

**TEACHERS' STRATEGIES IN ENCOURAGING STUDENTS TO SPEAK
ENGLISH IN LEARNING PROCESS AT INTERNATIONAL CLASS OF
SMA BATIK 1 SURAKARTA ACADEMIC YEAR 2022/2023
THESIS**

Submitted as A Partial Requirements

For the degree of *Sarjana*



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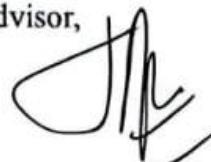
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DEDICATION

This thesis is dedicated to:

1. Allah SWT and Prophet Muhammad SAW
2. My beloved parents, Mr. Katim and Mrs. Wakidah for their support, love, prayers, facilities, and everything they give to the researcher so that this research could be completed.
3. My beloved sister and my beloved little brother (Suci Rahmawati and Muhammad Qahtan) who always makes me happy in every condition.
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5. My big family.
6. All of my beloved friends who always helps and supports me.
7. Almamater of UIN Raden Mas Said Surakarta

MOTTO

“Sufficient is Allah as your protector and sufficient is Allah as your helper”

(An-Nisa : 45)

“Believe in yourself, and don’t let anyone bring you down”

(Mark Lee – NCT)

"Walk at your own pace"

(Kim Doyoung – NCT)

PRONOUNCEMENT

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I hereby sincerely state that this thesis titled “Teachers’ Strategies in Encouraging Students to Speak English in Learning Process at International Class of SMA Batik 1 Surakarta Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, June 12th 2023

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

Sukoharjo, June 12th 2023

The researcher



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TABLE OF CONTENTS

| | |
|---|-------------|
| TITLE | i |
| ADVISOR’S SHEET | ii |
| RATIFICATION..... | iii |
| MOTTO..... | v |
| PRONOUNCEMENT | vi |
| ACKNOWLEDGMENT..... | vii |
| TABLE OF CONTENTS | ix |
| LIST OF TABLE..... | xi |
| LIST OF APPENDICES | xii |
| LIST OF PICTURES | xiii |
| ABSTRACT | xiv |
| CHAPTER 1..... | 1 |
| INTRODUCTION | 1 |
| A. Background of Study | 1 |
| B. Identification of the Problems | 9 |
| C. Limitation of the Problems..... | 10 |
| D. Formulation of the Problems | 11 |
| E. Objectives of the Study..... | 11 |
| F. Benefits of the Study..... | 11 |
| G. Definition of Key Terms | 13 |
| CHAPTER II LITERATURE REVIEW | 15 |
| A. Theoretical Review | 15 |
| 1. Teaching | 15 |
| 2. Teaching Strategies | 21 |
| 3. Speaking..... | 28 |
| 4. International Class | 50 |
| B. Previous Related Studies..... | 53 |

| | |
|---|------------|
| CHAPTER III RESEARCH METHODOLOGY | 59 |
| A. Research Design | 59 |
| B. Research Setting | 59 |
| 1. Place of Research..... | 59 |
| 2. Time of Research..... | 60 |
| C. Research Subject..... | 60 |
| D. Data and Source of the Data..... | 61 |
| 1. Data..... | 61 |
| 2. Source of Data | 62 |
| E. Research Instrument | 64 |
| F. Techniques of Collecting the Data..... | 65 |
| 1. Observation | 65 |
| 2. Interview | 69 |
| 3. Documentation | 72 |
| G. Trustworthiness of Data | 73 |
| 1. Sources Triangulation | 73 |
| 2. Technical Triangulation..... | 74 |
| 3. Time Triangulation | 74 |
| H. Techniques of Analyzing the Data..... | 75 |
| 1. Data Reduction | 75 |
| 2. Data Display | 76 |
| 3. Conclusion..... | 76 |
| CHAPTER IV RESEARCH FINDINGS AND DISCUSSION..... | 78 |
| A. Research Findings..... | 78 |
| B. Discussion | 110 |
| CHAPTER V CONCLUSIONS AND SUGGESTIONS | 117 |
| A. Conclusions | 117 |
| B. Suggestions..... | 119 |
| BIBLIOGRAPHY | 121 |

LIST OF TABLE

| | |
|---|----|
| Table 3.1 Schedules of Research | 60 |
| Table 3.2 Field Note Observation..... | 66 |
| Table 3.3 Observation Checklist 1 | 67 |
| Table 3.4 Observation Checklist 2..... | 68 |
| Table 3.5 Blue Print Interview 1..... | 70 |
| Table 3.6 Blue Print Intervuew 2..... | 72 |
| Table 4.1 Data Coding | 78 |

LIST OF APPENDICES

| | |
|--------------------|-----|
| Appendices 1. | 125 |
| Appendices 2. | 130 |
| Appendices 3. | 139 |
| Appendices 4. | 143 |
| Appendices 5. | 155 |
| Appendices 6. | 220 |

LIST OF PICTURES

| | |
|--|-----|
| Figure 1. Teaching and Learning of T1 | 220 |
| Figure 2. Teaching and Learning of T2..... | 220 |
| Figure 3. Teaching and Learning of T1 | 220 |
| Figure 4. Teaching and Learning of T2..... | 220 |
| Figure 5. Interview with English Teachers..... | 221 |
| Figure 6. Research Letter | 222 |

ABSTRACT

Suci Setiawati. 2023. *“Teachers’ Strategies in Encouraging Students to Speak English in Learning Process at International Class of SMA Batik 1 Surakarta Academic Year 2022/2023”*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages. Raden Mas Said State Islamic University of Surakarta.

This research describe about teachers’ strategies in encouraging students to speak English in learning process at International class of SMA Batik 1 Surakarta. The objectives of this research were (1) to describe the strategies used by teachers in encouraging students to speak English in learning process. (2) to describe the problems faced by teachers in implementing the strategies in encouraging students based on the students difficulties in speaking English at International class of SMA Batik 1 Surakarta academic year 2022/2023.

This study used qualitative descriptive method. The subjects of this research were two English teachers of SMA Batik 1 Surakarta. The techniques of collecting the data in this research were observation, interview, and documentation. The data were analyzed by data reduction, data display, and conclusion. To prove trustworthiness of the data used technical triangulation.

The results of this research were (1) the teachers used several strategies in encouraging students to speak English in learning process, namely discussion, prepared talk, brainstorming, and storytelling strategy, (2) the problems faced by teachers in implementing the strategies in encouraging students based on the students difficulties in speaking English were inhibition, nothing to say, low or uneven participation, and mother tongue use.

Keywords: Teaching, Teaching Strategy, Speaking, International Class.

CHAPTER 1

INTRODUCTION

A. Background of Study

In learning English, learners need to master four skills which include Listening, Speaking, Reading, and Writing. Among the four language skills Rao (2019: 6) stated that speaking skill is the key skill for communication and must be mastered by every learner in learning a foreign or second language. In learning a language, the measure of learner success is often based on the success and ability of language learners in speaking or conversation, which is seen through speaking fluency and also how well language learners can improve theirs' spoken language skills (Leong & Ahmadi, 2017: 34).

Learning can be considered a permanent change because change is brought about in students by a teacher through techniques such as developing specific skills, changing attitudes, or understanding certain scientific knowledge through the learning environment (Munna & Kalam, 2021: 1). In the teaching and learning process, teachers and students are two components that cannot be separated. Between these two components there must be mutually supportive interactions so that student learning outcomes can be achieved optimally.

In the teaching speaking, the focus is students can increase oral production properly and maximally. According to Nakhalah (2016: 99) the purpose of teaching speaking is for students to have efficient

communication skills, to develop each student's ability to acquire a language and to success in learning the target of language. Leong & Ahmadi (2017: 35) also stated that the main purpose of teaching English in the learning process is to provide students with the ability to use English effectively and correctly in communicating so that each student can communicate well in conducting English conversations.

But in the reality on the learning process, most of learners cannot communicate fluently and appropriately because in the process of speaking many learners lack sufficient knowledge regarding the aspects or components to be able to have such as pronunciation, grammar, vocabulary, fluency, and comprehension. Besides there are some aspects that must be owned by learners in speaking, learners have some problems to do speaking in a learning process such as fear of making mistakes, nervousness, lack of confidence, and improper sentence formation (Shen & Chiu, 2019: 90). In speaking English, the learners also often have no motivation to speak English this is because some learners have no interest in learning and speaking a language especially in English.

In the teaching speaking, the goal of teaching process can be reach between teachers and students, so the teachers should encourage students to have an effort to speak English in learning process. The students must have motivation or encouragement to speak English in a learning process so that the student can speak easily if the student has desire. Uno (2007) stated that

motivation can be interpreted as a encourage to carry out activities to achieve goals both from internal and external to a person which is indicated by the presence of desires and interests, encourage and needs, hopes and ideals, appreciation and respect. Based on several components and problems faced in speaking English by learners, the role of the teacher is very important in the teaching and learning process. The teacher has several role such as learning manager and facilitator. In the teaching process the teacher can manage and creat a positive learning environment or choose learning resources that are useful and increase the achievment of learning objectives to the maximum.

In the teaching process, teacher needs to know in advance about the strategies to be used in a classroom learning process. Saragih., et al (2019: 163) stated that in teaching speaking, the teachers needed some way or strategies to help them in transferring the materials with good ways. This is done so that the goals of teaching and learning can be achieved effectively and efficiently. According to Widyaningsih & Robiasih (2018: 46) applying strategies in teaching speaking activities during a learning process is very important for the teacher to overcome students' difficulties in speaking. This is because the success of the teaching and learning process by the teacher is largely determined by the strategies that he/she uses in the teaching and learning process (Maryanti et al., 2021: 383).

According to Brown (as cited in Saragih et al., 2019: 163) stated that strategies are specific methods of approaching a problem, modes operation for achieving a particular end planned designs for controlling and

manipulating certain information. Teaching strategy is a pattern or plan of teaching activities that are selected and used by the teacher in the teaching and learning process according to student characteristics, learning objectives, the surrounding environment, and school conditions.

Teaching strategies consist of methods, techniques, and teacher procedures in the teaching process which can facilitate teachers in achieving learning goals effectively (Nasution, 2017: 91). Every teacher should be able to choose a teaching strategy that suits the materials, student needs, and interests in the process of learning speaking so that the goal of the teaching can be achieved more optimally and then students can participate actively and enthusiastically during the learning process in the classroom.

According to Rao (2019: 13) every English teacher in the teaching process can choose and use several strategies to be able to develop students' English speaking skills. Teachers need to choose and consider strategies that can attract students' interest or motivation during the learning process so that each student can participate actively (Ghovinda et al., 2022: 28). In the process of teaching speaking, teachers not only provide subject matter but in this case teachers are required to be able to encourage students to speak English, this is because the purpose of teaching speaking to students is that students are able to communicate clearly and fluently using the target of language.

Based on this, every teacher in planning, choosing, and using strategies to teach speaking are not easy. The teachers must be able to find a

suitable strategy based on the needs and interests of students in the process of learning to speak. In the process of teaching speaking, if students are successful or able to speak clearly and fluently in learning to speak then the strategy used by the teacher is appropriate or effective. However, in choosing strategies of teaching speaking, there are still many teachers who have difficulty overcoming the problems that occur, so the phenomenon arises that students are not able to speak English even though they have studied for many years (Ahmad et al., 2013). Leong & Ahmadi (2017: 36) also stated that most language learners stated that they had spent years learning English but were unable to speak appropriately and understandably. Whether the process of teaching speaking to students is successful or not, one of the reasons is based on the teacher's strategy in teaching speaking during the learning process.

One of the schools that applies many strategies in the classroom learning process and also uses English during the teaching and learning process is SMA Batik 1 Surakarta. According to pre-research, SMA Batik 1 Surakarta has two program classes, there are Regular class and international class. In this study, the researcher chooses international class as an object of this research. International class at SMA Batik 1 Surakarta started in 2021, the teaching and learning process in the international class at SMA Batik I Surakarta use English as a basic language or as daily conversation and daily teaching process as medium of instruction in the learning process around 75%-80% for teachers and 60%-70% for students.

The researcher did pre-research twice. First, the researcher interviewed two English teachers on Thursday, November 10, 2022. From the interview, the researcher found that every teacher used different strategies in encouraging students to speak English in a classroom learning process especially in the international class at tenth and eleventh grades. This is because every student has a different background and ability in English, especially in speaking. The teachers used several strategies in encouraging students to speak English in a learning process such as creating an English environment, and using several methods in teaching there are Two Stay Two Stray, Discussion, Communicative Games, Simon Says, and Interviews. In the teaching process in the international class, the teacher gives a rule, namely no English no service. The goal of international classes is students can speak English well. According to English teachers in SMA Batik 1 Surakarta, the problems faced by teacher in implementing the strategies in encouraging students to speak English in a learning process are some students have low participation in the learning process, lack of confidence, lack of vocabulary, nothing to say, and fear of making mistakes.

The second, researcher conducted pre-observation on Monday, November 21, 2022. Based on the researcher's pre-observation, the teacher gave the students a video related to the learning material there is about Pisa Tower. The teacher asked the students to listen to the conversation of the native speaker. After that, the teacher asked the students to answer some questions in theirs' book. The students do those exercises with a partner based

on the instructions given by the teacher. After every students finish an exercise in theirs' book, the teacher call randomly three students to convey the answer in front of the class.

Based on the pre-research through interview and observation above, the researcher chooses SMA Batik 1 Surakarta as the place of the research because the researcher found that the English teachers and students used English during the teaching and learning process. In the teaching process, the teachers used many strategies in encouraging students to speak English in international classes. The teachers used several strategies in teaching speaking because must be suitable to the materials and also the student's needs. But, in the teaching and learning process, English teachers have some problems in encouraging students based on the students difficulties in speaking English. In the teaching process, English teachers need some effort and appropriate ways to encourage students to speak English because in international classes both of teacher and also students use English as the basis of language communication. Based on this, the researcher is interested to conduct research about the teachers' strategies in encouraging students to speak English in a learning process at international class of SMA Batik 1 Surakarta.

Some researchers have conducted research that has the same characteristics with this research. The first study conducted by Leffi Noviyenty (2018) entitled "Strategies in Learning and Techniques in Teaching English Speaking". This research used qualitative method which focused on

students' strategies and teachers' techniques in teaching speaking. The result showed that the students apply several strategies such as metacognitive strategies, cognitive strategies, social strategies, and affective strategies. The techniques used by teachers in teaching speaking are roleplay, group presentation, group discussion, speech competition, dialogues, direct correction, speaking in group, debate competition, games, and listening song. The object of she has identified was the students and also the teachers in learning and teaching speaking English in the third grade students at one Curup Senior High School.

The second study conducted by Ghovinda, Muhammad Yunus, Mutmainnah Mustofa, and Dwi Fita Heriyawati (2022) entitled *Exploring Teachers' Strategies in Teaching English Speaking Skill (A Case Study at SMP Negeri 12 Malang)*. This research design was qualitative research of case study which focused on the strategies that English teachers used in teaching English speaking skills and also teachers' technique to solve the problems in conducted speaking class. The result showed that the teachers use many strategies in teaching speaking skill such as the active learning method which combines with role-play strategy and the expository learning method which combine it with the drilling strategy. Teachers' techniques to solve problems in conducted speaking classes are using a technique that can give students training in order to help them in mastering their vocabulary, trying to practice with their friends, and providing more interesting learning videos that are right in the target. On the other hand, this research has a novelty

compared to previous studies because in this study will focus on the teachers' strategies in encouraging students to speak English in a learning process, and the problems faced by teacher in implementing the strategies in encouraging students based on the students difficulties in speaking English at international class. This findings really needed by the society especially teachers in encourage students to speak English in a classroom learning process.

Based on this, teaching strategy is one of the keys in the teaching and learning process so that the teaching process can achieve its goals more effectively and maximally. But in planning, choosing, and using the teaching strategies in speaking teachers have many challenges and need more ways or efforts to encourage students to speak English in the learning process. Based on the description above, the researcher is interested in conducting a study entitled **"Teachers' Strategies in Encouraging Students to Speak English in a Learning Process at International Class of SMA Batik 1 Surakarta Academic Year 2022/223"**.

B. Identification of the Problems

Based on the background of study above, the problems can be formulated as follows:

1. Some of students have the difficulties in speaking because they don't have many vocabularies.
2. Some of students find it difficult to develop ideas or sentences.

3. The habit of using mother tongue because in the learning process some of students don't try or practice to speak English.
4. Teaching English speaking has many challenges.
5. Teachers need more way in encouraging students to speak English in a learning process.
6. Teachers need more effort to make every students can participate actively in a learning process.
7. Teachers need more way to make students interested in English.
8. Teachers need more way and effort to build classroom English environment.

C. Limitation of the Problems

After identifying the problems above, the researcher found that there are many problems in teaching and learning speaking faced by teachers and students. Therefore, the researcher needs to limit the problems in this study. The researcher needs to focus on the kinds of teachers' strategies in encouraging students to speak English in a learning process based on Harmer's (2007:348-356) theory and Kayi's (2006:5-6) theory. Whereas the problems faced by teachers in implementing the strategies in encouraging students based on the students difficulties in speaking English is based on Ur's (2009:121) theory at tenth and eleventh grade International class of SMA Batik 1 Surakarta in academic year 2022/2023.

D. Formulation of the Problems

Based on the problems of the research, the researcher formulated the research problems as follows:

1. What are the teachers' strategies in encouraging students to speak English in learning process at International class of SMA Batik 1 Surakarta Academic Year 2022/2023?
2. What are the problems faced by teachers in implementing the strategies in encouraging students based on the student's difficulties in speaking English at international class of SMA Batik 1 Surakarta Academic Year 2022/2023?

E. Objectives of the Study

Based on the research problem above, the researcher started the objective of study as follows:

1. To describe the strategies used by teachers in encouraging students to speak English in learning process at International class at SMA Batik 1 Surakarta Academic Year 2022/2023.
2. To describe the problems faced by teachers in implementing the strategies in encouraging students based on the student's difficulties in speaking English at international class of SMA Batik 1 Surakarta Academic Year 2022/2023.

F. Benefits of the Study

The result of this research hopefully can give the benefits as follows:

1. Theoretically

The researcher hopes that this research can give benefits and scientific contributions to the field of education. This research will give knowledge and insight into the teachers' strategies in encouraging students to speak English in a learning process.

2. Practically

a. For the English Teachers

The result of this research can be useful for teachers especially in improving and developing the strategies in teaching speaking in a learning process.

b. For the Students

The result of this research is useful to increase students' knowledge about the teachers' strategies in teaching and learning speaking skills. The students will get information about the most suitable strategies used in learning speaking skills.

c. For the Next Researchers

This research hopefully will be useful for other researchers who will conduct research with the same theme. This research can be as a reference for the next researchers.

d. For the Readers

The result of this research hopefully can be useful for the readers to increase and develop their knowledge

G. Definition of Key Terms

There are so many terms that are involved in this research. Thus, the researcher explains some of key terms used in this research. The definition of key terms as follow:

1. Teaching

Teaching is the basis and key to transferring and acquiring knowledge. Hamalik stated that teaching is a form of teaching carried out by the teacher to be able to see changes or developments in the way of thinking, perspective, perception, and behavior of students towards everything they face (Rusdiana & Heryati, 2015). Teaching is an effort or process carried out and planned by the teacher to organize a learning environment that can develop students' skills and abilities to the fullest.

2. Teaching Strategies

According to (Mufidah, 2017: 10) a teaching strategy is an action or step that is carefully planned by a person or teacher in order to achieve learning objectives in a more directed, conceptualized and structured so can help teachers in facilitate the teaching process. Using strategies in the teaching process can help teachers and students in the teaching and learning process so that it is easier to convey and understand material during the learning process. According to (Nasution, 2017) teaching strategy is a sequence or plan for the teacher in planning a step of learning activities which includes learning methods or techniques, learning media, and learning time.

3. Speaking

According to (Mufidah, 2017: 30) speaking is the ability to pronounce articulation sounds or words to express, express and convey thoughts, ideas and feelings. In simple terms, speaking can be defined as the skill of conveying messages through spoken language to others. By having good speaking skills, one can express wishes, ideas, opinion clearly to others.

4. International Class

Knight (as cited in Izzi, et al., 2022) stated that internationalization is a program or government effort in the process of integrating international, intercultural, and global scope in a higher education platform so that it can compete with other countries. International Class is one of the programs built to meet the basic competencies of knowledge and skills in accordance with the needs of the academic community at large.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching

a. Understanding of Teaching

Teaching is a form of teaching that can be done formally or informally by teachers to students to share their knowledge, information, or experience (Sanjaya, 2009: 95). When a person or group gets new knowledge or information from someone, it can be called a form of teaching. Teaching is the basis for building human knowledge in a better direction to gain insights and skills that are useful for oneself and others.

Hamalik stated that teaching is a form of teaching carried out by teachers to be able to see changes or developments in the way of thinking, perspective, perception, and behavior of students towards everything they face (Rusdiana & Heryati, 2015). Teaching can help human in understanding the information or knowledge so that they can shape or develop their knowledge. One of the purposes of teaching is to share knowledge with others.

Furthermore, Aunurrahman states that teaching is an effort made by the teacher to obtain changes in potential, behavior and development of cognitive, affective, and psychomotor aspects in each learner (Rusdiana & Heryati, 2015). Teaching is a complex activity to do, because teaching is a process in guiding, directing, organizing,

conveying, and transferring knowledge from teachers to students. One aspect of success in teaching can be measured by students' knowledge or mastery of learning materials.

Thus, teaching is an effort or process carried out and planned by a teacher to organize a learning environment that can develop students' skills and abilities to the maximum. Before starting the teaching process, the teacher needs to carefully plan the materials, strategies, methods, techniques, and teaching tools that will be used to support the teaching and learning process. In the teaching process, teachers play an important role in planning the teaching process effectively and efficiently to make it easier to achieve maximum learning objectives.

b. The Component of Teaching

According to Hamalik (as cited in Rusdiana & Heryati, 2015), teaching and learning is a system consisting of various components that are interconnected and cannot be separated in order to achieve maximum learning objectives. These components include students, teachers, goals, materials, methods, facilities/tools, evaluation, and environment/context.

1. Student

Students are social beings who try to be able to develop and improve their competence or abilities with the help of a teacher. The position of students in the teaching and learning process is the key to all educational activities.

2. Teacher

Teachers are teaching staff who guide students to achieve learning goals effectively and efficiently. The teacher's role is important in the process of learning and teaching who is responsible for teaching, guiding, directing, training, evaluating, and assessing students both in formal and informal education at all levels of education.

3. Purpose / Goal

Purpose or goal is a plan or result to be achieved in the teaching and learning process. The purpose of learning is that some or all of the students have carried out activities that are arranged optimally so that they can achieve the results that have been planned.

4. Learning Materials

Material is knowledge, skills, or insights that must be learned by teachers and students during the teaching and learning process. In the learning process, learning materials is used as a reference or basis for teachers and students to assist in the teaching and learning process.

5. Method

The method is one of the approaches or techniques used by the teacher to facilitate the achievement of learning objectives. Selecting and planning methods that can be used in the teaching and learning process are based on the characteristics of students, materials, teachers, and the surrounding environment.

6. Facilities / Tools

Teaching tools are objects or tools used by teachers to help students in the learning process. The purpose of using teaching tools in the learning process is for each student more easily understands the material properly.

7. Evaluation

Evaluation is a way that can be done by the teacher to get data or results of students' abilities. Evaluation can help teachers to identify important skills, materials, or students who have not mastered learning materials.

8. Environment / Context

An environment is a place used for teaching and learning activities. The learning environment is one of the main factors in increasing student activeness during the learning process.

c. Teachers' Role in Teaching

Teaching and learning activities are strongly influenced by the role and skills possessed by the teacher. Usman (2006: 9) categorizes the teacher's role in the teaching and learning process as follows:

1. Teacher as Demonstrator

The teacher has a role to convey the knowledge and skills that they have to students. In the teaching process, the responsibility of a teacher is to convey knowledge clearly to students so that each student can understand the material taught in class.

2. Teacher as Learning Manager

The purpose of classroom management is to create a positive learning environment where each student can participate actively in the learning process. Teachers have a stake in managing and building a comfortable and enjoyable learning environment for students.

3. Teacher as Mediator and Facilitator

As a mediator, the teacher has a role to build good social activities between students, and foster good relationships with other students. As a facilitator, the teacher has a role to choose learning resources that are useful and can increase the achievement of learning objectives to the maximum.

4. Teacher as Evaluator

Evaluator activities are assessment activities that can be carried out by teachers to determine whether the continuity of the teaching process has been maximally achieved or not, students' mastery of learning materials, and the accuracy or effectiveness of the media or methods used in learning.

d. Basic Teaching Skills

There are seven components in teaching skills that must be carried out by every teacher in the learning process, namely questioning skills, reinforcement skills, variety skills, explaining skills, opening and closing skills, small group discussion skills, and class management skills (Usman, 2006: 74).

1. Questioning Skills

Questioning skills can foster and increase the participation of each student, arouse interest in learning, foster student curiosity, and can develop students' ways of thinking in the learning process.

2. Reinforcement Skills

Reinforcement is a response given by the teacher to students in verbal or non-verbal form. The purpose of giving reinforcement in the teaching and learning process is to increase student attention in lessons, increase student motivation in learning, and improve the skills possessed by each student.

3. Variation Skills

Variation skills are the skills to create a variety of strategies, media, or teaching and learning approaches to achieve maximum learning objectives.

4. Explaining Skills

Explaining skills are the teacher's skills in explaining information or knowledge well and clearly so that it can be understood by every student.

5. Set Introduction and Closure

This skill refers to the way the teacher opens and closes the lesson properly. This skill focuses on creating a ready learning atmosphere so that each student's attention is focused on things to be learned as well as to end the core activities of the lesson.

6. Skill of Guiding Small Group Discussion

This skill focuses on the teacher's ability to be able to create and guide discussions in a learning process that involves a group of students actively participating to discuss information, solve problems, or make decisions.

7. Classroom Management Skills

This skill focuses on how teachers create and maintain an optimal learning environment so that each student feels comfortable and happy during the learning process.

2. Teaching Strategies

a. Understanding of Teaching Strategies

Teaching is a process that is carefully planned by a person or group to create a comfortable environment to be used in the learning process by developing and improving the skills or knowledge possessed by each student (Iskandarwassid & Sunandar, 2018). Each student has their own specialty where the teacher must be able to explore their competencies or abilities so that each student can be taught in a fun way. To be able to assist teachers in knowing, exploring, and analyzing the characteristics of each student, teaching strategies are needed. This strategy can help teachers and learners during the teaching and learning process to run effectively and efficiently.

Strategy is a big step that can be used as a basis for action to achieve predetermined goals to the maximum (Suryani, 2012). Strategies

in learning can be used as a basis for teachers in organizing classes, students, methods, or techniques that will be used in learning. A good strategy can facilitate teachers and students in the teaching and learning process. Based on this, it is important for teachers to plan, select and implement good strategies during the teaching and learning process so that learning objectives can be achieved optimally.

Teaching strategy is a teaching plan that is used and carefully planned by the teacher to be applied in the teaching and learning process so that learning objectives can be achieved more optimally (Suryani, 2012). Teaching strategies not only facilitate teachers in the teaching process but can also make it easier for each student to understand the subject matter better. This strategy can make it easier for teachers and students during the process of teaching and learning activities.

Furthermore, Nasution (2017: 95) stated that teaching strategy is an approach used by teachers in a learning system in the form of guidelines or frameworks to achieve goals that have been determined and elaborated in detail. Teaching strategies can also build a fun, comfortable, and positive learning environment for students and teachers. Teaching strategies can increase students' activeness, comfort, and interest during teaching and learning activities.

Based on this, teaching strategies are an important way or basis that can be done by teachers to support the learning and teaching process. Teaching strategies are important because it can be used as a foundation

for teachers in organizing teaching materials, students, methods, and teaching techniques. These teaching strategies are applied during learning activities so that the objectives of learning can be achieved more easily.

b. Kind of Teaching Strategies

According to Mantra et al., (2020: 18-19) language teaching and learning strategies that are often carried out by teachers in the classroom learning process there are Direct Learning Strategy, Cooperative Learning Strategy, Problem Solving Learning Strategy, Repetition Strategy, Elaboration Strategy, and Organizational Strategy.

1. Direct Learning Strategy

Direct Learning Strategy is a teacher-centered strategy because during the learning process, the teacher plays a dominant role in classroom interaction, and all learning activities are controlled by the teacher so that the teacher delivers learning materials orally and structured.

2. Cooperative Learning Strategy

Cooperative learning is a type of learning strategy that is carried out in groups of three to five students. Through cooperative learning strategies, each student is encouraged to actively participate to convey their ideas and opinions.

3. Problem Solving Learning Strategy

Problem-solving is a small-group teaching strategy that focuses on how students can understand and solve problems in the right way

to get the best solution. This strategy can develop and improve the critical thinking of each student.

4. Repetition Strategy

Repetition strategies focus on training and strengthening students' memory so that students do not easily forget the learning material. This strategy can be done by underlining important points, taking notes, summarizing, and paraphrasing complex sentences.

5. Elaboration Strategy

Elaboration strategy is a strategy that focuses on developing students' ideas, and creations in understanding learning materials both orally and in writing. In this strategy, the teacher provides a more detailed explanation of the material so that students can easily understand the teaching material.

6. Organizational Strategy

Organizational strategies are strategies used by teachers with the main focus of helping students to learn and identify ideas, main facts, and content from a set of subject matter by regrouping ideas or terms into smaller subparts

c. **A Framework for Motivational Strategies**

Skill in motivating students to learn is paramount important. Teachers are forced to rely on tricks approaches in their attempt to manage their classroom and motivate their learners. Dorney and Otto (as cited in Ihsan 2016: 3) delivered key unit of motivational strategies:

1. Creating the Basic Motivational Condition

There are certain preconditions to be met before any attempt to generate motivation to be effective. Some of these conditions are the following:

a. Appropriate teacher behavior and good teacher-students rapport

The Key to establishing a relationship of mutual trust and respect with the learners is by means of talking with them on a personal level. This mutual relationship can lead to enthusiasm.

b. A pleasant and supportive classroom atmosphere

To motivate to learn, students need both ample opportunities to learn and steady encouragement to support their learning efforts. It is important that the teacher organize and manage the classroom as an effective learning environment.

c. A cohesive learner group characterized by appropriate group norm.

Fragmented group is characterized by lack of cooperativeness. There are several factors that promote group cohesiveness, such as the time spent together and shared group history, learning about each other, interaction, inter group competition, common threat, and active present of the leader

2. Generating Students' Motivation

Ideally, all students exhibit an inborn curiosity to explore the world, so students are likely to find the learning experience

intrinsically pleasant. Here are several factors for generating students' motivation:

a. Increase the learner "goal-oriented".

Goal oriented is the extent to which the group tunes into the pursuit of its official goal.

b. Making the curriculum relevant for the learners.

To inspire learners to concern themselves with most learning activities, teacher should find out their goals and the topics they want to learn, and try to incorporate them into the curriculum.

c. Creating realistic learners beliefs.

Learners need to develop an understanding of the nature of second language learning and should be understood of the fact that mastery of second language can be achieved in different ways, using a diversity of strategies.

3. Maintaining and Protecting Motivation

There are two motivational maintenance strategies in motivating the learners in the classroom:

a. Increasing the learners' self confidence

There are five approaches that support to help the learners' self-confidence by this way:

1) Teacher can foster the belief that competence is a changeable aspect of development.

- 2) Favorable self-concept in second language competence can be promoted by providing regular experiences of success.
- 3) Everyone is more interested in a task if they feel that they make a contribution.
- 4) A small personal word of encouragement is sufficient.
- 5) Teacher can reduce classroom anxiety by making the learning context less stressful

b. Creating learner autonomy

There are four types of practice fostering the development autonomy:

- 1) Resource-Based Approaches, which is emphasized on independent interaction with learning material.
- 2) Technology-Based Approaches, which is emphasized on independent interaction with educational technology.
- 3) Learner-Based Approaches, which is emphasized on the direct production of behavioral and psychological changes in the classroom.
- 4) Classroom-Based Approaches, which is emphasized on changes in the relationship between learners and teacher in the classroom.

