

**TEACHER'S STRATEGY IN TEACHING SPEAKING AT TENTH  
GRADE STUDENTS OF SMK MUHAMMADIYAH 2 KARANGANYAR IN  
ACADEMIC YEAR 2022/2023**

**THESIS**

**Submitted as a Partial Requirements**

**for the Degree of *Sarjana***



**By:**

**ANNISA SYAH PUTRI**

**SRN. 19.61.2.1.012**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF CULTURES AND LANGUAGES  
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA  
2023**

## ADVISOR SHEET

Subject : Thesis of Annisa Syah Putri

SRN : 196121012

To:

Dean

Faculty of Cultures and Language

UIN Raden Mas Said Surakarta

In Sukoharjo

*Assalamu 'alaikum wa rahmatullahi wa barakaatuh*

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

Name : Annisa Syah Putri

SRN : 196121012

Title : "Teacher's Strategy in Teaching Speaking at Tenth Grade Students of SMK Muhammadiyah 2 Karanganyar in Academic Year 2022/2023"

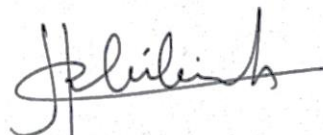
Has already fulfilled the requirements to be presented before The Board Examiners (*munaqosyah*) to gain Bachelor Degree in UIN Raden Mas Said Surakarta.

Thank you for the attention.

*Wassalamu 'alaikum wa rahmatullahi wa barakaatuh*

Sukoharjo, 29 May 2023

Advisor,






Habibi Nur Hidayanto, M.Pd.

NIP. 19800622 201701 1 130

## RATIFICATION

This is to certify that the *Sarjana* thesis entitled “Teacher’s Strategy in Teaching Speaking at Tenth Grade Students of SMK Muhammadiyah 2 Karanganyar in Academic Year 2022/2023” by Annisa Syah Putri has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education Study Program.

Chairman	: <u>Atin Kurniawati, S.Pd., M.A</u> NIP. 19910104 202012 2 018	 (.....)
Secretary	: <u>Habibi Nur Hidayanto, M.Pd</u> NIP. 19800622 201701 1 130	 (.....)
Main Examiner	: <u>Sabariyanto, M.Pd</u> NIP. 19750325 201701 1 164	 (.....)

Sukoharjo, 29 May 2023

Approved by

Dean, Faculty of Cultures and Language

  
  
Prof. Dr. Toto Suharto, S.Ag., M.Ag  
NIP. 19710403 199803 1 005

## **DEDICATION**

This thesis dedicate to:

1. My beloved parents (Mr. Joko Susilo and Mrs. Siti)
2. My beloved sister (Febriana Syah Putri)
3. My big family
4. My thesis Advisor Mr. Habibi Nur Hidayanto, M.Pd.
5. My almamater UIN Raden Mas Said Surakarta
6. All my friends

## **MOTTO**

“Allah does not burden a person except according to his ability.”

*-Quran (02:286)*

“For all of you who are striving for your dreams, I just want to tell you that you should believe in yourself and don’t let anyone bring you down, you know? Negativity does not exist it’s all about positivity, alright? So, keep that on mind but anyways, have good friend around you, have good peers surround yourself with good people ‘cause you’re good person too.”

*-Mark Lee NCT Dream-*

## PRONOUNCEMENT

Name : Annisa Syah Putri  
SRN :19.61.2.1.012  
Study Program : English Language Departement  
Faculty : Cultures and Language Faculty

I hereby sincerely state that the thesis titled, **“Teacher’s Strategy in Teaching Speaking at Tenth Grade Students of SMK Muhammadiyah 2 Karanganyar in Academic Year 2022/2023”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and refered in the biliography.

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

Sukoharjo, 29 May 2023

Stated by,



Annisa Syah Putri

SRN. 19.61.2.1.012

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

Sukoharjo, 29 May 2023

The Researcher



Annisa Syah Putri



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## ABSTRACT

Annisa Syah Putri. 2023. "Teacher's Strategy in Teaching Speaking at Tenth Grade Students of SMK Muhammadiyah 2 Karanganyar in Academic Year 2022/2023". Thesis: English Language Education Study Program, Cultures and Language Faculty, Raden Mas Said State Islamic University.

Advisor : Habibi Nur Hidayanto, M.Pd.

Key words : Speaking, Teaching Speaking, Strategy

This research is aimed (1) to find out the English teacher strategy in teaching speaking of tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023, (2) to know the teacher challenges in applied strategy in teaching speaking of tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023.

The research design is qualitative research. The subject of this research is English teacher who teach in class tenth grade in SMK Muhammadiyah 2 Karanganyar. The researcher collected the data by conducting observation, interview, and documentation. The data were analyzed using Miles and Huberman theory, then for the trustworthiness of the research data using methodological triangulation.

The result of this research are (1) the strategy used by the teacher in teaching speaking of tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023, relevant to the Harmer (2007) theory based on two categories strategy of storytelling and picture describing. (2) The teacher challenges applied strategy in teaching speaking of tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023, as state the Lynch (2008) they are lack of students motivation, insufficient time and over-crowded English classes.

## **CHAPTER I**

### **INTRODUCTION**

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

Speaking is the process of creating and exchanging meaning through spoken and unspoken language. Brown (2004) said speaking is a skill that people need to communicate in every situations, whether at school or elsewhere. Speaking need two or more participants who must act what they listen and respond effectively. Participants in speaking activities include both listeners and speakers. Speaking is an important part of the language in learning process, it is a key of active communication. In the learning process, the teacher needs various strategy to help students learn to speak learning English.

The most crucial part of learning a second or foreign language is teaching speaking, and competence is determined by own skill to have a conversation in that language. Teaching Speaking is a learning process that involves developing students speaking skills through the interaction and use of real and relevant language in communicative situations, with the aim that students can communicate effectively in everyday life. Harmer (2007) classified teaching speaking as a process which the teachers give students opportunities to improve their speaking skills through engagement and the use of real, relevant language in communicative situations. The purpose of teaching speaking exercise is to assist students

in overcoming their speaking obstacles. Different strategy can be used by the teacher to help develop students speaking skills according to the applicable curriculum.

English lesson in vocational high school is a difficult subject for students, especially in learning speaking. Teachers need various strategy to help students learn to speak English. Because, the achievement of students speaking cannot be separated from the strategy used by teacher, so the teacher plays an important role in making strategy that can help students develop their speaking skills. According to Andriyani (2021) in learning teachers must plan the actions will be taken to achieve the lessons goal, strategy is planning, steps, and a series to achieve a goal. Students can improve their fluency and accuracy in speaking by using speaking strategy. This is also supported by the argument from Ghulam (2021), teacher have to apply appropriate strategy in delivering materials in learning speaking skills. In order to effectively present the subject in speaking class, the teachers must use the right strategy.

In the same way that it is stated in the ATP (syllabus), English at vocational high school is used in school to help students and teachers communicate and develop their skills in producing various written or visual materials. The goal of the last step of the learning process in vocational high school is to make sure that the students can demonstrate competency in four areas of language learning, including listening, speaking, reading, and writing.

The researcher choosed an analysis teacher's strategy in teaching speaking at tenth grade students of SMK Muhammadiyah 2 Karanganyar in this research, because this school which receive "A" accreditation from (Badan National / Madrasah Accreditation) and in this school has implemented new curriculum in learning process, as we know that one of the important things from the new curriculum is adjustment of teaching strategy according to the curriculum used.

On 12 September 2022, the researcher made a pre-research in SMK Muhammadiyah 2 Karanganyar. According to the English teacher tenth grade, the achievement of tenth grade students in the initial semester experiment showed that many students had met the standards in English lesson, especially speaking skill in the independent curriculum. So that researcher are interested in knowing what strategy the teacher uses so that it makes students easy to learning English, especially in speaking skills.

In teaching, can not be separated from the constraints in the learning process. One of the main obstacles faced by teachers in teaching English at this school is that most students have different problems in the learning process such as difficulty understanding English due to lack of pronunciation, lack of motivation, and some are not confident in speaking skills.

Related to this topic, there are same previous studies. First research from Reza Febriana (2019) "*An Analysis of Teacher's Strategy in Teaching Speaking at SMA N 2 Mandau*". In this case, researcher focus on strategy



by the English teacher's in teaching speaking skill at senior high school by using games such as forming small groups, questioning, strategy board games, and role playing use qualitative method in the 2013 curriculum which used research subjects in tenth and eleventh grade in science and social studies at senior high school.

Second research from Ulfania Dwi Handayani (2019) "*English Teachers' Strategy in Teaching Speaking*". In this research, researchers focused on two discussions. Namely, strategies and factors that influence teachers in learning English using qualitative research methods. The subject of this research is the teacher of SMPN 1 Balong. In implementing the strategies, the English teacher uses role play, drilling, outdoor activity, and direct strategy. Whereas in this study the researcher focused on the teacher strategy in teaching speaking at tenth grade students tata boga one at vocational high school who implemented a new curriculum in their learning process and use qualitative method. The novelty in this research is is uses MBKM (*Kurikulum Merdeka*) in this school.

Based on the description of background above, the researcher is interested to conduct the research about teacher strategy in teaching speaking entitled: "AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING AT TENTH GRADE OF SMK MUHAMMADIYAH 2 KARANGANYAR IN ACADEMIC YEAR 2022/2023".

## **B. Identification of the Problems**

Based on the background of the study, some problems that emerged in the Pre-Research could be identified as follow:

1. Some students have different problem in the process of learning speaking skills.
2. Some students has lack pronuncation in speaking skills.
3. Some students has lack motivation in speaking skills.
4. Some students have no confidence in speaking skills.

## **C. Limitation of the Problems**

In this research, the researcher limited strategy on the method of teacher in teaching speaking of tenth grade tata boga one and teacher challenges in teaching speaking of tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023.

#### **D. Formulation of the Problems**

Based on the background at previous above, research questions can be identified as follow:

1. What kind of strategy is used by the teacher strategy in teaching speaking of tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023?
2. What are the teacher challenges in applied strategy in teaching speaking of tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023?

#### **E. Objective of the Study**

Based on the research question, the research objective are:

1. To find out the English teacher strategy in teaching speaking to the students of tenth grade students SMK Muhammadiyah 2 Karanganyar in Academic year 2022/2023.
2. To know the teacher challenges in applied strategy in teaching speaking of tenth grade students of SMK Muhammadiyah 2 Karanganyar in Academic Year 2022/2023.

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

1. Theoretical Benefits
  - a. The result of this study provide references for teacher strategy to teaching speaking for students.

- b. The researcher hopes that the findings of this study will be beneficial and give a general overview of the teaching strategy used by english teacher to help students speaking skills.

## 2. Practical Benefits

### a. For the teacher

The result of this study provide details and descriptions of instructional strategy for teaching speaking English.

### b. For the students

The results of this study research will help students in improving their english-speaking and learning skills.

### c. For the researcher

The result of this research gives the references to other researcher for observing further research about teacher strategy in teaching speaking.

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

### 1. Speaking

According Brown (2004) "Speaking is a skill that people need to communicate in every situations, whether at school or elsewhere. Speaking needs two or more participants who must act what they listen and respond effectively. Participants in speaking activities include both listeners and speakers."

## 2. Teaching Speaking

According to Brown (2001) “Teaching speaking to students with the goal of helping them speak English is the process of teaching speaking.”

## 3. Strategy

According to Brown (2007) “Strategy are specific ways to approach a problem or task, modes of operation for achieving a given goal, and planned designs for controlling and manipulating specific information.”

## **CHAPTER II**

### **LITERATURE REVIEW**

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

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

###### **a. Definition of Speaking**

Speaking is one of the language skill that should be focused in educational setting when studying a second or foreign language. Speaking is a process interaction where speakers intend to build meaning through producing, receiving and processing information. According to Richards (2008) Speaking involves pursuing an idea, finishing a task, removing various facets of the world, or simply being present. The ability to talk clearly or smoothly enables learners to explore ideas and communicate more effectively.

According to Pinter (2006) Repeating models, drilling scripts, and practising can help you learn how to speak. In instances where a contribution from the spontaneous is necessary, it implies engaging in dialogue with others. Therefore, in order to communicate fluently, it is necessary to understand not only the language that we use but also the appropriate phrases to employ in various contexts. So speaking is an interactive process of creating meaning that entails information creation, receiving, and processing. Paturusi (2014) meaning that includes the creation,

receiving, and processing information. Speaking requires the entire body, including the muscles of the face, to produce sounds.

