

**THE TECHNIQUES OF TEACHING SPEAKING USED BY THE
ENGLISH TEACHER TO THE SEVENTH GRADE STUDENTS OF SMPN
2 SAWIT BOYOLALI IN ACADEMIC YEAR 2022/2023**

THESIS

Submitted as a Partial Requirement

for the Undergraduate Degree in English Education



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Thank you for the attention.

Wasalamu'alaikum Wr. Wb.

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RATIFICATION

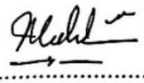
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DEDICATION

This thesis is dedicated to:

My self

My beloved father, Mr. Junaidi

My beloved mother, Mrs. Sumarni

My beloved sisters, Lia Ratna .M

My thesis advisor

My beloved friends

My Almamater UIN Raden Mas Said Surakarta

MOTTO

Nothing last forever, we can change the future

(Alucard)

Everything will be okay in the end. If it's not okay, it's not the end

(John Lennon)

Some people want it to happen, some wish it would happen, others make it happen

(Michael Jordan)

PRONOUNCEMENT

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I hereby sincerely state that the thesis “The Techniques Of Teaching Speaking Used By The English Teacher To The Seventh Grade Students Of Smpn 2 Sawit Boyolali In 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 thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ACKNOWLEDGMENT

Alhamdulillah, all praises to Allah SWT, the single power, the Lord of the Universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish the thesis entitled “The Techniques Of Teaching Speaking Used By The English Teacher To The Seventh Grade Students Of Smpn 2 Sawit Boyolali In Academic Year 2022/2023”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

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

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The researcher relizes 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.

Surakarta, June 17th 2023

The researcher,

A handwritten signature in black ink, appearing to be 'Muhammad Hanafi', written in a cursive style.

Muhmmad Hanafi

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ABSTRACT

Muhammad Hanafi.2023. The Techniques Of Teaching Speaking Used By The English Teacher To The Seventh Grade Students Of Smpn 2 Sawit Boyolali In Academic Year 2022/2023. Thesis. English Education Department, Cultures and Languages Faculty. Raden Mas Said State Islamic University of Surakarta.

Advisor : Nor Laili Fatmawati, M.Pd.

Key words : Teaching, Technique in teaching speaking, Teaching speaking.

This research is intended to describe the techniques of teaching speaking used by The English teacher to the seventh grade students of SMPN 2 Sawit Boyolali, in Academic Year 2022/2023. The research problems are (1) What are the techniques used in teaching speaking by the English teacher to the seventh grade students of SMPN 2 Sawit Boyolali, in Academic Year 2022/2023, (2) What are problrm faced by the English teacher in using of the techniques in teaching speaking to the seventh grade students of SMPN 2 Sawit Boyolali, in Academic Year 2022/2023. The research was conducted from January-May 2023 on teaching speaking techniques used by The Teacher in teaching speaking to the seventh grade students of SMPN 2 Sawit Boyolali, in Academic Year 2022/2023.

This research was descriptive qualitative research. The subject of this research were English teacher of SMPN 2 Sawit Boyolali. The data were collected from the observation, interview, and documentation. The data were analysed by data reduction, data display, data conclusion and verification. In this research, the researcher used triangulation by resources. It means that the researcher gathered various data source to attempt data validity, consisting of information which could answer the research problems from some informants, conditions, activities seen from the observation, and content analysis on purposefull document.

The research found that the techniques used by the teacher in teaching speaking are discussion and role play. The techniques of discussion based on the interview can promote students opinion freely but in other hand, the active students will be more active and inactive students become passive and the betterment of error grammar in speaking is slower. Role play techniques used by the teacher helps the student become more active and excited. But, this technique makes students mispronounce the word and get difficulty in grasping the meaning.

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the study, problem identification, focus of the study, formulations of the problems, objective of the study, research benefit and definition of key terms. Each of the point is presented below.

A. Background of the Study

The objective of teaching English in Junior High school is to build the communicative competence in both spoken and written of the target language. The students hope to be able in using English to participate in the classroom activity, school activity, or environment activity (Depdiknas, 2006: 6-7). They should master English especially in four basic skills of English including speaking, writing, reading, and listening.

One of the four basic English skills that has an important role in teaching English is speaking. It is very important in language learning because the disability of students to speak will cause them unable to share their ideas. Brown (2001: 247) said that when people think of foreign language, people first think of speaking. It means that the purpose of language learning is to have fluency to communicate in foreign language orally or in form. Speaking skill is very important for students' life, they should develop their speaking or communicative skills, because through speaking they can express and learn to adapt in certain social condition

and cultural rules (Kayi, 2006). For some students, speaking is a difficult language skill because it is a process of constructing meaning that involves producing, receiving, and processing information. There are some features that make speaking a difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

In teaching and learning process based on curriculum 2013 it is stated that the teaching English focuses are developing students' communicative competence and improving students oral production in interpersonal speaking and transactional. In secondary level, for instance Junior High School, the students have some problems in learning speaking. The first problem is the students have lack of confidence to speak up in the class. It makes the students afraid to make mistakes. The second problem is the students have less vocabulary and it makes the students can not explore more about what they want to speak in front of class. The last problem is the lack of motivation. It causes the students become passive in the class.

From the explanation, it is big challenge for the English teacher to face the problems. The teachers should have creativity to explain the materials. They should make the atmosphere of the class enjoy and fun to attract students' interest in following the lesson which is being taught. English teacher should provide some speaking activities which are able to facilitate their speaking mastery such as; discussion and presentation. The

appropriate teaching technique is the key to make teaching and learning process run well. As the results, the students can be active learner inside and outside the class.

The goal of speaking skill is to improve the communication skill. The ability of speaking helps students to express their ideas and get involved in social and cultural community. Moreover, the most important thing in teaching speaking is that the students know how to use the language communicatively in every context in their daily life. To achieve that goal, a teacher must have some techniques in teaching. Technique is one of the keys to be successful in teaching and learning process. The implementation of good technique will help the teacher to achieve the goal of teaching.

Brown (2001: 14) defined that techniques are any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. Thus, it can be concluded that the term technique deals with the exercise, activities, or tasks implemented in the classroom which have purpose to achieve the objectives mentioned curriculum. In teaching speaking, there are many techniques, for instance, story telling, games, discussion, role play. The teachers should understand their students and choose the appropriate techniques because the use appropriate technique helps to achieve the goal of the teaching speaking. In teaching speaking, technique is required to attain target of the basic competence. Teacher should add interesting materials to attract students'

attention and motivate students to feel enjoy to perform their skill orally. For the results it can increase their speaking ability.

To see the novelty, the reseacrher uses two reserach journal. First, according to Dedi Rahman Nur the journal is entitled Techniques for Teaching Speaking Skill in Widya Gama Mahakam University (2017). The similarity between the previous study and this research is the study both analysis about techniques teaching speaking. The differences between the previous study and this research is the previous study research is to investigate techniques in teaching speaking skill in second semester of primary school department of Widya Gama Mahakam University.

The second of the previous study is a journal entitled Strategies in Learning and Techniques in Teaching English Speaking (2018) written by Leffi Noviyenty. The similariry between this research and the previous study is both analyze the techniques of teching speaking. The differences of this reserach and the previous study is the previous study analyze not only the technique of teching speaking but also to analyze the strategy of teaching speaking while this research only analyze about the techniques of teching speaking that used by English teacher.

Based on observation, some of students have good motivation and big interest to study English language. Most of them are confident to speak up in front of class and do not worry to make mistakes. In the class the teacher teach creatively and interestingly. So, it makes the students can explore more about what they want to speak in front of class and they are

interested when the teacher explains the materials. Good technique used by the teacher will ignite students' enthusiasm in studying English language. Thus, the researcher decides to describe and observe the techniques used in teaching speaking to seventh grade students. From the statement above, the role of the teacher is very vital. It means that the key the success of teaching and learning process depends on the teacher techniques. It is important for the teacher to choose and use the best techniques based on the situation. So, the researcher is curious to do research about speaking techniques that the teacher used in class. A way to know the good technique for teaching speaking is understanding the process of teaching. As the results the students can enjoy the lesson and they will try to speak English in the class. Therefore, the writer is interested in doing the research entitled **“THE TECHNIQUES OF TEACHING SPEAKING USED BY THE ENGLISH TEACHER TO THE SEVENTH GRADE STUDENTS OF SMPN 2 SAWIT BOYOLALI IN ACADEMIC YEAR 2022/2023”**.

B. Identification of the Problem

Based on the background of the study, there are some problems that can be identified:

1. The techniques used by English teacher in teaching speaking at the seventh grade in SMPN 2 Sawit boyolali in Academic Year 2022/2023.
2. The problems faced by the English teacher in the speaking class at the seventh grade in SMPN 2 Sawit boyolali in Academic Year 2022/2023.
3. The emphasis of English teacher of the important of speaking skill ability to the students in SMPN 2 Sawit Boyolali in Academic Year 2023/2024.

C. Limitation of the Problem

Based on the background of the study above, this research is limited only to identify techniques and describe the problem of the techniques used by the English teacher in teaching speaking to the seventh grade students of SMPN 2 Sawit Boyolali. The subject of this research is the English teacher of seventh grade Miss RU, S.Pd. (teach at VII A and VII B class). The study will be conducted from January-May 2023.

D. Formulation of the Problem

Based on the background of the study, the identification as well as the limitation of the problem, the research problem can be formulated as follows:

1. What are the techniques used in teaching speaking by the English teacher to the seventh grade students of SMPN 2 Sawit Boyolali in academic year 2022/2023 ?
2. What are the problems faced by the English teacher in the speaking class at the seventh grade students of SMPN 2 Sawit Boyolali in academic year 2022/2023 ?

E. Objectives of the Study

In line with the problem formulation above, the objectives of this study can be stated as follows:

1. To find out what kinds of the techniques used in teaching speaking by the English teachers to the seventh grade students of SMPN 2 Sawit Boyolali in academic year 2022/2023.
2. To describe the problems faced by the English teacher in the speaking class at the seventh grade student of SMPN Sawit Boyolali in academic year 2022/2023.

F. Benefit of the Study

The researcher expects that the finding of this research can give some benefits and contributions for the following:

1. Benefit

This research is expected to be significance as an input of English learning process. Besides, this research hopefully can give the benefit to know the process of learning English speaking skill. So, this research becomes helpful information and useful reference to the next study.

2. Practical Benefit

a. For the English teachers

The result of this research is expected to give more knowledge about teaching speaking techniques and helps the teacher to find out the appropriate techniques to motivate the students to learn English, without feel anxious to perform their skill orally.

b. For the students

The research findings is expected to be able to attract students to be more active in their speaking class.

c. For other language researcher

This researcher is expected to inspire other researchers to do further study concerning with similiar field. Hopefully, this research can be useful for other or as a frame of thought or starting points for him or her to do further research.

G. Definition of Key terms

1. Technique

Brown (2000) in Puspasari (2016: 8) states that technique as a superordinate term to refer to various activities that either teacher or learners perform in the classroom. it order word, the term technique deals with the exercise, activities, or tasks implemented in the classroom which have purpouse to achieve the objectives mentioned curriculum

2. Teaching

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000: 7).

3. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

CHAPTER II

REVIEW AND RELATED LITERATURE

This chapter presents the theoretical foundation on the related literature as the references to support the researcher in understanding the problem. Therefore, this part consists of theoretical description and the previous study. The theoretical description presents some theories which are related to the nature of speaking and teaching speaking. The previous study presents the similiar study which relates to this research.

A. Theoretical Review

1. Teaching Speaking Techniques

As we know, the success of teaching speaking depends on the technique that the teacher uses in the class. According to Hayriye Kayi, she explained in her journal (2006) that there are twelve activities to promote speaking in real communication, they are:

a. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For

example, 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. It is essential that the speaking should be equally divided among group members. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups.