4. Encouraging Positive Self-Evaluation

By employing appropriate strategies, then learners can evaluate themselves in a positive light, encouraging them to take credit for their advances. Here, there are three areas of such strategies:

- a. Promoting attributions to effort rather than to ability.
- b. Providing motivational feedback.
- b. Increasing learners' satisfaction and the question of rewards and grades.

3. Speaking

a. Understanding of Speaking

Speaking is the simplest form of communication by saying sentences orally with the aim of making requests, expressing opinions, or feelings to others (Ahmad et al., 2013). Speaking or conversing aims to share ideas with others or get new information from others. This speaking skill requires practice with others in order to have good speaking skills.

Chaney states that speaking is a form of communication carried out by two or more people to create and share information, opinions, ideas or feelings by using verbal and non-verbal symbols (Leong & Ahmadi, 2017: 14). Speaking can develop and train the brain to work faster by capturing information, processing information, and conveying information. Speaking can enrich vocabulary, fluency, and accuracy in communicating.

Speaking is an interactive process or tool carried out by speakers and listeners to produce and receive a message, idea, or information through the use of verbal and non-verbal symbols carried out formally or informally between two or more people clearly, effectively, and correctly (Shen & Chiu, 2019: 89). This communication can make the two people involved in communication can benefit each other both from the information received and to strengthen the relationship. With communication through speaking both parties can convey the desired intent or purpose.

Based on the definition of speaking from experts, researcher can conclude that speaking is a communication process carried out by two or more people using language they understand with the aim of conveying messages, information, feelings, or opinions that are carried out orally to other people. Speaking can help someone to develop vocabulary, grammar, writing, and increase confidence in speaking in front of many people.

b. Types of Speaking

According to Putra (2017: 39) there are two types of speaking that learners can apply in the process of doing conversation are:

1. Informal Speaking

Informal speaking is an interaction situation where communication or information delivery occurs between two or more people and is carried out in a relaxed and casual manner, both oral

and written. This communication is established in the context of friendship or kinship.

2. Formal Speaking

Formal speaking is a situation where there are certain boundaries that are carried out by the speaker when communicating. Formal speaking is usually done in a planned manner, using formal language, and serious situations.

Furthermore, Brown (2004: 271) stated that there are five basic types of speaking namely imitative, intensive, responsive, interactive, and extensive.

1. Imitative

The type of speaking imitative is the ability of the listener to replicate what the speaker says without changing the words, phrases, or sentences. The main focus of imitative speaking is for the listener to repeat what the speaker says correctly and accurately. An example of an imitative activity is repeated after me.

2. Intensive

This type of intensive speaking emphasizes more on the language skills possessed by a person or each student, such as mastery of grammar, phrases, lexicon, and phonology. Reading aloud is one example of an intensive language acquisition activity that can be assessed by the intonation, stress patterns, rhythm, and grammar of the speaker.

3. Responsive

Responsive is a type of speaking that is a communication interaction to test a person's understanding of speaking. Responsive speaking emphasizes a person's ability to speak English directly or spontaneously. Examples of responsive speaking activities are short question-and-answer activities such as greeting, short conversations, or storytelling that can build reciprocal conversations.

4. Interactive

This type of interactive speaking emphasizes interactions that involve many people in a long and complex communication or conversation. Examples of this type of interactive activity are interpersonal and transactional conversations that have the purpose of socializing with many people such as discussions.

5. Extensive

This type of extensive speaking activity emphasizes speaking as a performance where interaction between the hearer and the speaker is very limited or non-existent. This is because the speaker conveys the message or information in front of a large number of listeners. Examples of this type of extensive activity are speeches, presentations, storytelling, and lectures.

c. **The Components of Speaking**

There are five aspects or components of speaking English namely grammar, vocabulary, comprehension, pronunciation, and fluency (Pham & Nguyen, 2022: 12).

1. Grammar

Grammar is a set of guidelines for connecting basic units of meaning, such as words, phrases, into a complex sentence with good and correct composition according to language rules.

2. Vocabulary

Vocabulary is a collection of words in the form of verb, adjective, adverb, noun, and others that are useful for a person to communicate and express ideas, opinions, and feelings to others effectively both orally and in writing.

3. Comprehension

Comprehension is the ability to understand a person's reading, speaking, listening, or writing. In speaking skill, someone with comprehension ability can easily know the direction of someone's conversation properly and precisely.

4. Pronunciation

Pronunciation is the process or means used by speakers to produce clearer words when they speak. Speakers must be able to pronounce words or sentences clearly by using stress patterns, intonation, and tone of voice.

5. Fluency

Fluency is the ability to speak freely without pausing or hesitating. When speakers speak fluently, they are able to communicate their message clearly and smoothly to the listener.

d. The Functions of Speaking

There are three function of speaking namely talk as interaction, talk as transaction, and talk as performance (Richards, 2009: 21).

1. Talk as Interaction

This function focuses on building good social relationships between two or more people. A social relationship is a relationship that is built through good communication with greetings, short dialogues, telling personal experiences, expressing feelings, or questions.

2. Talk as Transaction

This function places more emphasis on the actions, attitudes, and meaning of the speaker's utterances. Speaking as a transaction is carried out by explaining a need or certain information such as describing something, asking questions, asking for agreement, and confirming information to listeners so that listeners can easily understand what the speaker means.

3. Talk as Performance

In this case, the function of talk as performance emphasizes more on public speaking, which is a speaker who conveys a message or

information in front of a crowd or what is commonly known as a monologue. Talk as performance can be seen in speeches, storytelling, and student presentations in class.

e. The Difficulties in Speaking

Shumin states that speaking in English is difficult for students because person's culture or background can affect the speaking ability of English learners (Tram, 2020: 40). Culture and background are factors that can make speakers less confident in speaking. It is because culture and background can affect a person's speech when doing conversations with different pronunciation accents. Speaking difficulties are also caused by a lack of speaking practice and a lack of mastery of speaking components such as grammar, vocabulary, and pronunciation. Lazarton states that English speaking skills are difficult because speaking is an interaction that is done directly with the interlocutor (Tram, 2020: 41). In the process of speaking, the speaker is not required to think too long in absorbing information and conveying information so with this, it makes language learners difficult to convey their statements or opinions to others.

Furthermore, according to Shen & Chiu (2019: 89) there are several factors of difficulties faced by students in performing English speaking skills which include psychological factors (such as nervousness, fear of making mistakes, and lack of confidence), linguistic factors (such as inadequate vocabulary, grammar, expression, improper sentence

formation), and environmental factors (such as lack of context or learning encouragement for English conversation).

According to some experts above, there are many problems and difficulties faced by students when performing English speaking skills including person's culture or background, lack of speaking practice, psychological factors, linguistic factors, and environmental factors can hinder students in performing speaking skills.

f. Characteristics of Successful Speaking in the Learning Proces

There are four characteristics of success in the English language learning process that can be observed and assessed by teachers regarding the strategies used during the English language teaching process based on (Ur, 2009: 120) including:

1. Learners Talk a Lot

During the learning process, every student can actively participate in teaching and learning activities. In speaking learning, the main focus or goal is to improve and develop the speaking ability of each student so the teacher needs to encourage each student to speak English during the learning process. When every student can participate actively in speaking English activities, the strategy or technique used by the teacher in the speaking learning process is successful.

2. Participation is Even

Teaching and Learning can be said to be successful if all learners and teachers participate actively to achieve the success of learning objectives. This can be seen from how active students are in learning by using the discussion method where all students actively participate in conveying ideas, or opinions so that all students get the same opportunity to speak English.

3. Motivation is High

The success of the teaching and learning process can be seen from the students' motivation and interest in speaking English. Motivation can foster interest and drive to do something. With this when students have high motivation in language learning.

4. Language is of an Acceptable Level

Language learning for EFL or ESL students using language that is easy to understand can be easily accepted by every student. So with this, students will understand the words or explanations of the teacher so that learning can run well and maximally.

g. Teachers' Strategies in Encouraging Students to Speak English in a Learning Process

According to Harmer (2007: 348-356) there are six strategies that can be used by teachers in encouraging students to speak English in a learning process there are acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.

1. Acting from Script

In supporting the teaching and learning process of speaking in the classroom, teachers can use acting from a script. Acting from a script is a situation where the teacher asks students to act out a scene from a drama or through a textbook they can by acting out a dialog that the students have written themselves.

The implementation of acting from script such as starts with the preliminary stage which includes relaxation, breathing exercises, and learning to laugh with each other. In the intermediate stage, they work on things like emotions, actions, physicality, gestures, and how to show crying and laughter. Finally, in the presentation stage, they work on the script itself. The students can write a script in their books, it was motivating and provided a transformative and emancipatory learning experience. The teacher acts as a theater director, paying attention to proper stress, intonation, and pace. This means that the dialog they speak will have real meaning. In this activity, the teacher can give students time to practice their dialogue so they will get more out of the whole experience.

2. Communication Games

Communication games are designed to encourage and provoke students to speak English. One of the activities is that each student is given a partner, where each pair has to solve puzzles, draw pictures,

arrange things in the right order, or find similarities and differences between pictures by communicating with their respective partners.

The implementation of communication game especially in the information gap is the students are put in pairs. In each pair one student is A and the other student is B. They are told that they are going to look at one of the topic for example is about maps of London. But make sure that they realise that the students may not show their maps to each other. Student A is given map A and Student B is given map B. The teacher tells them that some of the differences may be in the pictures, but others are in the writing. The students in pair ask each other questions, describe the map and work together to see how many differences every student can find. It is designed to get students talking in detail about the differences between two maps.

3. Discussion

Discussion is often used as an activity to encourage students to speak the target language in class. In discussion activities, students are allowed to express their real opinions, ideas, or feelings. Discussions range from highly formal, whole-group staged events to informal small-group interactions.

The implementation of discussion especially in debate activity is the students are going to debate a serious topic, arguing as well as they can for and against a certain point of view. The activity occurs

during work on the topic such as holidays. Students are told that they are going to debate the statement 'Tourism is bad for the world'. The class is now divided into two teams. In Team A students are told they should agree with the motion and in Team B they are told they should disagree with it. Point out that they will be given an opportunity to air their real views later but that debating is all about how well we argue a case. The teams try to come up with as many arguments as they can. Perhaps they can look up fact on the Internet. If not, we can feed in arguments,

4. Prepared Talks

In the learning process in class, students make presentations on topics of their own choice. In presentation activities, students have prepared the material to be delivered so that this speaking technique is not carried out spontaneously but can encourage students to speak English and can develop each student's self-confidence.

The implementation of prepared talk in the teaching process is where a student (or students) makes a presentation on a topic of their own choice. In the first place, the teacher needs to give students time to prepare their talks (and help in preparing them, if necessary). Then students need a chance to rehearse their presentations. This can often be done by getting them to present to each other in pairs or small groups first. The teacher and the class can decide together on criteria for what makes a good presentation and the listener in each pair can

then give feedback on what the speaker has said. The presenter will then be in a good position to make a better presentation. It is important that students who have made an oral presentation get a chance to analyse what they have done, and then, if possible, repeat it again in another setting so that they do it better.

5. Questionnaires

In the questionnaire, students can design the questions they want to ask the respondents in advance. The questions are based on topics or themes that are suitable for communication. The students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

The implementation of questionnaires in the activity starts when the teacher talks to the students about the five or six most popular films that are currently on show or which have been extremely popular in the last six months or a year. They are then told that they are going to find out which of these films is the most popular in the class. The teacher hands out the following questionnaire form - or writes it on the board and has the students copy it. They put the names of the films they have discussed in the left-hand column. The class discussed the kinds of questions they can use. In pairs, students interview each other and ask if they have seen any of the films and

what they thought of them. They complete the charts about their partner. Then the teacher gets a student up to the board and asks them to fill in the chart based on what the other students have found out.

6. Simulation and Role-Play

Simulation and role play can be used in the process of learning to speak because it can encourage learners to speak, practice oral fluency, and train students in dealing with certain situations. Learners can do it in pairs with their roles or characters by expressing their thoughts, and feelings on a chosen topic. These activities can be used as a way to measure the extent to which learners can speak, say, and express their feelings in English.

The implementation of simulation and role-play is when the teacher gives the students a role, then they can act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessarily share. For example is when the students have been working on the area of tourism. Then they are told that in pairs they are going to act out a scene in a travel agency where one student is a customer and the other is a travel agent. Student A is given some information. Student B gets the hotel information. Students are given time to study their information. While students act out the scene in pairs, the teacher

can go round listening, prompting if necessary and recording examples of especially good or not very successful language use.

Furthermore, according to Kayi (2006:5-6) there are thirteen strategies that can be used by teachers in encouraging students to speak English in a learning process there are:

1. Discussions

In the discussion strategy, the teacher can make groups for the students. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups.

In the implementation of discussion in the learning process, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2. Role Play

In the role play strategy, the teacher gives a certain theme or topic to the students, then the students pretend to act according to the topic that has been determined. The implementation of role play in the learning process is the teacher give the student (or students) a role such as be a patient who wanna go to the doctor because sick. After the student gets a role, the student played a role and did improvisationbased on the topic given.

3. Simulations

Simulations are very similar to role plays, but in simulations, students can bring objects into the classroom to create a realistic environment. The implementation of simulations in the learning process is if a student is acting as a singer, she/he will bring a microphone to sing and so on and playing a role as a natural as singer

4. Information Gap

The implementation of this activity is the students are supposed to be working in pairs. One student will have the information that the other partner does not have and the partners will share their information to the partner based on the topic that has given.

5. Brainstorming

In the brainstorming strategy, the teacher gives the topic to the students, then students can produce and share the ideas or opinion

about the topic or problems in a limited time. In the brainstorming strategy, the students are not criticized for their ideas so students will be open to sharing new ideas quickly and freely.

6. Storytelling

In the storytelling, the students can summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Students can tell about the movie or videos that they have watched, or books that they have read, or many other things. The implementation of this activity is every student can tell a story based on the theme that have discussed, for example is about movie. The students do the presentation and storytelling about the movies that have watched to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

7. Interviews

The implementation of the interview is when the students conduct interviews on selected topics with various people or students. In conducting interview, the students prepare the question interview based on the topic. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students

can interview each other and "introduce" his or her partner to the class.

8. Story Completion

The implementation of story completion is whole-class, free-speaking activities in which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student can add new characters, events, and so on.

9. Reporting

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

10. Playing Cards

The implementation of this game is the students should form groups. Each suit will represent a topic. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. But in this case, the students are not allowed to prepare yes-no questions but students must ask open-ended questions to each other so that they reply in complete sentences.

11. Picture Narrating

This activity is based on several sequential pictures. The implementation of picture narrating is the students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures that the students need to use while narrating.

12. Picture Describing

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

13. Find the Difference

The implementation of this activity is students can work in pairs and each couple is given two different pictures. For example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

h. The Problems Faced Teachers Based on the Students Difficulties in Speaking

During the teaching and learning process of speaking, there are several problems that can be found by teachers based on the students' difficulties in speaking English during a learning process namely inhibition, nothing to say, low or uneven participation, and mother-tongue use (Ur, 2009: 121).

1. Inhibition

Speaking demands some level of audience exposure in real-time, unlike reading, writing, and listening. Learners are frequently hesitant to speak in another language in class because they are worried about making mistakes, embarrassed by criticism, or embarrassed by the attention their speech may attract. Learners also have not mastered vocabulary.

2. Nothing to Say

Even if students are not inhibited, listeners or teachers often hear learners complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should be speaking or the students can't answer the question from the teacher.

3. Low or Uneven Participation

This situation occurs when in the teaching process the teacher conducts a question and answers session or holds a discussion there

are some students who actively speak English and some who are not active. There was in a large group, each person will have very little talking time because only one member can speak at a time if he or she is to be heard. This issue is made worse by certain learners' tendency to dominate conversations while others talk just rarely or not at all.

4. Mother-Tongue Use

In general, in a language learning class, students who have the same mother tongue tend to prefer to use their mother tongue when talking with friends because they feel unnatural to talk to each other in a foreign language, using mother tongue is easier, and speaking in their mother tongue makes them feel less exposed. It can be a challenging to get some classes, especially less motivated or less disciplined students, to stick to the target language while they are talking in small groups.

i. Teachers' Strategies to Solve the Problems in Teaching Speaking

To help teachers during the process of teaching and learning English in the classroom learning process, a teaching strategy is needed. According to Ur (2009: 121) there are five strategies that can be applied by teachers to solve the problems in teaching speaking in a learning process, namely:

1. Use a Group Work

The use of group work strategies can help each student to develop and improve speaking skills. This strategy can help students in expressing opinions, or ideas so that each student can freely express their opinions. This strategy can also be one of the keys for students who lack confidence in speaking in front of the class so that the group work strategy can be an alternative so that students can practice their speaking skills.

2. Base the Activity on Easy Language

In the language learning process, the level of language used by the teacher in the discussion should be chosen according to the proficiency level of each student. The language used in learning should be easy for students to remember and produce so that they can speak fluently without hesitation, so in starting the lesson, the teacher reviews or teaches vocabulary that is important and easy for students.

3. Make a Careful Choice of Topic and Task to Stimulate Interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be. For example, give learners the topic and task based on activities such as comparing conflicting opinions, and telling their experiences.

4. Give some Instruction or Training in Discussion Skills

In learning group discussions, teachers should be able to appoint a leader in each group to ensure that everyone in the group contributes to the discussion so that in the group all members are active and no one is dominant in the discussion.

5. Keep Students Speaking the Target Language

One of the best ways to keep students speaking in the target language is for the teacher to follow and supervise each student in a group task so that if the student uses the mother tongue, the teacher can immediately see and remind. With this, the student's awareness of using the target language will increase.

4. **International Class**

Based on the increasingly advanced and developing globalization, several sectors are looking for ways to achieve maximum goals. Deem., et al stated that the education sector is one of the sectors that is looking for everything international to support education in a better direction (Izzi, 2022). Some schools from elementary schools to universities have begun to implement an international school system. So that currently many schools are applying competencies to take steps in internationalization such as building or organizing international class programs that can compete in the world. This program is called the international class program.

Knight (as cited in Izzi., et al 2022) stated that internationalization is a program or government effort on the process of integrating international,

intercultural and global scope in a higher education platform so that it can compete with other countries. The core of national education is now focused on meeting the demands of worldwide market needs on a global scale. The indicators or goals of education are thus also aimed at modifying world conditions by establishing international standard school or classroom programs, the government aims to create an educational vision focused on a global society. International Class Program is one of the programs built to meet the basic competencies of knowledge and skills in accordance with the needs of the academic community at large.

Based on the interview with the English teachers at international class of SMA Batik 1 Surakarta, the researcher explores the characteristics of international class there are:

a. Curriculum

In the learning process at international class of SMA Batik 1 Surakarta using Merdeka curriculum.

b. Language Used in a Learning Process

In the teaching and learning process both of teacher and also students use English as a basic of communication. The teacher uses English approximately for 75% - 80% and students use English approximately for 65% - 70%.

c. Complex Materials

In the teaching process the teachers explain the material as a complex. When teaching activities occur, teachers try to teach their students by

directing student interactions with various kinds of material sources and other teaching media which materials and media are not taught in regular classes at SMA Batik 1 Surakarta.

d. Special Programs

International class in SMA Batik 1 Surakarta has several special programs that are different from the regular classes in SMA Batik 1 Surakarta such as:

1. One Day with Native

In international class of SMA Batik 1 Surakarta has a program namely one day with native where SMA Batik collaboration with native for enrich students' English skills. This program is held 2 until 3 times a year.

2. Study Campus Every Year

In international class has a program that is study campus or campus trip every year. In the first year will go to several campus in Indonesia and in the second or third year will go to international campus.

3. Cambridge Subjects

In the teaching process international class has a special program or additional program namely Cambridge subject. Where the all of students in international class have additional hour as a extra there are math Cambridge and English Cambridge. In a week every

student has one meeting to learn each subjects. The material is based on Cambridge book.

B. Previous Related Studies

To prove the originality of this study, the researcher presents five previous related to the study that deal especially with teachers' strategy in teaching English.

The first research is conducted by Arny Irhani Asmin (2019) entitled "Teachers' Strategies in Teaching English at Vocational High School". Her study aimed to analyze the teaching strategies used by the English teachers at vocational high school in Luwu majoring the Computer Network based on 2013 curriculum by applying Scientific Learning Approach. In her study, the researcher used qualitative research method. The subject is two English teachers at vocational high school in Luwu. The researcher used some method to collect the data there are direct observations, questionnaire and interviews. The result showed that the English teachers did apperception activity and applied Scientific Learning Approach there are observing, questioning, experimenting, associating and communicating. The teachers applied cooperative learning method in the teaching and learning process such as class or small group discussion, pair work and individual work.

The second study is conducted by Erikson Saragih, Audina Nauli, Rina Septiyan Damaiyana Simbolon Gabriella Patricia L.Tobing, Rany Octorita Nababan, and Novi Triani Hutagalung (2019) entitled "English Teachers' Strategies in Teaching Conversation Materials at High School Level in

Medan". Theirs study aimed to know the strategies that used and the impact of using strategies by English teachers' in teaching conversation material at high school level in Medan. In theirs study, the researchers used qualitative approach with phenomenological design. The subjects of the study were five English teachers in the high schools at Medan. The researchers used some method to collect the data there are observation and interview. The results showed the strategies that usually used by English teachers were Role play, Pair Work, Drilling and Group Discussion. The impact of using strategies by English teachers' in teaching conversation material were many students cannot pronounce the word well, many students do not have many vocabularies, the student do not speak in target language in discussion, and sometimes the class out of control if the teacher does not pay attention to each group.

The third study is conducted by M. Arif Rahman Hakim (2017) entitled "Teachers' Strategies in Teaching Speaking Lessons on Introvert Students in Madrasah Aliyah (Ma) Ja-Alhaq Bengkulu". This study aimed to describe the strategies in teaching speaking and the challenges faced by teachers in the teaching and learning process for students with introverted characteristics. The researchers used observation and interview to collect the data. The result of this study showed that several strategies of MA Ja-alHaq Bengkulu teachers were improving student discussion, forming role play, creating story telling and training interview. The problems faced by English teachers in

speaking subjects are classroom learning materials, student interaction with others, and opportunities for students

The fourth is the study by Hamzah Fanshuri (2019) entitled “The Teachers’ Strategies in Teaching Speaking at mts Annur Tangkit”. This study aimed to describe the teacher's strategy in teaching speaking skills to the students of mts Annur Tangki. The subject of the study were English teacher at second grade at mts Annur Tangkit. The researcher used observation sheets and interview sheets to collect the data. The result of this study shows that the strategies of teachers’ used there are records & transcripts, dialogues, discussions, class conversations and casual chat.

The fifth is study by Ersya Nur Arodjiar (2020) entitled “The Strategies Used by English Teachers in Teaching Speaking (A Descriptive Study at SMP Negeri 23 Surakarta in Academic Year 2020/2021). This research describe the strategies used by English teachers in teaching speaking and find out the problems faced by the English teachers in applying strategy to teach speaking at SMP Negeri 23 Surakarta. The design of this study is descriptive qualitative research. The subjects of the study were three English teacher at seventh and eighth grades of SMP Negeri 23 Surakarta. The researcher used questionnaire and interview to collect the data. The result showed that the English teachers implement various strategies in teaching and learning speaking are identify and establish specifications and qualifications for the expected changes in behavior and personality of students, choosing a learning approach system, selecting and determining procedures, method and teaching

techniques, and establishing norms and minimum limits of success or criteria and standard of success. The problems faced by English teacher are inhibition, nothing to say, low or uneven participation, and mother-tongue use.

Table 2 1 Previous Related Studies

| No. | Name & Title of Research | Similarities | Differences |
|-----|--|---|---|
| 1. | Arny Irhani Asmin (2019) "Teachers' Strategies in Teaching English at Vocational High School". | <ul style="list-style-type: none"> Using qualitative research method | <ul style="list-style-type: none"> The research subjects and place were English teachers at vocational high school in Luwu. Based on 2013 curriculum with applying scientific learning approach Collecting the data used direct observations, questionnaire and interviews. The objective of the research is different, the research analyzed about teachers' strategies in teaching English based on scientific learning approach in computer network major. Meanwhile in this research focused on the teachers' strategies in encouraging students to speak English and the problems faced by teachers in implementing the strategies in encouraging students based on students difficulties in speaking English at international class of SMA Batik 1 Surakarta. |
| 2. | Erikson Saragih, Audina Nauli, Rina Septiyan Damaiyana Simbolon Gabriella Patricia L.Tobing, | <ul style="list-style-type: none"> The research method is qualitative approach with phenomenological design. The objective of research are the strategies | <ul style="list-style-type: none"> The research subjects and place were English teachers at high school level in Medan. Collecting the data used observation and interview. Analyzing the data used selecting the data and transforming into a transcript, changing into graphs or schemes, and writing a |

| | | | |
|----|--|---|--|
| | <p>Rany Octorita Nababan, and Novi Triani Hutagalung (2019) “English Teachers’ Strategies in Teaching Conversation Materials at High School Level in Medan”.</p> | <p>used and the problems faced by teachers in encouraging students based on the students difficulties in speaking English</p> | <p>summary or conclusion of the data.</p> |
| 3. | <p>M. Arif Rahman Hakim (2017) “Teachers’ Strategies in Teaching Speaking Lessons on Introvert Students in Madrasah Aliyah (Ma) Ja-Alhaq Bengkulu”.</p> | <ul style="list-style-type: none"> Using qualitative research method | <ul style="list-style-type: none"> The research subjects and place were teachers at MA Ja-alHaq in Bengkulu. Collecting the data used observation and interview. The objective of the research is different, the research only analyzed about teachers’ strategies in teaching speaking and the challenges faced by teachers in the teaching and learning process for students with introverted characteristics. Meanwhile in this research focused on the teachers’ strategies in encouraging students to speak English and the problems faced by teachers in encouraging students based on the students difficulties in speaking English at international class of SMA Batik 1 Surakarta. |
| 4. | <p>Hamzah Fanshuri (TE. 130502) “The Teachers’ Strategies in Teaching Speaking at MTS AnNur Tangkit”.</p> | <ul style="list-style-type: none"> Using qualitative research method | <ul style="list-style-type: none"> The research subjects and place were English teachers at second grade in MTS AnNur Tangkit Collecting the data used observation sheets and interview sheet. The objective of the research is different, the research only analyzed about teachers’ strategies in teaching speaking. |

| | | | |
|----|---|---|---|
| | | | <p>Meanwhile in this research focused on the teachers' strategies in encouraging students to speak English and the problems faced by teachers in encouraging students based on the students difficulties in speaking English at international class of SMA Batik 1 Surakarta.</p> |
| 5. | <p>Ersa Nur Arodjiar (163.221.242) "The Strategies Used by English Teachers in Teaching Speaking (A Descriptive Study at SMP Negeri 23 Surakarta in Academic Year 2020/2021).</p> | <ul style="list-style-type: none"> • Using descriptive qualitative research. • The objective of research. • Focused on the teachers' strategies in encouraging students to speak English and the problems faced by teachers in encouraging students based on the students difficulties in speaking English at international class. | <ul style="list-style-type: none"> • The research subjects and place were three English teacher at seventh and eighth grades of SMP Negeri 23 Surakarta. • Collecting the data used questionnaire and interview. |

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study the researcher used a descriptive qualitative method. Descriptive qualitative research is a research procedure that intends to understand a certain phenomenon about what is experienced by the research subject under study holistically and by means of descriptions in the form of written or spoken words from people and behavior that can be observed by researcher directly by utilizing various kinds of natural methods that can be used to support the research process (Moleong, 2007: 5).

Based on this, qualitative descriptive is a method used by a researcher to understand a phenomenon, event, or social situation that occurs in the life of the informant by obtaining data in written or oral form through various approaches used to the research subject. This research used a qualitative method that focused on the teachers' strategies and the problems faced by teachers in encouraging students based on the students difficulties in speaking English at international class of SMA Batik 1 Surakarta through direct observation, interviews, and documentation as the techniques of collecting the data.

B. Research Setting

1. Place of Research

In this research, the researcher chose SMA Batik 1 Surakarta as the place of the research. The place is located on Slamet Riyadi street,

Pajang, Laweyan, Surakarta, Central Java. The strategic location of this school and easy to find makes this school is one of the most famous schools and also makes familiar with this school. SMA Batik 1 Surakarta is one of the senior high schools which has two class programs, there are regular class and international class.

2. Time of Research

The research schedules consist of pre-research, writing proposal, concultation, proposal seminar, collecting data, analyzing data, finishing, and *munaqosah* examination. The research schedule explained in the following table.

Table 3.1 Schedules of Research

| | 2022 | | 2023 | | | | | |
|------------------|------|-----|------|-----|-----|-----|-----|-----|
| | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| Pre-research | | | | | | | | |
| Writing Proposal | | | | | | | | |
| Concultation | | | | | | | | |
| Proposal Seminar | | | | | | | | |
| Collecting Data | | | | | | | | |
| Analyzing Data | | | | | | | | |
| Finishing | | | | | | | | |
| Munaqosyah | | | | | | | | |

C. Research Subject

In this study, researcher chose two English teachers as research subjects. An informant or research subject is a person or group who has the data or information related to the field of research conducted by the researcher or interviewer (Afrizal, 2015: 139). This research subject helped

the researcher in digging up data related to the research to be carried out. Research subjects can be people, places, or objects that can be used as data to help during the research process.

In this study, the research subjects were two English teachers at SMA Batik 1 Surakarta. Each teacher teaches in tenth and eleventh class at international of SMA Batik 1 Surakarta. The researcher chose the two English teachers because they both teach in different classes and have different ways or strategies in teaching speaking in class. Meanwhile, the reason why the researcher chose class tenth and eleventh international class at SMA Batik 1 Surakarta were because first, the learning process is based on the Merdeka curriculum. Second, teachers and students used English as the basis language of communication in the teaching and learning process. Teachers use English around 75%-80% and students in the learning process use English around 60%-70%.

D. Data and Source of the Data

1. Data

Herdiansyah (2013: 9) stated that data is a form of sentence or narrative from research subjects or respondents obtained through a data collection method and analyzed in accordance with research techniques. The data produced a finding or research result that answer the research question posed. Data in research can be generated from interview transcripts, notes during observation, diaries, photographs, official documents, and articles. The data in this research was about the

teachers' strategies in encouraging students to speak English in the learning process and the problems faced by teachers in encouraging students based on the students difficulties in speaking English at international class of SMA Batik 1 Surakarta.

2. Source of Data

The primary source of data in this research is about the teachers' strategies in encouraging students to speak English in a learning process and also the problems faced by teachers in encouraging students based on the students difficulties in speaking English at international class of SMA Batik 1 Surakarta academic year 2022/2023. The data in this research is taken from the event or observation conducted in the classroom. It is also supported by the data gain from the informant and documentation. According to Sutopo (2002: 50-54) the data source in descriptive qualitative research could humans, events, or activities, place o locations, things, various pictures and records, documents, and archives. There were three sources of data in this research, there are as follows:

a. Events

Sutopo (2002) stated that events is the activity that the researcher would know about the process how something happens based on the observation. The event of this research is in the classroom on teaching learning process of encouraging students to speak English in a learning process at international class of SMA

Batik 1 Surakarta. The event are all activities related to the teaching and learning process included the event or phenomenon, the activities and the attitudes of the teacher and students in the classroom. From this event, the researcher got some information about the teachers' strategies in encouraging students to speak English in a learning process and the problems faced by teachers in encouraging students based on the students difficulties in speaking English at international class.

b. Informant

Informant is a person or groups who provide information or knowledge about the research to be conducted by researcher. According to Goetz & LaComte (as cited in Ahmadi, 2016) informant is individual who have specialized knowledge, status, or communication skills, who have a willingness to share knowledge, and who have access to the perspectives and observations that researcher needs.