Speaking problems can be addressed in a variety of ways, whether they develop in or outside of the classroom. For example, try to use English everyday in class and or outside of it. This can motivate someone to always speak English as a habit, even in casual conversation. Maintain a good relationship with someone who appreciates English since they give it far more thought than the other person.

In this case, speaking cannot be done by one person alone. For a conversation to begin, two people or more are needed. Talking aims to create effective communication. Speaking is crucial for everyone since it allows people to more effectively communicate their emotions.

#### b. Function of Speaking

According to Richards (2008) recognized a useful difference between the transactional functions of speaking, which focus on the exchange of information, and the interactional functions of speaking, which serve to establish and maintain social interactions.

Below are three part function of speaking:

##### 1. Talk as Interaction

Talk as interaction describes interaction that primarily serves a social purpose and refers to what we typically mean

by “discussion”. People greet each other when they first meet, engage in small conversation, share recent experiences, and so on in an effort to be nice and create a relaxed environment for interaction.

## 2. Talk as Transaction

Situations where the attention is on what is said or done are referred to as “talk as interactions”. The message and effectively communicating oneself are the main priorities, not the participants or their interpersonal interactions.

## 3. Talk as Performance

Talk as performance has been called the third category of talk that can be distinguishable and meaningfully identified. Public talk is referred to here, which is speaking, announcements, and other forms of speech that convey information to an audience.

### c. Type of Speaking

According to Brown (2004) speaking skills has five types:

#### 1. Imitative

In imitating a word, phrase, or even sentences. Phonation, lexical, and grammatical language components shall all be present in this activity’s criterion performance.



## 2. Intensive

The creation of small sections of oral language designed to demonstrate competency in a limited range of grammatical, phrasal, lexical, or phonological relationship.

## 3. Responsive

It contains interaction and understanding tests, but only to a somewhat small extent, with short conversations, friendly small talk, basic requests and comments, and the like.

## 4. Interactive (Dialogue)

The two types of interaction are transactional language, which is used to communicate specific information, and interpersonal changes, which are used to support social relationships.

## 5. Extensive (Monologue)

A single speaker uses spoken language for a long time, as in speeches, lectures, readings, news broadcasts, and the like, the listener must process the information without interruption, and the speech will continue whether or not the listeners understand what the speaker is trying to say.

#### d. Characteristic of Speaking

According to Nunan (1989) definition of speaking as a macro skill that can be divided into micro skills. Brown (2001) also mention there are five criteria of macro skills of speaking that should be considered as in the following:

1. Appropriately accomplish communicate functions according to a situation, participants, and goal.
2. Use appropriate style, registers, implicature, redundancies, pragmatic conventions, and conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
3. Convey link and connections between events and communicate such relation as vocal and peripheral ideas, events and feelings, new information and given informations, generalization and exemplification.
4. Convey nonverbal cues including kinesics, body language, and facial expressions.
5. Create and employ a variety of speaking strategies, such as highlighting important words, reprashing, giving background information to aid in word interpretation, asking for assistance, and accurately asseessing well your partner is understanding you.

Brown (2001) there are ten micro skills that should be mastered by the students to increase speaking skills, they are:

1. Create differences between English phonemes and phonetic variations.
2. Create linguistic units of various lengths.
3. Create English words and sentences, words with and without stress, rhythmic patterns, and information contours.
4. Create reduce versions of words and phrases. Use a sufficient amount of lexical units (words) to achieve your goals.
5. Procedure fluent speech at different rates of delivery.
6. Monitors one's oral production and use various strategic devices-pause, filters, self-corrections, backtracking-to enhance the clarity of the message.
7. Use grammatical word classes (nouns, verb, etc), system (e.g., tense, agreement, and pluralization), word order, pattern, rules, and elliptical forms.
8. Produce speech in natural constituents: in appropriate phrases, pauses groups, breathe groups, and sentence constituents.
9. Express a particular meaning in different grammatical forms.
10. Use cohesive in spoken discourse.

e. The aspects of Speaking

According to Brown (2001) there are a few criteria that students must meet in order to determine whether their speech is good or not.

1. Fluency

It refers to our ability for flowing and effortless speech. Fluency refers to a person's ability to speak a language without making mistakes, such as mistaking words or concepts.

2. Comprehension

The ability of a learner to fully understand what is being spoken to them is known as comprehension. It is definitely necessary for a topic to respond to speech as well as to begin it in oral communication.

3. Grammar

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

4. Vocabulary

Language is developed on vocabulary. It is present in all linguistic abilities. That is crucial because without vocabulary in our heads, we are unable to communicate. The use of the

correct word in the right situation dependent on one's vocabulary and the context in which they are spoken.

#### 5. Pronunciation

Pronunciation is a key aspect of language. And therefore, it is essential that the students have clear pronunciation so that what they say may be understood.

#### f. Purpose of speaking

The main purpose of speaking is to communicate. Speaking is crucial tool for conveying ideas to the audience or to the speaker individual mind. As a result, speaking is important. According Tarigan (2008) speaking serves four significant purposes, namely:

##### 1. To inform

To inform indicates that the speaker wishes to communicate thoughts, knowledge, feelings, or opinion with the listener and to share information for a specific goal. In this case, the speaker just states a fact.

##### 2. To entertain

To entertain indicates that the speaker aims to make the listener feel happier, with thing that are chosen primally for their entertainment value. For example when the teacher gave the class a humorous story, the parents told the funny story to their kids. It will make speech interesting for people to hear.

### 3. To persuade

To persuade is to try to convince the listener to engage in particular action. By setting an example for the students in how to convey material, the teacher must make a favourable teaching impression.

### 4. To discuss

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

## **2. Teaching Speaking**

According to Brown (2001) Teaching speaking to students with the goal of helping them speak English is the process of teaching speaking. The objective of English teaching is the development of communicative abilities, which include the ability to listen, speak, read, and write proportionately. As a result, the teacher should assign speaking assignments and give the students chances to interact with people in the target language.

Giving students speaking activities that encourage them to speak any language in their comments is a good idea. According to Telychko and Anishora (2018) to help the students in developing communicative efficiency in speaking, teachers can use a balanced activities approach that combines language input, structured output, and communicative output.

### 1. Language Input

Teacher speaking, listening activities, reading passages, and language heard and read outside of class are all examples of language input. It provides students with the materials they need to start speaking and writing in their own language.

### 2. Structured Output

The output of a structure may be either form or content oriented. The focus of form oriented output is on how to use the language.

### 3. Communicative Output

The main objective of communicative output for students is task completion, such as collecting data, planning a trip, or producing a documentary. They may use the language that the teacher just introduced in order to complete the assignment, but they may also use on any other vocabulary, grammar rules, and communication techniques that they are familiar. If the students successfully convey their ideas in communicative output activities, this meets the success criteria.

## **3. Strategy of Teaching Speaking**

According to Brown (2007) strategy are specific ways to approach a problem or task, modes of operation for achieving a given goal, and planned designs for controlling and manipulating specific information. A strategy is a plan to achieve a goal. To make that

learning activities are effective and efficient, the teacher and students should participate in the strategy activity during the teaching and learning process. There are many situations in which different speaking teaching strategy are used in classroom.

According Harmer (2007) Role playing, games, problem-solving, song, picture describing, story telling, presentation and presentation are some of the teacher strategy that they categorize as effective for teaching speaking. List a few activities that students can engage in to support their speaking of the English language, such as:

a. Games

A games is the activities that can supporting the development of engaging, inspiring lessons. The reason for this actual learning happens when students engage learning in activities that require them to apply what they have been taught while having fun. Games are appropriate for both children and adults since we all still have a child inside of us.

These method for games:

- 1) Identify the problem reality.
- 2) Prioritize based on consequences.
- 3) Define the ideal scenario (outcomes).
- 4) Develop the solution proposal (gameplay & roadmap).



## b. Role Playing

Role playing for improving student conversation. Students play a range of social roles and act out diverse social scenarios. During role playing exercise, the teacher tells the students things about themselves and their thoughts and feeling. Activities such as role plays ask students to act as though they are in a different situation.

This strategy has five methods in its application:

- 1) Identify the Situation. To start the process, gather people together, introduce the problem, and encourage an open discussion to uncover all of the relevant issues.
- 2) Add Details.
- 3) Assign Roles.
- 4) Act Out the Scenario.
- 5) Discuss What You Have Learned.

## c. Problem-Solving

In problem-solving students have more opportunity to collaborate in pairs or small groups, share facts and ideas on subjects that are important to them, and engage on problem solving focused materials. The fundamental idea underlying these exercises is that the instructor creates an environment in which there is “an information gap” that needs to be filled, either verbally or in writing.

These method for problem-solving:

- 1) Define the Problem. What is the problem?
- 2) Clarify the Problem.
- 3) Define the Goals.
- 4) Identify Root Cause of the Problem.
- 5) Develop Action Plan.
- 6) Execute Action Plan.
- 7) Evaluate the Result.
- 8) Continuously Improve.

d. Song

It can be entertaining and educational to use songs in efl classes, especially speaking songs. The majority of the time, listening to music makes students feel happy and serene. Songs can be integrated into the classroom for a variety of pedagogical purpose.

- 1) Read, listen, and watch the song first.
- 2) Learn the song first.
- 3) Choose age-appropriate songs, actions, and vocabulary.
- 4) Alter songs as needed.
- 5) Teach the words, movements and/or concepts (like rhyming) first.

e. Pictures describing

Giving a picture to a person speaking as part of a speaking exercise is another way to use a picture. Student to describe the image's subject. Students can work in groups for this exercise, and each group will receive a unique picture.

In a picture describing, when you describe a picture, you should:

- 1) Give a summary of what you see.
- 2) Talk about where things are in the picture.
- 3) Speculate about what's in the picture.
- 4) Speculate about the context of the picture.

f. Storytelling

Storytelling inspires original thought. Additionally, it enables students to speak their minds in front of their friends. Students can call friends to locate the next storyteller, share their experiences and everyday routines, and make jokes and riddles.

In this strategy, there are several methods that need to be considered, such as:

- 1) Determine the theme.
- 2) Make a story.
- 3) Sums up the story.
- 4) Tell the results of the story that has been made.

g. Presentation

One of the four effective activities that can be used with students at a higher level is presentation. The teacher thought that teaching presentation skills to advanced students will help them develop their public speaking skills and personality. These method for presentation:

- 1) Review the presentation goals and target audience.
- 2) Compile the content and create an outline.
- 3) Determine the presentation method.
- 4) Create the presentation.
- 5) Add images and graphics.
- 6) Review the presentation.

#### **4. Teacher Challenges**

Teacher challenges are the various difficulties and obstacle that teachers may face in their profession. These challenges can vary depending on a range of factors, including the level of education being taught, the location and demographics of the students, the resources available, and the teachers own experience and training. Dhakal (2018) said speaking activities are probably the most difficult for both students and teachers in terms of affective components involved, so teaching speaking skills can be challenges for teachers. While some teachers find succes in their profession, others struggle. As well, some

students can find language classes boring because they are too simple, while others might find the lessons challenging.

Aziz and Khasinathan (2021) state the students are worried about speaking English incorrectly. When they find it difficult to convey their ideas in English, they prefer to avoid using the language and instead express themselves in their own language. Also, the some students limited vocabulary makes it challenging for them communicate in English.

Teaching English might seem mutual with any other teaching, yet it has its own unique challenges. According Lynch (2008) there are several problems that are challenges faced by teachers during teaching speaking:

1. Lack of students motivations

Lack of motivation on the part of the students to learn, such as shy, fear of making mistake, and lack of interest in learning, are related to their ability to participate in class activities. Lack of motivation is seen when students are uncomfortable or afraid to participate in comfortably learning the language.

2. Insufficient time

The primary problems in teaching and learning English are lack of time, curriculum, and resources. To successfully educate and learn, the three elements of this theme must be developed one next to another.

### 3. Over-crowded English classes

A classroom is typically thought of as the area of a school where the lesson is conducted. The lesson is extremely crowded and is referred to be an overcrowded class when the teacher has more students than the recommended amount. An overcrowded class is one that has more students than the room can accommodate.

Davis and Pearse (2008) present three genuine situations when the teachers experience challenges with teaching speaking:

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

This is particularly true while speaking a foreign language because students may worry about using statements that contain a lot of mistakes.

2. Speech must have recognisable pronunciation in order to be understood.

In our own language, it can be challenging to hear speakers with strong regional accents, and it can be challenging to understand a non-native speaker when they ask, "Ease... eat... tree... jet? Like, "Is it yet?"

3. Speaking occurs in "real time,".

just like listening, therefore speakers typically do not have the luxury of carefully crafting their remarks. The most frequent kind of speaking, conversation, requires us to do a number of things at once, pay attention to what the other person

is saying, express ourselves when the opportunity arises, be ready for sudden shifts in the subject, and come up with something to say when there is a lengthy silence.

