

**TEACHERS' METHODS IN TEACHING SPEAKING AT THE
ELEVENTH GRADE STUDENTS OF SMK N 1 MONDOKAN IN
ACADEMIC YEAR 2023/2024**

THESIS

Submitted as A Partial Requirements

for the Degree of Sarjana in English Language Education Study



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DEDICATION

Alhamdulillahirabbil'alamin, Praise thanks to Allah SWT who has given all the blessings. I would like to dedicate this thesis to people who have always loved and supported me at all times. This thesis is dedicated to:

1. My beloved parents (Alm. Mr. Didik Rusdianto and Mrs. Tuti Wahyuningsih)
2. My beloved little brother (Mohammad Aziz Wijayanto)
3. All my beloved family who always prayed for and supported me.
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MOTTO

“Don’t say it’s impossible before you die trying”

-Sultan Muhammad Al-Fatih-

“人比人, 气死人” (rén bǐ rén, qì sǐ rén)

**“Membandingkan diri sendiri dengan orang lain sama dengan melukai
perasaan diri sendiri”**

-Pepatah Tiongkok-

“There will be no happiness in front of me unless there is victory behind me.”

-Zhao Yun (Zilong)-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Teachers' Methods in Teaching Speaking at The Eleventh Grade Students of SMK N 1 Mondokan in Academic Year 2023/2024" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

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

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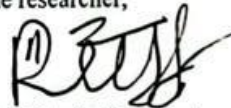
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Sukoharjo, 17 November 2023

The researcher,



Rizki Taufiq Rusdianto

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ABSTRACT

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Keywords : Method, Teaching Speaking, Student's Learning Style

This research paper is intended to describe method in teaching speaking at eleventh grade students of SMK N 1 Mondokan in academic year 2023/2024. The problem formulation are (1) What are the methods used by the teacher to teach English Speaking to the eleventh grade students of SMK N 1 Mondokan in academic year 2023/2024. (2) How are students' learning style on teaching methods used by teacher in English Speaking Class of SMK N 1 Mondokan in academic year 2023/2024.

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

The result of this research are (1) the methods used by the teacher in teaching speaking at the eleventh grade students of SMK N 1 Mondokan in academic year 2023/2024, relevan to the Harmer (2007) theory based on two categories method of Communicative Language Teaching (CLT) and Presentation, Practice, Produce (PPP). (2) The eleventh grade student's learning style, relevan to Fleming and Mills (2001) theory based on Visual, Auditory, Reading/Writing, And Kinesthetic (VARK) model learning style.

CHAPTER I

INTRODUCTION

A. Background of the study

The researchers chose SMK N 1 Mondokan on the English lesson, because in this school English is very important. In learning, students majoring in either computer network engineering or light vehicle engineering, students will more often see terms or English written on the tools they use when working practically. not only when doing practice, English is also in every theory book or guidebook for using tools and also repairs. By learning English it can make it easier for students to better understand existing theories. Not only that, in order to prepare the technicians in the future they also have to master the ability to speak English.

In language learning, we often talk about language skills and language systems. Pollard (2008) says in her book there are four skills in learning English include: speaking, listening, reading, and writing. She also said the language system consists of vocabulary, grammar, and pronunciation. Speaking skill is one of the skills that we must master when we want to learn or master English. In human interaction and communication we know that speaking skill are important, because by doing this activity we can convey and show expressions, ideas and feeling that we experience to someone we are talking to. Thornbury states in his book, speaking is an important part of the English learning curriculum because it is a basis for developing oral skills and has a relationship with listening skills. For that reason, speaking skills can enable students to

make connections between what they understand and what they will learn (Thornbury, 2005).

Teaching is an activity or process carried out in the classroom to provide knowledge to students and to convey information in the form of knowledge written in books to be learned and understood by students. In teaching a teacher will pay attention to the needs, experiences, and feelings of people in order to provide new things and learn certain things. According to Bruner (1966) Teaching is an interaction activity to instruct a person, it is not a matter of making him do the results in mind. Rather, it is to teach him to participate in processes that allow the formation of knowledge. We teach a subject not to produce a little living library about that subject, but rather to make the student think mathematically for himself, to consider the problem as historians do, to take part in the process of knowledge. Knowing is a process not a product.

Teaching English speaking is a way for teachers to share knowledge with their students, especially speaking abilities. To help students improve their speaking abilities, each teacher employs a unique method. According to Harmer (2007), a method is the application of an approach (theories about the nature of language and language learning that outline how people learn a language and use it). The creators of a method, he added, had already made decisions regarding the nature of the activities, the roles of the teachers and students, the kinds of materials that would be useful, and some model for the structuring of the syllabus. He stated that different methods and approaches are a part of every method as a matter of course.

The method is a systematic process that explains an action and will be applied by the teacher in the form of classroom learning activities, in the application of this method the teacher can determine appropriate material for students and it is an obligation for students to study language material and also practice speaking activities in class (Harmer, 2007). The method aims to help and facilitate students to understand each learning process in order to gain knowledge.

Based on the pre-research that took place on January 23th 2023, the researcher discovered that while most students have the opportunity to speak when the teacher asks them to respond to a question, they are afraid to answer it in English because of a worry that they might make a mistake. The teacher only applied repetitive methods to teach speaking, such as handing out a handbook to the class that had samples of dialogue or text before asking the students to speak up in front of the class. Due to this situation, it is growing harder for the students to develop an interest in and motivation for learning English, especially speaking English. Throughout the classroom learning process, it makes the students inactive. The students' learning of speaking was influenced by this situation. The teacher also said that for now the focus is to make students pay attention in classroom learning activities, where the focus of the teacher is to increase students' interest in learning and motivation to learn and understand the material delivered by the teacher.

The researcher is interested to discuss this topic because SMK N 1 Mondokan is the one of secondary school which has preparing students in the

work field. The students who study in Vocational High School needs big attention and need more practices to develop their ability. If students can master English language skills and can communicate well, of course, this can be an added value for students, because at this time technology is growing and also in the process of entering a company several skills and also requirements that must be met by students, it would be nice if students can master English with this they can have a greater opportunity if they want to join a company who have relationships with foreign companies whose interactions require speaking skills in English. On the other hand, the researcher took Welding Techniques Department because in XI grade Welding Techniques allowed them to interact with foreign consumers and companies who wanted to recruit young technicians in the future and they should also be able to communicate well in English effectively and easily.

B. Identification of the problems

Based on the background of the study, it can be stimulate there are many problem arose. There are:

1. The students are afraid if they make mistake.
2. The students still have lack of self condifence when they speak English.
3. The students still speak Bahasa in English class, so they rarely practice English to communication with their friends and the teacher.

C. Limitation of the Problems

In this research the researcher limited the research in the eleventh grade students of SMK N 1 Mondokan as subject of research. The research focuses in teaching method used by the teacher in delivering material and conducting learning activities that affect the eleven grade students' learning processes. Eleventh grade students still have doubts when participating in learning English, especially during speaking class. They feel less confident when asked to communicate in class using English, because students have personal difficulties such as being afraid, shy, and lazy to speak English. The researcher chooses XI TKJ (Teknik Komputer Jaringan) because the students are not responsive.