The informants of this study were English teachers at SMA Batik 1 Surakarta. The English teachers are the main component in the process of teaching English in the classroom learning process. From the English teachers, the researcher can take some data regarding the English teachers' strategies in encouraging students to speak English in a learning process and the problems faced by teachers in encouraging students based on the students difficulties

in speaking English at international class of SMA Batik 1 Surakarta. The researcher conducted an interview, observation, and documentation with the English teachers to get the data.

c. Document

According to Moleong (2007: 159–160) documents are data or scientific works in the form of books, dissertations, theses, scientific magazines, personal documents, and official documents that are very valuable as data sources that can be used and utilized to support the research to be carried out by the researcher. In this study, the researcher used documents such as photo, materials, teaching module, and ATP (Alur tujuan pembelajaran or learning objective flow).

E. Research Instrument

Research instruments are tools used in research in the form of objects or people to record information or data obtained during the research process. Research instruments are used to collect, measure, and analyze data related to research. The research instrument or research tool in this study was the researcher herself. According to Lincoln & Guba (as cited in Ahmadi, 2016) stated that some conventional research experts have recognized that humans can provide data that is very close to the truth as produced by more objective tools.

Researcher as human instruments function to determine the focus of research, select informants as data sources, conduct data collection, assess

data quality, analyze data, interpret data and make conclusions on their findings (Sugiyono, 2013: 222). So in this study, the researcher is the key instrument. From the statement above, the researcher involves the researcher herself as the main instrument for this research. The researcher also needed supporting instruments which include recording devices, interview guidelines, and observation checklist.

F. Techniques of Collecting the Data

Data collection technique is a technique carried out by researcher to reveal the conditions of the community under study and the surrounding environmental situation that can explain routine and problematic moments and values in the lives of each individual involved in the research (Gunawan, 2014: 142). This data collection technique can help researcher to obtain data related to research more easily and effectively. In this study, the researcher used observation, interviews, and documentation as data collection techniques.

1. Observation

Observation method is a data collection tool that is carried out systematically by observing a natural situation (Nasution, 2016: 106). By using the observational research method, it is possible to obtain a clearer picture or phenomenon of social life that is difficult to obtain by other methods. In this study, the researcher observed the process of teaching English to know the teachers' strategies in encouraging students to speak English in a learning process and also the problems

faced by teachers in encouraging students based on the students difficulties in speaking English at international class of SMA Batik 1 Surakarta.

Table 3.2 Field Note Observation

Learning Process Based on Abdul Gafur (2012)

| No. | Aspect | Indicators | Yes | No |
|------------|---------------|---|------------|-----------|
| 1. | Introduction | Give greeting and check attendance | | |
| | | Pray together | | |
| | | Perform apperception by asking questions | | |
| | | Introduces the topic of what they are going to learn | | |
| | | Delivering learning objectives | | |
| 2. | Main Activity | Students have to be active related to the material given | | |
| | | There are question and answer between teacher and students | | |
| | | Discuss the material related to the topic | | |
| | | Controls the students | | |
| 3. | Closing | Provide opportunities for critical thinking | | |
| | | Provide suggestion or feedback | | |
| | | Closed the meeting by greeting | | |
| | | Arouse curiosity, interest and attention students in the learning process | | |

Table 3.3 Observation Checklist 1

Teachers' Strategies in Encouraging Students to Speak English in a Learning Process

| No. | Theory | Indicators (Strategy) | Yes | No |
|------------|---------------|------------------------------|------------|-----------|
| 1. | Harmer (2007) | Discussion | | |
| | | Prepared talks | | |
| | | Communication Games | | |
| | | Acting from Script | | |
| | | Questionnaires | | |
| | | Simulation and Role Play | | |
| 2. | Kayi (2006) | Discussion | | |
| | | Role Play | | |
| | | Simulations | | |
| | | Information Gap | | |
| | | Brainstorming | | |
| | | Storytelling | | |
| | | Interviews | | |
| | | Story Completion | | |
| | | Reporting | | |
| | | Playing Cards | | |
| | | Picture Narrating | | |
| | | Picture Describing | | |
| | | Find the Difference | | |

Table 3.4 Observation Checklist 2

The Problems Faced by Teachers in Encouraging Students Based on Students Difficulties in Speaking English According to on Ur (2009)

| No. | Aspect | Indicators | Yes | No |
|-----|------------------------------|--|-----|----|
| 1. | Inhibition | The students can not chose the suitable vocabulary to make a sentence | | |
| | | The students shy when speak English in front of the class | | |
| | | The students confused to make a sentence orally | | |
| | | The students fear of criticism by others | | |
| 2. | Nothing to say | The student doesn't want to speakEnglish in the learning process | | |
| | | The students don't t have motivate to express themselves | | |
| | | The students lack of vocabulary | | |
| 3. | Low or uneven participati on | There are any students who active and not active in the teaching and learning process | | |
| | | There are any student who are active and dominant | | |
| 4. | The use of mother tongue | In the teaching and learning process there are any student who still use Indonesian language | | |
| | | The students does not try to speak English | | |

2. Interview

An interview is a research method in the form of verbal communication through a conversation between two or more people face-to-face or through an auxiliary medium where someone (the interviewer) asks questions designed to obtain answers relevant to the research problems to someone who is interviewed or an informant who aims to get some data or information (Nasution, 2016: 113).

In this study, the researcher used semi-structured interviews. Semi-structured interview is a form of conversation where researcher is given the freedom to ask questions and the freedom to set the flow and setting of the interview (Herdiansyah, 2013: 29). In this interview, the researcher relies on the interview guidelines as a guide for extracting data and the guideline can be modified according to the responses given by the informant, so that the researcher can dig deeper into the answers of the informant.

The researcher used a semi-structured interview with two teachers who teach English at international class of SMA Batik 1 Surakarta, the researcher achieved the data using audio recording. The interview conducted to collect data about the teachers' strategies in encouraging students to speak English in a learning process and also the problems faced by teachers in encouraging students based on the students difficulties in speaking English at international class of SMA Batik 1 Surakarta.

Table 3.5 Blue Print Interview I

Teachers' Strategies in Encouraging Students to Speak English in a Learning Process

| No | Theory | Aspect | Questions |
|----|---------------|---------------------|---|
| 1. | Harmer (2007) | Acting from Script | Have you ever used acting from script strategy to encourage students to speak English in the learning process? |
| | | Communication Games | Have you ever used communication games strategy to encourage students to speak English in the learning process? |
| | | Discussion | Have you ever used discussion strategy to encourage students to speak English in the learning process? |
| | | Prepared Talk | Have you ever used prepared talk strategy to encourage students to speak English in the learning process? |
| | | Questionnaires | Have you ever used questionnaires strategy to encourage students to speak English in the learning process? |
| 2. | Kayi (2006) | Discussions | Have you ever used discussion strategy to encourage students to speak English in the learning process? |
| | | Role Play | Have you ever used role play strategy to encourage students to speak English in the learning process? |
| | | Simulations | Have you ever used simulations strategy to encourage students to speak English in the learning process? |
| | | Information | Have you ever used information gap |

| | | |
|--|---------------------|---|
| | Gap | strategy to encourage students to speak English in the learning process? |
| | Brainstorming | Have you ever used brainstorming strategy to encourage students to speak English in the learning process? |
| | Storytelling | Have you ever used storytelling strategy to encourage students to speak English in the learning process? |
| | Interview | Have you ever used interview strategy to encourage students to speak English in the learning process? |
| | Story Completion | Have you ever used story completion strategy to encourage students to speak English in the learning process? |
| | Reporting | Have you ever used reporting strategy to encourage students to speak English in the learning process? |
| | Playing Cards | Have you ever used playing card strategy to encourage students to speak English in the learning process? |
| | Picture Narrating | Have you ever used picture narrating strategy to encourage students to speak English in the learning process? |
| | Picture Describing | Have you ever used picture describing strategy to encourage students to speak English in the learning process? |
| | Find the Difference | Have you ever used find the difference strategy to encourage students to speak English in the learning process? |

Table 3.6 Blue Print Intervuew 2

The Problems Faced by Teachers in Encouraging Students Based on Students Dificulties in Speaking English According to Ur (2009)

| No. | Aspects | Questions |
|-----|-----------------------------|--|
| 1. | Inhibitions | Do you found the students shy or fear when speak English in front of the class? |
| | | Do you found the students can not chose the suitable vocabulary to make a sentence orally? |
| 2. | Nothing to Say | Do you found the students lack of vocabulary? |
| | | Do you found the students don't t have motivate to express themselves? |
| 3. | Low or uneven Participation | In the teaching and learning process, how there any students who active and not active? |
| | | Is there any student who are active and dominant |
| 4. | Mother tongue use | In the teaching and learning process is there are any student who still use Indonesian language? |
| | | Do you ever found that the student does not try to speak English? |

3. Documentation

Documentation is a medium, data source, or written record that has passed and is ready to be used or utilized to complete a study in the form of written sources, films, images (photos) that can be used by researcher as a reference or to find the information needed (Gunawan, 2014:176). In this study, the researcher used the documentation metho to obtain information or knowledge that can be used by researcher about activities in the teaching and learning process to obtain data or

physical documents such as teaching module, ATP (Alur tujuan pembelajaran or flow of learning objectives), and documentation of observations during research.

G. Trustworthiness of Data

In this study, the researcher used triangulation techniques to obtain data that had the validity and reliability for the research. Triangulation is a research technique used to test the validity, accuracy, or suitability of data sources by utilizing something other than what is in the data with the aim of checking or as a comparison to the data (Mukhtar, 2007).

Triangulation technique is a technique used by researcher in a study to strengthen data and to make researcher believe in the correctness and completeness of the data being studied (Afrizal, 2015:168). In searching the information or data in the triangulation technique related to research, it must be searched from a variety of different sources so that the research sources used are not bias. There are three types of triangulation namely sources triangulation, technical triangulation, and time triangulation (Sugiyono, 2013: 274).

1. Sources Triangulation

Source triangulation is a technique used to explore, and test the credibility and suitability of certain information or data which is done by checking the data that has been obtained through several sources from research results. Data from triangulation sources are described, and categorized, which views are the same, which are different, and

which are specific from the three data sources that have been analyzed by researcher to produce a conclusion.

2. Technical Triangulation

Technical triangulation is used by researcher to test the credibility or accuracy of data which is done by checking the same data source with different techniques. If the three research data credibility testing techniques produce different data, the researcher will conduct further discussions with the relevant data sources or others, to ensure which data is considered correct and valid, or maybe all of them are true and valid because points of view are different.

3. Time Triangulation

In the research process, time is one that often affects the credibility of data related to behavior, emotions, and attitudes because humans change easily from time to time. Data collected using interview techniques can change according to the time and condition of the informant. To test the credibility of data, the researcher will check repeatedly so that the data is valid through interviews, observations, or other techniques at different times or situations.

In this research, the researcher used technical triangulation, researcher used various data collection technique to obtain data from the same source and then combine to form a conclusion. In this case, the researcher employs observation, interviews, and documentation to

obtain the valid information about teachers' strategies in encouraging students to speak English in a learning process at international class of SMA Batik 1 Surakarta.

H. Techniques of Analyzing the Data

Data analysis is an activity in research to organize, sort, classify, code/mark, and categorize it so that a finding is obtained based on the focus or problem to be studied. Through this series of activities, qualitative data that is scattered and overlapping can be simplified so that it can be easily understood by the researcher. According to Bogdan and Biklen (as cited in Ahmadi, 2016) stated that data analysis is a process of investigating and systematically arranging interview transcripts, field notes, and other materials collected by researcher to increase understanding of the data collected obtained in the field as well as from the results of research conducted by other researcher. There are three stages that can be used by the researcher in analyzing the data namely data reduction, data display, and conclusion (Miles & Huberman, 2014: 16–20).

1. Data Reduction

Data reduction is a technique in research conducted by a researcher when already has a large amount of data, the researcher must immediately reduce the data by summarizing, choosing the main things, categorizing, focusing on important matters related to research, looking for themes and patterns (Sugiyono, 2013). Reduced data will provide an

overview to the researcher with clearer data and make it easier to collect data.

2. Data Display

Data display is a set of structured information that gives the possibility of drawing conclusions and taking action. In the qualitative method, data presentation can be done in the form of brief descriptions, tables of relationships between categories, pictograms, and others. In this data display, the researcher analyzes the results of observations, interviews, and documents that have been carried out. Then, the data is processed and arranged so that it can be understood. In this study, the researcher arranged the data in a good narrative text to make it easier to understand about the teachers' strategies in encouraging students to speak English in a learning process and the problems faced by teachers in encouraging students based on the students difficulties in speaking English at international class of SMA Batik 1 Surakarta.

3. Conclusion

Conclusion in qualitative research is a new finding that has never existed before. Findings can be in the form of a description of an object that was previously unclear or dark so that after research it becomes clear, it can be in the form of causal or interactive relationships, hypotheses, or theories (Sugiyono, 2013: 246).

Conclusions are presented in the form of descriptive research objects guided by research studies. After the researcher has collected all the data based on observations, interviews, and documentation that has been obtained, the next step is to draw conclusions based on the data. So that the data that has been obtained is all clear and can be verified. The researcher wrote down based on the data that has been collected, analyzed, and interpreted all the data to get a conclusion about the research.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the purpose of the research findings is to answer and explain the research problems in the first chapter. The researcher found findings according to the problems 1) The findings of the teachers' strategies in encouraging students to speak English in a learning process at international class of SMA Batik 1 Surakarta 2) The findings of the problems faced by teachers in implementing the strategies in encouraging students based on the students' difficulties in speaking English at international class of SMA Batik 1 Surakarta. The subjects were two English teachers at the tenth and eleventh grade at international class of SMA Batik 1 Surakarta academic year 2022/2023.

In this research, the researcher took Mrs. R as the Teacher 1 (T1), and Mrs. W as the Teacher 2 (T2) as the subjects of the research.

The researcher used data coding to easy the data explanation. The coding in this research are:

Table 4.1 Data Coding

| No. | Coding | Information |
|-----|--------|-------------|
| 1. | T1 | Teacher 1 |
| 2. | T2 | Teacher 2 |

1. The teachers' strategies in encouraging students to speak English in a learning process at international class of SMA Batik 1 Surakarta

The researcher conducted eight observations from March 06 to May 15 in the international class at tenth and eleventh grade of SMA Batik 1 Surakarta. The data was collected by the researcher in the form of classroom observations, semi-structured interviews, and documentation with the English teachers. The researcher interviews two English teachers at international class of SMA Batik 1 Surakarta. This interview was conducted on different days, the first with the teacher 1 (T1) on April 06, 2023, in the front of XI.3 class at SMA Batik 1 Surakarta, and on April 11, 2023, in the front of X.5 class. The second interview is with the teacher 2 (T2) on March 7, 2023 in the front of X.2 class at SMA Batik 1 Surakarta, and on May 08 2023, in the office. In this interview, the researcher asked several questions about the teachers' strategies in encouraging students to speak English in a learning process and the problems faced by teachers in implementing the strategies in encouraging students based on the students' difficulties in speaking English.

Strategy is a specific method or plan of teaching activities that are selected and used by teacher in the teaching and learning process. The teacher's strategy in encouraging students to speak English is based on learning materials, learning environment, student interest, student needs, and the teacher's ability to manage learning so that the objectives of learning can be achieved effectively and efficiently. In planning the

strategies to be used during the teaching and learning process, teachers should be able to choose a teaching strategy that suits the needs and interests of the students in the learning process.

a. The result of Observation

The observations that have been made from March 06 to May 15, the researcher can conclude that there are several strategies that teachers used in encouraging students to speak English in a learning process in tenth and eleventh grades there are discussion, prepared talks, brainstorming, and storytelling.

1. The First Observation

The teaching and learning process was carried out on Monday, March 06 2023 at eleventh grade in the international class, the researcher conducted observation class led by T2 used brainstorming strategy, and discussion strategy in the explanation text material.

a) Opening

T2 opened the meeting by greeting and asking the students condition. After that the teacher leads to pray before study and check students' attendance. Before study, the teacher wants to increase students' motivation in the learning process with playing one song in the titled "fight song" by Rachel Platten. The teacher and students sing a song together.

After listen a song, the teacher asks two students randomly to answer the information or the meaning of the song.

b) Main Activity

T2 displayed power point in front of the class, then teacher started the learning material with the question is “can you guess what we will learn?” and then all of the students actively answer “explanation text miss”. After that the teacher displayed the materials in slide power point about the definition of explanation text, the purpose of explanation text, generic structure of explanation text, language features of explanation text, and the examples of explanation text. The teacher makes a group consist of 3 students to discuss about the video of producing mineral water. Every group must watch and discuss about the video that has been displayed by the teacher. After all of the group discuss, then every group presented about the information of producing mineral water.

c) Closing

After the materials have been explained by the teacher, the teacher asks to the students about the material that has been learned, and then the teacher evaluates students about today's learning and provides comments or suggestions to students regarding the material and practice of speaking.

Then, the teacher closed the lesson with greetings and students answer the greetings.

2. The Second Observation

The teaching and learning process was carried out on March, 06 2023 in tenth grade international class, the researcher conducted observation class led by T1 used brainstorming strategy, and discussion strategy in the report text material.

a) Opening

T1 opened the meeting by greeting and asking how the students are doing. Before starting the meeting, T1 invites the students to check under the table there is a trash or not to be disposed of immediately. After that, T1 checks the attendance of the students one by one. Before learning begins, T1 gives some riddles to students. T1 calls randomly the students to read a text in the whiteboard then guess what the characteristics of animal are being mentioned, and then call randomly again and again for riddles. After that T1 reads the learning objectives for the meeting.

b) Main Activity

T1 calls randomly every student to read a text. And then T1 invites the students to answer together about summarizing each paragraph in a text. After that T1 displays more about report text and call randomly again the students

to read a text displayed by T1 on the whiteboard about definition report text, generic structure, social function/purpose, and language features. After that, T1 make a group randomly consist four-five students to analyze the text based on the topic that has given it is about animal and then make a mind map using canva. After all of the groups have analyzed, every group collected a file to the teacher.

c) Closing

Before the lesson ends, T1 asked again to students about today's learning materials that have been studied. After that, T1 do the reflection about the new materials that have been studied, about the difficulties learning today's, remind students to do more practices speaking English. After that T1 closed the lesson with greetings and students answered greetings. The students continued to salute the teacher and the teacher left the classroom.

3. The Third Observation

The teaching and learning process was carried out on March, 13 2023 in eleventh grade international class, the researcher conducted observation class led by T2 used brainstorming strategy, and discussion strategy in the explanation text material.

a) Opening

T2 opens the class with greetings and asking students' condition. After that, the teacher requests to the students to collect the cellphone in front of the class. Then, before learning begin, the teacher leads pray. After that, the teacher checks the attendance of the students one by one. Before starting the lesson, the teacher reminds and explains to all of the students about the materials that have been learned in the last week.

2. Main Activity

The teacher gives students exercise is about explanation text. The teacher gives the students 15 minutes to answer all of the questions that has given by the teacher. The students discuss in pair to answer the exercise. After the students do the exercise, the teacher and students discussed together. The teacher calls randomly one student to read the text. Then, the teacher calls again one student to give the meaning of the text. After that the teacher asks to the students about the language features and the generic structure of the text. Then, all of the students actively answer the teacher's question. The teacher calls randomly again several students to discuss and answer the exercise.

3. Closing

Before the end of the lesson, the teacher evaluates the students about today's learning and provides comments or suggestion to students regarding the material. Then, the teacher closed the lesson with greetings and students answer the greetings.

4. The Fourth Observations

The teaching and learning process was carried out on March, 13 2023 in tenth grade International class, the researcher conducted observation class led by T1 used discussion strategy in the report text material.

a) Opening

T1 opened the meeting by greeting and asking how the students are doing. Then, T1 checks the attendance of the students one by one. Before learning begins, T1 gives some words of motivation to students. Then the teacher asked again about the task or the presentation in the last week. Every group presented about the topic given it was about animal such as ostrich, flamingos, koalas, moose, beavers, and manatees.

b) Main Activity

T1 calls randomly every group to present about the topic given in front of the class and then the other groups will

listen and give feedback. Every group consist of 5 until 6 students. When the groups finished explaining the analysis of the animal in front of the class, others groups will ask the question to the group who presented. After all of the questions from others group answered then the group can closed the presentation. After that, the teacher calls again the groups who have not presented and do the question and answer. This activity runs until the lesson will be over.

c) Closing

Before the lesson ends, the teacher evaluates students about today's learning process comments or suggestions to students regarding the presentation and discussion. The teacher asked again to students about today's learning materials that have been studied. After that, T1 do the reflection about the materials that have studied, about the difficulties learning today's, remind students to do more practices speaking English. After that T1 closed the lesson with greetings and students answered greetings. The students continued to salute the teacher and the teacher left the classroom.

5. The Fifth Observations

In this observation was conducted on May 08, 2023 in eleventh grade of international class, the researcher conducted

class observation led by the teacher 2 used brainstorming strategy, and discussion strategy in the review text material.

a) Opening

In the opening session, T2 opens the lesson with greetings and asking the students condition. Before starting the meeting, T2 calls class leader to lead pray before study. The teacher requests to the students to collect the cellphone in front of the class. Then, T2 checks the attendance of the students one by one. After checking the attendance, T2 explains and making the agreement with all of the students for the task in the next meeting.

b) Main Activity

T2 explains and discuss with students about the task for final speaking show for the next week. Teacher gives two choice that student must choose for the final speaking show there are based on book literature review and movie magic. Then, all of the students answer actively is movie magic. After that, the teacher discusses and makes deals with students about the criterion and the rules for the final speaking show. The teacher asks the students “3-5 minutes, it is enough for you to speak?” then, all of the students say “yes”, the teacher reminds all of the students to answer seriously. Then, the teacher asks again to students “if one

performs, how should the others do?” then, all of the students answer the question based on their brain such as listen, get out from the class, asking some question after perform, writes the conclusion, and others. After the teacher makes an agreement with the students, the teacher explains the steps that students do when perform such as tell the content, the title, the characters, and the plot of the movie.

c) Closing

After all of the students agree with the task for the next week, the teacher reminds all of the students to do the speaking show for the next week is slow but sure, “it’s okay to make a mistake on your speaking performance, or your speaking is lacking it’s okay, you shouldn’t embarrassed, you must be brave”. After that, the teacher closed the meeting with greetings and students answered greetings. The students continued to salute the teacher and the teacher left the classroom.

6. The Six Observations

In this observation was conducted on 8 May, 2023 in tenth grade of international class, the researcher conducted class observations led by the teacher 1 used brainstorming strategy in the announcement material.

a) Opening

The teacher enters the classroom and opened the meeting by greeting and asking how the students are doing. Before starting the meeting, T1 checks the attendance of the students one by one. The teacher requests to the students to collect the cellphone in front of the class. Then, teacher displayed the material in the form of power point in front of the class, the teacher gives the material about announcement.

b) Main Activity

T1 asks to students about the definition announcement, than most of students answer the definition announcement based on their brain. After that, the teacher randomly calls one of students in the class to read the definition about announcement in power point that has displayed in front of the class. The teacher explains the social function of announcement and also discuss with students about the information that students found in the announcement that have been given. T1 explains the content of announcement, language features, tips and trick to write announcement, kinds of announcement, and others. After that, the teacher gives one picture that can explain about the opening, content, and also closing in announcement.

After T1 gives one of the examples of announcement, the teacher asks to students about the information in the announcement. After that, teacher gives several pictures in power point and then the students must guess the name of announcement. All of the students answer and guess the name of announcement based on their brain actively. After that, T1 gives the task for the students to make 3 examples of announcement. The first is written announcement about the school, and two spoken announcements for next week announcement with free theme.

c) Closing

Before the lesson ends, T1 asked again to students about today's learning materials that have been studied. After that, T1 do the reflection about the new materials that have been studied, about the difficulties learning today's, remind students to do more practices speaking English. After that T1 closed the lesson with greetings and students answered greetings. The students continued to salute the teacher and the teacher left the classroom.

7. The Seventh Observations

In this observation was conducted on May 15, 2023 in the eleventh grade of international calss, the researcher conducted

class observation led by the teacher 2 used storytelling strategy and prepared talks strategy in review text material.

a) Opening

T2 opens the meeting with greetings and asking the students condition. Before starting the meeting, T2 leads to pray before the meeting. The teacher requests to the students to collect the cellphone in front of the class. Then, T2 checks the attendance of the students one by one. After that T2 asks to the students about the “final speaking show”. Then, T2 writes number 1-33 for the list of students’ presentation.

b) Main Activity

After the students have the number, T2 calls the student has the number one to come in front of the class to present about movie review. After that, one by one the students present about movie that has been chosen by every students. Every student has 3-5 minutes to present movie review.

c) Closing

After time is passed, the teacher gives some review and suggestion to all of the students who have been presented or not. The teacher asks to the students to give a plus to all of the students who have been presented. After that, the teacher closed the meeting by greetings and students answered greetings.

8. The Eight Observation

In this observation was conducted on May 15, 2023 in the tenth grade of international class, the researcher conducted class observation led by the teacher 1 used prepared talk strategy in the announcement material.

a) Opening

In the opening session, T1 opens the lesson with greetings and asking the students condition. Before starting the meeting, T1 requests to the students to collect the cellphone in front of the class. Then, T1 checks the attendance of the students one by one. After that, T1 explains the rule for this meeting. The teacher calls the students to count the number 1 until 7 based on the theme of announcement. The students must make announcement based on the number that has been obtained.

b) Main Activity

The students make and prepare spoken announcement individuals and then present the task in front of the class. The spoken announcement must consist of greetings, addressee, purpose of announcing, detail information (person, place, date, time, event), and closing. After all of the students prepare and make announcement, the students one by one

come in front of the class to present about the announcement that has been made.

c) Closing

After the time is passed, the students who have not advanced to present the spoken announcement, the students present in the next week. After that, the teacher gives review and suggestion to the students. Then the teacher closed the meeting with greetings and students answered greetings. The students continued to salute the teacher and the teacher left the classroom.

Based on the data observation that has been conducted by the researcher, there are some strategies used by the teachers' in encouraging students to speak English in a learning process at tenth and eleventh grade of SMA Batik 1 Surakarta namely discussion, prepared talk, brainstorming, and storytelling. These strategies are accordance with the theory from Harmer (2007) and Kayi (2006).

Based on the analysis data by the researcher it can be found that T1 used two strategies by Harmer (2007), and used two strategies by Kayi (2006). Meanwhile T2 used two strategies by Harmer (2007), and used three strategies by Kayi (2006). T1 used several strategies according to Harmer (2007) there were discussion strategy, and prepared talks strategy. In addition, T1 also used strategy according to Kayi (2006) namely brainstorming strategy and

discussion strategy. Meanwhile T2 used strategies according to Harmer (2007) there were discussion strategy, and prepared talks strategy. In addition T2 also used strategies according to Kayi (2006) there were brainstorming strategy, discussion strategy and storytelling strategy in encouraging students to speak English in a learning process. Strategies in teaching process can make teachers and also students easier to achieve the goal of teaching and learning process.

b. The Result of Interview

Based on the interview that conducted by the researcher with T1 and T2 at international class of SMA Batik 1 Surakarta. On Thursday April 06 2023 the researcher conducted interview with T1. In the interview T1 explained some things about the strategies she used in the tenth grade of international class, to prove that the strategy was used in class, the result as follow:

1. Discussion

Discussion strategy was used by T1 in the tenth grade of International class. This is accordance with the statement given by the teacher in the twelve question interview “kalau startegi diskusi pernah ya miss? (Thursday, April 06 2023 at 10.40 am/023) in the interview T1 gives a statement.

“Iya mba sering saya menggunakan diskusi”.(Thursday, April 06 2023 at 10.40 am/024).

The produced that the T1 used also supports the thirteenth question “bagaimana cara miss mengimplementasikan strategi diskusi tersebut?” (Thursday, April 06 2023 at 10.42 am/025). In the interview T1 gives a statement.

“...Ya biasa, kalo diskusi ya mengenai topik tertentu, lalu biasanya setelah diskusi siswa mempresentasikan hasilnya di depan kelas”. (Thursday, April 06 2023 at 10.45 am/026).

Based on the observation and interview, discussion strategy was used by T1 in encouraging students to speak English in the learning process in the tenth grade in the report text material.

2. Prepared Talks

Prepared talks strategy was used by T1 in the tenth grade of International class. This is accordance with the statement given by the teacher in the fifteen question interview “.....kalo untuk prepared talks miss pernah ngga miss? Kaya siswa atau kelompok mempresentasikan suatu topik di depan kelas?”. (Thursday, April 06, 2023 at 10.50 am/029). In the interview T1 gives a statement.

“Kalo presentasi itu sering mba”. (Thursday, April 06 2023 at 10.50 am/030).

The produced that the T1 used also supports the sixteen question “bagaimana cara miss mengimplementasikan strategi prepared talks atau presentasi itu miss?” Thursday, April 06 2023 at 10.52 am/031). In the interview T1 gives a statement.

“.....kalo presentasi itu siswa mempresentasikan suatu tugas di depan kelas gitu mba kadang tugasnya sendiri dan

kadang kelompok tergantung materi. Implementasinya ya siswa diberikan topik atau mengerjakan tugas, lalu presentasi ke depan kelas gitu mba". (Thursday, April 06 2023 at 10.54 am/032).

Based on the observation and interview, prepared talks strategy was used by T1 in encouraging students to speak English in the learning process in the tenth grade in the announcement material.

3. Brainstorming

Brainstorming strategy was used by the T1 in the tenth grade of International class. This is in accordance with the statement given by teacher in the twenty-one question interview "...kalo untuk strategi brainstorming sering ya miss? Kaya miss ngasih pertanyaan secara langsung, lalu siswa ngasih ide atau pendapatnya secara langsung gitu miss". (Thursday, 06 April, 2023 at 11.10 am/039). In the interview T1 gives a statement.

"Oh iya itu sering mba hehe" (Thursday, 06 April, 2023 at 11.10 am/040).

The produced that the teacher used also supports the twenty-three question "bisa dijelaskan bagaimana implementasi atau prosedur miss dalam menggunakan strategi tersebut" (Thursday, 06 April, 2023 at 11.11 am/041). In the interview T1 gives a statement.

"Itu si saya biasanya ngasih pertanyaan pertanyaan secara langsung aja mba ke siswa, biar siswa itu pada ngomong dan lebih berani mengeluarkan pendapatnya".(Thursday, 06 April, 2023 at 11.12 am/042).

Based on the observation and interview, brainstorming strategy was used by T1 in encouraging students to speak English in the learning process in the tenth grade in the report text material and announcement material.

From the data above, the researcher analyzed that the statements given by T1 and those observed by the researcher in the classroom are appropriate and suitable. T1 used several strategies in encouraging students to speak English in a learning process such as prepared talks, brainstorming, and discussion strategy.

The second is the interview that was conducted on Monday, May 08 2023 with T2. T2 explained some things about the strategies she used, to prove that the strategy was used in class, the result as follow:

1. Discussion

Discussion strategy was used by T2 in eleventh grade of international class. This is in accordance with the statement given by T2 in the twelve question interview “Kalau strategi diskusi sering ya miss? Kenapa miss sering menggunakan strategi diskusi miss? Lalu bagaimana cara miss dalam mengimplementasikan strategi diskusi tersebut? (Monday, May 08 2023 at 08.30 am/023). In the interview the English teacher gives a statement.