Along with the above learner related challenges, the following challenges can be generally found while teaching speaking skill:

1. Students' English background is poor.
2. Students' attitudes towards learning English speaking skill, teachers' techniques of teaching speaking and speaking topics in the textbook is not much positive.
3. Frequency of students' speaking participation is not satisfactory.
4. Students hardly attempt self- improvement of speaking skill. They totally depend on teachers. They have high expectations towards teachers.

## B. Previous Related Studies

There are several researches of researchers related to this study of as follow:

The first previous study is Parupalli Srinivas Rao (2019). Article the Importance of Speaking Skills in English Classrooms. In this journal gives a comprehensive explanation of the significance of speaking skills in english classrooms. It also explains the significance of speaking skills instruction. The many types of speaking situations and the key benefits of english skills are then clearly explained. This study also provides different methods for teaching speaking to EFL/ESL students in English classrooms.

The second previous study is Reza Febriana (2019). Entitled An Analysis of Teachers' Strategy in Teaching Speaking at SMA N 2 MANDAU. The aim of this research was to find out there teacher's strategies by English teacher at SMA N 2 Mandau. The sample of this research was students in class tenth-six and twelve-three. The researcher use a qualitative approach. The results showed that five strategies were applied, there are discussion, small group, discussion, questioning to check understanding, board game, and role play.

The third previous study is Angreni Babba (2020). Teacher's Strategies in Teaching Speaking Skill of the Eight Grade Students at SMPN 8 PALOPO. Angreni Babba is interested in using observational data, interviews, and documentation to explore teachers strategies in



teaching of speaking. The subject of the research is two English teachers. This research is describing qualitative research. The result of the research concludes that showing and telling strategy, plenty of practice strategy, and provide students with feedback strategy.

The fourth previous study is Elisa Ulpiani (2022). Entitled An Analysis of Teacher's Strategies In Teaching Speaking for Eight Grade Students at Junior High School 7 Batang Hari. This study uses a qualitative design that uses a lot of data and interprets the data through interviews, recordings, or photographs. The results indicate that there are four strategies in teaching speaking applied by the English teacher. They are drilling, simulation and role play, the potrait interview, creative tasks, and group work

Tabel of The Similarity and Different of Previous Study

Tabel 2.1

No	Writer, Tittle, Year	Similarity	Different
1.	Parupalli Srinivas Rao, The Importance of Speaking Skills in English Classrooms, 2019.	These two studies examine at speaking english learning in English classroom.	The difference in previous study research is useful tips for the teachers to introduce various activities that involve the ELLs more on practicing their speaking skills in English classroom. And this study focused on teachers strategy in teaching speaking.
2.	Reza Febriana, An Analysis of Teachers' Strategy in Teaching Speaking at SMA N 2 MANDAU, 2019.	The similarity in this study is that both examine the strategies used bt teachers in teaching students speaking.	The different in this reasearch is locations such as senior high school and vocational high school. And in the use of the curriculum, if previous research used the 2013 curriculum, this study used the independent curriculum in the learning process.
3.	Anggreni Babba, Teacher's Strategies in Teaching Speaking Skill of the Eight Grade Students at SMPN 8 PALOPO, 2020.	The two researchers focused on strategies in teaching speaking English in their research.	The previous study used an english teacher who was in junior high school as the subject, while this study an english teacher who was in SMK Muhammadiyah 2 Karanganyar.
4.	Elisa Ulpiani, An Analysis of Teacher's Strategies In Teaching Speaking for Eight Grade Students at Junior High School 7 Batang Hari, 2022.	The similarity in these two researchers are that they both focus on teachers who teaching speaking in class.	The different with previous study is that previous researchers used eight grade students at SMPIT in Batang Hari, while this reasearcher used tenth grade students at SMK Muhammadiyah 2 Karanganyar.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This study will employ a qualitative research design that is focused on the teacher strategy in teaching speaking at tenth grade in vocational high school. Sugiyono (2015) state that qualitative research methods are frequently referred to as naturalistic research methods because the studies are conducted out in natural setting. It describe the teacher's strategy in teaching speaking at tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023.

#### B. Research Setting

##### 1. Place of the Research

The place of the research is SMK Muhammadiyah 2 Karanganyar. It has an "A" accreditation, located at Jl. Monginsidi, Manggeh, Tegalgede, Karanganyar subdistrict, Karanganyar Regency, Central Java. In addition, SMK Muhammadiyah 2 Karanganyar has a number of infrastructure and facilities that can help with teaching and learning, including a school building, classrooms, labs, libraries, teacher's offices, and others.

## 2. Time of the Research

The research will be conducted at the second semester of the tenth grade students at SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023.

Tabel 3.1

Activity	2022				2023				
	Sept	Oct	Nov	Dec	Jan	Feb	mar	Apr	May
Writing proposal									
Consultantant and Guidance									
Submission and Seminar Proposal									
Collecting Data									
Analyzing Data									
Consulting and Writing the Reseach Report									
Thesis Examination									

### C. Research Subject and Informant.

In this study, the subject was a tenth grade English teacher at SMK Muhammadiyah 2 Karanganyar, he is Mr. I. The object of this research is the teacher strategy in teaching speaking in the tenth grade students tata boga one and the teacher challenges in teaching speaking. SMK Muhammadiyah 2 Karanganyar has a class of tenth tata boga which consists of four classes. The researcher chose the tenth grade of tata boga

one with a total of thirty six students consisting of seven male students and twenty-nine female students with different characteristics, as the research location because the class was supportive for being used as a place of observation. So that the data needed by researchers can be obtained from this school.

#### **D. Data and Source of the Data**

##### **1. Data**

Sutikno (2020) research data is defined as factual information that is collected through a process of collecting, observations that may be used as a source of analysis in a scientific analysis that tries to confirm findings and produce original research. Data are elements that are employed in analysis. The data in this study comes from english teacher's statements about their strategy for teaching speaking and the challenges to tenth grade students at SMK Muhammadiyah 2 Karanganyar in the academic year 2022/2023.

##### **2. Source of Data**

Sugiyono (2015) data source that directly provide data to data researchers. Related to that in this section the types of data are divided into words and actions, written data sources, photos and statistics. Source the data in this study are informants. Informant is someone who gives information or data related to the topic.

Informants in this research are English teachers who taught at the tenth grades students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023. They are the informants who will give their information related to the strategy that teachers use in teaching speaking and the teacher challenges in teaching speaking.

#### **E. Research Instrument**

In general, researcher as the key instrument. According Sugiyono (2015) instrument is a tool used to measure the observed natural and social phenomena. Data for the qualitative method is collected through participant interviews, observation, and documentation. The researchers actually are the only instrument for acquiring data, however they can utilize protocols like instruments to do so.

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

The researcher outlined the three basic types as Sutikno (2020) method of data collection, namely: observation, interview and documentation.

##### **1. Observation**

Observation is a data collection strategy that focuses on observing the object studied directly or indirectly. So that the data obtained is able to describe the research setting, participants (informants), events, and the meaning given by the participants (informants) about these things.

Data collection strategies that rely on observation are more accurate than those that use interviews and documentation.

## 2. Interview

Interview technique is the process of obtaining information by way of question and answering while face to face between the researcher or interviewer and the informant or the person being interviewed. Such an interview requires a number of generally unstructured and open-ended questions designed to elicit the views and opinions of the participants.

In this case, the researcher will ask some information to Mr. I as English teacher at tenth grade in SMK Muhammadiyah 2 Karanganyar. The interview will be conducted to find out how the process about the strategies used by English teachers in teaching speaking. The researcher made some interviews with Mr. I, to complete some questions needed by the researcher on 6 March 2023.

## 3. Documentation

In qualitative research, documentation is a technique for collecting information through looking at, reviewing, and analyzing documents and items related to them that were created by the subject or by others about the subject. Actually, the documentation method is an excellent addition to the observation and interview strategies. It indicates that if studies are supported by existing materials, the outcomes will be more qualitatively correct, believable, and trustworthy. The document helps

to reinforce, align, and or align the findings from the interviews and observations.

The researcher makes a documentation about the situation of learning in SMK Muhammadiyah 2 Karanganyar, the data such as teacher as a informan, result of the field note, interview transcripts, ATP (*Alur Tujuan Pembelajaran*) and lesson plan.

### **G. Trustworthiness of the Data**

Triangulation is used to determine the data's reability. Qualitative cross-validation is triangulation. Sugiyono (2015) triangulation is defined as a data collection technique that combines various data collection techniques and existing data source. According to Moleong (2014) triangulation is another technique of examining the data. Triangulation is used to determine the validity of data from research data sources. In this research, the researcher used methodological triangulation. Methodological triangulation was used to check the data validation from the some methods of collecting data:

1. Observation
2. Interview
3. Documentations

The researcher used triangulation by using data source. The researcher will recheck the information from observation, interview and the data researcher got. The researcher used triangulation that was done by comparing the data are collected with the teaching and strategies. The



source of data are the english teacher at SMK Muhammadiyah 2 Karanganyar.

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

Data reduction, data display, and conclusion drawing/verification are the three steps of the data analysis technique used in this study, which was based on Miles and Huberman's (1994).

### **1. Data Reduction**

Data reduction is the process of identifying, categorizing, summarizing, abstracting, and transforming "rough/raw" data that comes from written records in the field. Data reduction so helps to compress larger, more distributed raw data into smaller, simpler data while protecting the structure of the study objective. The data from observation, interview, and documentation were chosen by the researcher. After receiving the data, the researcher summarizes it, removes the outliers, and then classifies it in according to the theory.

### **2. Data Displaying**

Data displaying is an organized activity, which is compressed by assembling information that allows drawing conclusion and actions. In this stage, the researcher presents the data form of brief description, which are arranged in simple sentences. The sentences are arranged to related to one another narratively.

### 3. Drawing Conclusion

In this step the researchers drawing the conclusions and verifying the data based on the result of the discussion.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSIONS**

In this chapter, the researcher focuses in presenting the research finding for the result based on the data analysis. On the other side the researcher wants to present discussion based on the related theories for clarifying the findings. It presents the answer of research questions.

#### **A. Research Findings**

The researcher analyzed the data from observation and interview conducted on 6, 15 and 17, March 2023 to describe how the teacher's strategy in teaching speaking and to find out the teacher challenges in applied by teacher strategy in teaching speaking at tenth grade students of SMK Muhammadiyah 2 Karanganyar. The research findings consists of description the data found in the research field including three parts there are the interview, observation and the documentation. The researcher did the interview with the English teacher at the tenth grade students in SMK Muhammadiyah 2 Karanganyar. He is Mr. I, the researcher did observation for two times in tenth grade class tata boga one. The following is the finding of the researchers result:

**1. The strategy used by the teacher in teaching speaking of tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023.**

This part describes the study findings that the researcher discovered while conducting observation and interview in the field. After analyzing the teacher strategy in teaching Speaking, the researcher clear up some data that related to the English teacher's strategy at tenth grade students of SMK Muhammadiyah 2 Karanganyar. The following description summarizes the research findings results:

a. The result from the Observation

- 1) The researcher found the story telling strategy applied by the teacher on the first observation was did on Wednesday, 15 March 2023. The learning was carried out in class, the researcher sat behind to observe and make field note.

In opening activity, the teacher starts learning by checking the presence of students first. After that, they continued reading the teacher instructions before starting the core lesson. There is descriptive text material. For the first step, students open the Whatshapp group to get an overview of the descriptive text that has been uploaded by the teacher. Students are given time by the teacher to read the material clearly. In addition, students also have the opportunity to look for the other reference

materials such as books, magazine, and google. The second step, after all students have finished understanding the text, each students is asked to choose a topic from people, such as fathers, mothers, sister and others. Then, students are asked to describe the personality of that person. The teacher also gives example for speaking such as pressing the tone of voice when certain words are spoken.

In main activity, the students focused on their work making short stories. The teacher gives exercise to students to tell stories in front of the class without using the text that has been made. The teacher also informs that if there are still difficulties or lack of understanding, students can ask again.

**Teacher:** *“Dari tiga pilihan tema itu, buat cerita singkat kemudian ceritakan di depan kelas tanpa menggunakan teks. Are you ready?”*

Some students were successful at delivering stories without the use of text, while others continued to need text in this learning material.



Picture 4.1: Students tell the task that has been completed.

And in closing, when finished the teacher pays attention to students who are telling stories in front of the class and also makes an assessment for speaking through storytelling. Students go forward at the beginning and tell stories without using text will get additional points. The class end by evaluating the understanding material.