D. Formulation of the Problem

Regarding to the background above the writer formulates the following research questions:

1. What are the methods used by the teacher to teach English Speaking to the eleven grade students of SMK N 1 Mondokan in academic year 2023/2024?
2. How are students' learning style on teaching methods used by teacher in English Speaking Class of SMK N 1 Mondokan in academic year 2023/2024?

E. The Objectives of The Study

1. To find out the methods were used by teacher in teaching English speaking at the eleven grade students of SMK N 1 Mondokan in academic year 2023/2024
2. To find out the students learning style to teaching and learning process with methods that are often used by teacher in English speaking class at the eleven grade students of SMK N 1 Mondokan in academic year 2023/2024.

F. The Benefits of The Study

1. For the teacher

This research can useful for English teacher to improve their understanding about students' difficulties in speaking learning, and the outcome of the study will serve feedback to them about the difficulties of teaching speaking implemented in this Vocational High Schools, by understanding the difficulties, they may hope that they are motivated to discover ways to solve them.

2. For the researcher

By conducting this research, the researcher gained a lot of knowledge and experience to analyze the teaching methods applied by the teacher to students in class, and also to know the responses from the students who were taught about the used of methods that could make it easier for them to learn English speaking. Also, this research is expected to help other researchers to get new references about analyzing teacher

methods in teaching English speaking. Moreover, researcher can choose several methods to solve the difficulties faced by students.

3. For the school management

This research can enrich the treasury of knowledge of the school to reach the advancement of the school to competence in the knowledge development competition.

G. Definition of the Key Term

Key term related with the research:

1. Speaking

Chaney (1998:13) speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Speaking is the ability to speak which is intended to convey an opinion, feeling, experience, and suggestion to others through a speech or expression that is shown by someone to be conveyed to the others. Rajitha and Alamelu (2020) also said that speaking is a process to share ideas, views, opinions, and other information. They said that speaking activity is used to take out ideas or opinion from the brain.

2. Method

In this research method is a systematic ways and used by teacher during the process of learning activity, the method is used as a process in an effort to convey knowledge to students by determining a good and appropriate way so that students can easily receive knowledge from a teacher, the use of methods is intended to facilitate learning activities both

for teachers who convey knowledge as well as for students who will receive and learn the knowledge that has been conveyed by the teacher who teaches in class (Harmer, 2007:76).

Mufidah and Zainudin (2018) also said that method are a series of systematic actions performed by teachers in teaching a lesson material to the students in order to be easily understood when the students receive and process the knowledge from the teacher.

3. Teaching

Teaching is a process of interaction that occurs in the classroom to treat students and provide them with information and knowledge. According to Brown (2000:7-8) In this study, teaching is a process to teach someone to deliver the knowledge, instruction, and give guidance to the students.

Erfiani (2017) also said that teaching is a way to conveying knowledge from the teacher to students, teachers have to controll all situations happenend in his or her classroom activities. Teachers arrange several activities which support their teaching. It is used to make a good teaching and learning process in classroom.

4. Learning Style

Brown (1983) defines learning style as the way in which each individual receives and processes information in a learning situation. In learning activities, each student certainly has several ways that can help them to do learning activities well.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about theoretical description in this research which cover review of speaking, and review of teaching method.

A. Theoretical Description

1. Review on Speaking

a. The Definition of Speaking

Speaking is one of the main parts of productive ability, speaking ability serves to produce a speech that will be expressed by someone to convey opinions, ideas, feelings and so on. In communication, speaking skills are very helpful for human life when interacting with each other, by exchanging information, everyone can find out the intentions and goals of the person being spoken to. In addition, Nunan (1995:40) he claims that speaking is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various context.

Syafrizal & Rohmawati, (2017) says, speaking described as a device to say, express their feeling and emotion, used their brain to think and use their voice to talk. In every communication activity that occurs in the classroom, every student needs to think in advance about what they want to convey through speech directed to colleagues or audiences in the class. Every time students want to communicate in the classroom or chat between groups, some students need to think

about arranging every word they want to use in order to convey the intentions and feelings they want to tell their interlocutors, from here speaking become productive ability.

In life, a person usually interacts with people around him to share information with each other or just say hello to ask for news, when someone interacts with each other to share and transfer news. In conversation not only exchange ideas and information but inside the conversation also has a meaning that can express a person in a state of happiness or in a state of sadness. (Saliha, 2017:2) says, speaking is the imperative skill because used by people in order to transfer the information and interact through other people efficiently.

According to Brown, (1994); Burns & Joyce, (1997) the definition of speaking is an interactive process of meaning preparation that involves the activities of producing and receiving and processing information. From the opinions above, it can be concluded that speaking is an activity carried out by the speaker to convey to the listener about information or news that aims to exchange information. In the process of speaking, both parties who interact must be able to understand what is conveyed to each other. The speaker can produce a voice that involves a message or meaning and the listener can receive, process, and respond to the message being conveyed. Conducting the oral communication there are few aspects in speaking skill such as; voabulary, grammar, and pronunciation.

- 1) Vocabulary, is a collection of words. According to (Alqahtani, 2015:21), vocabulary consists of important parts of language that cannot be separated, because vocabulary is used to provide connotation and understanding.
- 2) Grammar is a system of languages. Grammar is guidelines to create a sentence with following structures such as; part of speech, tenses and etc (Mart, 2013:126).
- 3) Pronunciation, define as the production of English sounds that come out of the mouth in spoken language (Gilakjani, 2016:2). Generally, pronunciation is the way to say the correct word in English.

Meanwhile, in the process of student communication, the teacher as the main role in explaining teaching activities. Not only explaining but the teacher also as a companion when students learn in the classroom, so that the teacher can monitor the progress produced by students through interaction in class. (Harmer, 2007:108) says, students have a responsibility to discuss in small groups and they try to talk and discuss about the topics covered.

From this explanation, it can be concluded that the definition of speaking is a process where someone will convey and get information or convey opinions and expressions to the listener when conducting social interactions as occurs in daily life.

b. Concept of Speaking

The concept of speaking activities is when a speaker communicates by conveying the message or information he has to his listeners. In this case, the speaker and listener must be able to understand each other's conveyed and accepted the meanings. The speaker must produce a sound that contains a message or meaning and the listener can receive, process, and respond to that message.

According to Efrizal (2012) Speaking is one way to communicate which ideas and through a message orally to enable people to communicate, we need apply the language in real communication. The concept of speaking here play a part in daily life, when someone interacts can convey a message orally and give meaning to the listener. The resulting interaction enables two people to understand the meaning of a message they discuss in the conversation, the speaker conveys a good message, clear and easy to understand, and the listener who can receive and understand the content of the message and the meaning that the speaker said. This enables conversation that ensued to accomplished the purpose of the discussion.