“Diskusi sering banget, hampir setiap saat.... Karena tuh apaya mba, ya diskusi itu kan seperti main of

communication aja menurut saya loh ya. Kalo implementasinya kebanyakan itu ya siswa diberi suatu topik, nanti di elaborate sama mereka". (Monday, May 08 2023 at 08.32 am/024).

Based on the observation and interview, discussion strategy was used by T2 in encouraging students to speak English in the learning process in the eleventh grades in the explanation text material and final speaking show about review text material.

2. Prepared Talks

Prepared talks strategy was used by T2 in the eleventh grade International class. This is in accordance with the statement given by T2 in the fourteen question interview "...kalo untuk prepared talks miss pernah ngga miss? Kaya siswa mempresentasikan topik gitu di depan kelas" (Monday, May 08 2023 at 08.38 am/027) in the interview T2 gives a statement.

"Iya tadi salah satunya, kemaren juga pernah, ini tadi kan movie review, yang sebelumnya itu literature review itu buku, mereka juga menyiapkan....jadi ya implementasinya seperti siswa mempresentasikan mengenai suatu topic seperti film atau buku". (Monday, May 08 2023 at 08.40 am/028).

Based on the observation and interview , prepared talks was used by T2 in encouraging students to speak English in the learning process in the eleventh grades in the explanation text material and final speaking show about review text material.

3. Brainstorming

Brainstorming strategy was used by T2 in the eleventh grade of International class. This is in accordance with the

statement given by T2 in the sixteen question interview “....kalo untuk brainstorming sering ya miss? Kaya siswa ngasih ide atau pendapatnya secara langsung gitu miss” (Monday, May 08 2023 at 08.43 am/031). In the interview T2 gives a statement.

“Oh ya kalo itu sering”. (Monday, 08 May, 2023 at 08.43 am/032).

The produced that T2 used also supports the seventeen question “Bagaimana cara miss dalam mengimplementasikan strategi brainstorming itu miss? (Monday, 08 May, 2023 at 08.43 am/033) in the interview T2 gives a statement.

“Ya gitu mba saya tadi saya beri topik permasalahan atau diskusi tentang tugas nah nanti anak-anak menjawab dan merespon dengan menggunakan bahasa Inggris”. (Monday, 08 May, 2023 at 08.45 am/034).

Based on the observation and interview, brainstorming strategy was used by T2 in encouraging students to speak English in the learning process in the eleventh grades in the explanation text material and final speaking show about review text material.

4. Storytelling

Based on the observation and interview, storytelling strategy was used by T2 in the eleventh grade of International class. This is in accordance with the statement given by T2 in the eighteen question interview “....kalo untuk storytelling pernah ngga mis?”. (Monday, May 08 2023 at 08.47 am/035). In the interview T2 gives a statement.

“Pernah kaya tadi saya ceritain itu, nah nanti besok tuh ada juga presentasi storytelling tentang film, kalo kemaren

kan tentang buku mba". (Monday, 08 May, 2023 at 08.49 am/036).

The produced that T2 used also supports the nineteen question ".....implementasinya bagaimana miss?" (Monday, 08 May, 2023 at 08.50 am/037) in the interview T2 gives a statement.

"Mereka nanti menceritakan ulang tentang film atau drakor atau anime yang telah mereka tonton nah nanti mereka mempresentasikan di depan kelas gitu mba" (Monday, 08 May, 2023 at 08.52 am/038).

Based on the observation and interview, storytelling was used by T2 in encouraging students to speak English in the learning process in the eleventh grade in the final speaking show about review text material.

From the data above, the researcher analyzed that the statements given by the teachers and those observed by the researcher in the classroom is appropriate and suitable. T2 used several strategies in encouraging students to speak English in a learning process such as prepared talks, brainstorming, discussion, and storytelling strategies.

In the teaching and learning process, T1 used teaching module to support the teaching and learning process. T1 arranged the teaching module based on the ATP (*alur tujuan pembelajaran* or flow of learning objective) according to *Merdeka* curriculum. In the *Merdeka* curriculum, the teacher and also the school are given freely to determine the teaching and learning process, the materials will be

used, learning media, and assessment. All of it must be according to students' need and the conditions of the school environment.

In the teaching module consist of the learning steps that related to the observation of this research. The teaching module also consists of the strategy used by T1 in encouraging students to speak English in a learning process namely discussion, prepared talks, questionnaires, and brainstorming which is suitable with observation and interview that has conducted by the researcher. Moreover, in the teaching module also consist of tools and media that T1 used in teaching speaking is English workbook, learning videos, pictures, power pint, LCD projector, and laptop.

In addition, in teaching and learning process, T2 also used teaching module to support the learning process. T2 arranged the lesson plan based on *ATP (alur tujuan pembelajaran* or flow of learning objectives) according to *Merdeka* curriculum. In the teaching module consists of the learning steps that related to observation of this research. The teaching module also consists of the strategy used by T2 in encouraging students to speak English in a learning process namely discussion, storytelling, prepared talks, and brainstorming which is suitable with observation and interview that has conducted by the researcher. Moreover, in the teaching module also consist of tools and media that T2 used in the teaching speaking

is English workbook, power pint, laptop, LCD projector, learning videos, pictures, and whiteboard.

2. The Problems Faced by Teachers Based on the Students Difficulties in Speaking English

In this study, based on the observation and interview that the researcher conducted with the teachers in each class, there were several problems faced by teachers in implementing the strategies in encouraging students based on the students' difficulties in speaking English at the tenth and eleventh grade international class of SMA Batik 1 Surakarta.

Based on the observation and interview with T1 and T2 in the tenth and eleventh grade of SMA Batik 1 Surakarta, the researcher has analyzed the problems faced by teachers in implementing the strategies in encouraging students based on the students difficulties in speaking English in a learning process are different. Based on the data, observation and interview that have conducted by the researcher, the researcher analysis that there are four problems faced by T1 based on the students difficulties in speaking English in a learning process namely inhibition, nothing to say, low or uneven participation, and mother tongue use. Meanwhile there are two problems faced by T2 based on the students difficulties in speaking English in a learning process namely low or uneven participation and mother tongue use. Based on the finding of this research, the problems faced by teachers based on the students

difficulties in speaking English in a learning process is in accordance with the theory from Ur (2009), there are four problems faced by teachers based on the students difficulties in speaking English in a learning process namely inhibition, nothing to say, low or uneven participation, and mother tongue use.

Based on the observation, and interview that the researcher conducted with T1 in the international class at the tenth grade, the problems faced by T1 based on the students difficulties in speaking English in a learning process namely:

1) Inhibition.

The inhibition encountered by teacher when students who have not mastered vocabulary, and embarrassed by the attention their speech may attract to others students. This is in accordance with the statement given by T1 in the thirty-one question interview “.....apakah dalam mengimplementasikan strategi tersebut, miss menemukan ada siswa yang kurang memiliki vocabulary, malu, atau takut untuk berbicara bahasa Inggris dalam proses pembelajaran” (Thursday, April 06 2023 at 11.18 am/059). In the interview T1 gave a statement.

“Ya itu semua saya temui selama proses pengajaran mba hehe, kalau kurang vocab jelas, tiba-tiba dia gatau apa-apa dan kurang bisa membuat kalimat atau statement secara langsung itu saya menemukannya, kalo malu itu ya ada juga si, tapi ga banyak mba, kebanyakan kan saya tuh nyuruh majunya ga kedepan kelas, ke saya aja, udah kamu cukup ke aku aja, coba aku liat kemampuanmu seberapa gitu”. (Thursday, April 06 2023 at 11.19 am/060).

One of the the problem faced by T1 based on the students difficulties in speaking English in a learning process is when the teacher asked to the students, any student who can not answer the question from the teacher because theirs' skill of speaking is low.

Based on the observations and interview that have been carried out, the researcher found that there was any student who did not answer the question from T1, only students who active answered. But the students who not active participate in the learning process only two until five students.

- 2) Nothing to say. The students have not motivated to express themselves beyond the guilty feeling that they should be speaking. This is also due to the lack of mastery of the student's vocabulary. This is in accordance with the statement given by T1 in the thirty-two question interview ".....ada ga sih miss, siswa yang ketika ditanya sama miss, trus siswanya ngga bisa merespon gitu nothing to say" (Thursday, April 06 2023 at 10.22 am/061). In the interview T1 gave a statement.

"Iya mba ada aja siswa yang begitu" (Thursday, April 06 2023 at 10.22 am/062).

The second problems faced by T1 in implementing the strategies in encouraging students based on the students' difficulties in speaking English is when the the students don't have motivated to speak English in learning process. This problem also happens

because the student lack of vocabulary so that they can not make a sentence directly.

Based on the observations and interview that have been carried out, the researcher found that there was any student who can not answer the question from the teacher. The students need time to make a statement in their brain.

- 3) Low or uneven participation. This situation occurs when in the teaching process the teacher conducts a question and answers session or holds a discussion there are some students who actively speak English and some who are not active. There was any student who are active and dominant in the learning process and some who do not actively participate. This is in accordance with the statement given by T1 in the thirty-six question interview "...lalu pernah ngga miss nemuin siswa yang motivasinya rendah waktu pas belajar?". (Thursday, April 06 2023 at 10.26 am/069). In the interview T1 gave a statement.

"Hmm ada si tapi cuma beberapa siswa aja mba yang begitu, tapi kebanyakan dari mereka ya aktif". (Thursday, April 06 2023 at 10.27 am/070)

The third problem faced by T1 in encouraging students based on the students' difficulties in speaking English is when in the teaching and learning process there are any student who active participate in the learning process and there are any student who do not active participate in the learning process.

Based on the observations and interview that have been carried out, the researcher found that in the learning process there was any student who did not participate actively. This problem happens when the teacher asked to the students about something or materials there was any student who did not participate actively but some of them are active in the learning process.

- 4) The use of mother tongue, this is caused by environmental factors, such as their friends or doesn't want to improve English speaking skills. This is in accordance with the statement given by T1 in the thirty-four question interview "...tapi waktu pas di dalam pembelajaran, ada ngga miss siswa yang menggunakan bahasa ibu atau bahasa Indonesia?" (Thursday, April 06 2023 at 10.28 am/065). In the interview T1 gave a statement.

"Oh pasti ada mba, siswa kadang menggunakan bahasa Indonesia dalam proses pembelajaran, ini itu karena jika ada siswa yang ngomong bahasa Indonesia, nah pasti yang lain akan ke distract gitu mba jadi pada ikutan make indo. Kadang siswa juga merasa terlalu sudah akrab dengan saya jadi kadang mereka suka meledek dengan becandaan-becandaan gitu mba menggunakan bahasa Indonesia". (Thursday, April 06 2023 at 10.29 am/066).

In the thirty-four question of problem faced by T1 in encouraging students based on the students' difficulties in speaking English is when in the teaching and learning process there were some students who still used Indonesia language.

Based on the observations and interview that have been carried out in the tenth grade of T1, the researcher found that in the

learning process there was any student who speaks Indonesia language. This problem happens when in the learning process there was any student who speaks Indonesian language when asked by the teacher whereas the teacher always reminds all of the students to use English in the classroom learning process. This problem also happens when the student in the learning process stills makes a joke or teased with teacher used Indonesian language.

Based on the observation, interview, and analysis data conducted by the researcher, the problems faced by T1 in implementing the strategies in encouraging students based on the students' difficulties in speaking English in a learning process is inhibition, nothing to say, low or uneven participation and mother tongue used by students in the learning process.

While based on the observation and interview that the researcher conducted with T2 in the eleventh grade at international class, the problems faced by T2 in encouraging students based on the students' difficulties in speaking English in a learning process namely:

- 1) Low or uneven participation. This situation occurs when in the teaching process the teacher conducts a question and answers session or holds a discussion there are some students who actively speak English and any student who does not active. This is in accordance with the statement given by T2 in the thirty-one

question interview “...apakah dalam mengimplemtasikan strategi tersebut, miss menemukan ada siswa yang kurang memiliki vocabulary, malu, atau takut untuk berbicara bahasa Inggris dalam proses pembelajaran?”. (Monday, May 08 2023 at 08.42 am/061).

In the interview T2 gave a statement

“Kalo vocab mereka tuh udah bagus, malah lebih banyak daripada saya. Paling ya itu anak-anak yang ketinggalan, ketinggalan sama saya ketika saya ngomong bahasa Inggris terus kan pasti ada yang oposih gitu, entah saya yang kadang penyampaianya bikin misunderstanding gitu. Tapi kalo malu atau takut ngomong anak IC ngga si mba”. (Monday, May 08 2023 at 08.44 am/062).

The researcher aslo asked by T2 in the thirthy-five question interview “...pernah ngga miss nemuin siswa yang motivasinya rendah waktu pas belajar?” (Monday, May 08 2023 at 08.48 am/069). In the interview T2 gave a statement

“Di aku ngga sama sekali, motivasi siswa dalam belajar tinggi ko mba. Tapi ya gitu, dalam pembelajaran kan pasti ada siswa yang aktif sama ngga nah itu ada beberapa siswa yang kurang aktif misal ketika lagi diskusi gitu mereka jarang speak English”. (Monday, May 08 2023 at 08.49 am/070).

The first problem faced by T2 in in encouraging students based on the students’ difficulties in speaking English in a learning process is when in the teaching and learning process there were some students who active participate in the learning process and there was any student who did not active participate in the learning process.

Based on the observations and interview that have been carried out, the researcher found that in the learning process there

was any student who did not participate actively. This problem happens when the teacher did the discussion in the teaching and learning process, there was any student who did not express their opinion or idea, the students only follow others student who active.

- 2) The use of mother tongue, this is caused by environmental factors, such as their friends or doesn't want to improve English speaking skills. This is in accordance with the statement given by T2 in the thirty-three question interview "Tapi waktu pas di dalam pembelajaran, ada ngga miss siswa yang menggunakan bahasa ibu atau bahasa Indonesia". (Monday, May 08 2023 at 08.46 am/065).

In the interview T2 gave a statement.

"Ada no, sering no, banyak". (Monday, May 08 2023 at 08.46 am/066).

The second problem faced by T2 in encouraging students based on the students' difficulties in speaking English in a learning process is when in the teaching and learning process there were some students who used Indonesia language in the learning process.

Based on the observation and interview that have been carried out in the eleventh grade of T2, the researcher found that in the teaching and learning process there were some students who have low or uneven participation in the learning process, and there are any student used Indonesian language in the learning process. This problem happens when other student doesn't fluent in English then

ask something to the student who fluent in English so they used English as communication or as question and answer.

Based on the observation, interview, and analysis data conducted by the researcher, the problems faced by T2 in encouraging students based on the students' difficulties in speaking English in the eleventh grade is low or uneven participation and mother tongue used.

B. Discussion

Based on the research findings, the researcher discussed the finding that have been made and obtained using a data collecting technique, namely: interview, observation, and documentation. The discussion contains teachers' strategies in encouraging students to speak English in a learning process and also the problems faced by teachers in encouraging students based on the students' difficulties in speaking English in a learning process at international class of SMA Batik 1 Surakarta academic year 2022/2023. The research discussion is as follows.

1. The Teachers' Strategies in Encouraging Students to Speak English in a Learning Process at International Class of SMA Batik 1 Surakarta Academic Year 2022/2023

Based on the data findings on this research, the researcher found several variations of strategies used by teachers in encouraging students to speak English in the classroom learning process. This research explained the teachers' strategies in encouraging students to

speak English in a learning process at international class of SMA Batik 1 Surakarta academic year 2022/2023. The strategies used by T1 and T2 in encouraging students to speak English in a learning process in the tenth and eleventh grade were different.

Based on the interview, classroom observations, documentation, and analysis data by the researcher, the strategies used by T1 in encouraging students to speak English in a learning process at tenth grade of SMA Batik 1 Surakarta were discussion, prepared talks, and brainstorming. Meanwhile, the strategies used by T2 in encouraging students to speak English in a learning process at eleventh grade of SMA Batik 1 Surakarta were discussion, prepared talks, brainstorming, and story telling. These findings were suitable with theory from Harmer (2007) and theory from Kayi (2006).

The first theory is based on Harmer (2007) there are six strategies that can be used by teachers in encouraging students to speak English in a learning process namely acting from script, communication games, discussion, prepared talks, questionnaires, and simulation role play. The second theory is based on Kayi (2006) there are thirteen teachers' strategies in encouraging students to speak English in the classroom learning process namely is discussion, role play, simulations, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing, and find the difference.

The finding of the strategies in encouraging students to speak English in a learning process, both of T1 and T2 are in accordance with theory from Harmer (2007) and theory from Kayi (2006). Based on the data, the researcher analyze that every teacher in international class has the characteristics in the teaching and learning process there is every meeting the teacher usually used more one strategies in international class to encourage students to speak English in a learning process and in the international class, the teachers more emphasize the students to speak English in a learning process.

This finding is also supported by theory from Brown and Yule (2010) and Thornburry (2015), the strategies in encouraging students to speak English in a learning process were presentation and talks, storytelling, and discussion. Then this finding is also in accordance with previous study by M. Arif Rahman Hakim (2017) entitled “Teachers’ Strategies in Teaching Speaking Lessons on Introvert Students in Madrasah Aliyah (Ma) Ja-Alhaq Bengkulu” the result showed that the teachers’ strategies in teaching speaking were discussion and story telling. The result from the previous study is in accordance with the teachers’ strategies in encouraging students to speak English in a learning process.

Based on the theory from Harmer (2007) and also based on the interview, observation, and documentation that the researcher has been conducted with T1 and T2 in tenth and eleventh grade at

international class of SMA Batik 1 Surakarta, the teachers' strategies in encouraging students to speak English in a learning process are:

1) Discussion

This strategy was often used by T1 and T2 in encouraging students to speak English in the classroom learning process, this is because discussion strategy is interesting activity where the teacher gives one topic or problems to the students, then every student can be free to share theirs' ideas or opinion after that they preseted the result of discussion in front of the class.

2) Prepared Talks

This strategy also often used by T1 and T2 in encouraging students to speak English in a learning process. The implementation of this strategy is where the teacher gives the topic or task then the students do the presentation in front of the class.

Based on the theory from Kayi (2006) and also based on the observation, interview, and documentation that the researcher has been conducted the teachers' strategy in encouraging students to speak English in a learning process are:

1) Discussion

Discussion strategy was often used by T1 and T2 in encouraging students to speak English in the classroom learning process, this is because discussion strategy is interesting activity where the teacher gives one topic or problems to the students, then every student can

be free to share their ideas or opinion after that they presented the result of discussion in front of the class.

2) Brainstorming

Brainstorming strategy often used by T1 and T2 in encouraging students to speak English in the classroom learning process. The procedure of this strategy is the teacher gives a topic to the students both in group or individual and then the student explained what the teacher asked or gave the opinion or idea directly.

3) Story telling

Story telling strategy was used by T2 in encouraging students to speak English in the classroom learning process in the review text materials. The procedures of this strategy is the teacher ask to the students to watch and create a story from books or movie then students take turns or are elected to come forward in the front of the class.

2. The problems faced by teachers in implementing the strategies in encouraging students based on the students difficulties in speaking English at International class of SMA Batik 1 Surakarta Academic Year 2022/2023

Based on the observation, interview, and analysis data by the researcher, the problems faced by teachers in implementing the strategies in encouraging students based on the students difficulties in speaking English at international class of SMA Batik 1 Surakarta,

there are several problems faced by teachers in encouraging students based on the students' difficulties in speaking English in a learning process namely inhibition, nothing to say, low or uneven participation, and mother-tongue use. This finding was suitable with theory from Ur (2009) there are inhibition, nothing to say, low or uneven participation, and mother-tongue use.

But in this study, the researcher found that the problems faced by T1 and T2 in encouraging students based on the students' difficulties in speaking English in a learning process were different, based on the observation, interview, and analysis data by the researcher, T1 has four problems in encouraging students based on the students' difficulties in speaking English in a learning process namely inhibition, nothing to say, low or uneven participation, and mother tongue use. Meanwhile the problems faced by T2 in encouraging students based on the students' difficulties in speaking English in a learning process namely low or uneven participation and mother tongue use. The problems faced by teachers are in accordance with theory from Ur (2009). There are:

1) Inhibition

The students do not master the vocabulary so that when the student wants to convey they are confused what vocabulary is appropriate.

2) Nothing to say

The students have no motivated to express themselves beyond the guilty feeling that they should be speaking. This is also due to the lack of mastery of the student's vocabulary.

3) Low or uneven participation

This situation occurs when in the teaching process the teacher conducts a question and answer session or holds a discussion there are some students who actively speak English and some who are not active. There are any student who are active and dominant in the learning process and some who do not actively participate.

4) Mother tongue use

This is caused by environmental factors, such as their friends or doesn't want to improve English speaking skills.

Based on the observation and interview that have been conducted by the researcher, every teacher has different problems in encouraging students based on the students' difficulties in speaking English in a learning process, but, the problems faced by every teacher based on the students' difficulties in speaking English is in accordance with the theory from Ur (2009).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this section, the researcher presented the conclusion of research about teachers' strategies in encouraging students to speak English in a learning process and the problems' faced by teachers in encouraging students based on the students' difficulties in speaking English in a learning process at international class of SMA Batik 1 Surakarta academic year 2022/2023. Based on the findings and discussion of the research, the researcher concluded several points including:

Every teacher used several strategies in encouraging students to speak English in a learning process at tenth and eleventh grade of international class. The strategies used by T1 in encouraging students to speak English in the tenth grade namely discussion, prepared talks, and brainstorming strategy. Meanwhile, the strategies used by T2 in encouraging students to speak English in the eleventh grade namely discussion, prepared talks, brainstorming, and storytelling strategy. The strategies used by T1 and T2 in encouraging students to speak English in a learning process are in accordance with the theory from Harmer (2007) and theory from Kayi (2006).

In the teaching and learning process T1 used strategies based on the theory from Harmer (2007) namely discussion strategy, and prepared talks strategy. In addition, T1 also used the strategies based on the theory from

Kayi (2006) there were discussion strategy, and brainstorming strategy. Meanwhile, T2 in the teaching and learning process used strategies based on the theory from Harmer (2007) namely discussion strategy, and prepared talks strategy. In addition, T2 also used the strategies based on the theory from Kayi (2006) there were discussion strategy, brainstorming strategy, and storytelling strategy. Strategy used by teachers is according to the materials, students' need, school environment, and also the ability of the teachers.

In implementing the strategies in encouraging students to speak English in a learning process the teachers' faced several problems in encouraging students based on the students' difficulties in speaking English namely inhibition, nothing to say, low or uneven participation, and mother tongue use. Every teacher has the difference problems faced in implementing the strategies in encouraging students based on the students' difficulties in speaking English at tenth and eleventh grade international class of SMA Batik 1 Surakarta. In implementing the strategies, T1 faced several problems based on the students' difficulties in speaking English there were inhibition, nothing to say, low or uneven participation, and mother tongue use. Meanwhile T2, when implementing the strategies, T2 faced problems based on the students' difficulties in speaking English namely were low or uneven participation and mother tongue use. The problems' faced by every teacher is in accordance with the theory from Ur (2009).

From the problems above, the teachers give some problem solving namely keeps student speaking in the target of language or no English no service. This rule or way can make students speak English although the student forced to do speaking. This can make students encourage to speaking English in a learning process.

In the teaching and learning process, the teachers can provide fun activities based on the material, students' need, teachers' ability, and also learning environment. Creating a comfortable environment in the classroom learning process especially in the teaching and learning speaking is important for the teacher and also the student. The teacher can easy in the teaching process, and the student can focus and interested in the learning process.

Teacher is as learning manager where teacher has a big role in managing a learning condition especially in implementing the strategies that will be used to achive the goal of learning so that the goal can be achieved maximally. In the teaching and learning process, the teacher also can help the student overcome the difficulties or problems faced by students so that the teacher can rearrang the strategies that have been used so all of the students can improve and develop the ability and skills they have.

B. Suggestions

After conducted the research and take the conclusions form this research, the researcher gave some suggestions as follows:

1. For English teachers

From the result of this study, the teacher can be used several teaching strategies to make the students be more motivated to learning and do more speaking practices in the learning process. The teachers also can implements many rules or others to encourage students to speak English in a learning process so that students can participate actively. The teachers should be more creative in choosing strategies based on the materials in teaching and learning process.

2. For Students

From this study, the researcher suggests the students must be more active in the learning process. Students must do more speaking practices in the classroom learning process or outside of the classroom to improve and develop speaking skills.

3. For Other Researchers

The researcher hopes that this study can provide overview to other researcher in similar research on teachers' strategies in encouraging students to speak English in a learning process. In this study, there are many aspects that researcher have not been able to research, hopefully that other researchers will explore more deeply some teachers' strategies in encouraging students to speak English in a learning process.

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Appendices 1.

List of Observation

a. Appendix Observation Checklist

Teachers' Strategies in Encouraging Students to Speak English in a Learning Process Based on Harmer (2007) and Kayi (2006)

Teacher 1 (T1)

| No. | Theory | Indicators (Strategy) | Yes | No |
|-----|---------------|--------------------------|-----|----|
| 1. | Harmer (2007) | Discussion | ✓ | |
| | | Prepared talks | ✓ | |
| | | Communication Games | | |
| | | Acting from Script | | |
| | | Questionnaires | | |
| | | Simulation and Role Play | | |
| 2. | Kayi (2006) | Discussion | ✓ | |
| | | Role Play | | |
| | | Simulations | | |
| | | Information Gap | | |
| | | Brainstorming | ✓ | |
| | | Storytelling | | |
| | | Interviews | | |
| | | Story Completion | | |
| | | Reporting | | |
| | | Playing Cards | | |
| | | Picture Narrating | | |
| | | Picture Describing | | |
| | | Find the Difference | | |

Teacher 2 (T2)

| No. | Theory | Indicators (Strategy) | Yes | No |
|-----|---------------|--------------------------|-----|----|
| 1. | Harmer (2007) | Discussion | ✓ | |
| | | Prepared talks | ✓ | |
| | | Communication Games | | |
| | | Acting from Script | | |
| | | Questionnaires | | |
| | | Simulation and Role Play | | |
| 2. | Kayi (2006) | Discussion | ✓ | |
| | | Role Play | | |
| | | Simulations | | |
| | | Information Gap | | |
| | | Brainstorming | ✓ | |
| | | Storytelling | ✓ | |
| | | Interviews | | |
| | | Story Completion | | |
| | | Reporting | | |
| | | Playing Cards | | |
| | | Picture Narrating | | |
| | | Picture Describing | | |

| | | | | |
|--|--|---------------------|--|--|
| | | Find the Difference | | |
|--|--|---------------------|--|--|

b. Appendix Observation Checklist

The problems' faced by teachers in encouraging students based on the students difficulties in speaking English based on (Ur, 2009)

Teacher 1 (T1)

| No. | Aspect | Indicators | Yes | No |
|-----|-----------------------------|--|-----|----|
| 1. | Inhibition | The students can not chose the suitable vocabulary to make a sentence | ✓ | |
| | | The students shy when speak English in front of the class | | ✓ |
| | | The students confused to make a sentence orally | ✓ | |
| | | The students fear of criticism by others | | ✓ |
| 2. | Nothing to say | The student doesn't want to speak English in the learning process | ✓ | |
| | | The students don't t have motivate to express themselves | ✓ | |
| | | The students lack of vocabulary | ✓ | |
| 3. | Low or uneven participation | There are any students who active and not active in the teaching and learning process | ✓ | |
| | | There are any student who are active and dominant | ✓ | |
| 4. | The use of mother tongue | In the teaching and learning process there are any student who still use Indonesian language | ✓ | |
| | | The students does not try to speak English | ✓ | |

Teacher 2 (T2)

| No. | Aspect | Indicators | Yes | No |
|-----|----------------|---|-----|----|
| 1. | Inhibition | The students can not chose the suitable vocabulary to make a sentence | | ✓ |
| | | The students shy when speak English in front of the class | | ✓ |
| | | The students confused to make a sentence orally | | ✓ |
| | | The students fear of criticism by others | | ✓ |
| 2. | Nothing to say | The student doesn't want to speak English in the learning process | | ✓ |
| | | The students don't t have motivate to express themselves | | ✓ |
| | | The students lack of vocabulary | | ✓ |
| 3. | Low or uneven | There are any students who active and not active in the teaching and learning process | ✓ | |

| | | | | |
|----|--------------------------|--|---|--|
| | participation | There are any student who are active and dominant | ✓ | |
| 4. | The use of mother tongue | In the teaching and learning process there are any student who still use Indonesian language | ✓ | |
| | | The students does not try to speak English | ✓ | |

c. **Appendix of Observation Learning Process**

Observation Learning Process Based on Abdul Gafur (2012)

Teacher 1 (T1)

| No. | Aspect | Indicators | Yes | No |
|-----|---------------|--|-----|----|
| 1. | Introduction | Give greeting and check attendance | ✓ | |
| | | Pray together | ✓ | |
| | | Perform apperception by asking questions | ✓ | |
| | | Introduces the topic of what they are going to learn | ✓ | |
| | | Delivering learning objectives | ✓ | |
| 2. | Main Activity | Students have to be active related to the material given | ✓ | |
| | | There are question and answer between teacher and students | ✓ | |
| | | Discuss the material related to the topic | ✓ | |
| | | Controls the students | ✓ | |
| 3. | Closing | Provide opportunities for critical thinking | ✓ | |
| | | Provide suggestion or feedback | ✓ | |
| | | Closed the meeting by greeting | ✓ | |
| | | Arouse curiosity , interest and attention students in the learning process | ✓ | |

Teacher 2 (T2)

| No. | Aspect | Indicators | Yes | No |
|-----|---------------|--|-----|----|
| 1. | Introduction | Give greeting and check attendance | ✓ | |
| | | Pray together | ✓ | |
| | | Perform apperception by asking questions | ✓ | |
| | | Introduces the topic of what they are going to learn | ✓ | |
| | | Delivering learning objectives | ✓ | |
| 2. | Main Activity | Students have to be active related to the material given | ✓ | |
| | | There are question and answer between teacher and students | ✓ | |

| | | | | |
|----|---------|--|---|--|
| | | Discuss the material related to the topic | ✓ | |
| | | Controls the students | ✓ | |
| 3. | Closing | Provide opportunities for critical thinking | ✓ | |
| | | Provide suggestion or feedback | ✓ | |
| | | Closed the meeting by greeting | ✓ | |
| | | Arouse curiosity , interest and attention students in the learning process | ✓ | |

Appendices 2.

Field Note Observation

CLASSROOM OBSERVATION 1

Date : 06 March 2023

Time : 07.45-09.15

Class: XI international

Material : Explanation Text

Teacher : Teacher 2

The teaching and learning process start at 07.45 to 09.15, the teacher enters the classroom and prepares herself in front of the class. The teacher starts the meeting by greeting and the students answer the greeting. The teacher asked the students' condition and asks to the class leader to lead a pray. The class leader said "before we start our class today, let's pray, pray begin". Before the teaching and learning started, the teacher checks students' attendance first. After that, the teacher motivates the students with play a song in the titled "fight song" by Rachel Platten. The teacher and students sing a song together. After listen a song, the teacher asks two students randomly to answer the information or the meaning of the song.

In the core activity, the teacher displayed power point in front of the class, then teacher started the teaching and learning process with the question is "can you guess what we will learn?". The teacher displayed the materials in slide power point about the definition of explanation text, the purpose of explanation text, generic structure of explanation text, language features of explanation text, and the examples of explanation text. After all of the material has been explained, the teacher and the students watch one video it is about producing of mineral water. The teacher makes a group consist of 3 students to discuss about the video of producing mineral water. After all of the group discus, then every group presented about the information of producing mineral water.