- 2) The researcher found the picture describing strategy applied by the English teacher on the the second observation was did on Friday, 17 March 2023. The teaching and learning was held in class.

in opening, the learning class was started at 08.30 o'clock, the first lesson was carried out as usual by opening with greetings and checking students attendance.

In the main activity, to continue the unfinished material regarding the descriptive text, the teacher started the lesson by asking students to send stickers in the WhatsApp group via

each students handphone, the teacher uses a sticker image description with the topic people.



Picture 4.2: The teacher giving some learning instructions.

**Teacher:** *“Dari stiker yang sudah dikirim, coba deskripsikan stiker pertama ini!”*

**Students:** *“Baik, Pak.”*

**Teacher:** “Who she is?”

**Students:** “She is girl wearing hijab, she is beautiful girl, she is cute girl.”

Since most of the material had already been covered in the previous meeting, the teacher focused more on question and answer sessions and verbally described picture to help pronunciation in English speaking.

After finishing, the teacher asks students describe pictures of the cooking utensils used by tata boga students in English to assess students activity in the question and answering.

In closing activities, at the end of the meeting the teacher only gives conclusions from the material that has been studied

and asks students to study the material that will be discussed next week.

b. The result from Interview

Based on the result of an interview conducted on 6 March 2023 at SMK Muhammadiyah 2 Karanganyar at 09:00. The researcher got the data for the strategy used by the teacher in teaching English speaking students.

1) Story telling

Story telling strategy used by the English teacher, this is accordance with the statement given by the teacher in the third question:

**Researcher:** *“Bagaimana cara bapak mengajar speaking di kelas? Kira-kira ada berapa strategi yang sering digunakan?”*

**Teacher:** *“Sebenarnya ada banyak strategi, tapi saya lebih sering menggunakan tiga strategi. Seperti story telling, picture describing dan presentasi.”*

**Researcher:** *“Apakah boleh dijelaskan secara singkat mengenai strategi-strategi tersebut, pak?”*

**Teacher:** *“Yang pertama story telling ya, mbak. Untuk story telling biasanya saya menyuruh siswa untuk berimajinasi membuat cerita. Saya membebaskan mereka untuk memilih topik dari pilihan yang saya berikan.”*



Story telling strategy is used in descriptive text material by English teacher. From the data above, it can be concluded that the story telling strategy observed by the researcher is accordance with the interview data.

## 2) Picture describing

Picture describing strategy is used by English teacher, this is accordance with the statement given by the teacher in the third question:

**Researcher:** *“Bagaimana cara bapak mengajar speaking di kelas? Kira-kira ada berapa strategi yang sering digunakan?”*

**Teacher:** *“Sebenarnya ada banyak strategi, tapi saya lebih sering menggunakan tiga strategi. Seperti story telling, picture describing dan presentasi.”*

**Researcher:** *“Dalam menggunakan strategi picture describing ini, boleh dijelaskan secara singkat mengenai proses pembelajarannya, pak?”*

**Teacher:** *“Untuk picture describing biasanya saya langsung menunjukkan beberapa gambar, karena ini di kelas tata boga jadi saya menggunakan gambar-gambar yang berhubungan dengan memasak seperti sayuran, alat masak dan perlengkapan lainnya.”*

From the statemen above, this strategy is accordance with has been implemented by the teacher in teaching English in class to train students speaking. Picture describing is useful for practicing pronunciation.

From the discussions, these strategy story telling and picture describing. Storytelling is the describing of ideas, personal experiments, or beliefs in stories or narrative text. Picture describing is a written caption that describes the essential information from images. These two strategis can effectively help students develop their speaking skills, such as improving pronunciation, stimulating students to be more active in using English words in speaking.

## **2. The teacher challenges applied strategy in teaching speaking of tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023.**

From the results of observation and interview that were conducted by researchers on March 6, 15, 17 2023 at SMK Muhammadiyah 2 Karanganyar. Researchers get data from observations and interviews. The result of the observation and interviews, the researchers found three challenges faced by teacher in implementing this strategy.

### **a. Lack of students motivations**

The first problem is to growing students learning motivation, because during the learning process students tend feel

bored, from the result of observation some students look sleepy and busy talking to other students. So the teacher must have a way or strategy that can foster motivation, enthusiasm for students learning so that the teaching and learning process becomes an enjoyable activity.

**Researcher:** *“Apakah ada tantangan tersendiri dalam proses pembelajarannya, pak?”*

**Teacher:** *“Tentu ada, kurangnya motivasi belajar siswa menjadi tantangan bagi saya, karena saya harus mencari cara atau strategi lagi untuk menumbuhkan minat belajar dan bisa menjadi motivasi siswa untuk belajar.”*

Based on the interview, the researcher concluded that teacher should make more creative learning strategy so that students can foster students motivation to learn so that the atmosphere in class can runwell and be fun.

b. Insuffiencent time

The second challenges is the lack of time efficiency in the learning process, causing the material provided to be continued in the following week, especially in class tata boga one. As the researcher observed, the time for learning was cut short for worship.

**Researcher:** *”Untuk waktu pembelajarannya, apakah menurut bapak sudah efisien untuk proses pembelajaran?”*

**Teacher:** *“Karena kelas tata boga satu mempunyai jam pelajaran pukul sebelas tiga puluh sampai dua belas empat puluh lima menit, proses pembelajaran yang dilakukan menjadi kurang efisien dan kurang maksimal.”*

**Researcher:** *“Boleh dijelaskan, pak. Kenapa waktu pembelajaran menjadi kurang efisien untuk kelas tata boga satu?”*

**Teacher:** *“Karena sebelum pelajaran bahasa inggris, siswa tata boga satu mempunyai jadwal olahraga sehingga siswa sering telat untuk masuk kelas, selain itu karena sudah memasuki waktu sholat dhuhur otomatis pembelajaran juga harus dihentikan sementara untuk beribadah sehingga banyak waktu yang terpotong.”*

From the interview data above it can be concluded that the teacher must look for other alternatives so that the time and learning materials can run in a balance according to the existing time rules.

c. Over-crowded English classes

The third is a class that is not conducive to learning, based on data interview and observations, students talk quite often and are busy with their respective activities when the teacher is explaining material or giving instructions. This is a challenges for the teacher to be able to make students calm and pay attention to the material being conveyed.

**Researcher:** *“Bagaimana cara bapak untuk membuat siswa agar lebih tenang untuk mendengarkan materi yang sedang disampaikan?”*

**Teacher:** *“Biasanya saya akan diam sampai siswa menyadarinya. Saat suasana mulai tenang saya akan melanjutkan pembelajaran lagi. Tapi kadang-kadang saya juga akan menegur secara langsung untuk tenang sebentar paling tidak sampai materi selesai dijelaskan.”*

From the data above, it can be interpreted that the teacher must create a strategy that can make students focus their attention only on the learning process and create a comfortable classroom atmosphere for the learning process. But a class with too many students can also be one of the reasons for the less conductive learning process, so the teacher must really pay attention to his teaching strategy.

## **B. Discussion**

In this section the researcher try to discuss the research finding. There are two researcher questions proposed in this study. The discussion focuses on the finding of the two proposed research questions. The first discussion is about the teacher’s strategy in teaching speaking. The second discussion is about the teacher’s challenges in teaching speaking at tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023.

**1. The strategy used by the teacher in teaching speaking of tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023.**

According to Brown (2007) strategy are specific ways to approach a problem or task, modes of operation for achieving a given goal, and planned designs for controlling and manipulating specific information. Teaching strategy refers to the plan or approach used by a teacher to facilitate the students learning process. Teaching strategy involve selecting methods, techniques, approaches, and resources used by teacher to teach concepts or skills to students in an effective way.

It is important for teacher to choose teaching strategy that are appropriate to learning contexts to achieve optimal results in the learning process. Based on the results of observations, interviews, and documentation conducted at SMK Muhammadiyah 2 Karanganyar with Mr. I as a tenth grade English teacher, there are there strategy implemented by the teacher:

a. Storytelling

The first strategy applied by the teacher in speaking is storytelling. According observation on March 15 2023, when explaining the material, the teacher gave examples by speaking loudly and relaxed. For example, when the teacher gives an example about telling stories about the people closest to them, the

teacher gives a tone in speaking when telling stories so that the storytelling strategy looks more interesting.

The teacher uses story telling strategy to help students practice students pronunciation and creativity by making up stories. Harmer (2007) state storytelling inspires original thought. This strategy works quite well in the learning process. This is evidenced by the results of observations made by researchers. Students look enthusiastic when they can tell the results of the stories they have made.

b. Picture describing

The second strategy is picture describing. Teacher often ask students to describe pictures with one or more words suddenly. By promoting additional scores if students answer correctly. This is also a strategy to attract students to be more active in learning and not monotonous. From the strategy used picture description is one of the strategy that students are interested in, this strategy does not require students to describe something in long sentences so that students do not feel pressured to try answer it orally using English. This statement is in accordance with Salahuddin (2009), describing pictures as useful for training students imaginations and retell story in English.

Based on Harmer (2007) giving a picture to a person speaking as part of a speaking exercise is another way to use a

picture. Student to describe the images subject. Students can work in groups for this exercise, and each group will receive a unique picture. Students must try and practice to answer, this strategy can help students to express thoughts in a real way and this strategy can also help students to improve pronunciation in speaking. Describing something is the best way to make students more courageous in expressing their opinions directly.

These two strategy demonstrate the teachers on going efforts to make learning in class enjoyable and appropriate for each student. Students might get more confidence when learning to speak by stotyelling and picture describing. According to first previous study by Angreni Babba (2020) Teacher's Strategy in Teaching Speaking Skill of the Eight Grade Students at SMPN 8 PALOPO. In this study, the researcher found a story telling strategy which can also help students learn to speak English with an emphasis on pronunciation learning.

According to second previous study by Elisa Ulpiani (2022) on the Analysis of Teacher's Strategies in Teaching Speaking. These strategy can aid pupils in communicating their thoughts and works. Additionally, using this method while learning in a classroom is more successful. Teachers frequently utilise creative texts, which are also helpful for encouraging students to be creative and tell more tales in English.



**2. The teacher challenges applied strategy in teaching speaking of tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023.**

Based on the results of the interviews the researcher concluded that there are challenges that must be faced by English teachers in implementing strategy in teaching speaking. In this discussion uses theory from Lynch (2008) which consists of three challenges faced by teachers when teaching English in speaking.

a. The lack of student motivation

The first challenges is the lack of student motivation, when the teacher teaching using an ordinary strategy it tends to make students lazy, sleepy and have no enthusiasm in learning. Motivation is someones encouragement to do something. Which start with the process that initiates, guides, and mantains goal oriented behaviours. Forcing them to pay attention to learning is not a good thing so teachers have to find other ways to get students' full attention. To overcome these challenges the teacher should create fun activities and choose appropriate topics so that they can motivate students to start trying to speak, the teacher must also be kind and pleasant so that students are not afraid to start speaking in English.

b. Insufficient time

The second challenge is insufficient time, the teacher has challenges related to learning time which causes a lack of time to explain material in the learning process. Teacher sometimes lose a lot of time due to several things such as students who are often late to class, sudden meetings or cut off hours for worship and rest, which cause a lack of time efficiency. The teacher must be smart to save time and make learning materials complete on the same day by making teaching strategy that are simple but clear.

c. Over-crowded English classes

The last teacher challenge is over-crowded English classes, a full class tends not to be conducive during the learning process so that many students are distracted. Teacher need to create study groups so that students are able to think critically and reduce the classroom atmosphere that is too crowded.

Environmental conditions also affect the learning English process, from this explanation the teacher has a task that is a very important challenge so that the learning process becomes conducive and makes students more active when learning takes place. So teachers need new strategies or try new things to get students' attention. Like the previous study by Ulfania Dwi Handayani (2019) entitled the English teacher's strategy in teaching

speaking with the challenge of choosing which strategy to use so as to attract students attention. This becomes a challenges for the teacher when trying to use the chosen strategy.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher wants to draw the conclusion based on the research findings of the previous chapter. The researcher also gives several suggestions for other.

#### A. Conclusion

In this chapter the researcher draws conclusions from this research from the results of research and discussion. Based on the results of the research and discussion above, the first conclusion regarding teacher's strategy in teaching speaking at tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023 is that the teacher uses several strategies consisting of story telling and picture describing.

In other sides, challenges by the teacher's strategy in teaching speaking at tenth grade students of SMK Muhammadiyah 2 Karanganyar in academic year 2022/2023, there are three several problems that are challenges faced by teachers during teaching speaking, they are lack of students motivations, insufficient time and over-crowded English classes.