Based on the theory above, it can be concluded that the concept of speaking is an activity between two or more people who are having interactions or conversations with the intention of exchanging information or expressing opinions to others, from this

communication they can understand the meaning conveyed well and clearly.

c. Types of Speaking

Brown (2000:251) says that in the use of language teaching, most are devoted to instruction in mastering English conversation. He grouped the types of spoken language as the table below:

Table 2.1 Types of oral language

1.Monologue	2.Dialogue
Planned	Interpersonal
Unplanned	Transactional

Brown (2000:273) also provides type of classroom speaking performance, they are:

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “Human tape recorder” speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice

some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or can even form part of some pair work activity, where learners are “going over” certain form of language.

3) Responsive

The student’s speech in the classroom is responsive short replies to teacher or students initiate questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4) Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is to extend form of responsive language. Conversation, for example may have more of a negotiate nature to them than does responsive speech.

5) Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the fact and information. The conversations are little trickier for learner because they can involve come or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert “agenda”.

6) Intensive (monologue)

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

Based on the theory above, it can be concluded that the type of classroom speaking performance are often carried out between teacher and students consists of 6 elements, namely imitative, intensive, responsive, transactional, interpersonal, and intensive.

d. Micro and Macro speaking skill

According to Brown (2004:142), a list of speaking abilities can be created as a taxonomy of talents from which we can choose one or more to be the focus of an assessment task. Speaking involves both micro and macro skills, as shown below:

- 1) Micro skills of speaking
 - a) Produce chunks of language of different lengths
 - b) Orally produce differences among the English phonemes and allophonic variants
 - c) Produce English stress patterns a word is stressed and unstressed position, rhythmic structure, and intonation contours.
 - d) Produce reduced forms of words phrases
 - e) Use an adequate number or lexical units (words) in order to accomplish pragmatic purposes

- f) Produce fluent speech at a different rate of delivery
- g) Monitor one's own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message
- h) Use grammatical word classes (nouns, verb, etc), system (e.g, tense, agreement, pluralization), word order, patterns, rules, and elliptical forms
- i) Express a particular meaning in different grammatical forms
- j) Express a particular meaning in different grammatical forms
- k) Use cohesive devices in spoken discourse
- l) Accomplish appropriately communicative function according to situations, principals, and goals.
- m) Use appropriate registers, implicature, pragmatic, conventions, and other sociolinguistic features in face to face conventions
- n) Convey links and connections between events and communicate such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification.
- o) Use facial features, kinesics, body language, and other nonverbal along with verbal language convey meanings
- p) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and

accurately assessing how well your interlocutor is understanding you.

Based on the theories above, it can be concluded that micro skills of speaking are related to producing small pieces of language such as phonemes, morphemes, words, collocations, fluency, and phraseological units.

2) Macro skills of speaking

- a) Appropriately accomplish communicative function according to situations, participants, and goals
- b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting and other sociolinguistic features in face to face conversation
- c) Convey links and corrections between events and communicate such relations as causal and peripheral ideas, events and feelings new information, generalization and exemplification
- d) Convey facial features kinesics, body language, and other nonverbal cues along with verbal language
- e) Develop and use a battery of speaking strategies, such as emphasizing key words rephrasing, providing a context for interpreting the meaning of words rephrasing, providing a context for interpreting the meaning of words, appealing for

help, and accurately assessing how well your interlocutor understanding you.

Based on the theories above, it can be seen that micro and macro skills contain elements of difficulty depending on the stage and context of the task, but macro skills have more complex appearance than micro skills. Micro skills relate to producing smaller piece of language such as phonemes, morphemes, words, collocations, fluency, and phrasal units. The speaker's macro skills focus on big elements: discourse fluency, functioning style, cohesion, nonverbal communication, and choice of strategy.

2. Review on Teaching Method

a. The definition of Teaching Method

According to Erfiani, (2017) Teaching is a way to conveying knowledge from the teacher to students. As a teacher, the teacher should find appropriate teaching method that can help students develop and improve their abilities. Therefore, the use of good method will determine the development of the students themselves. Especially, teacher who teach in vocational high school, students need special attention to build their speaking skills. Because students who study at vocational high schools will communicate more directly when they do internships at companies.

Furthermore, the teacher must be able to control the activities of students in the class during the process of learning English, especially

in speaking skills. Erfiani, (2017) states teaching speaking is a way to organizing students during classroom activities, and it is the teacher's responsibility to create a comfortable environment during learning activities.

One of the most difficult processes is teaching foreign languages to students at the Vocational High School. Because most students who study in a Vocational High School are more focused on practicing the skills of each profession they involved, so when attending a language class, they are less focused because they think vocational skills are the most important. But language learning must also be noticed by students because they will use it to communicate and interact with their customers at workplace. And the result of language learning will be applied by students in a real context.

Harmer (1998: 78), defines the method as a general set of specifications in the classroom to achieve linguistic goals. The attention of the method lies in the participation of teacher and students behavior. Method is the systematic ways that used by teacher in order to assist the students in the process of learning languages (Ferawati, 2020). Mufidah & Zainudin, (2018:202) also said that method are a series of systematic actions performed by teachers in teaching a lesson material to the students in order to be easily understood. From the statement above the use of methods is very influential in the teaching process in the classroom, certainly by selecting the correct methods

and seeing the needs of students can make learning easier. According to Ahyat, (2017) the use of teaching method is a way or effort and model in a series of forms of learning activities, which the teacher can apply to the student to increase the motivation for learning from the students and to achieve the purpose of learning.

So, it can be concluded that the method is a systematic way used by teachers to teach or convey knowledge to students with the aim of making it easier for students to absorb and understand the material that the teacher has delivered.

b. Types of Teaching Speaking Methods

To facilitate teacher performance in conveying knowledge and help students to develop abilities in speaking skills, the use of learning methods will influence on the language learning process. There are several types of teaching speaking methods by Harmer (2007:63) such as;

1) Communicative Language Teaching (CLT)

In language learning activities, of course, it cannot be separated from the process, the process of learning language cannot be separated from the field of education. Stimulating to produce spoken language is the only activity that can help students improve their speaking skills. It deals with the use of teaching methods that can affect student performance in the classroom. According to Tahir & Hanapi, (2017:75) CLT method

is the methodology to give a chance for students to speak in English the students will learn how to produce the language orally in a certain condition. During the process of language acquisition, the teachers provide opportunities for students to produce language. (Yasin, 2017:322) says the goal of improving students' speaking skills CLT is a popular method of engaging students in class activities, as well as to encourage students' ability to take part in communicating effectively.

2) Presentation, Practice, and Production (PPP)

When learning a foreign language may not be easy for students, because it is a new thing for them and they rarely hear these foreign languages in their environment, the use of an appropriate methodology can determine students' abilities in learning a foreign language. The teacher's choice of methodology based on student needs. PPP or presentation, practice, and production focuses on generating new languages. According to (Harmer, 2007:66) PPP is defined as one of the methods used by teachers in increasing language production. It consists of the processes of producing language and imitating language.

Presentation means, the teacher present some ideas or material topics for the students and students will present based on ideas and materials topics given earlier by the teacher in class.

Practice is the way to imitate or liken words, or sentences. Meanwhile, the students will repeat the same words spoken by the teacher so that students can better understand.

