaking as an oral expression that does not only involve the use of appropriate rhythms and intonation

patterns. But also use the correct order to convey the correct meaning. It means that in speaking, people must have the ability to use the words in the right order with the correct pronunciation, design the correct grammar for utterance, and choose diction or word choice.

Based on the definition above, it concluded that speaking is one of the important basic skills that must be mastered by students. Because speaking is a skill needed in everyday life to communicate easily and effectively. Speaking not only makes sounds but also has to use the right rhythm and intonation. This is done so that when talking to other people can be understood easily.

**b. Component of Speaking Skills**

Syakur (1987:3), there are five components to speaking. There are pronunciation, grammar, vocabulary, fluency, and comprehension.

1. Pronunciation

   Pronunciation is the way speakers use to produce clear sounds when they are speaking. The speaker must be able to convey a clear message to the listener so that it can be easily understood. In speaking, pronunciation including stress, rhythm, and intonation is very important.

2. Grammar

To communicate, both the speaker and the listener need a common understanding of what word combinations mean. Understanding the meaning and how words are used is grammatically correct. Improving grammatical understanding can help learners become better speakers.

3. Vocabulary

To be able to speak fluently and precisely, speakers must master sufficient vocabulary. Vocabulary is very important because learning vocabulary is the main capital to learning sentence structure and other language skills. Mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English.

4. Fluency

Fluency is the ability to read, speak, or write easily and fluently. the speaker can read, understand and respond to the language clearly while connecting meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency can be seen from a fairly fast speaking speed and only a few pauses and "ums"or "er". This shows that the speaker did not spend much time looking for the language needed to convey the message. So it can be concluded that fluency means the ability someone speaks fluently and accurately with minimal use of pauses such "ums" and "er".

5. Comprehension

The last component of speaking is comprehension. Comprehension is a person's ability to understand something and after that, it is known and remembered. It means that understanding something we are learning is very important because that way we are easy to learn if we can capture the essence of the lesson being studied. So comprehension has a big role in learning.

**c. Types of Speaking**

There are many types of classroom speaking performance that can be applied by teachers. Brown (2001:271) defines that there are five basic types of speaking. They are Imitative, Intensive, Responsive, Interactive, and Extensive.

1. Imitative

Imitative speaking is the ability to repeat a word, phrase, or sentence. At this level, students will repeat what the teacher understandably told them. The goal is to reproduce what they are saying. An example is "repeat after me"

2. Intensive

Intensive speaking is designed for more than imitation. These competencies are designed to practice some of the phonological or grammatical aspects of language. Such as giving a direct response to a simple statement or reading a paragraph aloud.

3. Responsive

   Responsive speaking is an interaction that occurs in short conversations. Responsive is a bit more complex than intensive. Responsive tasks include interaction on a limited level such as short conversations, small talk, simple comments, and requests. This dialog includes simple questions with one or two follow-up questions.

4. Interactive

   The difference between responsive and interactive lies in the number of participants and the length of the conversation. The unique feature of interactive is that it is interpersonal rather than transactional. Transactional speaking is to sharing information as is common at the responsive level. Meanwhile, interpersonal speaking is used to maintain relationships. The challenge when speaking interpersonally is that the speaker must remember the use of humor, and slang when trying to communicate.

5. Extensive

   Extensive speaking is oral products such as presentations, oral reports, speaking, and storytelling. In this case, it does not include improvised communication because it requires a lot of preparation. From the above explanation that to speak, there are several levels to

classify narratives. They have to go through several levels to become a good and fluent speaker.

In the speaking type class used is interactive. Because the method used is discussion where students take action with each other so that they have an active reciprocal relationship between people who communicate.

**d. Problem in speaking**

Speaking is the most important part of English. However, the problem that often arises is that many students find it difficult to speak English. Ur (1996:121), there are some problem access in teaching speaking :

1. Inhibition

   Speaking is different from writing, reading, and listening activities. Because speaking requires a real-time level of exposure to the audience. Students are often inhibited from trying to say something in English. These barriers are shyness, fear of criticism, and fear of making mistakes to attract attention when they speak.

2. Nothing to say

   Learners complain that they can't explain anything to say, they have no motive to express themselves.

3. Low or uneven participant

In one group Only one participant can speak at one time. this means that each has little time to talk. This problem is exacerbated by the tendency of some students to dominate, while others speak very or not at all.

4. Mother-tongue use

In classrooms where all, or some, learners use the same mother tongue, they are more likely to use it. Because it's easier to be "exposed" and feel unnatural to speak in a foreign language.

**e. Characteristics of a Successful Speaking**

Ur (1996:120) defines that success in speaking depends on many factors. The following factors lead to the success of speaking to students:

a. Maximum Foreign Talk

If students want to be successful in speaking English, students must often speak English a lot. The problem that often occurs is that the teacher talks too much in the classroom, thereby reducing student practice time. Another problem is that students often use their mother tongue instead of English

b. Even Participation

The teacher should give equal opportunity to every student to show their ability. Each student should be encouraged to speak as much as possible. So that outspoken students do not dominate the

discussion. It is expected that all students have the opportunity to actively speak. In this case, the teacher can intervene to ensure equal opportunities for every student.

c. High Motivation

Motivation is a set of attitudes and values that influence individuals to achieve certain things according to individual goals. Teachers can do something to maintain and increase motivation in students. If students realize that the topic is interesting or has a goal to be achieved, students will be enthusiastic to speak. But sometimes if the teacher gives a task that is too easy, students may consider it childish so they lose interest in learning.

d. Right Language Level

The teacher must design the level of language that will be given in the learning process. In speaking, the language used must be at the right level. If students lack too many words, they will become frustrated and give up. assured him they would return to their mother tongue

**2. Teaching**

A. Definition Teaching

Brown (2000:10) defines teaching as helping someone to learn how to do something, giving instructions, guiding them in learning something, and providing knowledge, thus causing someone to understand something. Edmund Amidon (1967) defines teaching as an interactive process involving the classroom conversations that occur between teachers and students who occur during a specified activity. Brown further explained that teaching cannot be defined apart from learning. Based on Brown (2000:7) teaching is guiding and facilitating learning for learners to learn. Teachers will understand how students learn so that they can determine the philosophy, teacher approach, methods, and teaching in the classroom.

The researcher concludes that teaching is a condition where the teacher can help students to be able to do something by providing instructions and knowledge. In the classroom, the teacher can convey knowledge, motivate students, and provide clear information. It is hoped that teachers can understand how students learn so that they can provide the right approach and method. So that students can understand the material and be able to develop their knowledge, skills, and competencies.

B. Teaching Process

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

1. Approach

Approach is a set of assumptions related to the nature of language, learning and teaching (Edward: 17). There are several kinds of approaches to teaching learning process :

A. Teacher-centred approach

The teacher acts as a resource person who has a very dominant position. Learning in this approach is an attempt to receive information from the teacher. This approach will produce what is called a teaching-learning strategy teacher center strategy, a centered teaching and learning strategy on the teacher.

B. A materials-centred approach

Another opinion arises from the thought that learning is an effort to master information. In this connection, teaching-learning strategies focused on subject matter. This kind of approach pays off material center strategy, namely the teaching-learning strategy material centered.

C. Student-centered approach

Another approach comes from the definition of teaching as efforts to create systems that optimize the learning environment. That center in the teaching and learning process is the student. This approach produces student center strategies, teaching and learning strategies centered on the students.

The researcher concludes that the approach is the first step in doing teaching activities. In the approach, there are general descriptions of the teaching-learning process. There are some approaches to teaching those are teacher centered approach, student-centered approach and material-centered approach.

2. Strategy

To improve students' speaking ability, the teacher has a deep strategy speaking teaching. J.R. David (1976) cited in Ibad (2015:13) states that strategy is a plan, method, or series of activities designed to achieve certain educational goals. So, a teaching strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals.

Strategy design for reach a certain goal, then the direction of all decisions is the attainment of the strategy thereby preparing the learning steps, the use of various facilities and learning resources are all directed in

an effort to achieve the goal. Therefore it is necessary to formulate clear objectives, which can be measured success, because the main objective is the basis for the implementation of a strategy. An English teacher has a specific strategy to improve students' speaking skills.

3. Method

Method is the overall plan for the systematic presentation of lessons based on the selected approach. It implies an orderly arrangement of logical steps. It is more procedural. Anthony cited in Brown (2000), the method is described as an overall plan for presenting language systematically based on the chosen approach. This explanation explains that the method is the implementation of the chosen approach. This explanation illustrates that the method is a way of teaching used by teachers based on certain strategies.

Based on this explanation, it can be concluded that the method can be interpreted as the method used by the teacher to achieve teaching and learning objectives. Method is a way of implementing or carrying out teaching strategies or teaching approaches.

4. Technique

According to Anthony in Brown (2000) technique is certain activities realized in class are consistent with the method and therefore aligned with

the approach as well. It can be concluded that technique is a more specific way that is used by teachers to conduct classroom activities.

## 3. Teaching Speaking

### a. Definition of Teaching Speaking

Learning English is a different matter for most students in Indonesia. Learning a foreign language means studying the dictionary, grammar, and sound system of that language. In addition to focusing on language forms, you must also develop skills in real communication. Students must be able to communicate in English effectively both inside and outside the classroom.

Teaching speaking is a way for students to express their emotions, and communicative needs, interact with others in every situation and influence others. Therefore, in teaching speaking skills, it is necessary to have a clear understanding related to speaking. Teaching speaking means teaching how to use language for communication, and to transfer ideas, thoughts, or even feelings to others.

Teaching speaking is not easy, because English is not the mother tongue in Indonesia. Usually, students only speak English during class time. Due to the environment, they speak no English. This means that the opportunity to practice will not be enough. Several strategies should

be tried to help students practice speaking in the target language (Nunan, 2003:64).

**b. Aim of Teaching Speaking**

The main object of speaking is to promote students to learn to speak in English. In my belief, the teacher should create a classroom environment to make the students enjoy learning then they have much motivation to speak English. Based on the definition, the objective of teaching speaking according to Nunan (2003:236) is to teach learners to:

1. Produce the English speech sound and sound patterns.
2. Use word and sentence stress, intonation patterns, and the rhythm of the sound language.
3. Select appropriate words and sentences according to the proper social subject matter
4. Organize their thought in a meaningful and logical sequence
5. Use language as a means of expressing values and judgments
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

Based on the assumption above, it can conclude that teaching speaking is the way to express speaking emotion and communicative needs. Interact with another person in any situation, and influence the other.

**c. Principle of Teaching Speaking**

In implementing the teaching process, the teacher should pay attention to the skills of students which are developed. According to Nunan (2003:55), there are 4 principles for teaching speaking

1. Give students practice with both fluency and accuracy

   Accuracy is the degree to which students' speech is similar to what other people say. Fluency is the degree to which the smooth flow with which sounds, syllables, words, and others combine when speaking. Teachers should give students practice by building fluency. So realize that making mistakes is a natural part of learning a new language.

2. Provide opportunities for students to speak using group work or pair work and limit the teacher's conversation.

   Teachers must realize that allowing students to speak in the classroom is very important. In addition, being able to provide speaking practice to students in pairs or groups will increase the amount of time that students have to speak English during lessons.

3. Plan a speaking task that involves negotiating to mean.

   In negotiating meaning the learner will make progress by communicating in the target language because interaction must involve efforts to understand and make the teacher understand. So in this case it will involve whether the teacher has understood what

the learner has said, clarifying and making sure someone understands.

4. Design class activities that involve guidance and practice in transactional and interactional speaking.

   When we talk to someone outside of class, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communication to get something done, including the exchange of goods or services.

   Based on the description above, teaching speaking is a process in which students can express their emotions, and their communicative needs, interact with other people in situations, and influence others. For that in teaching speaking skills or need to understand an easy understanding of speaking.

**d. Micro and Macro Skills in Speaking**

In teaching speaking, the teacher must know some micro and macro speaking skills. This is useful for teachers to determine the competencies that must be achieved by students. In teaching speaking the teacher must help students to see the language as a whole as well as the small parts of the

language. According to Brown (2007), he states that there are several micro and macro speaking skills:

a. Micro skills of speaking

Some micro-skills of speaking, are:

1) Produce chunks of the language of different lengths.

2) Orally produce differences among the English phonemes and allophonic variants.

3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and into national contours.

4) Produce reduced forms of words and phrases.

5) Use an adequate number of lexical words (units) to accomplish pragmatic purposes.

6) Produce fluent speech at different rates of delivery

7) Monitor your oral production and use various strategic devices pauses, fillers, self-corrections, and backtracking to enhance the clarity of the message.

8)Use grammatical word classes (nouns, verbs, etc.), systems (e.g.. tense, agreement, and pluralization), word order, patterns, rules, and optical forms.

9) Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.

10) Express a particular meaning in different grammatical forms

11) Use cohesive devices in spoken discourse.

b. Macro skills of speaking

1) Accomplish appropriately communicative functions according to situations, participants, and goals.

2) Use appropriate registers, implicate, pragmatic conventions, and other sociolinguistic features in the face to face conversations.

3) Convey links and connections between events and communicate such relations as the main idea, supporting the idea, new formation, given information, generalization, and exemplification.

4)Use facial features, kinesics, body language, and other non-verbal cues along with verbal language to convey meanings.

5) Develop and use a battery of speaking strategies such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Those speaking elements help to guide the teacher in teaching English. The teacher should decide what micro or macro skill students should acquire.

## 4. Method

### a. Definition of Method

Harmer (1998: 78), defines the method as a general set of specifications in the classroom to achieve linguistic goals. The attention of the method lies in the participation of teacher and student behavior. Sudjana (2005:76) defines the method as a method used by teachers to establish relationships with students when teaching.

Sutikno (2009:88) states that the method is a way of teaching carried out by teachers with students so that the learning process can be carried out as an effort to achieve goals. According to Richards and Rodgers (2001:245), stating that speaking skills can be learned through training and the role of the teacher by following the method and applying it appropriately.

Based on the explanations above, it is explained that the method is a way of teaching used by teachers based on certain strategies. It is expected that students can more easily accept and understand learning. In addition, it can be concluded that the method can be interpreted as a method used by teachers to achieve teaching and learning objectives by applying certain learning strategies.

