CHALLANGES IN TEACHING SPEAKING FOR YOUNG LEARNERS OF SUB URBAN AREA AT MI KASUKA AL-FATTAH SRAGEN IN THE ACADEMIC YEAR 2022/2023

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

By:

Wayan Astin Hermawati

SRN. 163221105

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF

SURAKARTA

2023

ADVISOR SHEET

Subject : Thesis of Wayan Astin Hermawati

SRN   : 163221105

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'allaikum Wr.Wb.

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

Name : Wayan Astin Hermawati

SRN   : 163221105

Title : " *CHALLANGES IN TEACHING SPEAKING FOR YOUNG LEARNERS OF SUB URBAN AREA AT MI KASUKA AL-FATTAH SRAGEN IN THE ACADEMIC YEAR 2022/2023* "

Has already fulfilled the requirement to be presented before

The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Language Study Program.

Thank you for the attention.

Wassalamu'allaikum Wr.Wb.
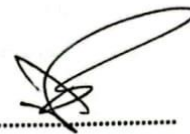
Sukoharjo, 22 Juni 2023
Advisor,

Novianni Anggraini, M.Pd.
NIP. 198301302011012008

2

RATIFICATION

This is to certify the Sarjana thesis entitled

" CHALLANGES IN TEACHING SPEAKING FOR YOUNG LEARNERS OF SUB URBAN AREA AT MI KASUKA AL-FATTAH SRAGEN IN THE ACADEMIC YEAR 2022/2023 " by Wayan Astin Hermawati has been approved by the Board of Thesis Examiners as the reqirement for the degree of Sarjana in English Language Education Study Program.

Chairman   : **Sabariyanto, M.Pd.**
                  NIP.19750325 201701 1164

Secretary   : **Novianni Anggraini, M.Pd.**
                  NIP.198301302011012008

Main Examiner   : **Nor Laili Fatmawati, M.Pd**
                  NIP. 19860109 201701 215

Sukoharjo, 22 Juni 2023

Approved by

Dean, Faculty of Cultures and Language

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

3

DEDICATION

Alhamdulillahirabbil'alamin, praise thanks to Allah SWT who has given all the blessing; I dedicated this thesis especially for :

1. My Self

2. My beloved family, my father Mr. Margiyana , my mother Mrs. Nurini Endarwati, S.Pd.I , my brother Nungki Putra Nur Hasan and Muhamad Athar Nuryana , for the support and motivation.

3. My Beloved Almamater UIN Raden Mas Said Surakarta.

MOTTO

"To get something you want you have to be patient with something you hate"

(Imam Ghazali)

"Allah SWT does not burden a servant but according to his ability"

(Al Baqarah : 286)

" The world is not about yourself, but about how you solve your problems and give yourself the best reward for your future and loved ones "

(Mrs Novianni Anggraini,M.Pd.)

PRONOUNCEMENT

Name : Wayan Astin Hermawati

SRN : 163221105

Study Program : English Language Education Study Program

Faculty : Cultures and Language Faculty

I herreby sincerely state that the thesis titled

"CHALLANGES IN TEACHING SPEAKING FOR YOUNG LEARNERS OF SUB URBAN AREA AT MI KASUKA AL-FATTAH SRAGEN IN THE ACADEMIC YEAR 2022/2023 " is my real masterpiece. The things out of my masterpieces in this thesis are signed by citation and refered 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.

Sukoharjo, 22 Juni 2023

Stated by,

Wayan Astin Hermawati

SRN. 163221105

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, master of the day of judgment, god all mighty, for all blessings and mercies so the reserachers was able to finish theis thesis entitled I herreby sincerely state that the thesis titled *Challanges in Teaching Speaking for Young Learners of Sub Urban Area at MI Kasuka Al-Fattah Sragen in the Academic Year 2022/2023*. Peace be upon Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the help, 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 :

1. Prof. Dr.H.Mudofir,S.Ag., M.Pd., as the Rector of UIN Raden Mas Said Surakarta

2. Prof. Dr.Toto Suharto, S.Ag., M.Ag., as the Dean of Cultures and Language Faculty

3. Budiasih, S.Pd., M.Hum. as the Head of English Language Education Study Program

4. Wildan Mahir Muttaqin, M.A. TESL., as the Coordinator of English Language Education Language Study Program

5. Novianni Anggraini, M.Pd. as the advisor who has given the researcher time to guide on finishing the work. Thanks for her

guidance, precious advice, correction, suggestion, and motivation for the researcher.

6. Her beloved family, her mother Mrs. Nurini E, her step Father Mr. Margiyana, her brother Nungki Putra and Muhamad Athar

7. All of her beloved friend, especially Erika Sabrina, Tanti Nur, Iin Nur, Muh Hanafi, Linggar Samukti, Indah Sari, Erna Puji

8. All of the lecturers in English Language Education thank you very much for all the knowledge that gave to the researcher

9. Last, thank you very much for everyone that imposible to written in this acknowledgement.

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

Sukoharjo, 22 Juni 2023

The researcher

Wayan Astin Hermawati
SRN. 163221105

8

10

TABLE OF CONTENTS

LIST OF TABLE

ABSTRACT

Wayan Astin Hermawati. 2023. "Challanges in Teaching Speaking for Young Learners of Sub Urban Area at MI Kasuka Al-Fattah Sragen in the Academic Year 2022/2023". Thesis English Language Education, Cultures and Languages Faculty, Raden Mas Said State Islamic University of Surakarta.

Advisor : Novianni Anggraini, M.Pd.

Keywords : *Challanges in Teaching Speaking, Young Learners, Sub Urban Area*

This study aims to describe the teaching-speaking barriers used by teachers to communicate with students at MI Kasuka Al-Fattah Sragen in the Academic Year 2022–2023. The research problems were (1) The challanges in teaching speaking for young learners of sub urban area at MI Kasuka Al-Fattah Sragen in the Academic Year 2022-2023 and (2) The solutions obtained for teaching speaking for young learners of sub urban area at MI Kasuka Al-Fattah Sragen in the academic year 2022-2023. This research was conducted in January–May 2023 regarding the challanges for teaching speaking at Mi Kasuka al-Fattah in the Academic Year 2022–2023. This type of research is descriptive qualitative. The subject of this research is MI Kasuka Al-Fattah's English teacher. Data was collected from interviews, observation, and documentation. Data analysis was performed through data reduction, data conclusion, and verification. In this study, researchers used source triangulation. This means that researchers use a variety of data sources.

Sources for seeking data validity, which consists of information that can answer research problems from several informants, conditions, and activities as seen from interviews and content analysis on the intended document.

Based on the findings and discussion, it can be concluded from this study that the techniques used by the teacher in teaching speaking are role play and discussion. Role-playing techniques encourage students to play an active role in teaching speaking, and discussion techniques based on interviews can encourage students to express their opinions freely and creatively.

Keywords : *Challanges in Teaching Speaking, Young Learners, Sub Urban Area*

CHAPTER I

INTRODUCTION

A. Background of the study

Nowadays, English has gone worldwide, encouraging people all overthe world to engage in it. English's purpose has been stated to include not just worldwide but also local reasons (Gunantar, 2016). English is regarded as a foreign language in Indonesia and should be learned by everybody, particularly students. In order to increase the quality of Indonesia's human resources, the government has decided to make that English as one of the subjects should be taught from elementary school through university (Sayuri, 2016). Moreover, the government has determined that English will become a mandatory subject in Indonesian schools and will be one of the topics assessed in the National Assessment of educational progress.

In schools, students are required to be able to listen, speak, read, and write in English. Someone who learns those four English abilities will be able to communicate in English both actively and passively. English is learned almost in all schools in Indonesia, including sub urban areas. At first glance, sub urban schools play a vital part in national education. At first appearance, the obstacles in sub urban areas appear to be connected to the educator, learner and the facilities. The concerns with the infrastructure include the time limitation and the facilities. The economy is growing fast in some sub urban regions, while it Is still in poor shape in others. It is due to a lack of infrastructure in sub urban regions, such as buildings, structures, and computer equipment (Endriyati et al., 2019).

When children learn English in a sub urban school setting, teaching English becomes increasingly challenging. It is intimately tied to a lack of resources as well as the learning environment. Sub urban schools do not provide as many opportunities to learn English as urban schools do. There is virtually little information available about English. That's why, students do not know English well in their daily lives, which leads to a lack of enthusiasm for learning English. Even after years of study, most students don't know, avoid, or respond adequately to how to cope with the process of learning a foreign language; just a few students have employed a series of tactics, succeeded, and so mastered the language. This is an area that is sometimes disregarded in our language lessons. Teachers should be concerned with assisting students in discovering efficient methods of studying English as a foreign language and achieving educational autonomy (Akbari, 2015)

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 curiculum 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 istance Elementary School, the teacher have some problems in learning speaking. The first problem is the teacher have challanges in teaching speaking for young learner in the class. This makes the teacher confused about learning. The second problem is the teacher have overcome the challanges in teaching speaking for young learners.

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 purpouse 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 thesis and one research jurnal . First, according to *Robiatul Adawiyah, the titled "English*

Teachers' Challenges in Teaching Speaking Skill during Covid-19 Pandemic at MTsN 1 Labuhanbatu" in 2021 (2021) The similarity between the previous study and this research is the study both analysis about Challanges in teaching speaking. The differences between the previous study and this research is the previous study research is to conduct research during the Covid 19 pandemic and studies was carried out at MTsN 1 Labuhanbatu

The second previous study by *Putri Ramadhani, Syamsyul Bahri (2017), the titled "Teachers' Problems in Teaching Speaking To Young Learners"* the researcher similarities that challanges in teaching speaking for young learners with the pattern. The difference from this study is the problems found related to classroom management which is a response to students and an appropriate environment in the teaching and appropriate environment in the teaching and learning process.

The third, article jurnal by *Magdalena Alexsandrzak (2011), the titled " Problem and Challanges in Teacing and Learning Speaking at Advanced Level "* the research similirities that challanges in teaching speaking with the pattern. The differences in this study on the complex nature of spoken discourse must be taken into account and reflected at every stage of the learning process.

Based on the explanation above, the researcher wants to conduct this research in Madrasah Ibtidayah at Sragen. As for the schools located in the Pencol, Karang Tengah, Sragen sub-district, namely Madrasah ibtidayah Kasuka Al-Fattah. This school is located in Sragen, Jawa

Tengah sub-district. This school is in the border of the city. The access to this school is still many rice field and spends the time around 15 minutes from the city. The background knowledge of the students is low enough. The parents of the students mostly earn from their agricultural produce. most of the students and teachers in this school are also people who live in the area. So, based on these reasons, the researcher categorized one MI at Sragen sub-district as a school in sub urban area.