Production is interpreted as creating a new language that students have learned from previous processes. The students may produce a new language and able to present it.

3) Engage Study Activate (ESA)

Developing the student ability in speaking skill is the main purpose of learning language. According to (Tahir, & Hanapi, 2017) ESA is the teaching speaking method that focus on engaging the students activeness, involve the students during the process of learning language, and emphasize the students using of language aspects, such as; grammar, vocabulary, and pronunciation.

4) Lexical Approach

There were various method in teaching speaking, the using of proper method will influence the process of learning languages. Lexical approach is the method that emphasize on teaching grammar and vocabulary (Harmer, 2007:74). It means that this method deals with the using of grammatical structured and learning new vocabulary. On the other hand, lexical approach focused on the using of lexical phrase, and chunks.

5) Grammar Translation Method (GTM)

This method emphasize the teaching of grammar than producing the language orally, during the learning activity the teacher focus on the utilizing of grammar in the form of writing skill. The teacher will check the grammar that students used. According to Bailey (2005:16) Grammar Translation Method focus on the structure of languages, how to investigate and translating the language in the form of writing skill. In other words, teaching Grammar Translation Method the students have been learned various formula of grammar and learn how to arrange the structures to make a sence and will be translating from second language into the first language (Harmer, 2007).

3. Review on Students Learning Style

Brown (1983) defines learning style as the way in which each individual receives and processes information in a learning situation. In learning activities, each student certainly has several ways that can help them to do learning activities well, each student can receive new information and knowledge by learning. Of course, each student has their own learning style in learning material.

There are various types of learning styles used by students in receiving and processing knowledge, one of which is the VARK (Visual, Auditory, Reading/Writing, Kinesthetic) model learning style from (Fleming and Mills, 2001). VARK learning style is a model developed by Neil D. Fleming in 1987 against the existing

model, namely VAK (Visual, Auditory, Kinesthetic). Furthermore, Fleming distinguishes visual modality preferences from read/writing (R) because between the two have different tendencies. (Robertson, 2011) reveals each characteristic of the VARK learning model below:

Table 2.2 Learning Style Characteristic by. Robertson (2011)

Learning Style	Characteristic
Visual	Preference for using visual resources such as diagram, pictures and videos. Like to see people in action.
Auditory	Need to talk about situations and ideas with a range of people; enjoy hearing stories from others.
Reader/Writing	Prolific note taker; textbook are important; extensive use of journals to write down the facts and stories.
Kinesthetic	Preference for hands on experience within a 'real' setting and for global learning.

From the explanation above, (Robertson, 2011) has shown four types of learning styles consisting of Visual, Auditory, Reading / Writing, and Kinesthetic. In table 2.2 it has been explained that each learning style has distinctive characteristics and is different from one another. The definition of the VARK learning style developed by (Fleming & Mills., 1992) is explained as follows:

1. Visual

Students who have a visual learning style rely on the sense of eye or sight as a process of capturing information before finally understanding the information. Students with this learning style usually have an easier time remembering what they see than what they hear, read, and do. This preference that relies on the senses of the eye is easier, more interesting, when it comes to capturing and understanding information in pictures, designs, spider diagrams, flow charts, labeled diagrams, all symbolic arrows, circles, hierarchies, photographs, power points, movies, teacher demonstrations, and so on that people use to present information as a substitute for the form of words.

2. Auditory

Students with auditory learning styles usually rely on the sense of ear or hearing in capturing information and understanding the information. Students pay attention to the teacher's intonation, pronunciation, and speech speed when explaining, asking or

answering questions. The success in capturing such information depends largely on the packaging of the information. If information is presented in the form of recordings, presentations, stories, or read aloud, then students with auditory style preferences will be happier, more comfortable, and easier.

3. Reading/Writing

Students with a read/write learning style prefer to obtain information in the form of graphic text and not images, which contain words, sentences, paragraphs or discourse. Students with this style are more comfortable in learning activities with input and output in text form. Thus, the activity of reading books (texts, lessons, scientific), newspapers (articles, opinions, news, advertisements, editorials, biographies), magazines (operation manuals, cooking recipes, entertainment information), novels, essays, brochures, leaflets, letters, posters, as well as translating with a dictionary, rewriting, summarizing, taking notes, writing information points, writing key words, and making paraphrases, are the keys to success in obtaining and understanding information.

4. Kinesthetic

Students with a kinesthetic learning style prefer to obtain information through practical activities that involve physically and experience directly in classroom situations or outside the classroom. Experience is important for kinesthetic students. Activities such as

conducting experiments, making something, demonstrating a movement, playing drama or role playing, are activities that they are interested in.

B. The Previous of Studies

In this study, the researcher found another previous study that is relevant with this study. The first research was from Nurinsani (2020), University of Muhammadiyah Makasar. The title is “Teaching Methods Used by Teachers to Improve Students Speaking Skill in English Language Teaching (ELT) at SMAN 1 Takalar”. This research use qualitative research method. In collecting the data, the researcher used observation, interview and documentation. The result of this research, the researcher found some problems in mastering speaking skill in that school as follows: first, the researcher found that the students’ problem in mastering speaking were; lack of vocabulary,pronunciation, grammar, fluency, and comprehends/understood English well. Second, the cause of problem that students faced in mastering speaking skill were the students’unconfident to speak English, fear to make mistake when speaking, anxiety when teacher askede to speak up, and shy to perform in front of the class. Furthermore students lack of motivation in learning English.

The similarity between the previous study above this research are use qualitative research. While the differences with the previous study is Nurinsani examined second and third grade students participants. Meanwhile, the present researcher focusing only on studying the second graders.

The second thesis is from Ferawati (2020) University of Muhammadiyah Malang. The title is “An Analysis of Teaching Speaking Method in Developing Students’ Speaking Ability in State Vocational 1 High School Batu”. This research aims to find out the advantages and disadvantages of the method applied in developing students’ learning abilities.

From the previous study above there have been similarity and differences between these studies. The similarity between this research and Indria Ferawati research is the setting of the study located in the vocational high school and also study teaching method in speaking abilities, while the differences of this research is the participants from the first grade.

The third journal article is from Setyanida (2017), the State University of Semarang. The title is “The Analysis of Speaking Teaching Methods in Engineering Student at Politeknik Negeri Semarang”. This research aims to answer what kind of teaching methods are used by Politeknik Negeri Semarang’s lecturer in teaching speaking and how the lecturer manages the classroom.

From the previous study above there have been similarity and differences between these studies. The similarity between this research and previous study are use qualitative research. While the differences of this research is the participants from sixth semester students of Politeknik Negeri Semarang.

The fourth international journal article from Alghaberi (2019) Thamar University of Yemen. The title is “Methods for Teaching Speaking Skill at At Thamar Schools and Their Impacts on Learners’ Oral Competency”. This

research aims to answer the impact of using the method used by Thamar School in teaching speaking on learners' oral competency.

From the previous study above there have been similarity and differences between these studies. The similarity between this research and previous study are use qualitative research. While the differences of this research is the participants from the eleventh grade.