**b. Kinds of Methods in for Teaching Speaking Skills**

Brown (2001:14) defines the method as one of the various exercises, activities, and tasks used in the classroom to achieve a learning goal. Success in speaking skills depends on the method applied by the teacher. According to Hayriye Kayi in her article in Teaching English as a Second Language (TESL) Journal that there are twelve methods to promote speaking in real communication, they are :

a. Discussion

1. Definition of Discussion

A discussion is several people consisting of more than two people who interact with each other. Discussion as an activity where a group of people talks to each other to share information about a topic and possibly find solutions.This activity aims to make the students able to work in a team and improving their skills. Group discussion composed of three to five students discussion in effective activity in improving the students ability.

2. Procedures of Discussion

MetCrorie (2006:4) states that the discussion procedure is as follows:

a. Setting teaching and learning objectives
b. Determine the problem to be discussed
c. Considering the characteristics of students

d. Preparation of discussion framework, problems, and time
e. Facilitate discussion, and materials, and prepare the required equipment.
f. Starting teaching and learning objectives
g. Starting the topic of discussion
h. Explaining the procedure
i. Divide the discussion group
j. Having a discussion
k. Provide opportunities for students to present the results of the discussion
l. Allow students to answer
m. Giving feedback
n. Summarizing the results of the discussion

3. Advantage of Discussion

According to Harmer (2004:117) the discussion has the following advantages:

a. Increase the number of speaking for each student
b. Encouraging broader collaboration and negotiation skills among learners
c. Allows students to make their own decisions in groups without being told what to do by the teacher

4. Disadvantage of Discussion

According to Harmer (2004:117) the discussion has the following weaknesses:

a. May be noisy
b. Not all students enjoy it because they prefer to be the center of attention of the teacher than working with their friends.
c. One member of the group can dominate the discussion.

b. Role Play

1. Definition of Role Play

Role play is an action taken by someone by imitating someone's character and behavior intentionally, for example by way of practice or without realizing it. In this case, students will pretend to act like other people in the real world. This serves to develop speaking skills.

According to Dananjaya (2013), role play is an activity in the learning process which students should not worry about. because in this study, real situations will be created. This learning is different from the drama because the duration is very short. The teacher will give a short scenario and the student will change or improve the situation and character.

2. Procedures of Role Play

According to Huang (2008), there are six major steps procedure of role play :

a. Decide teaching materials. The teacher has to decide on teaching materials that will be used for role-play activities.
b. Choose a situation and create a dialogue. For each situation in role-playing, the teacher must provide teaching materials that can be made by the student himself.
c. Teach dialogue for role play. Teachers should teach vocabulary, sentences, and dialogues needed for role-playing. The teacher must ensure that students know how to use vocabulary, sentences, and dialogue before performing the role.
d. Have students practice role-playing. In practice, students can practice in pairs or small groups. After they play their role several times, ask them to switch roles.
e. Ask students to modify the situation and dialogue. After students have finished and become familiar with the original role-play situation, students can change the dialogue situation to make variations of the original role-play.

f. Evaluate and check students' understanding. Teachers must evaluate the effectiveness of the role and check whether students have succeeded in understanding the meaning of vocabulary, sentences, and dialogue. Students can be given oral tests related to role play. Students can be asked to answer some simple questions related to role drama or students are asked to act in role play.

3. Advantage of Role Play

Wehrli and Nyquist (2003) state that there are several benefits to using role-playing activities in the classroom. There are the following:

a. Students will be actively involved because they have to work in groups.
b. Role playing adds variety, reality, and specificity to the learning experience.
c. Through this method can develop problem-solving and verbal expression skills.
d. Provide practice to build skills in learners before real-world application and when real experience is not available.
e. Allows students to experiment in a safe environment with behaviors that are not.

f. Provides an entirely new perspective on a situation and develops insight into feelings and relationships.

4. Disadvantage of Role Play

According to Wehrli and Nyquist, (2003), there are several disadvantages to using role play:

a. Not all students are confident to speak in front of many people. so they can feel under pressure when it comes to role-playing activities.

b. Depends on the imagination and willingness of students to participate. Each student has a different motivation to participate in class activities. so some of them are not that enthusiastic and have a strong will to practice.

c. Lack of focus during role play unless well planned, organized, and monitored. Students will be less focused if they do not prepare role-play activities properly and if the teacher does not monitor the process.

d. The results may be unpredictable. Even if students have prepared well, there will be unexpected results due to some disadvantages of role-playing activities.

e. This can be time-consuming as role-playing requires preparation and follow-up work.

c. Simulation

Simulations are very similar to role-playing games. In the simulation, students can bring items to class to create a realistic environment. For example, if a student acts as a singer, he brings a microphone to sing, and so on. Role-playing and simulation games have many advantages. First, because they are entertaining, they motivate students. Second, increase the self-confidence of hesitant students, because, in role play and simulation activities, they will have different roles and do not have to speak for themselves, which means they do not have to assume the same responsibility.

d. Information Gap

In this method, students will work in pairs. Where they will exchange information in completing a lesson. the goal is to solve a problem and gather the required information. This activity can increase classroom interaction between students because of the storage of information that occurs. For students, this information can provide an opportunity to speak during class. As for teachers, information support can help to facilitate students by communicating in real terms. other than that it can be used to practice vocabulary and grammatical structures that have been used.

e. Brain Storming

This method is done by throwing a problem to the students. Then students will answer and provide opinions to allow the problem to develop into a new problem. Because on a topic students can generate ideas within a certain time. Students will be more open to new ideas.

f. Storytelling

Storytelling emphasizes the ability of students to tell stories with style, intonation, and props to make the audience interested. In short, students can summarize a story they have heard or create their own story to tell their classmates. This method can help students in expressing their ideas. For example, at each class session, the teacher can call on students to tell a joke or a short riddle. With this method, the teacher can know the students' speaking ability, but also get the attention of the students

g. Interview

Students can conduct interviews on selected topics with a variety of people. Students can create their questions and the teacher only gives directions to students on what questions they should ask. Conducting interviews with people can provide an opportunity to practice outside speaking skills. In addition, it can help them socialize with the outside environment. After the interview students can present their results in front of the class.

h. Story Completion

For this method, the teacher will tell a story. However, after a few sentences, the teacher will stop telling the story. Then, each student begins to narrate from the point where the previous one stopped. It is expected that students can add to the story by adding new characters and events. This method aims to help students speak spontaneously according to the conditions they face. In addition, this method can help students to be freer in conveying ideas and ideas in speaking.

i. Reporting

Before learning begins students are asked to read a book, magazine, or newspaper. Then students are asked to report to their friends what they think is the most interesting news. In addition, students can also tell theirs about something that has happened in everyday life to their friends.

j. Picture Narrating

Pictures can also be used in learning. One way is to give a picture to students and ask them to explain what is in the picture. This activity, students can do it in groups. They will discuss how the picture is and present it in front of the class. This method can foster Shiva's creativity and imagination in public speaking.

k. Picture Describing

This method requires several consecutive images. Students are asked to tell the story that happened according to the successive pictures. In telling stories, students still pay attention to the criteria given by the teacher as a rubric. The rubric can include the vocabulary needed when they tell stories.

l. Find Differences

In this method, students can work in pairs. The teacher will give two different pictures. In pairs, they discuss the similarities and differences that lie in the pictures.

## B. Previous Studies

The researcher would like to show some previous studies to prove the originality of this research. The first research was conducted by Aroyani (2019) "A Study on Teacher's Methods in Teaching Speaking Skill among the Twelfth Grade Students of SMK Muhammadiyah 2 Karanganyar in Academic Year 2017/2018". This research aimed to describe the method applied by the teachers in teaching speaking and to describe the problems faced by teachers in teaching speaking skills among the Twelfth-grade students of SMK Muhammadiyah 2 Karanganyar in the Academic Year 2017/2018. The method used by the teacher was discussion, communicative language teaching, and audio-lingual method.

Second, the researcher takes a journal international related to this study which is concerned with speaking skills. The studies are by Saidna and Hanapi (Volume 2,2017) entitled "Lecturers' Method in Teaching Speaking at the University of Iqra Buru". This research aimed to reveal what method was applied by lecturers in teaching speaking, how was the method applied in the classroom and how was the students' perception toward the implementation of the method. The researcher found that the method used in teaching speaking were the grammar translation method, task-based, audio-lingual method, PPP (Presentation, Practice, and Production), and lexical approach.

The third is the previous research conducted by Kasanah (2020) "English Teaching Strategies on Speaking Skill of Tahfidz Class at The Tenth Grade of SMA Al-Azhar Syifa Budi Solo in The Academic year 2019/2020". The subjects were two English teachers who taught in tenth grade. This research aimed to know the strategies used by the teacher in teaching speaking and to describe the problems faced by the English teacher and the students in speaking class in the tenth grade of Tahfidz class at SMA Al-Azhar Syifa Budi Solo in the academic year 2019/2020. According to the research, the researcher found three strategies used to teach speaking in tenth grade in Tahfidz class at SMA Al-Azhar Syifa Budi Solo. The teacher use role play, discussion, and brainstorming.

The last, the researcher takes a journal related to this study which is concerned with speaking skills. The studies are by Aisyah, Syafrizal, and Dedi

(vol.1, number 3,2021) entitled "An Analysis of Teacher's Strategies in Teaching Speaking". The objectives of the research were to find out the strategies used by teachers in teaching speaking at SMAN 5 Bengkulu and to describe how the teachers implement the strategies in the teaching process. This research was descriptive qualitative. The subjects were two English teachers who taught at tenth grade. The strategies used were Task Completion, Opinion Sharing, Information Transfer, Reasoning Gap, Questioning, Brainstorming, Scaffolding, and Drilling.

The previous study takes from several sources. So, to make sure the previous study, the researcher wants to show the differences and also the similarity between the previous study and this thesis. Based on the table below:

**Table 2.1 The Similarity and Differences Journal**

| No | Previous Study | Similarity | Differences |
|---|---|---|---|
| 1. | Aroyani (2019) "A Study on Teacher's Methods in Teaching Speaking Skill among the Twelfth Grade Students of SMK Muhammadiyah 2 Karanganyar in Academic Year 2017/2018 | The first similarity is the object of the research which is to describe the method applied by the teachers in teaching speaking and to describe the problems faced by teachers in teaching speaking skills among the Twelfth-grade students of SMK Muhammadiyah 2 Karanganyar in | The first difference is the method. This research uses communicative language teaching and the audio-lingual method. Second, the difference is the subject. The previous study was researching SMK Muhammadiyah 2 Karanganyar.Meanwhile, this study research on SMAN 1 Teras. |

| | | | |
|---|---|---|---|
| | | Academic Year 2017/2018. Second, the research methodology is a descriptive qualitative design. Third, the method uses a discussion method. | |
| 2. | Saidna and Hanapi (Volume 2,2017) entitled "Lecturers' Method in Teaching Speaking at the University of Iqra Buru". | The first similarity is the object of the research that describes the method applied in teaching speaking. Second, this research employed qualitative research. | The first difference is the method. The researcher found that the method used in teaching speaking were the grammar-translation method, task-based, audio-lingual method, PPP (Presentation, Practice, and Production), and lexical approach. The second difference is the object of the research which is how was the students' perception of the implementation of the method. |
| 3. | Kasanah (2020) "English Teaching Strategies on Speaking Skill of Tahfidz Class at The Tenth Grade of SMA Al-Azhar Syifa Budi Solo in The Academic year 2019/2020" | The similarity of this research focuses an analyzing teaching speaking. | The difference of this research is the research was focused on strategy in teaching speaking to SMA Al-Azhar Syifa Budi Solo not only the method. |
| 4. | Aisyah, Syafrizal, and Dedi (vol.1, number 3,2021) entitled "an Analysis of Teacher's | The similarity of this research focuses an analyzing teaching speaking. | The difference of this research is the research was focused in strategy in teaching speaking to SMA 5 Bengkulu not only the method. |

| | | | |
|---|---|---|---|
| | Strategies in Teaching Speaking". | | |

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Design

The researcher uses descriptive qualitative research. Because the researcher described the condition or state of the phenomenon. According to Creswell (2018:41), qualitative research is an approach to exploring and understanding the meaning given by individuals or groups to social or human problems. This qualitative method is a research procedure that will produce descriptive data in written or spoken words from people or observable behavior. Qualitative methods rely on text and image data as well as the uniqueness of the steps in data analysis (Creswell, 2018). Qualitative research refers to data analysis non-mathematical. This procedure produces findings obtained through data collected by various means, including interviews, observations, documents or archives, and tests.

This research conducted is a descriptive study using qualitative research that focuses in the teaching method in teaching speaking. It describes the method used by the teacher and describes the problem faced by the teacher.

## B. Research Setting

1. Place of Research

The research carries out at SMAN 1 Teras. SMAN 1 Teras is one of the Senior High schools in the streets of Raya Sudimoro Randusari km.2, Dusun I, Sudimoro, Teras district, Boyolali regency, Central Java province.

2. Time of Research

This research conduct in the academic year 2022 / 2023. This research started in September 2022 until February 2023. Here is the timetable of research.

**Table 3.1 The Research Schedule**

| No | Activities | September | October | November | December | January | February | March | April |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Pre-Research | | | | | | | | |
| 2. | Designing Proposal | | | | | | | | |
| 3. | Presenting Proposal | | | | | | | | |
| 4. | Collecting Data | | | | | | | | |
| 5. | Analyzing Data | | | | | | | | |
| 6. | Submitting The Report | | | | | | | | |

**C. Subject of The Research**

The subject of this research is the English teacher of twelfth-grade students of SMAN 1 Teras in the academic year 2023 / 2024. Her name is Mrs.S. She trained her students speaking to get a grand award (4 th) an international scientific competition in Los Angeles USA in 2017. She teaches XII IPA 1 and XII IPA 2.

**D. Data and Source of The Data**

The research data in this study was collected in the form of information about strategies in teaching speaking of twelfth grade in SMAN 1 Teras. The source of data in this research included events, informants, and documents.

1. Event

   According to Samsu (2017) events are one source of data that can be used in research on an event that can be seen directly by researchers. The event was in the form of the teacher's method of teaching speaking that occurred in the classroom related to research. The data is in the form of transcripts of the teaching and learning process. The researcher will make observations in the eleventh grade. These events will be observed using video to find out activities during the teaching and learning process.

2. Informant

   An informant is considered a person who gives information about something. Related to the study, the informant is the English teacher of SMAN 1 Teras. Her name is Mrs.S. The researcher interviewed the teacher

to gain information about the implementation of the speaking teaching-learning process.