As a result of these studies, the researcher was motivated to know more about the challenges faced by teachers in teaching speaking for young learners experienced by english teaching foreign language teachers in sub urban area , more precisely in sub urban areas. The researcher will examine the challenges and factors faced by sub urban teachers in teaching speaking. Given the foregoing explanation, the researcher was eager to undertake a study entitled **" Challanges in Teaching Speaking for Young Learners of Sub Urban Area at MI Kasuka Al-Fattah Sragen in The Academik Year 2022/2023"**

B. **Identification of the Problems**

From the explanation from the background, several identification problems can be taken as follows:

1. What the technic in Teaching Speaking at MI Kasuka Al-Fattah
2. What are the challanges in Teaching Speaking for Young Learners of Sub Urban Area at MI Kasuka Al-Fattah in The Academic Years 2022/2023

3. How does the overcome the challanges in Teaching Speaking for Young Learners of Sub Urban Area at MI Kasuka Al-Fattah in The Academic Years 2022/2023

The researcher focused on the observation and analysis of the Challanges in Teaching Speaking for Young Learner of Sub Urban Area at MI Kasuka Al-Fattah in the Academic Years 2022/2023 .

C. Limitation of the Problems

Based on the problems in the research background, this research will be limited to the teachers who have Challanges in Teaching Speaking for Young Learners of Sub Urban Area at MI Kasuka Al-Fattah in THE Academic Year 2022/2023 especially in Pencol Sragen sub-district.

D. Formulation of the Problems

Based on the above background, the problem formulation of this research are:

1. What are the challanges in Teaching Speaking for Young Learners of Sub Urban Area at MI Kasuka Al-Fattah in The Academic Years 2022/2023

2. How does the overcome the challanges in Teaching Speaking for Young Learners of Sub Urban Area at MI Kasuka Al-Fattah in The Academic Years 2022/2023

E. Objective of the Study

This study aims to to find out about the challenges in teaching speakin for young learners of sub urban area by focusing on the subject at challanges in theaching speaking for young learners of sub urban area at MI Kasuka Al-Fattah Sragen in the academic years 2022/2023

F. Benefit of the Study

This research is expected to provide benefits to all parties, both theoretically and practically:

1. Theoretical Benefits

   a. Be taken into consideration in research, especially students as a reference and successor of the nation in the future

   b. Become a reference material for similar research in the future

2. Partical Benefit

   a. For Student

   as a reference and provision to prepare as early as possible related to learning English to meet a successful and glorious future.

   b. For Teacher

   With this research, that English teachers will upgrade their new knowledge and develop better and more professionally in presenting material in an innovative and creative manner.

   c. For school

   I hope that the schools under study will grow rapidly, be able to produce a golden generation and be up to date regarding the latest science or technological developments.

G. Definition of key terms

To get more understanding with the study, the researcher wants to give some definition of some terms that dealing with this study :

1. 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).

   In this section Mark K Smith explores the nature of teaching moments or sessions where we intervene specifically to help people learn certain things. He sets this out in discussions of pedagogy and didactics and points out that we need to detach considerations of the teaching process from the role of the 'teacher' in schools.

2. Speaking

   Based on the opinion of Wilson (!983: 5), speaking is defined as developing a relationship between the listener and the person speaking. The main purpose of speaking is to create communication by expressing it through creative forms.

3. Sub urban

   The definition of a suburban area is an area where commuters live. The regional characteristics or characteristics of this suburban area are a mixture of villages and cities. Some areas will show the shape of the city, but on the other hand they will show characteristics of the countryside. This is because initially

this area was also a rural area that was undergoing a transition process to become an urban area.

4. Young Learners

According to Nunan (2011) "young learners are from around three years old of ages to fifteen". In addition, Phillips (2003) states that "young learners mean children from the first year of formal schooling (five or six years old) to eleven or twelve years of age." Furthermore, Linse (2006) also states that young learners are children between the ages of 5-12. Moreover, the definition of young learners is mainly based on the years spent in the primary or elementary stages of formal education to the transition to secondary school. This is why the ages of the young learners could be varied from one country to the others. Some psycholinguists say that one of the factors to be successful in language learning is a young age.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Review

1. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receivingand 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 purpouses 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 it what ways to produce language "Sociolingusitic competence" (Nunan, 1999: 216).

Speaking is the most demanding skill for the teacher to teach (Scoot 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 addresing it. They send their message and select the linguistics elements to express it. Brown (1940: 30) says in the production speech, however, each speaker needs to speak. He needs to speak individually and ideally, he needs someoneto 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 sucess in measured in terms of the ability to carry out a conversation in the language (Nunan, 1991:39)..

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.

2. **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:

1) Pre-teaching activity

   a. An opening statement or activity as warming-up. In this stage,the teacher greets the students.

   b. Lead-in: ab introduction to the topic of the lesson.

   c. 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.

2) While-teaching activity

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

   e. Giving example in how to practice the dialogue to students.

f. Asking the students to repeat the model of the dialoguebased on the example.

g. Asking the students to practice the dialogue in groups.

3) Post-teaching activity

a. Review the topic

b. In this stage, the teacher reviews the material that has been taught, and gives the oppurtunity to the studentsto ask questions.

4) Closing

a. In this stage, the teacher closes the lesson.

3. Problem in speaking

According to Ur (1996), there is some problem access in teaching speaking :

1) Inhibition

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

2) Nothing to say

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

3) Low or uneven participant

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

4) Mother-tongue use

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

4. Teaching English as Foreign Language

Foreign language learning is generally differentiatied from second language acquistion in tat the former refers to the learning of a non native language in the environment of one's native language. For example, french speakwer learning English in French or Spanish speakers learning French in Spain, Argentina, Mexico, etc. This is not commonly done within the context of the classroom.

According to Murcia (1979) states that EF; or ESL, students have widely different needs because of different in cultural background, age and previous educational bavkground. Even it the student in one classare all from the same language group, they inevitably have different learning style and needs.

In conclude that learning English as a foreign language required of EFL or ESL students to be focused on learning of the language (English) both in writing or spoken form, also in formal situation in the

classroom or by naturally. The teachers also have to paid attention in the learners/ students needs in teaching and learning English as a foreign language in the classroom.

There are some factors that may influence the success or failure of second language learning:

a. Motivation and Attitudes

Motivation is very important in second language as in other field or human learning. It is a crucial force, which determines whether a learner embarks on a task at all. The primary motive for learning a language is that it provides a means of communication. A person is therefore most likely to be drawn towards learning s second language if he perceives a clear communication need for it.

According to Gardner & Lambert (1972) describes the two types of motivation as follow:

1) A learner with integrative motivation has a genome interest in the second language community. He wants to learn their language in order to communicate with them more satisfactorily and to gain closer contact with them and their culture.

2) A learner with instrumental motivation is more interested in how the second language can be a useful instrument towards furthering other goals, such as gaining a necessary qualification or improving employment prospects.

For the explanation above can conclude that motivation is an important thing in failure of second language learning, because with motivation the student can appear of their spirit to learning language successfully.

b. Anxiety

Anxiety occupies an intermediate stage between motivation and per- sonality. Motivation is clearly related to anxiety in that (1) if a learner is not all anxious; she or he is unlikely to be motivated to make any effort, and (2) high motivation with little subjective hope of achievement in- creases anxiety. On the other hand, there appear to be a basic tendency for a person to be more or less anxious, which would cause us to con- sider anxiety to be linked to personality.

c. Age Differences

It is commonly believed that children are better language learning in the sense that younger children typically can gain mastery of a second language, whereas adults cannot.

Examples for this belief are taken from immigrant families where chil- dren have learnt the language of their new community with native or near-native proficiency, whereas the adults always show traces of for- eignness. The most common explanation for these observations is that there is a 'critical period', during which the brain is flexible and lan- guage learning can occur naturally and easily. Since this period ends around puberty, adolescents and adults can no

longer call upon these natural learning capacities. The result is that language learning becomes an artificial, laborious process.

d. Personality Factors

There are various theories that claim that certain personality factors are important predictors of success in second language learning. Some of these factors are:

1) Extroversion and Introversion

2) Risk taking behavior

3) Field independence

However, these factors only have impact on particular tenets of learn- ing not all aspects of second language learning.

e. Cognitive factors

There are cognitive factors that might influence second language learn- ing. They are:

1) Intelligence

2) Aptitudes, and

3) Learning strategies have stronger impact on the second language learning than other personality factors.

4) Other factors include of learning styles.

Learning styles are inherent factors that might influence second language learning. The new concept of learning style has been developed by Willing to include cognitive styles and learning preferences, classifying learn- ers into five categories; (a)

communicative learners, (b) concrete learners,(c) authority-oriented learners, (d) analytic learners, and (d) mixed or un- decided learners.

5. Strategies in Teaching Speaking

a. **Definition.**

Teaching strategy becomes an important part in learning process. Without strategy, learning objectives would not be achieved. Teaching strategy involves some activities to help students to understand the knowledge. Armstrong (2013) explained that teaching strategy refers to a method used by a teacher in order to help students in understanding the content of the lesson and increase the learning outcomes. Besides, Lestari (2016) stated that teaching strategies as a plan used to deliver a lesson which covers teaching goals and planned procedures in implementing the strategy.

b. **Kinds of teaching speaking strategies.**

To develop speaking ability of the students, some strategies that can be used to teach speaking are including role-play, simulation, drilling, discussion, storytelling, presentation, and communication games. Those teaching speaking strategies will be specifically explained below:

1) Role play.

Role play is a role that is played by some people using manuscript of a story. Nunan (2003) stated that role play allows students to practice speaking target language before they do it in a real environment. Role

play is approved to be communicative language learning because students are actively got involved in the conversations (Nunan, 2001). It means that students are not only as passive learners but also active learners because they practice speaking through conversation. Role play is a good strategy to stimulate students to speak foreign language. Students are urged to make improvisation in the conversation. In this context, students are provided an opportunity to be more creative in using language. Harmer (2005) mentioned that students can take the role of completely different characters, for instance, one student plays a role as a tourist, and the other student plays a role as a tour guide. The procedures of role play are as follow: first, teacher divides students into some groups; second, teacher gives script for every group with different themes; third, the teacher and the students practice dialogue together; lastly, students practice the role in front of the class.

2) Drilling.

One of the techniques that can be used to improve pronunciation is drilling. Thornbury (2005) defined drilling as an activity of imitating and repeating words, phrases, or the whole utterances. There are steps in drilling activity. First, students are asked to repeat what the teacher says accurately and quickly. In this strategy, students are emphasized to do more practice. Senel (2006) mentioned that drilling is useful in teaching pronunciation since it can create correct and accurate pronunciation. Therefore, applying this strategy in English foreign class can make students able to pronounce words accurately. By repeating words or

sentences, students automatically memorize the words or the sentence. Therefore, drilling can improve students speaking skill.

3) Discussion.