After the materials have been explained by the teacher, the teacher asks to the students about the material that has been learned, and then the teacher evaluates students about today's learning and provides comments or suggestions to students regarding the material. Then, the teacher closed the lesson by reading hamdalah and greetings "wassalamualaikum warrahmatullahi wabbarahkatuh" and the students answer the greetings. The teacher prepares in front of the class, and one of the students said "salutation" and all of the students say "thank you miss". Then the teacher answered "you're welcome" and left the classroom.

CLASSROOM OBSERVATION 2

Date : March 06 2023

Time : 09.30-11.00

Class: X international

Material : Report Text

Teacher : Teacher 1

The teaching and learning process start at to 09.15 to 11.00. The teacher starts the meeting by greeting and the students answer the greeting. The teacher asked the students' condition. Before the teaching and learning process, the teacher said that "before we start our lesson today, please check your table, is there any trash or something, please take it on your trash". After that the teacher checks students' attendance. Then, the teacher asks to the students to collect the smartphone in the front of the class. After that, the teacher gives some learning motivation to the students. The teacher gives some riddles to students to read a text in the front of and then the students one by one answered it. After that, the teacher explains the learning objectives to students.

In this core activity, the teacher asks the students randomly one by one to read a text which displayed in front of the class. After that the teacher and students discuss the contents of the text. The teacher displayed the materials in front of the class, and then ask to students as randomly to reads the materials such as the definition of report text, generic structure, social function or purpose, and language features of report text. The teacher gives the examples of the text and then discuss about the text with students including the general classification, description, and others. After that, the teacher asks to students whether they have understood or not. If the students already understand the material, the teacher continues by making a group consist of 5-6 students for discussion. After that, the teacher explains the assignments to students to make a mind map about the topic that has given in 30 minutes and then present the work in front of the class. After 30 minutes has passed, the teacher asks students to tell the text in front of the class with a rule that there is a group present the assignment in front of the class, and other groups listen carefully and gave feedback. This activity run until time is over.

At the end of the lesson, the teacher asks again to students about the material that has been studied. After that, the teacher do the reflection to students about the feeling after learning the materials, the difficulties of the materials, and then explain the material for the next week. After that, the teacher closed the lesson by say thanks and greeting, the students answered the greetings.

CLASSROOM OBSERVATION 3

Date : 13 March 2023

Time : 07.45-09.15

Class: XI international

Material : Explanation Text

Teacher : Teacher 2

The teaching and learning process start at 07.45 to 09.15, the teacher enters the classroom and prepares herself in front of the class. The teacher starts the meeting by greeting and saying “Assalamualaikum Warrahmatullahi Wabarakatuh” and the students answer the greeting. The teacher asked the students’ condition and asks to the class leader to lead a pray. The class leader said “before we start our class today, let’s pray, pray begin”. Before the teaching and learning start, the teacher checks students’ attendance first. The teacher asks to the students to collect the smartphone in front of the class. After that, the teacher asks to the several students about the material at the previous meeting there is about explanation text. The teacher calls randomly several students about the material learned.

In the core activity, the teacher gives students exercise is about explanation text. The teacher gives the students 15 minutes to answer all of the questions that have been given by the teacher. After the students do the exercise, the teacher and students discussed together. The teacher calls randomly one student to read the text. Then, the teacher calls again one student to give the meaning of the text. After that the teacher calls randomly again several students to read the text, give the meaning of the text, and answer the question of the text. The teacher also asks to the students about the language features and the generic structure of the text. Then, all of the students actively answer the teacher’s question. After all of the exercise has been answered, the teacher also gives the students a text about rainbow. The teacher gives the students 20 minutes to answer all of the questions in the text. After 20 minutes is over, the teacher and students discuss about the text. The teacher calls one by one of students to read the question of the exercise. The students read a text and also give the meaning of the text. After that, the students answer the question until the question of the exercise is answered.

At the end of the lesson, the teacher gives an evaluation to the students regarding the material, exercise of explanation text, and also practice of speaking about explanation text. After the teacher closed the lesson by reading hamdalah and greeting “Wassalamualaikum warrahmatullahi wabbarahkatuh” the students answered the greetings and the teacher prepared herself again in front of the class and one of the students said “salutation” and all of the students say “thank you miss”. Then the teacher answered “you’re welcome” and left the classroom.

CLASSROOM OBSERVATION 4

Date : March 13 2023

Time : 09.30-11.00

Class: X international

Material : Report Text

Teacher : Teacher 1

The teaching and learning process start at to 09.15 to 11.00, the teacher enters the classroom and prepares herself in front of the class. The teacher starts the meeting by greeting and saying “Assalamualaikum Warrahmatullahi Wabarakatuh” and the students answer the greeting. The teacher asked the students’ condition. Before the teaching and learning started, the teacher checks students’ attendance first. Then, the teacher asks to the students to collect the smartphone in the front of the class. After that, the teacher gives some learning motivation to the students. The teacher explained again about the task of presentation in the previous meeting. The teacher tells to the students to sit down and gather with the groups. After all of the students sit down and gather with groups, the teacher calls group one to come and presentation in front of the class to explain about animal that has been given.

In the core activity, the groups who presented will present about analysis of text, social function of text, the generic structure of text, and language features made in mind map using canva based on animal given. The first group presented about ostrich animal. One by one the members of group read a text which theirs’ have prepared. After all of the material or text explained to the others students and teacher, the others group can ask the question based on the explanation of groups have presented. After the question has answered by group who presented, then others groups explained in front of the class based on the animal given. Then, after that others groups also can ask the question to the group who presented. This activity runs until time is over.

At the end of the lesson, the teacher asks again to students about the material that has been studied. After that, the teacher do the reflection to students about the feeling after learning the materials, the difficulties of the materials, and then explain the material for the next week. After that, the teacher closed the lesson by say thanks and greeting “wassalamualaikum warrahmatullahi wabbarahkatuh” the students answered the greetings and the teacher prepared herself again in front of the class and one of the students gave a signal for respect “attention please” and all students said that “thank you miss”. The teacher answered “your welcome” and left the classroom.

CLASSROOM OBSERVATION 5

Date : May 08, 2023

Time : 07.45-09.15

Class: XI international

Material : Review Text

Teacher : Teacher 2

The teaching and learning process start at 07.45 to 09.15, the teacher enters the classroom and prepares herself in front of the class. The teacher starts the meeting by greeting and saying “Assalamualaikum Warrahmatullahi Wabarakatuh” and the students answer the greeting. The teacher asked the students’ condition. After that the teacher calls class leader to lead pray before study. The class leader said “before start our class today, let’s pray together, pray begin”. Then the teacher checks students’ attendance first. After that, the teacher asks to the students to collect the smartphone in front of the class. The teacher explained to the students about the activity will do in this meeting. The teacher will make a rule and agreement with all of the students for the task in the next meeting.

In the core activity, the teacher explains and discuss with students about the task for final speaking show for the next week. Teacher gives two choice that student must choose for the final speaking show there are story based on book literature review and story from movie magic, then all of the students answer actively is movie magic. After that, the teacher discusses and makes deals with students about the criterion and the rules for the final speaking show. The teacher asks the students about the time of presentation “3-5 minutes, it is enough for you to speak?” then, all of the students said “yes, enough miss”, then, the teacher asks several question again to students, for example is “if one performs, how should the others students do?” then, all of the students answer the question based on their brain such as “just listen miss”, then any students answer “get out from the class miss”, or “asking some question after perform miss”, and many others actively participate in this discussion. After the teacher makes a rule and agreement with the students, the teacher explains the steps that students do when perform such as tell the content, the title, the characters, and the plot of the movie.

At the end of the lesson, after all of the students agree with the task for the next week, the teacher said that “it’s okay to make a mistake on your speaking performance, or your speaking is lacking it’s okay, you shouldn’t embarrassed, you must be brave”. After that, the teacher closed the meeting with greetings “wassalamualaikum warrahmatullahi wabbarahkatuh” and students answered greetings. After that, one of the students said “salutation” and all students said that “thank you miss witria”. The teacher answered “your welcome” and left the classroom.

CLASSROOM OBSERVATION 6

Date : May 08, 2023

Time : 09.30-11.00

Class: X international

Material : Announcement

Teacher : Teacher 1

The teaching and learning process start at 09.30, to 11.00 the teacher enters the classroom and prepares herself in front of the class. The teacher starts the meeting by greeting and saying “Assalamualaikum Warrahmatullahi Wabarakatuh” and the students answer the greeting. The teacher asked the students’ condition. Before the teaching and learning started, he teacher checks students’ attendance first.

In this core activity, the teacher asks to the students about the material will be learn. The teacher said that “what the material we will learn?”, the student actively answer “It is about announcement” then, the teacher asks to the students is “what do you know about announcement” then students randomly answered “pengumuman”, “important things”, and “informasi”. After that, the teacher explains the social function of announcement and also discuss with students about the information that students found in the announcement that have been given. T1 asks to students about the examples that the students ever have found the announcement in their lives. After that the students answer T1 question. T1 explains the content of announcement, language features, tips and trick to write announcement, kinds of announcement, mention several examples of announcements, the media of announcement, and the pattern of announcement. After that, the teacher gives one picture that can explain about the opening, content, and also closing in announcement.

At the end of the lesson, the teacher reviews about the material that has been studied to the students. The teacher also gave reflection to students about the feeling after learning the materials, the difficulties of the materials, and then explaining the material for the next week. After that, the teacher reminds the students to still practices speaking English. Then, the teacher closed the lesson by say thanks and greeting “wassalamualaikum warrahmatullahi wabbarahkatuh” the students answered the greetings and the teacher prepared herself again in front of the class and one of the students gave a signal for respect “attention please” and all students said that “thank you miss rea”. The teacher answered “your welcome” and left the classroom.

CLASSROOM OBSERVATION 7

Date : May 15, 2023

Time : 07.45-09.15

Class: XI international

Material : Review Text

Teacher : Teacher 2

The teaching and learning process start at 07.45 to 09.15, the teacher enters the classroom and prepares herself in front of the class. The teacher starts the meeting by greeting and saying “Assalamualaikum Warrahmatullahi Wabarakatuh” and the students answer the greeting. The teacher asked the students’ condition. After that the teacher leads to pray together. The teacher said “Before we start our class today, let’s pray together, pray begin”. Then the teacher checks students’ attendance first. After that, the teacher asks to the students to collect the smartphone in front of the class.

In this core activity, the teacher writes number 1-33 in a paper, the number wrote based on the students. After the teacher has written the number, the students one by one come in front of the class to take the paper which has written a number. The order of presentation is indicated by the number chosen by each student. After all of the students have the numbers, the teacher calls two students to become a guard who have a role to maintaining the learning environment or keeping other students focused and paying attention to those who presented in front of the class. After that the teacher calls the student who has number one tell or present about the movie that she/he has watched. The students only have 3-5 minutes to present a movie. Every student tells a story about the movie that they have chosen using power point in front of the class. The students can tell a story start from the title of the story, the characters of story, the synopsis of story, ending of story, moral value of story, and others. The students one by one present in front of the class until time finished. In this meeting only 12 students have presented about the movie, and others students can present in the meeting because time is over. After time is passed, teacher said “Give applause please” then, all of the students applause to the students have presented.

At the end of the lesson, the teacher gives some review and suggestion to all of the students who have been presented or not. Then, the teacher closed the meeting by saying “That’s my session, thank you for your attention, wassalamualaikum warrahmatullahi wabbarahkatuh”. Then the students answered greetings.

CLASSROOM OBSERVATION 8

Date : May 15, 2023

Time : 09.30-11.00

Class: X international

Material : Announcement

Teacher : Teacher 1

The teaching and learning process start at 07.45 to 09.15, the teacher enters the classroom and prepares herself in front of the class. The teacher starts the meeting by greeting and saying “Assalamualaikum Warrahmatullahi Wabarakatuh” and the students answer the greeting. The teacher asked the students’ condition and asks to the class leader to lead a pray. The class leader said “before start our class today, let’s pray together, pray begin”. Before the teaching and learning started, the teacher checks students’ attendance first. After checking the attendance, the teacher explains the rule for this meeting. The teacher calls the students to count the number 1 until 7. The number is to determine the theme of announcement. The students one by one count 1 until 7, and back to count 1 until 7, and count 1 until 7, again, and again. After all of the students have the number and also have the theme of announcement, all of the students must make spoken announcement based on the theme that has been obtained.

In the core activity, after all the students have made announcement, the teacher calls randomly one by one student to read the announcement that has made. The spoken announcement must consist of greetings, addressee, purpose of announcing, detail information (person, place, date, time, event), and closing. After all of the students prepare and make announcement, the teachers call randomly one by one student to read the announcement that has been made in front of the class.

The teacher gives some review and suggestion to all of the students who have been presented or not. The students who have not advanced to present the spoken announcement, the students present in the next week. Then the teacher closed the meeting with greetings “Thank you, wassalamualaikum warrahmatullahi wabbarahkatuh”. Then all of the students answered greetings. The students continued to salute the teacher and the teacher left the classroom.

Appendices 3.
Interview Guideline

List of Question Interview

1. Kelas berapa saja yang miss ajar?
2. Baik miss, apasih bedanya kelas regular dan kelas internasiona di SMA Batik 1 Surakarta miss?
3. Apa karakteristik dari kelas internasional di SMA Batik 1 Surakarta miss?
4. Dalam proses pengajarannya apakah ada perbedaan antara kelas regular dan kelas internasional miss
5. Apakah ada perbedaan strategi mengajar antara kelas regular dan kelas internasional di SMA Batik 1 Surakarta
6. Nama strategi yang miss gunakan apa aja miss?
7. Untuk kelas internasional sendiri di SMA 1 Batik menggunakan kurikulum merdeka saja atau ada campuran dengan kurikulum jenis yang lain miss?
8. Menurut miss apa perbedaan yang mendasar anatar kurikulum merdeka dengan kurikulum lainnya?
9. Baik miss, untuk strategi, strategi pengajaran apa yang biasa miss gunakan untuk mendorong siswa berbicara bahasa Inggris dalam proses pembelajaran miss?
10. Baik miss, masuk dalam pertanyaan startegi ya miss, dalam proses pengajaran, pernah ngga menggunakan startegi atau metode acting from script? Jadi seperti anak-anak memerankan dialog menggunakan buku gitu, pernah ngga ya miss?
11. Baik miss, kalo untuk strategi communication games pernah ngga miss? Kaya siswa itu menyelesaikan teka-teki, tebak gambar?
12. Kalau startegi diskusi pernah ya miss?
13. Bagaimana cara miss dalam mengimplementasikan strategi diskusi tersebut?
14. Dalam diskusi kan pasti ada siswa yang aktif dan ngga, bagaimana miss menyikapi hal tersebut?
15. Kalo untuk prepared talks miss pernah ngga miss? Kaya siswa atau kelompok mempresentasikan suatu topic di depan kelas
16. Bagaimana cara miss dalam mengimplementasikan strategi prepared talks atau presentasi itu miss?

17. Kalo presentasi itu tergantung materi ya mba, kadang presentasi dilakukan secara individu kadang juga berkelompok. Implementasinya ya siswa diberikan topik atau mengerjakan tugas, lalu presentasi ke depan kelas gitu mba
18. Kalo untuk questionnaires pernah ngga miss? Jadi seperti ada kelompok yang presentasi, dan kelompok lain itu harus bertanya mengenai presentasi tersebut
19. Bagaimana cara miss dalam mengimplementasikan strategi questionnaires itu miss?
20. Baik miss, selanjutnya kalo untuk simulation dan role play. Bermain peran gitu miss, pernah ngga?
21. Baik miss, kalo untuk information gap pernah ngga miss? Jadi kaya siswa berpasangan lalu si A itu mempunyai informasi yang si B tidak punya, jadi mereka harus sharing
22. Kalo untuk brainstorming sering ya miss? Kaya siswa ngasih ide atau pendapatnya secara langsung gitu miss
23. Bisa dijelaskan bagaimana implementasi atau prosedur miss dalam menggunakan strategi tersebut
24. Baik miss, kalo untuk storytelling pernah ngga miss?
25. Kalo untuk interview gitu pernah ngga miss? Jadi kaya misalnya siswa diberikan suatu topic tertentu, lalu melakukan interview terkait topik tersebut
26. Baik miss, kalo untuk Story Completion gitu pernah ngga miss? Jadi kaya seseorang menceritakan suatu cerita tetapi setelah beberapa kalimat itu dia berhenti, lalu dilanjut oleh orang selanjutnya untuk melanjutkan cerita dari poin yang dihentikan sebelumnya
27. Baik miss, kalo untuk reporting gitu pernah ngga miss?
28. Kalo untuk playing card pernah ngga miss?
29. Baik miss, tapi kalo untuk picture narrating pernah ngga miss?
30. Picture describing pernah ngga miss?
31. Baik miss, kalo untuk find the difference gitu pernah ngga miss?
32. Baik miss, lanjut ya miss, apakah dalam mengimplemtasikan strategi tersebut, miss menemukan ada siswa yang kurang memiliki vocabulary, malu, atau takut untuk berbicara bahasa Inggris dalam proses pembelajaran

33. Ada ga sih miss, siswa yang ketika ditanya sama miss, trus siwanya ngga bisa merespon gitu nothing to say
34. Biasanya berapa siswa sih miss yang memiliki kekurangan dalam bahasa Inggris di kelasnya miss?
35. Tapi waktu pas di dalam pembelajaran, ada ngga miss siswa yang menggunakan bahasa ibu atau bahasa Indonesia
36. Lalu bagaimana miss menyikapi hal tersebut?
37. Baik miss, lalu pernah ngga miss nemuin siswa yang motivasinya rendah waktu pas belajar?
38. Dalam proses pengajaran di kelas X internasional, bagaimana ketertarikan siswa dalam belajar bahasa Inggris miss?

Appendices 4.
Transcript Interview

The Result of Interview the Teacher 1

Date : April, 06 2023 and April, 11 2023

Place : SMA Batik 1 Surakarta

Teacher : Teacher 1

| | | | |
|------|------------|---|--|
| 01. | Researcher | : | Kelas berapa saja yang miss ajar? |
| 02. | Teacher 1 | : | Saya mengajar di kelas X dan XI. Kelas XI itu saya ngajar di 6 kelas, kelas X nya Cuma 2 yaitu di X Internasional dan X2 |
| 03. | Researcher | : | Baik miss, apasih bedanya kelas regular dan kelas internasiona di SMA Batik 1 Surakarta miss? |
| 04. | Teacher 1 | : | Bedanya dari segi apa dulu, yang jelas bedanya itu dari segi program yang ada. Di kelas internasional itu lebih banyak program khusus, yang jelas pembelajaran ada beberapa mapel yang menggunakan bahasa Inggris. Kalo di kelas regular menggunakan bahasa Indonesia, namun untuk di kelas internasional menggunakan bahasa Inggris sebagai bahasa utama. |
| 05. | Researcher | : | Apa karakteristik dari kelas internasional di SMA Batik 1 Surakarta miss? |
| 06. | Teacher 1 | : | Di kelas internasional itu ada beberapa program-program khusus seperti yang namanya one day with native, jadi kita mendatangkan bule untuk bekerjasama tapi hanya sehari. Setahun itu biasanya 2-3 kali. Ada program study kampus juga setiap tahunnya jadi kalau regular itu study tour cuma sekali di kelas 11 tapi kalau kelas internasional itu nanti setiap jenjang akan pergi ke kampus-kampus. Makannya namanya kampus trip atau study kampus yang dilakukan pada tahun pertama di dalam negeri dan untuk tahun kedua dan ketiga di luar. |
| 07. | Researcher | : | Dalam proses pengajarannya apakah ada perbedaan antara kelas regular dan kelas internasional miss |
| 08. | Teacher 1 | : | Kalau saya pribadi untuk bahasa Inggris mata pelajarannya atau materinya saya bedakan, jadi lebih susah yang internasional. Jadi misal di regular itu cuma simple past, tapi kalau di kelas internasional itu saya kasih juga past continuousnya. Jadi lebih complex. |
| 09. | Researcher | : | Apakah ada perbedaan strategi mengajar antara kelas regular dan kelas internasional di SMA Batik 1 Surakarta? |
| 010. | Teacher 1 | : | Hampir sama sih tapi karena di kelas internasional itu dituntut pembelajaran dan penggunaan bahasa yang |

| | | | |
|------|------------|---|--|
| | | | menggunakan bahasa Inggris jadi saya banyakin speakingnya. Jadi maksudnya penyampaian materinya hampir sama strateginya, cuma tugasnya itu beberapa kali saya selipin mengharuskan mereka menjelaskan menggunakan bahasa Inggris. |
| 011. | Researcher | : | Nama strategi yang miss gunakan apa aja miss? |
| 012. | Teacher 1 | : | Kalau kemarin saya pakai video. Karena strategi itu kan menyesuaikan materi ya mba, nah dikarenakan anak-anak SMA itu materinya kebanyakan teks jadi kemaren itu materinya ada descriptive sama recount text dan kebetulan banyak tuh di youtube yah kalau hanya teks membaca kan anak gampang bosan jadi saya nyari-nyari video yang ada speakingnya, ada spokennya juga ada teksnya jadi mereka juga bisa baca bisa memvisualkan jadi saya pakai video untuk bahan ajar. |
| 013. | Researcher | : | Untuk kelas internasional sendiri di SMA 1 Batik menggunakan kurikulum merdeka saja atau ada campuran dengan kurikulum jenis yang lain miss? |
| 014. | Teacher 1 | : | Kalau kurikulumnya ngga, kita cuman menggunakan kurikulum merdeka mba. Tapi di kelas internasional itu ada program tambahan dari sekolah itu ada materi atau mapel Cambridge. Jadi anak-anak kelas internasional itu ada tambahan jam kaya ekstra 2 mapel math Cambridge sama bahasa Inggris Cambridge. Tapi itu tidak masuk kurikulum. |
| 015. | Researcher | : | Menurut miss apa perbedaan yang mendasar antara kurikulum merdeka dengan kurikulum lainnya? |
| 016. | Teacher 1 | : | Ada pembelajaran project, trus kalau materi hampir sama sih mba, cuma kalau model ajar yang ada di kurikulum merdeka itu lebih difokuskan pada problem based sama inquiry based learning |
| 017. | Researcher | : | Baik miss, untuk strategi, strategi pengajaran apa yang biasa miss gunakan untuk mendorong siswa berbicara bahasa Inggris dalam proses pembelajaran miss? |
| 018. | Teacher 1 | : | Kebanyakan saya ngajar di X IC itu menggunakan presentasi gitu mba, diskusi yo sering, trus apalagi ya tanya jawab gitu ke siswa juga sering |
| 019. | Researcher | : | Baik miss, masuk dalam pertanyaan startegi ya miss, dalam proses pengajaran, pernah ngga menggunakan startegi atau metode acting from script? Jadi seperti anak-anak memerankan dialog menggunakan buku gitu, pernah ngga ya miss? |
| 020. | Teacher 1 | : | Pernah waktu dulu di kelas apa yah saya lupa, tapi kalo di kelas X IC si belum pernah |
| 021. | Researcher | : | Baik miss, kalo untuk strategi communication games |

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| | | | pernah ngga miss? Kaya siswa itu menyelesaikan teka-teki, tebak gambar? |
| 022. | Teacher 1 | : | Teka teki belum pernah |
| 023. | Researcher | : | Kalau startegi diskusi pernah ya miss? |
| 024. | Teacher 1 | : | Iya mba sering saya menggunakan diskusi |
| 025. | Researcher | : | Bagaimana cara miss dalam mengimplementasikan strategi diskusi tersebut? |
| 026. | Teacher 1 | : | Ya biasa, kalo diskusi ya mengenai topik tertentu, lalu biasanya setelah diskusi siswa mempresentasikan hasilnya di depan kelas |
| 027. | Researcher | : | Dalam diskusi kan pasti ada siswa yang aktif dan ngga, bagaimana miss menyikapi hal tersebut? |
| 028. | Teacher 1 | : | Ada, pasti hehe. Setiap ada tugas kelompok atau berdiskusi itu saya pasti shutdown dengan kelompoknya dan pasti saya tanyain satu-satu, yang ngga bisa jawab yaudah saya bilang yaudah pasti nilainya beda |
| 029. | Researcher | : | Hehe baik miss, kalo untuk prepared talks miss pernah ngga miss? Kaya siswa atau kelompok mempresentasikan suatu topic di depan kelas |
| 030. | Teacher 1 | : | Kalo presentasi itu sering mba |
| 031. | Researcher | : | Bagaimana cara miss dalam mengimplementasikan strategi prepared talks atau presentasi itu miss? |
| 032. | Teacher 1 | : | Ya biasa mba, kalo presentasi itu siswa mempresentasikan suatu tugas di depan kelas gitu mba kadang tugasnya sendiri dan kadang kelompok tergantung materi. Implementasinya ya siswa diberikan topik atau mengerjakan tugas, lalu presentasi ke depan kelas gitu mba |
| 033. | Researcher | : | Baik miss, kalo untuk questionnaires pernah ngga miss? Jadi seperti ada kelompok yang presentasi, dan kelompok lain itu harus bertanya mengenai presentasi tersebut |
| 034. | Teacher 1 | : | Oh belum pernah mba |
| 035. | Researcher | : | Baik miss, selanjutnya kalo untuk simulation dan role play. Bermain peran gitu miss, pernah ngga? |
| 036. | Teacher 1 | : | Bermain peran kalo di kelas IC belum mba |
| 037. | Researcher | : | Baik miss, kalo untuk information gap pernah ngga miss? Jadi kaya siswa berpasangan lalu si A itu mempunyai informasi yang si B tidak punya, jadi mereka harus sharing |
| 038. | Teacher 1 | : | Belum pernah |
| 039. | Researcher | : | Hehe baik miss, kalo untuk brainstorming sering ya miss? Kaya miss ngasih pertanyaan secara langsung, lalu siswa ngasih ide atau pendapatnya secara |

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| | | | langsung gitu miss |
| 040. | Teacher 1 | : | Oh iya itu sering mba hehe |
| 041. | Researcher | : | bisa dijelaskan bagaimana implementasi atau prosedur miss dalam menggunakan strategi tersebut |
| 042. | Teacher 1 | : | Itu si saya biasanya ngasih pertanyaan pertanyaan secara langsung aja mba ke siswa, biar siswa itu pada ngomong dan lebih berani mengeluarkan pendapatnya |
| 043. | Researcher | : | Baik miss, kalo untuk storytelling pernah ngga miss? |
| 044. | Teacher 1 | : | Menceritakan ulang ya? Belum pernah si |
| 045. | Researcher | : | Oh nggih baik miss, kalo untuk interview gitu pernah ngga miss? Jadi kaya misalnya siswa diberikan suatu topik tertentu, lalu melakukan interview terkait topik tersebut |
| 046. | Teacher 1 | : | Kalo disuruh berpasangan trus ngobrol gitu gapernah deh, malah pernahnya sama saya mba. |
| 047. | Researcher | : | Baik miss, kalo untuk Story Completion gitu pernah ngga miss? Jadi kaya seseorang menceritakan suatu cerita tetapi setelah beberapa kalimat itu dia berhenti, lalu dilanjut oleh orang selanjutnya untuk melanjutkan cerita dari poin yang dihentikan sebelumnya |
| 048. | Teacher 1 | : | Belum itu |
| 049. | Researcher | : | Baik miss, kalo untuk reporting gitu pernah ngga miss? |
| 050. | Teacher 1 | : | Belum juga mba |
| 051. | Researcher | : | Kalo untuk playing card pernah ngga miss? |
| 052. | Teacher 1 | : | Play card belum |
| 053. | Researcher | : | Baik miss, tapi kalo untuk picture narrating pernah ngga miss? |
| 054. | Teacher 1 | : | Itu juga belum |
| 055. | Researcher | : | Picture describing pernah ngga miss? |
| 056. | Teacher 1 | : | Belum pernah sih |
| 057. | Researcher | : | Baik miss, kalo untuk find the difference gitu pernah ngga miss? |
| 058. | Teacher 1 | : | Belum |
| 059. | Researcher | : | Baik miss, lanjut ya miss, apakah dalam mengimplemtasikan strategi tersebut, miss menemukan ada siswa yang kurang memiliki vocabulary, malu, atau takut untuk berbicara bahasa Inggris dalam proses pembelajaran |
| 060. | Teacher 1 | : | Ya Itu juga semua saya temui selama proses pengajaran mba hehe, kalau kurang vocab jelas, tiba-tiba dia gatau apa-apa dan kurang bisa membuat kalimat atau statement secara langsung itu saya menemukannya, kalo malu itu ya ada juga si, tapi ga banyak mba, kebanyakan kan saya tuh nyuruh |

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| | | | majunya ga kedepan kelas, ke saya aja, udah kamu cukup ke aku aja, coba aku liat kemampuanmu seberapa gitu |
| 061. | Researcher | : | Ada ga sih miss, siswa yang ketika ditanya sama miss, trus siwanya ngga bisa merespon gitu nothing to say |
| 062. | Teacher 1 | : | Iya mba ada aja siswa yang begitu. |
| 063. | Researcher | : | Biasanya berapa siswa sih miss yang memiliki kekurangan dalam bahasa Inggris di kelasnya miss? |
| 064. | Teacher 1 | : | 5 siswa mungkin mba |
| 065. | Researcher | : | Tapi waktu pas di dalam pembelajaran, ada ngga miss siswa yang menggunakan bahasa ibu atau bahasa Indonesia |
| 066. | Teacher 1 | : | “Oh pasti ada mba, siswa kadang menggunakan bahasa Indonesia dalam proses pembelajaran, ini itu karena jika ada siswa yang ngomong bahasa Indonesia, nah pasti yang lain akan kedistract gitu mba jadi pada ikutan make indo. Kadang siswa juga merasa terlalu sudah akrab dengan saya jadi kadang mereka suka meledek dengan becandaan-becandaan gitu mba menggunakan bahasa Indonesia”. |
| 067. | Researcher | : | Lalu bagaimana miss menyikapi hal tersebut? |
| 068. | Teacher 1 | : | Saya menyiapikasinya dengan peraturan no English no service mba. Jadi kamu kalau tanya sama saya tidak menggunakan bahasa Inggris ya saya tidak jawab, ini untuk menumbuhkan speaking siswa agar siswa memiliki dorongan untuk ngomong bahasa Inggris. |
| 069. | Researcher | : | Baik miss, lalu pernah ngga miss nemuin siswa yang motivasinya rendah waktu pas belajar? |
| 070. | Teacher 1 | : | Hmm ada si tapi cuma beberapa siswa aja mba yang begitu, tapi kebanyakan dari mereka ya aktif |
| 071. | Researcher | : | Dalam proses pengajaran di kelas X internasional, bagaimana ketertarikan siswa dalam belajar bahasa Inggris miss? |
| 072. | Teacher 1 | : | Keteratrikan? Ya karena mereka masuk sudah di tes ya mostly bisalah bahasa Inggris walaupun ada yang tinggi banget dan ada yang low. Kalau ketertarikan ya off course mereka tertarik karena mereka sudah ada basicnya dulu. Tapi ada juga sih yang ngga, maksudnya dia ngga begitu mahir bahasa Inggris juga ada. |
| 073. | Researcher | : | Baik miss, bagaimana ketertaikan kelas X internasional dalam proses pembelajaran miss? |
| 074. | Teacher 1 | : | Siswanya ya, hehe. Heterogen si mba, yang rajin ya rajin, yang kurang perhatian juga ada, kurang perhatian dalam pembelajaran ya, maksudnya dia |

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| | | | memperhatikan gitu, bukan saya yang memperhatikan itu juga ada. Tapi mostly lebih menyenangkan daripada kelas reguler. Tapi ada juga yang sebenarnya memperhatikan tapi mereka harus ditarik dahulu atau harus ada pemantiknya terlebih dahulu baru ngomong gitu, mostly kaya gitu si di kelas. |
| 075. | Researcher | : | Baik miss, cukup informasinya, terima kasih miss |
| 076. | Teacher 1 | : | Oh ya mba sama-sama, sukses ya |