3. Document

According to Samsu (2017) what is meant by documents in qualitative research is every ingredient is written or film that can be used as support research evidence. Examples of the documents are some supporting documents in the form of syllabus, lesson plans, and transcripts. attendance list and pictures.

## E. Research Instrument

Researcher as human instruments serves to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and draw conclusions (Sugiyono, 2015). This research is qualitative research with the setting as a direct data source. There are many qualitative research instruments. Instruments are divided into two types: main device and supporting instrument. The main tool in this research is the researcher himself as a planner, collector, and data collector analyzer. In addition, the supporting instruments are gadgets, books, pens, laptops, the internet, dictionaries, etc. This study uses these things as supporting instruments to collect and analyze data.

## F. Technique of Collecting Data

Farida (2014:122) states that qualitative data tend to gathered from interviews, observations, and artifacts. The techniques of data collection which used in this research were in the form of observation, interview, and documents analysis.

1. Observation

Farida (2014:122), data collection begins with seeking attention to continuous observation activities, namely observing various kinds of social activities, by opening the eyes and ears to several different places and times in order to obtain much needed information. The data obtained from direct observation are detailed or descriptive data about behavioral activities, the orientation of people's actions, and the possibility of meaningful relationships from interpersonal interactions and structuring processes that are part of the observable human experience.

Observations in the data collection techniques of this study were used to answer the formulation of the problem regarding the methods used by the teacher, and the methods applied by the teacher in teaching speaking skills in twelfth grade of SMAN 1 Teras. Researchers are here to identify what occurs during the teaching and learning process in the classroom. Such as conditions during the teaching and learning process, student activity, and other things that will become the data for this research.

**Table 3.2 Steps Procedure of Discussion**

| No | Steps Procedure of Discussion | Yes | No |
|---|---|---|---|
| 1. | Setting teaching and learning objectives | | |
| 2. | Determine the problem to be discussed | | |
| 3. | Considering the characteristics of students | | |
| 4. | Preparation of discussion framework, problems, and time | | |
| 5. | Facilitate discussion, and materials, and prepare the required equipment. | | |
| 6. | Starting teaching and learning objectives | | |
| 7. | Starting the topic of discussion | | |
| 8. | Explaining the procedure | | |
| 9. | Divide the discussion group | | |
| 10. | Having a discussion | | |
| 11. | Provide opportunities for students to present the results of the discussion | | |
| 12. | Allow students to answer | | |
| 13. | Giving feedback | | |
| 14. | Summarizing the results of the discussion | | |

**Table 3.3 Steps Procedure of Role Play**

| No | Steps Procedure of Role Play | Yes | No |
|---|---|---|---|
| 1. | Decide teaching materials. | | |
| 2. | Choose a situation and create a dialogue | | |
| 3. | Teach dialogue for role play | | |
| 4. | Have students practice role-playing. | | |
| 5. | Ask students to modify the situation and dialogue | | |
| 6. | Evaluate and check students' understanding. | | |

2. Interview

According to Arikunto (in Farida,2014), the interview is a dialogue conducted by the interviewer to obtain information from the interviewer. This method is used for obtaining data through direct interviews in a guided manner between the author and the person providing information by using an interview list. This interview is used to further explore the data obtained from observations.

The interview here is used by researchers to answer the formulation of research problems about the methods used by teachers and the problems faced by teachers in teaching speaking skills to social sciences major eleventh-grade students at SMAN 1 Teras in the 2023/2024 academic year. The researcher interviewed the English teacher of twelfth grade 3 in SMAN 1 Teras.

To collect the data, the researcher uses the procedure as follows:

a The researcher prepared the concept of questions that would be asked to the teachers

b. The researcher asked and talked in a friendly way according to the concept of questions that had been prepared based on the interview guide.

c.The researcher wrote an interview transcript based on the results of the interview.

**Table 3.4 Interview Questions for Teacher**

| No | Question |
|---|---|
| 1. | What method do you use to teach speaking in class? |
| 2. | Why do you use those methods? |
| 3. | What are the problems faced by teachers in teaching speaking methods in teaching speaking? |

3. Documentation

According Samsu (2017), Documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so on. This documentation method is used to obtain data in the form of notes and other documents related to this research problem. The documents used in this research are syllabi, lesson plans,

and others. The lesson plan document answers the research problem about the methods used by teacher in teaching speaking skills.

## G. Trustworthiness Data

In analyzing data, the researcher also needed to analyze the validity of the data sources to get valid data. To show the trustworthiness data, the researcher used the triangulation technique. The triangulation technique is the technique of examining the trustworthiness of the data using things outside the data to examine the data and to be compared the data (Moleong, 2002:178).

Moleong (2002:178) divides triangulation into four kinds. They are :

a. Triangulation by using the sources

The researcher will compare and check the credibility of the informants found in the observations with interview data and compare them with related documents.

b. Triangulation by using the methods

The researcher checks the credibility of research data and data sources by using several data collection techniques. In addition, the researcher checked the credibility of the data by analyzing it using the same method.

c. Triangulation by using the theory

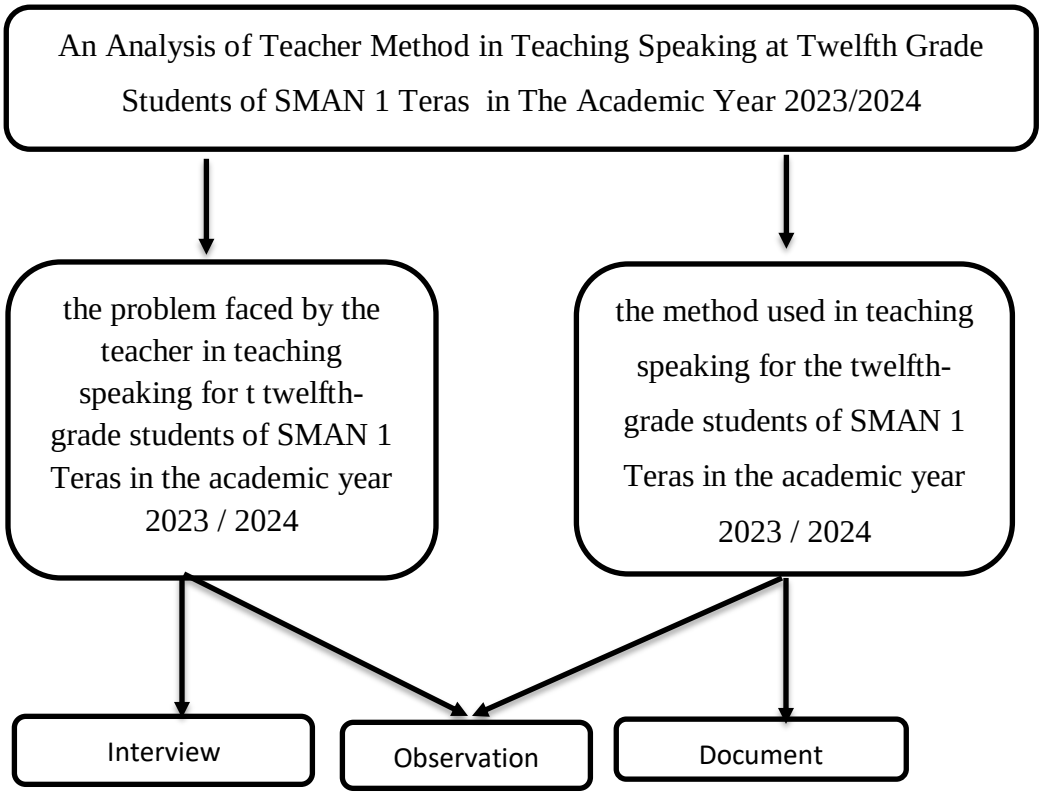
The technique of examining data by looking for standard comparisons from analytical explanations as supporting data to obtain valid evidence from research results.

d. Triangulation by using the investigator

The researcher will recheck the credibility of the data through her research or other research.

In this study, researchers used triangulation by using sources. This means that researchers collect various sources of data to test the validity of the data, which consists of information that can answer research problems from several informants, conditions, activities seen from observations, and content analysis in the intended document. The researcher compares the data found during the observation, the data found from the document, and the data found from the interview. After observing the learning process, the researcher did a cross-check by comparing interview data and documents. The analysis pattern and triangulation are presented in the diagram below:

**Diagram 3.1 Trustworthiness of data**




## H. Technique of Analysis Data

Data analysis is the process of systematically searching and preparing the data obtained from interviews, filed notes, and documentation, by way of organizing data into categories, defining in units, synthesizing, organizing into a pattern, choosing what is important and what will be studied, and make a conclusion that is easily understood by themselves and others (Sugiyono, 2010: 24). The data analysis technique of descriptive qualitative research uses interactive cycle model including

data reduction, the data display and conclusion drawing/verification (Miles and Huberman in Samsu, 2017). Based on the theory above, there are three steps in analyzing the data. They are:

1. Data Reduction

   Data reduction shows the process how selecting, focusing, simplifying, abstracting, and transforming the raw data that appears in the writing of field notes. Data reduction is a form of analysis that is sharp, concise, and focused, discards unimportant data, and organizes data as a way to describe and verify the conclusion. Data reduction includes data organizing activities so that it can help and facilitate researchers in conducting further analysis. The pile of data obtained in the field will be reduced by how to summarize, then classify them according to the research focus.

2. Data Display

   In data display, the researcher analyzed the results of observations, interviews, and documents. Then the data will be organized and arranged in a pattern so that the data will be easy to understand.

3. Draw a Conclusion

   The third step of data analysis in qualitative research is drawing conclusions or verification. After the analysis was carried out, the researcher concluded from the results of the study that answered the predetermined problem formulation. Thus, drawing conclusions and verification are analytical activities, where at the beginning of data collection, an analyst begins to decide

whether something is meaningful or does not have regularity, pattern, explanations, possible configurations, causal relationships, and proposition.

# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSIONS

## A.Findings

The findings are disscussion two main parts. There are methods used by the teacher to teach speaking at twelfth grade of SMAN 1 Teras and the problems faced by teacher in teaching speaking at twelfth grade of SMAN 1 Teras.The subject was an English teacher at twelfth grade of SMAN 1 Teras in the academic year 2023/2024. The interview was held on Monday, 02 January 2023. The following were the result of the findings :

### 1.Method in teaching speaking used by English teacher at the twelfth grade of SMAN 1 Teras 2023/2024

### 1. First meeting at XII IPA 2

The researcher did the observation in the XII IPA 2 on 16 January 2023. There were some activities where the researcher joined in the classroom during the teaching-learning process.

#### a. Opening

First, the teacher opened the lesson by saying salam and the students answered the salam. The teacher greeted the students by asking about their conditions. It made the students by asking their conditions.

Second, the teacher checked the student's attendance. The teacher said "anyone absent today?". The student would say "Anyone absent today". If any student is absent, they will state their name.

Before going to the main activity the teacher usually gives a warning to the students. It was the way the teacher in giving motivation to the students. The teacher asked some questions to the students. She asked, "who likes to sing a song?". "Saya miss" answered the students enthusiastically.

**b. Main Activity**

The Teacher prepared the material about the song. The teacher would play the song "a thousand years" by Christina Perri. They sing together. Then they found a theme and the message of this song.

On this occasion, the teacher divides students into several small groups consisting of five to six students. Students must find the theme and moral values of the song "When We Are Young by Adele". Then ask students to make a good paragraph by discussing it with their group. After discussing the assignment, they will present it in front of the class.

After finishing the presentation the teacher gives a summary and detailed explanation of the material (When we were young by Adele). The teacher also provides feedback on the results of student presentations, the teacher corrects students if they make mistakes.

**c. Closing**

The teacher and students make conclusions from the material that has been explained. In conducting discussions, it allows students to exchange thoughts and ideas with other students. Students whose English skills are low, especially in speaking, can be assisted by other students who have higher abilities, and students whose speaking skills are higher can improve their abilities by providing explanations and helping other students. The teacher closed the lesson by asking the students to say “hamdalah”. Last, the teacher said salam and left the class.

**2. Second meeting at XII IPA 1**

The researcher did the observation in the XII IPA 1 on 19 January 2023. There were some activities where the researcher joined in the classroom during the teaching-learning process.

**a. Opening**

First the teacher opened the lesson by saying salam and the students answered the salam. The teacher greeted the students by asking their conditions. It made the students by asking their conditions. The teacher asks the students to stand together and sing the song "Indonesia Raya"

Second, the teacher checked the student’s attendance. The teacher said “anyone absent today?”. The students would say “Anyone absent today”. If any student is absent, they will state their name.

Before going to the main activity the teacher usually gives a warning to the students. It was the way the teacher in giving motivation to the students. The teacher asked some questions to the students. She asked, “who likes to sing a song?”. "Saya miss" answered the students enthusiastically.

**b.Main Activity**

The teacher prepared the material about the song. The teacher would play the song "a thousand years" by Christina Perri. They song together. Then they found a theme and the message of this song.

On this occasion, the teacher divides students into several small groups consisting of five to six students. Students must find the theme and moral values of the song "Viva Forever by Spice Girls". Then ask students to make a good paragraph by discussing it with their group. After discussing the assignment, they will present it in front of the class.

After finishing the presentation the teacher gives a summary and detailed explanation of the material (Viva Forever by Spice Girls). The teacher also provides feedback on the results of student presentations, the teacher corrects students if they make mistakes.

**c. Closing**

The teacher and students make conclusions from the material that has been explained. In conducting discussions, it allows students to exchange thoughts and ideas

with other students. Students whose English skills are low, especially in speaking, can be assisted by other students who have higher abilities, and students whose speaking skills are higher can improve their abilities by providing explanations and helping other students. The teacher closed the lesson by asking the students to say “hamdalah”. Last, the teacher said salam and left the class.

**3. Third Meeting at XII IPA 2**

The researcher did the observation in the XII IPA 2 on 18 January 2023. There were some activities where the researcher joined in the classroom during the teaching-learning process.

**1. Opening**

First the teacher opened the lesson by saying salam and the students answered the salam. The teacher greeted the students by asking their conditions. It made the students by asking their conditions.

Second, the teacher checked the student’s attendance. The teacher said “anyone absent today?”. The studend would say “Anyone absent today”. If any student is absent, they will state their name.

Before going to the main activity the teacher usually gives a warning up to the students. It was the way the teacher in giving motivation to the students. The teacher explained the material about procedure text.