The five is an international journal article from Tahir & Hanapi (2017). The title is "Lecturers' Method in Teaching Speaking at the University of Iqra Buru". This research aims to answer the lecturers method in teaching speaking at the University of Iqra Buru.

From the previous study above there have been similarity and differences between these studies. The similarity between this research and previous study is the research method used qualitative method and also study teaching method in sepaking abilities. While the differences of this research is the participants.

Table 2.3 The Similarity & Differences Previous Study

No	Previous Study	Similarities	Differences
1	Nurinsani (2020) "Teaching Methods Used by Teachers to Improve Students Speaking Skill in English Language Teaching (ELT) at SMAN 1 Takalar"	-Descriptive Qualitative Method -Instrument : Observation, Interview, Documentation	-Participants : Second and third grade students
2	Ferawati (2020) "An Analysis of Teaching Speaking Method in	-Descriptive Qualitative Method -Instrument : Observation.	-This research find out the advantages and disadvantages of

	Developing Students' Speaking Ability in State Vocational 1 High School Batu”	Interview, Documentation. -Research place : Vocational High School	the method applied by the teacher -Participant : First grade students
3	Setyanida (2017) “The Analysis of Speaking Teaching Methods in Engineering Student at Politeknik Negeri Semarang”	-Descriptive Qualitative Method -To find out what is the method used by the teacher/lecturer -Instrument	-Research Subject : Lecturer -Participants : Sixth semesters
4	Alghaberi (2019) “Methods for Teaching Speaking Skill at At Tamar Schools and Their Impacts on Learners' Oral Competency”	-Descriptive Qualitative Method -Instrument	-Participants : First grade -This research find out the impacts of the methods on the learners oral competency.
5	Tahir & Hanapi (2017) “Lecturers Method in Teaching Speaking at the University of Iqra Buru	-Descriptive Qualitative Method -Research Instrument	-Participants -Research Subject

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

In this study, the method used by researchers is a qualitative method. The qualitative method is a method in which the data collection process emphasizes the social context, makes observation in class in a natural setting, and understands the context based on the research problem. The researcher chose this research design to find out how the teacher used the method to teach speaking in the eleventh grade students of SMK N 1 Mondokan, especially in TKJ class.

The qualitative research design is a research design that focused on interviews, observation, and data analysis. According to (Creswell, 2018:41) qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data inductively building from particulars to general themes, and researcher making interpretations of the meaning of the data. Qualitative research refers to research that does not use any calculating or numbering data.

This research conducted is a descriptive study using qualitative research that focuses in teaching method in teaching english speaking class. It present the methods used by the teacher.

B. Research Setting

1. Place of the Research

The research carries out at SMK N 1 Mondokan. Which is located on Jl. Mondokan-Sukodono KM 1, Ds.Kedawung, Kec.Mondokan, Kabupaten Sragen, Jawa Tengah. It has four majors, they are Teknik Kendaraan Ringan (TKR), Teknik Komputer dan Jaringan (TKJ), Teknik Pengelasan (TP), and Tata Busana (TB). In this school had been supported by some complete facilities for teaching and learning process such as proficiency lab, language lab, multimedia computer, and so on.

2. Time of Research

This research conducted on December 2022-November 2023. The researcher took the data directly and face to face interviews with the teacher.

The shcedule is elucidated bellows:

Table 3.1 Time of Research

Activity	Month											
	December	January	February	Mars	April	May	June	July	August	September	October	November
Tittle Submission												
Pre-Research												
Writing Proposal												
Consultation and guidance												

Submission and Seminar Proposal												
Conduct the research on the field												
Collecting and analyzing data												
Consulting and Writing the Research Report												
Report the Research												

C. Research Subject and Informant

The subject of this research are the teacher and students when teaching speaking to eleventh grade students at SMK N 1 Mondokan. The researcher took an eleventh grade English teacher as an informant, namely Mr. Ali Sofyan, S.Pd, M.Pd from SMK N 1 Mondokan. The researcher chose the eleventh grade, because the eleven grade students of vocational high schools usually carry out vocational practice activities in several companies and require good speaking skills. And the researcher chose the TKJ class because some of the students' speaking skills were still not good and the researcher interviewed 15 students as an informant.

D. Data and Source of The Data

The sources of data that are very significant in the research, researchers cannot obtain information without knowing the origin of the data sources. The data source is a subject that provides data or information where this data comes from (Arikunto, 2006:128).

According to Lofland (1984) in Moleong (2004:157) stated that source of the data in qualitative research are informants, observation and documents research, the sources of the data were the teaching learning process at SMK N 1 Mondokan.

1. Events

In this research the events were observed in teaching and learning process at the eleventh grade of SMK N 1 Mondokan, especially in XI TKJ & TP.

2. Informant

The researcher took 1 English teacher and the students of eleventh grade from XI TKJ class at SMK N 1 Mondokan as informants to interview.

3. Documentation

The researcher used lesson module of teaching and learning process, from the teacher as the source of the data to find out the methods that teacher used in teaching speaking.

E. Technique of Collecting The Data

The researcher used three kinds of instruments to collect the data: they are observation, interview, and document.

1. Observation

For certain research question, observation is clearly the most appropriate approach Gay, (1992: 234). The researcher doing the observation directly participates in teaching learning activities in the classroom. The researcher observe the method that teacher used and responses of the students during the process teaching and learning activity. The observation method involved the resarcher in observing, recording and analyzing events interest.

In this study the researcher observed the activities when the speaking activities at the eleventh grade running which held every Monday. The researcher focused observed the interaction between the teacher and the students during the teaching and learning speaking activity to find out the teaching learning process and the teacher's method in teaching speaking skill at the eleventh grade students of SMK N 1 Mondokan.

Table 3.2 Observation Checklist

No.	Types of Method	Yes	No	Activity
	A. CLT (Communicative Language Teaching)			
1.	The teacher encourages the student activeness in the classroom			
2.	The learning process focused on student learning centered			

3.	The teacher used role play to stimulate the students to speak in the class			
4.	The students are able to communicate to the target language			
5.	The students communicate effectively and meaningfully based on the purpose of the study			
	B. PPP (Presentation, Practice, and Production)			
1.	The students imitating the words or sentences			
2.	The student trying to repeat the new words or sentences			
3.	The students produces the new languages			
4.	The teacher involved in the learning process to monitor the student activity			
5.	The students are able to present their ability in speaking skill			
	C. ESA (Engage Study Activate)			
1.	The students engage in the process of learning languages			
2.	The process of learning language includes of learning grammar, vocabulary, and pronunciation			
3.	The students are able to used the language effectively			
4.	The students participate during the lesson occurs			
5.	The teacher creates comfortable envirotment to involve the students to be active in the class			
	D. Lexical Approach			
1.	The students used grammar phrase to communicate			

2.	The teacher explains about the using of collocation, idioms, and grammar phrase			
3.	Lexical approach develops the student ability in receptive skill			
4.	The students communicate in English by using collocation, and idioms			
5.	The researcher emphasize the students to use the lexical structures when the students communicate with their friends			
	E. GTM (Grammar Translation Method)			
1.	The teacher focuses on teaching grammar			
2.	The students are able to arrange the sentences based on the grammatically form			
3.	The accuracy in writing skill is important			
4.	The teacher checks the utilizing of grammatically form			
5.	The teacher increased the student performances in writing skill			

2. Interview

To get some information that related to research conducting, the researcher used interview. (Hadi 1993: 59) stated, "Interview can be viewed as method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation". The goals interviewing people is to find out their mind, what they think or how they feel about something.