## **B. Suggestion**

Based on the result of the research above, the researcher gives some solutions for other, especially for the teacher, students, and other researchers. The researcher hopes these suggestions useful for increasing languangeteaching and learning, as follows:

### 1. For the teacher

Teaching English is not easy, especially in speaking. It is hoped that through this research it can motivate teachers to always look for strategies or other methods for teaching so that students can be motivated and have good basic skills in learning.

### 2. For the students

Learning foreign languages especially English is not easy. it takes a level of confidence and belief in yourself. Do not be afraid to try and practice continuously to speak English.

### 3. For the researcher

The researcher hopes the result of the research give some references to other researchers for conducting research related to the language learning on teaching speaking strategy.

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# APPENDICES

## Appendix 1

### Field Note of the Observation

#### 1. First Observation

Teacher : Mr. I  
Time : Wednesday, 15 March 2023  
Class : Tenth Tata Boga One  
Material : Descriptive Text

The researcher made observations by participating in teaching and learning activities for students in tenth grade tata boga one on Wednesday, 15 March 2023 with Mr. I as the English teacher. The teacher uses Whatshapp Group media in class. Class starts at 11:30 until 12:45. The first step, the teacher checks the attendance list for studnets. After that, the teacher informs the type of material they will learn. The teacher informs students that the material has been uploaded in the Whatshapp Group. During class learning, there were some students confused about the instructions. They asked the teacher what assigments they had to do. Then, the teacher give three instructions to the students. First, students are asked to choose a topic to be used. Second, students must make a short paragraph on the topic they have chosen. Third, the students have to tell the result of making the paragraph in front of the class. Students with first order advanced without text will get additional points.

## Field Note of the Observation

### 2. Second Observation

Teacher : Mr. I  
Time : Friday, 17 March 2023  
Class : Tenth Tata Boga One  
Material : Descriptive Text

The researcher made observations by participating in teaching and learning activities for tenth grade students in tata boga one class on Friday, 17 March 2023 with Mr. I as the English teacher. The researcher made observations by looking at the teacher who give instructions from the front of the class, the teacher also sent material via the Whatsapp group. There is a descriptive text that must students must learn. As usual, for the first step the teacher checks students attendance first. The second step, the teacher uploaded the material on the Whattshap Group. The third step, the teacher gives pictures such as stikers on Whatsapp and asks students to describe the pictures briefly, students are also asked to send stikers with a short description verbally. After that the teacher asked the students to describe the picture by mentioning the cooking utensils used by the tata boga students in English to assess students activeness in the question and answer session. Fourth, at the end of the lesson the teacher closes by giving a conclusion from the material that has been studied.

## Appendix 2

## Interview with the Teacher

Date : Monday, 6 March 2023

Place : SMK Muhammadiyah 2 Karanganyar

Teacher : Mr. I

1. Researcher : Hal apa yang pertama kali disiapkan untuk mengajar speaking dengan mengimplementasikan kurikulum merdeka?

Mr. I : Saya akan membuat materi terlebih dahulu kemudian membuat instruk-instruksi yang harus dilakukan oleh siswa.

2. Researcher : Dari informasi yang di dapatkan, di SMK ini menggunakan kurikulum merdeka dalam pembelajarannya. Apakah itu lebih efektif dalam penerapannya, pak? Terutama untuk menggunakan strategi dalam pembelajaran bahasa inggris?

Mr. I : Iya, karena dalam kurikulum merdeka ini guru dibebaskan untuk penyusunan strategi pembelajaran, atau lebih singkatkan guru dibebaskan untuk berkreaitivitas.

3. Researcher : Bagaimana cara bapak mengajar speaking di kelas? Kira-kira ada berapa metode atau strategi yang sering digunakan?

Mr. I : Sebenarnya ada banyak strategi, tapi saya lebih sering menggunakan 3 strategi. Seperti storytelling, picture describing dan presentasi.

4. Researcher : apakah boleh dijelaskan secara singkat mengenai strategi-strategi tersebut, pak?

Mr. I : Yang pertama storytelling ya mbak, untuk storytelling biasanya saya menyuruh siswa untuk berimajinasi membuat cerita. Saya membebaskan mereka untuk memilih topik dari pilihan yang saya berikan.

5. Researcher : Apakah ada topik khusus untuk materi tersebut, pak?  
Mr. I : Ada, biasanya saya memberikan pilihan beberapa topik dan siswa bisa memilihnya sendiri.
6. Researcher : Apakah boleh disebutkan contoh dari pilihan topik itu, pak?  
Mr. I : Topiknya umum, seperti keluarga, hobi, atau tempat kesukaan siswa.
7. Researcher : Baik, pak. Lalu untuk strategi selanjutnya itu seperti apa ya, pak?  
Mr. I : Yang selanjutnya itu picture describing, sebenarnya sama seperti umumnya dalam menggunakan strategi ini.
8. Researcher : Dalam menggunakan strategi picture describing ini, boleh dijelaskan secara singkat mengenai proses pembelajarannya, pak?  
Mr. I : Untuk picture describing biasanya saya langsung menunjukkan beberapa gambar, karena ini di kelas tata boga jadi saya menggunakan gambar-gambar yang berhubungan dengan memasak seperti sayuran, alat masak dan perlengkapan lainnya.
9. Researcher : Jadi tema gambar itu menyesuaikan jurusannya ya, pak?  
Mr. I : Iya, sama seperti strategi presentasi. Saya juga memberikan tema yang akan di presentasikan sesuai dengan jurusan masing-masing.
10. Researcher : Sama seperti sebelumnya, pak. Untuk strategi presentasi bagaimana ya, pak?  
Mr. I : Untuk materi presentasi, biasanya saya meminta siswa untuk mempresentasikan resep makan yang telah dibuat siswa pada latihan tata boga.

11. Researcher : Dari penjelasan tadi, apakah pemilihan strategi di pertimbangkan dari materi yang akan disampaikan?  
Mr. I : Tentu, materi menjadi acuan untuk memilih strategi yang akan dipakai.
12. Researcher : Lalu, untuk pembelajarannya sendiri apakah sudah sesuai dengan konsep kurikulum merdeka?  
Mr. I : Sejauh ini saya rasa sudah.  
Researcher : Baik, pak.
13. Researcher : Dalam proses pembelajarannya, pasti ada tahap penilaiannya ya, pak? Apakah itu juga menjadi salah satu faktor yang menentukan strategi mengajar?  
Mr. I : Iya, mbak. Untuk menentukan strategi saya juga harus membuat penilaian yang sesuai dengan apa yang diterapkan.
14. Researcher : Apakah ada tantangan dalam proses pembelajarannya, pak?  
Mr. I : Tentu ada, kurangnya motivasi belajar menjadi tantangan bagi saya, karena saya harus mencari cara atau strategi lagi untuk menumbuhkan minat belajar dan bisa menjadi motivasi siswa untuk belajar.
15. Researcher : Kalau untuk waktu pembelajarannya, apakah menurut bapak sudah efisien untuk proses pembelajaran?  
Mr. I : Karena kelas tata boga satu mempunyai jam pelajaran pukul sebelas tiga puluh sampai dua belas empat puluh lima menit, proses pembelajaran yang dilakukan menjadi kurang efisien dan kurang maksimal.
16. Researcher : Boleh dijelaskan, pak. Kenapa waktu pembelajaran menjadi kurang efisien untuk kelas tata boga satu?

Mr. I : Karena sebelum pelajaran bahasa Inggris, siswa tata boga satu mempunyai jadwal olahraga sehingga siswa sering telat untuk masuk kelas, selain itu karena sudah memasuki waktu sholat dhuhur otomatis pembelajaran juga harus dihentikan sementara untuk beribadah sehingga banyak waktu yang terpotong.

17. Researcher : Untuk kondisi kelas sendiri bagaimana ya, pak? Apakah sudah sesuai harapan?

Mr. I : Belum sepenuhnya sesuai dengan apa yang saya harapkan, mbak. Ramai saat pembelajaran dilaksanakan menjadi tantangan lagi buat saya untuk berfikir bagaimana caranya membuat suasana lebih tenang.

18. Researcher : Bagaimana cara bapak untuk membuat siswa agar lebih tenang untuk mendengarkan materi yang sedang disampaikan?

Mr. I : Biasanya saya akan diam sampai siswa menyadarinya. Saat suasana mulai tenang saya akan melanjutkan pembelajaran lagi. Tapi kadang-kadang saya juga akan menegur secara langsung untuk tenang sebentar paling tidak sampai materi selesai dijelaskan.

## Appendix 3

**Blue Print for Interview**

Strategy to Teaching Speaking	Indicators	Number
Story Telling	The way the teacher gives a good way of speaking by telling stories.	3, 4, 5, 6
Picture Describing	The way the teacher gives a good way of speaking by using pictures as media	3, 7, 8, 9

Challenges in Teaching Speaking	Indicators	Number
Lack of students motivation	Teacher challenges to arouse students motivation in learning English in speaking.	14
Insufficiencnt time.	Teacher challenges to make learning more effective.	15, 16
Over-crowded English Classes	Teacher challenges is to make the classroom atmosphere more conducive because of the large number of students.	18



## Appendix 4

**CAPAIAN PEMBELAJARAN BAHASA INGGRIS**

Umum	<p>Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>
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Elemen	Capaian Pembelajaran	Konten
Menyimak- Berbicara	<p>Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p>	Opinion
		Degree of Comparison
		Introduction
		Announcement
		Offering Help & Services
	<p>Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk</p>	Suggestion
		Narrative Text
		Deskriptive Text

Membaca- Memirsa	mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu -isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.	Procedure Text
		Exposition Text
		Recount Text
		Factual Report Text
Menulis- Mempresentasikan	Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.	Narrative Text (Fiction)
		Deskriptive Text (Non Fiction)
		Procedure Text (Non Fiction)
		Exposition Text (Non Fiction)
		Recount Text (Non Fiction)
		Factual Report Text (Non Fiction)

**PROGRAM SETAHUN PEMBELAJARAN  
(PETA MATERI BAHASA INGGRIS KELAS X)**

Jumlah Minggu Efektif : 36

Jumlah Jam Pembelajaran Per Minggu : 2

No	Materi	Semester	ELEMEN CP			PROFIL PELAJAR PANCASILA					Alokasi Pertemuan	Jumlah JP	
			Menyimak-Berbicara	Membaca-Memirsa	Menulis-Mempresentasikan	Beriman, Bertaqwa pada TYME dan Berakhlak Mulia	Berkebinekaan Global	Gotong Royong	Mandiri	Bernalar Kritis			Kreatif
1	Introduction	Ganjil	v	v	v	v	v	v	v	v	v	2	4
2	Factual Report Text		v	v	v	v	v	v	v	v	v	4	8
3	Degree of Comparison		v	v	v	v	v	v	v	v	v	2	4
4	Descriptive Text		v	v	v	v	v	v	v	v	v	4	8
5	Announcement		v	v	v	v	v	v	v	v	v	2	4
6	Narrative Text		v	v	v	v	v	v	v	v	v	4	8
7	Opinion	Genap	v	v	v	v	v	v	v	v	v	2	4
8	Procedure Text		v	v	v	v	v	v	v	v	v	4	8
9	Offering Services		v	v	v	v	v	v	v	v	v	2	4
10	Exposition Text		v	v	v	v	v	v	v	v	v	4	8
11	Suggestion		v	v	v	v	v	v	v	v	v	2	4
12	Recount Text		v	v	v	v	v	v	v	v	v	4	8
<b>JUMLAH</b>											<b>36</b>	<b>72</b>	