**2. Main Activity**

The learning process began with the teacher made a group discussion. Every group consists of 5 - 6 students. Then the teacher gave a lottery to the students. The lottery was about things like a school, house, classroom, market,etc. Then the students took the lottery randomly. If they got a school, they should look for something related to school. For example laptop. They have to make a dialogue on how to operate the laptop. Every group has to bring thing to explain the assignment. The student discussed with their group about the script and the properties.

After everything was ready, the teacher asked students to perform in front of the class. The teacher called a group of students who have been chosen to play prepared dialogue.The students was very creative. They brought a property to match with the theme.

**3. Closing**

The last activity is closing. Before closing the lesson, the teacher and students make conclusions from the material that has been explained. In conducting discussions, it allows students to exchange thoughts and ideas with other students. Students whose English skills are low, especially in speaking, can be assisted by other students who have higher abilities, and students whose speaking skills are higher can improve their abilities by providing explanations and helping other students. The teacher closed the

lesson by asking the students to say “hamdalah”. Last, the teacher said salam and left the class.

**4. Fourth Meeting at XII IPA 2**

The researcher did the observation in the XII IPA 2 on 23 January 2023. There were some activities where the researcher joined in the classroom during the teaching-learning process.

**a. Opening**

First the teacher opened the lesson by saying salam and the students answered the salam. The teacher greeted the students by asking their conditions. It made the students by asking their conditions.

Second, the teacher checked the student’s attendance. The teacher said “anyone absent today?”. The studend would say “Anyone absent today”. If any student is absent, they will state their name.

Before going to the main activity the teacher usually gives a warning up to the students. It was the way the teacher in giving motivation to the students..

**b. Main Activity**

The teacher asks the students to prepare for their performance. She check about their script and properties. Starting from group 1. Their theme is kitchen. Group 1 showed how to cook fried rice and how to make coffee. Riska played the role of mother.

Aldi played the role of the first child. Rahma played the role of the second child. Ifah played the role of grandmother. Rizqi played the role of father. They brought frying pan, glasses, plates, aprons and frying spatulas. They started playing their script. Starting from Rizqi who asked Aldi to make a cappuccino. Meanwhile, Aldi can't make cappuccino. He asked his mother. His mother and grandmother were in the kitchen. Because in the kitchen mother was teaching Rahma to make fried rice. In the kitchen they showed about how to make fried rice and make cappuccino.

Second is group two. Their theme is house. Group 2 showed how to make slime. There are Nita, Aris, Tiwi, Novia and Asti. They brought aqua glass Fox Glue, plain water, Baby Powder, Body Lotion, Slim Activator, Liquid Bath Soap, Food Coloring, tablespoons and slime. They played their script. They play at Asti's house. They made slime together.

**C. Closing**

The last activity is closing. Before closing the lesson, the teacher and students make conclusions from the material that has been explained. In conducting discussions, it allows students to exchange thoughts and ideas with other students. Students whose English skills are low, especially in speaking, can be assisted by other students who have higher abilities, and students whose speaking skills are higher can improve their abilities by providing explanations and helping other students. The teacher closed the lesson by asking the students to say “hamdalah”. Last, the teacher said salam and left the class.

From the observation the researcher found that, there were two method in teaching speaking used by the English teacher at the twelfth grade of SMAN 1 Teras. There are discussion and role play.

Based on interview at 02 January 2023 the researcher asked the researcher asked what methods were used to teach speaking well. The teacher said that she used discussion and role play. For discussion she will divide into groups. For example, there are 32 students in a class. She will divide into 5 to 6 students where one of the children will be the leader. While for role play she will divide into groups. After that she would ask them to dialogue. The students will role-play their script.

**2. The problems faced by teachers in teaching speaking methods for the twelfth-grade students of SMAN 1 Teras in the academic year 2022 / 2023:**

Based on the results of interviews with English teachers in class XII students of SMAN 1 Teras below are the problems faced by teachers in teaching speaking skills**:**

**1. Low or uneven participant**

Each student has a different level of speaking ability in the class. There are active students and passive students. When the teacher holds a discussion in class to discuss a topic, the teacher asks students to answer it. there were some students who actively participated in class and only a few students answered directly. But there are also students who only pay attention without participating in answering the teacher's questions. The following is the result of an interview with Mrs. S, she said:

*"Terkadang waktu diskusi hanya ada beberapa siswa yang ikut aktif. Ya tapi juga ada yang cuma diam memperhatikan temennya. Kalau nggak ditunjuk siswanya gitu biasanya banyak yang pasif mbak" (The researcher interviewed with Mrs. S, 02 nd January 2023)*

**2. Nothing to say**

When the teacher asks them to speak one by one they can speak but there are some students who don't say anything but are silent. because they have no ideas to talk anymore or they are confused to express their ideas. If students have already started silence, then the teacher will ask them so they can continue their conversation, but some students just answer 'Yes' or 'No'. The following is the result of an interview with Mrs. S, she said:

*"Ada berapa anak yang saat ngomong Bahasa inggris itu malu mbak. Kadang mereka juga merasa bingung mau jawab apa. Endingnya juga jawab "Yes" or "No" aja mbak." (The researcher interviewed with Mrs. S, 02 nd January 2023)*

**3. Mother Tongue Use**

When the learning process takes place sometimes students use their mother tongue. Even though the teacher uses English to communicate. Students use their mother tongue when they do not know English. When students start using their mother tongue, the teacher reminds them to use English again and the teacher helps them say what they mean. This is in line with the teacher's statement:

*"Ya itu mbak susahnya itu ketika mereka tidak tahu Bahasa inggrisnya atau mau ngomong apa mereka pasti menggunakan Bahasa Indonesia lagi. Disini mungkin saya*

*akan mengingatkan seperti bilang 'in English please' supaya mereka bisa belajar ngomong Bahasa inggris yang lancar" (The researcher interviewed with Mrs. S, 02 nd January 2023)*

**4. Inhibition**

During the learning process there were several obstacles, especially in speaking English. One of them is that students are worried about making mistakes. This makes them more silent than conveying their ideas. Although there are some students who participate actively in speaking class. Researchers observe teaching and learning process in this class and found that when the teacher gave a question or asked some students about the material, only a few students were silent. They just listen without any participation. This is in line with the teacher's statement :

*"Siswa itu malu mbak untuk berbicara bahasa Inggris, meskipun mengerti tapi mereka masih takut untuk mengucapkan, dan melafalkan karena takut salah. Padahal keaktifan siswa dapat membantu saya untuk mengukur sejauh mana kemampuan mereka dengan materi yang saya ajarkan. Mereka kurang percaya diri dengan bahasa Inggris." (The researcher interviewed with Mrs. S, 02 nd January 2023).*

**B. Discussion**

**1. Method in teaching speaking used by English teacher at the twelfth grade of SMAN 1 Teras 2023/2024**

The researcher explain the result of finding based on interview and observation. The researcher found that there were two of teacher's method in teaching speaking used by English teacher at the twelfth grade of SMAN 1 Teras 2022/2023. The method were

discussion and role play. In this section, the researcher tried to made description of the research finding with the relevant references.

**a. Discussion**

Based on interview and observation result, the first method that used by the English teacher in teaching speaking was group discussion. A discussion is several people consisting of more than two people who interact with each other. Discussion as an activity where a group of people talks to each other to share information about a topic and possibly find solutions (Kayi,2006).This activity aims to make the students able to work in a team and improving their skills. Group discussion composed of three to five students discussion in effective activity in improving the students ability.

Kelly, M. & Stanford (1993:10) said that group discussion could be an effective learning situation in which students learn both through instruction from their teachers and from interaction with each other. Applying a small group discussion method in teaching speaking could make students more active and enthusiastic in learning process. The researcher did the observation and the material that teacher taught in speaking skills about song. Teacher explained the material from the definition, structure and function of the songs.

After explaining the material, teacher divided the students into a small group. Every group consist of five until six students. Then, the teacher played the songs “When

we were young" by Adelle. The teacher gave an opportunity to discuss theme and moral value of the songs. Last, students presented the result of discuss in front of the class.

**Table 4.1 Steps Procedure of Discussion**

| No | Steps Procedure of Discussion | Yes | No |
|---|---|---|---|
| 1. | Setting teaching and learning objectives | V | |
| 2. | Determine the problem to be discussed | V | |
| 3. | Considering the characteristics of students | V | |
| 4. | Preparation of discussion framework, problems, and time | V | |
| 5. | Facilitate discussion, and materials, and prepare the required equipment. | V | |
| 6. | Starting teaching and learning objectives | V | |
| 7. | Starting the topic of discussion | V | |
| 8. | Explaining the procedure | V | |
| 9. | Divide the discussion group | V | |
| 10. | Having a discussion | V | |
| 11. | Provide opportunities for students to present the results of the discussion | V | |
| 12. | Allow students to answer | V | |
| 13. | Giving feedback | V | |

| | | | |
|---|---|---|---|
| 14. | Summarizing the results of the discussion | V | |

**b. Role-play**

Based on interview and observation result, the second method that used by the English teacher in teaching speaking was role play. Role play is students' simulation of a real life encounter as if they were doing it in the real world, either as themselves in the encounter or on a plane or taking on the role of a character different from themselves (Harmer 2003: 352).

The researcher did the observation and the material that teacher taught in speaking skills about procedure text. Teacher explained the material from the definition, structure and function of the procedure text. After explaining the material, teacher divided the students into a small group. Every group consist of five until six students.

The teacher gave a lottery to the students. The lottery was about things like a school, house, classroom, market,etc. Then the students took the lottery randomly. If they got a school, they should look for something related to school. For example laptop.They have to make a dialogue on how to operate the laptop. Every group has to bring thing to explain the assignment. The student discussed with their group about the script and the properties. After everything was ready, the teacher asked students to perform iin front of the class. The teacher called a group of students who have been

chosen to play prepared dialogue.The students was very creative. They brought a property to match with the theme.

From the observation and theories are same. The teacher used role play method to teach speaking. Using the role-play technique can be very useful in teaching speaking. Through role playing techniques, teachers can train students in speaking skills in any situation. This explanation makes us understand that the role playing technique is very flexible. Teachers can arrange material outside of students and they can learn from the material provided. In addition, role-playing techniques give them an opportunity to learn English. This is a very useful dress rehearsal for real life. This allows them to learn not only to derive set phrases, but to learn how interactions can occur in various situations. It is very helpful for them to try and experiment in the language they need in a friendly and safe classroom environment.

Role playing can also increase students' self-confidence. He can help shy students by giving them masks. Shy students will be given the opportunity to speak and act like the others. They will be asked to participate to class. Thus, they no longer feel that their personality is involved. As a result, students will understand what is expected of them.

**Table 4.2 Steps Procedure of Role Play**

| No | Steps Procedure of Role Play | Yes | No |
|---|---|---|---|
| 1. | Decide teaching materials. | v | |

| | | | |
|---|---|---|---|
| 2. | Choose a situation and create a dialogue | v | |
| 3. | Teach dialogue for role play | v | |
| 4. | Have students practice role-playing. | v | |
| 5. | Ask students to modify the situation and dialogue | v | |
| 6. | Evaluate and check students' understanding. | v | |

**2. The problems faced by teachers in teaching speaking methods for the twelfth-grade students of SMAN 1 Teras in the academic year 2022 / 2023:**

Based on the results of interviews with English teachers in class XII students of SMAN 1 Teras below are the problems faced by teachers in teaching speaking skills**:**

**1. Low or uneven participant**

According to Ur(1996:21), in one group Only one participant can speak at one time. this means that each has little time to talk. This problem is exacerbated by the tendency of some students to dominate, while others speak very or not at all.

Based on interview, each student has a different level of speaking ability in the class. There are active students and passive students. When the teacher holds a discussion in class to discuss a topic, the teacher asks students to answer it. there were some students who actively participated in class and only a few students answered directly. But there are also students who only pay attention without participating in answering the teacher's questions.

**2. Nothing to say**

According to Ur (1996:21), Learners complain that they can't explain anything to say, they have no motive to express themselves.

Based on interview, when the teacher asks them to speak one by one they can speak but there are some students who don't say anything but are silent. because they have no ideas to talk anymore or they are confused to express their ideas. If students have already started silence, then the teacher will ask them so they can continue their conversation, but some students just answer 'Yes' or 'No'.

**3. Mother Tongue Use**

According to Ur (1996:21), in classrooms where all, or some, learners use the same mother tongue, they are more likely to use it. Because it's easier to be "exposed" and feel unnatural to speak in a foreign language.

Based on interviews when the learning process takes place sometimes students use their mother tongue. Even though the teacher uses English to communicate. Students use their mother tongue when they do not know English. When students start using their mother tongue, the teacher reminds them to use English again and the teacher helps them say what they mean.

**4. Inhibition**

According to Ur (1996:121),Speaking is different from writing, reading, and listening activities. Because speaking requires a real-time level of exposure to the audience. Students are often inhibited from trying to say something in English. These barriers are shyness, fear of criticism, and fear of making mistakes to attract attention when they speak.

Based on the interviews, there were several obstacles in the learning process, especially in speaking English. One of them is that students are worried about making mistakes. This makes them more silent than conveying their ideas. Although there are some students who participate actively in speaking class. Researchers observe teaching and learning process in this class and found that when the teacher gave a question or asked some students about the material, only a few students were silent. They just listen without any participation.

# CHAPTER V

# CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestion related to what the researcher analyzed and discussed.

## A. CONCLUSION

The method that are used in teaching speaking to eleventh grade students SMAN 1 Teras 2023/2024 are discussion and role play. They are opening, main activity, and closing. There were two method in teaching speaking used by the English teacher at the twelfth grade at SMAN 1 Teras. They are discussion and role-play. They used this method can improve the student ability to speak English because they are always practice and speaking. The students' response towards these method are well.

The second is the problem faced by teacher in the teaching learning process. There are : 1) low or uneven participant, 2) nothing to say, 3) mother tongue use, 4) inhibition. First, there is low or uneven participant. There were some students who actively participated in the class. Only a few students answered directly. Second, there is nothing to say. The students have already started silence because they have no ideas to talk anymore or they are confused to express their ideas. Third, there is mother tongue use. Students used their mother tongue when they did not know English. Last, there is inhibition. One of them is that the students are worried about making mistakes. It makes them more silent than conveying ideas.