Discussion is a strategy that involves a topic or issue to be discussed together in a group. This strategy aims to make a conclusion, share ideas about a topic, or find solutions in their group discussion (Kayi, 2006). This can be done by dividing students in to pairs or small groups, discussing a topic in the group for at least ten minutes, and letting students explain the result in front of the class. It is in line with Hadfield (2000) who mentioned that in discussion, students can tell each other about their ideas, feelings, and experiences in greater depth and detail.

4) Simulation.

Simulation is a technique used by the teacher in teaching speaking. Harmer (2001) defined that simulation is an activity where students imitate a real life environment. In simulations, students can bring items to the class to create a real life situation (Kayi, 2006). It is same as Nunan (2003) who mentioned that in simulation, props and documents provide a somewhat realistic environment for language practice. The example activity in simulation is a simulation of applying job vacancy.

5) Presentation.

Oral presentation is a technical way to solve students' problem in speaking. Nadia (2013) stated that presentation is an activity which uses oral expression course to develop students' speaking skill. Nadia also explained the implementation of presentation. The first is that the topic of

the presentation can either be given by the teacher or it is freely chosen by students themselves. The students find the information about this topic, and the students give the information to the audience afterward.

6) Communication Games.

Game is a learning strategy that can be used to develop students' language skills. Game is an activity in which the learners play and usually interact with others (Wright, 2006). Leon & Cely (2010) asserted definition of game as an activity involving skill and knowledge or opportunity which each person follows the rules and attempts to win against the other. In addition, a game can be defined as an enjoyable activity with a set of rules or terms against each other (Webster's New Dictionary, 1994). Based on

Amrullah (2015), teaching and learning process can be more interesting by using games because games are very helpful to energize the students and recharge their spirit in studying. Teacher can use games in warming-up activity such as mentioning some vocabularies that are related with an interesting topic. One of the example of games is guessing game. In the activity of guessing game, the students are divided in to groups. Every representative of the group chooses the picture that is given by the teacher and make simple sentence as a clue, for example if one group choose picture "apple", so the other group must guess the picture by asking many question like "Is it fruit? Is it small?" then the group that has the picturecan only answer "Yes" or "No".

6. Challenges in Teaching English Speaking

Brown (2000:7) state that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. In other hand, teaching is to show somebody how to do something so that they will be able to do it themselves or to give somebody information about particular subject, to help somebody learn something, then revised his definition of teaching stating that teaching deals with guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. In teaching, it is teacher's duty to help students acquire the knowledge or skill by guiding and facilitating their learning, preparing the materials and creating a good atmosphere for learning so that the effectiveness of teaching and learning process can be achieved.

Teacher has obligation to help the students acquire the knowledge or skill by guiding and facilitating their learning, prepare the materials and make good atmosphere to make the teaching and learning process be success.

In addition, Stern (1983:21) defines teaching, more specifically language teaching, as the activities which are intended to bring about language learning. It indicates that teaching always goes hand in hand with learning. Further, he explain that language teaching cannot be merely interpreted as instructing a language class. Language teaching not only involves formal instructions or methods of training but also individualized instruction, self-study, computerassisted instruction, and the use of media. Likewise, the supporting activities, such as the

preparation of teaching materials, teaching grammar, or dictionaries as well as making the necessary administrative provision inside or outside an educational system belong to the concept of teaching.

All the activities that intended to help, facilitate and guide learners as well as enable learners to learn are include in teaching. Hornby (1995:671) state that learning is to gain knowledge or skill by study, experience or being taught, and learn about

something to become aware of something through information or observation, thus learning is knowledge obtained by study. Slameto (2003:2) in Maonde et al (2015:143, vol 3) learning is a kind of effort done by someone to get whole behavior changes, as a result of his/her experiences during his/her interaction to the environment. The language plays an important role in the teaching and learning process. Not only language, teacher will use act or perfom other ways to help the students understand what the teacher's intention to them based on the context of situation. Its mean the ability to understand pragmatics is needed.

Teaching is described as telling or showing someone how to do something, giving instructions or lesson in a subject to students and causing to learn or understand (Babbage et al, 1999:24). The teacher is a combination of an importer of knowledge and a facilitator of learning. The role of the teacher is to teach a child to learn by creating curiosity so that she may continue that learning process for as long she lives. All pupils need to be given an opportunity to enrich their lives.

In the environment, speaking is a tool for communication, and people will see students' proficiency in speaking in English (Ihsan, Muslem & Aziz, 2018). The students, especially EFL students', can not learn it fast. It should be step by step and need to be developed (Ihsan et al., 2018). There are some challenges faced by the students, such as lack of vocabulary, fear of mistake and shyness, anxiety, lack of confidence, and lack of motivation.

    a. Lack of vocabulary.

This issue is the first challenge faced by the students in learning speaking skills. Dewi and Jimmi (2018) stated that lack of vocabulary is the condition when the students cannot build the sentence because of limitation words. Similarly, vocabulary is an important part of learning English. Dewi and Jimmi (2018) supported by stating that the range score of vocabulary was 48, and the range score of speaking was 23. Further, Dewi and Jimmi (2018) stated that the students who lack the vocabulary will have an impact on themselves when they want to have interaction and would have less confidence.

    b. Fear of mistake and shyness.

These psychological factors are the emotional feeling of the students when they want to speak in English (Juhana, 2018). Juhana (2018) stated that the students would forget what they want to say because of shyness, students' fear of whether they make a mistake or not when speaking in English, and also they are worried about being laughed

by their friends. Juhana (2018) mentioned that 37% of the students mostly chose fear of mistake, and 26% of the students chose shyness. Moreover, these psychological factors have influenced students' speaking performance. Further, teachers can make a personal approach and create a better learning atmosphere in the classroom.

c. Lack of confidence.

This psychological factor is a student feeling that occurs when the students realize that their speaking partners do not get their points when speaking in English (Juhana, 2018). Similarly, the students' feel a lack of confidence because they feel their English is not good, and they keep silent. Additionally, 13% of the students chose a lack of confidence as one of the challenges in speaking English (Juhana, 2018). To make the students' have high confidence, the teachers should give positive encouragement to the students.

d. Lack of motivation.

In language learning, especially when speaking in English, motivation is vital for students. Jin (2014) stated that motivation is important to make students successful in language learning. Juhana (2018) added that 6% of the students chose a lack of confidence because they do not have motivation when they see their teacher's way of teaching. Similarly, the teacher should show their enthusiasm by showing their activeness using English to communicate and during their teaching process (Juhana, 2018).

7. Sub Urban

Generally, suburban areas (also known as suburbs), pertain to residential districts. A suburb can also mean the surrounding residential areas of a bigger city, and a group of these can collectively be regarded as the suburbs. They can actually form a part of a really big city, or they can be several aggregates of distant residential areas. Quite often, it is seen that suburbs have a lower population density when compared to urban territories.

As mentioned, suburban areas are defined differently in some countries. Take Canada and America for example; these countries both define suburban as a different municipality from the major city. In the Australian region, suburban can also refer to a residential area, which is more or less a subdivision of the city. This scheme is devised for better postal servicing. Lastly, other population and statistics experts commonly agree that suburban areas are places outside the inner, or main, city. The only mistake is these places are sometimes considered as urban areas, which adds even more confusion.

The notion of a sub urban is a residential area located on the outskirts of the city, not far from the city center. One of the reasons for the emergence of this area was the expansion of the city, namely the addition of a network of new roads, which led to land expansion.

The definition of a sub-urban community is a community that owns a house and lives on the outskirts of the city (not a big city) but they make a living in the big city area.

The definition of a suburban area is an area where commuters live. The regional characteristics or characteristics of this suburban area are a mixture of villages and cities. Some areas will show the shape of the city, but on the other hand they will show characteristics of the countryside. This is because initially this area was also a rural area that was undergoing a transition process to become an urban area.

The suburban population is increasing along with the increasingly limited and expensive land prices in the city center. They then build houses or industries that then live in the suburbs. The process which is then called suburbanization is a process of natural change in an effort to improve the welfare of the population or society.Even though the results are not significant, this has a positive impact on the main city, namely it can help control population numbers. As for the suburban area itself is very supportive to accelerate the development of the region.

Suburban people who have contributive abilities can be a support for the life of the main city, but on the contrary, suburban communities will only become a burden if they do not have these contributive abilities.What is very striking about suburban life is that this residential area is almost empty during the day, because most of the people work in the city. However, there are also some residents who work in agriculture.

8. Previous Related Studies

To conduct this research, some related studies had been taken into compare this research with the other researches. Some of the related researches explained bellow.

The first study was done by *Robiatul Adawiyah, the titled "English Teachers' Challenges in Teaching Speaking Skill during Covid-19 Pandemic at MTsN 1 Labuhanbatu" in 2021 (2021)* the researcher similities that challanges in teaching speaking with the pattern. Interview

The second study was done by *Putri Ramadhani, Syamsyul Bahri (2017), the titled "Teachers' Problems in Teaching Speaking To Young Learners"* the researcher similarities that challanges in teaching speaking for young learners with the pattern. Observation and interview

The third, article jurnal by *Magdalena Alexsandrzak (2011), the titled " Problem and Challanges in Teacing and Learning Speaking at Advanced Level "* the research similirities that challanges in teaching speaking with the pattern. Observation

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

No.	Previous Study	Similirity	Differences
	Robiatul Adawiyah, the titled "English Teachers' Challenges in Teaching Speaking Skill during Covid-19 Pandemic at MTsN 1 Labuhanbatu" in 2021 (2021	the researcher similies that challanges in teaching speaking with the pattern.	The first difference is that researchers conduct research during the Covid 19 pandemic the difference between the two studies was carried out at MTsN 1 Labuhanbatu
	Putri Ramadhani, Syamsyul Bahri (2017), the titled "Teachers' Problems in Teaching Speaking To Young Learners"	the research similirities that challanges in teaching speaking with the pattern.	the difference from this study is the problems found related to classroom management which is a response to students and an appropriate environment in

			the teaching and learning process.
	Magdalena Alexsandrzak (2011), the titled " Problem and Challanges in Teacing and Learning Speaking at Advanced Level "	the research similirities that challanges in teaching speaking with the pattern	the differences in this study on the complex nature of spoken discourse must be taken into account and reflected at every stage of the learning process

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Qualitative research methods were used in this study. According to Bogdan and Taylor, a qualitative technique is a research approach that generates descriptive data from individuals in the form of written or spoken words and observable behavior. To achieve research objectives, several approaches to studying natural settings can be used in qualitative research.

This study focused on a descriptive case study as a qualitative approach. According to Cresswell (2016), a case study is a research strategy that discusses a case about a single individual, organization, or community in order to collect that unique knowledge. The fact that this study focused on a single "unit individual" or "a limit system" distinguishes case studies from other types of qualitative research. The constraint is whether there is a limit to the number of persons who may be interviewed or whether there is a time limit (for observation).