**ALUR TUJUAN PEMBELAJARAN  
BAHASA INGGRIS KELAS X  
SMK MUHAMMADIYAH 2  
KARANGANYAR**

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.1	Menyimak-Berbicara	Diperdengarkan beberapa <b>monolog/dialog berisi pengenalan lisan</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Introduction	<ol style="list-style-type: none"> <li>1. BKoF - Diperdengarkan beberapa contoh teks</li> <li>2. MoT - penjelasan materi</li> <li>3. JCoT - Menyusun teks secara terbimbing</li> <li>4. ICoT - Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 1
10.2	Menyimak-Berbicara	Peserta didik mampu menyusun <b>monolog/dialog berisi pengenalan lisan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						
10.3	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>monolog/dialog berisi pengenalan lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.4	Membaca-Memirsa	Disediakan <b>monolog/dialog berisi pengenalan tulis</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Introduction	<ol style="list-style-type: none"> <li>1. BKoF – Diperlihatkan contoh teks</li> <li>2. MoT - Penjelasan materi</li> <li>3. JCoT - Menulis teks secara terbimbing</li> <li>4. ICoT - Menulis secara mandiri</li> </ol>	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 1
10.5	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>monolog/dialog berisi pengenalan tulis</b> dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.6	Menyimak-Berbicara	Diperdengarkan beberapa <b>teks factual report</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Factual Report	<ol style="list-style-type: none"> <li>1. BKoF - Diperdengarkan beberapa contoh teks</li> <li>2. MoT – Penjelasan materi</li> <li>3. JcoT – Menyusun teks secara terbimbing</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 2
10.7	Menulis-Mempresentasikan	Peserta didik mampu menyusun <b>teks factual report</b> lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		<ol style="list-style-type: none"> <li>1. JcoT – Menyusun teks secara terbimbing</li> <li>2. IcoT – Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 2
10.8	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>teks factual report</b> di hadapan kelas dengan penuh tanggungjawab						
10.9	Membaca-Memirsa	Disediakan <b>teks factual report</b> tertulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Factual Report	<ol style="list-style-type: none"> <li>1. BKoF – Diperlihatkan beberapa contoh teks</li> <li>2. MoT – Penjelasan materi</li> <li>3. JcoT – Menyusun teks secara terbimbing</li> </ol>	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 2
10.10	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>teks factual report</b> tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		<ol style="list-style-type: none"> <li>1. JcoT – Menyusun teks secara terbimbing</li> <li>2. IcoT – Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 2

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.1 1	Menyimak-Berbicara	Diperdengarkan beberapa <b>monolog/ dialog yang berisi perbandingan</b> peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Degree of Comparison	<ol style="list-style-type: none"> <li>1. BKoF - Diperdengarkan beberapa contoh teks</li> <li>2. MoT - penjelasan materi</li> <li>3. JCoT - Menyusun teks secara terbimbing</li> <li>4. ICoT - Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 3
10.1 2	Menyimak-Berbicara	Peserta didik mampu menyusun <b>monolog/ dialog yang berisi perbandingan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						
10.1 3	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>monolog/ dialog yang berisi perbandingan</b> di hadapan kelas dengan penuh tanggungjawab						
10.1 4	Membaca-Memirsa	Disediakan <b>monolog/ dialog yang berisi perbandingan</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Degree of Comparison	<ol style="list-style-type: none"> <li>1. BKoF – Diperlihatkan contoh teks</li> <li>2. MoT - Penjelasan materi</li> <li>3. JCoT - Menulis teks secara terbimbing</li> <li>4. ICoT - Menulis secara mandiri</li> </ol>	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 3
10.1 5	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>monolog/ dialog yang berisi perbandingan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.1 6	Menyimak-Berbicara	Diperdengarkan beberapa <b>descriptive teks tentang orang/benda/tempat</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Descriptive Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 4
10.1 7	Menulis-Mempresentasikan	Peserta didik mampu menyusun <b>descriptive teks tentang orang/benda/tempat</b> lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 4
10.1 8	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>descriptive teks tentang orang/benda/tempat</b> di hadapan kelas dengan penuh tanggungjawab						
10.1 9	Membaca-Memirsa	Disediakan <b>descriptive teks tentang orang/benda/tempat</b> tertulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Descriptive Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 4
10.2 0	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>descriptive teks tentang orang/benda/tempat</b> tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 4

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.21	Menyimak-Berbicara	Diperdengarkan beberapa <b>teks pengumuman lisan</b> peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Announcement	<ol style="list-style-type: none"> <li>1. BKoF - Diperdengarkan beberapa contoh teks</li> <li>2. MoT - penjelasan materi</li> <li>3. JCoT - Menyusun teks secara terbimbing</li> <li>4. ICoT - Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 5
10.22	Menyimak-Berbicara	Peserta didik mampu menyusun <b>teks pengumuman lisan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						
10.23	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>teks pengumuman lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.24	Membaca-Memirsa	Disediakan <b>teks pengumuman lisan</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Announcement	<ol style="list-style-type: none"> <li>1. BKoF – Diperlihatkan contoh teks</li> <li>2. MoT - Penjelasan materi</li> <li>3. JCoT - Menulis teks secara terbimbing</li> <li>4. ICoT - Menulis secara mandiri</li> </ol>	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 5
10.25	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>teks pengumuman lisan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						



No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.26	Menyimak-Berbicara	Diperdengarkan beberapa <b>narrative text lisan</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Narrative Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 6
10.27	Menulis-Mempresentasikan	Peserta didik mampu menyusun <b>narrative text lisan</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 6
10.28	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>narrative text lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.29	Membaca-Memirsa	Disediakan <b>narrative text tulis</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Narrative Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 6
10.30	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>narrative text tulis</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 6

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.31	Menyimak-Berbicara	Diperdengarkan beberapa <b>monolog/dialog berisi opini lisan</b> peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Opinion	<ol style="list-style-type: none"> <li>BKoF - Diperdengarkan beberapa contoh teks</li> <li>MoT - penjelasan materi</li> <li>JCoT - Menyusun teks secara terbimbing</li> <li>ICoT - Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 7
10.32	Menyimak-Berbicara	Peserta didik mampu menyusun <b>monolog/dialog berisi opini lisan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						
10.33	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>monolog/dialog berisi opini lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.34	Membaca-Memirsa	Disediakan <b>monolog/dialog berisi opini tulis</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Opinion	<ol style="list-style-type: none"> <li>BKoF – Diperlihatkan contoh teks</li> <li>MoT - Penjelasan materi</li> <li>JCoT - Menulis teks secara terbimbing</li> <li>ICoT - Menulis secara mandiri</li> </ol>	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 7
10.35	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>monolog/dialog berisi opini tulis</b> dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.36	Menyimak-Berbicara	Diperdengarkan beberapa <b>procedure text lisan</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Procedure Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 8
10.37	Menulis-Mempresentasikan	Peserta didik mampu menyusun <b>procedure text lisan</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 8
10.38	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>procedure text lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.39	Membaca-Memirsa	Disediakan <b>procedure text tulis</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Procedure Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 8
10.40	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>procedure text tulis</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 8

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.41	Menyimak-Berbicara	Diperdengarkan beberapa <b>dialog berisi penawaran bantuan lisan</b> peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Offering Services	<ol style="list-style-type: none"> <li>1. BKoF - Diperdengarkan beberapa contoh teks</li> <li>2. MoT - penjelasan materi</li> <li>3. JCoT - Menyusun teks secara terbimbing</li> <li>4. ICoT - Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 9
10.42	Menyimak-Berbicara	Peserta didik mampu menyusun <b>dialog berisi penawaran bantuan lisan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						
10.43	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>dialog berisi penawaran bantuan lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.44	Membaca-Memirsa	Disediakan <b>dialog berisi penawaran bantuan lisan</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Offering Services	<ol style="list-style-type: none"> <li>1. BKoF – Diperlihatkan contoh teks</li> <li>2. MoT - Penjelasan materi</li> <li>3. JCoT - Menulis teks secara terbimbing</li> <li>4. ICoT - Menulis</li> </ol>	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 9
10.45	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>dialog berisi penawaran bantuan lisan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						

				secara mandiri				
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No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.46	Menyimak-Berbicara	Diperdengarkan beberapa <b>exposition text lisan</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Exposition Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 10
10.47	Menulis-Mempresentasikan	Peserta didik mampu menyusun <b>exposition text lisan</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 10
10.48	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>exposition text lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.49	Membaca-Memirsa	Disediakan <b>exposition text tulis</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Exposition Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 10
10.50	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>exposition text tulis</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 10

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.51	Menyimak-Berbicara	Diperdengarkan beberapa <b>monolog/dialog berisi saran</b> peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Suggestion	<ol style="list-style-type: none"> <li>1. BKoF - Diperdengarkan beberapa contoh teks</li> <li>2. MoT - penjelasan materi</li> <li>3. JCoT - Menyusun teks secara terbimbing</li> <li>4. ICoT - Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 11
10.52	Menyimak-Berbicara	Peserta didik mampu menyusun <b>monolog/dialog berisi saran</b> dengan bahasa sendiri sesuai konteks yang diberikan.						
10.53	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>monolog/dialog berisi saran</b> di hadapan kelas dengan penuh tanggungjawab						
10.54	Membaca-Memirsa	Disediakan <b>monolog/dialog berisi saran</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Suggestion	<ol style="list-style-type: none"> <li>1. BKoF – Diperlihatkan contoh teks</li> <li>2. MoT - Penjelasan materi</li> <li>3. JCoT - Menulis teks secara terbimbing</li> <li>4. ICoT - Menulis secara mandiri</li> </ol>	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 11
10.55	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>monolog/dialog berisi saran</b> dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.56	Menyimak-Berbicara	Diperdengarkan beberapa <b>recount text lisan</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Recount Text	<ol style="list-style-type: none"> <li>1. BKoF - Diperdengarkan beberapa contoh teks</li> <li>2. MoT – Penjelasan materi</li> <li>3. JcoT – Menyusun teks secara terbimbing</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 12
10.57	Menulis-Mempresentasikan	Peserta didik mampu menyusun <b>recount text lisan</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		<ol style="list-style-type: none"> <li>1. JcoT – Menyusun teks secara terbimbing</li> <li>2. IcoT – Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 12
10.58	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>recount text lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.59	Membaca-Memirsa	Disediakan <b>recount text tulis</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Recount Text	<ol style="list-style-type: none"> <li>1. BKoF – Diperlihatkan beberapa contoh teks</li> <li>2. MoT – Penjelasan materi</li> <li>3. JcoT – Menyusun teks secara terbimbing</li> </ol>	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 12



10.60	Menulis-Mempres-entasikan	Peserta didik mampu membuat <b>recount text tulis</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	<ol style="list-style-type: none"><li>1. JcoT – Menyusun teks secara terbimbing</li><li>2. IcoT – Menyusun teks secara mandiri</li></ol>	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 12
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# WHAT'S ITS LOOK LIKE?

## BAHASA INGGRIS

SMK MUHAMMADIYAH 2  
KARANGANYAR, JAWA  
TENGAH

### IDENTITAS

MATA PELAJARAN	: BAHASA INGGRIS
PENYUSUN	: ISMAIL SOLEH, S.Pd.
SEKOLAH	: SMK MUHAMMADIYAH 2
KARANGANYAR	
TAHUN PENYUSUNAN	: 2022
JENJANG / KELAS	: SMK / X
ALOKASI WAKTU	: 45 MENIT X 2 JP X 4 PERTEMUAN (360 MENIT)
FASE CP	: E
ELEMEN CP	: 1. MENYIMAK-BERBICARA (LISTENING-SPEAKING)
	2. MEMBACA-MEMIRSA (READING-VIEWING)
	3. MENULIS-MEMPRESENTASIKAN (WRITING-PRESENTING)

### KOMPETENSI AWAL

- Siswa telah memahami tentang bagaimana menyusun sebuah frase dan kalimat.
- Siswa telah memahami cara menyebutkan orang, benda dan tempat.

### PROFIL PELAJAR PANCASILA PEMBELAJARAN

- Beriman, Bertakwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
- Berkebhinekaan Global
- Gotong Royong
- Mandiri
- Bernalar Kritis
- Kreatif

### MODEL

Menggunakan pendekatan berbasis text (Genre-Based Approach)

Model Pembelajaran:

- Tatap Muka
- PJJ Daring
- PJJ Luring

### SARANA DAN PRASARANA

Pembelajaran menggunakan media/Alat:  
Laptop/komputer, LCD, Video, Audio,  
HP, Jaringan Internet, Speaker

### ASESMEN

Individu & Kelompok  
Jenis: Unjuk Kerja & Tertulis

## ISI MODUL

### MATERI YANG AKAN DIPELAJARI

#### TEKS DESKRIPSI TENTANG ORANG, BENDA, DAN TEMPAT (DESCRIPTIVE TEXT ABOUT PEOPLE, THING, AND PLACE)

*Descriptive text*, diambil dari kata *describe*. Pengertian *describe* dikutip dari *Macmillan Dictionary* is to give details about what someone or something is like. *Describe* artinya memberikan detail tentang seperti apa seseorang atau sesuatu itu. Maka, *descriptive text* artinya salah satu jenis teks Bahasa Inggris yang di dalamnya memuat deskripsi atau gambaran detail tentang suatu obyek.

Biasanya obyek yang dijelaskan bisa berupa benda mati, tempat, maupun manusia dan makhluk hidup lainnya.

Dalam buku *College Academic Writing: A Genre-Based Perspective (2017)* karya Dr. I Wy. Dirgeyasa, M.Hum., tujuan atau fungsi sosial dari *descriptive text* adalah *to describe a person, place or thing in such a way that a picture is formed in the reader's mind*. Teks jenis ini digunakan untuk mendeskripsikan orang, tempat atau benda sedemikian rupa sehingga gambaran terbentuk di benak pembaca.