## B. SUGGESTION

After the researcher draws the conclussion on teachers' methods in teaching speaking skills among the twelfth-grade students of SMAN 1 Teras in the academic year 2023/2024, the researcher is going to present the suggestion to the teacher and other researchers dealing with the teaching-learning process of reading comprehension.

### 1. For the teacher

a. Teachers must be able to make students learn actively, especially in practice in class.

b. The teacher must try to use the target language in delivering the material, so that students can use English actively.

c. The teacher must create a warm atmosphere in the process of teaching speaking as comfortable as possible to support the process.

d. Teachers should be more creative and interesting in teaching.

### 2. For Students

The students should have high-confidence in teaching learning process especially in speaking class. They do not have to be afraid and shy to making mistakes when they speak up.

### 3. For Other Researcher

The researcher realizes that this research is not perfect. There are still many weaknesses related to theory or methods due to limited research capabilities. He also

understands that this research paper makes little contribution to the teaching and learning of speaking skills. Other researchers might be able to develop this research that is suitable for students to provide a new dimension in the world of education. However, the researcher believes that this research will be useful and this research can be used as a reference in the same field, especially teaching speaking skills.

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# APPENDIX

## 1. Interview With Teacher 02 January 2023

R : Researcher

T : Teacher

R : Assalamualaikum, miss. Mohon maaf menggangu waktunya sebentar. Saya Arina Sabila Haq mahasiswi UIN Raden Mas Said yang sedang melaksanakan penelitian di SMAN 1 Teras mengenai meteode yang miss pakai saat mengajar kelas speaking.

T : Waalaikumsallam mbak. Monggo mbak apa yang mau ditanyakan.

R : Sebelumnya ada berapa guru Bahasa inggris di sekolah ini miss?

T : ada 4 mbak. Saya sendiri, pak Badrun, Miss rini sama Miss Ida.

R : Kalau miss sendiri mengajar kelas berapa nggih?

T : Kalau saya sendiri mengajar kelas XI IPS dan XII IPA mbak.

R : Untuk kelas XII nya miss mengajar kelas berapa miss ?

T : Untuk kelas XII nya saya mengajar kelas XII IPA 1 dan XII IPA 2 mbak.

R : Baik miss. Metode apa yang sering miss pakai saat mengajar terutama dalam meningkatkan kemampuan speaking siswa?

T : Teknik yang sering saya gunakan itu discussion sama role play mbak. Karena kedua teknik itu dapat membuat siswa lebih mudah paham saat belajar.

Apalagi kalau role play kadang ada aja tingkah unik siswa saat memerankan sebuah peran.

R : Baik miss. Untuk masalah yang miss hadapi saat mengajar itu apa saja miss?

T : Kalau masalahnya ada lumayan banyak mbak. Soalnya kan yang saya ajar banyak dan mereka memiliki karakter yang berbeda-beda. Terkadang waktu diskusi hanya ada beberapa siswa yang ikut aktif. Ya tapi juga ada yang cuma diam memperhatikan temennya. Kalau nggak ditunjuk siswanya gitu biasanya banyak yang pasif mbak. Kalau enggak ada berapa anak yang saat ngomong Bahasa inggris itu malu mbak. Kadang mereka juga merasa bingung mau jawab apa. Endingnya juga jawab "Yes" or "No" aja mbak.

R : Lalu, bagaimana cara berbicara di kelas miss? Apakah miss menggunakan untuk berbicara Bahasa inngris atau Bahasa Indonesia?

T : Kalau saya sendiri waktu ngajar saya usahakan full Bahasa inggris. Tapi untuk anak-anak ya itu mbak susahnya itu ketika mereka tidak tahu Bahasa inggrisnya atau mau ngomong apa mereka pasti menggunakan Bahasa Indonesia lagi. Disini mungkin saya akan mengingatkan seperti bilang 'in English please' supaya mereka bisa belajar ngomong Bahasa inggris yang lancar.

R : Tapi apakah mereka lancar saat berbicara Bahasa inggris miss?

T : Y ada yang lancar ada yang enggak. Siswa itu malu mbak untuk berbicara bahasa Inggris, meskipun mengerti tapi mereka masih takut untuk mengucapkan, dan melafalkan karena takut salah. Padahal keaktifan siswa

dapat membantu saya untuk mengukur sejauh mana kemampuan mereka dengan materi yang saya ajarkan. Mereka kurang percaya diri dengan bahasa Inggris

R : Baik miss, saya kira cukup sekian dulu interviewnya. Terimakasih atas bantuan dan waktunya miss

T : Iya mbak. Sama-sama mbak

R : Asaalamualaikum miss

T : Waalaikumsallam mbak

**2. Field Note XII IPA 1**

Monday, 16th January 2023

T : Teacher

S : Student

SS : Students

T : Assalamualaikum Wr. Wb.

SS : Waalaikumsallam miss

T : How are you today?

SS : I'm fine miss and you?

T : I'm good.

T : Okay before we start our learning, saya akan mengecek absen hari ini. Anyone absent today?

SS : No, miss.

T : Okay good. Siapa disini yang suka menyanyi?

SS : Saya miss.

T : Who likes to sing a song ? Kalian lebih suka lagu Bahasa inggris, Indonesia, atau bahkan korea?

SS : Tergantung miss.

T : Aldi kamu suka lagu apa ?

S : Kalau saya tergantung mood miss. Tapi ya lebih suka dengerin yang inggris

T : Oke kalau kamu Vina, kamu lebih suka lagu apa?

S : Kalau saya korea miss. Saya k-poper miss

T : Oke semuanya punya genre masing-masing ya. Nah untuk materi hari ini kita akan belajar mengenai lagu. Do you know the song about a thousand years by Christina Perri ?

SS : ya miss, saya tahu.

T : I will play this music. Let's sing together

……..Sing The Song……

T : Siapa yang tahu lagu ini menceritakan tentang apa?

S : Saya miss. (Sambil mengangkat tangan)

T : Oke Lisa, silahkan.

S : Lagu ini menceritakan tentang sebuah pernikahan yang mana dua orang yang saling mencintai.

T : Good job. Apakah ada yang lain?

S : Saya miss. ( Sambil mengangkat tangan )

T : Silahkan, Rani.

S : Lagu ini bercerita tentang cinta yang kekal abadi

T ; Oke good job. Jadi, lagu ini menceitakan tentang cinta yang kekal abadi yang mana diikat dalam sebuah pernikahan. Dengan berikrar untuk sehidup semati, menjalani hari bersama pasangan sampai tua, hingga ajal menjemput.

S : Besok saya miss

T : Kamu mau menikah? Emang sudah ada pacar?

S : Belum miss. Di mah jones alias jomblo ngenes.

S : Yeeee emange awakmu ora?

T : Sudah- sudah. Kalian itu sekolah yang bener dulu. Lulus kalau bisa ya kuliah buat mengejar mimpi kalian. Masalah jodoh nggak usah khawatir itu semua sudah diatur sama Allah.

SS : Iya, miss.

T : Balik lagi ke materi yaa. Today, you are going to work in team. Setiap kelompoknnya terdiri dari 5 – 6 orang. Nanti ada dua kelompok yang beranggotakan 6 orang sedangkan 3 kelompok beranggotakan 5 orang. Saya akan memilih kelompok sesuai absen.

T : Absen 1 – 5 kelompok 1, absen 6 – 10 kelompok 2, absen 11 – 15 kelompok 3, absen 16- 21 kempok 4, absen 22 – 27 kelompok 5 dan terakhir absen 28 – 33 kelompok 6. Silahkan duduk sesuai kelompoknya.

SS : Baik, miss. ( Siswa mulai pindah bangku sesuai kelompoknya )

T : Attention, please. After you write this material, I'll give you this song. Tugas kalian adalah find theme of the song and what message of the song.

SS : Baik, miss.

T : Tolong setiap kelompok harus memilih satu orang untuk menjadi leadermya. Kemudian, kalian akan mempresentasikan hasil diskusi kalian di depan kelas. Do you understand ?

S : Yes, miss.

T : I will play the song "When we are young by Adele"

……Students discussed with their groups…….....

T : Attention, please. Karena waktu pembelajaran sudah usai maka akan kita lanjut di pertemuan minggu depan.

SS : Baik, miss.

T : Kita tutup pertemuan hari ini dengan mengucap hamdalah bersama. Alhamdulillahirabbilalamin.

SS : Alhamdulillahirabbilalamin.

T : Wassalamualaikum Wr. Wb.

SS : Waalaikumsallam Wr. Wb.

**3. Field Note XII IPA 2**

Thursday, 18th January 2023

T : Teacher

S : Student

SS : Students

T : Assalamualaikum Wr. Wb

SS : Waalaikumsallam Wr. Wb.

T : How are you today?

SS : I'm fine thank you, and you?

T : I'm fine. Okay before we start our learning let's sing Indonesia Raya. Siapa dirigen hari ini? Silahkan maju.

S : Saya miss.

…….Sing Indonesia Raya……

T : anyone absent today?

SS : no miss

T : Alhamdulillah. Kemarin kita sudah belajar mengenai song. Today, we will learn about procedure text. What is procedure text?

S : Teks yang menjelaskan urut urutan membuat sesuatu

S : Teks yang menjelaskan langkah langkah dalam melakukan sesuatu miss

T : Good. Jadi procedure text is a text that explains, informs, or helps the reader on how to make or use something. Ada yang bisa menyebutkan contoh nya?

S : Cara menghidupkan computer, miss.

S : Cara menggoreng ikan miss

S : Cara menanam bawang miss

S : Cara memasak nasi goreng miss

T : Bagus semuanya. Tolong perhatikan ppt. The generic structures of this text are; **title (goal), materials/equipment, and steps**

T : Jadi di bagian yang pertama dalam menulis *text procedure* adalah *aim/goal* yang berarti tujuan. Biasanya, tujuan ini terletak pada judul yang menunjukkan tujuan dibuatnya teks tersebut. Di bagian yang kedua, diharuskan untuk menulis *ingredients/material*. Penulisan *ingredients/material* ini berguna untuk menjelaskan apa saja bahan-bahan atau alat yang digunakan untuk membuat sesuatu dalam *procedure text* tersebut. Sedangkan di bagian akhir, yaitu penulisan *steps/methods* (langkah/metode). Bagian ini berisi tentang langkah-langkah apa saja yang dilakukan untuk mencapai tujuan dari *procedure text*. Untuk language features nya silahkan kalian pelajari di ppt. Do you understand ?

SS : yes, miss.

T : Baik sekarang saya ingin kalian membentuk kelompok dimana nanti setiap kelompok harus berisi 5 anak

S : Tapi kan miss muridnya ada 32 anak.

T : Ya berarti nanti ada 2 kelompok yang berisi 6 orang

S : Apakah kelompoknya bebas miss ?

T : Iya bebas

……Students choose their groups……

T : Apakah sudah semua?

SS : Sudah miss

T : Oke saya akan menjelaskan rulenya. Setiap kelompok akan mengambil undian yang ada di depan saya ini. Setiap kertas ini akan memberikan clue, kemudian kalian akan membuat dialog berdasarkan clue tersebut. Contoh : house. Kalian bisa membuat dialog tentang bagaimana cara membuat nasi goring. Nah, serunya disini kalian akan memainkan sebuah peran. Ada yang berperan sebagai ibunya, mbahnya, adeknya, suaminya atau tetangganya. Terserah sesuai imajinasi kalian yang penting mengandung langkah – langkah melakukan sesuatu.

S : Apakah harus memakai alat peraga miss ?

T : Boleh kalau bisa

S : Dialognya apa harus Bahasa inggris

T : Iya to le. Kamu kan pelajarannya Bahasa inggris. Ada pertanyaan?

SS : Tidak miss

T : Baik, silahkan salah satu perwakilan maju kedepan untuk mengambil undiannya.

…….Student take the lotttery…….....……

T : Kelompok 1 dapat apa?

S : School miss

T : Kelompok 2?

S : Bedroom miss

T : Kelompok 3?

S : Canteen miss.

T : Kelompok 4?

S : Ricefield miss

T : Kelompok 5?

S : Market miss

T : Kelompok 6?

S : Kitchen miss

T : Karena semua sudah mendapatkan lotre masing – masing, silahkan membuat dialog beserta kelompok kalian. Ingat untuk minggu depan kalian hanya akan mendapat waktu 15 menit saja. Jadi silahkan membuaut dialog jelas, dan singkat.

S : Baik miss

……Students make a dialog…….

T : Karena waktu sudah habis, maka kita akhiri pertemuan hari ini. Wassalamualaikum Wr. Wb. Thankyou

SS : Waalaikumsallam Wr. Wb. Thankyou miss

**4. Field Note XII IPA 2**

Monday, 23th January 2023

T : Teacher

S : Student

SS : Students

T : Assalamualaikum Wr. Wb.

SS : Waalaikumsallam Wr. Wb.

T : How are you today?

SS : I'm fine miss and you?

T : I'm good.

T : Okay before we start our learning, saya akan mengecek absen hari ini. Anyone absent today?

SS : Farah miss.

T : Kenapa Farah nggak masuk?

SS : Baru sakit DB miss.

T : Innalilahi. Farah opname di rumah sakit kah?

S : Iya miss di rumah sakit Pandanarang.

T : Sudah pada jenguk belum?

S : Rencaa insya Allah baru nanti sepulang sekolah miss.

T : Bagus. Kita doakan semoga Farah segera sembuh yaa.

SS : Aamiin miss

T : Baik kita lanjutkan materi kemarin ya. Kemarin kita belajar mengenai procedure text ya. Silahkan bawa dialaog kalian kedepan saya check dulu satu persatu.

SS : Iya miss

T : Secara keseluruhan dialog kalian sudah bagus. Apakah kalian suda siap?

SS : Sudah miss.

T : Kita mulai dari kelompok satu dulu ya. Silahkan kelompok 1. Sebelum kalian mulai tolong jelaskan dulu kalian berperan sebagai apa.

S : Assalamualakum WR. WB

SS : Waalaikumsalalm Wr. Wb

S : Langsung saja nggak usah perkenalan yaa

S : Perkenalan disik ae to mas

T : Mau perkenalan dulu nggak papa

S : Baik perkenalkan nama saya Naufaldi bisa dipanggil Aldi. Disini saya akan berperan sebagai anak pertama. Ini ada Rizqi sebagai bapak. Ifah nanti sebagai nenek. Riska sebagai ibu dan terakhir Rahma sebagai adek saya.