The Result of Interview the Teacher 2

Date : March, 7 2023 and May, 08 2023

Place : SMA Batik 1 Surakarta

Teacher : Teacher 2 (T2)

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| 001. | Resercher | : | Kelas berapa saja yang miss ajar? |
| 002. | Teacher 2 | : | Saya mengajar di kelas XI internsional, dan kelas X regular, XI 1 sampai 5 dan XII regular mba. |
| 003. | Resercher | : | Apa bedanya kelas regular dan kelas internasional di SMA Batik 1 Surakarta miss? |
| 004. | Teacher 2 | : | Bahasa yang digunakan dalam proses pembelajaran itu beda mba, di IC itu 75%-80% guru itu use English, sedangkan di regular ya biasa aja paling sekitar 50% menggunakan bahasa Inggris. |
| 005. | Resercher | : | Apa karakteristik dari kelas internasional di SMA Batik 1 Surakarta miss? Selain bahasa yang digunakan? |
| 006. | Teacher 2 | : | Oh, ini kalau di bahasa Inggris kan? Karakteristiknya ya kalo materi beda mba, lebih kaya fun gitu mba, soalnya kalo di kelas internasional kan lebih menekankan ke speakingnya, ke performance di Englishnya, ya pokoknya goal keseluruhan si intinya itu bagaimana mereka mempersiapkan study ke luar negeri, program-programnya juga banyak yang beda kaya ada study ke luar negeri, study comprehension gitu gitu. |
| 007. | Resercher | : | Apakah ada perbedaan strategi mengajar antara kelas regular dan kelas internasional di SMA Batik 1 Surakarta? |
| 008. | Teacher 2 | : | Jelas beda mba, seperti yang jenengan lihat. Kaya kemaren misalnya, oh iyaya ini di IC saya ngga harus translate kaya gitu, kalo di regular kan kadang sering translate saya. |
| 009. | Resercher | : | Baik miss, untuk strategi, strategi pengajaran apa yang biasa miss gunakan untuk mendorong siswa berbicara bahasa Inggris dalam proses pembelajaran miss? |
| 010. | Teacher 2 | : | Biasanya saya sering gunakan diskusi, presentasi, storytelling, sama tanya jawab gitu mba |
| 011. | Resercher | : | Untuk pembelajaran tadi, miss menggunakan diskusi ya miss? |
| 012. | Teacher 2 | : | Iya diskusi mba |
| 013. | Resercher | : | Untuk kelas internasional sendiri di SMA 1 Batik menggunakan kurikulum merdeka saja atau ada campuran dengan kurikulum jenis yang lain miss? |

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| 014. | Teacher 2 | : | Menggunakan kurikulum merdeka mba |
| 015. | Resercher | : | Menurut miss, apakah ada perbedaan yang mendasar antara kurikulum merdeka dengan kurikulum lainnya? |
| 016. | Teacher 2 | : | Di kurmed ada pembelajaran projectnya mba |
| 017. | Resercher | : | Baik miss, masuk dalam pertanyaan startegi ya miss, dalam proses pengajaran, miss pernah ngga menggunakan startegi atau metode acting from script? Jadi seperti anak-anak memerankan dialog menggunakan buku gitu, pernah ngga ya miss? |
| 018. | Teacher 2 | : | Kalo untuk kelas XI internasional ini saya gapenah mba, tapi kalo yang kelas X regular dan X IC saya pernah. |
| 019. | Resercher | : | Jadi menggunakan buku, mereka pada dialog begitu miss? |
| 020. | Teacher 2 | : | Tapi bukan dari buku si mba, buat sendiri mereka. Jadi aku kalo di IC itu jarang performance yang udah ada di buku memang, salah satu buat.. ya biar ada bedanya. Kalo cuma dari buku kan ya menurut saya loh walaupun ga semua itu menurut saya terlalu mudah. |
| 021. | Resercher | : | Iya benar sekali miss, kalo untuk strategi communication games pernah ngga miss? Kaya siswa itu menyelesaikan teka-teki, tebak gambar? |
| 022. | Teacher 2 | : | Belum, teka teki belum pernah, penasaran juga si saya |
| 023. | Resercher | : | Kalau startegi diskusi sering ya miss? Kenapa miss sering menggunakan strategi diskusi miss? Lalu bagaimana cara miss dalam mengimplementasikan strategi diskusi tersebut? |
| 024. | Teacher 2 | : | Diskusi sering banget, hampir setiap saat hehe. Karena tuh apaya mba, ya diskusi itu kan seperti main of communication aja menurut saya loh ya. Implementasinya kebanyakan itu ya siswa diberi suatu topik, nanti di elaborate sama mereka. |
| 025. | Resercher | : | Dalam diskusi kan pasti ada siswa yang aktif dan ngga, bagaimana miss menyikapi hal tersebut? |
| 026. | Teacher 2 | : | Iya pasti ada mba, saya sih lebih ke gini ya “kalo kamu bisa bertahan ya syukur kalo ngga ya pasti dia diem. Karna ngga mungkin mba, di kelas banyak ya, kecuali kalo jenengan di course ya itu kan personally memang, private, kalo di kita kan gabisa kaya gitu. Jadi kalo ada siswa yang kurang aktif ya kita ngasih treat ke satu atau dua anak gitu kalo anaknya ngga mau improve ya udah kita juga ngga memaksa, ngga akan mengorbankan yang banyak daripada sedikit, kalo kamu mau berkembang ya monggo kalo ngga yasudah, yang penting kita sudah memberikan fasilitas |

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| | | gitu. |
| 027. | Resercher | : Iya bener miss hehe, kalo untuk prepared talks miss pernah ngga miss? Kaya siswa mempresentasikan topik gitu di depan kelas? |
| 028. | Teacher 2 | : “Iya tadi salah satunya, kemaren juga pernah, ini tadi kan movie review, yang sebelumnya itu literature review itu buku, mereka juga menyiapkan. Tapi tuh yang sebelumnya tuh ga maksimal karena kan berkelompok jadi berkelompok itu kaya harus ada yang dikorbankan toh, jadi kaya misal aku suka A, temanku suka B, temenku suka C, temenku suka D nantikan mereka akan menemukan satu titik dimana yang mungkin yang dipresentasikan itu bukan kesukaan B atau C. Tapi moga-moga pertemuan depan itu karena tugasnya individu semoga lebih maksimal. Jadi ya implementasinya seperti siswa mempresentasikan mengenai suatu topic seperti film atau buku”. |
| 029. | Resercher | : Baik miss, kalo untuk questionnaires? |
| 030. | Teacher 2 | : Ngga, kalo questionnaires ngga pernah. Saya yang pake questionnaires itu paling ngevot kebijakan sekolah. |
| 031. | Resercher | : Oh ya baik miss, kalo untuk brainstorming sering ya miss? Kaya siswa ngasih ide atau pendapatnya secara langsung gitu miss |
| 032. | Teacher 2 | : Oh ya kalo itu sering |
| 033. | Resercher | : Bagaimana cara miss dalam mengimplementasikan strategi brainstorming itu miss? |
| 034. | Teacher 2 | : Ya gitu mba saya tadi saya beri topik permasalahan atau diskusi tentang tugas nah nanti anak-anak menjawab dan merespon dengan menggunakan bahasa Inggris |
| 035. | Resercher | : Baik miss, kalo untuk storytelling pernah ngga mis? |
| 036. | Tecaher 2 | Pernah kaya tadi saya ceritain itu, nah nanti besok tuh ada juga presentasi storytelling tentang film, kalo kemaren kan tentang buku mba |
| 037. | Resercher | Oh ya baik miss, implementasinya bagaimana miss? |
| 038. | Teacher 2 | Mereka nanti menceritakan ulang tentang film atau drakor atau anime yang telah mereka tonton nah nanti mereka mempresentasikan di depan kelas gitu mba |
| 039. | Resercher | : Baik miss, selanjutnya kalo untuk simulation dan role play. Bermain peran gitu miss, pernah ngga? |
| 040. | Teacher 2 | : Kalo untuk kelas XI IC ngga pernah mba, tapi kalo regular itu saya pernah |
| 041. | Resercher | : Baik miss, kalo untuk information gap pernah ngga miss? Jadi kaya siswa berpasangan lalu si A itu |

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| | | | mempunyai informasi yang si B tidak punya, jadi mereka harus sharing |
| 042. | Teacher 2 | : | Oh ngga, ngga, ngga pernah itu saya susah mikir buat ngecekin itunya susah |
| 043. | Resercher | : | Hehe baik miss, kalo untuk brainstorming sering juga ya miss? Kaya siswa ngasih ide atau pendapatnya secara langsung gitu miss |
| 044. | Teacher 2 | : | Oh ya itu sering juga, pernah waktu itu saya kasih gambar siswa trus saya tanya what is about gitu |
| 045. | Resercher | : | Baik miss, kalo untuk storytelling pernah ngga miss? |
| 046. | Teacher 2 | : | Pernah, pernah yang tadi saya bilang itu loh tentang book review. Minggu depan nanti ada mba storytelling tentang movie review jadi nanti anak-anak menceritakan ulang tentang film. |
| 047. | Resercher | : | Oh nggih baik miss, kalo untuk interview gitu pernah ngga miss? Jadi kaya misalnya siswa diberikan suatu topik tertentu, lalu melakukan interview terkait topic tersebut |
| 048. | Teacher 2 | : | Ngga pernah si mba kalo interview |
| 049. | Resercher | : | Baik miss, kalo untuk Story Completion gitu pernah ngga miss? Jadi kaya seseorang menceritakan suatu cerita tetapi setelah beberapa kalimat itu dia berhenti, lalu dilanjut oleh orang selanjutnya untuk melanjutkan cerita dari poin yang dihentikan sebelumnya |
| 050. | Teacher 2 | : | Ngga pernah si mba itu |
| 051. | Resercher | : | Baik miss, kalo untuk reporting gitu pernah ngga miss? |
| 052. | Teacher 2 | : | Reporting, ngga pernah mba |
| 053. | Resercher | : | Kalo untuk playing card pernah ngga miss? |
| 054. | Teacher 2 | : | Ngga pernah juga si mba |
| 055. | Resercher | : | Baik miss, tapi kalo untuk picture narrating pernah ngga miss? |
| 056. | Teacher 2 | : | Ngga juga mba |
| 057. | Resercher | : | Picture describing pernah ngga miss? |
| 058. | Teacher 2 | : | Kalo menggambarkan yang ada digambar si gapernah mba, paling cuma kaya tadi siswa disuruh menebak gambarnya tentang apa, dan sebagainya |
| 059. | Resercher | : | Baik miss, kalo untuk find the difference gitu pernah ngga miss? |
| 060. | Teacher 2 | : | Ngga pernah itu mba |
| 061. | Resercher | : | Baik miss, lanjut ya miss, apakah dalam mengimplemtasikan strategi tersebut, miss menemukan ada siswa yang kurang memiliki vocabulary, malu, atau takut untuk berbicara bahasa Inggris dalam proses pembelajaran |

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| 062. | Teacher 2 | : | Kalo vocab mereka tuh udah bagus, malah lebih banyak daripada saya. Paling ya itu anak-anak yang ketinggalan, ketinggalan sama saya ketika saya ngomong bahasa Inggris terus kan pasti ada yang oposih gitu, entah saya yang kadang penyampaianya bikin misunderstanding gitu. Tapi kalo malu atau takut ngomong anak IC ngga si mba”. |
| 063. | Resercher | : | Ada ga sih miss, siswa yang ketika ditanya sama miss, trus siswanya ngga bisa merespon gitu nothing to say |
| 064. | Teacher 2 | : | Ngga si mba, pasti ada aja yang merespon gitu |
| 065. | Resercher | : | Tapi waktu pas di dalam pembelajaran, ada ngga miss siswa yang menggunakan bahasa ibu atau bahasa Indonesia |
| 066. | Teacher 2 | : | Ada no, sering no, banyak |
| 067. | Resercher | : | Lalu bagaimana miss menyikapi hal tersebut? |
| 068. | Teacher 2 | : | Ya kalo dia tanya ke saya, saya ngga jawab. Tapi kalo dia ngomong sendiri yaudah lah gitu. Ya gimana missal semeja gitu, yang satunya fluent, yang satunya gabisa, ya ngga nyambung dong mereka kan kaya gitu |
| 069. | Resercher | : | Baik miss, pernah ngga miss nemuin siswa yang motivasinya rendah waktu pas belajar? |
| 070. | Teacher 2 | : | Di aku ngga ada si, motivasi siswa dalam belajar tinggi ko mba. Tapi ya gitu, dalam pembelajaran kan pasti ada siswa yang aktif sama ngga nah itu ada beberapa siswa yang kurang aktif misal ketika lagi diskusi gitu mereka jarang speak English. |
| 071. | Resercher | : | Dalam proses pengajaran di kelas XI internasional, bagaimana ketertarikan siswa dalam belajar bahasa Inggris miss? |
| 072. | Teacher 2 | : | Mungkin 10% lah ya anak yang memang kurang tertarik dalam bahasa Inggris, tapikan saya ngga bisa memaksakan itu tetapi saya selalu menyampaikan bahwa anak itu paling 10% yang gapnya terlalu jauh dari temennya jadi cuma sekitar 2 sampau 3 anak, ngga lebih dari 3 anak, yang lainnya interested, interacted. |
| 073. | Resercher | : | Lalu bagaimana cara miss menyikapi hal tersebut? |
| 074. | Teacher 2 | : | Membuat peraturan mba salah satunya ya kaya no English no servie |
| 075. | Resercher | : | Baik miss, ini sudah lebih dari cukup. Terim kasih banyak ya miss atas waktu dan informasinya |
| 076. | Teacher 2 | : | Oh udah, oke, sama-sama mba |

Appendices 5.

Documentation of ATP & Teaching Module

ATP (Alur Tujuan Pembelajaran or Flow of Learning Objective) of Teacher 1

Alur Tujuan Pembelajaran Implementasi Kurikulum Merdeka

Nama Sekolah : SMA Batik 1 Surakarta
 Mata Pelajaran : Bahasa Inggris
 Fase/ Kelas : E/ X
 Guru Mata Pelajaran : Rea Aisha Champa, S.Pd., M.Pd.

| Capaian Pembelajaran (CP) | Tujuan Pembelajaran (TP) | Elemen | Domain | Alokasi Waktu | Asesmen | Sumber Belajar | Kosakata |
|---|--|--|-------------------------|---------------|---------------------|---|-------------------------|
| 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 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 | Peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri. Peserta didik mampu menyusun descriptive teks tentang orang/benda/tempat lisan dengan bahasa sendiri. Peserta didik mampu mempresentasikan descriptive teks tentang orang/benda/tempat di hadapan kelas dengan penuh tanggungjawab. | Menyimak (<i>Listening</i>) Berbicara (<i>Speaking</i>) Membaca (<i>Reading</i>) | <i>Deskriptive Text</i> | 10 JP | Diagnostik Kognitif | Buku Siswa Bahasa Inggris) <i>Multidigital Learning Source</i> | <i>Descriptive Text</i> |
| | | | <i>Recount Text</i> | 10 JP | Formatif | Buku Siswa | <i>Recount Text</i> |

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| <p>mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p> | <p>recount text lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri. Peserta didik mampu menyusun recount text lisan dengan bahasa sendiri. Peserta didik mampu mempresentasikan recount text lisan di hadapan kelas dengan penuh tanggungjawab.</p> | | | | <p>dan Sumatif</p> | <p>Bahasa Inggris</p> <p><i>Multidigital Learning Source</i></p> | |
| <p>Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan bertukar ide, pengalaman, minat, pendapat, dan pandangan dengan guru, teman sebaya, dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Peserta didik terlibat dalam diskusi, misalnya mmeberikan pendapat, membuat perbandingan, dan menyampaikan preferensi. Peserta didik menjelaskan dan memperjelas jawaban mereka</p> | <p>Peserta didik dapat menyajikan (presenting) berbagai ragam teks tulis maupun lisan sederhana yang disajikan dalam kalimat masa sekarang (simple present, present continuous, present perfect) di lingkup keluarga dan kelas dalam situasi formal dan informal. Peserta didik dapat membedakan simple present tense, present continuous, dan present perfect dalam bentuk kalimat afirmatif, negatif, dan intergatif berdasarkan teks dan video. Peserta didik menggunakan simple present tense, present continuous, dan present</p> | <p>Menulis</p> <p>Mempresentasikan</p> | <p><i>Present Tense : Simple, Continuous, Perfect</i></p> | <p>8 JP</p> | <p>Diagnostik Kognitif</p> | <p>Buku Siswa Bahasa Inggris</p> <p><i>Multidigital Learning Source</i></p> | <p><i>Present Tense : Simple, Continuous, Perfect</i></p> |

| | | | | | | | |
|---|---|---------------------------------|--|-------|--|--|--|
| menggunakan struktur kalimat dan kata kerja sederhana. | perfect sesuai konteks dengan melengkapi teks dan paragraph rumpang. | | | | | | |
| Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan bertukar ide, pengalaman, minat, pendapat, dan pandangan dengan guru, teman sebaya, dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Peserta didik terlibat dalam diskusi, misalnya mmeberikan pendapat, membuat perbandingan, dan menyampaikan preferensi. Peserta didik menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. | Peserta didik dapat menyajikan (presenting) berbagai ragam teks tulis maupun lisan sederhana yang disajikan dalam kalimat masa sekarang (simple present, present continuous, present perfect) di lingkup keluarga dan kelas dalam situasi formal dan informal. Peserta didik dapat membedakan simple past tense, past continuous, dan past perfect dalam bentuk kalimat afirmatif, negatif, dan intergatif bedasarkan teks dan video. Peserta didik menggunakan simple past tense, past continuous, dan past perfect sesuai konteks dengan melengkapi teks dan paragraph rumpang. | Membaca <i>Memirsa</i> | <i>Past Tense: Simple, Continuous, Perfect</i> | 10 JP | Diagnostik Kognitif | Buku Siswa Bahasa Inggris <i>Multidigital Learning Source</i> | <i>Past Tense: Simple, Continuous, Perfect</i> |
| 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 mendapatkan | Diperdengarkan beberapa teks factual report , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri. Disediakan teks factual | Menulis Mempresentasikan | <i>Report Text</i> | 10 JP | Diagnostik Kognitif Formatif Sumatif | Buku Siswa Bahasa Inggris <i>Multidigital Learning Source</i> | <i>Report Text</i> |

| | | | | | | | |
|---|---|--|----------------------------|-------------|---|--|----------------------------|
| <p>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.</p> | <p>report tertulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri. Peserta didik mampu menyusun teks factual report lisan dan tertulis dengan bahasa sendiri. Peserta didik mampu mempresentasikan teks factual report di hadapan kelas dengan penuh tanggungjawab</p> | | | | | | |
| <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</p> | <p>Diperdengarkan beberapa teks pengumuman lisan dan tulis peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri. Peserta didik mampu menyusun teks pengumuman lisan dan tulis dengan bahasa sendiri sesuai konteks yang diberikan. Peserta didik mampu mempresentasikan teks pengumuman lisan di hadapan kelas dengan penuh tanggungjawab. Disediakan teks pengumuman lisan Dasn</p> | <p>Menulis Mempresentasikan Bebicara</p> | <p><i>Announcement</i></p> | <p>8 JP</p> | <p>Diagnostik Kognitif Formatif Sumatif</p> | <p>Buku Siswa Bahasa Inggris <i>Multidigital Learning Source</i></p> | <p><i>Announcement</i></p> |

| | | | | | | | |
|---|---|--|--|--|--|--|--|
| <p>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> | <p>tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri</p> | | | | | | |
|---|---|--|--|--|--|--|--|

Surakarta, 2 Juli 2022

Mengetahui,

Kepala Sekolah SMA Batik 1 Surakarta

Waka Bidang Kurikulum

Guru Bahasa Inggris

Sutana, S.Pd., M.Pd.

NIP. 19741226 200701 1 013

Moh. Setio Nugroho, S.Pd., M.Pd.

NIP. 19740130 200701 1 006

Rea Aisha Champa, S.Pd., M.Pd

ATP (Alur Tujuan Pembelajaran or Flow of Learning Objective) of Teacher 2

Alur Tujuan Pembelajaran

Implementasi Kurikulum Merdeka

Nama Sekolah : SMA Batik 1 Surakarta
 Mata Pelajaran : Bahasa Inggris
 Fase/ Kelas : F/ XI
 Guru Mata Pelajaran : Witria Kusuma Dewi, S.Pd., M.Si.

| Capaian Pembelajaran (CP) | Tujuan Pembelajaran (TP) | Elemen | Domain | Alokasi Waktu | Asesmen | Sumber Belajar | Kosakata |
|--|--|--|--|---------------|----------------------|---|--|
| Pada akhir Fase F, 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, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. | Peserta didik dapat memulai, memertahankan, dan menyimpulkan percakapan terkait topik kehidupan sosial remaja dan lingkungannya. | Menyimak (<i>Listening</i>) Berbicara (<i>Speaking</i>) | <i>Private Letter</i> | 6 JP | Diagnostik Kognitif | Buku Siswa Bahasa Inggris) <i>Multidigital Learning Source</i> | <i>Private Letter</i> <i>Conversation</i> |
| | Peserta didik dapat menyampaikan opini, memertahankan pendapat, dan membuat perbandingan. | | <i>Agreement Disagreement Comparison</i> | 6 JP | Formatif dan Sumatif | Buku Siswa Bahasa Inggris <i>Multidigital Learning Source</i> | <i>Opinion Comparison</i> |
| Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, | Peserta didik dapat memahami tujuan, | Membaca - Memirsa | <i>Biography Text</i> | 4 JP | Diagnostik | Buku Siswa Bahasa Inggris | <i>Biography text</i> |

| | | | | | | | |
|---|--|----------------------------|---|------|------------------------------|--|--|
| deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks. | struktur generic, <i>language function</i> , dan <i>new vocabulary</i> dalam teks biografi. | | | | Kognitif | <i>Multidigital Learning Source</i> | |
| Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks. | Peserta didik dapat memahami tujuan, struktur generic, <i>language function</i> , dan <i>new vocabulary</i> dalam teks eksplanasi. | Membaca - Memirsa | <i>Explanation Text</i> | 6 JP | Diagnostik Kognitif | Buku Siswa Bahasa Inggris <i>Multidigital Learning Source</i> | <i>Explanation Text</i> |
| Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan | Peserta didik dapat mengembangkan sebuah karya baru dari karya yang sudah ada dan diceritakan kembali. | Menulis – Mempresentasikan | <i>Review Text</i> <i>Novel / Film</i> | 6 JP | Diagnostik Kognitif Formatif | Buku Siswa Bahasa Inggris <i>Multidigital Learning Source</i> | <i>Review Text</i> <i>Story</i> <i>Novel</i> |

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|---|--|--|--|--|---------|--|--|
| <p>menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p> | | | | | Sumatif | | |
|---|--|--|--|--|---------|--|--|

Surakarta, 2 Juli 2022

Mengetahui,

Kepala Sekolah SMA Batik 1 Surakarta

Waka Bidang Kurikulum

Guru Bahasa Inggris

Sutana, S.Pd., M.Pd.

NIP. 19741226 200701 1 013

Moh. Setio Nugroho, S.Pd., M.Pd.

NIP. 19740130 200701 1 006

Witria Kusuma Dewi, S.Pd., M.Pd.

Teaching Module of Teacher 1



Modul Ajar

| 1. Identitas Modul Ajar | | |
|---|-----------|---|
| Nama Penulis | : | Rea Aisha Champa |
| Instansi | : | SMA Batik 1 Surakarta |
| Fase/ Kelas | : | E/ X |
| Elemen | : | Elemen Menulis – mempresentasikan |
| Materi | : | <i>Report Text</i> |
| Semester | : | Genap |
| Tahun Pelajaran | : | 2022/2023 |
| Alokasi Waktu | : | 4 X 45 menit (2 pertemuan) |
| Moda Pembelajaran | : | Tatap Muka |
| 2. Profil Pelajar Pancasila | | |
| Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. Berperilaku sesuai ajaran agama / keyakinan yang dianutnya. Mandiri. Dapat bekerja secara individu untuk menyelesaikan masalah. | | |
| 3. Sarana dan Prasarana | | |
| A. | Fasilitas | 1) Alat <ul style="list-style-type: none"> ➤ Laptop ➤ LCD Proyektor ➤ Papan Tulis 2) Bahan; Teks, Power point, Canva |

| | | |
|-------------------------|--------------------------|---|
| B. | Target Peserta Didik | |
| | Kategori Peserta Didik | Siswa reguler/tipikal |
| C. | Jumlah Peserta Didik | 30 siswa/ kelas |
| 4. Komponen Inti | | |
| A. | Capaian Pembelajaran | <p>WRITING-PRESENTING</p> <p>Pada akhir fase E, peserta didik membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p> |
| B. | Tujuan Pembelajaran | <ul style="list-style-type: none"> • Peserta didik mampu menulis dan menyajikan secara lisan berbentuk (Report text) terkait topik animal yang sudah ditentukan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks. (C6) |
| C. | Materi | <i>Report Text</i> |
| D. | Alur Tujuan Pembelajaran | <ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks report sederhana sesuai dengan konteks penggunaannya dengan benar. (C5) • Menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks report sederhana sesuai dengan konteks penggunaannya dengan benar. (C6) • Mempresentasikan teks report text sederhana sesuai dengan konteks penggunaannya. (C6) |
| E. | Proses Pembelajaran | <p>Metode : Ceramah Interaktif</p> <p>Model Pembelajaran : <i>Problem Based Learning (PBL)</i></p> <p>Strategi Pembelajaran : Discussion, Prepared Talks, dan Brainstorming.</p> |

| | | | |
|---|---------------------|--|----------------------|
| F. | Pertanyaan Pemantik | <ol style="list-style-type: none"> 1. What the material we will discuss? 2. Let's become zoologist 3. What do you know about Zoo? 4. What do you know about report text? | |
| Kegiatan Pembelajaran | | | |
| Langkah – langkah Pembelajaran | | Unsur Inovatif | Alokasi Waktu |
| a. Pendahuluan <ol style="list-style-type: none"> 1. Guru memberi salam kepada peserta didik. 2. Guru mempersiapkan kelas agar lebih kondusif untuk proses belajar mengajar (berdoa, presensi kehadiran, agenda kegiatan, menyiapkan media dan alat serta buku yang diperlukan). | | <i>Profil Pelajar Pancasila</i> : Beriman bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. | 10 menit |
| b. Kegiatan Inti Pertemuan ke-1 <ol style="list-style-type: none"> 3. Guru memberikan pertanyaan pemantik 4. Guru meminta siswa untuk membacakan suatu text yang ditampilkan 5. Guru dan siswa berdiskusi mengenai text yang ditampilkan 6. Guru meminta siswa untuk membacakan pengertian report text 7. Guru menjelaskan materi mengenai social function of report text, generic structure of report text, dan language feature of report text dengan ceramah interaktif kepada peserta didik. Orientasi Masalah <ol style="list-style-type: none"> 8. Guru mengarahkan peserta didik untuk membuat kelompok 9. Setiap kelompok menganalisis teks berdasarkan topic animal yang telah dibagi 10. Setiap kelompok menganalisis dan membuat mind map di aplikasi canva dengan | | <i>Profil Pelajar Pancasila: Berpikir Kritis Pembelajaran TPACK</i> <i>Profil Pelajar Pancasila: Bernalar Kritis Gotong Royong</i> | 70 menit |

memperhatika fungsi sosial, generic structure, dan language feature dari report text.

Mengorganisasi Siswa

11. Guru mengorganisir siswa untuk membuka aplikasi canva di smartphone
12. Guru berkeliling disetiap kelompok untuk memperhatikan pembagian kerja dari masing-masing kelompok

| | | |
|---|---|----------|
| <p>Mengembangkan dan Menampilkan Hasil Karya</p> <p>9. Guru membimbing setiap kelompok untuk berdiskusi mengenai topic yang dipresentasikan.</p> <p>10. Setiap kelompok bertanya mengenai topic yang dipresentasikan</p> <p>Menganalisis dan Mengevaluasi Proses Pemecahan Masalah</p> <p>Guru menyimpulkan hasil materi presentasi kepada peserta didik depan kelas.</p> | | |
| <p>c. Penutup</p> <ol style="list-style-type: none"> 1. Guru dan peserta didik memberikan refleksi 2. Guru mengakhiri pembelajaran | <p>Pembelajaran TPAC Profil Pelajar Pancasila: Beriman bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</p> | 10 Menit |
| <p>Asesmen</p> <p>Asesmen Sumatif (LKPD)</p> <p>Asesmen Formatif</p> | | |

Surakarta, 30 September 2022

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran Bahasa Inggris

Sutana, S.Pd., M.Pd.

Rea Aisha Champa, S.Pd., M.Pd

NIP. 197412262007011013



Bahan Ajar ; Report Text

A. Pendahuluan :

Report text adalah salah satu jenis teks yang menyajikan informasi dari pengamatan dan penelitian suatu studi tentang objek, hewan, orang, ataupun tempat.

1. *Capaian Pembelajaran*

Pada akhir fase F, peserta didik membuat perencanaan, menulis, merevisi, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital

2. *Tujuan Pembelajaran*

- Peserta didik mampu menulis dan menyajikan secara lisan berbentuk (Report text) terkait topik animal yang sudah ditentukan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks. (C6)

3. *Alur Tujuan Pembelajaran*

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks report sederhana sesuai dengan konteks penggunaannya dengan benar. (C5)
- Menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks report sederhana sesuai dengan konteks penggunaannya dengan benar. (C6)
- Mempresentasikan teks report text sederhana sesuai dengan konteks penggunaannya. (C6)

B. *Petunjuk Belajar*

Bahan ajar ini dimulai dari pendahuluan mengenai garis besar materi announcement. Materi bahan ajar sudah sesuai dengan capaian pembelajaran dan tujuan pembelajaran dari materi yang disampaikan. Penyajian materi dalam bahan ajar ini disampaikan dengan lugas dan to the point agar peserta didik mampu untuk memahami dengan mudah.

C. *Penyajian Materi*

➤ **What is Report Text?**

Factual report text is a report containing the facts, rather than provide theoretical or personal interpretation

➤ **The social function / Purpose**

To present information about something by generally describing it, whether natural or made.

➤ **Generic structure of announcement**

General Classification

Starting classification of general aspects of thing which will be discussed in general

Description

Tells what the phenomenon under discussion : in term of parts qualities, habits, and behaviors.

➤ **Language Features**

- Use of general nouns
- Use of restarting verbs to describe features
- Some use of action verbs when describing behavior
- Use of timeless present tense to indicate usualness
- Use of technical term.

Media Pembelajaran

Pengembangan Media Pembelajaran

Jenjang/ Kelas : X

Mata Pelajaran : Bahasa Inggris

Materi : Report Text

Capaian Pembelajaran : Pada akhir fase F, peserta didik membuat perencanaan, menulis, merevisi, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

Tujuan Pembelajaran:

- Peserta didik mampu menulis dan menyajikan secara lisan berbentuk (Report text) terkait topik animal yang sudah ditentukan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks.(C6)

Nama Media : Power Point; Canva

Bentuk Media : Slide Presentasi, Teks

Cara menggunakan :

Peserta didik mengamati slide power point

Peserta didik membuat report text dengan mind map pada aplikasi canva

□ **LKPD**

Lembar Kerja Peserta Didik (LKPD) 1

Satuan Pendidikan : SMA Batik 1 Surakarta
Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/2

Tahun Pelajaran: 2022/ 2023

Materi Pokok : *Report Text*

Tujuan Pembelajaran :

- Peserta didik mampu menulis dan menyajikan secara lisan berbentuk (Report text) terkait topik animal yang sudah ditentukan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks.(C6)

Petunjuk :

Menganalisis, membuat, dan mempresentasikan report text berdasarkan topic yang sudah ditentukan mengenai animal. Dibuat mind map dengan menggunakan canva.