Denzin and Lincoln (2005) state that case study, personal experience, introspective, life narrative, interview, observational, historical, interactional, and visual texts are examples of empirical materials used in qualitative research to explore ordinary and difficult events and meanings in people's lives (Aspers & Corte, 2019).

Therefore, in the case of studies, the researcher was produced an in-

depth examination of a case, which is frequently a plan, situation, behavior, procedure, or one or more persons, and is used in many domains, including assessment and cases are defined by chronology and activities. The goal is to arrive at a detailed description and understanding of the entity (the "case"). In addition, a case study can result in data from which generalizations to theory are possible. Case studies use multiple methods, such as interviews, observation, and archives, to gather data. Education and psychology researchers have used the case study widely (Ary, Jacobs, Sorensen, n.d, 2010). Because of its goal, this study is characterized as a qualitative descriptive design, especially case study.

Then, the researcher has collected data for this study through field interviews involving the challenges faced by sub urban teachers in teaching English (English Foreign Language) and this research has also been conducted in one sub urban in Sragen District, Central Java, namely MI Kasuka Al-Fattah.

B. Research Setting

1. Place

   MI Kasuka Al-Fattah Sragen is one of the Elementary schools in the streets of Batu Rt 02/00 Karangtengah, Tangkil disctric, Sragen Regency, Central Java Province.

2. Time

   The time of the research conducted in the January until May 2023. The time was chosen by the researcher because the time was considered by the researcher to be the right time to carry out the

research and at that time the students were still active in learning

activities and easily coordinated by the teacher.

NO.	Activities	January 2023	February 2023	March 2023	April 2023	May 2023
	Pre – Research	████				
		████				
		████				
	Writing the Proposal		████			
			████			
			████			
			████			
	Reporting the Proposal			████		
				████		
				████		
				████		
	Conducting the Research				████	
					████	
					████	
					████	

	Analyzing the Data					

C. Subject of The Research

The subject of this research is English teacher of MI Kasuka Al-Fattah Sragen, the English teacher is Nunik Rahmawati, S.Pd. , Mita Alvi, S.Pd. , Putri Kensari, S.Pd.

D. Research Instrumen

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

E. The Technique of Data Collection

In collecting the data, the researchers will conduct interview and observation.

The source of data is the subject where the data can be gained in detail. According Arikunto (2012:162) In a research, the source of data explains the subject from which the data are obtained. Meanwhile the data themselves may appear in the form of discourse, sentence, clauses, phrases or words which can be obtained from magazines, newspapers, books, and etc. (Subroto, 1992).

a. Interview

The source of the data also taken from the interview with teachers to find out what kind of problem teacher faced in applying teaching learning process using theory strategies of teaching speaking.

b. Observation

The researcher do observation of Classrom observation to get the data how teachers apply strategies of teaching speaking in teaching learning process. The observation conduct from Mrs Putri, Mrs Mita, Mrs Nunik.

F. Techniques of Collecting the Data

The researcher use classroom observation, interview, and documentation, as the instrumens of collecting data. According Lincoln and Guba (Subroto, 1992) stated that human is the best instrument for qualitative research. It meansthat researcher is main instrument in this research. The completely explanation of the instruments of collecting data as follows:

1. Interview

This technique use to get the data relate to the teachers' behaviour while and after the actions implement. It also cover problems find in the teaching speaking process. The researcher interview both teachers to get the data relate to their perspectives before, during, and after implementing the actions. The question of the interview for teachers were as follow:

a. The researcher prepares the concept of questions that would beasked to the teachers

b. The researcher asks abd talks in a friendly way according to the concept of question that had been prepared based on the interviewguide.

c. The researcher records the interview, and then writes Interview Question for Teachers
Interview transcipt based on the results of interview.

a. What are the challanges in Teaching Speaking for Young Learners of Sub Urban Area at MI Kasuka Al-Fattah in The Academic Years 2022/2023 ?

b. How does the overcome the challanges in Teaching Speaking for Young Learners of Sub Urban Area at MI Kasuka Al-Fattah in The Academic Years 2022/2023 ?

2. Classroom Observation

The researcher observe the teaching and learning process which relates to teaching speaking in teaching speaking process.

The observer directly observe the classrooms and take notes on the relevant events while teaching learning process is going on.

3. Documentation

This research do documentation by taking the document/ data that is support research. The data includes the names of the teachers as subject resarch and data on the value of repetitive subjects taken from the list values as well as photograph of activities. According Ary et. al (2010:442) documents refer of a widerange of written, physical, and visual materials, including what other authors may term artifacts. The research instrument is camera, camera use to show the reality in the process get data by using photoghraph/videograph during the teaching and learning process.

G. Technique of Analyzing the Data

Technique of data analysis comes from the interpretation of the data collection. The researcher got the data from observing the teaching speaking learning process, and the result of the interview. There are three main point of qualitative data analysis. According to Miles and Hubberman (1990:10-11) they are data reduction, data display and conclusion drawing and verification. The data analysis in the research was done in the following:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstract, and transforming the data that appear in written

up filed notes or transcriptions". It has mean the data reduction process are varied from several ways, such as through selection, summary, or paraphrase and being subsume in larger pattern. After collecting the data , it be continued by selecting simplifying the data of the multiple intelligence used by the teacher.

2. Data Display

After collect and reduce the data, the researcher display organize, compress and assemble information based on MI theory by Howard. The activities in this stage are: making summary, descriptively and systematically in order to know about the central idea easily and interpreted them critically.

3. Drawing and Verifying Conclusion

After display the data, the researcher would able to interpret and reaches conclusion and verification. The next step is describing and interpreting the data so that the data conclusion and verifications of the used types multiples intelligence theory by Howards, then the possible conclusion can be noted and need to verify.

H. Trustworthiness of the Data

One important concept of the case study is triangulation. The researcher use triangulation as a trustworthliness of the data in this research. Stake defines it as a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation.This principle is necessary to avoid misinterpretation.

Triangulation is accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions. There are four basic types of triangulation:

1. Data triangulation: involves time, space, and persons

2. Investigator triangulation: involves multiple researchers in an investigation.

3. Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon.

4. Methodological triangulation: involves using more than one option to gather data, such as interviews, observations, and documents.

In addition, triangulation can be achieved through redundancy of data gathering and procedural challenges to explanation. So triangulation means finding the best for eliminate the differences in construction of reality that is in the context of a study when collecting data on various events. In this research, the researcher use methodological triangulation, the researcher compares the results of observation, interview, and documentation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

In this chapter, the researcher presents findings and discussion. The researcher would describe the implementation of teachying speaking, the strategies that represent teaching speaking, and the barriers in implementing teaching speaking.

This research was conducted at MI Kasuka Al-Fattah Sragen, which is located on Batu RT 05, Karangtengah, Tangkil, Sragen. This research involved three participants who are English teachers at MI Kasuka Sragen. The researcher asked nine questions with a duration of 10-20 minutes to each teacher. These interviews were conducted from January until May 2023. The researcher met with the participants two times.

Based on the result of the data collected through the interview, the researcher identified several factors that the teachers' found as challenges in teaching speaking Skills during the process learner at MI Kasuka Al-Fattah Sragen . They are elaborated as follow:

1. **Challanges in Teaching Speaking for Young Learners of Sub Urban Area at MI Kasuka Al-Fattah in The Academic Years 2022/2023**

   a. Interview Finding

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 teaher 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 april 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.

b. Observations Findings

This research was done in MI Kasuka Al-Fattah Sragen . The location MI Kasuka Al-Fattah Sragen at on Batu rt 03/00, Karangtengah, Tangkil, Sragen Regency, Central Java, Indonesia. MI Kasuka Al-Fattah had s i x classroom,and researcher focused on four grade student.

The observation was conducted on January-May 2023 at the class of Seventh Grade Students of MI Kasuka Al-Fattah Sragen. The results of data observation such as :

1) Data Observation at IV

When the researcher came, the teaching learning process was going to in classroom. The researcher asked permission to Miss Putri . 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 makan chicken steak ?

The students :Chicken Steak itu apa Miss?

The teacher: Chiken steak is stik ayam.

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 dialogue .

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.

    2) Data Observation at V

The researcher asked permission to Miss Nunik. 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 givingquestion related to the materials that will be learn on that day.The teacher ask to the students.

The teacher : do you ever see Grebek Maulid ?

The students : yes Miss

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

The students : kebo Miss. Then, other students answered "kirab 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 grebet maulid, jenang festival, independent day,batik solo carnaval 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. ThenThe 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.

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 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 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 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.

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.

B. Discussion

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 MI Kasuka AL-Fattah .

1. **Challanges in Teaching Speaking for Young Learners of Sub Urban Area at MI Kasuka Al-Fattah in The Academic Years 2022/2023**

   a. Discussion Technique

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, the 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 the by 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, an 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 third 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 studentsto 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 theirperformace , 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 byasking 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 studentsto 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 nit 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 to 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.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter there was consisted of two sections inside. First is the conclusion of the research and last is the suggestion of the research.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher can conclude that the teacher's challenges in teaching speaking skills at MI Kasuka AL-Fattah are as follows:

2. Lack of interest in reading to understand the contents of the metarial

3. lack of understanding of the material being taught

4. English teachers experience difficulties in measuring students' understanding and abilities during learning, especially speaking skills

Based on the solution that the researcher gave in the discussion in the previous chapter, the researcher can conclude, as follows:

1. For students who are less able to read the material provided, the teacher should play an active role in improving the quality of learning English, such as having additional classes to increase the effectiveness of children in understanding the material.

2. For students who lack understanding of the material provided, the teacher should play an active role in improving the quality of learning

English, such as ice breaking to bring out children's creativity and innovation in understanding the material

B. Suggestions

Based on the results of this research, the researcher wanted to give suggestions on any aspect based on problems in this thesis. Here are some suggestions:

1. For Student

The students must always be active in the teaching and learning process, even in learning to speak. When the teacher explains the material, students must pay attention to the explanation. When learning begins, students must be disciplined on time. When the teacher gives assignments, students must also complete their assignments on time. The students have to study hard and feel motivated to develop their speaking skills. Students must practice speaking both inside and outside the classroom without hesitation and fear of making mistakes, and students must respect teachers, both young and old.

2. For English Teacher

English teachers must be more creative during speaking lessons so students don't get bored during learning. Creating innovation and using alternative strategies when teaching English, especially speaking skills.

3. For the other researcher

For the other researcher can make it useful as an additional and become a reference when conducting the research that related to this research.

BIBLIOGRAPHY

Anderson, J. (2005). A Common Framework for E-Learning Quality. Observatoryfor new technologies and education. ht4tps://www.researchgate.net/profile/Robert_Mccormick6/pu blication/4734 3090_A_common_framework_for_e-learning_quality/links/02e7e536bed9832e50000000.pdf

Anderson, J. and McCormick, R. (2005). Ten Pedagogic Principles for E-Learning. Observatory for new technologies and education. https://www.researchgate.net/profile/Robert_Mccormick6/pub lication/4734 3091_Ten_pedagogic_principles_for_E-learning/links/02e7e536bed9785354000000/Ten-pedagogic-principles-for- E-learning.pdf

Ary, Donald. (1979). *Introduction to Research in Education.* United State ofAmerica: Holt, Rinehart and Winston, Inc.