Further, Killen (2017: 36) highlights that discussion technique is potential to be applied in EFL teaching because: (1) it prompts students for further responses; (2) it engages a reluctant students; (3) it focuses student’s responses; and (4) it prompts students to think at higher level. Additionally, Kelly (2010) explains three basic logical reasons for why discussion technique is very applicable in teaching speaking: (1) instructors maintain a greater control over what is being taught because they are able to steer the discussion; (2) discussion technique is comfortable for the teacher because it is a modified form of lecture; and (3) students have a tendency to stay focused on the lesson because they might prepare to share their ideas.

Killen's and Kelly's concepts above are in line with Brown's notion. Brown (2001:178) affirms essential advantages of group discussion in EFL teaching: (1) students are able to generate interactive language; (2) students are embraced by an effective climate; (3) students are to promote learner responsibility and autonomy; and (4) students are able to understand toward individualizing instruction. Moreover, Suryosubroto (2002: 179) also highlights that discussion is a strategy in teaching in which the teacher gives great opportunity to the students for having scientific dialogue in gathering opinions, making conclusion, or giving an alternative solution to a certain issue. He asserts that discussion technique provides opportunities for students' thoughtfulness about information received in class so that they are able to solve the problem discussed.

Moreover, Harmer (2007: 98) highlights that students' success of learning English cannot be separated from their motivation. According to Harmer, motivation is some kind of internal drive which pushes learners to do things in order to achieve their language learning aim. By knowing learners' motivation, English learning reinforcement can be developed, learning objectives clearer, and it makes learning persistent.

In contrast, there are students who are not able to speak English spontaneously, fluently, and comprehensively. One variable to be considered in relation to this lack of ability is the students' lack of motivation towards learning English. This is because learners' motivation has been widely accepted as a key factor which influences the rate and success in second/foreign language learning. Low motivation of the students is one of the most important factors causing their failure in learning a foreign language. Realizing the role of English learning motivation described above, the researcher was affirmed that students' English learning motivation is important to investigate. Therefore be made it a moderator variable in this study. The consideration was that English learning motivation might encourage the students to do more practice in English, which will support them in acquiring good ability for their speaking proficiency.

b. Role play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..."

In role play technique there are some advantages that can improve the speaking skill of the students, such as :

- 1) Role-playing develops communication and social skills among the students.
- 2) Students recognize the content's relevance in dealing with real-world situations.
- 3) Role-playing creates the feeling of observing real events.
- 4) By playing roles in classrooms, students acquire the skill to apply their learning content in a real-life context.
- 5) Students adopt a decision-making persona through role-playing that allows them to deviate from their usual self-imposed limitations or boundaries.
- 6) While playing roles, students engage in higher-order thinking and learn content more comprehensively.
- 7) When real scenarios or contexts are unavailable, instructors can create user scenarios to set the parameters of the role play.
- 8) The teacher, instructor in some cases, and students receive immediate feedback on specific learning.
- 9) Role-playing methods are inexpensive and easy to implement.

10) The role-playing method allows children to explore, investigate and experiment.

In the other hand, role play technique also give disadvantages, there are

- 1) The role-playing method requires relatively more time.
- 2) Role-playing methods require a well-experienced and properly trained teacher or instructor because Improper presentation and instruction can backfire.
- 3) Not all educational institutions have the right atmosphere and environment for all the details of the subjects.
- 4) It is not possible to use the role-playing method in all cases.

c. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not

have to speak for themselves, which means they do not have to take the same responsibility.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

e. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories 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. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. 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.

h. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for 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 is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. 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

j. Picture Describing

One way to make use of pictures in a speaking activity is to give students just 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

k. Picture Narrating

This activity is based on several sequential pictures. 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 they need to use while narrating

1. Find the Difference

For this activity 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

2. Teaching

Brown (2007: 7) defines that teaching “as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand”. Teaching means giving instruction and lesson at school to cause somebody to know or to be able to do something as stated in Oxford Advanced Learner’s Dictionary of Current English (2017: 886).

In short, the researcher concludes that teaching is condition when a teacher helps students to be able to do something by giving instruction and knowledge. The roles of the teacher in the classroom are delivering their knowledge or science, motivating the students, giving clear information. It is hoped that the students understand about the material and be able to develop their knowledge, skill and competence.

3. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary “linguistic competence”, but also that they understand when, why, and in what ways to produce language “Sociolinguistic competence” (Nunan, 2017: 216).

Speaking is the most demanding skill for the teacher to teach (Scott and Ytberg, 2003: 33). It is a way to present new language English, orally. It is also called oral communication. People who communicate the message may have certain expectation as the response of person to whom they are addressing it. They send their message and select the linguistics elements to express it. Brown (2017: 30) says in the production speech, however, each speaker needs to speak. He needs to speak individually and ideally, he needs someone to listen his speaking and to respond him. To most people, mastering the art of speaking is the single the most important aspect of learning a

second language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 2017:39)..

Based on the definition above, it can be concluded that speaking is an important matter which should be taught to the students. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

4. Teaching Speaking

The goal of teaching speaking is communicative efficiency. To achieve that goal the teacher must understand about some procedures to make teaching learning process run well. According to Brown (2001: 149) in teaching speaking, there are some procedures which should be conducted in order to make good teaching speaking. The procedures are as follows:

- a. Pre-teaching activity
 - 1) An opening statement or activity as warming-up. In this stage, the teacher greets the students.
 - 2) Lead-in: an introduction to the topic of the lesson.

In this stage, the teacher: Introduces the material that will be taught. Asks the students to pay attention of the material. Asks the students to discuss the material.

b. While-teaching activity

The teacher practices the activity. The roles of the teacher in this stage are:

- 1) Giving example in how to practice the dialogue to students.
- 2) Asking the students to repeat the model of the dialogue based on the example.
- 3) Asking the students to practice the dialogue in groups.

c. Post-teaching activity

- 1) Review the topic

In this stage, the teacher reviews the material that has been taught, and gives the opportunity to the students to ask questions.

- 2) Closing

In this stage, the teacher closes the lesson.

5. Micro and Macro Skill in Speaking

In teaching speaking, the teacher must know about some micro and macro skills of speaking. It will be useful for the teacher to determine the competences that should be achieved by the students. The implication of some micro skills and macro skills are importance on focusing both forms of the language and the functions of the language. In teaching speaking, the teacher should help the students to see the language as the whole as well as the small parts of the

language. According to Brown (2007: 142-143) he states that there are some micro and macro skills of speaking.

a. Micro Skills Of Speaking.

Some micro skills of speaking, they are:

- 1) Produce chunks of language of different lengths.
- 2) Orally produce differences among the English phonemes and allophonic variants.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced form of words and phrases.
- 5) Use an adequate number of lexical words (units) in order to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, and pluralization), word order, patterns, rules, and syntactical forms.
- 9) Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Express a particular meaning in different grammatical forms.

b. Macro Skills Of Speaking

Some macro skills of speaking, they are:

- 1) Accomplish appropriately communicative functions according to situations, participants and goals.
- 2) Use appropriate registers, implicate, pragmatic conventions, and other sociolinguistic features in face to face conversations.
- 3) Convey links and connections between events and communicate such relations as main idea, supporting idea, new formation, given information, generalization and exemplification.
- 4) Use facial features, kinesics, body language, and other non-verbal cues along with verbal language to convey meanings.
- 5) Develop and use a battery of speaking strategic such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assesing how well your interlocutor is understanding you.
- 6) Those speaking elements help to guide the teacher in teaching English. Teacher should decide what micro or macro skill that students should acquire.

6. The Principles in Designing Techniques to Teach Speaking

Brown (2001: 275) proposed seven principles for designing speaking techniques. They are as follows:

- a. Use techniques that cover the spectrum of learner needs, from language-based. Focus on accuracy to message-based focus on interaction, meaning, and fluency. Doing a jigsaw group technique, play a game, or discuss solution to the environmental crisis, help learners to engage in interactive activities.
- b. Provide intrinsically motivating techniques. Try at all times to appeal to students' ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be.
- c. Encourage the use of authentic language in meaningful contexts
- d. Provide appropriate feedback and correction. In most EFL situation, students are totally dependent on the teacher take advantage of their knowledge of English to inject the kind of corrective feedback that are appropriate for the moment.
- e. Capitalize on the natural link between speaking and listening. Many interactive techniques that involve speaking skill will include listening also. As teachers are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

- f. Give students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversation, and to change the subject.
- g. Encourage the development of speaking strategies. The concept of strategy competence is one that few beginning language students are aware of.

7. Developing Classroom Speaking

Brown (2001: 271-274) identifies six categories apply to the kinds of oral production that students are expected to carry out in classroom. They are:

- a. Imitative

Imitative speaking is a kind of practicing an intonation or typing to point a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling.

- b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

A good deal of student speech in the classroom is responsive, short replies to teacher or student initiated question or comment.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue is carried out more for the purpose of maintaining social relationship than for transmission of fact and information.

f. Extensive

Students at intermediate to advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

Furthermore, Harmer (2001: 348-352) suggested that there are six classroom speaking activities. Below are the suggested activities:

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2005 :272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous

conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. 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.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting

from script. In discussion, teachers can use some pictures or maybe videos in a certain situation.

B. Previous Related Studies

To prove the originality of this study, this research discussed some previous studies. The first previous study entitled “A Descriptive Study of The Teacher’s Technique in Teaching Speaking on Tour Guide Program of The Second Grade at SMK N 1 Karanganyar in Academic Year 2015/2016. This thesis was written by Siti Comariah (2017). This research is intended to describe the teaching speaking technique at tour guide program in the academic year 2015/2016. The method that she used to analyze the data was descriptive qualitative. The technique used by the teacher was discussion technique to teach speaking at tour guide program in the academic year 2015/2016. The difference between this research and the first previous study is in the place of the research. The similarity between this research and the first previous study is to describe speaking technique that the teacher use to teach speaking.

The second previous study entitled “A Descriptive Study in Teaching Speaking Skill in Power Speaking Class of Gama English Course Simo in 2017”. Based on her research’s observation in Power Speaking Class, the classroom activities was divided into three parts. There were opening, main checking speaking, giving motivation and reviewing the previous material. Her conclusion that the aim of teaching speaking is to prepare students to make communication easily in facing

globalization era. The second previous study described the teaching speaking process in Gama English Course. Meanwhile this research is just focus on the technique that the teacher use to teach speaking. The similarity between previous study and this research is focus on speaking skill.

The third previous study was done by Sugiyartono (Walisongo State Institute for Islamic Studies Semarang) entitled Descriptive Study on Method in Teaching Speaking at The Eighth Year of SMP Hj. Isriati Semarang in The Academic Year 2010/2011. In this research he analyzed the method that teacher used to teach speaking. Based on his observation, communicative language teaching and collaborative learning serve best for this aim. The differences between this research and this previous study is the previous study is focus on method that the teacher used in teaching speaking. The similarity between previous study and this research is focus on speaking skill.

The final previous study is “A Descriptive Study on Teaching Speaking Method to the Seventh Tear Students of SMP N 3 Baturetno”. This research is written by Dwi Wulansari (2013). The study aimed to know the implementation of teaching speaking method to the seventh year student of SMP Negeri 3 Baturetno. He describes the methods used by the teacher and the problem faced by teacher and students in speaking class. The similarity of this research is about speaking skill. And the differences between this research and this previous study is the previous study is focus

on method that the teacher used in teaching speaking and the problem faced by teacher and students in speaking class.