Unsur kebahasaan *descriptive text*:

#### 1. Simple present

Ketika mendeskripsikan suatu hal, biasanya kalimatnya tidak terikat dengan referensi waktu. Maka, tenses yang digunakan adalah *Simple Present Tense*, yaitu tenses yang menggunakan kata kerja bentuk pertama (V1).

#### 2. Nouns dan noun phrases

Ketika mendeskripsikan suatu hal, umumnya akan ada *noun* (kata benda) dan *noun phrase* (frase kata benda). Kata benda umumnya terdiri satu kata, sedangkan *noun phrase* merupakan kata benda beserta *modifiernya*.

#### 3. Adjectives

Untuk menjelaskan atau mendeskripsikan obyek, kita bisa menggunakan *adjectives* atau kata sifat. Kata sifat ini bisa juga dijadikan *modifier* dalam *noun phrase*.

#### 4. Relating verbs (copula)

Merupakan kata yang diposisikan untuk menjadi kata kerja dan berfungsi menghubungkan antara subjek dan penjelasan mengenai subjek tersebut. Contoh *relating verb* yang biasa digunakan ialah *is, are, have, has, seem, appear, mean, become* dan lain-lain.

#### 5. Action verbs

Action verbs merupakan verbs yang menunjukkan tindakan. Biasanya verbs jenis ini digunakan ketika mendeskripsikan benda hidup. Contoh action verbs adalah *run*, *walk*, *see*, *listen*, *eat*, dan lain-lain.

#### 6. Adverbials

*Adverbial* merupakan kata atau frase yang menerangkan verb. Biasanya *adverbial* digunakan ketika obyek yang dideskripsikan adalah benda hidup.

## TUJUAN PEMBELAJARAN

1. Diperdengarkan descriptive text lisan, peserta didik mampu memasang gambar dan deskripsinya secara mandiri.
2. Peserta didik mampu menyusun descriptive text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.
3. Peserta didik mampu mempresentasikan descriptive text lisan di hadapan kelas dengan penuh tanggungjawab
4. Disediakan descriptive text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri
5. Peserta didik mampu membuat descriptive text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

## PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui:

1. Penggunaan jenis teks dsekripsi dalam kehidupan sehari-hari, terutama yang berhubungan dengan profesi di jurusannya.
2. Dalam pekerjaan, teks deskripsi bermanfaat.
3. Teks deskripsi digunakan untuk menjelaskan ciri-ciri fisik orang, benda dan tempat.

## PERTANYAAN PEMANTIK

1. Can you imagine someone you are missing?
2. If yes, can you describe her/him physically?
3. Have ever bought something for your school need?
4. If yes, can you describe it?
5. Have you ever gone to somewhere?
6. If yes, can you describe the place?

## LEARNING ACTIVITY

1st MEETING  
SPOKEN CYCLEKegiatan  
Awal  
(10 Menit)

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik berdasarkan gambar:



- Can you imagine someone you are missing?
  - If yes, can you describe her/him physically?
3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
  4. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.
  5. Menjelaskan asesmen yang akan didapatkan peserta didik.

Kegiatan  
Inti  
(70 Menit)

1. Building Knowledge of the Field (BKoF)
  - Peserta didik diminta untuk mendengarkan dan menyimak teks deskripsi orang secara lisan.
  - Peserta didik diberikan lembar kerja untuk dikerjakan berdasarkan teks yang didengar yaitu memasang gambar orang dengan deskripsinya.
2. Modelling of the Text (MoT)
  - Peserta didik menjelaskan ciri-ciri fisik seseorang.
  - Peserta didik diberi penjelasan tentang struktur teks mendeskripsikan orang oleh guru.
3. Join Construction of the Text (JCoT)
  - Peserta didik diperlihatkan gambar orang.
  - Peserta didik membangun teks secara lisan dipandu oleh guru

Kegiatan  
Penutup  
(10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are*

*active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*

2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya

## LEARNING ACTIVITY

## 2nd MEETING SPOKEN CYCLE

### Kegiatan Awal (10 Menit)

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik berdasarkan gambar:



- Have ever bought something for your school need?
  - If yes, can you describe it?
3. Mengingatn pekerjaan pekan lalu membuat teks secara terbimbing.

### Kegiatan Inti (70 Menit)

4. Join Construction of the Text (JCoT)
  - Peserta didik dikelompokkan berisi 4 orang.
  - Peserta didik diperlihatkan gambar benda-benda di laboratorium kuliner
  - Peserta didik membangun teks secara lisan dipandu oleh guru.
5. Independent Construction of the Text (ICoT)
  - Peserta didik secara berkelompok 4 orang.
  - Peserta didik diperlihatkan gambar benda-benda di laboratorium kuliner
  - Peserta didik secara mandiri membangun teks secara lisan.
  - Peserta didik mempresentasikan hasil teks nya di depan kelas.

### Kegiatan Penutup

1. Memberikan umpan balik terhadap proses pembelajaran: *Well,*

**(10 Menit)**

*class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*

2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya

**LEARNING ACTIVITY****3rd  
MEETING****Kegiatan  
Awal  
(10 Menit)**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- Memberikan pertanyaan pemantik berdasarkan gambar:



- Have you ever gone to somewhere?
- If yes, can you describe the place?

**Kegiatan  
Inti  
(70 Menit)**

1. Building Knowledge of the Field (BKoF)
  - Peserta didik diperlihatkan teks tentang sebuah tempat kerja.
  - Peserta didik menuliskan noun phrase/frase kata benda dalam teks tentang sebuah tempat kerja.
2. Modelling of the Text (MoT)
  - Peserta didik menerima penjelasan struktur teks deskriptif tentang tempat.
  - Peserta didik mengelompokkan teks ke dalam beberapa karakteristik teks deskripsi .
3. Join Construction of the Text (JCoT)
  - Peserta didik dikelompokkan berisi 4 orang



	<ul style="list-style-type: none"> <li>- Peserta didik merespon pertanyaan yang mengikuti text dengan bimbingan guru.</li> <li>- Peserta didik mencoba menyusun teks dipandu guru.</li> </ul>
<b>Kegiatan Penutup (10 Menit)</b>	<ol style="list-style-type: none"> <li>1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i></li> <li>2. Menyimpulkan apa yang dipelajari hari ini.</li> <li>3. Menyampaikan agenda pertemuan berikutnya</li> </ol>

## LEARNING ACTIVITY

## 4th MEETING WRITTEN CYCLE

<b>Kegiatan Awal (10 Menit)</b>	<ol style="list-style-type: none"> <li>1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;</li> <li>2. Memberikan pertanyaan pemantik:           <div data-bbox="470 1115 853 1473" data-label="Image"> </div> <ul style="list-style-type: none"> <li>- <i>Have you ever service a car/motorcycle by yourself?</i></li> <li>- <i>Can you mention some parts of your vehicle?</i></li> </ul> </li> <li>3. Mengingatn pekerjaan pekan lalu membuat teks secara terbimbing.</li> </ol>
<b>Kegiatan Inti (70 Menit)</b>	<ol style="list-style-type: none"> <li>1. Join Construction of the Text (JCoT)           <ul style="list-style-type: none"> <li>- Peserta didik dikelompokkan berisi 4 orang.</li> <li>- Peserta didik diperlihatkan gambar benda dan orang.</li> <li>- Peserta didik membangun teks secara tulis dipandu oleh guru</li> </ul> </li> <li>2. Independent Construction of the Text (ICoT)           <ul style="list-style-type: none"> <li>- Peserta didik secara berkelompok 4 orang.</li> </ul> </li> </ol>

- Peserta didik diperlihatkan gambar benda dan orang
- Peserta didik secara mandiri membangun teks secara tertulis.
- Peserta didik membacakan hasil teks nya di depan kelas.

### Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya

## ASESMEN

### Rancangan Asesmen Diagnostik

#### A. Diagnostik Non-Kognitif

- Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)  
 Waktu pengerjaan : 10 menit  
 Persiapan : Menyiapkan media misalnya kertas/formulir daring  
 Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup  
 Tindak lanjut : Jika terdapat masalah, ajak siswa berdiskusi

Informasi yang ingin digali	Pertanyaan kunci
Kebiasaan yang mendukung materi	1. Apakah kamu pernah menyukai seseorang/benda/tempat? 2. Apa yang membuatmu menyukai orang/benda/tempat tersebut?
Pengenalan jenis teks	1. Pernahkah kamu menemukan tulisan yang berisi sebuah gambaran/deskripsi tentang seseorang/benda/tempat?

#### B. Diagnostik Kognitif

- Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)  
 Waktu pengerjaan : 10 menit  
 Persiapan : Menyiapkan media misalnya kertas/formulir daring  
 Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup  
 Tindak lanjut : melakukan pengolahan pada hasil asesmen  
 Materi yang diujikan : Descriptive Text about People, Things, and Place

Pertanyaan	Jawaban	Skor (Kategori)	Rencana Tindak Lanjut
Which is the best	Mr. Stinson has	Paham	Pembelajaran dapat

sentence can describe people, things or place?	oval face.	utuh	dilanjutkan ke pokok bahasan
	The computer is bad.	Paham sebagian	Memberikan pembelajaran remedial
	Belituing is not my hometown.	Tidak paham	Memberikan pembelajaran remedial
Which is the best noun phrase can describe people, things or place ?	A very humble man.	Paham utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan
	A ricefield.	Paham sebagian	Memberikan pembelajaran remedial
	An good building	Tidak paham	Memberikan pembelajaran remedial

### Rancangan Asesmen Formatif

Waktu dilakukan : Setiap pertemuan

Persiapan : Menyiapkan LKPD

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Waktu Pelaksanaan	Jenis Asesmen
1. Diperdengarkan descriptive text lisan, peserta didik mampu memasang gambar dan deskripsinya secara mandiri.	Pertemuan 1	Tertulis
2. Peserta didik mampu menyusun descriptive text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	Pertemuan 1	Unjuk Kerja
3. Peserta didik mampu mempresentasikan descriptive text lisan di hadapan kelas dengan penuh tanggungjawab	Pertemuan 2	Unjuk Kerja
4. Disediakan descriptive text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Pertemuan 3	Tertulis
5. Peserta didik mampu membuat descriptive text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	Pertemuan 4	Tertulis

### Rancangan Asesmen Sumatif

Waktu dilakukan : Akhir pertemuan ke-4  
Persiapan : Menyiapkan daftar soal

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup  
Tindak lanjut : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Jumlah Soal	Ket.
1. Diperdengarkan descriptive text lisan, peserta didik mampu memasang gambar dan deskripsinya secara mandiri.	2	Soal Listening
2. Peserta didik mampu menyusun descriptive text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	1	Soal Listening
3. Peserta didik mampu mempresentasikan descriptive text lisan di hadapan kelas dengan penuh tanggungjawab	1	Soal Listening
4. Disediakan descriptive text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	4	Soal Reading
5. Peserta didik mampu membuat descriptive text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	2	Soal Reading

## PENGAYAAN & REMEDIAL

### Pengayaan

Pengayaan diberikan kepada siswa yang telah melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa penambahan bacaan ataupun video dari jenis teks serupa untuk memperkaya pengetahuan.

### Remedial

Remedial diberikan kepada siswa yang belum melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang.

## APPENDICES

### LEMBAR KERJA PESERTA DIDIK

#### 1st MEETING STUDENTS' WORKSHEET

#### CHAPTER 4.1. DESCRIBING PEOPLE

Task 1. Listen to the video you will hear.



<https://youtu.be/dgqFsUAuP24>

Task 2. Match the pictures with the description.



Laura is a woman who works as a computer programmer. Laura has long, curly, blond hair and blue eyes. She is a friendly woman and has many friends. She likes to talk to her neighbours, too when she has a spare time. Now, you can describe some friends and neighbours of Laura.

1. Thania is wearing a T-shirt, a red skirt and red shoes.
2. Mrs. Alya is pretty, tall and rather plump. She also wears glasses.
3. Valdo is handsome muscular. He is wearing a gym suit.
4. Niizza is passionate about music.
5. Nabila is beautiful. She has long wavy red hair and blue eyes.