Ary, Donald. Jacobs, L. Chaeser, Sorensaem, Cris and Razavieh, Asghar. (2010).

  Introduction to Research in Education (8th Ed.). California: Wadsworth.

Az-Zuhaily, Wahbah.*Tafsir Al-Munir.* Beirut: Dar Al-Fikr, ttp.

Belawati, T. (2020). *Pembelajaran Online*. Banten: Universitas Terbuka

Brown, H. D. (2001). *Teaching by Principle: An Interactive Approach toLanguage Pedagogy Second Edition*. New York: Pearson Education Inc. (2004). *Language Assesment Principle and Classroom Practices.*

San Fransisco State University: Longman

 (2001). *Teaching by principle: An Interactive Language to Approach Pedagogy.* San Fransisco: Longman

(2000). *Principles of Language Learning and Teaching*. London: Longman

Byun, S., & Slavin, R. E. (2020). Educational Responses to The COVID-19 Outbreak in South Korea.*SSRN Electronic Journal*. https://doi.org/10.2139/ssrn.3652607

Creswell, J. W. (2008). *Research Design*. Yogyakarta: Pustaka Belajar diterjemahkan oleh Achmad Fawaid. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Reseacrh 4th Edition.* United State of America: Pearson Education Inc

Dalimunte, Muhammad. (2014). *Simulation Technique With Class Debate In Language Teaching For Speaking Proficiency.* UINSU: Google Scholar

Daulay, E. (2018). *A Learning Centered Approach English for Specific Purpose.*

    Medan: State Islamic University of North Sumatera

Dunwill, E. (2016). Elearning Best Practices. 6 Teaching Principles Transferred to Online. Available at URL https://elearningindustry.com/6-teaching- principles- transferred-online-courses-strategies-use Courses: Strategies to Use

Fulcher, Glenn. (2003). *Testing Second Language Speaking.* Sydney: Longman

Harmer, J. (2001). *The practice of English Language Teaching (3rd ed).* Harlow, Essex, U.K.: Pearson Education.

-----------. (2007). *The Practice of English Language Teaching 4th Edition.*

    England: Pearson

Harris, Theodore L & Hodges, Richard E. (1995). *The Literacy Dictionary: The Vocabulary of Reading and Writing.* Newark, DE: International Reading Association

Hastono, S. P. (2006). Analisis Data. Fakultas Kesehatan Masyarakat. *UniversitasIndonesia,*1-212.

Huang, R., Tlili, A., Chang, T. W., Zhang, X., Nascimbeni, F., & Burgos, D. (2020). Disrupted Classes, Undisrupted Learning During COVID-19 Outbreak in China: Application of Open Educational Practices and Resources. *SmartLearning Environments,* **7(1)**. https://doi.org/10.1186/s40561-020-00125-8

Jones, Rhodi. (1989). *Speaking and Listening.* London: The Bath Press

Kayi, Hayriye. (2006). Teaching Speaking: Activities to Promote Speaking in aSecond Language.*The Internet TESL Journal*, **12(11)**.

Kembaren, F. R. (2018). *Advanced Speaking.* Repository uinsu.ac.id

Krishnan, I. A., Ching, H. S., Ramalingam, S., Maruthai, E., Kandasamy, P., Mello, G. De, Munian, S., & Ling, W. W. (2020). Challenges of Learning English in 21st Century: Online vs. Traditional During Covid-19. *MalaysianJournal of Social Sciences and Humanities (MJSSH)*, **5(9)**, 1-15. https://doi.org/10.47405/mjssh.v5i9.494

M, Koponen. (2004). *"Let Your Language and Thoughts Flow! Is There A Case For "Fluency" in ELT and Applied Linguistic?" Insari Louma Assesing Speaking*. New York: Cambridge University Press

Manser, M. H. (1995). *Oxford Lerner's Pockets Dictionary*. New York: Oxford University Press

Mentari Rizki F. (2020). *The Use Of Encantado Game To Develop Students' Speaking Skills At Seventh Grade Of MTS Swasta Insan Cita Academic Year 2020/2021*. Skripsi. Tidak Diterbitkan. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Sumatera Utara: Medan.

Miles, M. B & Huberman A. M. (1984). *Analisis Data Kualitatif*. Terjemahan oleh Tjetjep Rohendi Rohidi. 1992. Jakarta: Universitas Indonesia.

--. (1994). "*Qualitative Data Analysis*". USA:

Sage Publications

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH   :

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   I/2

Standar Kompetensi   :   Memahami instruksi sangat sederhana dengan

tindakan dalam konteks kelas

Kompetensi Dasar   :   5.1   Merespon dengan mengulang kosakata baru

dalam berbagai permainan dengan ucapan lantang

Alokasi Waktu   :   2 x 35 menit

Tujuan Pembelajaran**   :   1.   Siswa dapat mengulang apa yang

didengarnya dengan suara lantang

          2.   Siswa dapat mengulang apa yang didengarnya dengan

pengucapan bahasa Inggris yang benar

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

Metode Pembelajaran   :   1.   Siswa bersama-sama mengulang dengan

suara lantang kosakata-kosakata baru yang diucapkan guru atau didengar dari

kaset/CD

2. Masing-masing siswa mengulang dengan suara lantang kosakata-kosakata baru yang diucapkan guru atau didengar dari kaset/CD

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

   Apersepsi dan Motivasi :

   - Guru memperlihatkan gambar besar yang mengilustrasikan topik bab yang dibahas.

   - Guru bertanya pada siswa apakah mereka mengetahui nama-nama benda yang ada dalam gambar.

2. Kegiatan Inti

   - *Eksplorasi*

Dalam kegiatan eksplorasi, guru:

   - Siswa diminta mendengar apa yang diucapkan guru atau didengar dari kaset/CD dan mengulang apa yang mereka dengar secara klasikal.

   - *Elaborasi*

Dalam kegiatan elaborasi, guru:

   - Siswa mengulang apa yang diucapkan guru atau didengar dari kaset/CD secara kelompok dan individu.

   - Guru memperhatikan pengucapan bahasa Inggris siswa dan membetulkan jika ada pengucapan yang salah.

   - *Konfirmasi*

Dalam kegiatan konfirmasi, guru:

   - Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru menunjuk setiap siswa secara acak untuk menyebutkan apa yang diucapkan guru dengan lantang (kegiatan ini dilakukan dengan cepat).

- Guru meminta siswa untuk mengulang kembali di rumah pelajaran yang telah diberikan di kelas.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Siti Eryda Lubis Pulungan, jilid 1, Esis

2. Gambar-gambar yang berkaitan dengan materi ajar

3. Rekaman kaset/CD

4. Buku-buku lain yang relevan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
• Merespon dengan mengulang apa yang diucapkan guru atau di dengar dari kaset/CD dengan suara lantang • Merespon dengan	Tes lisan	Merespon dengan mengulang secara lisan	*Listen to the names of games and repeat.* *Guru: jackstone* *Murid: (mengulang dengan ucapan lantang)*

meng-ulang apa yang diucap-kan guru atau didengar dari kaset/CD dengan peng-ucapan baha-sa Inggris yang benar				

FORMAT KRITERIA PENILAIAN

- *Produk (hasil diskusi)*

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

- *Performansi*

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
2.	Praktek	* kadang-kadang Pengetahuan	2
3.	Sikap	* tidak Pengetahuan	1
		* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
		* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

- _LEMBAR PENILAIAN_

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

- **Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.**

............, ...20 ...

Mengetahui

Kepala Sekolah   Guru Mapel Bahasa Inggris

....

NIP :   NIP :

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH   :   _____

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   I/2

Standar Kompetensi   :   5.   Memahami instruksi sangat sederhana

dengan tindakan dalam konteks kelas

Kompetensi Dasar   :   5.2   Merespon dengan melakukan tindakan

sesuai instruksi secara berterima

Alokasi Waktu   :   2 x 35 menit

Tujuan Pembelajaran**   :   Siswa dapat memperagakan instruksi-instruksi

yang didengar dengan benar

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage)*

Metode Pembelajaran   :   Siswa memperagakan instruksi-instruksi yang

diberikan oleh guru atau didengar dari kaset/CD

Langkah-langkah Kegiatan Pembelajaran:

  1. Kegiatan Pendahuluan

   Apersepsi dan Motivasi :

*   Guru memperlihatkan gambar besar yang mengilustrasikan topik bab

    yang dibahas.

*   Guru bertanya pada siswa kegiatan apa saja yang ada dalam gambar.

2. Kegiatan Inti

- *Eksplorasi*

Dalam kegiatan eksplorasi, guru:

- Siswa diminta memperagakan instruksi-instruksi yang diberikan oleh guru atau didengar dari kaset/CD secara bersama-sama (sebagai permulaan, guru dapat memberi contoh dalam memperagakan instruksi yang diberikan).

- *Elaborasi*

Dalam kegiatan elaborasi, guru:

- Siswa diminta memperagakan instruksi-instruksi yang diberikan oleh guru atau didengar dari kaset/CD secara berkelompok (guru dapat memotivasi siswa agar kompak dengan kelompoknya).

- *Konfirmasi*

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru menunjuk siswa secara acak untuk memperagakan instruksi yang diberikan.
- Guru memberi apresiasi terhadap siswa yang melakukan instruksi-instruksi dengan benar dengan mengucapkan *well done*, *good job*, atau *very good*.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Siti Eryda Lubis Pulungan, jilid 1, Esis

2. Rekaman kaset/CD

3. Buku-buku lain yang relevan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
• Merespon dengan memperagakan instruksi-instruksi yang didengar	Unjuk kerja	*Responding*	*Listen to the instructions and follow them.* Guru: *Jump.*

FORMAT KRITERIA PENILAIAN

• *Produk (hasil diskusi)*

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

• *Performansi*

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
2.	Praktek	* kadang-kadang Pengetahuan	2
3.	Sikap	* tidak Pengetahuan	1

		* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
		* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

- *LEMBAR PENILAIAN*

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

- **Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.**

............, ...20 ...

Mengetahui

Kepala Sekolah   Guru Mapel Bahasa Inggris

....