From the previous study used in this research, it can be inferred that there are some similarities and differences between this research and previous research. The similarities between this research and the previous researchers are in the skill which will be researched. In this research, the researcher will observe the teacher's techniques in speaking skill at seventh grade in SMPN 2 Sawit Boyolali. The researcher focuses on the teacher's techniques in teaching speaking and the strengths and the weakness of the techniques used in teaching speaking. The other similarity is the research design; using qualitative research design. The difference between the present research and previous researches are the place of the research, and the subjects of the research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design which deals with types of the study, place and time of the study, subject of the study, research instruments, data collecting techniques, and data analysis techniques.

A. Research Design

In this research the researcher uses the descriptive qualitative method that describes phenomenon from the data analysis out of which a researcher's conclusion will be drawn. Bogdan and Taylor in Moleong (2017: 3) qualitative research is a research which fields the descriptive data in the form of written or oral words from observing people and behavior. In the other word, it is type of research which does not include any calculation or enumeration. The use of descriptive research is based on its meaning, which is to describe the teaching and learning in a course factually and accurately. There are many procedures in employing qualitative descriptive method. The researcher collects the data, then classifies them, and finally draws conclusion the data (Hadi, 2017: 14).

Fauziati (2009: 241) states that qualitative research often involves 'data collecting procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statically method". Bogdan and Taylor in Moleong (2017: 3) these statement contains of purpose that describe qualitative research is research that put

forwards the data collecting or the problem reality based on the things explored by respondents and the data collected are words and picture, not number.

Based on the definitions above, it can be described that qualitative method in this research, the researcher observes the activities of the subjects in the process of teaching learning process and support the data by interview the subject and documents used in teaching speaking. The data are described by the researcher in form of words.

B. Research Setting

In this part, the researcher describes about the research location and time or schedule of the research. The descriptions are as follow:

1. Place

The place of the research is in SMPN 2 Sawit Boyolali. . The location SMPN 2 Sawit Boyolali at on Jl. Diponegoro No.2, Dusun II, Karang Duren, Kecamatan Sawit, Boyolali Regency, Central Java, Indonesia

2. Time

This study was conducted from January – May 2023. The time is used for doing observation, writing the proposal, revising proposal, conducting the research, then analysing the data. The researcher will analyze and process the data honestly and carefully to get the best result. The research schedule will be explained in the table below:

No	Activities	January 2023	February 2023	March 2023	April 2023	May 2023
1	Pre-research					
2	Writing the proposal					
3	Reporting the proposal					
4	Conducting the research					
5	Analyzing the data					

C. Subject of The Research

The subject of the study is the English teacher of the seventh grade of SMPN 2 Sawit Boyolali. Her name is Mrs RU S.Pd. The researcher chooses the teacher because she is the only teacher that teaches English for seventh grade of SMPN 2 Sawit Boyolali. The researcher takes 2 class VII A and VII B. The teacher states that students of these classes are easy in understanding material, have good motivation in teaching learning.

Based on the reasons above, the researcher would to know the techniques applied by the teacher, and describe problem faced of the techniques that the teacher uses in teaching speaking skill at VII A and VII B classes.

D. Technique of Collecting Data

Marshall, Rossman (in Sugiyono, 2010: 225) stated that the fundamental methods relied on by qualitative researchers for gathering information are participation in setting, direct observation and in dept interviewing.

In order to get problems or clarify initial topic, a researcher should conduct the data. However, a researcher should use some techniques to get the data. According to Mukhtar (2007: 88) there are two techniques to collect the data in qualitative research as a base field research, which are:

1. Observation

Observation is needed by the researcher to observe teacher's performance in teaching and learning process. Observation is a notion of the description about the phenomenon or the real condition systematically observed. Moleong (2007: 33) stated that observation is used to describe the natural setting, activities, people and meaning of what is observed from the perspective of the participants. The observation is carried out on the instructional process and several activities ocuring outside the classroom related to the teaching learning supervision, the students understanding to the material taught, and the technqie used.

The observation in technique collecting data of this research is used to answer the problems statement about the techniques applied by the reachers in teaching speaking skill at the seventh grade students

of SMPN 2 Sawit Boyolali in Academic Year 2022/2023. The researcher also identifies activities that happen during teaching learning process in the class. Such the condition during teaching learning process, activeness of the students, and other things will be the data of this research.

2. Interview

Interview is done by two people, each of them plays role an interviewer that gives questions and another is as person who is given the questions then she/he answers it. According to Sutopo (2002: 59) “Interview in descriptive qualitative research is generally done by giving the open-ended questions which purposed to gain the deep information and it is done by using unstructured formally things in order to get the views of subject observed about many things that bring advantages for gaining the detailed information”.

In this step, the researcher interviews the English teacher of seventh grade of SMPN 2 Sawit Boyolali. The question is related to the techniques that the teacher used and the problem faced every teachniques in teaching English especially in speaking. The researcher interviews the English teacher of the VII A and VII B class of SMPN 2 Sawit Boyolali.

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

- a. The researcher prepares the concept of questions that would be asked to the teachers

- b. The researcher asks and talks in a friendly way according to the concept of question that had been prepared based on the interview guide.
- c. The researcher records the interview, and then writes interview transcript based on the results of interview.

Interview Question for Teachers

No	Questions
1	What Techniques do you use to teach speaking in the class?
2	Why do you use those techniques?
3	How is students' response to your techniques which you use in teaching speaking skill?
4	What are the The problems faced by the English teacher in the speaking class?

From the table of interview question above, it can be seen that those are questions for interviewing the teacher. Those interview questions are used to support the result of observation and also to get more information about the techniques of teaching speaking skill which is applied by the teachers and students' response from teachers' point of view.

3. Documents

Moleong (2007: 39) states that the written documents are source of research which often have important role in qualitative research. Thus, the documents used in the research because it has many advantages. The document is stable, rich and supported. It functions as evidence for testing and it has natural characteristic. So that it is appropriate to qualitative research.

Documents used in this research is syllabus, lesson plan, and etc. The document such lesson plan answers the problem of the research about the techniques used by the teacher in teaching speaking skill.

E. Data Sources

Moleong (1995: 112) stated that the main sources of qualitative research are words and actions, and other things are as the additional data like documents, and others. The sources are such as lesson plan, syllabus, teaching method, materials, and test of the material.

The data are taken from observation and interview the English teachers in VII A and VII B of SMPN 2 Sawit Boyolali. The data of this research are field notes, interview script, and students' daily score. The researcher collects the data from three kinds of sources as follows:

1. Events

The event is in the form of instructional process that happens in the classes and other activities which is related to the research. The events in this research are the whole process of teaching

speaking process in VII A and VII B class, and the techniques applied by the teacher in teaching speaking.

2. Informants

Informant in descriptive qualitative research is often called as respondents. They are people who give information for the research. The informants of this research are the English teachers of VII A and VII B class; Miss RU S.Pd. The English teachers is the main informants of this research. Another the research data found from the teaching learning process of speaking skill through observation, lesson plan, and daily score result.

3. Documents

The document of this research is taken from printed materials related to the teaching process and daily students' score result at the VIIA and VII B class of SMPN 2 Sawit Boyolali. The documentation data in this research included lesson plan, syllabus, and interview script with English teachers, and students' daily score list.

F. Techniques of Analysis Data

Data analysis is the process of systematically searching and preparing the data obtained from interviews, filed notes, and documentation, by way of organizing data into categories, defined in units, synthesize, organize into a pattern, choose what is important and that will be studied, and make a conclusion that is easily understood by themselves

and others (Sugiyono, 2010: 24). The data analysis technique of descriptive qualitative research uses interactive cycle model including data reduction, the data display and conclusion drawing/verification (Miles and Huberman cited in Sugiyono, 2012). Based on the theory above, there are three steps in analyzing the data. They are :

1. Data reduction

Data reduction is a process of selecting, focusing, paying attention on simplification, transformation that comes from written record into the subject. It is used for collecting the data from observation, interview, and documentation. In data reduction, the researcher makes transcript of recorded data, chose data which needed to answer the research problem and throw out data which is not needed.

2. Data display

In data display, the researcher analyzes the result from observation, interview, and document. Then the data will be organized and arranged in a pattern, so the data will be understood easily.

3. Data conclusion/verification.

The third step of data analysis in qualitative research is conclusion drawing or verification. After the analysis is done, the researcher draws conclusion from the result of the research which answers the formulation of the problems that has been determined in previous chapter. It is used to describe all of the data.

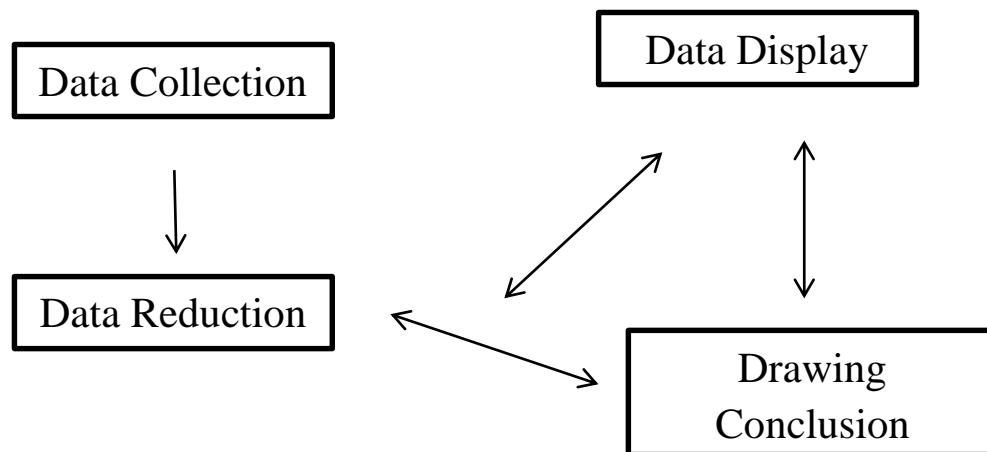


Figure 3.1. Component of data analysis (Sugiyono, 2010: 33)

G. Trustworthiness of the Data

The aim of trustworthiness in qualitative research is to support arguments that the inquiry's findings are "worth paying attention to" (Lincoln and Guba, 1985). In analyzing the data, the researcher also needed to analyze the validity of data source to get valid data. To show the trustworthiness of the data, the researcher uses the triangulation technique. Triangulation technique is the technique of examining the trustworthiness of the data which using the things outside the data in order to examine the data and to be compared of the data (Moleong, 2002: 178).

The triangulation used is the triangulation of source. In academic research, the concept of triangulation is broadly defined as the combination of methodologies in the study of same phenomenon (Denzim: 1974, in Mary: 2011). Triangulation has been adapted to qualitative research and to case study research where the most common form is methodological triangulation. Trustworthiness of data is needed to check

the validity of data. The meanings emerge from the data have to be tested for their plausibility, their studiness, their conformability, that is validity as Miles and Huberman in Siswanto (2004: 68). Validation is important as research itself.

Denzin in Moleong (2000: 178) divides triangulation into four kinds, they are: triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories.

1. Triangulation by using the resources means that the researcher will compare and check the credibility of informant found in the observation with the data of interview and compare it with the related documents.
2. Triangulation by using methods, there are two categories, (1) the researcher check the credibility of the data of the research and the data resources by using several data collection techniques and (2) the researcher check the credibility of the data by analyzing them with the same methods.
3. Triangulation by using investigator is that the researcher will recheck the credibility of his data by his own research or other researcher.
4. The last techniques used in triangulation by using theory. It is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get valid evidence of the research result.

In this research, the researcher uses triangulation of method. It means that the researcher gathers various data source to attempt data validity, consisting of information which could answer the research problems from some informants, conditions, activities seen from the observation, and content analysis on purposeful document. The researcher compares the data found from interviews. After observing the process of the teaching process, the researcher does crosschecking by comparing them to the data of interviews, and the documents.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to present the results focused on The technique of teaching speaking English used by English teacher. There are two terms of research findings in this research. They are the techniques used in teaching speaking by the English teacher and the problems faced by the teacher in speaking that is performed by English Teacher at the seventh grade students of SMP N 2 Sawit Boyolali.