SS : Cieeeeeeeeee

T : Lho kenapa ?

SS : Nggak papa miss

T : Silahkan mulai

…….Group 1 started their act……

T : Oke thankyou kelompok 1. Silahkan maju kelompok 2

S : Assalamualaikum Wr. Wb.

SS : Waalaikumsallam Wr. Wb.

S : Perkenalkan kami dari kelompok 2 yang beranggotakan saya sendiri Aris dan teman saya ada Nita, Tiwi, Novia, dan Asti. Disini kami akan berperan sebagai diri kami sendiri. Soalnya berpura-pura menjadi orang lain itu capek maka lebih baik jadi diri kami sendiri.

SS : Curhat mas

……..…….Group 2 started their act…….....

T : Oke bagus. Saya evaluasi dulu yaa. Dari kelompok 1 sudah cukup bagus tapi kalian untuk pengucapannya perlu berlatih lagi. Cerita nya cukup lucu yaaa. Itu bapaknya manja banget minta dibuatin kopi

SS : modus itu miss.

T : Wes nggak papa. Untuk kelompok 2 sudah cukup bagus juga. Tapi untuk ceritanya agak nggak nyambung yaa. Tapi di luar itu sudah cukup bagus

S : Thankyou miss.

T : Tinggal sisa 3 kelompok ya. Saya harap untuk minggu depan semua kelompok sudah maju semua nya yaa

SS : Baik, miss.

T : Kita cukupkan pelajaran hari ini. Thank you for today. Wassalamualaikum Wr. Wb.

SS : Waalaikumsallam Wr. Wb

**5. Lesson Plan Procedure Text**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP 12 W)**

| | | |
|---|---|---|
| Satuan Pendidikan | : | SMA Negeri 1 Teras |
| Tahun Pelajaran | : | 2023/2024 |
| Mata Pelajaran | : | Bahasa Inggris (W) |
| Kelas/ Semester | : | XII/ Genap |
| Materi Pokok | : | Procedure Text |
| Alokasi Waktu | : | 8 x 45’ |

## A. TUJUAN PEMBELAJARAN

Melalui pembelajaran otentik dengan mengembangkan sikap religius, bertangung jawab, peduli, jujur, dan disiplin dengan ketrampilan memecahkan masalah dalam kehidupan nyata, peserta didik dapat Menganalisis struktur, fungsi sosial, dan ciri kebahasaan teks interaksi transaksional serta mempresentasikan dan menyimpulkan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait *Procedure Text* dengan penerapan 4 C (kolaboratif, kritis, kreatif, dan komunikatif), literasi dan HOTs dengan benar.

## B. LANGKAH-LANGKAH PEMBELAJARAN

| **Pertemuan 1** | |
|---|---|
| **Pendahuluan** | **Offline (15 menit )**<br>1. Guru memberi salam, berdoa, menyanyikan lagu Indonesia Raya ( PPK)<br>2. Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)<br>3. Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan dan teknik penilaian<br>4. Guru memberikan apersepsi *Song* berkaitan dengan kegiatan resmi suatu organisasi<br>5. Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan<br>6. Guru memberikan apersepsi *Procedure Text* berkaitan dengan peraturan sekolah |
| **Kegiatan Inti.** | **Offline (60 menit )**<br>**1.** Peserta didik diberi masalah dalam kehidudpan sehari-hari terkait materi *Procedure Text* / https://www.youtube.com/watch?v=2189sv8Bvy4 peserta didik menirukan, mengamati, mencatat hal-hal penting<br>2. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin permasalahan mengenai situasi/ dialog dikaitkan dengan *Procedure Text* (mendefinisikan masalah)<br>3. Peserta didik membedakan penggunaan *Procedure Text*<br>4. Peserta didik dibantu guru menghubungkan berbagai situasi yang bisa/ harus menggunakan *Procedure Text*<br>5. Peserta didik merefleksikan pembelajaran yang telah diperoleh. (refleksi) |

| | |
|---|---|
| | 6. Guru menugaskan siswa untuk membuat peran secara berkelompok dengan mengambil peran sesuai undian<br>7. Peserta didik mendiskusikan peran yang akan dimainkan didalam kelas |
| **Penutup** | **Ofline (15 menit )**<br>1. Guru bersama peserta didik merefleksikan pengalaman belajar<br>2. Guru memberikan penilaian lisan secara acak dan singkat<br>3. Guru menyampaikan tugas/pekerjaan rumah, rencana pembelajaran pada pertemuan berikutnya dan berdoa<br>4. Guru menutup pertemuan dengan salam |

| **Pertemuan 2** | |
|---|---|
| **Pendahuluan** | **Offline (15 menit )**<br>1. Guru memberi salam, berdoa, menyanyikan lagu Indonesia Raya ( PPK)<br>2. Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)<br>3. Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan dan teknik penilaian<br>4. Guru memberikan apersepsi *Procedure Text* berkaitan dengan kegiatan resmi suatu organisasi |
| **Kegiatan Inti.** | **Offline (60 menit )**<br>1. Peserta didik menyiapkan dialog dan perlengkapan yang akan di praktekkan<br>2. Peserta didik mempraktekkan hasil diskusi sesuai peran masing-masing<br>3. Guru mengidentifikasi sebanyak mungkin permasalahan mengenai situasi/ dialog dikaitkan dengan *Procedure Text* (mendefinisikan masalah)<br>4. Guru menyampaikan penilaian terhadap peran yang dimainkan peserta didik mencakup penilaian pengetahuan, ketepatan waktu (disiplin), jujur dan bertangung jawab. (penilaian yang terintegrasi) |

| | |
|---|---|
| | ***Offline(25 menit)***<br>1. Peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Procedure Text*<br>2. Peserta didik kemudian diberi kesempatan untuk menyebutkan situasi dan cara lain dari berbagai sumber<br>3. Peserta didik mendiskusikan permasalahan dengan teman/ pasangan masing. |
| **Penutup** | **Ofline (15 menit )**<br>1. Guru bersama peserta didik merefleksikan pengalaman belajar<br>2. Guru memberikan penilaian lisan secara acak dan singkat<br>3. Guru menyampaikan tugas/pekerjaan rumah, rencana pembelajaran pada pertemuan berikutnya dan berdoa<br>4. Guru menutup pertemuan dengan salam |

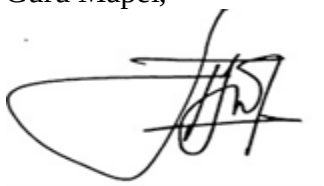
**C. PENILAIAN**

- Sikap : Observasi saat proses pembelajaran
- Pengetahuan : Penugasan
- Keterampilan : Produk

Teras, Januari 2023

Mengetahui,
Kepala Sekolah,

Guru Mapel,



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# LAMPIRAN

## 1. MATERI POKOK

### Procedure Text

Pengertian Procedure text Dalam Bahasa Inggris : Definisi, Tujuan, Jenis, Generic Structure dan Contoh – Apakah ada yang dari kalian yang pernah membuat makanan dari resep yang anda baca? Anda membaca resep dan mempraktekan step demi step cara membuatnya. Bahan dan langkah-langkah pembuatannya disajikan dalam resep tersebut. Ya, resep yang anda baca merupakan contoh procedure text atau bisa disebut procedural text.

*Procedure text is a piece of text that give us instructions for doing something."*

Procedure text adalah sebuah teks yang memberikan kita perintah atau instruksi untuk melakukan sesuatu.

*"Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps."*

Procedure text adalah teks yang dirancang untuk menggambarkan bagaimana sesuatu dicapai melalui urutan tindakan atau langkah-langkah.

Jadi dapat disimpulkan disini, procedure text adalah jenis text yang bertujuan untuk menggambarkan suatu perintah atau instruksi tentang bagaimana sesuatu dicapai sesuai urutan atau langkah-langkah yang benar.

Dan biasanya judul procedure text diawali dengan "*How to ….*". Contohnya misalnya seperti "*How to make a cup of tea*" (Cara membuat secangkir tea),

"How to Use the Computer" (Cara menggunakan komputer), dan masih banyak lagi contoh lainnya.

---

Ciri ciri prosedure text

- Biasanya Mengunakan Simple Present Tense dengan rumus (S+V1)
- Berbentuk imperative/bentuk perintah,
- Menggunakan action verbs, contoh: *make, take, boil, cook,*
- Menggunakan temporal conjunctions, contoh: *First, then, next, after that, last*
- Menggunakan conjunctions (kata penghubung) untuk mengurutkan kegiatan, misalnya then, while, dsb.
- Menggunakan adverbs (kata keterangan) untuk menyatakan rinci waktu, tempat, cara yang akurat, misalnya for five minutes, 2 hours, dsb.
- Menggunakan adverbs (kata keterangan) untuk menyatakan tahapan atau urutan, misalkan the first, the second, the third, the last, etc.

---

*Buat kamu yang ingin belajar banyak hal materi pelajaran lengkap, kami sarankan juga untuk mencoba mengakses situs ruangguru.co.id untuk latihan belajar disana*

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Tujuan Procedure Text

Procedure text sendiri dibuat mempunyai tujuan tertentu untuk pembaca. Tujuan teks sendiri bersifat komunikatif.

*"The social purpose of procedure text is to show how something is done through sequence of steps which enable the reader to achieve the goal."*

Tujuan sosial procedure text adalah untuk menunjukkan bagaimana sesuatu dilakukan melalui urutan langkah yang memungkinkan pembaca untuk mencapai tujuan.

*"The purpose of procedure text is to tell the reader how to do or make something through a sequence of actions or steps."*

Tujuan dari teks prosedur adalah untuk memberitahu pembaca bagaimana melakukan atau membuat sesuatu melalui urutan tindakan atau langkah-langkah .

---

Jenis-jenis Procedure Text

Procedure text dalam bahasa inggris mempunyai beberapa jenis. Berikut ini ada 3 jenis procedure text yang harus Anda ketahui.

- Procedure text yang menjelaskan bagaimana sesuatu bekerja atau bagaimana menggunakan instruksi/operasi manual , misalnya , how to use computer, how to record video. how to use
- plaroid camera.

- Procedure text yang menginstruksikan bagaimana melakukan aktivitas tertentu, misalnya, how to make a noodle, how to dance, how to play basketball.
- Procedure text yang berhubungan dengan perilaku manusia, misalnya, how to succeed, how to live happily, how to be a good person.

---

Generic Stucture of Procedure Text

Procedure text memiliki skema susunan umum atau generic structure. Berikut ini generic stucture of procedure text:

- Goal : memberikan informasi tentang maksud dan tujuan prosedur dan memprediksi suatu kesimpulan.
- Materials : berisi daftar materi atau bahan-bahan yang dibutuhkan untuk melakukan suatu prosedur atau langkah-langkah.
- Steps : daftar urutan instruksi/aktivitas untuk mencapai tujuan dalam urutan langkah yang benar.
- Result : Hasil dari serangkaian langkah-langkah yang telah dilakukan.

---

Contoh Procedure Text

Berikut ini contoh procedure text

**How to Make Ice Cream**

Materials:
2 cups milk or cream
2 tablespoons sugar
1 teaspoon Vanilla extract
Several cups of Ice
1 cup salt
You need these supplies to make ice cream
Tub or large coffee can to hold salt and ice
Glass bowl or small coffee can
Electric mixer or whisk
Ice cream scoop
Storage container for freezer

Steps:

First, setting up the cooling apparatus. Stir ice and salt in the larger container. Then, combine the ingredients. Mix together the milk, sugar, and vanilla in the glass bowl. Then, set this bowl in the tub filled with ice and rock salt, making sure that the salt water does not spill into the bowl.

Next, mix the ice cream. Mix the ingredients in the small container vigorously. The salty ice mixture will cool the mixture down until it turns into ice cream.

| |
|---|
| It should take about 10 to 15 minutes to stir the ice cream using either method. Stir until it is free from ice crystals and is the right consistency. Last, storage and serving. ice cream is ready |

a. *Procedure Text*
b. *V1*
c. *Tips/ Manual*

## 2. PENILAIAN

### a. Sikap

- INDIKATOR PENCAPAIAN KOMPETENSI :
  Peserta didik dapat mengembangkan sikap bertangung jawab, peduli, jujur, dan disiplin dengan ketrampilan memecahkan masalah dalam kehidupan nyata,
- INSTRUMEN PENILAIAN SIKAP :

**LEMBAR PENILAIAN SIKAP**

Sekolah : SMAN 1 Teras
Kelas : XII MIPA & IPS
Mata Pelajaran : Bahasa Inggris (Wajib)
Materi Pokok : *Procedure Text*

**A. Kategori pengamatan penilaian sikap**

1) Sikap religius
2) Sikap bertanggung jawab
3) Disiplin
4) Jujur

1. Religius
   Rubrik penilaian :
   4 : Selalu memiliki kesadaran untuk berdoa dan bersyukur
   3 : Sering memiliki kesadaran untuk berdoa dan bersyukur
   2 : Kadang-kadang memiliki kesadaran berdoa dan bersyukur
   1 : Tidak pernah memiliki kesadaran untuk berdoa dan bersyukur

| No | Nama | **Peduli** | | | | poin |
|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | |
| 1 | A | | | | | |
| 2 | B | | | | | |
| 3 | C | | | | | |
| | …….. | | | | | |

2. Bertanggung jawab
   Rubrik penilaian :
   4 : untuk siswa yang mengumpulkan tepat waktu
   3 : untuk siswa yang mengumpulkan terlambat 15 menit
   2 : untuk siswa yang mengumpulkan terlambat 30 menit
   1 : untuk siswa yang mengumpulkan terlambat lebih dari 30 menit

| No | Nama | Bertanggung jawab | | | | poin |
|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | |
| 1 | A | | | | | |
| 2 | B | | | | | |
| 3 | C | | | | | |
| | …….. | | | | | |

3. Disiplin
   Rubrik Penilaian :
   4 : Mengerjakan soal dengan benar sesuai instruksi dan dikumpulkan tepat waktu,
   3 : Mengerjakan soal dengan benar sesuai instruksi dan dikumpulkan melebihi waktu,
   2 : Mengerjakan soal dengan tidak sesuai instruksi dan dikumpulkan melebihi waktu
   1 : Tidak Mengerjakan soal,

| No | Nama | Disiplin | | | | Poin |
|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | |
| 1 | A | | | | | |
| 2 | B | | | | | |
| 3 | C | | | | | |