### Task 3. Pay attention to the following points.

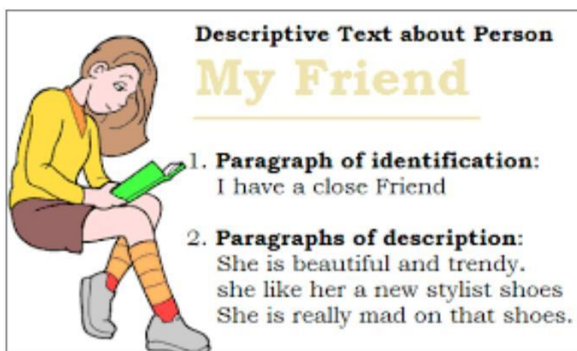
#### Generic Structure of Descriptive Text

##### 1. Identification

Bagian ini, terletak pada paragraf pertama, tujuannya untuk mengidentifikasi suatu objek yang ingin dideskripsikan. Identification berfungsi untuk memperkenalkan kepada pembaca tentang objek yang akan kita jelaskan, sebelum kita memberitahu tentang lebih rinci mengenai objek tersebut pada paragraf selanjutnya.

##### 2. Description

Bagian ini, terletak pada paragraf kedua dan seterusnya, berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah kamu kenalkan pada pembaca pada paragraf pertama.



#### Example:

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He always does his homework. He is also well-dressed and well-behaved. Ernesto has a well-built body. He takes part in all sports, scout, trekking and mountaineering activities. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He inspires me to work harder. I am happy to have such a friend.

















Task 4. Now, describe your best friend like the example above orally. You can ask your teacher as your guide.

**2nd MEETING  
STUDENTS' WORKSHEET**

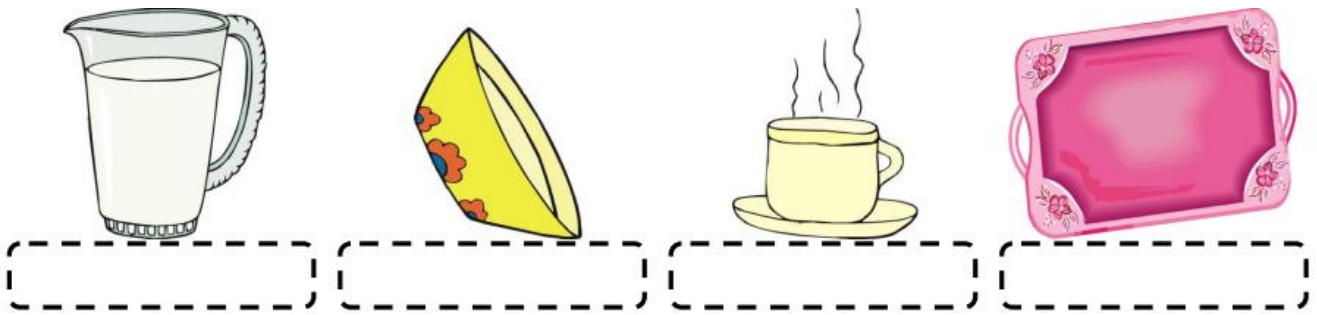
**CHAPTER 4.2. DESCRIBING THING**

Task 1. Pay attention to the following pictures.

Choose the correct words from the list below and write them under the correct pictures

<ul style="list-style-type: none"> <li>• plate</li> <li>• saucepan</li> <li>• bowl</li> <li>• pot</li> <li>• frying pan</li> </ul>	<ul style="list-style-type: none"> <li>• teapot</li> <li>• tray</li> <li>• pressure cooker</li> <li>• jar</li> <li>• bottle</li> </ul>	<ul style="list-style-type: none"> <li>• glass</li> <li>• mug</li> <li>• cup</li> <li>• grater</li> <li>• measuring cup</li> </ul>	<ul style="list-style-type: none"> <li>• colander</li> <li>• chopping board</li> <li>• squeezer</li> <li>• bread basket</li> <li>• jug</li> </ul>
 <div style="border: 1px dashed black; height: 20px; width: 100%;"></div>	 <div style="border: 1px dashed black; height: 20px; width: 100%;"></div>	 <div style="border: 1px dashed black; height: 20px; width: 100%;"></div>	 <div style="border: 1px dashed black; height: 20px; width: 100%;"></div>
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**Task 2. Then make your own paragraph by using tools on Task 1.**

**Task 3. Rewrite then translate into Indonesia**

1. I cook in the kitchen
2. I put my foods on the plate
3. I cook the rice in the rice cooker
4. I bake the cookies in the oven
5. I chop the vegetables with the knife
6. I throw the rubbish into the trash can
7. I drink milk from the glass
8. My mother puts vegetable, meat, and egg into the freezer
9. I turn on the stove before start cooking I clean the floor with broom and mop

## 3rd MEETING STUDENTS' WORKSHEET

### DESCRIBING A PLACE

#### Task 1. Study the following text.

#### Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.

#### Nouns dan noun phrases

Ketika mendeskripsikan suatu hal, umumnya akan ada *noun* (kata benda) dan *noun phrase* (frase kata benda). Kata benda umumnya terdiri satu kata, sedangkan *noun phrase* merupakan kata benda beserta *modifiernya*.

Semua kata yang digarisbawahi merupakan NOUN PHRASE/frase kata benda.

#### Task 2. Translate the following Noun Phrase into Bahasa Indonesia

1. foreign tourists
2. a remote area
3. its hilly contours
4. this tourist spot
5. dozens of meters
6. the long trip

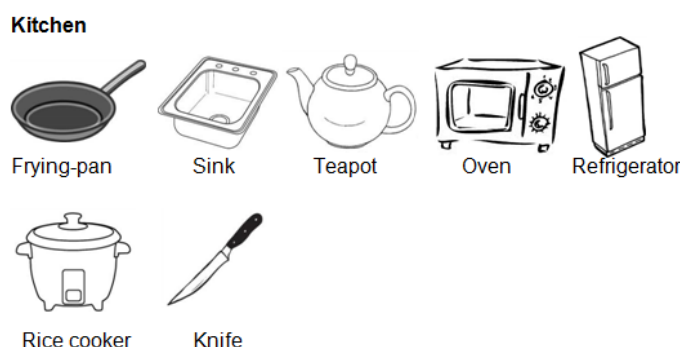
7. warm water
8. an interesting spot
9. natural beauty
10. leafy trees

**Task 3. Make a simple descriptive text of a place you have ever visited. Describe the sentence by mentioning its name, the way, situation, position, and the scenery.**

## 4th MEETING STUDENTS' WORKSHEET

### CHAPTER 4.4. DESCRIBING PEOPLE AND THING

**Task 1. Look at the picture below. Answer the the following questions.**



- *Have you ever cook by yourself?*
- *Can you mention some utensil in the kitchen?*

**Task 2. Study this text.**

I started cooking when I was thirteen. I grew up in a home where both of my parents worked, so I was usually alone with my two younger siblings after school. Unlike other days, our parents forgot to prepare our dinner before they went to work. I was the oldest among us all, and going out for dinner was beyond our budget at the moment, so I decided to be the chef of the day. A few moments later, I settled to cook fried rice, which seemed to be the best option out of limited resources, including my cooking knowledge. After placing a skillet on the stove and turning up the heat, it soon began to sizzle. My stomach was growling, so I rushed and threw everything into the pan all together. In went rice, pieces of meat, some soy sauce for flavoring, and scraps of veggies. Little did I know that the order of ingredients was crucial in cooking. I waited for the meat to be thoroughly cooked, but other ingredients were burning. At first, I mistook it as a steam from cooking, but I soon grasped something went horribly wrong when billows of smoke emerged to fill the kitchen.

**Task 3. Make a simple paragraph based on your experience. You can describe a people you have ever met, your favourite thing, or a place you have ever visited.**

## ASSESSMENT INSTRUMENT

### Formative Assessment

#### 1. Meeting 1 (Spoken Cycle)

Tujuan : Diperdengarkan beberapa descriptive text lisan, peserta didik mampu memasang gambar dan deskripsinya secara mandiri.

Jenis : Tertulis

Rubrik :

Skor	Kriteria
5	Peserta didik tepat memberi nomor untuk 5 deskripsi
4	Peserta didik tepat memberi nomor untuk 4 deskripsi
3	Peserta didik tepat memberi nomor untuk 3 deskripsi
2	Peserta didik tepat memberi nomor untuk 2 deskripsi
1	Peserta didik tidak memahami instruksi soal dan tidak mengerjakan

Tujuan : Peserta didik mampu menyusun descriptive text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

Jenis : Unjuk Kerja

Rubrik :

Aspek	Skor	Kriteria
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami 5
Fluency		Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu 1
Berbicara terputus-putus		
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
3 Sering mengalami kesalahan yang mempengaruhi makna	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa Grammar
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami

#### 2. Meeting 2 (Spoken Cycle)

Tujuan : Peserta didik mampu mempresentasikan descriptive text lisan di hadapan kelas dengan penuh tanggungjawab

Jenis : Unjuk Kerja

Rubrik :		
Aspek	Skor	Kriteria
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami 5
Fluency		Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu 1
Berbicara terputus-putus		
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
3	1	Sangat terbatas
	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa Grammar
		Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami

### 3. Meeting 3 (Written Cycle)

Tujuan : Disediakan descriptive text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri.

Jenis : Tes Tertulis (Menganalisis dan menerjemahkan Noun Phrase)

Rubrik :	
Skor	Kriteria
10	Peserta didik tepat memberi nomor untuk 10 frase
8	Peserta didik tepat memberi nomor untuk 8 frase
6	Peserta didik tepat memberi nomor untuk 6 frase
4	Peserta didik tepat memberi nomor untuk 4 frase
2	Peserta didik tidak memahami instruksi soal dan tidak mengerjakan

### 4. Meeting 4 (Writing Cycle)

Tujuan : Peserta didik mampu membuat descriptive text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

Jenis : Tes Tertulis

Rubrik :

Rubrik :		
Aspek	Skor	Kriteria
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat

3 Sering menggunakan kosakata yang tidak tepat 2  
Menggunakan kosakata sangat terbatas

Aspek	Skor	Kriteria
Grammar	1	Sangat terbatas
	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
Struktur	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami
	5	Urut dan sesuai struktur teks
	4	Ada bagian tidak sesuai namun tidak terlalu berpengaruh
	3	Ada bagian tidak sesuai, masih dapat diterima
	2	Ada sedikit kesesuaian struktur
paragraf Konten/Isi	1	Tidak sesuai struktur teks
	5	Sangat jelas keterpaduan gagasan antar paragraf
	4	Cukup menunjukkan keterpaduan gagasan antar
	3	Keterpaduan gagasan antar paragraf sudah terlihat
	2	Ada sedikit keterpaduan gagasan antar paragraf 1

Tidak ada keterpaduan gagasan antar paragraf

### Summative Assessment

Jenis : Tes Tertulis

Soal : 10 butir

Rubrik : Benar skor 2; Salah skor 0

Item tes : Students' Worksheet 5

## BAHAN BACAAN GURU & PESERTA DIDIK

### Descriptive Text

#### Pengertian Descriptive Text

Descriptive Text adalah salah satu jenis text dalam Bahasa Inggris yang menggambarkan dengan jelas sifat-sifat yang melekat pada sesuatu, baik itu manusia, hewan, tumbuhan mau pun benda mati. Tujuan dari teks ini adalah memberikan informasi dengan jelas mengenai objek yang digambarkan kepada pembaca.

#### Ciri-ciri Descriptive Text

- Menggunakan Simple Present Tense

Teks ini menggunakan Simple Present Tense karena kita akan mendeskripsikan fakta-fakta yang melekat pada suatu objek, dan salah fungsi dari Simple Present Tense sendiri adalah untuk menunjukkan suatu fakta atau kebenaran.

Misalkan kamu ingin mendeskripsikan mengenai tempat tidur kamu, kamu bisa menggunakan kalimat:

The color of my bedroom is blue.

- Menggunakan banyak kata sifat (adjective).

Karena fungsi dari teks ini adalah untuk memberikan informasi dengan

menggambarkan suatu objek yang dideskripsikan, maka dalam Descriptive Text akan



banyak dijumpai kata sifat (adjective). Contohnya adalah big, small, colorful, dan lain

sebagainya.

- Menggunakan kata kerja penghubung (relating verb).

Relating verb adalah kata kerja yang memberikan penjelasan kepada kata benda yang

menjadi subjek dari suatu kalimat. Contohnya: is, have, seem, appear, dan kata kerja

lainnya.

Sumber: englishadmin.com

## **GLOSARIUM**

bowl = mangkok

broom = sapu

dispenser = tempat air minum

fork = garpu

fridge = kulkas

gallon = galon air minum

glass = gelas

kitchen = dapur

kettle = katel

knife = pisau

mop = lap pel

oven = oven

plate = piring

pan = wajan

rice cooker = penanak nasi

stove = kompor

spoon = sendok

sink = tempat cuci piring

trash can = tempat sampah

## DAFTAR PUSTAKA

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Appendix 6