A. Research Findings

1. The Techniques of Teaching Speaking Used by the English Teacher to the Seventh Grade Students of SMPN 2 Sawit Boyolali in Academic Year 2022/2023

a. Discussion Technique

This research was done in SMPN 2 Sawit Boyolali. The location SMPN 2 Sawit Boyolali at on Jl. Diponegoro No.2, Dusun II, Karang Duren, Kecamatan Sawit, Boyolali Regency, Central Java, Indonesia. SMPN 2 Sawit Boyolali had 8 eight classroom, and researcher focused on seven grade student.

The observation was conducted on January-May 2023 at the class of Seventh Grade Students of SMPN 2 Sawit Boyolali. The participant of data were the teacher of Seventh Grade of

SMPN 2 Sawit Boyolali. The results of data observation based on data observation at VII B

The researcher asked permission to Miss Rani. after She allowed the researcher to enter the class, the researcher sat on the back of classroom to observed.

First the teacher opened the lesson by saying “ salam”to the student than give a greeting in English and the students answer “ salam” and the greeting in English also. Because all of the student are the Muslim, wished all of the activities would be easy by the grace of God. After that, The teacher checked the students’ attendance list and asked the activity of the previous meeting. In checking attendance The teacher did not check the name one by one, because calling all of the students needed much time. The teacher just asked,” Anyone absent today? Who is she or he? Then the students would say “ Anyone absent Miss”

Teacher did not check the name one by one, because calling all of the students needed much time. The teacher just asked,” Anyone absent today? Who is she or her? Then the students would say “ Anyone absent Miss”. In this step the teacher prepared the materials from the textbook. It will be used “ *Lets Celebrate Special Festival*”. This is describing about festivals, special events, relative clauses of time, adverbial clause of time :

Before, when, after. Here the students must be clear in past tense. Before going to the main activity, the teacher usually gave warning up to the students. It is also the way of the teacher in giving motivation to the students. The warning up could be like giving question related to the materials that will be learn on that day. The teacher ask to the students.

The teacher : do you ever see sekaten? The students : yes

Miss

The teacher : when do you come to the sekaten, what you ever see?

The students :penjual Miss. Then, other students answered “ Kora- Kora Miss.

The teacher : In English please. Do you even see native people?

The students : yes, Miss. I see. Today we will study about special event like sekaten, jenang festival, independent day,batik solo carnival and etc.

The students answered the questions with mix language (Indonesian- English). Then, the teacher motivated the students to improve their vocabulary by their self. in order the students could not be bored in teaching- learning process Secondly, in the main activities the teacher explained the materials first..In this topic, the students must be write a descriptive text contains of describing

and using past time. Adverb of time like last week and using past time. Adverb of time like last week, yesterday, yesterday night and etc. The teacher explained the formula of present tense. Sometimes he spoke English but he spoke in Indonesian. It was aimed the students know the content of the materials. Then The teacher demonstrates about present tense and some vocabulary items related with them like, is, are and etc. The teacher demonstrates the vocabulary into real context in order to give the students an impression of the vocabulary to their mind. The teacher gives chance to the students to ask the material if they still confused.

One of the student raise her hand, Miss, saya belum paham cara membuat dekripsi tentang special even? Penggunaan formula nya masih bingung. The teacher answer the question " I will replay it",

The teacher chose the student randomly based on the chair to make a group discussion. The teacher enlightens the students that from their performance, they will know some expression of giving opinion and response, and making and declining and invitation. The Teacher calls a group of students who have been chosen to play prepared dialogue. On other hand, each the teacher chooses the group to perform and then each students in group each observes scenario being performed. After finishing the

performance, each students group performance an then every group which has performed gives conclusion about what the scenario in dialog has been performed. (the details would explained in appendix). The students must describing about special event.

The last, students retell their own work in front of the class without text and then the teacher takes the score. After all of the student have retell their own work the teacher closing the teaching learning process that day. After that The teacher closed the lesson by asking the students to say “Hamdalah”. The last teacher say salam and leaves the class.

This research was done in SMPN 2 Sawit Boyolali. The location SMPN 2 Sawit Boyolali at on Jl. Diponegoro No.2, Dusun II, Karang Duren, Kecamatan Sawit, Boyolali Regency, Central Java, Indonesia. SMPN 2 Sawit Boyolali had 8 eight classroom, and researcher focused on sevent grade student.

b. Role Play Technique

The observation was conducted on January-May 2023 at the class of Seventh Grade Students of SMPN 2 Sawit Boyolali. The partisipant of data were the teacher of Seventh Grade of SMPN 2 Sawit Boyolali. The results of data observation based on data observtion of VII A.

When the researcher came, the teaching learning process was going to in classroom. The researcher asked permission to Miss Rani. After She allowed the researcher to enter the class, the researcher sat on the back of classroom to observed.

First the teacher opened the lesson by saying “ salam” to the student than give a greeting in English and the students answer the greeting in English also. Because all of the student are the Muslim, wished all of the activities would be easy by the grace of God. After that the teacher checked the students’ attendance list and asked the activity of the previous meeting. In checking attendance. The teacher did not check the name one by one, because calling all of the students needed much time. The teacher just asked,”Anyone absent today? Who is she or her? Then the students would say “ Anyone absent Miss”.

In this step the teacher prepared the materials from the textbook. It will be used I’ve Never heard of That. This text describes about Food, Expression like and dislike, giving instruction and describing favorite snack. Here the students must be clear in simple past tense and present tense. Before going to the main activity the teacher usually gave warning up to the students. It is also the way of the teacher in giving motivation to the students. The warning up could be like

giving question related to the materials that will be learn on that day. The teacher ask to the students

The teacher :Siapa yang pernah maka meatball?

The students :meatball ituapaMiss?

The teacher: Meatball is bakso.

Today we will study about describing favorite food.

The students answers the questions with mix language (Indonesian- English). Then, the teacher motivated the students to improve their vocabulary by their self. in order the students could not be bored in teaching- learning process.

Secondly, the main activities the teacher explained the materials first. The topic called *Describing in the world* . In this topic basic grammar focused in present tense. The teacher explained the formula of present tense. Sometimes he spoke English but he also spoke in Indonesian . It was aimed the students know the content of the materials. Then the teacher demonstrates about present tense and some vocabulary items related with them like, is, are and etc. The teacher demonstrates the vocabulary into real context in order to give the students an impression of the vocabulary to their mind. The teacher gives chance to the students to ask the material if they were still confused.

The teacher chose the student based on absent to make a group discussion. Every group consists of 4 students. In this topic, 2 students as native speaker and 2 students as Indonesian people . The students must make dialog about the topic based on the materials that day. After the steps above have been done, it's the turn for the students to practice the material they have received in front of the class. Then the teacher asked to the students to do task (the details would explained in appendix). The students must described food using simple present. Then, the teacher checks the students by asking the students to answer the question from their chair. After all of the question answered by the students the teacher gave the confirmation to the students the teacher gave the confirmation to the students answer whether the answer is right or wrong.

The last activity is closing. Before closing the lesson the teacher reviewed or concluded the materials. Then, the students write a dialogue which related to the topics and divided the students to work in pair. The dialogue contains to people as a native and as Indonesian people and exchange information with the partner about favorite food with the correct grammar and diction. Then they must practice the dialogue without using text and record the dialogue. The Teacher calls a group of students who have been chosen to play prepared dialoge .

On other hand ,each the teacher choeses the group to perform and then each students in group each aboserves scenario being performed. After finishing the performance, each students h group performance. Then they must. After that the teacher closed the lesson by asking the students to say “Hamdalah”. The last teacher say salam and leaves the class

Based on observation above the resercher found some data as follow :

1. The researcher found that students had some activities in teaching learning process they were : listen to the teacher’s explanation about the material that delivered by the teacher. But while the teacher explaing about the material the teacher found some problem in teaching speaking.
2. From the observations shown that the teacher have given motivation to the students to increase their speking skill. Gave explanation and example about the material, answered the students questions when students were asking about the material, and helped students were to solve the promblem when they found some problem in understanding material.
3. Base on observationd teacher delivered the material with the demonstrated word or vocabukary that related with the materials. So, students can imagined the word that was demonstrated by the teacher. The teacher also asked the students to make agroup and and perfomed about the words or vocabulary in front of the class.

So, from the observation could be concluded that the teacher used technique of discussion and role play.

c. Interview Results

Based on the interview to the English teacher about teaching learning process from January-May 2023, the researcher found the techniques used by The teacher. The teacher said that in the speaking class the teacher usually uses discussion and role play. These technique were suitable for teaching speaking.

The Researcher : *Miss, teknik apa yang di gunakan saat mengajar speaking di kelas speaking?*

The teacher said : *Teknik yang saya gunakan saat mengajar speaking berbeda dengan skill lainnya, untuk speaking terutama dikelas speaking biasa saya menggunakan discussion dan role play untuk setiap kali pembelajaran. Karena membuat siswa bisa belajar dengan cepat, itu membuat mereka nantinya akan bertukar informasi dan bekerja sama dalam belajar bahasa inggris.*

The Researcher : *Bagaimana respon dari siswa saat ibu mengajar dengan teknik tersebut?*

The teacher said : *Respon dari siswa sendiri saat saya mengajar, mereka lebih paham dengan materinya. Karena*

nanti mereka harus mendiskusikan materi dan mempraktekan dengan teman mereka jadi mereka bisa bertukar informasi dan lebih mendalami materi.

The Researcher : *Apakah teknik yang diterapkan untuk mengajar speaking mempengaruhi kemajuan siswa dalam berbicara Bahasa Inggris bu?*

The teacher said : *Teknik yang saya gunakan membuat mereka nyaman karena mereka belajar berbicara Bahasa Inggris dengan temannya. Jadi memberi dorongan pada diri mereka untuk lebih percaya diri dalam berbicara Bahasa Inggris.*

(interview, on March 2023).

From statement above it can be concluded that in speaking skill the teacher used discussion and role play techniques. The techniques can be easy in receiving the materials. Especially in discussion technique the students are enjoy and happy in teaching learning process.

2. The Problems Faced by The Teacher In using Techniques Of teaching In The Speaking Class At The Seventh Grade Students Of SMPN 2 Sawit Boyolali In Academic Year 2022/2023.

The reseracher made an interview for the steacher at seventh grade of SMPN 2 Sawit Boyolali. Based on the result of the interview to the teacher, there were problems Faced by The Teacher In using Techniques Of teaching In The Speaking Class At The Seventh Grade Students Of SMPN 2 Sawit Boyolali In Academic Year 2022/2023.

a. The Problem faced in Discussion Technique

The Researcher : Dari teknik diskusi, permasalahan apa yang ibu muncul dalam proses pembelajaran?

The Teacher: Dari teknik diskusi sendiri, biasa nya nanti siswa memberikan opini dengan cepat karena mereka bisa saling bertukar opini dan informasi. Jadi di kelas ini itu siswa ada 3 tipe mas, ada yang fast learner, medium learner, dan inactive learner. Dengan adanya diskusi mereka bisa saling bekerja sama. Untuk kelemahanya sendiri terkadang siswa yang aktif lebih

mendominasi dan yang pasif tidak pede untuk berbicara. Dan kebanyakan mereka berbicara semau nya tanpa memperhatikan grammar.

From the interviewed, there were problems in discussion technique, such as :

- 1) The active students will be more active and the inactive students become passive.

Although each student has the same opportunity to speak but not all students take that opportunity. The students who ask to present in front of the class will speak up and usually the students who give respond comment or question are the fast learner students. It makes the mastering or fluency in speaking English inequal. This condition makes the distribution of goal unsuccessful. The goal in teaching speaking is to make students active. So the students who active will always take the chance and the students who less active will stuck with unconfident. The students feel unconfident when they start their speaking in front of the class. In this situation teacher just facilitate them to give same opportunity with give some questions.