Interviews with English teacher and students were conducted by the researcher to get the data. The researcher questioned several aspects of the teaching and learning process, the teaching method, and other topics that would have helped to complete the data.

Table 3.3 Interview Question for Teacher

No.	Question
1.	What method do you use to teach speaking in class?
2.	Why do you use those method?

Table 3.4 Interview Question for Students

Learning Style	Question
A. Visual	To obtain and remember information, do you have to look at pictures, schemes, illustrations, graphs, and so on?
	Does the speaker's body language really help you in capturing information?
	Are art, beauty and aesthetics important to you?
	Does visualizing information in your mind help you remember information better?
B. Auditory	To acquire and remember information, do you have to listen to explanations, recordings, presentations, or discussions?
	Does the clarity of intonation, pronunciation, and speed of speech of the speaker really help you in capturing information?

	Is a calm situation, not crowded, not noisy, very important to you when listening explanations, presentations, songs or recordings?
	Does repeating (memorizing) information in your heart or mind help you remember the informations?
C. Reading/Writing	To obtain and remember information, do you have to read a text?
	Does clarity of writing, including punctuation, choice of word (diction), logical sentence, effectiveness of sentences, and varied paragraphs, really help you in capturing information?
	Does rewriting the information in the diagram into a few sentences help you remember the information?
	Does taking small notes, marking certain sentences in a book, help you remember informations?
Kinesthetic	To acquire and remember informations do you have to do physichal activities, such as practicing and demostrating?
	Does direct experience with objects and materials really help you in capturing information?
	Is it difficult for you to sit still for a few moments and focus on understanding some informations?
	Are practical activities more interesting than thinking and remembering activities?

3. Documentation

Rianto (2004:61) stated that Documentation technique is the technique where the data needed was taken from the document or library

material. In this study, the document as the source of the data were syllabus, lesson plan of teaching and learning process.

The researcher used this instrument to obtain data on the total number of students, the names of the list of students, the students' and teachers' data, and the objectives and materials provided by the English teacher. In order to support and provide evidence regarding the teaching learning process, and teacher method used in teaching speaking to SMK N 1 Mondokan eleventh grade students, the researcher used documentation.

F. Research Instrument

Researcher as human instruments serves to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and draw conclusions (Sugiyono, 2015). Data for the qualitative method is collected through participant interviews, observation, and documentation. The researchers actually are the only instrument for acquiring data, however they can utilize protocols like instrument to do so.

G. Trustworthiness of The Data

Trustworthiness of the data is a stage where researcher must check the validity of the data obtained previously by researcher. Lincoln & Guba (1985) said that trustworthiness is a way used to convince the researcher himself and the reader that the result of the research found are worthy of attention. It was because the data must be responsible for the point of departure to make conclusion. Trustworthiness of data provides the researcher with the real research finding at the eleventh grade students of SMK N 1 Mondokan, Sragen.

In this research the techniques which is used to check the trustworthiness of data was triangulation. Based on William Wiersma (Sugiyono, 2015: 372) stated that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. According to Joop (2000), triangulation is an effort used to assist researcher in exploring and explaining complex human behaviour by using various methods while providing a balanced explanation to the reader. Triangulation is a technique of checking the validity of data that utilizes something other than the data itself to check or compare data (Bachri, 2010). There are some types of triangulations according to Guion *et al.*, (2011) as follows:

1. Data triangulation

Guion *et al.*, (2011) say that data triangulation is a stage that involves the use of various sources of information used to increase the validity of the research. At this stage it allows researcher to use the most popular sources so that they are easy to apply to research. The source of data or information used must refer to the method used to produce relevant data. However, researcher can use the same method for different data sources.

2. Investigator triangulation

Guion *et al.*, (2011) say that investigator triangulation is an analytical process that involves the use of several different investigators. At this stage, it involves several investigators or a

team of investigators where each researcher examines the program using the same qualitative method (interviews, observations, case studies, or focus groups). The findings of each investigator will be compared to develop a deeper understanding of the researcher' views on addressing the problem. After these stages are completed, the findings will be concluded. This stage is very effective for establishing validity in research, but this stage is not practical in gathering researcher.

3. Theory triangulation

Guion *et al.*, (2011) say that theory triangulation is a stage that involves the use of multiple perspectives in interpreting and explaining data. This approach brings together people from different disciplines to interpret information in the same way. However, theoretical triangulation is not feasible in all situations and is less efficient because it is time-consuming.

4. Methodological triangulation

Guion *et al.*, (2011) say that methodological triangulation is a stage that involves the use of several methods (qualitative/quantitative) to study and compare the findings. For example, researcher use interviews, observation, document analysis, or other methods. The findings compared to see if similar results are found, if the same findings are found after a

conclusion is drawn, then the validity of the study has been determined.

5. Environmental triangulation

Guion *et al.*, (2011) Environmental triangulation is this type of triangulation that involves the use of location, setting, and other key factors related to the environment in which research takes place such as time, day, or season. The key to this triangulation is to identify environmental factors that may affect the information received before the study. Environmental triangulation cannot be used in every case because this triangulation is only used for possible findings that are influenced by environmental factors.

Based on the explanation above, triangulation is used to check the validity of data. There are five types of triangulations based on Guion *et al.*, (2011), these are data triangulation, investigator triangulation, theory triangulation, methodological triangulation, and environmental triangulation. In this study, the researcher used methodological triangulation to check the validity of the data because the researcher used several data collection techniques that would be analysed in the same way. In this study, the researchers conducted classroom observations and conducted interviews with teacher and eleventh grade students of TKJ to validity the data.

H. Techniques of Analyzing The Data

Data analysis is the process of methodically collecting and arranging information from observation, interview, field notes and other material, so it can be understood easily, and its findings can inform others. In analyzing data, after the research collecting the data, the researcher uses descriptive qualitative research. The qualitative method is kind of research without using any calculating or statistic procedure.

The data will be analyzed based on the Miles and Huberman (1994: 21-23), theory framework for qualitative data analysis by three components : data reduction, data display, and drawing or verifying conclusion.

1. Reducing of the Data

Data reduction could be interpreted as the process of selection, simplification and transformation of the data to field notes. Then the researcher selected the data related to the research problem taken from observation, interview, and document. The important data from the observation, the picture, the interview and document will be selected. Then, the unimportant data was reduced.

2. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. By looking at display, it helps to understand what is happening and to do something either analyze further or take action based on that understanding (Huberman, 1994: 11). In this section, the whole information that was appropriate with the statement will

be arranged to know the teaching and learning process and the teacher's method at speaking skill the eleventh grade students of SMK N 1 Mondokan in academic year 2023/2024.