1. Terdiri dari 6 grup dengan topik yang berbeda
2. Siswa dibagi ke dalam beberapa grup
3. Setiap grup menganalisis teks report dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks
4. Setiap grup membuat mind map dengan menggunakan aplikasi canva
5. Setiap grup mempresentasikan hasil di depan kelas

**Lembar Kerja Peserta Didik (LKPD) 2 Satuan Pendidikan : SMA Batik 1
Surakarta Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X/2**

Tahun Pelajaran : 2022/ 2023

Materi Pokok : Report Text

Tujuan Pembelajaran :

- Peserta didik mampu menulis dan menyajikan secara lisan berbentuk (Report text) terkait topik animal yang sudah ditentukan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks.

Petunjuk :

- Setiap grup menganalisis teks report berdasarkan tema yang sudah diberikan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks
- Setiap grup membuat mind map dengan menggunakan aplikasi canva dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks
- Setiap grup mempresentasikan hasil.

Activity 1

Satuan Pendidikan : SMA Batik 1 Surakarta

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Materi : Announcement

Name :

Class :

Present Number :

Date :

| | |
|---------------------|--|
| Tahapan | Fase E |
| Elemen | Writing-presenting |
| Tujuan Pembelajaran | Peserta didik mampu menulis dan menyajikan secara lisan berbentuk (Report text) terkait topik animal yang sudah ditentukan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks.(C6) |
| Alat dan bahan | LCD proyektor, laptop, smartphone. |

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| | | konteks penggunaan ya dengan benar.(C6) | | penggunaanya dengan benar. | | | |
| | | <ul style="list-style-type: none"> ▪ Mempresentasikan teks report text sederhana sesuai dengan konteks penggunaannya. (C6) | | <p>Peserta didik mempresentasikan secara lisan teks report dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks report sederhana sesuai dengan konteks penggunaannya dengan benar.</p> | | | |

Scoring Rubrik

| Nomor | Kriteria | Nilai |
|-------------|--|-------|
| 1 | Peserta didik dapat menganalisis teks report dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks report sederhana sesuai dengan konteks penggunaannya dengan benar. | 20 |
| 2 | Peserta didik mampu membuat kesimpulan dari teks report dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks report sederhana sesuai dengan konteks penggunaannya dengan benar. | 20 |
| 3 | Peserta didik mampu bekerja secara berkelompok | 20 |
| 4 | Peserta didik mampu mempresentasikan secara lisan teks report dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks report sederhana sesuai dengan konteks penggunaannya dengan benar | 20 |
| 5 | Peserta didik mampu membuat mind map dengan canva secara baik | 20 |
| Total Nilai | | 100 |

Instrumen Penilaian

Instrumen Penilaian Sikap

| Nama | Mandiri | Gotong Royong | Nilai |
|-------|---------|---------------|-------|
| | | | |
| | | | |
| | | | |

Instrumen Penilaian Kognitif

| No | Nama | Score 1 – 10 | | | | |
|----|------|--------------|--|--|--|--|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Teaching Module of Teacher 1



Modul Ajar

| 1. Identitas Modul Ajar | | |
|---|-------------------------------------|---|
| Nama Penulis | : Rea Aisha Champa | |
| Instansi | : SMA Batik 1 Surakarta | |
| Fase/ Kelas | : E/ X | |
| Elemen | : Elemen Menulis – Mempresentasikan | |
| Materi | : <i>Announcement</i> | |
| Semester | : Genap | |
| Tahun Pelajaran | : 2022/2023 | |
| Alokasi Waktu | : 4 X 45 menit (2 pertemuan) | |
| Moda Pembelajaran | : Tatap Muka | |
| 2. Profil Pelajar Pancasila | | |
| Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. Berperilaku sesuai ajaran agama / keyakinan yang dianutnya. | | |
| Mandiri. Dapat bekerja secara individu untuk menyelesaikan masalah. | | |
| 3. Sarana dan Prasarana | | |
| A. | Fasilitas | 1) Alat <ul style="list-style-type: none"> ➤ Laptop ➤ LCD Proyektor ➤ Papan Tulis 2) Bahan; Gambar |

| | | |
|-------------------------|--------------------------|--|
| B. | Target Peserta Didik | |
| | Kategori Peserta Didik | Siswa reguler/tipikal |
| C. | Jumlah Peserta Didik | 30 siswa/ kelas |
| 4. Komponen Inti | | |
| A. | Capaian Pembelajaran | <p>WRITING-PRESENTING</p> <p>Pada akhir Fase E, peserta didik mampu merancang, membuat, dan mempresetasikan teks announcement dalam bentuk witten atau spoken dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, ktitis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.</p> |
| B. | Tujuan Pembelajaran | <ul style="list-style-type: none"> • Peserta didik membaca dan mempelajari teks announcement dengan cermat. • Setelah mempelajari materi, peserta didik menganalisis generic structure dari teks announcement, konten dari teks announcement, unsur kebahasaan, dan fungsi sosial. • Setelah mempelajari materi, peserta didik menyusun dan mempresentasikan teks announcement dengan baik. |
| C. | Materi | <i>Announcement</i> |
| D. | Alur Tujuan Pembelajaran | <ul style="list-style-type: none"> • Membaca teks announcement. (C2) • Mengidentifikasi generic structure dari teks announcement. (C5) • Memahami konten dari teks announcement. (C3) • Memahami unsur kebahasaan dari teks announcement. (C3) • Memahami fungsi sosial dari teks announcement. (C3) • Menyusun dan mempresentasikan teks announcement. (C6) |
| E. | Proses Pembelajaran | <p>Metode : Ceramah Interaktif</p> <p>Model Pembelajaran : <i>Problem Based Learning</i> (PBL)</p> <p>Strategi Pembelajaran : Brainstorming, Presentation.</p> |

| | | |
|--|---------------------|--|
| F. | Pertanyaan Pemantik | 5. What the material we will discuss? 6. What do you know about announcement? |
| Kegiatan Pembelajaran | | |
| Langkah – langkah Pembelajaran | | Unsur Inovatif |
| | | Alokasi Waktu |
| b. Pendahuluan | | <i>Profil Pelajar Pancasila</i> : Beriman bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. |
| <ol style="list-style-type: none"> 1. Guru memberi salam kepada peserta didik. 2. Guru mempersiapkan kelas agar lebih kondusif untuk proses belajar mengajar (<i>berdoa</i>, presensi kehadiran, agenda kegiatan, menyiapkan media dan alat serta buku yang diperlukan). | | |
| b. Kegiatan Inti | | <i>Profil Pelajar Pancasila: Berpikir Kritis Pembelajaran TPACK</i> |
| <p>Pertemuan ke-1</p> <ol style="list-style-type: none"> 3. Guru memberikan pertanyaan pemantik 4. Guru meminta siswa untuk membacakan pengertian dari announcement 5. Guru menjelaskan mengenai materi announcement dengan ceramah interaktif kepada peserta didik. <p>Orientasi Masalah</p> <ol style="list-style-type: none"> 6. Peserta didik menganalisis mengenai announcement yang diberikan 7. Peserta didik mengumpulkan informasi dari gambar announcement yang diberikan 8. Peserta didik mendapatkan penjelasan oleh guru melalui Power Point yang ditampilkan. <p>Mengorganisasi Siswa</p> <ol style="list-style-type: none"> 9. Guru menampilkan beberapa foto mengenai jenis-jenis announcement 10. Peserta didik mengidentifikasi gambar announcement | | |
| | | <i>Profil Pelajar Pancasila: Bernalar Kritis Gotong Royong Mandiri</i> |
| | | <i>Profil Pelajar Pancasila: Gotong Royong</i> |
| | | 70 menit |

| | | |
|---|---|----------|
| <p>Membimbing Penyelidikan Masalah dalam Individu</p> <p>11. Guru mengarahkan peserta didik untuk membuka aplikasi canva</p> <p>12. Guru mengarahkan peserta didik untuk membuat written announcement dengan menggunakan aplikasi canva</p> <p>Mengembangkan dan Menampilkan Hasil Karya</p> <p>13. Peserta didik merancang dan membuat teks announcement berdasarkan tema yang sudah ditentukan dengan aplikasi canva</p> | <p>Profil Pelajar Pancasila: <i>Bernalar Kritis dan Bergotong Royong</i></p> | |
| <p>Menganalisis dan Mengevaluasi Proses Pemecahan Masalah</p> <p>Peserta didik mengumpulkan tugas kepada guru mengenai written announcement.</p> | <p>Profil Pelajar Pancasila:<i>Berpikir Kritis Pembelajaran TPACK</i></p> | |
| <p>Pertemuan ke-2</p> <p>1. Guru memberikan pertanyaan pemantik</p> <p>2. Guru me-review materi announcement kepada peserta didik.</p> <p>3. Guru meminta peserta didik untuk membuat 2 contoh spoken announcement</p> | <p>Profil Pelajar Pancasila: <i>Bernalar Kritis</i></p> | 70 menit |
| <p>Orientasi Masalah</p> <p>4. Guru membagi jenis announcement yang dibuat untuk peserta didik</p> <p>5. Siswa membuat spoken announcent berdasarkan jenis yang sudah ditentukan</p> | <p><i>Gotong Royong Mandiri</i></p> | |
| <p>Mengorganisasi Siswa</p> <p>6. Guru mengorganisir siswa untuk membuat spoken announcement secara individual</p> <p>7. Setiap peserta didik menuliskan spoken announcement di buku masing-masing</p> | <p>Profil Pelajar Pancasila: <i>Gotong Royonng</i></p> | |
| <p>Membimbing Penyelidikan Masalah dalam Individu</p> <p>8. Setiap siswa membuat spoken announcement yang mengandung greetings, addressee, purpose of announcing, detail information, dan closing.</p> <p>9. Peserta didik memperhatikan isi announcement yang meliputi when, where, and how</p> <p>10.</p> <p>Mengembangkan dan Menampilkan Hasil Karya</p> <p>11. Peserta didik maju mempresentasikan hasil</p> <p>12. Setiap peserta didik maju dan mempresentasikan spoken announcement di depan kelas</p> <p>Menganalisis dan Mengevaluasi Proses Pemecahan Masalah</p> <p>Peserta didik mengumpulkan tugas kepada guru mengenai spoken announcement.</p> | | |
| <p>c. Penutup</p> <p>1. Guru dan peserta didik memberikan refleksi</p> <p>2. Guru mengakhiri pembelajaran</p> | <p>Pembelajaran TPAC Profil Pelajar Pancasila: Beriman bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</p> | 10 menit |

Asesmen

Asesmen Sumatif (LKPD)

Asesmen Formatif

Surakarta, 30 September 2022
Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran Bahasa Inggris

Sutana, S.Pd., M.Pd.
NIP. 197412262007011013

Rea Aisha Champa, S.Pd., M.Pd

Bahan Ajar

Announcement

A. Pendahuluan :

Apakah yang dimaksud dengan announcement? Announcement merupakan salah satu teks fungsional pendek. Dalam bahasa Inggris kata kerja announce memiliki arti "membuat pernyataan publik formal tentang fakta, kejadian, atau niat". Announcement adalah pemberitahuan resmi tentang sesuatu, baik tertulis maupun lisan yang disampaikan kepada umum.

Capaian Pembelajaran

Pada akhir fase F, peserta didik mampu merancang, membuat, dan mempresentasikan teks announcement dalam bentuk written atau spoken dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.

Tujuan Pembelajaran

- Peserta didik membaca dan mempelajari teks *announcement* dengan cermat
- Setelah mempelajari materi, peserta didik menganalisis generic structure dari teks announcement, konten dari teks announcement, unsur kebahasaan, dan fungsi sosial.
- Setelah mempelajari materi, peserta didik menyusun dan mempresentasikan teks announcement dengan tepat

Alur Tujuan Pembelajaran

- Membaca teks announcement
- Mengidentifikasi generic structure dari teks announcement
- Memahami konten dari teks announcement
- Memahami unsur kebahasaan dari teks announcement
- Memahami fungsi sosial dari teks announcement
- Menyusun dan mempresentasikan teks announcement.

D. Petunjuk Belajar

Bahan ajar ini dimulai dari pendahuluan mengenai garis besar materi announcement. Materi bahan ajar sudah sesuai dengan capaian pembelajaran dan tujuan pembelajaran dari materi yang disampaikan. Penyajian materi dalam bahan ajar ini disampaikan dengan lugas dan to the point agar peserta didik mampu untuk memahami dengan mudah.

E. Penyajian Materi

➤ What is announcement?

Announcement is one of the short functional text. In English verb of announce had a meaning "make a formal public declaration about a fact, occurrence, or intention". So announcement is an official notification about something, whether written or spoken which presented to the public

- **The social function of announcement**
To make a formal written notice of certain events which has happened or going to happen.
- **Generic structure of announcement**
 - Opening (title)
 - Content
 - Closing

The content of announcement

- To whom the announcement is for
- The purpose of announcement itself
- When the event will be held (day, date, time)
- Where the event will take place
- Who makes the announcement

Language features of announcement

- Use simple present tense or simple future tense
- Use brief conjunction
- Declarative sentence or imperative sentence

Tips and trick to write announcement

- Straight forward and ease the readers to get information quickly
- Keep it short, inviting and to the point
- Clear and complete
- For a bad news, make a direct and no nonsense statement.

Identify this announcement



Kinds of announcement

- Business announcement
- Funeral announcement
- Graduation announcement
- Birth announcement
- Wedding and engagement announcement
- Event
- Etc.

Identify this announcement, what kinds of announcement of this

| | | |
|--|---|---|
|  <p>DEATH ANNOUNCEMENT</p> <p>It is with the saddest regret that we announce the death of CONRAD AMERICO ARKALA, TESOL/MA on September 12, 2013 in Las Vegas, Nevada, USA.</p> <p>The family will receive your condolences at the family home at 1134 Cornerstone Avenue (Dundas Rd. & So. of Warm Springs), Las Vegas, NV 89123. Telephone number: (702) 464-4200 or (977) 464-4200.</p> <p>The viewing will be held on Friday, September 20, from 3 p.m. to 7 p.m. at Palm Mortuary (King David's Chapel), located at 7800 S. Eastern Avenue, Las Vegas, NV 89123. Telephone number: (702) 464-4200 or (977) 464-4200.</p> <p>Services will be held on Saturday, September 21, 2013 at 11:00 a.m. at the Life Springs Christian Church, located at 2972 E. Warm Springs Road, Las Vegas, NV 89118. Telephone number: (702) 221-8245.</p> <p>Interment immediately following the church service at The Palm Mortuary, located at 7800 S. Eastern Avenue, Las Vegas, NV 89123. Telephone: (702) 464-4200 or (977) 464-4200.</p> |  <p><i>Jazzman Music Presents</i></p> <p>JAZZ NIGHT 2020</p> <p>14 MARCH 6:30 PM</p> <p>Buy your tickets before March 5 and get huge discounts!</p> <p>LIVE ENTERTAINMENT SPECIAL FOOD AND DRINKS</p> <p>SATURDAY NIGHT LIVE</p> <p>Get the details and ticket online at www.jazznight.com</p> | <p>Sample Letter for Announcement of New Business Opening</p> <p>Gentlemen:</p> <p>We would like to inform you that (Name of Company) is now serving and is located at (Complete address).</p> <p>Our valued store is offering a complete and immense line of (state products) both for personal and business usage. Since we are not representing any particular manufacturer, the available products we have are definitely compatible for various usages. Therefore, we are sincere in offering our customers the best and wide range of excellent products to choose.</p> <p>We enclose a copy for your personal review and we guarantee that the list of these items is currently available and with reasonable prices.</p> <p>We really hope that you will spare a time to visit our store sooner.</p> <p>Thank You!</p> |
|--|---|---|

We can find announcement by :

- Audio : on radio
- Visual : on newspaper, magazine, card, and billboard
- Audio visual : on television.

The examples of written announcement



Subi Lake Community College School of Arts, Communication and New Media
Department of Communication Activities

The Second Annual Speech Contest

Participate with Speech Contest is an excellent opportunity for public speaking skills, boost students who excel in public speaking, and gain communication experience, ideas and improve quality speaking among students of S.L.C.C.

April 12, 2012 6:00 – 10:00 p.m.
Taylorsville Redwood Campus
Contest Headquarters, TB 314
Light refreshments

- This contest is open to all students in the campus community
- All Public Speaking Classes will receive one contestant
- Pick up application in TB 314 for applications may be obtained from any public speaking instructor and return them to TB 314 by end of day April 10.
- Contest winners will present speeches at the Speakers' Showcase on April 16, 2012.

Awards:

- \$ 100 Cash
- Booklet Recognition
- Certificate of recognition and more

For more information, please contact
Shirley Greenwood
Shirley Greenwood, Jans, Ph.D.
TB 314 / 464-4200 ext. 4477
Professor, Department of Communication
shirleygreenwood@slcc.edu

The examples of spoken announcement

Attention please!

Continental executive bus will be leaving for Bukit Tinggi through Pekan Baru at 14.40.
would passengers now board the bus?



Media Pembelajaran

Pengembangan Media Pembelajaran

Jenjang/ Kelas : X

Mata Pelajaran : Bahasa Inggris

Materi : Announcement

Capaian Pembelajaran : Pada akhir fase E, peserta didik mampu merancang, membuat, dan mempresetasikan teks announcement dalam bentuk witten atau spoken dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, ktitis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.

Tujuan Pembelajaran:

- Peserta didik membaca dan mempelajari teks *announcement* dengan cermat
- Setelah mempelajari materi, peserta didik menganalisis generic structure dari teks announcement, konten dari teks announcement, unsur kebahasaan, dan fungsi sosial.
- Setelah mempelajari materi, peserta didik menyusun dan mempresentasikan teks announcement dengan tepat

Nama Media : Power Point; Canva

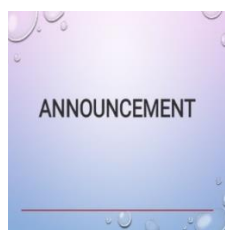
Bentuk Media : Slide Presentasi, Gambar

Cara menggunakan :

Peserta didik mengamati dan slide power point

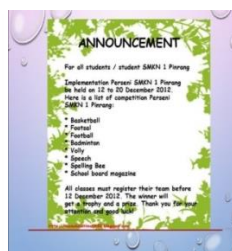
Peserta didik membuat teks announcement pada aplikasi canva

Power Point



Announcement is one of the short functional text. In English verb of announce had a meaning "make a formal public declaration about a fact, occurrence, or intention" So *Announcement is an official notification about something, Whether written or spoken which presented to the public.*

Definition of Announceme nt



LKPD***Lembar Kerja Peserta Didik (LKPD) 1***

Satuan Pendidikan : SMA Batik 1
SurakartaMata Pelajaran : Bahasa
Inggris

Kelas/ Semester : X/2

Tahun Pelajaran: 2022/ 2023

Materi Pokok : *Announcement*

Tujuan Pembelajaran :

- Peserta didik membaca dan mempelajari teks *announcement* dengan cermat
- Setelah mempelajari materi, peserta didik menganalisis generic structure dari teks *announcement*, konten dari teks *announcement*, unsur kebahasaan, dan fungsi sosial.
- Setelah mempelajari materi, peserta didik menyusun dan mempresentasikan teks *announcement* dengan tepat

Petunjuk :

Dari jenis-jenis *announcement* yang sudah dibahas, buatlah 1 *written announcement* dan 2 *spoken announcement* dengan menggunakan aplikasi *canva*

1. Terdiri dari 7 jenis *announcement*
2. Siswa memilih 2 jenis *spoken announcement* dengan tema bebas, dan 1 *written announcement* yang ada di sekolah
3. Peserta membuat *written announcement*
4. Peserta membuat *spoken announcement*

Lembar Kerja Peserta Didik (LKPD) 2**Satuan**

Pendidikan : SMA Batik 1 Surakarta

MataPelajaran : Bahasa Inggris

Kelas/ Semester : X/2

Tahun Pelajaran : 2022/ 2023

Materi Pokok : *Announcement*

Tujuan Pembelajaran :

- Peserta didik membaca dan mempelajari teks *announcement* dengan cermat
- Setelah mempelajari materi, peserta didik menganalisis generic structure dari teks *announcement*, konten dari teks *announcement*, unsur kebahasaan, dan fungsi sosial.
- Setelah mempelajari materi, peserta didik menyusun dan mempresentasikan teks *announcement* dengan tepat

Petunjuk :

- Peserta didik mengamati gambar yang ditampilkan guru.
- Peserta didik berdiskusi dengan teman sebangku mengenai gambar yang diberikan guru

Activity 1

Satuan Pendidikan : SMA Batik 1 Surakarta

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Materi : Announcement

Name :

Class :

Present Number :

Date :

| Elemen | Writing-presenting |
|---------------------|--|
| Tujuan Pembelajaran | Merancang dan membuat teks <i>announcement</i> dengan menggunakan canva dengan topik yang sudah ditentukan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, ktitis, dan kreatif, Membuat dan mempresentasikan secara lisan teks berbentuk <i>announcement</i> dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, ktitis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal. |
| Alat dan bahan | LCD proyektor, laptop, smartphone. |



Kisi – kisi, rubrik dan instrumen penilaian

Kisi Kisi

Satuan Pendidikan : SMA Batik 1 Surakarta

Jumlah soal : 1

Mata pelajaran : Bahasa Inggris

Bentuk soal/tes : Essay

Penyusun : Rea Aisha Champa

Alokasi waktu : 20 menit

Kisi-Kisi Penulisan Soal

| No. | Tujuan Pembelajaran | Alur Tujuan Pembelajaran | Materi | Indikator Soal | Level | Bentuk Soal | Nomor |
|-----|--|---|--------------|---|-------|-------------|-------|
| | Setelah mempelajari materi, peserta didik mampu menganalisis fungsi sosial, unsur kebahasaan teks secara tepat, mampu beberapa teks bentuk | <ul style="list-style-type: none"> ▪ Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>announcement</i> ▪ Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan khusus dalam bentuk <i>announcement</i> | Announcement | Peserta didik merancang dan membuat teks <i>announcement</i> dengan menggunakan <i>canva</i> dengan topik yang sudah ditentukan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, dan | L3 | Essay | 1 |

| | | | | | | |
|--|--|---|--|--|--|--|
| | | <ul style="list-style-type: none"> ▪ Menyusun teks khusus dalam bentuk <i>announcement</i> lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | | <p>kreatif.</p> <p>Peserta didik membuat dan mempresentasikan secara lisan teks berbentuk <i>announcement</i> dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.</p> | | |
|--|--|---|--|--|--|--|

Teaching Module of Teacher 2



Modul Ajar

| 1. Identitas Modul Ajar | |
|---|--|
| Nama Penulis | : Witria Kusuma Dewi |
| Instansi | : SMA Batik 1 Surakarta |
| Fase/ Kelas | : F/X I |
| Elemen | : Elemen Menulis – Mempresentasikan |
| Materi | : <i>Review Text</i> |
| Semester | : Genap |
| Tahun Pelajaran | : 2022/2023 |
| Alokasi Waktu | : 6 X 45 menit |
| Moda Pembelajaran | : Tatap Muka |
| 2. Profil Pelajar Pancasila Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. Berperilaku sesuai ajaran agama / keyakinan yang dianutnya. Mandiri. Dapat bekerja secara individu untuk menyelesaikan masalah. | |
| 3. Sarana dan Prasarana | |
| A. | Fasilitas 1) Alat ➤ Laptop ➤ LCD Proyektor ➤ Papan Tulis 2) Bahan; Gambar, Powe Point |

| | | |
|-------------------------|--------------------------|--|
| B. | Target Peserta Didik | |
| | Kategori Peserta Didik | Siswa reguler/tipikal |
| C. | Jumlah Peserta Didik | 30 siswa/ kelas |
| 4. Komponen Inti | | |
| A. | Capaian Pembelajaran | <p>WRITING-PRESENTING</p> <p>Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, 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, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p> |
| B. | Tujuan Pembelajaran | <ul style="list-style-type: none"> • Peserta didik dapat mengembangkan sebuah karya baru dari karya yang sudah ada dan diceritakan kembali. |
| C. | Materi | <i>Review Text</i> |
| D. | Alur Tujuan Pembelajaran | <ul style="list-style-type: none"> • Peserta didik membaca materi mengenai review text dengan cermat. (C2) • Setelah mempelajari materi peserta didik mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks ulasan (review) lisan dan tulisan terkait film.buku.cerita.(C5) • Setelah mempelajari materi, peserta didik membacakan dengan cermat teks ulasan (review) terkait film/buku/cerita dengan intonasi, ucapan, dan ejaan yang benar.(C2) • Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari. • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks ulasan (review), lisan dan tulis, terkait film/buku/cerita. (C5) |

| | | | | |
|--|---------------------|--|----------------------|--|
| E. | Proses Pembelajaran | Metode : Ceramah Interaktif Model Pembelajaran : <i>Problem Based Learning</i> (PBL) Strategi Pembelajaran : Discussion, Storytelling, Presentation | | |
| E. | Pertanyaan Pemantik | <p>7. What the books do you like?</p> <p>8. There is any movie that you love?</p> <p>9. Look at the picture! Have you watched this movie?</p> <p>10. What do you think about this movie?</p> | | |
| Kegiatan Pembelajaran | | | | |
| Langkah – langkah Pembelajaran | | Unsur Inovatif | Alokasi Waktu | |
| <p>c. Pendahuluan</p> <p>1. Guru memberi salam kepada peserta didik.</p> <p>2. Guru mempersiapkan kelas agar lebih kondusif untuk proses belajar mengajar (berdoa, presensi kehadiran, agenda kegiatan, menyiapkan media dan alat serta buku yang diperlukan).</p> | | <p><i>Profil Pelajar Pancasila</i> : Beriman bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</p> | 10 menit | |

| | | |
|--|---|----------|
| <p>b. Kegiatan Inti</p> <p>Pertemuan ke-1</p> <ol style="list-style-type: none"> 3. Guru memberikan pertanyaan pemantik 4. Guru menampilkan sebuah gambar mengenai film/novel dengan power point 5. Peserta didik menganalisis gambar film yang ditampilkan guru <p>Orientasi Masalah</p> <ol style="list-style-type: none"> 6. Guru memberikan materi mengenai review text 7. Peserta didik mempelajari materi tentang definition of review text, social function of review text, generic structure of review text, dan language features of report text. 8. Guru menunjukkan sebuah gambar film atau novel, peserta didik menebak judul film atau novel . | <p>Profil Pelajar Pancasila:<i>Berpikir Kritis Pembelajaran TPACK</i></p> <p>Profil Pelajar Pancasila:<i>Bernalar Kritis Gotong Royong Mandiri</i></p> <p>Profil Pelajar Pancasila:<i>Gotong Royonng</i></p> | 70 menit |
|--|---|----------|

| | | |
|--|--|-----------------|
| <p>Membimbing Penyelidikan Masalah dalam Individu</p> <ol style="list-style-type: none"> 9. Guru mengarahkan peserta didik untuk berdiskusi mengenai cerita berjudul “get married” 10. Guru membimbing peserta didik untuk membuat grup berpasangan <p>Mengembangkan dan Menampilkan Hasil Karya</p> <ol style="list-style-type: none"> 11. Peserta didik menganalisis cerita berjudul “get married” dengan pasangannya dengan memperhatikan generic structure dari text 12. Peserta didik mengerjakan task 1 berdasarkan cerita berjudul “get married” <p>Menganalisis dan Mengevaluasi Proses Pemecahan Masalah</p> <ol style="list-style-type: none"> 13. Peserta didik mengumpulkan tugas kepada guru <p>Pertemuan ke-2</p> <ol style="list-style-type: none"> 1. Guru memberikan pertanyaan pemantik 2. Guru mendiskusikan tugas final speaking show dengan peserta didik <p>Orientasi Masalah</p> <ol style="list-style-type: none"> 3. Guru memberikan pilihan terkait final speaking show berdasarkan buku, nove, atau film 4. Guru dan siswa berdiskusi <p>Membimbing Penyelidikan Masalah dalam Individu</p> <ol style="list-style-type: none"> 5. Guru membimbing jalannya diskusi tentang tugas final speaking show 6. Guru memberikan peraturan-peraturan mengenai final speaking show <p>Mengembangkan dan Menampilkan Hasil Karya</p> <ol style="list-style-type: none"> 7. Peserta didik membuat final speaking show dengan bantuan power point 8. Peserta didik membuat final speaking show berdasarkan topik yang sudah di pilih <p>Menganalisis dan Mengevaluasi Proses Pemecahan Masalah</p> <ol style="list-style-type: none"> 9. Peserta didik presentasi dan menceritakan ulang di depan kelas mengenai topik yang sudah di pilih | <p>Profil Pelajar Pancasila: <i>Bernalar Kritis dan Bergotong Royong</i></p> <p>Profil Pelajar Pancasila:<i>Berpikir Kritis Pembelajaran TPACK</i></p> <p>Profil Pelajar Pancasila:<i>Bernalar Kritis Gotong Royong Mandiri</i></p> <p>Profil Pelajar Pancasila:<i>Gotong Royong</i></p> <p>Profil Pelajar Pancasila:<i>Bernalar Kritis Gotong Royong Mandiri</i></p> | <p>70 menit</p> |
| <p>d. Penutup</p> <ol style="list-style-type: none"> 3. Guru dan peserta didik memberikan refleksi 4. Guru mengakhiri pembelajaran | <p>Pembelajaran TPAC Profil Pelajar Pancasila: Beriman bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</p> | <p>10 menit</p> |

Asesmen
Asesmen Sumatif (LKPD)
Asesmen Formatif

Surakarta, 30 September 2022

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran Bahasa Inggris

Sutana, S.Pd., M.Pd.

NIP. 197412262007011013

Witria Kusuma Dewi, S.Pd., M.Si.



Bahan Ajar

Review Text

A. Pendahuluan :

Apakah anda pernah melihat gambar buku ini? Gambar tersebut biasanya akan diikuti dengan ulasan atau review yang dapat dijadikan pertimbangan bagi pembaca tentang kualitas sebuah karya. Untuk mempelajari apa dan bagaimana teks review, silahkan Anda mengerjakan tugas latihan berikut dengan pembahasannya.

1. *Capaian Pembelajaran*

Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, 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, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

2. *Tujuan Pembelajaran*

- Peserta didik dapat mengembangkan sebuah karya baru dari karya yang sudah ada dan diceritakan kembali.

3. *Alur Tujuan Pembelajaran*

- Peserta didik membaca materi mengenai review text dengan cermat. (C2)
- Setelah mempelajari materi peserta didik mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks ulasan (review) lisan dan tulisan terkait film.buku.cerita.(C5)
- Setelah mempelajari materi, peserta didik membacakan dengan cermat teks ulasan (review) terkait film/buku/cerita dengan intonasi, ucapan, dan ejaan yang benar.(C2)
- Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari.
- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks ulasan (review), lisan dan tulis, terkait film/buku/cerita. (C5)

F. *Petunjuk Belajar*

Bahan ajar ini dimulai dari pendahuluan mengenai garis besar materi review text. Materi bahan ajar sudah sesuai dengan capaian pembelajaran dan tujuan pembelajaran dari materi yang disampaikan. Penyajian materi dalam bahan ajar ini disampaikan dengan lugas dan to the point agar peserta didik mampu untuk memahami dengan mudah.

G. Penyajian Materi

➤ What is review?

Review is an evaluation or critical evaluation giving an assesment of a book, play, movie, concert, song, painting, product, or other public performances. People read reviews to make a decision about what to see, do or buy. Bad review s can cause some readers to lose interest in or have negative feelings about the subject under review. Reviews have to be honest and describe what they see. Remember that review gives one person's point of view. Not everyone will agree with this review.