- 2) The betterment of error grammar in speaking is slower because they speak freely.

In speaking the main point is the student speaking freely. The teacher facilitated them to make them active. Speaking freely makes the students have less consideration in structure especially in subject-verb agreement. The betterment is not totally ignored. Sometimes the teacher corrects the use of vocabulary. They often ignored whether -she makes or -she make. They often use - she make and they were unaware with their incorrect spoken. The betterment seemed slowly because the center of this class is the student. The teacher notes the error and usually explains in the end of the session. But it doesn't work because they cannot memorize well and always repeat in the next session.

b. The Problem Faced in Role Play Technique

The researcher : Lalu, untuk teknik role play sendiri, apa permasalahan yang ibu hadapi ketika pembelajaran?

The teacher : Terkadang kelompok yang tidak perform itu salah mengartikan apa yang diucapkan oleh kelompok yang perform.

Based on interviewed, there were some problems in role play technique, such as :

- 1) The Students mispronounce the words.

The students pronounce the difficulty words short time in presentation phase .In speaking the main point is the student speaking freely. The teacher facilitated them to make them active. The betterment is not totally ignored. Sometimes the teacher corrects the use of vocabulary.

- 2) The students difficulty in grasping the meaning.

The goal is to make students speak up. The students difficulty in grasping the meaning the objective is related to the oral competency that students must master. It includes oral competency, oral proficiency, grammatical rules, choice of word pronunciation that is relevant with the level of speaking.

B. Discussions

The discussion of this study is presented based on the result of findings and also discusses review of related theory and analysis of the data to clarify the findings. The researcher focuses on the technique used by the teacher in teaching speaking class and the problem faced in using techniques of teaching speaking class at the seventh grade students of SMPN 2 Boyolali.

1. The Techniques of Teaching Speaking Used by the English Teacher to the Seventh Grade Students of SMPN 2 Sawit Boyolali in Academic Year 2022/2023.

a. Discussion Technique

Based on observation and intrview, there was discussion technique used by the teacher in learning process. According to Harmer (2005) discussion range is divided into several stages from highly formal, whole-group satge events to informal samall group interaction. The resercher found that SMPN 2 Sawit Boyolali used discussion technique because the teacher buzzed groups hat can be used for whole range of discussion, the students could predicted the content of a reading text or talk about their reactions after reading text. Then, the instan comments which cn train students to respond fluenly and immedietly into the lesson. The last one was forml debate, students prepared arguments in favor or against various propositions.

The technique used by the teacher is discussion technique. First, the teacher opened the lesson by saying “salam” to the student than give a greeting in English and the students answer “salam” and the greeting in English also. Because all of the students are the Muslim, wished all of the activities would be ask by the grace of God.

After that the teacher checked the students' attendance list and asked the activity of the previous meeting. In checking attendance The teacher did not check the name one by one, because calling all of the students needed much time. The teacher just asked, "Anyone absent today? Who is she or her? Then the students would say "Anyone absent Miss".

In teaching speaking activity The teacher explained about the materials today. After that The teacher gave a chance to the ask what the materials they do not understand. The teacher sometimes used text book and lcd to explain the materials. Before the students make a conversation or do the task the teacher gave the student the tenses formula. the teacher asked the student to memorized the formula. The teacher gave the students opportunity to create paragraph based on the theme. The teacher asked them one by one to performed it in front of their friend. The other students asked to analyze their grammar from their works. The teacher asked the students to make a conversation about experience with their group. The teacher chosen randomly the groups to performed in front of the class. The teacher gave the confirmation to the students answer whether the answer is right or wrong.

Secondly, in the main activities the teacher explained the materials first. Sometimes she spoke in English but she also

spoke in Indonesian. It was aimed the students know the content of the materials. The teacher demonstrated about past tense and some vocabulary items related with them like yesterday, last week, last year. The teacher demonstrated the vocabulary into real context in order to give the students an impression of the vocabulary to their mind. The teacher gave chance to the students to ask the material if they still confused.

After the steps above have been done, it is the turn for the students to practice the materials they have received. Then teacher asked the students to do the task (the detail would explained in appendix). The students must write five sentences using past tense. Then the teacher checks the students by asking the students to answer the question from their chair. After all of the question answered by the students, the teacher gave the confirmation to the students the teacher gave the confirmation to the students answer whether the answer is right or wrong.

The last activity is closing. Before closing the lesson, the teacher reviewed or concluded the materials. Then, the teacher gave exercise based on the topic that discussed in teaching- learning activities. The students write the experience which related to the topics and storytelling in front on the class.

The story contains about their experience in holiday using past tense. Then, they must practice the story without using text.

After that the teacher closed the lesson by asking the students to say “*hamdalah*”, The last teacher say *salam* and leaves the class. It can be said that Speaking English technique used by the teacher is successful. The indicators are that the students can enjoy the lesson and practice what they have taught enthusiastically.

Group discussion may be composed of three to five students. If such group work is used regularly and introduced with a careful explanation of its purpose, the class will soon accept it as naturally activity (Fauziati, 2008:128). The main aim of groups discussion is to improve fluency, and grammar. It is probably best allowed to function as a naturally communicative context. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

b. Role play techniques

The technique used by the teacher is role play technique. First the teacher opened the lesson by saying “*salam*” to the

student than gave a greeting in English and the students answer “salam” and the greeting in English also. Because all of the student are the Muslim, wished all of the activities would be easy by the grace of God.

After that, the lectured checked the students’ attendance list and asked the activity of the previous meeting. In checking attendance The teacher did not check the name one by one, because calling all of the students needed much time. The teacher just asked, “Anyone absent today? Who is she or her? Then the students would say “Anyone absent Miss”.

In this step the teacher prepared the materials from the textbook. It will be used “This is My World“ this describes about the students activities in holiday. It contains recount text and then the application of past tense. Here, the students must be clear in writing recount text and storytelling in front of the class. Before going to the main activity the teacher usually gives warning up to the students. It is also the way of the teacher in giving motivation to the students. The warning up could be like giving question related to the materials that would be learned on that day.

Here, the teacher asking some question to the students randomly. She asked “Where was your holiday? “. The one of students answer “Tawangmangu Miss”. She asked also “Was it

the first time you visit Tawangmangu? Other students answer “*tidak* Miss. The students answer the questions with mix language (Indonesian- English). Then the teacher motivated the students to improve their vocabulary by their self. In order the students could not be bored in teaching- learning process.

Secondly, in the main activities the teacher explained the materials first. The topic called *This is My World*. In this topic, basic grammar focused in past tense. Sometimes he spoke in English but he also spoke in Indonesian . It was aimed the students know the content of the materials. The teacher demonstrates about past tense and some vocabulary items related with them like yesterday, last week, last year. The teacher chose the student randomly based on the chair to make a group discussion. The teacher enlightens the students that from their performace , they will know some expression of giving opinion and response, and making and declining and invitation. The Teacher calls a group of students who have been chosen to play prepared dialouge. On other hand ,each the teacher chooses the group to perform and then each students in group each observes scenario being performed. After finishing the performance, each students group performance an then every group which has performed gives conclusion about what the scenario in dialog has been performed.

The last activity is closing. Before closing the lesson the teacher reviewed or concluded the materials. Then, the teacher gave exercise based on the topic that discussed in teaching-learning activities. After that the teacher closed the lesson by asking the students to say“ hamdalah”,. The last teacher say salam and leaves the class.

From the observation and the theories are same. The teacher used discussion technique to teach speaking. First the teacher explain and then the teacher make a group consists 4-5 students to discuss the materials and role playing.

Using the role-play technique can be very useful in teaching speaking. Ladousse (2009:05) proposes several reasons for using the role-play technique. It gives a very high variety of experiences which can be brought into the classroom. The range of functions and structure, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communications games, or humanistic exercise. Through the role-play technique, the teachers can train the students in speaking skill in any situation. This explanation makes us understand that the role-play technique is very flexible. The teacher can set the material beyond the students and they can learn from the material given.

Moreover, the role-play technique gives them an opportunity to learn English. It is very useful dress rehearsal for real life. It enables them not to just acquire set phrases, but to learn how interaction might take place in a variety of situations. It is helpful for them to have tried out and experimented with language they will require in the friendly and safe environment of a classroom.

The role-play can also improve the students' self-confidence. It may help shy students by providing them with a mask. The shy students will be given an opportunity to speak and act like another one. They will be asked to participate in the classroom. So that, they will no longer feel that their personality is implicated. As the result, students will understand what is expected from them.

2. The Problems Faced by The Teacher In using Techniques Of teaching In The Speaking Class At The Seventh Grade Students Of SMPN 2 Sawit Boyolali In Academic Year 2022/2023

a. Problem Faced In Discussion Technique

The problems in discussion technique in this study related with Harmer (2007:98), the result showed that students in SMP 2 Sawit Boyolali had lack of motivation in learning speaking. So that, it caused some problem such as :

- 1) The active students will be more active and the inactive students become passive. All students had same opportunity to speak about the topic that the teacher had given but unfortunately there were some students did not take that opportunity. Then the active students present in front of the class to show the understanding of the students, and students give some comment or question. It made the mastering or fluency in speaking English unequal. So the goal of the technique was unsuccessful because the goal in teaching speaking is to make students active. So the students who are active will always take the chance and the students who are less active will be stuck with unconfidence.
- 2) The betterment of error grammar in speaking is slower because they speak freely. The teacher only became a facilitator to make students active. Speaking freely makes the students have less consideration in structure especially in subject-verb agreement. The betterment is not totally ignored. Sometimes the teacher corrects the use of vocabulary. At the end, the teacher noted the error and usually explained in the end of the session, but it was not work because the students can memorize.

b. The Problem Faced In Role Play Technique

The result of this study in problem faced in role play technique based on Bonwell, C. C., & Eison, J. A. (1991), the result there are :

- 1) The Students Mispronounce The Word. While students presented about the material, students found the difficult words. The students facilitated them to make active. The betterment is not totaly ignored. Sometimes the teacher corrects the use of vocabulary.
- 2) The Students Difficulty In Grasping The Meaning. Students felt difficult to grasp the meaning of some words that related to the oral competency, oral proficiency, grammatical rules, and choice of word punctuation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher divides the content into two points based on the explanation in the chapter before. They are conclusions, and suggestions. The explanation of each point is presented below.

A. Conclusions

Based on the result of the research, the researcher draws the conclusions that have been described the techniques that the teacher used on teaching speaking to The Seventh Grade the students of speaking at SMPN 2 Sawit Boyolali in academic year 20222023 are discussion techniques and role play techniques. The teacher explains first then the students discuss the material and role palying in front class., the technique used in the Speaking Class is discussion. The classroom procedures are divided into opening, brief explanation, discussion, presentation, and closing (evaluation). Based on the observation, the goal is to make students speak up. Based on the interview; the objective is related to the oral competency that students must master. It includes oral competency, oral proficiency, grammatical rules, choice of word pronunciation that is relevant with the level of speaking.

The reseracher found some problem feced by teacher in using technique of teaching speaking. Based on the interview with the teacher, there are three types of students, they are fast learner, medium learner

and inactive learner. Students have different competence in absorbing material. The fast learner students help the students who have not understand enough. This situation is encouraging each other. There is an example when one of student came forward and presented her opinion but she found difficulties in memorize certain vocabulary. Discussion makes the student think creative about the material given. They were so enthusiastic to do discussion with their partner. They can add new vocabulary in every meeting because the direct theme makes the students always find new vocabulary to building sentences. the active students will be more active and the inactive students become passive. Although each student has the same opportunity to speak but not all students take that opportunity. The students who ask to present in front of the class will speak up and usually the students who give respond comment or question are the fast learner students. It makes the mastering or fluency in speaking English inequal. This condition makes the distribution of goal unsuccessful.