3. The conclusion drawing and verification

Based on the data served, the researcher took the conclusion. The researcher made conclusion based on observation, interview and analyzing of the data that will be done. Conclusion is also verifies as the analysis mind during writing, with a short excursion back to the field notes. In this step, the researcher built the conclusion from the information and the data used.

CHAPTER IV

RESEARCH FINDINGS & DISCUSSIONS

A. Findings

The findings are discussions two main parts. There are methods used by the teacher to teach speaking at eleventh grade of SMK N 1 Mondokan and the student's learning style in speaking class of SMK N 1 Mondokan. The subject was an English teacher at eleventh grade of SMK N 1 Mondokan in the academic year 2023/2024. The interview was held on Monday, 22 August 2023. The following were the result of the findings :

1. Methods in teaching speaking used by the English teacher at the eleven grade of SMK N 1 Mondokan 2023/2024

A. Observation Result First Meeting at XI TKJ 4

The researcher did the observation in the XI TKJ 4 on 21 August 2023. There were some activities where the researcher joined in the classroom during the teaching and learning process.

Teacher : Mr. Ali

Observer : Rizki Taufiq Rusdianto

Kelas : XI TKJ 4

Date & Time : Monday, 21th August 2023

No.	Types of Method	Yes	No	Activity
	A. CLT (Communicative Language Teaching)			
1.	The teacher encourages the student activeness in the classroom	√		Opening -The teacher greeted the students.
2.	The learning process focused on student learning centered	√		-The teacher checked the attendance list.

3.	The teacher used role play to stimulate the students to speak in the class	√		<p>Main Activity</p> <ul style="list-style-type: none"> -The teacher did ice breaking to the students. -The teacher gives simple question about legend story. -The teacher gives explanation and example about the material. -The teacher asks the students to open their book on pages 4. -The students read story about Rawa Pening. -The teacher asks the students to make a group discussion to discuss the theme, moral value, and the character in Rawa Pening story. -The students discuss with their friend about the task. -After the students finished their discussion, the teacher ask each group to present their discussion. -The students come in front of the class and present their discussion result. -After the presentation finished, the students disucussed about the moral value of Rawa Pening story. <p>Closing</p> <ul style="list-style-type: none"> -The teacher give feedback to the students and sum up the material of the day.
4.	The students are able to communicate to the target language	√		
5.	The students communicate effectively and meaningfully based on the purpose of the study	√		

1.) The Teacher Encourages the Student Activeness in the Classroom

In teaching and learning activities in class, teachers encourage student activity in the classroom to make the classroom atmosphere more active and conducive, this effort is made by the teacher so that students not only look

and listen, but also to make students more confident to ask if there are things that are not known. Interaction between students and teachers is very important to develop student knowledge, from the activity of these students the teacher can deliver the material better.

The teacher encourages student activity by having a fun discussion related to the day's learning material "**What Legends Do You Love to Read?**", The teacher asks students questions about the stories they have read and the students are asked to explain and identify the stories. From this session, many students exchanged opinions about the stories they read with each other.

2.) The Learning Process Focused on Student Learning Centered

In this activity the teacher focuses on student-centered learning by creating groups of 4-5 students in each group. From the formation of the group, students were asked to discuss today's material and identify the story of "**Rawa Pening**" in the learning book. From these discussion activities, students can work together and help each other to understand the material delivered by the teacher before, students who understand better also help students who do not understand in group discussion activities.

From these group discussion activities students can interact and they are more confident to express opinions, teachers also observe discussions between groups and also answer questions from students who do not understand.

3.) The Teacher Used Role Play to Stimulate the Students to Speak in the Class

In this activity the teacher asks students to do role play with their respective group friends, to develop their speaking skills and make them more confident, each student determines the role they want to play. After the role is completed, they try to be as natural as possible in performing this role, there are some students who can speak well and there are some who struggle. But here the teacher helps to correct the wrong part of the pronunciation.

4.) The Students are Able to Communicate to the Target Language

In this activity students write a word they don't understand in the story "**Rawa Pening**" after students write a word they didn't understand before, then they translate the word with the teacher and read the results of the word they don't understand. Then students also write in Indonesian which is then translated into English. Once students understand the previous word, students can communicate by knowing the meaning of the word and they can use it in real conversation.

5.) The Students Communicate Effectively and Meaningfully Based on the Purpose of the Study

In this activity students can communicate well effectively and meaningfully, from the results of student discussions and presentations in front of the class and when students exchange opinions with their group friends students can identify and explain the meaning and moral message in the story of "Rawa Pening". When some students do role play, they can communicate well and can convey the meaning of the sentences they say.

B. Observation Result Second Meeting at XI TKJ 4

The researcher did the observation in the XI TKJ 4 on 28 August 2023.

There were some activities where the researcher joined in the classroom during the teaching and learning process.

Teacher : Mr. Ali

Observer : Rizki Taufiq Rusdianto

Kelas : XI TKJ 4

Date & Time : Monday, 28 August 2023

No.	Types of Method	Yes	No	Activity
	A. CLT (Communicative Language Teaching)			
1.	The teacher encourages the student activeness in the classroom	√		Opening -The teacher greeted the students -The teacher checked the attendace list. Main Activity -The teacher did ice breaking to the students. -The teacher explain about descriptive text and give the example about descriptive text. -The teacher asks the student to describe their deskmates or things in the classroom. -After that, the teacher asks the students to read descriptive text on pages 38 (airplanes). -The students read descriptive text (airplanes) -The teacher asks the students to make a group discussion to make a descriptive text about things in the class.
2.	The learning process focused on student learning centered	√		
3.	The teacher used role play to stimulate the students to speak in the class	√		
4.	The students are able to communicate to the target language	√		
5.	The students communicate effectively and meaningfully based on the purpose of the study	√		

				<p>-The students discuss with their group about the task. -The student come in front of the class and present their descriptive text result.</p> <p>Closing -The teacher give feedback to the students and sum up the material of the day.</p>
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1.) The Teacher Encourages the Student Activeness in the Classroom

In teaching and learning activities in class, teachers encourage student activity in the classroom to make the classroom atmosphere more active and conducive, this effort is made by the teacher so that students not only look and listen, but also to make students more confident to ask if there are things that are not known. Interaction between students and teachers is very important to develop student knowledge, from the activity of these students the teacher can deliver the material better.

The teacher encourages student activity by having a fun discussion related to the day's learning material "**What Do You Call It?**", The teacher ask students to discuss and describe objects around them, after explaining the descriptive text, the teacher also ask students to describe about their deskmates, some students can describe their deskmates well .From this session, many students can describe about the things around them.

2.) The Learning Process Focused on Student Learning Centered

In this activity the teacher focuses on student-centered learning by creating groups of 4-5 students in each group. From the formation of the

group, students were asked to discuss today's material and describe things around them. Each group discussed to explain the objects in the classroom, some described smartphones, laptops, books, shoes, bags, and others. From the discussion, each group can describe objects well and confidently. And also from these discussion activities, students can work together and help each other to understand the material delivered by the teacher before, students who understand better also help students who do not understand in group discussion activities.