4. Jujur
   Rubrik Penilaian :
   4 : Ucapan dan perbuatan selalu sesuai
   3 : Ucapan dan perbuatan sering sesuai
   2 : Ucapan dan perbuatan kadang-kadang sesuai
   1 : Ucapan dan perbuatan tidak pernah sesuai

| No | Nama | Jujur | | | | Poin |
|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | |
| 1 | A | | | | | |
| 2 | B | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | C | | | | | |
| | ……. | | | | | |

## b. PENGETAHUAN

- INDIKATOR PENCAPAIAN KOMPETENSI :
  Peserta didik dapat mendeskripsikan masalah yang berkaitan dengan keterbagian dan faktorisasi polinom / pembagian suku banyak dengan penerapan 4 C (kolaboratif, kritis, kreatif, dan komunikatif, literasi dan HOTs dengan benar.
- INSTRUMEN PENILAIAN PENGETAHUAN :

**PEMERINTAH PROVINSI JAWA TENGAH**
**DINAS PENDIDIKAN DAN KEBUDAYAAN**
**SEKOLAH MENENGAH ATAS NEGERI 1 TERAS**
**Jalan Sudimoro – Randusari Kilometer 2 Kode Pos 57372**
**Telepon 0276 – 325478**
**Faksimile 0276 – 325478 Surat Elektronik sman01teras@yahoo.com**

**ULANGAN HARIAN I (UH 1) SMT 1**

**Mata Pelajaran : Bahasa Inggris (Wajib)** **Hari, Tanggal :**
**Kelas/ Topik : XI MIPA 3,4 / IPS 1-6 /** *Procedure Text* **Waktu :**
**Menit**

A. **Choose the correct answer!**

## c. KETERAMPILAN

- INDIKATOR PENCAPAIAN KOMPETENSI
  ketrampilan memecahkan masalah dalam kehidupan nyata berkaitan dengan ungkapan Suggestion Should/should not
- INSTRUMEN PENILAIAN KETRAMPILAN :

### a. PENILAIAN KEMAMPUAN BERBICARA (*SPEAKING SKILL*)

| No | Aspek yang Dinilai | Kriteria | | Skor 1-5 | Skor 1-4 |
|---|---|---|---|---|---|
| 1 | Pengucapan (*pronounciation*) | Hampir sempurna | | 5 | 4 |
| | | Ada beberapa kesalahan, tetapi tidak mengganggu makna | | 4 | 3 |
| | | Ada beberapa kesalahan dan mengganggu makna | | 3 | 2 |
| | | Banyak kesalahan dan mengganggu makna | Hampir semua salah dan mengganggu makna | 2 | 1 |
| | | Terlalu banyak kesalahan dan mengganggu makna | | 1 | |
| 2 | Intonasi (*intonation*) | Hampir sempurna | | 5 | 4 |
| | | Ada beberapa kesalahan, tetapi tidak mengganggu makna | | 4 | 3 |
| | | Ada beberapa kesalahan dan mengganggu makna | | 3 | 2 |
| | | Banyak kesalahan dan mengganggu makna | Hampir semua salah dan mengganggu makna | 2 | 1 |
| | | Terlalu banyak kesalahan dan mengganggu makna | | 1 | |
| 3 | Kelancaran (*fluency*) | Sangat lancar | | 5 | 4 |
| | | Lancar | | 4 | 3 |
| | | Cukup lancar | | 3 | 2 |
| | | Kurang lancar | Sangat tidak lancar | 2 | 1 |
| | | Tidak lancar | | 1 | |
| 4 | Ketepatan Makna (*accuracy*) | Sangat tepat | | 5 | 4 |
| | | Tepat | | 4 | 3 |
| | | Cukup tepat | | 3 | 2 |

| | | | | | |
|---|---|---|---|---|---|
| | | Kurang tepat | Hampir tidak tepat | 2 | 1 |
| | | Tidak tepat | | 1 | |

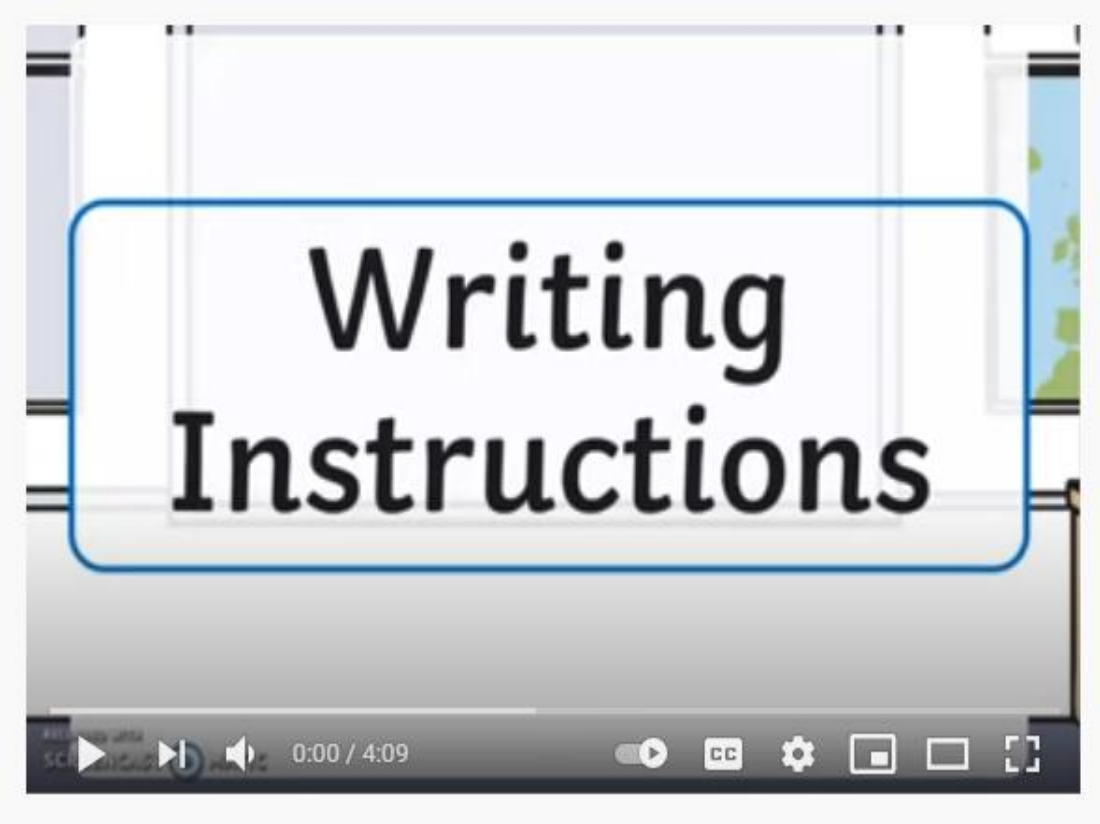
**Skor Penilaian**

| No. | Huruf | Rentang angka |
|---|---|---|
| 1. | Sangat Baik (A) | 86-100 |
| 2. | Baik (B) | 71-85 |
| 3. | Cukup (C) | 56-70 |
| 4. | Kurang (D) | ≤ 55 |

1. **Pengayaan**
   Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

2. **Pengayaan**
   Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

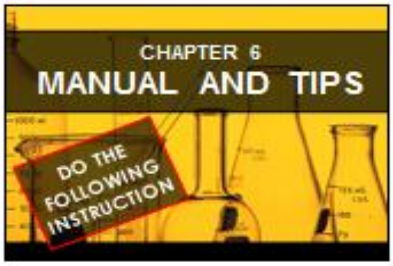
# LAMPIRAN MATERI

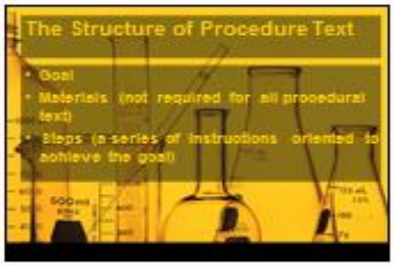



https://www.youtube.com/watch?v=2189sv8Bvy4

**PPT**

5/31/2021

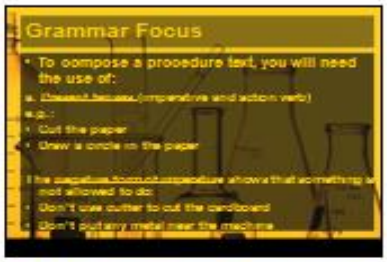


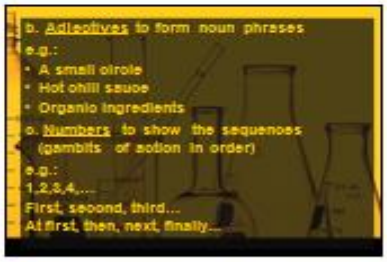



1

Activate Win
Go to PC settings

5/31/2021





2

Activate Win
Go to PC settings

**6. Lesson Plan Song**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP 12 W)**

| | | |
|---|---|---|
| Satuan Pendidikan | : | SMA Negeri 1 Teras |
| Tahun Pelajaran | : | 2022/2023 |
| Mata Pelajaran | : | Bahasa Inggris (W) |
| Kelas/ Semester | : | XII/ Genap |
| Materi Pokok | : | Song |
| Alokasi Waktu | : | 4 x 45’ |

**D. TUJUAN PEMBELAJARAN**

Melalui pembelajaran otentik dengan mengembangkan sikap religius, bertangung jawab, peduli, jujur, dan disiplin dengan ketrampilan memecahkan masalah dalam kehidupan nyata, peserta didik dapat Menganalisis struktur, fungsi sosial, dan ciri kebahasaan teks interaksi transaksional serta mempresentasikan dan menyimpulkan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait *Song* dengan penerapan 4 C (kolaboratif, kritis, kreatif, dan komunikatif), literasi dan HOTs dengan benar.

**E. LANGKAH-LANGKAH PEMBELAJARAN**

| **Pertemuan 1** | |
|---|---|
| **Pendahuluan** | **Offline (15 menit )**<br>1.Guru memberi salam, berdoa, menyanyikan lagu Indonesia Raya ( PPK)<br>2.Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)<br>3.Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan dan teknik penilaian<br>4. Guru memberikan apersepsi *Song* berkaitan dengan kegiatan resmi suatu organisasi |

| | |
|---|---|
| **Kegiatan Inti.** | **Offline (60 menit )**<br>1.Peserta didik diberi masalah dalam kehidupan sehari-hari terkait materi *Suggestion and Offer* /<br>https://www.youtube.com/watch?v=XV8lkAiYQO0<br>2.peserta didik menirukan, mengamati, mencatat hal-hal penting<br>3.Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin permasalahan mengenai situasi/ dialog dikaitkan dengan *Song* (mendefinisikan masalah)<br>4.Peserta didik membedakan penggunaan *Song*<br>5.Siswa mencoba mencoba membuat kalimat *Song* dengan cara lain (perspektif dan sumber).<br>6.Peserta didik dibantu guru menghubungkan berbagai situasi yang bisa/ harus menggunakan *Song*<br>*7.*Peserta didik merefleksikan pembelajaran yang telah diperoleh. (refleksi)<br><br>***Offline(25 menit)***<br>1. Peserta didik menuliskan berbagai bermasalahan tekait tayangan<br>2. Peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Song*<br>3. Peserta didik kemudian diberi kesempatan untuk menyebutkan situasi dan cara lain dari berbagai sumber<br>4. Peserta didik dibagi menjadi beberapa kelompok<br>Peserta didik mendiskusikan permasalahan dengan kelompok masing-masing |
| **Penutup** | **Ofline (15 menit )**<br>1. Guru bersama peserta didik merefleksikan pengalaman belajar<br>2. Guru memberikan penilaian lisan secara acak dan singkat<br>3. Guru menyampaikan tugas/pekerjaan rumah, rencana pembelajaran pada pertemuan berikutnya dan berdoa<br>4. Guru menutup pertemuan dengan salam |

| **Pertemuan 2** | |
|---|---|
| **Pendahuluan** | **Offline (15 menit )**<br>5. Guru memberi salam, berdoa, menyanyikan lagu Indonesia Raya ( PPK)<br>6. Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)<br>7. Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan dan teknik penilaian<br>8. Guru memberikan apersepsi *Song* berkaitan dengan kegiatan resmi suatu organisasi |
| **Kegiatan Inti.** | **Offline (60 menit )**<br>1. Peserta didik mempresentasikan hasil diskusi didepan kelas<br>2. Peserta didik dibantu guru menghubungkan berbagai situasi yang bisa/ harus menggunakan *Song*<br>3. Peserta didik merefleksikan pembelajaran yang telah diperoleh. (refleksi)<br><br>***Offline(25 menit)***<br>1. Peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Song*<br>2. Peserta didik kemudian diberi kesempatan untuk menyebutkan situasi dan cara lain dari berbagai sumber<br>3. Peserta didik mendiskusikan permasalahan dengan teman/ pasangan masing |
| **Penutup** | **Ofline (15 menit )**<br>1. Guru bersama peserta didik merefleksikan pengalaman belajar<br>2. Guru memberikan penilaian lisan secara acak dan singkat<br>3. Guru menyampaikan tugas/pekerjaan rumah, rencana pembelajaran pada pertemuan berikutnya dan berdoa<br>4. Guru menutup pertemuan dengan salam |

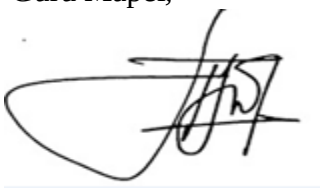
## F. PENILAIAN

- Sikap : Observasi saat proses pembelajaran
- Pengetahuan : Penugasan
- Keterampilan : Produk

Teras, Januari 2023

Mengetahui,
Kepala Sekolah,

Guru Mapel,



EKA LEGAWA, S.Pd
NIP. 19630412 198703 1 016 007

SRI HARTATIK, S.Pd
NIP. 19700218 200312 2

# LAMPIRAN

## 3. MATERI POKOK

| |
|---|
| |

d. *Part of the song*
e. *Vocabulary*
f. *Meaning*

## 4. PENILAIAN

### d. Sikap

- INDIKATOR PENCAPAIAN KOMPETENSI :
  Peserta didik dapat mengembangkan sikap bertangung jawab, peduli, jujur, dan disiplin dengan ketrampilan memecahkan masalah dalam kehidupan nyata,
- INSTRUMEN PENILAIAN SIKAP :