NIP :   NIP :

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH   :   _____

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   I/2

Standar Kompetensi   :   6.   Mengungkapkan informasi sangat

sederhana dalam konteks kelas

Kompetensi Dasar   :   6.1   Menirukan ujaran dalam ungkapan sangat

sederhana secara berterima

Alokasi Waktu   :   2 x 35 menit

Tujuan Pembelajaran**   :   Siswa dapat meniru pertanyaan dan respon

pertanyaan dengan pengucapan dan intonasi yang tepat

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

Metode Pembelajaran : Siswa meniru pertanyaan-pertanyaan dan respon pertanyaan

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

   Apersepsi dan Motivasi :

   - Guru memperlihatkan gambar besar yang mengilustrasikan bab yang dibahas.
   - Guru bertanya pada siswa mengenai kegiatan yang terdapat dalam gambar dalam bahasa Inggris dan siswa menjawab.

2. Kegiatan Inti

   - *Eksplorasi*

   Dalam kegiatan eksplorasi, guru:

   - Guru mengucapkan pertanyaan-pertanyaan dan respon pertanyaan yang menjadi fokus bahasan bab dengan lantang.

   - *Elaborasi*

   Dalam kegiatan elaborasi, guru:

   - Siswa diminta meniru apa yang guru ucapkan dengan lantang secara klasikal.
   - Siswa dibagi ke dalam kelompok dan secara bergantian setiap kelompok berlatih meniru ujaran-ujaran yang diucapkan guru.
   - Selama siswa berlatih, guru memperhatikan pengucapan dan intonasi siswa. Jika ada siswa yang melakukan kesalahan, guru segera membetulkan kesalahan tersebut.

   - *Konfirmasi*

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru meminta beberapa siswa maju ke depan kelas untuk mempraktikkan ujaran-ujaran yang baru saja dilatih.

- Guru memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju ke depan agar mereka termotivasi.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Siti Eryda Lubis Pulungan, jilid 1, Esis

2. *Script* percakapan yang terdapat dalam buku teks dan buku guru

3. Alat peraga yang berkaitan dengan materi ajar

4. Buku-buku lain yang relevan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Meniru pertanyaan-pertanyaan dan respon pertanyaan dengan pengucapan dan intonasi	Unjuk kerja	*Performance*	*Repeat the expressions with the correct pronunciation and intonation.*

yang tepat			*Guru: Where is my bag?* *Siswa: (mengulang dengan pengucapan dan intonasi yang tepat)* *Guru: It is here.* *Siswa: (mengulang dengan pengucapan dan intonasi yang tepat)*

FORMAT KRITERIA PENILAIAN

- *Produk (hasil diskusi)*

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

- *Performansi*

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
2.	Praktek	* kadang-kadang Pengetahuan	2
3.	Sikap	* tidak Pengetahuan	1
		* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
		* Sikap	4

| | | * kadang-kadang Sikap | 2 |
| | | * tidak Sikap | 1 |

- _LEMBAR PENILAIAN_

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

- **Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.**

............, ...20 ...

Mengetahui

Kepala Sekolah   Guru Mapel Bahasa Inggris

....

   NIP :   NIP :

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH   :   _____

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   I/2   Mengungkapkan informasi sangat sederhana

dalam konteks kelas

Kompetensi Dasar   :   6.2   Bercakap-cakap untuk meminta/memberi

informasi secara berterima yang

melibatkan   tindak tutur: menyebutkan

kepemilikan, menanyakan di mana suatu benda berada, dan menanyakan kegiatan

yang sedang dilakukan seseorang

Alokasi Waktu   :   4 x 35 menit

Tujuan Pembelajaran**   :   1.   Siswa dapat bercakap-cakap untuk

menyebutkan kepemilikan

        2.   Siswa dapat bercakap-cakap untuk menanyakan dimana suatu

benda berada

        3.   Siswa dapat bercakap-cakap untuk menanyakan kegiatan yang

sedang dilakukan seseorang

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

Metode Pembelajaran   :   1.   Siswa melakukan tanya jawab yang berkaitan dengan materi

2.   Siswa dan guru membahas kosakata dan struktur percakapan sesuai materi

3.   Siswa melakukan latihan percakapan dalam bentuk dialog

4.   Siswa menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

   Apersepsi dan Motivasi :

   - Guru memperlihatkan gambar besar yang mengilustrasikan bab yang dibahas.
   - Guru bertanya pada siswa mengenai kegiatan yang terdapat dalam gambar dalam bahasa Inggris dan siswa menjawab.

2. Kegiatan Inti

   - *Eksplorasi*

Dalam kegiatan eksplorasi, guru:

   - Guru memberikan contoh dialog-dialog yang berkaitan dengan materi.

   - *Elaborasi*

Dalam kegiatan elaborasi, guru:

   - Siswa melengkapi dialog-dialog yang masih kosong dalam buku teks.

- Siswa berlatih dialog-dialog tersebut dengan teman-temanya (latihan ini dapat dilakukan secara berpasangan ataupun berkelompok).

- Selama siswa berlatih, guru mengitari siswa dan mencatat kesalahan-kesalahan yang dilakukan oleh siswa.

- *Konfirmasi*

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).

- Guru menilai hasil kerja siswa dalam melengkapi dialog.

- Guru meminta beberapa siswa maju ke depan kelas untuk mempraktikkan dialog yang baru saja dilatih.

- Guru memberikan komentar dengan mengucapkan well done, good job, atau very good pada siswa yang berani maju ke depan agar mereka termotivasi.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Siti Eryda Lubis Pulungan, jilid 1, Esis

2. *Script* percakapan yang terdapat dalam buku teks dan buku guru

3. Alat peraga yang berkaitan dengan materi ajar

4. Buku-buku lain yang relevan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Mengungkapkan berbagai tindak tutur: • Menyebutkan kepemilikan • Menanyakan di mana suatu benda berada • Menanyakan kegiatan yang sedang dilakukan seseorang	• Tes lisan • Unjuk kerja	• Pertanyaan • *Performance*	*Answer the questions orally.* *Guru: What are you doing?* *Siswa: I am playing marbles.* *Guru: What are you doing?* *Siswa: I am playing jackstone.* *Act out the dialogue in front of the class.* *Siswa A:Where is my notebook?* *Siswa B: It is here..*

<u>**FORMAT KRITERIA PENILAIAN**</u>

• *Produk (hasil diskusi)*

No.	Aspek	Kriteria	Skor
1.	**Konsep**	* semua benar	**4**

		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

- *Performansi*

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
2.	Praktek	* kadang-kadang Pengetahuan	2
3.	Sikap	* tidak Pengetahuan	1
		* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
		* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

- *LEMBAR PENILAIAN*

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

- *Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.*

.............., ...20 ...

Mengetahui

Kepala Sekolah   Guru Mapel Bahasa Inggris

....

NIP :   NIP :

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH   :   _____

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   I/2

Standar Kompetensi   :   7.   Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks kelas

Kompetensi Dasar   :   7.1   Membaca nyaring dengan ucapan dan intonasi yang tepat dan berterima yang melibatkan:

frasa   dan kalimat sangat sederhana

Alokasi Waktu   :   2 x 35 menit

Tujuan Pembelajaran**   :   1.   Siswa dapat melafalkan frasa dan kalimat dengan benar

        2.   Siswa dapat membaca frasa dan kalimat dengan intonasi yang benar

3.   Siswa dapat membaca nyaring dengan baik dan benar

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage)*

Metode Pembelajaran   :   1.   Siswa mendengarkan dan merespon hal-
hal yang perlu diperhatikan dalam kegiatan

membaca   nyaring: pronunciation dan intonation

2.   Siswa mendengarkan contoh membaca nyaring yang dilakukan
guru

3.   Siswa menirukan membaca nyaring dengan intonasi dan jeda
sesuai model

4.   Siswa membaca nyaring sendiri dengan lafal, intonasi, dan jeda
yang baik dan benar

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

   Apersepsi dan Motivasi :

   - Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik

     bacaan. Sebagai contoh: guru bertanya apakah siswa senang bercerita

     ketika akan membahas bacaan mengenai seorang anak yang senang

     bercerita.

   - Guru mengajak siswa mengingat kembali kosakata-kosakata yang

     berkaitan dengan topik bacaan.

1. Kegiatan Inti

   - *Eksplorasi*

Dalam kegiatan eksplorasi, guru:

- Guru membaca teks secara lantang dengan pengucapan dan intonasi yang sesuai sementara siswa mendengar.

   - *Elaborasi*

Dalam kegiatan elaborasi, guru:

- Guru membaca teks secara lantang untuk kedua kalinya dan kali ini meminta siswa untuk menirukan membaca nyaring dengan intonasi dan jeda sesuai dengan yang guru contohkan.

- Masing-masing siswa membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar (sementara siswa melakukan kegiatan ini, guru mengitari siswa dan membetulkan apabila terdapat siswa yang melakukan kesalahan dalam membaca).

   - *Konfirmasi*

 Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

   Dalam kegiatan penutup, guru:

- Guru bertanya apakah siswa memahami teks yang dibaca.

- Guru mengaitkan apa yang dibaca siswa dengan kehidupan nyata siswa, misalnya: bila teks yang dibaca tentang anak yang senang

bercerita, guru bertanya kepada siswa cerita apa yang mereka senang ceritakan pada teman mereka.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Siti Eryda Lubis Pulungan, jilid 1, Esis

2. Buku-buku lain yang relevan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
• Melafalkan frasa dan kalimat dengan benar • Membaca frasa dan kalimat dengan intonasi yang benar • Membaca nyaring dengan baik dan benar	• Tes unjuk kerja • Observasi	• Uji petik membaca nyaring • Lembar observasi	*Answer the questions orally.* *Read the sentences aloud.* *Angga is a student.* *This is his classroom.* *He likes to tell stories.* *He tells a story in front of the class.* *Read all the sentences loudly and carefully.*

			They play hide and seek. We play see-saw. I play slide.

FORMAT KRITERIA PENILAIAN

- *Produk (hasil diskusi)*

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

- *Performansi*

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
2.	Praktek	* kadang-kadang Pengetahuan	2
3.	Sikap	* tidak Pengetahuan	1
		* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
		* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

- *LEMBAR PENILAIAN*

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

- *Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.*

............., ...20 ...

Mengetahui

Kepala Sekolah   Guru Mapel Bahasa Inggris

....

NIP :   NIP :

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH   :   _____

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   I/2

Standar Kompetensi : 7. Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks kelas

Kompetensi Dasar : 7.2 Memahami kalimat dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima

Alokasi Waktu : 2 x 35 menit

Tujuan Pembelajaran** : 1. Siswa dapat mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana

2. Siswa dapat mengidentifikasi berbagai informasi dalam teks deskriptif bergambar

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

Metode Pembelajaran : 1. Siswa mengidentifikasi informasi dalam kalimat-kalimat sangat sederhana

2. Siswa mengidentifikasi informasi yang terdapat dalam bacaan

3. Siswa melakukan tanya jawab dengan guru mengenai bacaan yang sedang dibahas

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

   Apersepsi dan Motivasi :

- Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bacaan. Sebagai contoh: guru bertanya apakah siswa senang bercerita ketika akan membahas bacaan mengenai seorang anak yang senang bercerita.