B. Suggestion

Based on the result of the research and conclusion above, the researcher also gives the suggestion that will be useful for all people related to the English teaching. The researcher hopes, it can at least become an input in determining the appropriate teaching. The suggestions are as follows:

1. For The teacher

- a. Teacher is a center figure. The teacher is expected to know suitable technique of teaching. It is important because technique in teaching learning process may influence the result of student achievement learning.
- b. The teacher has to be active, creative, helpful, patient and welcome in the teaching learning process, so that the teacher can handle the students in the classroom well.

2. For the students

- a. The students should be more active, creative and has high self- confidence in learning English especially speaking.
- b. The students should pay attention to the lesson while the teacher gives explanation about materials.
- c. The students must tried to find the meaning of the words in dictionary.

3. For Other Reseacrher

The researcher believes that this thesis is far for being perfect, so the researcher will accept good suggestion and constructive critics to make this thesis perfect. The researcher also hopes that the thesis will be useful and contribute some valuable thing to the researcher herself and all readers in general.

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APPENDICES

APPENDIX 1
(Daftar Nama Siswa)

Daftar Nama Siswa Kelas VII A

NO	NAMA
1	CIARISTA NIENDIA PRATIWI
2	DESI EKA SAPUTRI
3	DEWI BODRORINI
4	DEA AYU RAHMADANI
5	FANI NUR ANGGRAINI
6	FINA NUR ANGGRAINI
7	HAYA NUR MUTIAH
8	ISNA UMI FTIMAH
9	LEVINA WARDANI
10	NAYA INDRA SASTAVINA PUTRI
11	RATNA DWI KUSUMA
12	RAYA NADIA
13	SAFA AZ-ZAHRO
14	SALWA NUR KOTIMAH
15	SENYUM SALSABILA
16	YUKHI BELLA SAFITRI

Daftar Nama Siswa Kelas VII B

NO	NAMA
1	ABDULLAH QOIS H.
2	ABDUR ROHMAN AZZARI A
3	AHMAD KHAIDAR
14	AHMAD ULINUHA
4	BIMA PRADANA PUTRA
5	DARLY Ab RAHIM JANUAR
6	DARLY Ab RAYSID JANUAR
7	DZAKI AHMAD ANSHARI
17	FITRIANI RAHAYU
9	HENDITO SHAF A ISMA K
15	HILDA SETYANINGSIH
8	MUNAMMAD AZRUL EFFENDY
16	NURUL FATMAWATI
10	PETRIX ADI PURWANTO
12	RAYA NADIA
11	TORI SATRIO YUHENDRA
13	VANESTA SAKTIAKSA S

APPENDIX 2

(Field Note Observation and Interview)

Field Note Observation 1

Day/ Date : Monday, March 6th 2023

Time : 11.00– 11.55

Place : VII A Class

The researcher did the observation in the VII A class on Monday, March 6th 2023 that was taught by Miss Rani Untari S.pd. When the researcher came the teaching learning process was going to in classroom. The researcher asked permission to Miss Rani. After he allowed the researcher to entering the class, the researcher sat on the back of classroom to observe the teaching learning process. This consists of 16 students and nobody absent that day.

In this topic, basic grammar focused in past tense. Sometimes he spoke in English but he spoke in Indonesian mostly. It was aimed the students know the content of the materials. The teacher demonstrates about past tense and some vocabulary items related with them like yesterday, last week, last year. The teacher demonstrates the vocabulary into real context in order to give the students an impression of the vocabulary to their mind. The teacher gives chance to the students to ask the material if they still confused.

After the steps above have been done, it is the turn for the students to practice the materials they have received. Then teacher asked the students to do

the task. after explained the material the teacher gave chance to the students to ask the materials if they still confused. After that the teacher asked the students to do the role paly. They must make scenario about their hope in the future. After few minutes, the teacher The Teacher calls a group of studnets who have been chosen to play prepared dialoge . On other hand ,each the teacher choeses the group to perform and then each students in group each abserves scenario being performed. After finishing the performance, each students h group performance.

Field Note Observation 2

Day/ Date : Wednesday, March 8th 2023

Time : 13:40 – 14:00

Place : VII B Class

The researcher did the observation in the VII B class on Wednesday, March 8th 2023 that was touch by Miss Rani Untari S.pd. When the researcher comes the teaching learning process was going to in classroom. The researcher asked permission to Miss Rani. After he allowed the researcher to entering the class, the researcher sat on the back of classroom to observe the teaching learning process. This consists of 34 students and nobody absent that day. The condition of this class was active and nobody absent that day. The topic of the material for that day was Time for a change.

The topic of materials that day was Time. This topic contains if describing was time. The basic grammar are future tense with be will and hope. The teacher introduces some vocabulary item related to the topics. The teacher also explained about present future tense and demonstrates into real sentence. It iaimed to plant the deeper memorization to their mind because to the impression of the real thing can influence to the stronger memory.

The teacher chose the student randomly based on the chair to make a group discussion. The teacher enlightens the students that from their performace , they will know some expression of giving opinion and response, and making and declining and invitation. The Teacher calls a group of studnets who have been

chosen to play prepared dialoge . On other hand ,each the teacher choeses the group to perform and then each students in group each abserves scenario being performed. After finishing the performance, each students group performance an then every group which has performed gives conclusion about what the scenario in dialog has been performed.The last steps of teaching learning are conclusion. The teacher reviewed and concluded the materials then the teacher. Gives some exercise based on the materials that discusses in teaching learning process.

Field Note Observation 3

Day/ Date : Monday, March 13th 2023

Time : 13.40 – 14.00

Place : VII B Class

The researcher did the observation in the class VII B on Monday, March 13th 2023 that was taught by Miss Rani Untari S.pd. When the researcher comes the teaching learning process was going to in classroom. The researcher asked permission to Miss Rani. After she allowed the researcher to entering the class, the researcher sat on the back of classroom to observe the teaching learning process. This consists of 34 students and nobody absent that day.

The topic of material for that day was This is My World of that. The condition of this class was active, but some students not full attention when the teacher explains the material. The teacher started to give warming up to mention about buildingnad some place Here the students must be clear in simple past tense and present tense. The teacher's action is good, firstly he opened the class by introducing the material and give warning up related with the materials. The teacher also gave details about the formula of present and past tense. The teacher also gives examples in sentences.

The teacher used technique discussion and role play ; the steps of this technique such as explain first and gave the task to the students. The last steps of teaching learning process are conclusions. The teacher concluded the material and gave an evaluation to the students. The students must write a dialogue which

related the topic and divided the students work pair. The dialogue contains two people as a native and as Indonesian people then exchange information with the partner about the material with the correct grammar and diction. The teacher chose the student randomly based on the chair to make a group discussion. The teacher enlightens the students that from their performance , The Teacher calls a group of studnets who have been chosen to play prepared dialoge .

The last activity is closing. Before closing the lesson, the teacher reviewed or concluded the materials. Then, the teacher gave exercise based on the topic that discussed in teaching- learning activities. The students write the experience which related to the topics and story telling in front on the class and role playing. The story contains about their experience in holiday using past tense. Then, the must practice the story without using text.

Field Note Observation 4

Day/ Date : Wednesday, March 15th 2023

Time : 12.20 – 13.40

Place : VII A Class

The researcher did the observation in the VII A class on Monday, March 15th 2023 that was taught by Miss Rani Untari S.pd. When the researcher comes the teaching learning process was going to in classroom. The researcher asked permission to Miss Rani.. After he allowed the researcher to entering the class, the researcher sat on the back of classroom to observe the teaching learning process. This consists of 34 students and nobody absent that day. The condition of this class was active, but some female student not full attention when the teacher explains the materials.

The topics of materials that day were topic contains of describing about festival, special events, relative clause, adverbial clause of time : Before, when, after. Here the students must be clear in past tense. The teacher action is good, firstly, she opened the class by introducing the materials and give explain about the topics. The teacher gave details about the formula of past tense. He also asked some questions to aim to make students more active. The teacher used a technique called discussion technique. The step is explained in details of past tense and ordered the student to make a sentence used the formula. After that, the teacher asks the student about some special event around. Then, the teacher ordered students to create with own word. Then, the teacher ordered to storytelling in front

of class. The last steps of teaching learning activity are conclusion and evaluation.

The teacher concluded the material and gave an evaluation to the students.

Field Note Observation 5

Day/ Date : Monday, March 20th 2023

Time : 12.20 – 13.40

Place : VII A Class

The researcher did the observation in the VII A class on Monday, March 20th 2023 that was taught by Miss Rani Untari S.pd. When the researcher comes the teaching learning process was going to in classroom. The researcher asked permission to Miss Rani. After he allowed the researcher to entering the class, the researcher sat on the back of classroom to observe the teaching learning process. This consists of 34 students and nobody absent that day. The condition of this class was active, but some female student not full attention when the teacher explains the materials.

The topics of materials that day were topic contains of describing about festival, special events, relative clause, adverbial clause of time : Before, when, after. Here the students must be clear in past tense. The teacher action is good, firstly, she opened the class by introducing the materials and give explain about the topics. The teacher gave details about the formula of past tense. He also asked some questions to aim to make students more active. The teacher used a technique called discussion technique. The step is explained in details of past tense and ordered the student to make a sentence used the formula. After that, the teacher asks the student about some special event around. Then, the teacher ordered students to create with own word. Then, the teacher ordered to storytelling in front

of class. The last steps of teaching learning activity are conclusion and evaluation.

The teacher concluded the material and gave an evaluation to the students.

Field Note Interview

Judul : Wawancara (interview)

Informan : Miss Rani Untari S.Pd

Tempat : Ruang guru

Waktu : Selasa 29 Maret 2023

The Researcher : Assalaamu'alaikum, maaf ibu mengganggu waktunya. Saya Muhammad Hanafi mahasiswa UIN Raden Mas Said Surakarta yang melaksanakan penelitian disekolahan ini. Saya ingin menanyakan tentang teknik yang ibuk pakai dalam pengajaran bahasa Inggris khususnya tentang kemampuan speaking pada siswa kelas 7 ?

The Teacher : Iya mas silahkan.

The Researcher : Miss, teknik apa yang digunakan saat mengajar speaking di kelas speaking?

The Teacher : Teknik yang saya gunakan saat mengajar speaking berbeda dengan skill lainnya, untuk speaking terutama dikelas speaking saya menggunakan discussion dan role play untuk setiap kali pembelajaran. Karena membuat siswa bisa belajar dengan cepat, itu membuat mereka nantinya akan bertukar informasi dan bekerja sama dalam belajar bahasa inggris.

- The Researcher : Bagaimana respon dari siswa saat ibu mengajar dengan materi tersebut?
- The Teacher : Respon dari siswa sendiri saat saya mengajar, mereka lebih paham dengan materinya. Karena nanti mereka harus mendiskusikan materi dan mempraktekan dengan teman mereka jadi mereka bisa bertukar informasi dan lebih mendalami materi.
- The Researcher : Apakah teknik yang diterapkan untuk mengajar speaking mempengaruhi kemajuan siswa dalam berbicara Bahasa Inggris bu?
- The Teacher : Teknik yang saya gunakan membuat mereka nyaman karena mereka belajar berbicara Bahasa Inggris dengan temannya didalam grub. Jadi memberi dorongan pada diri mereka untuk lebih percaya diri dalam berbicara Bahasa Inggris
- The Researcher : Dari teknik diskusi, permasalahan apa yang ibu muncul dalam proses pembelajaran?
- The Teacher: Dari teknik diskusi sendiri, biasanya nanti siswa memberikan opini dengan cepat karena mereka bisa saling bertukar opini dan informasi. Jadi di kelas ini itu siswa ada 3 tipe mas, ada yang fast learner, medium learner, dan inactive learner.