**LEMBAR PENILAIAN SIKAP**

Sekolah : SMAN 1 Teras
Kelas : XI MIPA & IPS
Mata Pelajaran : Bahasa Inggris (Wajib)
Materi Pokok : *Song*

**B. Kategori pengamatan penilaian sikap**

5) Sikap religius
6) Sikap bertanggung jawab
7) Disiplin
8) Jujur

5. Religius
   Rubrik penilaian :
   4 : Selalu memiliki kesadaran untuk berdoa dan bersyukur
   3 : Sering memiliki kesadaran untuk berdoa dan bersyukur
   2 : Kadang-kadang memiliki kesadaran berdoa dan bersyukur
   1 : Tidak pernah memiliki kesadaran untuk berdoa dan bersyukur

| No | Nama | **Peduli** | | | | poin |
|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | |
| 1 | A | | | | | |
| 2 | B | | | | | |
| 3 | C | | | | | |
| | …….. | | | | | |

6. Bertanggung jawab
   Rubrik penilaian :
   4 : untuk siswa yang mengumpulkan tepat waktu
   3 : untuk siswa yang mengumpulkan terlambat 15 menit
   2 : untuk siswa yang mengumpulkan terlambat 30 menit
   1 : untuk siswa yang mengumpulkan terlambat lebih dari 30 menit

| No | Nama | Bertanggung jawab | | | | poin |
|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | |
| 1 | A | | | | | |
| 2 | B | | | | | |
| 3 | C | | | | | |
| | …….. | | | | | |

7. Disiplin
   Rubrik Penilaian :
   4 : Mengerjakan soal dengan benar sesuai instruksi dan dikumpulkan tepat waktu,
   3 : Mengerjakan soal dengan benar sesuai instruksi dan dikumpulkan melebihi waktu,
   2 : Mengerjakan soal dengan tidak sesuai instruksi dan dikumpulkan melebihi waktu
   1 : Tidak Mengerjakan soal,

| No | Nama | Disiplin | | | | Poin |
|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | |
| 1 | A | | | | | |
| 2 | B | | | | | |
| 3 | C | | | | | |

8. Jujur
   Rubrik Penilaian :
   4 : Ucapan dan perbuatan selalu sesuai
   3 : Ucapan dan perbuatan sering sesuai
   2 : Ucapan dan perbuatan kadang-kadang sesuai
   1 : Ucapan dan perbuatan tidak pernah sesuai

| No | Nama | Jujur | | | | Poin |
|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | |
| 1 | A | | | | | |
| 2 | B | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | C | | | | | |
| | ……. | | | | | |

## e. PENGETAHUAN

- INDIKATOR PENCAPAIAN KOMPETENSI :
  Peserta didik dapat mendeskripsikan masalah yang berkaitan dengan keterbagian dan faktorisasi polinom / pembagian suku banyak dengan penerapan 4 C (kolaboratif, kritis, kreatif, dan komunikatif, literasi dan HOTs dengan benar.

- INSTRUMEN PENILAIAN PENGETAHUAN :

**PEMERINTAH PROVINSI JAWA TENGAH**
**DINAS PENDIDIKAN DAN KEBUDAYAAN**
**SEKOLAH MENENGAH ATAS NEGERI 1 TERAS**
**Jalan Sudimoro – Randusari Kilometer 2 Kode Pos 57372**
**Telepon 0276 – 325478**
**Faksimile 0276 – 325478 Surat Elektronik sman01teras@yahoo.com**

**ULANGAN HARIAN I (UH 1) SMT 1**

**Mata Pelajaran : Bahasa Inggris (Wajib)** **Hari, Tanggal :**
**Kelas/ Topik : XI MIPA 3,4 / IPS 1-6 /** Song **Waktu : Menit**

A. **Choose the correct answer!**

**Songs for A Dying Planet**
**Song by: Joe Walsh**

Is anyone out there?
Does anybody listen or care anymore?
We are living on a dying planet,
We're killing everything that's alive,
And anyone who tries to deny it
Wears a tie
And gets paid to lie
So I wrote these songs for a dying planet,
I'm sorry but I'm telling the truth,
And for everybody trying to save it
These songs are for you, too.
Is anyone out there?

1. What kind of planet are we living now?
   A. Dying Planet
   B. good planet
   C. beautiful planet
   D. nice planet
   E. lovely planet
2. Who are people who deny that they have killed living things?
   A. People who wear a tie and get paid to lie
   B. People who listen that song
   C. People who live near the singer
   D. people who work in the town
   E. people who sell tie and T-shirt
3. "And gets paid to lie". The word "gets paid" means….
   A. Receive money for work completed
   B. Pay someone
   C. buy with money

D. sell with low prices
E. promote completely

4. For whom does the singers wrote that song?
A. For the dying planet
B. For people out there
C. For people who work hard
D. for people who study hard
E. for everything that is a live

5. Why does the singer feel sorry?
A. Because he tells the truth
B. Because he does not tell the truth
C. Because he lies
D. Because he can not speak
E. Because he works on the planet

**Contoh Soal Song 2**

**Demis Roussos: RAIN AND TEARS**

Rain and tears all the same
But in the sun you've to play the game
When you cry in winter time
You can't pretend, it's nothing but the rain
How many times I've seen
Tears coming from your blue eyes
Rain and tears all the same
But in the sun you've got to play the game
Give an answer of love I need an answer of love
Rain and tears in the sun
But in your heart you feel the rain the waves
Rain and tears both for shown
For in my heart there'll never be a sun
Rain and tears all the same
But in the sun you've play the game

6. Which one of the following statements is implied in this song?
A. The writer's lover treats him well.
B. The writer's lover often expresses her sadness
C. The writer has got his expectation from his lover
D. The writer of the song feels sure with his love.
E. The writer feels that his love story will have a happy ending.

7. "Rain and tears both for shown. For in my heart there'll never be a sun". The phrase "my heart there'll never be a sun" means that the writer….
A. will feel sure in his heart
B. will always feel sad
C. will have his heart be with bright life

D. will feel so faithless all the time
E. will get very tired all his life

8. The word "rain" in this song refers to …..
A. autumn time
B. spring time
C. winter time
D. summer time
E. rainy season time

**Contoh Soal Song 3**

**Viva Forever**
**Song by: Spice Girls**

Do you still remember
How we used to be
Felling together, believe in whatever
My love has said to me
Both of us were dreamers
Young love in the sun
Felt like my savior, my spirit I gave ya
We'd only just begun
Hasta Manana,
Always be mine
[Chorus:]
Viva forever, I'll be waiting
Everlasting, like the sun
Live forever,
For the moment
Ever searching for the one
Yes I still remember,
Every whispered word
The touch of your skin, giving life from within
Like a love song that I'd heard
Slipping through out fingers,
Like the sands of time
Promise made, every memory saved
Has reflections in my mind
Hasta Manana,
Always be mine
[Chorus]
Back where I belong now,
Was it just a dream
Feelings unfold, they will never be sold
And the secret's safe with me

Hasta manana,
Always be mine
[Chorus x2]

9. What is theme of the song above?
   A. Viva Forever
   B. Dream
   C. Belonging
   D. Feeling
   E. Greeting
10. What does “Hasta Manana” means?
   A. See you tomorrow
   B. Good bye
   C. Good morning
   D. Good afternoon
   E. Good luck

## f. KETERAMPILAN

- INDIKATOR PENCAPAIAN KOMPETENSI
  ketrampilan memecahkan masalah dalam kehidupan nyata berkaitan dengan ungkapan Suggestion Should/should not
- INSTRUMEN PENILAIAN KETRAMPILAN :

### b. PENILAIAN KEMAMPUAN BERBICARA (*SPEAKING SKILL*)

| No | Aspek yang Dinilai | Kriteria | | Skor 1-5 | Skor 1-4 |
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| | | Ada beberapa kesalahan, tetapi tidak mengganggu makna | | 4 | 3 |
| | | Ada beberapa kesalahan dan mengganggu makna | | 3 | 2 |
| | | Banyak kesalahan dan mengganggu makna | Hampir semua salah dan mengganggu makna | 2 | 1 |
| | | Terlalu banyak kesalahan dan mengganggu makna | | 1 | |
| 2 | Intonasi (*intonation*) | Hampir sempurna | | 5 | 4 |
| | | Ada beberapa kesalahan, tetapi tidak mengganggu makna | | 4 | 3 |
| | | Ada beberapa kesalahan dan mengganggu makna | | 3 | 2 |
| | | Banyak kesalahan dan mengganggu makna | Hampir semua salah dan mengganggu | 2 | 1 |

| | | | | | |
|---|---|---|---|---|---|
| | | Terlalu banyak kesalahan dan mengganggu makna | makna | 1 | |
| 3 | Kelancaran (*fluency*) | Sangat lancar | | 5 | 4 |
| | | Lancar | | 4 | 3 |
| | | Cukup lancar | | 3 | 2 |
| | | Kurang lancar | Sangat tidak lancar | 2 | 1 |
| | | Tidak lancar | | 1 | |
| 4 | Ketepatan Makna (*accuracy*) | Sangat tepat | | 5 | 4 |
| | | Tepat | | 4 | 3 |
| | | Cukup tepat | | 3 | 2 |
| | | Kurang tepat | Hampir tidak tepat | 2 | 1 |
| | | Tidak tepat | | 1 | |

**Skor Penilaian**

| No. | Huruf | Rentang angka |
|---|---|---|
| 1. | Sangat Baik (A) | 86-100 |
| 2. | Baik (B) | 71-85 |
| 3. | Cukup (C) | 56-70 |
| 4. | Kurang (D) | ≤ 55 |

**2. Pengayaan**

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

**3. Pengayaan**

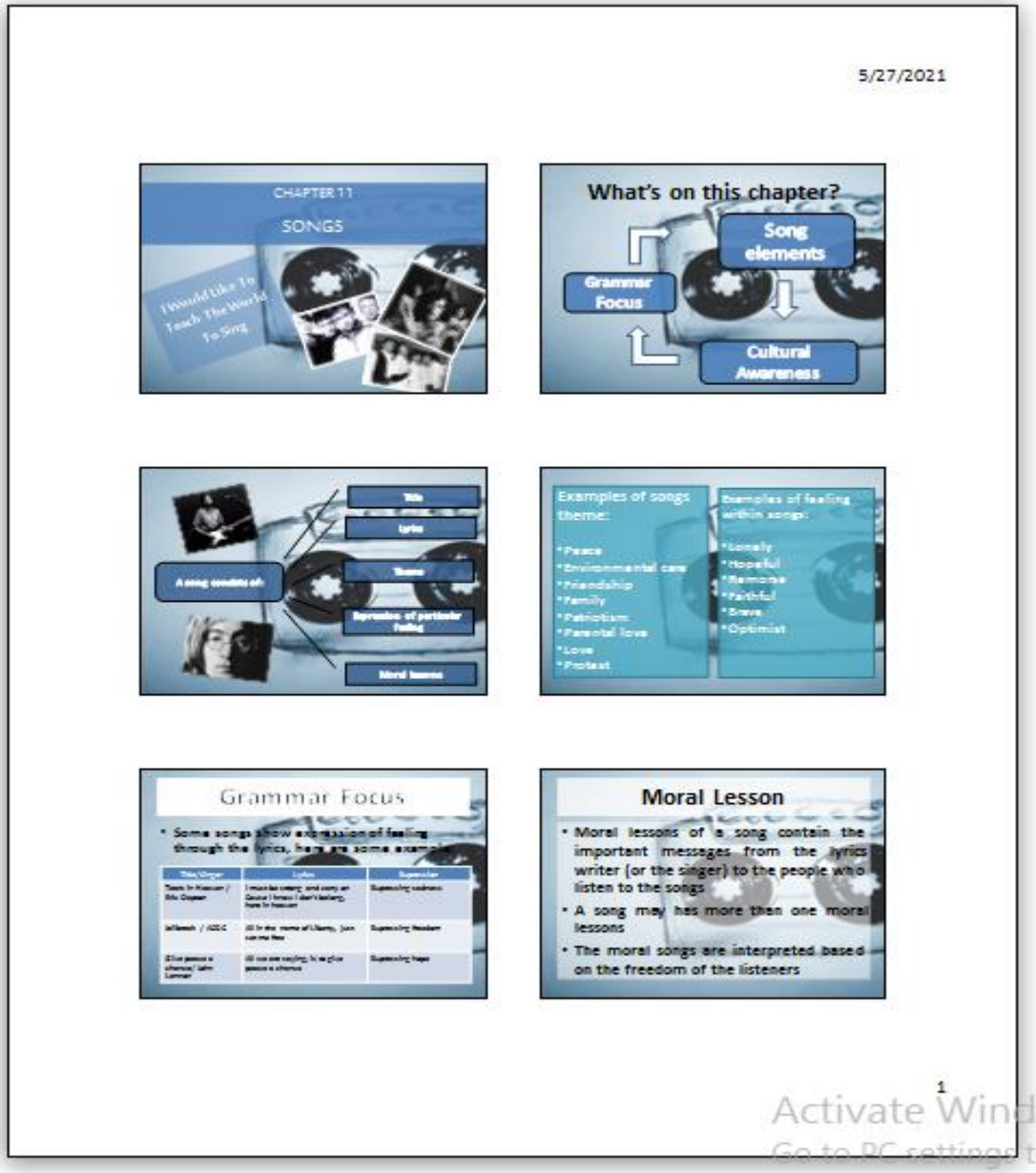
Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

# LAMPIRAN MATERI

https://www.youtube.com/watch?v=XV8lkAiYQO0

https://www.youtube.com/watch?v=zXdWWHjjx4c

**PPT**


5/27/2021
CHAPTER 11
SONGS
I Would Like To Teach The World To Sing
What's on this chapter?
Song elements
Grammar Focus
Cultural Awareness
A song consists of:
Title
Lyrics
Theme
Expression of particular feeling
Moral lessons
Examples of songs theme:
*Peace
*Environmental care
*Friendship
*Family
*Patriotism
*Parental love
*Love
*Protest
Examples of feeling within songs:
*Lonely
*Hopeful
*Harmony
*Faithful
*Brave
*Optimist
Grammar Focus
Moral Lesson
• Moral lessons of a song contain the important messages from the lyrics writer (or the singer) to the people who listen to the songs
• A song may has more than one moral lessons
• The moral songs are interpreted based on the freedom of the listeners
1