➤ The social function of Review Text

Is to analyze and evaluate some creative works, and to inform people about its strengths and weaknesses.

➤ The Generic structure of Review Text

- Orientation: Places the work in its general and particular context, often by comparing it with others of its kind or through an analog with a non-art object or event.
- Interpretative recount: summarize the plot and/or providers an account of how the reviewed rendition of the work came into being.
- Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive
- Evaluative summation: the last opinion consisting of the appraisal or punch line of the art work being reviewed.

➤ Language Features

- The use of complex and compound sentences
- The use of adjectives and pharases of appraisal

Latihan soal

Task 1

Put the generic structure from the box on the every paragraph.

| | | | |
|------------|------------------------|----------------------|-------------|
| Evaluation | interpretative recount | Evaluative summation | orientation |
|------------|------------------------|----------------------|-------------|



Get Married

Illustrating the current situation happening in Indonesia, Get Married presents the figures of unemployment. A few big-name celebrities show up in cameo roles. The movie tells about a true friendship of four youngsters Mae (Nirina Zubir), Guntoro (Desta 'Club Eighties'), Eman (Aming), dan Beni (Ringgo Agus Rahman) who judge themselves as the most frustrated people in Indonesia. Soon, they turn out to be street kids and spend most of their times at street, bullying people who pass by.

Suddenly, it comes to a moment when Mae is persuaded to grant her parents' wish to have a grandchild. Mae's parents, (Meriam Bellina dan Jaja Mihardja) firmly state that Mae must get married in a little while. Soon, they are busy finding candidates who would marry their only daughter. However, along the process of finding the right one for Mae, the three male friends of Mae turn out to be brutal evaluators for the candidates. In the mean time, Mae falls badly in love with Rendy (Richard Kevin), a rich, handsome and kind-hearted man. Unfortunately Rendy, Mae, Guntoro, Eman, Beni are brought into a misunderstanding, and soon fights break out between the two groups of Mae and Rendy.

Adapted from: <http://maliablog.wordpress.com>

Task 2

Based on the Review text on Task 1, answer the following questions.

1. Who are the main characters of the movie?
- 2 . What does the movie illustrate?
- 3 . What is the movie about?
- 4 . How did the reviewer assess the movie?
5. After reading the review above, what do you speculate about friendship theme for Indonesian movies in the future?

Media Pembelajaran

Pengembangan Media Pembelajaran

Jenjang/ Kelas : XI
Mata Pelajaran : Bahasa Inggris
Materi : Review Text

Capaian Pembelajaran : Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, 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, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang

beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

Tujuan Pembelajaran:

- Peserta didik dapat mengembangkan sebuah karya baru dari karya yang sudah ada dan diceritakan kembali.

Nama Media : Power Point

Bentuk Media : Slide Presentasi, Gambar

Cara menggunakan :

Peserta didik mengamati materi dari slide power point

Peserta didik membuat final speaking show pada power point

□ **LKPD**

Lembar Kerja Peserta Didik (LKPD) 1

Satuan Pendidikan : SMA Batik 1 Surakarta

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI/2

Tahun Pelajaran: 2022/ 2023

Materi Pokok : *Review Text*

Tujuan Pembelajaran :

- Peserta didik dapat mengembangkan sebuah karya baru dari karya yang sudah ada dan diceritakan kembali.

Petunjuk :

Pilih generic structure berdasarkan box di setiap paragraph.

1. Terdiri dari 1 teks mengenai cerita get married
2. Siswa memilih 4 jenis generic structure berdasarkan setiap paragraph
3. Peserta menganalisis text dari cerita get married

Lembar Kerja Peserta Didik (LKPD) 2**Satuan Pendidikan : SMA Batik 1 Surakarta****Mata Pelajaran : Bahasa Inggris****Kelas/ Semester : XI/2****Tahun Pelajaran : 2022/ 2023****Materi Pokok : Review Text****Tujuan Pembelajaran :**

- Peserta didik dapat mengembangkan sebuah karya baru dari karya yang sudah ada dan diceritakan kembali.

Petunjuk :

- Peserta didik membaca text yang dibagikan guru
- Peserta didik menganalisis text
- Peserta didik menjawab pertanyaan 1-5 berdasarkan cerita get married.

Activity 1

Satuan Pendidikan : SMA Batik 1 Surakarta

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Materi : Review Text

Name :

Class :

Present Number :

Date :

| | |
|---------------------|--|
| Tahapan | Fase F |
| Elemen | Writing-presenting |
| Tujuan Pembelajaran | Peserta didik dapat mengembangkan sebuah karya baru dari karya yang sudah ada dan diceritakan kembali. |
| Alat dan bahan | LCD proyektor, laptop, smartphone, text. |

Kisi – kisi, rubrik dan instrumen penilaian

Kisi Kisi

Satuan Pendidikan : SMA Batik 1 Surakarta

Jumlah soal 2

Mata pelajaran : Bahasa Inggris

Bentuk soal/tes : Essay

Penyusun : Witria Kusuma Dewi

Alokasi waktu : 20 menit

Kisi-Kisi Penulisan Soal

| No. | Tujuan Pembelajaran | Alur Tujuan Pembelajaran | Materi | Indikator Soal | Level | Bentuk Soal | Nomor |
|-----|--|--|-------------|---|-------|-------------|-------|
| 1. | Setelah mempelajari materi, peserta didik dapat mengembangkan sebuah karya baru dari karya yang sudah ada dan diceritakan kembali. | <ul style="list-style-type: none"> ▪ Peserta didik membaca materi mengenai review text dengan cermat. (C2) | Review Text | <p>Peserta didik membaca dan menganalisis teks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, dan kreatif.</p> | L3 | Essay | 1 |
| | | <ul style="list-style-type: none"> ▪ Setelah mempelajari materi peserta didik mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks ulasan (review) lisan dan tulisan terkait film.buku.cerita.(C5) ▪ Setelah mempelajari materi, peserta didik membacakan dengan cermat | | <p>Peserta didik mengembangkan sebuah karya dari film,buku, atau novel dengan diceritakan kembali dengan memperhatikan unsur kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.</p> | | | 2 |

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| | | <p>teks ulasan (review) terkait film/buku/cerita dengan intonasi, ucapan, dan ejaan yang benar.(C2)</p> <ul style="list-style-type: none">▪ Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari. • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks ulasan (review), lisan dan tulis, terkait film/buku/cerita. (C5) | | | | | |
|--|--|---|--|--|--|--|--|



Scoring Rubrik

| Nomor | Kriteria | Nilai |
|-------------|--|-------|
| 1 | Peserta didik dapat menganalisis generic structure dengan benar | 20 |
| 2 | Peserta didik mampu mampu menganalisis review text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara santun, ktitis, dan kreatif | 20 |
| 3 | Peserta didik mampu menceritakan ulang terkait film, novel, atau buku | 20 |
| 4 | Peserta didik mampu mempresentasikan secara lisan review novel, film, atau buku dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, ktitis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal. | 20 |
| 5 | Peserta didik dapat mengembangkan sebuah karya yang sudah ada | 20 |
| Total Nilai | | 100 |

Instrumen Penilaian

Instrumen Penilaian Sikap

| Nama | Mandiri | Gotong Royong | Nilai |
|-------|---------|---------------|-------|
| | | | |
| | | | |
| | | | |

Instrumen Penilaian Kognitif

| No | Nama | Score 1 – 10 | | | | |
|----|------|--------------|--|--|--|--|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Teaching Module of Teacher 2

Modul Ajar

| 1. Identitas Modul Ajar | |
|---|--|
| Nama Penulis | : Witria Kusuma Dewi |
| Instansi | : SMA Batik 1 Surakarta |
| Fase/ Kelas | : F/ XI |
| Elemen | : Elemen Membaca – Memirsa |
| Materi | : <i>Explanation Text</i> |
| Semester | : Genap |
| Tahun Pelajaran | : 2022/2023 |
| Alokasi Waktu | : 8 X 45 menit |
| Moda Pembelajaran | : Tatap Muka |
| 2. Profil Pelajar Pancasila | |
| <p>a. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. Berperilaku sesuai ajaran agama / keyakinan yang dianutnya.</p> <p>b. Mandiri</p> <p>Dapat bekerja secara individu untuk menyelesaikan masalah.</p> | |
| 3. Sarana dan Prasarana | |
| A. | <p>Fasilitas</p> <p>1) Alat</p> <ul style="list-style-type: none"> ➤ Komputer atau Laptop ➤ LCD Proyektor ➤ Papan Tulis <p>2) Bahan; Video Pembelajaran</p> |

| | | |
|-------------------------|--------------------------|---|
| B. | Target Peserta Didik | |
| | Kategori Peserta Didik | Siswa reguler/tipikal |
| C. | Jumlah Peserta Didik | 30 siswa/ kelas |
| 4. Komponen Inti | | |
| A. | Capaian Pembelajaran | Pada akhir Fase F, 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, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. |
| B. | Tujuan Pembelajaran | <ul style="list-style-type: none"> • Setelah mempelajari materi, peserta didik dapat mencari kosakata yang sukar dari <i>explanation text</i>. (C6) • Setelah mempelajari materi, peserta didik mampu mengidentifikasi <i>language feature</i> dan <i>generic structure</i> dari <i>explanation text</i>. (C6) |
| C. | Materi | <i>Explanation Text</i> |
| D. | Alur Tujuan Pembelajaran | <ul style="list-style-type: none"> • Menulis kosakata yang sukar dari <i>explanation text</i>. (C1) • Memahami <i>language feature</i> dari <i>explanation text</i>. (C3) • Mengidentifikasi <i>generic structure</i> dari <i>explanation text</i>. (C5) |
| E. | Proses Pembelajaran | <ol style="list-style-type: none"> 1. Metode : Ceramah Interaktif 2. Model Pembelajaran : <i>Problem Based Learning</i> (PBL) 3. Strategi Pembelajaran : Think Pair Share (TPS) |

| | | |
|---|---------------------|--|
| F. | Pertanyaan Pemantik | You use to drink a mineral water, aren't you? Do you know how does the water come to the bottle? |
| Kegiatan Pembelajaran | | |
| Langkah – langkah Pembelajaran | | Unsur Inovatif |
| <p>a. Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru memberi salam kepada peserta didik. 2. Guru mempersiapkan kelas agar lebih kondusif untuk proses belajar mengajar (berdoa, presensi kehadiran, agenda kegiatan, menyiapkan media dan alat serta buku yang diperlukan). 3. Guru memotivasi siswa dengan memutar lagu “<i>Fight Song</i>” dari Rachel Platten. 4. Peserta didik dan guru menyanyi bersama. 5. Peserta didik mengungkapkan cerita di balik lagu. | | <p>Profil Pelajar Pancasila : Beriman bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</p> <p>Berkebhinekaan Global</p> <p>10 menit</p> |
| <p>b. Kegiatan Inti</p> <p>Orientasi Masalah</p> <ol style="list-style-type: none"> 6. Peserta didik melihat video tentang proses pengemasan air mineral . (Video dari https://www.youtube.com/watch?v=W4jtlIOmPUM) 7. Peserta didik mengumpulkan informasi dari video yang diputar (LKPD 1). 8. Peserta didik mendapatkan penjelasan oleh guru melalui Power Point yang ditampilkan. <p>Mengorganisasi Siswa</p> <ol style="list-style-type: none"> 9. Guru memberikan lembar kerja (LKPD 2). 10. Guru meminta siswa untuk mencermati teks dengan baik. 11. Peserta didik mengidentifikasi <i>generic structure</i> dari teks yang didapatkan. (<i>Think</i>) 12. Peserta didik bekerja sama dengan teman | | <p>Profil Pelajar Pancasila: Berpikir Kritis Pembelajaran TPACK</p> <p>Profil Pelajar Pancasila: Bernalar Kritis Gotong Royong</p> <p>70 menit</p> |

| | | |
|---|--|--|
| <p>Membimbing Penyelidikan Masalah dalam Individu</p> <p>13. Guru mengarahkan peserta didik untuk membagikan informasi yang didapatkan dari teks tersebut kepada teman</p> <p>Mengembangkan dan Menampilkan Hasil Karya</p> <p>14. Peserta didik saling memberikan komentar akan hasil yang digali dari informasi yang didapatkan dalam teks.</p> <p>Menganalisis dan Mengevaluasi Proses Pemecahan Masalah</p> <p>15. Peserta didik mengumpulkan LKPD 1 dan LKPD 2 kepada guru.</p> <p>16. Guru memberikan pertanyaan pemantik</p> <p>17. Guru mendiskusikan tugas final speaking show dengan peserta didik</p> <p>Pertemuan ke-2</p> <p>1. Guru memberikan pertanyaan pemantik</p> <p>2. Guru memberikan tugas kepada peserta didik mengenai materi explanation text</p> <p>Orientasi Masalah</p> <p>3. Peserta didik berdiskusi dengan temannya</p> <p>Membimbing Penyelidikan Masalah dalam Individu</p> <p>4. Guru membimbing jalannya diskusi tentang tugas explanation text</p> <p>5. Guru meminta siswa untuk mencermati soal dengan baik</p> <p>Mengembangkan dan Menampilkan Hasil Karya</p> <p>6. Peserta didik mengidentifikasi generic structure dan language features dari explanation text</p> <p>7. Peserta didik bekerja sama dengan teman</p> <p>Menganalisis dan Mengevaluasi Proses Pemecahan Masalah</p> <p>8. Peserta didik dan guru membahas latihan soal yang diberikan secara bersama-sama</p> | | |
| <p>4. Asesmen</p> <p>a. Asesmen Sumatif (LKPD)</p> <p>b. Asesmen Formatif</p> | | |

Surakarta, 30 September 2022

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran Bahasa Inggris

Sutana, S.Pd., M.Pd.

Witria Kusuma Dewi, S.Pd., M.Si.

NIP. 197412262007011013

Bahan Ajar ; Explanation Text

A. Pendahuluan :

Apakah yang dimaksud dengan teks eksplanasi? Teks eksplanasi adalah teks yang berisi tentang proses ‘mengapa’ dan ‘bagaimana’ kejadian-kejadian alam, sosial, ilmu pengetahuan, budaya, dan lainnya dapat terjadi. Suatu kejadian baik itu kejadian alam maupun kejadian sosial yang terjadi di sekitar kita, selalu memiliki hubungan sebab akibat dan proses.

1. Capaian Pembelajaran

Pada akhir Fase F, 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, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual.

2. Tujuan Pembelajaran

- Setelah mempelajari materi, peserta didik dapat mencari kosakata yang sukar dari *explanation text*. (C6)
- Setelah mempelajari materi, peserta didik mampu mengidentifikasi *language feature* dan *generic structure* dari *explanation text*. (C6)

3. Alur Tujuan Pembelajaran

- Menulis kosakata yang sukar dari *explanation text*. (C1)
- Memahami *language feature* dari *explanation text*. (C3)
- Mengidentifikasi *generic structure* dari *explanation text*. (C5)

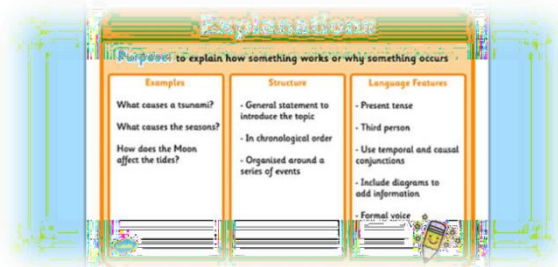
A. Petunjuk Belajar

Bahan ajar ini dimulai dari pendahuluan mengenai garis besar materi *explanation text*. Materi bahan ajar sudah sesuai dengan capaian pembelajaran dan tujuan pembelajaran dari materi yang disampaikan. Setelah memahami tujuan pembelajaran, peserta didik dapat melihat bagan atau peta konsep yang tersedia. Peta konsep dapat mempermudah peserta didik untuk mengetahui alur pembelajaran dari materi *explanation text*.

B. Penyajian Materi

➤ What is an Explanation Text?

An Explanation text is a piece of non-fiction writing explaining an action process or event in a detailed but simple way. It features numbered points, time connectives, pictures, diagrams, labels and captions to help the receiver understand the process of what's being delivered.



➤ Generic Structure of Explanation Text

□ TITLES

Which identify the topic of your explanation. You may pose this as a question at the beginning with how or why

□ STRONG OPENING STATEMENT

Identifying the process to be explained. Emphasize the process rather than the particular thing involved in the process.

□ SEQUENCING

Use sequential paragraphs or statements describing how or why something happens. Show connections such as cause and effect or temporal sequence.

□ WRAPPING IT UP

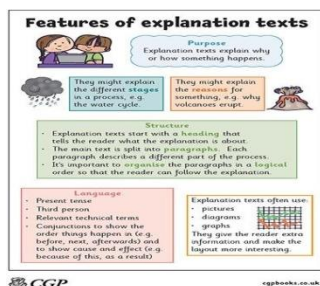
A strong concluding paragraph or sentence that draws everything together will add more validity to your explanation.

What are the Key Features of an Explanation Text?

- Explanation text is typically written in the present tense with formal to-the-point language that doesn't deviate from the topic.
- It uses separate text with headings and subheadings to make the explanation text simple and easy to understand.
- Add pictures and diagrams with labels for visual learners.
- Any technical vocabulary used should fit into a glossary at the end to help with jargon.
- Numbered points that explain something step-by-step.

What's the difference between an information text and an explanation text?

- **Instructional text** is sequencing an event, action or process by telling someone what to do. See above for an example.
- **Explanation text** describes something non-fiction, it typically explains 'why' we do something as well as the full process.



C. Latihan Soal

Human body is made up of countless millions of cells. Food is needed to built up newcells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion. The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juices which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards. In a few hours, the food changes into acids. These are soon absorbed by the vile (microscopic branch projection from the intestine walls) and passed into the bloodstream.

- What is the text about?
 - The digestive system
 - The digestive juice
 - The method of the digestive system
 - The process of intestine work
 - The food sustance
- How can we swallow the food easily?
 - The food changes into acids absorbed by the villi.
 - The food must be digested first through the process.
 - The food is directly swallowed through esophagus into the stomach.
 - The food is mixed with the juices secreted by the cells in the stomach.
 - The food we take must be changed into substances carried in the blood to the places.
- From the text above, we imply that
 - a good process of digestive system will help our body becoming healthier.
 - no one concerned with the process of digestive system for their health.
 - the digestive system is needed if we are eating the food instantly.
 - every body must conduct the processes of digestive system well.
 - the better we digest the food we eat, the healthier we will be.
- “Human body is made up of countless millions of cells.” (Paragraph 1) The phrase“made up” means
 - produced
 - managed
 - arranged
 - completed
 - constructed

C. Daftar Pustaka

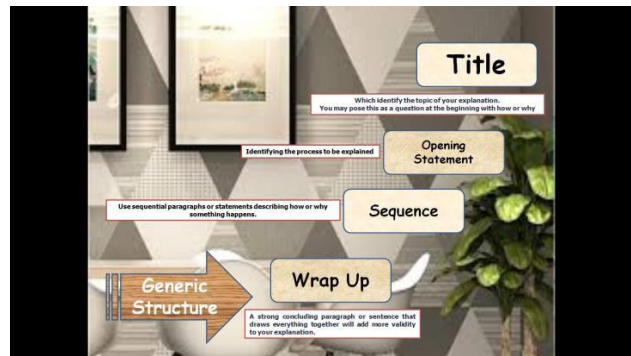
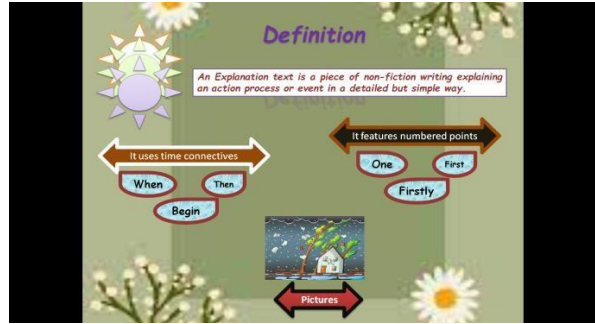
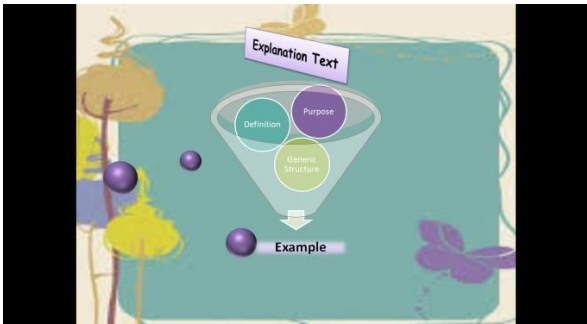
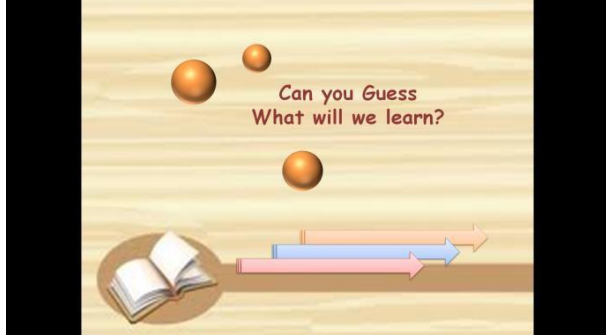
è <https://englishadmin.com/2018/12/55-contoh-soal-explanation-text-dan-jawabannya.html>

Media Pembelajaran

Pengembangan Media Pembelajaran

1. **Jenjang/ Kelas** : XI
2. **Mata Pelajaran** : Bahasa Inggris
3. **Materi** : Explanation text
4. **Capaian Pembelajaran** : Pada akhir Fase F, 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, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual.
5. **Tujuan Pembelajaran:**
 - Setelah mempelajari materi, peserta didik dapat mencari kosakata yang sukar dari *explanation text*. (C6)
 - Setelah mempelajari materi, peserta didik mampu mengidentifikasi *languagefeature* dan *generic structure* dari *explanation text*. (C6)
6. **Nama Media** : Power Point; Video
7. **Bentuk Media** : Slide Presentasi
8. **Cara menggunakan** :
 - a. Peserta didik menonton video yang diputarkan guru;
 - b. Peserta didik memerhatikan slide yang ditampilkan guru.

Power Point





□ LKPD

Lembar Kerja Peserta Didik (LKPD) 1

| | |
|----------------------------|----------------------------------|
| Satuan Pendidikan | : SMA Batik 1 Surakarta |
| Mata Pelajaran | : Bahasa Inggris TL |
| Kelas/ Semester | : XI |
| Tahun Pelajaran | : 2022/ 2023 |
| Materi Pokok | : <i>Explanation Text</i> |
| Tujuan Pembelajaran | : |

- Setelah mempelajari materi, peserta didik dapat mencari kosakata yang sukar dari *explanation text*. (C6)
- Setelah mempelajari materi, peserta didik mampu mengidentifikasi *language feature* dan *generic structure* dari *explanation text*. (C6)

Petunjuk

1. Peserta didik menonton video yang diputarkan guru.
2. Peserta didik mengisi lembar berikut!

Natural Mineral Water Manufacturing Process;

1. _____
2. _____
3. _____
4. _____

Lembar Kerja Peserta Didik (LKPD) 2

Satuan Pendidikan : SMA Batik 1 Surakarta

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI

Tahun Pelajaran : 2022/ 2023

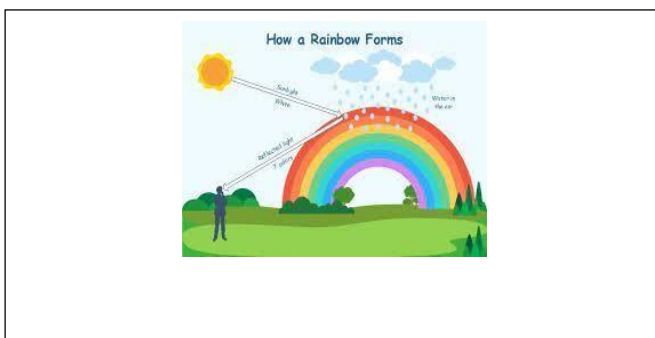
Materi Pokok : *Explanation Text*

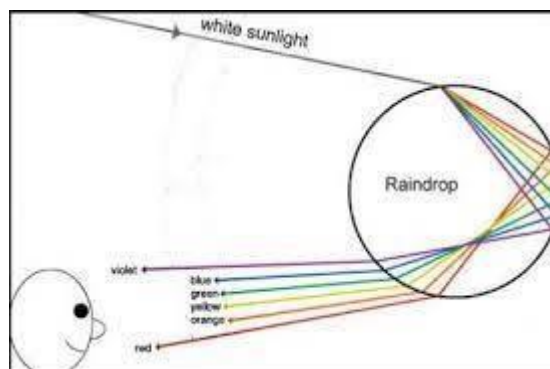
Tujuan Pembelajaran :

- Setelah mempelajari materi, peserta didik dapat mencari kosakata yang sukar dari *explanation text*. (C6)
- Setelah mempelajari materi, peserta didik mampu mengidentifikasi *language feature* dan *generic structure* dari *explanation text*. (C6)

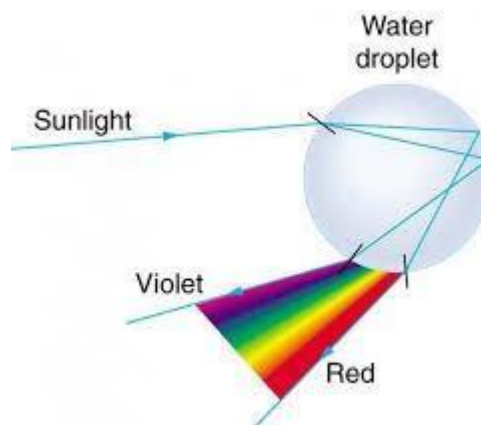
Petunjuk :

1. Peserta didik membaca perintah soal.
2. Peserta didik menjawab soal.
3. Peserta didik berbagi informasi tentang soal yang dijawab!





How does rainbow happen in detail? All the happenings begin when the sunlight passing through the raindrops. Then the light is deflected to the center of the droplet. The white light now separated from each other into a spectrum of colors. The process does not stop there. The colors that have been separated then separate again into the very small portions. There is more light separated from each other in the droplets. Then there are more curved and finally those color form a light curve called a rainbow.



Rainbow is nothing but an arc of a large circular spectrum of color that occurs due to refraction of sunlight by water grains. When sunlight passes through water droplets, it refracts like when it penetrates a glass prism and comes out into a rainbow color spectrum. So inside the water droplets, we have got different colors lined up from one side to the other. Some of this colored light is then reflected from the far side of the water droplets, returning and exiting again from the water droplets. Light comes back from water droplets in a different direction, depending on the color. The colors on this rainbow are arranged in red at the top and purple at the bottom of the rainbow.



Rainbow is seen as a bow from the surface of the earth because of the limited viewing angle of the eye, if the vantage point is in a high place, for example from an airplane, can be seen as a complete color spectrum in the form of a circle. The rainbow can only be seen when it rains together with the sun shining but from the opposite side of the observer. The position of the observer must be between the sun and the droplets of water with the sun behind the person. The sun, the eye of the observer, and the center of the rainbow arc must be in a straight line.

Questions;

1. From the text above, find 4 sentences that show you the sequence of how a rainbow forms?
2. How is the rainbow formed? Explain with your own language!
3. When the light is deflected to the center of the droplet, what is the next happening to the light?
4. Sometimes, the rainbow is only appeared at the base? Why does it happen?
5. Write the wrapping up of the paragraph!

□ **Kisi – kisi, rubrik dan instrumen penilaian**

A. Kisi Kisi

1. Satuan Pendidikan : SMA Batik 1 Surakarta
2. Jumlah soal : 5
3. Mata pelajaran : Bahasa Inggris Tingkat Lanjut
4. Bentuk soal/tes : Essay
5. Penyusun : Witria Kusuma Dewi
6. Alokasi waktu : 20 menit
7. Kisi-Kisi Penulisan Soal

| No | Tujuan Pembelajaran | Alur Tujuan Pembelajaran | Materi | Indikator Soal | Level | Bentuk Soal | Nomor |
|----|--|---|------------------------------|---|-------|-------------|--|
| 1. | Setelah mempelajari materi, peserta didik mampu mengidentifikasi <i>language feature</i> dan <i>generic structure</i> dari <i>explanation text</i> . | <input type="checkbox"/> Memahami <i>language feature</i> dari <i>explanation text</i> . (C3) <input type="checkbox"/> Mengidentifikasi <i>generic structure</i> dari <i>explanation text</i> . (C5) | Teks <i>Explanation Text</i> | <ol style="list-style-type: none"> 1. Peserta didik menemukan kalimat yang menunjukkan sequence. 2. Peserta didik menjelaskan proses terjadinya pelangi. 3. Peserta memberikan penjelasan pada sequence tertentu 4. Peserta didik memberikan tanggapan mengenai topik bahasan teks 5. Peserta didik menyimpulkan teks. | L3 | Essay | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> |

B. Scoring Rubrik

| Nomor | Kriteria | Nilai |
|-------------|--|-------|
| 1 | Peserta didik dapat menemukan kalimat yang menunjukkan sequence | 20 |
| 2 | Peserta didik mampu mampu proses terjadinya pelangi. | 20 |
| 3 | Peserta didik mampu memberikan penjelasan pada sequence tertentu | 20 |
| 4 | Peserta didik dapat memberikan tanggapan mengenai topik bahasan teks | 20 |
| 5 | Peserta didik dapat menyimpulkan teks. | 20 |
| Total Nilai | | 100 |

c. Instrumen Penilaian

1. Instrumen Penilaian Sikap

| Nama | Mandiri | Gotong Royong | Nilai |
|--------------------|---------|---------------|-------|
| | | | |
| | | | |
| | | | |

2. Instrumen Penilaian Kognitif

| No | Nama | Score 1 – 10 | | | | |
|----|------|--------------|--|--|--|--|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Appendices 6. Documentation of Pictures



Figure 1. Teaching and Learning of T1



Figure 2. Teaching and Learning of T2



Figure 3. Teaching and Learning of T1



Figure 4. Teaching and Learning of T2



Figure 5. Interview with English Teachers



YAYASAN PENDIDIKAN BATIK SURAKARTA
SMA BATIK 1 SURAKARTA

Terakreditasi " A "

Jl. Slamet Riyadi 445 Surakarta 57146 Telp.(0271) 710785, 723665 Fax.(0271) 723742
 Website : www.smubatik1-slo.sch.id E-Mail : smaba1_solo@yahoo.com



SURAT KETERANGAN

Nomor : 0454/SMA/OBS./L.06/2023

Yang bertanda tangan di bawah ini Kepala SMA Batik 1 Surakarta :

Nama : SUTANA, S.Pd., M.Pd.
 NIP. : 19741226 200701 1 013
 Pangkat / Golongan : Pembina – IV/a
 Jabatan : Kepala Sekolah

dengan ini menerangkan bahwa :

| No. | Nama | NIM | Prodi | Ket. |
|-----|----------------|-----------|---------------------------|------|
| 1 | Suci Setiawati | 196121097 | Pendidikan Bahasa Inggris | |

adalah mahasiswa Universitas Islam Negeri Raden Mas Said Surakarta.

Yang bersangkutan telah melakukan penelitian di SMA Batik 1 Surakarta pada tanggal 6 Maret – 15 Mei 2023, dengan judul :

"TEACHERS STRATEGIES IN ENCOURAGING STUDENTS TO SPEAK ENGLISH IN A LEARNING PROCESS AT INTERNATIONAL CLASS OF SMA BATIK 1 SURAKARTA ACADEMIC YEAR2022/2023 ".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Surakarta, 6 Juni 2023

Kepala Sekolah,



Surat Keterangan Observasi UIN RH Said Surakarta (Suci Setiawati)

Figure 6. Research Letter