Dengan adanya diskusi mereka bisa saling bekerja sama. Untuk kelemahannya sendiri terkadang siswa yang aktif lebih mendominasi dan yang pasif tidak pede untuk berbicara. Dan kebanyakan mereka berbicara semau nya tanpa memperhatikan grammar.

The researcher : Lalu, untuk teknik role play sendiri, apa permasalahan yang ibu hadapi ketika pembelajaran?

The teacher : Terkadang kelompok yang tidak perform itu salah mengartikan apa yang diucapkan oleh kelompok yang perform.

APPENDIX 3
(RPP AND SYLABUS)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP KD. 4)

Satuan Pendidikan : SMPN 2 Sawit Boyolalai

Mata Pelajaran : Bahasa Inggris

Materi : This is My World

Kelas/Semester : VII / Genap

Alokasi Waktu : 4 JP (2Pertemuan)

A. Kompetensi Inti:

1. Menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan

mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teoriKI 1

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)</p>	<p>3.4.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tempat dan gedung yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.</p> <p>3.4.2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tempat dan gedung yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.</p> <p>3.4.3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah bangunan publik yang dekat dengan kehidupan</p>

	<p>peserta didik sehari-hari, sesuai dengan konteks penggunaannya.</p>
<p>4.4. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik serta tempat wisata yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>3.4.1. Menyusun teks interaksi transaksional lisan sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>3.4.2. Menyusun teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan

memberi dan meminta informasi terkait nama tempat atau bangunan yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.

2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama tempat atau bangunan yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama tempat atau bangunan yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.
4. Menyusun teks interaksi transaksional lisan sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
5. Menyusun teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan

fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Fokus Penguatan Karakter: kerjasama, santun, rasa ingin tahu tinggi dan komunikatif

D. Materi Pembelajaran

1. Materi pembelajaran regular

➤ **Fungsi sosial**

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.

➤ **Struktur teks**

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

➤ **Unsur kebahasaan**

- Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik
- Penyebutan benda dengan a, the, bentuk jamak (-s)
- Penggunaan kata penunjuk this, that, these, those ...
- Preposisi untuk in, on, under untuk menyatakan tempat
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➤ **Topik**

- Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

2. Materi pembelajaran remedial

Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

3. Materi pembelajaran pengayaan

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar

3.4.3. Metode Pembelajaran

- Pendekatan : *Scientific Approach*
- Model : - *Problem Based Learning*
- *Communicative Language Teaching*
- Metode : Tanya jawab, wawancara, kooperatif
- Teknik : *Discussion* dan *Role play*

E. Media, Alat, Bahan dan Sumber Pembelajaran

➤ Media :

- ▲ *Worksheet* atau lembar kerja (siswa)
- ▲ Lembar penilaian
- ▲ Laboratorium komputer sekolah atau warnet
- ▲ Perpustakaan sekolah

➤ Alat/Bahan :

- ▲ Penggaris, spidol, papan tulis
- ▲ Laptop & infocus
- ▲ Slide presentasi (ppt)

➤ Sumber Belajar:

- ▲ Kementerian Pendidikan dan Kebudayaan. 2016. *Buku Siswa Mata Pelajaran Bahasa Inggris*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- ▲ Kementerian Pendidikan dan Kebudayaan. 2016. *Buku Guru Mata Pelajaran Bahasa Inggris*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

F. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 40 menit)	Waktu
<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, pada kegiatan sebelumnya yaitu <i>In Indonesia, there are several National Days.</i> , • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Apabila <i>materi/tema/ projek</i> ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> ➤ <i>Tell what the people do in different places</i> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. <p>Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai 	<p>10 menit</p>

<p>dengan langkah-langkah pembelajaran.</p> <ul style="list-style-type: none"> • Memberitahukan jenis penilaian yang akan digunakan • Penguatan Pendidikan Karakter • Pengembangan Literasi 		
Kegiatan Inti		60
Sintak Model Pembelajaran	Kegiatan Pembelajaran	menit
Stimulation (stimulasi/ pemberian rangsangan)	<p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <p style="text-align: center;">➤ <i>Tell what the people do in different places dengan cara :</i></p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan alat) Menayangkan gambar/foto tentang <i>1 Peserta didik diminta untuk mengamati Tell what the people do in different places</i> ❖ Mengamati ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), ➤ <i>Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan</i> <ul style="list-style-type: none"> • <i>Tell what the people do in different places</i> ❖ Mendengar ➤ <i>Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan Tell what the people do in different places</i> 	

	<p>❖ Menyimak,</p> <p>➤ <i>Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : Tell what the people do in different places</i></p>	
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>❖ Mengajukan pertanyaan tentang :</p> <p>➤ <i>Apa informasi yang di dapat dari Tell what the people do in different places</i></p> <p>3 yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :</p> <p>➤ <i>What Tell what the people do in different places?</i></p>	
<p>Data collection (pengumpulan data)</p>	<p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>❖ Mengamati obyek/kejadian,</p> <p>❖ Wawancara dengan nara sumber</p> <p>❖ Mengumpulkan informasi</p> <p>❖ Membaca sumber lain selain buku teks,</p> <p>➤ <i>Peserta didik diminta mengeksplor</i></p>	

	<p><i>pengetahuannya dengan membaca buku referensi tentang</i></p> <p>- This is my word</p> <ul style="list-style-type: none"> ❖ Mempresentasikan ulang ❖ Aktivitas : <ul style="list-style-type: none"> ➤ <i>Peserta didik melakukan aktivitas sesuai sesuai buku siswa seperti berikut ini: We will learn</i> <ul style="list-style-type: none"> - <i>to state things, animals, and public places around us</i> ❖ Mendiskusikan ❖ Mengulang ❖ Saling tukar informasi tentang : <ul style="list-style-type: none"> ➤ <i>Tell what the people do in different places</i> <p>4 dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>	
Data processing	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :	

(pengolahan Data)	<ul style="list-style-type: none"> ❖ Berdiskusi tentang data : <ul style="list-style-type: none"> ➤ <i>Tell what the people do in different places</i> 5 yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya. ❖ Mengolah informasi yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Pesertadidik mengerjakan beberapa soal mengenai <ul style="list-style-type: none"> ➤ <i>Tell what the people do in different places</i> 	
Verification (pembuktian)	<p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan : <i>Tell what the people do in different places</i> antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik. 	
Generalizatio (menarik kesimpulan)	<p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : <ul style="list-style-type: none"> ➤ <i>Tell what the people do in different places</i> ❖ Mengemukakan pendapat atas presentasi yang 	

	<p>dilakukan dan ditanggapi oleh kelompok yang mempresentasikan</p> <ul style="list-style-type: none"> ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang <ul style="list-style-type: none"> ➤ <i>Tell what the people do in different places</i> ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran 	
<p>Kegiatan Penutup</p>		<p>10 menit</p>
<p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Mengagendakan pekerjaan rumah. • Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek. • Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik 		
<p>2. Pertemuan Ke-2 (2 x 40 menit)</p>		<p>Waktu</p>
<p>Kegiatan Pendahuluan</p>		<p>10 menit</p>
<p>Guru :</p>		

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya, *Tell what the people do in different places*
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Apabila *materi/tema/projek* ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:
 - *Tell the names of the public buildings or place and other facilities in our town or village and their locations.*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan.

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
- Memberitahukan jenis penilaian yang akan digunakan
- Penguatan Pendidikan Karakter
- Pengembangan Literasi

Kegiatan Inti		60 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Stimulation (stimulasi/ pemberian rangsangan)	<p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <ul style="list-style-type: none"> ➤ <i>Tell the names of the public buildings and other facilities in our town or village and their locations dengan cara :</i> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan alat)/ Menayangkan gambar/foto tentang <ul style="list-style-type: none"> ➤ <i>Peserta didik diminta untuk mengamati penayangan gambar yang disajikan oleh guru maupun mengamati gambar yang terdapat pada buku siswa tentang Tell the names of the public buildings and other facilities in our town or village and their locations</i> <p>6</p> <ul style="list-style-type: none"> ❖ Mengamati <ul style="list-style-type: none"> ➤ <i>Peserta didik diminta mengamati gambar /foto yang terdapat pada buku maupun melalui penayangan video yang disajikan oleh guru seperti gambar dibawah ini</i> ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), <ul style="list-style-type: none"> ➤ <i>Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Tell the names of the public buildings and other facilities in our town or village and their locations</i> ❖ Mendengar <ul style="list-style-type: none"> ➤ <i>Peserta didik diminta mendengarkan</i> 	

	<p><i>pemberian materi oleh guru yang berkaitan dengan Tell the names of the public buildings and other facilities in our town or village and their locations</i></p> <p>❖ Menyimak,</p> <p>➤ <i>Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : Tell the names of the public buildings and other facilities in our town or village and their locations</i></p>	
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>❖ Mengajukan pertanyaan tentang :</p> <p>➤ <i>Tell the names of the public buildings and other facilities in our town or village and their locations .</i></p> <p>7 yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :</p> <p>➤ <i>How to Tell the names of the public buildings and other facilities in our town or village and their locations</i></p>	
<p>Data collection (pengumpulan)</p>	<p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p>	

data)	<ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian, ❖ Wawancara dengan nara sumber ❖ Mengumpulkan informasi <ul style="list-style-type: none"> ➤ <i>Peserta didik diminta mengumpulkan data yang diperoleh dari berbagai sumber tentang Tell the names of the public buildings and other facilities in our town or village and their locations .</i> ❖ Membaca sumber lain selain buku teks, <ul style="list-style-type: none"> ➤ <i>Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang Tell the names of the public buildings and other facilities in our town or village and their locations</i> ❖ Mempresentasikan ulang ❖ Aktivitas : <ul style="list-style-type: none"> ➤ <i>Peserta didik melakukan aktivitas sesuai sesuai buku siswa seperti berikut ini:</i> <ul style="list-style-type: none"> - This is my word 8 <i>mendengarkan dengan cermat guru kami membaca pertanyaan dan yang Kami akan We will learn:</i> <ul style="list-style-type: none"> - <i>to state things, animals, and public places around us</i> ❖ Mendiskusikan ❖ Mengulang ❖ Saling tukar informasi tentang : <ul style="list-style-type: none"> ➤ <i>Tell the names of the public buildings and other facilities in our town or village and their locations .</i> 9 <i>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi</i> 	
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	<p>kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>	
<p>Data processing (pengolahan Data)</p>	<p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data : <ul style="list-style-type: none"> ➤ <i>Tell the names of the public buildings and other facilities in our town or village and their locations .</i> <p>10 yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya.</p> <ul style="list-style-type: none"> ❖ Mengolah informasi yang sudah dikumpulkan dari hasil kegiatan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Pesertadidik mengerjakan beberapa soal mengenai <ul style="list-style-type: none"> ➤ <i>Tell the names of the public buildings and other facilities in our town or village and their locations .</i> 	
<p>Verification (pembuktian)</p>	<p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda 	

	<p>sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan :</p> <p>➤ <i>Tell the names of the public buildings and other facilities in our town or village and their locations .</i></p> <p>11 antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>	
<p>Generalizatio (menarik kesimpulan)</p>	<p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : <ul style="list-style-type: none"> ➤ <i>Tell the names of the public buildings and other facilities in our town or village and their locations .</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang <ul style="list-style-type: none"> ➤ <i>Tell the names of the public buildings and other facilities in our town or village and their locations .</i> ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. 	