- Guru mengajak siswa mengingat kembali kosakata-kosakata yang berkaitan dengan topik bacaan.

2. Kegiatan Inti

- *Eksplorasi*

Dalam kegiatan eksplorasi, guru:

- Guru membagi siswa dalam kelompok-kelompok yang terdiri dari tiga siswa dalam setiap kelompoknya.

- *Elaborasi*

Dalam kegiatan elaborasi, guru:

- Siswa membaca teks secara individual.

- Setelah selesai membaca, guru meminta siswa bersama-sama dengan teman satu kelompoknya mencocokkan gambar dengan deskripsi yang ada dalam teks.

- *Konfirmasi*

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru memeriksa hasil pekerjaan kelompok siswa dan membahasnya secara bersama-sama.

- Guru mengaitkan apa yang dibaca siswa dengan kehidupan nyata siswa, misalnya: bila teks yang dibaca tentang anak yang senang bercerita, guru bertanya kepada siswa cerita apa yang mereka senang ceritakan pada teman mereka.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Siti Eryda Lubis Pulungan, jilid 1, Esis

2. Buku-buku lain yang relevan

3. Alat peraga

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
• Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana • Mengidentifikasi berbagai informasi dalam teks deskriptif bergambar	Tes unjuk kerja	Tes identifikasi gambar berdasarkan informasi yang ada dalam kalimat-kalimat sangat	*Point to the correct student in the picture described in the text. Angga is a student. This is his classroom. He likes to tell stories. He tells a story in front of the class.*

		sederhana atau dalam teks	

FORMAT KRITERIA PENILAIAN

- *Produk (hasil diskusi)*

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

- *Performansi*

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
2.	Praktek	* kadang-kadang Pengetahuan	2
3.	Sikap	* tidak Pengetahuan	1
		* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
		* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

- *LEMBAR PENILAIAN*

No	Nama	Performan	Produk	Jumlah	Nilai

	Siswa	Pengetahuan	Praktek	Sikap		Skor	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

- **Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.**

............., ...20 ...

Mengetahui

Kepala Sekolah   Guru Mapel Bahasa Inggris

....

NIP :   NIP :

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH   :   _____

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   I/2

Standar Kompetensi   :   8.   Mengeja dan menyalin tulisan bahasa

Inggris sangat sederhana dalam konteks kelas

Kompetensi Dasar   :   8.1   Menyalin kosakata bahasa Inggris sangat

sederhana secara tepat dan berterima

dengan   ejaan yang benar

Alokasi Waktu   :   4 x 35 menit

Tujuan Pembelajaran**   :   Siswa dapat menyalin dan mencocokkan kata

dengan gambar yang sesuai

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage)*

Metode Pembelajaran   :   Siswa menyalin dan mencocokkan kosakata

dengan gambar

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

    Apersepsi dan Motivasi :

- Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bahasan. Sebagai contoh: guru bertanya apakah siswa senang belajar di kelas mereka ketika akan membahas tentang *My Classroom*.

- Guru mengajak siswa mengingat kembali kosakata-kosakata yang berkaitan dengan topik bahasan.

2. Kegiatan Inti

- ***Eksplorasi***

Dalam kegiatan eksplorasi, guru:

- Guru meminta siswa mengerjakan latihan memberi nama-nama benda yang ada di kelas yang terdapat pada gambar.

- ***Elaborasi***

Dalam kegiatan elaborasi, guru:

- Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.

- Pada saat siswa melakukan kegiatan ini, guru mengitari siswa dan melihat apakah setiap siswa sudah menulis nama-nama benda yang ada di kelas dengan ejaan yang benar.

- ***Konfirmasi***

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru membahas hasil pekerjaan siswa bersama-sama.

- Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis nama-nama benda yang ada di kelas berdasarkan gambar atau benda yang guru pegang di papan tulis.

- Guru mengingatkan siswa kembali mengenai ejaan yang benar yang berkaitan dengan kosakata yang dipelajari siswa.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Siti Eryda Lubis Pulungan, jilid 1, Esis

2. Buku-buku lain yang relevan

3. Alat peraga yang berkaitan dengan materi ajar

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menyalin dan mencocokkan kata dengan gambar yang sesuai	Tes tulis	Menyalin kosakata sesuai dengan gambar	*Trace names of the objects based on the pictures given.* *(gambar pensil warna)* *(gambar buku)* *(gambar pensil)*

FORMAT KRITERIA PENILAIAN

- *Produk (hasil diskusi)*

No.	Aspek	Kriteria	Skor
1.	**Konsep**	* semua benar	**4**

		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

- *Performansi*

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
2.	Praktek	* kadang-kadang Pengetahuan	2
3.	Sikap	* tidak Pengetahuan	1
		* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
		* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

- *LEMBAR PENILAIAN*

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							

7.							
8.							
9.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

- *Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.*

............., ...20 ...

Mengetahui

Kepala Sekolah   Guru Mapel Bahasa Inggris

....

NIP :   NIP :

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH   :   _____

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   I/2

Standar Kompetensi   :   8.   Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas

Kompetensi Dasar   :   8.2   Melengkapi kosakata sangat sederhana secara tepat dan berterima

Alokasi Waktu   :   4 x 35 menit

Tujuan Pembelajaran**   :   Siswa dapat melengkapi kosakata dengan

huruf yang sesuai

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

Metode Pembelajaran   :   Siswa melengkapi kosakata berdasarkan

gambar

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

   Apersepsi dan Motivasi :

   - Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik

     bahasan. Sebagai contoh: guru bertanya apakah siswa senang belajar di

     kelas mereka ketika akan membahas tentang *My Classroom*.

   - Guru mengajak siswa mengingat kembali kosakata-kosakata yang

     berkaitan dengan topik bahasan.

2. Kegiatan Inti

   - *Eksplorasi*

Dalam kegiatan eksplorasi, guru:

   - Siswa dapat melengkapi kosakata dengan huruf yang sesuai

   - *Elaborasi*

Dalam kegiatan elaborasi, guru:

- Guru meminta siswa mengerjakan latihan menulis kosakata sesuai dengan gambar.

- Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.

- Pada saat melakukan kegiatan ini, guru mengitari siswa dan melihat apakah siswa sudah menulis dengan benar.

- *Konfirmasi*

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru membahas hasil pekerjaan siswa bersama-sama.

- Guru mengingatkan siswa agar mereka mengingat kosakata yang dipelajari.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Siti Eryda Lubis Pulungan, jilid 1, Esis

2. Buku-buku lain yang relevan

3. Alat peraga yang berkaitan dengan materi ajar

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal

Melengkapi kosakata dengan huruf yang sesuai	Tes tulis	Melengkapi kosakata dengan benar dan sesuai dengan gambar	*Complete the words by filling in the letters in the space provided.* *(gambar karet penghapus)* *(gambar buku)* *(gambar kalender)*

FORMAT KRITERIA PENILAIAN

- *Produk (hasil diskusi)*

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

- *Performansi*

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
2.	Praktek	* kadang-kadang Pengetahuan	2
3.	Sikap	* tidak Pengetahuan	1
		* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
		* Sikap	4
		* kadang-kadang Sikap	2

		* tidak Sikap	1

- *LEMBAR PENILAIAN*

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

- *Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.*

............., ...20 ...

Mengetahui

Kepala Sekolah   Guru Mapel Bahasa Inggris

....

NIP :   NIP :

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MI Kasuka Al-Fattah

Mata Pelajaran : Bahasa Inggris

Kelas : 3

Materi pokok : Narrative Text

Skill : Speaking

Alokasi Waktu :2 x 40 menit

A. **KOMPETENSI INTI (KI)**

1. Menghargai dan menghayati ajaran agama islam yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (goyong royong, kerjasama, toleran, damai), santun, responsif dab pro-aktif dan menunjukkan sikap sebaai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dlam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin

tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan

humaniora dengan wawasan kemanusiaan, kebangsaan,

kenegaraan, dan peradaban terkait penyebab fenomena dan

kejadian, serta menerapkan pengetahuan prosedural pada bidang

kajian yang spesifik sesuai dengan bakat dan minatnya untuk

memecahkan masalah.

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah

abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri serta bertindak secara efektif dan kreatif,

dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR (KD)

Kompetensi Dasar	Indikator
3.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasioanal yang di wujudkan dalam semangat belajar.	3.1.1 Menunjukkan semangat mengikuti pembelajaran 3.1.2 Menunjukkan keseriusan mengikuti pembelajaran
3.2 Menunjukkan perilaku jujur, disiplin,peercaya diri, dan bertanggung jawab dalam melaksanakan komuniksasi internasional dengan guru dan teman	3.2.1 Menunjukkan perilaku santun dalam berkomunikasi dengan guru dan teman 3.2.2 Menunjukkan perilaku peduli terhadap komunikasi

	interpersonal terhadap guru dan teman
3.3 Memahami tujuan, struktur, dan unsur kebahasaan dari jenis teks narrative, lisan dan tulis, berbentuk fabel, pendek dan sederhana	3.3.1 Siswa mampu menerangkan pengertian dari Narrative text. 3.3.2 Siswa mampu mengindentifikasi text narrative melalui sebuah cerita. 3.3.3 Siswa mampu menjelaskan characteristic dari narrative text 3.3.4 Siswa mampu menggolongkan generic structure teks narrative 3.3.5 Siswa mampu mengetahui tujuan dari teks narrative 3.3.6 Siswa mampu menentukan tujuan teks narrative dan pesan moral
4.3 Menangkap makna teks narrative, lisan dan tulisan berbentuk fabel, pendek dan sederhana	4.3.1 Menyusun teks narative 4.3.2 Menceritakan hasil tulisannya di depan kelas tanpa buku.

C. TUJUAN PEMBELAJARAN

1. Siswa dapat altif dan bersemangat dalam mengikuti kegiatan belajar dikelas.

2. Setelah mengikuti pembelajaran naratif teks siswa mampu mengidentifikasi teks naratif dengan baik dan benar

3. Setelah mengikuti pembelajaran naratif teks di kelas siswa dapat menyajikan sebuah teks naratif

4. Setelah mengikuti pembelajaran naratif teks di kelas siswa mampu menceritakan sebuah short story di depan kelas dengan lantang dan tepat.

D. MATERI PEMBELAJARAN

a) Definisi Narrative text

A narrative text is an imaginative story to entertain people (teks narasi adalah cerita imaginatif yang bertujuan menghibur orang lain).

b) Topic : keteladanan tentang perilaku sabar

c) Fungsi sosial : meneladani nilai-nilai moral dan sifat yang sabar.

d). Characteristic / languange Feature of narrative text

- Past tense

- Adverb of time (there was once, one day. Etc

- Time conjunction (then, however, unfortunatly, etc)

- Specific character. The character of the story is spesific, not general. (Dick Whittington, Cat, merchant, etc).

e) Generic Structure of Narrative text

- Orientation   : it is about the opening paragraph where the characters of the story are introduced. (berisi pengenalan tokoh.

Tempat, waktu terjadinya cerita, yakni siapa atau apa, kapan dan dimana)

- Complication : where the poblems in the story developed. (permasalahan muncul / mulai terjadi dan berkembang)

- Resolution : where the problems in the story is solved. (masalah selesai, secara baik "happy ending" ataupun "bad ending".)

f) Contoh Narrative text

Dick Whittington and his Cat

There was once a poor boy named Dick Whittington who lived in a village without parents. He had heard stories about a big city called London where everybody was rich; London streets were paved with gold. He wanted to go there.

One day, he met a friendly wagoner who gave him a lift to the city. He was amazed at that big city. Unfortunately, he couldn't find any gold on the street. He had no money and ate no food few days. He collapsed in front of a kind rich merchant's house.

The merchant gave him a job in his kitchen. But a cook didn't like him; he used to beat and pinch him. Dick Whittington had to sleep in a tiny room with many rats and mice which bothered him every night. Then, he decided to buy a cat by using his saving. Luckily, that clever cat was very good at catching mice and rats.

One day, the merchant would go on a long voyage and sell everything on his ship. Dick Whittington asked the merchant to help him sell his cat. After arriving in a destination, the merchant was invited by King and Queen to a feast. However, hundreds of rats gobbled all of food there. The merchant offered the clever cat to help King solve his problem.

King was very happy. He gave the merchant a ship full of gold in return. Finally, the merchant gave all of the gold to Dick Whittington. He spent money wisely and helped people.

Structure text

- Orientation : There was once a poor boy named Dick Whittington who lived in a village without parents.

- Complication : One day, he met a friendly wagoner who gave him a lift to the city. He was amazed at that big city. Unfortunately, he couldn't find any gold on the street. He had no money and ate no food few days. He collapsed in front of a kind rich merchant's house.
  The merchant gave him a job in his kitchen. But a cook didn't like him; he used to beat and pinch him. Dick Whittington had to sleep in a tiny room with many rats and mice which bothered him every night. Then, he decided to buy a cat by using his saving. Luckily, that clever cat was very good at catching mice and rats.

- Resolution : One day, the merchant would go on a long voyage and sell everything on his ship. Dick Whittington asked the merchant to help him sell his cat. After arriving in a destination, the merchant was invited by

King and Queen to a feast. However, hundreds of rats gobbled all of food there. The merchant offered the clever cat to help King solve his problem. King was very happy. He gave the merchant a ship full of gold in return. Finally, the merchant gave all of the gold to Dick Whittington. He spent money wisely and helped people.

E. MEDIA DAN SUMBER PEMBELAJARAN

Media : Slide, Papan Tulis, Spidol, LCD

Sumber :

1. Buku bahan ajar siswa (LKS)

2. buku pegangan siswa mapel Bahasa Inggris kelas VIII MTs

3. internet

F. PENDEKATAN, STRATEGI DAN METODE PEMBELAJARAN

Pendekatan : Scientific approach

Strategi   : Strategi Pembelajaran Ekspositori (SPE)

Metode   : Diskusi, Speaking, Question and Aswer, and Practices

G. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

Pendahuluan	● Guru mengucapkan salam dan menunjuk siswa untuk memimpin doa. ● Guru bertanya kabar siswa dan mengecek daftar hadir. ● Guru memberikan motivasi belajar.	10 menit

Inti	1. Mengamati
	
	  ● Peserta didik menyimak dan mengamati teks cerita yang di berikan oleh guru.
	
	  ● Guru meminta murid untuk membaca teks tersebut untuk di perhatikan teman yang lain.
	
	2. Menanya
	
	  ● Peserta didik menanya hal-hal yang terkait dengan narrative text.
	
	3. Mengeksplorasi
	
	  ● Guru membaca sebuah narrative text dan meminta siswa untuk menulis dan menganalisis isi yang
		70 menit

		terkandung dalam short story.	123
		● Guru meminta beberapa sempel siswa untuk bergantian membaca short story dan yang lain menemukan hal-hal yang terdapat di short story.	
		● Guru meminta siswa untuk mendiskusikan hasil analisis tersebut secara berpasangan.	
		4. Mengasosiasi	
		● Siswa saling bertukar ide dan informasi dengan teman sebangku terkait analisis mengenai narrative teks.	
		5. Mengkomunikasi	
		● Guru menunjuk beberapa peserta didik untuk menceritakan kembali teks secara bergantian.	
		● Siswa mendemonstrasikan sebuah story di depan kelas	

Penutup	1) Mengevaluasi
	   ● Guru menjelaskan strategi *drill* yang akan digunakan dalam evaluasi.
	   ● Guru memberikan pelatihan-pelatihan yakni berupa membaca sebuah story
	   ● Siswa menceritakan ulang short story yang telah dibaca
	   ● Siswa menjelaskan analisis dari short story yang telah di demostrasikan.
	
	2) Penutup
	   ● Guru menyimpulkan pembelajaran yang telah dilaksanakan.
	   ● Guru memberikan pesan kepada peserta didik agar senantiasa semangat dalam segala amal apapun bentuknya.
	   ● Bersama dengan siswa guru menutup pertemuan dengan *hamdalah* dan doa *kafarotul*
		10 menit

		majlis kemudian salam.	125

H. PENILAIAN

No.	Kompetensi	Teknik	Instrumen	Keterangan
1.	KI 1 dan KI 2	Observasi	Lembar Observasi	Terlampir
2.	KI 3	Tes Tertulis	Uraian	Terlampir
3.	KI 4	Kinerja	Lembar laporan tugas	Terlampir

INSTRUMEN PENILAIAN KI-1 (SIKAP SPIRITUAL)

LEMBAR OBSERVASI

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.

2. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

B. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama pembelajaran, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada Lembar Observasi dengan ketentuan sebagai berikut:

- skor 4 apabila *selalu* melakukan perilaku yang diamati
- skor 3 apabila *sering* melakukanperilaku yang diamati
- skor 2 apabila *kadang-kadang* melakukan perilaku yang diamati
- skor 1apabila *tidak pernah* melakukan perilaku yang diamati

C. Lembar Observasi

Kelas/Semester   : …

TahunPelajaran   : ...

PeriodePengamatan   : tanggal … s.d. ...

Aspek Pengamatan   :

1. Berdoa sebelum dan sesudah melakukan sesuatu.

2. Menggunakan kalimat yang sopan ketika meminta bantuan.

3. Mengucapkan terimakasih atau kalimat sejenis setelah meminta bantuan.

4. Memberi salam sebelum dan sesudah menyampaikan pendapat/presentasi

5. Santun dalam berinteraksi kepada guru dan anggota kelas.

Lembar Observasi

No.	Nama Peserta Didik	Aspek Pengamatan					Jumlah Skor	Nilai	Keterangan
		1	2	3	4	5			
1.									
2.									
3.									
4.									
5.									
6.									
7.									
Dst.									

Nilai = $\underline{\text{Skor yang didapat}}$ x 100 = hasil

20

INSTRUMEN PENILAIAN KI-2 (SIKAP SOSIAL)

LEMBAR OBSERVASI

A. Petunjuk Umum

1. Instrumen penilaian sikap sosial ini berupa *Lembar Observasi*.

2. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

B. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama proses pembelajaran, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

4 = apabila *selalu* melakukan perilaku yang diamati

3 = apabila *sering* melakukan perilaku yang diamati

2 =apabila *kadang-kadang* melakukan perilaku yang diamati

1= apabila *tidak pernah* melakukan perilaku yang diamati

C. Lembar Observasi

Kelas   :…

Semester   :…

TahunPelajaran   : ...

PeriodePengamatan   : Tanggal … s.d. ...

Indikator Sikap Sosial/

Aspek pengamatan   : Hormat pada guru (1) dan berlaku baik kepada teman (2).

No.	Nama Peserta Didik	Indikator Sikap Sosial		Jumlah Skor	Nilai	Keterangan
		1	2			
1.						
2.						

Dst.						130

Nilai = <u>Skor yang didapat</u> x 100 = hasil

8

APPENDICES 2 Interview Transcript Of English Teachers

INTERVIEW TRANSCRIPT OF ENGLISH TEACHERS

In this part, the researcher interviewed five teachers at MI Kasuka Al-Fattah , the process of interview have done analyzed by researcher and transcipt all of the answered by teachers as a participant. The transcript of the interview as follow:

Day/ Date   : Monday, 15 May 2023

Place   : Teacher Office

Time   : 10.00 – 11.00 WIB

Informant   : Nunik Rahmawati, S.Pd.

R   : Researcher

T1   : Nunik Rahmawati, S.Pd.

R	Bagaimana perencanaan pembelajaran bahasa Inggris berdasarkan pengajaran berbicara/ Speaking ?
T 1	Kalau disini ya mbak, untuk speaking rencana pembelajarannya sebelum ataupun sesudah pembelajaran kita memberikan ice breaking guna untuk meningkatkan minat dan daya tarik siswa untuk belajar bahasa inggris, dan disini untuk pembelajaran bahasa inggris masing sangat kurang bagi anak MI, Karna minat membaca sangat minim dan bahasa inggris dianggap sulit bagi mereka

R	Upaya apa yang telah dilakukan untuk mengatasi masalah/kendala tersebut?
T1	Dari kami berupaya membuat kelas bahasa inggris yang diadakan setiap hari senin dengan tujuan untuk meningkatkan ketertarikan dan minat mereka dalam membaca, berbicara dengan bahasa inggris
R	Sejauh ini apakah program tersebut kondusif dan berpengaruh untuk perkembangan berbicara anak
T1	Sangat berpengaruh sekali, seekarang anak mampu dan mulai mengerti cara berbicara dan membaca dengan benar dan agak sedikit adanya paksaan pengucapan dengan tujuan anak bisa dan mampu mengolah kata

Day/ Date : **Monday, 15 May 2023**

Place : **Teacher Office**

Time : **10.00 – 11.00 WIB**

Informant : **Mitha Alvi, S.Pd.**

R : **Researcher**

T2 : **Mitha Alvi, S.Pd.**

R	Apa penyebab utama sehingga tidak mau memahami mengenai pembelajaran bahasa inggris ?
T2	Salah satunya kurangnya minat anak terhadap bahasa inggris, karna mereka menganggap bahasa inggris bahasa yang harus ribet mencari kamus, harus paham kosa kata, struktur kata
R	Bagaimana upaya guru menanggulangi permasalahan tersebut ?

T2	Dari kami berupaya sebelum ataupun sesudah pembelajaran selesai kami memberikan yang namanya ice breaking vocabullary atau materi yang disampaikan tadi kita ringkas intinya kita membuat lagu atau nyanyian yang berkaitan dengan materi tersebut.