	<ul style="list-style-type: none"> ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran 	
<p>Kegiatan Penutup</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Mengagendakan pekerjaan rumah. • Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek. • Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik 		<p>10 menit</p>

G. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

a. Penilaian Kompetensi Pengetahuan

1) Tes Tertulis

- **Uraian/esai**

2) Tes Lisan

▲ *Tes lisan pemaparan materi dari pemahaman siswa.*

b. Penilaian Kompetensi Keterampilan

1) **Proyek, pengamatan, wawancara'**

▲ *Mempelajari buku teks dan sumber lain tentang materi pokok*

▲ *Menyimak tayangan/demo tentang materi pokok*

2) **Portofolio / unjuk kerja**

3) **Produk,**

2. Instrumen Penilaian

a. *Pertemuan Pertama (Terlampir)*

b. *Pertemuan Kedua (Terlampir)*

c. *Pertemuan Ketiga (Terlampir)*

d. *Pertemuan Keempat (Terlampir)*

e. *Pertemuan Kelima (Terlampir)*

f. *Pertemuan Keenam (Terlampir)*

12

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar

❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.

▲ *Membuat kalimat atau percakapan berisi tentang how to state name and numbers of things, animals and people around us.*

b. Pengayaan

❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.

❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.

- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya
 - ▲ *Membuat kalimat atau percakapan berisi tentang how to describe things, animals and people around us.*

Boyolali, 18 Juli 2022

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

UFFUN AINULLIYA MANAN, S. Pd, M. Pd

RANI UNTARI, S.Pd

**LEMBAR PENGAMATAN PENILAIAN SIKAP
PENILAIAN OBSERVASI**

Rubrik:

Indikator sikap aktif dalam pembelajaran:

1. Kurang baik jika menunjukkan sama sekali tidak ambil bagian dalam pembelajaran
2. Cukup jika menunjukkan ada sedikit usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten
3. Baik jika menunjukkan sudah ada usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten
4. Sangat baik jika menunjukkan sudah ambil bagian dalam menyelesaikan tugas kelompok secara terus menerus dan ajeg/konsisten

Indikator sikap bekerjasama dalam kegiatan kelompok.

1. Kurang baik jika sama sekali tidak berusaha untuk bekerjasama dalam kegiatan kelompok.
2. Cukup jika menunjukkan ada sedikit usaha untuk bekerjasama dalam kegiatan kelompok tetapi masih belum ajeg/konsisten.
3. Baik jika menunjukkan sudah ada usaha untuk bekerjasama dalam kegiatan kelompok tetapi masih belum ajeg/konsisten.
4. Sangat baik jika menunjukkan adanya usaha bekerjasama dalam kegiatan kelompok secara terus menerus dan ajeg/konsisten.

Indikator sikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.

1. Kurang baik jika sama sekali tidak bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.
2. Cukup jika menunjukkan ada sedikit usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif tetapi masih belum ajeg/konsisten
3. Baik jika menunjukkan sudah ada usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif tetapi masih belum ajeg/konsisten.
4. Sangat baik jika menunjukkan sudah ada usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif secara terus menerus dan ajeg/konsisten

Bubuhkan tanda \surd pada kolom-kolom sesuai hasil pengamatan.

No	Nama Siswa	Sikap																															
		Tanggung Jawab				Jujur				Peduli				Kerjasama				Santun				Percaya diri				Disiplin							
		K	C	B	S	K	C	B	S	K	C	B	S	K	C	B	S	K	C	B	S	K	C	B	S	K	C	B	S				
		R	K	A	B	R	K	A	B	R	K	A	B	R	K	A	B	R	K	A	B	R	K	A	B	R	K	A	B	R	K	A	B
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Sultan Haykal																																
2																																	
3																																	
4																																	
5																																	
dst																																	

K : Kurang

C: Cukup

B: Baik

SB : Baik Sekali

REKAPITULASI PENILAIAN SIKAP – OBSERVASI

No	Nama Siswa	SIKAP							Skor Rata-rata
		Tanggung Jawab	Jujur	Pedul	Kerja Sama	Santun	Percaya Diri	Disiplin	
1	Aisyah								
2	Angghea								
3									
4									

5									
Dst	.....							

**LEMBAR PENILAIAN SIKAP - OBSERVASI PADA KEGIATAN
DISKUSI**

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/1

Topik/Subtopik : This is my world

Indikator : Peserta didik menunjukkan perilaku kerja sama, santun, toleran, responsif dan proaktif serta bijaksana sebagai wujud kemampuan memecahkan masalah dan membuat keputusan.

No	Nama Siswa	Kerja sama	Rasa Ingin Tahu	Santun	Komunikatif	Keterangan
1	Aisyah					
2	Angghea					
3						
4						
5						
dst	.....				

Kolom Aspek perilaku diisi dengan angka yang sesuai dengan kriteria berikut.

4 = sangat baik 3 = baik 2 = cukup 1 = kurang

LEMBAR PENILAIAN SIKAP – DIRI (PENILAIAN DIRI)

Nama :

Kelas :

Kelompok :

Untuk pertanyaan 1 sampai dengan 6, tulismasing-masing huruf sesuai dengan pendapatmu!

A = Selalu B = Sering C = Jarang D = Tidak pernah

1	Saya memiliki motivasi dalam diri saya sendiri selama proses pembelajaran
2	Saya bekerjasama dalam menyelesaikan tugas kelompok
3	Saya menunjukkan sikap konsisten dalam proses pembelajaran
4	Saya menunjukkan sikap disiplin dalam menyelesaikan tugas individu maupun kelompok
5	Saya menunjukkan rasa percaya diri dalam mengemukakan gagasan, bertanya, atau menyajikan hasil diskusi
6	Saya menunjukkan sikap toleransi dan saling menghargai terhadap perbedaan pendapat/cara dalam menyelesaikan masalah
7	Saya menunjukkan sikap positif (individu dan social) dalam diskusi kelompok
8	Saya menunjukkan sikap ilmiah pada saat melaksanakan studi literatur atau pencarian informasi
9	Saya menunjukkan perilaku dan sikap menerima, menghargai, dan melaksanakan kejujuran, kerja keras, disiplin dan tanggung jawab
10	Selama kegiatan pembelajaran, tugas apa yang kamu lakukan?

Pedoman Penskoran: Skor 4, jika A = Selalu
Skor 3, jika B = Sering
Skor 2, jika C = Jarang
Skor 1, jika D = Tidak pernah

$$\text{Skor Perolehan} = \frac{\text{JumlahSkorPerolehan}}{24}$$

Penilaian Sikap - Diri
setelah peserta didik selesai belajar satu KD

Topik :

Nama : Kelas :

Setelah mempelajari materi, Anda dapat melakukan penilaian diri dengan cara memberikan tanda ✓ pada kolom yang tersedia sesuai dengan kemampuan sesuai

No	Pernyataan	Sudah Memahami	Belum Memahami
1	Memahami		
2	Memahami		
3	Memahami		
4	Memahami		

REKAPITULASI PENILAIAN DIRI PESERTA DIDIK

Mata Pelajaran :

Topik/Materi :

Kelas :

No	Nama	Skor Pernyataan penilaian Diri					Jumlah	Nilai
		1	2	3	....	....
1	Aisyah	2	1	2	....	....

2	Angghea	2	2	1	....	....
3								
4								
5								
dst	.....						
1	Sultan Haykal							

Nilai peserta didik dapat menggunakan rumus:

$$\text{Skor Perolehan} = \frac{\text{Jumlah skor}}{2 \times \text{jumlah pernyataan}} \times 100$$

PENILAIAN SIKAP – DIRI (SETELAH MELAKSANAKAN SUATU TUGAS)

Topik :

Nama : Kelas :

Bacalah baik-baik setiap pernyataan dan berilah tanda V pada kolom yang sesuai dengan keadaan dirimu yang sebenarnya.

No	Pernyataan	Sudah Memahami	Belum Memahami
1	Selama melakukan tugas kelompok saya bekerjasama dengan teman satu kelompok		
2	MemahaSaya mencatat data dengan teliti dan sesuai dengan fakta		
3	Saya melakukan tugas sesuai dengan jadwal yang telah dirancang		
4	Saya membuat tugas terlebih dahulu dengan membaca literatur yang mendukung tugas		
5	.....	

Skor : Ya = 2 Tidak =1

REKAPITULASI PENILAIAN DIRI PESERTA DIDIK

Mata Pelajaran :

Topik/Materi :

Kelas :

No	Nama	Skor Pernyataan penilaian Diri					Jumlah	Nilai
		1	2	3	....	....
1	Aisyah	2	1	2	....	....
2	Angghea	2	2	1	....	....
3								
4								
5								
dst	.....						

Nilai peserta didik dapat menggunakan rumus:

$$\text{Nilai} = \frac{\text{Jumlah skor}}{2 \times \text{jumlah pernyataan}} \times 100$$

PENILAIAN SIKAP - ANTAR PESERTA DIDIK

Mata Pelajaran :

Kelas/Semester :

Topik/Subtopik :

Indikator : Peserta didik menunjukkan perilaku kerja sama, santun, toleran, responsif dan proaktif serta bijaksana sebagai wujud kemampuan memecahkan masalah dan membuat keputusan.

PENILAIAN ANTAR PESERTA DIDIK

Topik/Subtopik:

Nama Teman yang dinilai:

Tanggal Penilaian:
Penilai:.....

Nama

- *Amati perilaku temanmu dengan cermat selama mengikuti pembelajaran*
- *Berikan tanda v pada kolom yang disediakan berdasarkan hasil pengamatannya.*
- *Serahkan hasil pengamatanmu kepada gurumu*

No	Perilaku	Dilakukan / Muncul	
		Ya	Tidak
1	Mau menerima pendapat teman		
2	Memaksa teman untuk menerima pendapatnya		
3	Memberi solusi terhadap pendapat yang bertentangan		
4	Mau bekerjasama dengan semua teman		
5	.....	

Pemberian skor untuk perilaku positif = 2, Tidak = 1. Untuk yang negatif Ya = 1
Tidak = 2

REKAPITULASI PENILAIAN ANTAR PESERTA DIDIK

No	Nama	Skor Perilaku					Jumlah	Nilai
		1	2	3	4	5		
1	Aisyah	2	1	2	2	2	9	
2	Angghea	2	2	1	....	....	....
3								
Dst	.....						

Nilai peserta didik dapat menggunakan rumus:

$$\text{Skor Perolehan} = \frac{\text{Jumlah skor}}{2 \times \text{jumlah pernyataan}} \times 100$$

LEMBAR PENILAIAN SIKAP - TEMAN SEBAYA

Instrumen

Petunjuk:

Berilah tanda (x) pada pilihan yang paling menggambarkan kondisi teman sejawat kamu dalam kurun waktu 1 (satu) minggu terakhir.

Nama Teman yang Dinilai :

Kelas :

No.	Aspek Penilaian	Keterangan			
		4	3	2	1
1.	Siswa bertanya kepada teman ketika mengerjakan tugas individu				
2.	Siswa meniru/menyontek pekerjaan teman pada saat ulangan				
3.	Siswa tidak mengeluh ketika menyelesaikan tugas individu atau kelompok				
4.	Siswa menuntaskan tugas yang diberikan guru				
5.	Siswa bertanya kepada guru atau teman ketika proses pembelajaran berlangsung				
6.	Siswa mengumpulkan tugas tepat waktu				

**PENILAIAN PENGETAHUAN - OBSERVASI TERHADAP DISKUSI,
TANYA JAWAB DAN PERCAKAPAN**

No	Nama Peserta Didik	Pernyataan						Jumlah	
		Pengungkapan gagasan yang orisinil		Kebenaran konsep		Ketepatan penggunaan istilah			
		Ya	Tidak	Ya	Tidak	Ya	Tidak	Ya	Tidak
1	Aisyah								
2	Angghea								
3									
4									
5									
Dst	.....							

Boyolali, 18 Juli 2022

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

UFFUN AINULLIA MANAN, S.Pd, M.Pd

RANI UNTARI, S.Pd

Catatan Kepala Sekolah

.....

APPENDIX 4

(PICTURES)