From these group discussion activities students can interact and they are more confident to express opinions, teachers also observe discussions between groups and also answer questions from students who do not understand.

3.) The Teacher Used Role Play to Stimulate the Students to Speak in the Class

In this activity the teacher ask students to play a role as a promotional sales, students are invited to try to describe objects in class by explaining the shape, color, size, function and so on depending on the objects chosen by the students. When students are rescripting objects, the teacher also supervises and helps if students start to run out of words or find it difficult to express words. Some students can explain and describe objects well although there are also students who struggle.

4.) The Students are Able to Communicate to the Target Language

In this activity students write a word they don't understand in the text "**Airplanes**" after students write a word they didn't understand before, then

they translate the word with the teacher and read the results of the word they don't understand. Then students also write in Indonesian which is then translated into English. Once students understand the previous word, students can communicate by knowing the meaning of the word and they can use it in real conversation.

5.) The Students Communicate Effectively and Meaningfully Based on the Purpose of the Study

In this activity students can communicate well effectively and meaningfully, from the results of student discussions and presentations in front of the class. Students can describe the objects they have chosen, from the presentations made by each group, some students can communicate well when there are some questions related to what they have described, the teacher also gives appreciation to each group who can present the results of their discussions well.

C. Observation Result First Meeting at XI TP 2

The researcher did the observation in the XI TP 2 on 21 August 2023. There were some activities where the researcher joined in the classroom during the teaching and learning process.

Teacher : Mr. Ali

Observer : Rizki Taufiq Rusdianto

Kelas : XI TKJ 4

Date & Time : Monday, 21th August 2023

No.	Types of Method	Yes	No	Activity
	B. PPP (Presentation, Practice, and Production)			Opening -The teacher greeted the students. -The teacher checked the attendance list.
1.	The students imitating the words or sentences	√		
2.	The student trying to repeat the new words or sentences	√		
3.	The students produces the new languages	√		Main Activity -The teacher did ice breaking to the students.
4.	The teacher involved in the learning process to monitor the student activity	√		-The teacher gives simple question about legend story.
5.	The students are able to present their ability in speaking skill	√		-The teacher gives explanation and example about the material. -The teacher asks the students to open their book on pages 4. -The students read story about Rawa Pening. -The teacher asks the students to make a group discussion to discuss the theme, moral value, and the character in Rawa Pening story. -The students discuss with their friend about the task. -After the students finished their discussion, the teacher ask each group to present their discussion. -The students come in front of the class and present their discussion result. -After the presentation finished, the students disucussed about the moral value of Rawa Pening story.
				Closing -The teacher give feedback to the students and sum up the material of the day.

1.) The Students Imitating the Words or Sentences

In this activity students imitate words or sentences that the teacher says to practice their speaking, the teacher reads or mentions some sentences in the material book and students are asked to follow what the teacher says repeatedly. Students also try to imitate what the teacher says as good as possible, after the teacher finishes guiding students to speak, then students are asked to start speaking without imitation, but the teacher still guides students if there are pronunciation errors.

2.) The Student Trying to Repeat the New Words or Sentences

In this activity students try to repeat new words or sentences spoken by the teacher, when the teacher reads the sentence in the book in the story "Rawa Pening" all students repeat the sentence read by the teacher, if there are students who are still doubtful about what is said, the teacher asks students to repeat it again so that students can practice speaking well.

3.) The Students Produces the New Languages

When students read the story "**Rawa Pening**" they found some words they don't understand or words they just saw, after they read the story, then students write the words, then each student asks the word they just know and asks the teacher to give examples of pronunciation. Then the teacher invites students to imitate what the teacher says and after that students practice it independently.

4.) The Teacher Involved in the Learning Process to Monitor the Student Activity

In the process of learning activities, teachers are always involved and monitor student activities to help them understand the material that has been delivered, in discussions between groups teachers are always involved to guide students who have difficulty expressing their opinions. Teachers also practice the correct pronunciation of words that have just been encountered by students during learning activities.

In addition to being involved in every discussion, teachers also monitor students to communicate well with each other and keep the classroom situation conducive to creating a comfortable learning environment. Occasionally there are students who joke or make a crowd in class, the teacher always gives a reprimand and asks students to come to the front of the class and read 1 paragraph in the book.

5.) The Students are Able to Present Their Ability in Speaking Skill

In this activity, when students start making presentations to explain the moral message in the story of "Rawa Pening", some students can speak well and convey the meaning and meaning clearly and easily understood by other students. Students deliver a few sentences that they have previously practiced before coming to the front of the class, this is enough to help students to grow their confidence.

D. Observation Result Second Meeting at XI TP 2

The researcher did the observation in the XI TP 2 on 28 August 2023. There were some activities where the researcher joined in the classroom during the teaching and learning process.

No.	Types of Method	Yes	No	Activity
	B. PPP (Presentation, Practice, and Production)			Opening -The teacher greeted the students -The teacher checked the attendance list.
1.	The students imitating the words or sentences	√		
2.	The student trying to repeat the new words or sentences	√		
3.	The students produces the new languages	√		Main Activity -The teacher did ice breaking to the students. -The teacher explain about descriptive text and give the example about descriptive text.
4.	The teacher involved in the learning process to monitor the student activity	√		
5.	The students are able to present their ability in speaking skill	√		-The teacher asks the student to describe their deskmates or things in the classroom. -After that, the teacher asks the students to read descriptive text on pages 38 (airplanes). -The students read descriptive text (airplanes) -The teacher asks the students to make a group discussion to make a descriptive text about things in the class. -The students discuss with their group about the task. -The student come in front of the class and present their descriptive text result.
				Closing -The teacher give feedback to the students and sum up the material of the day.

1.) The Students Imitating the Words or Sentences

In this activity students imitate words or sentences that the teacher says to practice their speaking, the teacher reads or mentions some sentences in the material book and students are asked to follow what the teacher says

repeatedly. Students also try to imitate what the teacher says as good as possible, after the teacher finishes guiding students to speak, then students are asked to start speaking without imitation, but the teacher still guides students if there are pronunciation errors.

2.) The Student Trying to Repeat the New Words or Sentences

In this activity students try to repeat new words or sentences spoken by the teacher, when the teacher reads the sentence in the book in the text "**Airplanes**" all students repeat the sentence read by the teacher, if there are students who are still doubtful about what is said, the teacher asks students to repeat it again so that students can practice speaking well.

3.) The Students Produces the New Languages

When students read the text "**Airplanes**" they found some words they don't understand or words they just saw, after they read the story, then students write the words, then each student asks the word they just know and asks the teacher to give examples of pronunciation. Then the teacher invites students to imitate what the teacher says and after that students practice it independently.

4.) The Teacher Involved in the Learning Process to Monitor the Student Activity

In the process of learning activities, teacher are always involved and monitor student activities to help them understand the material that has been delivered, in discussions between groups teachers are always involved to guide students who have difficulty expressing their opinions. Teachers also

practice the correct pronunciation of words that have just been encountered by students during learning activities.

In addition to being involved in every discussion, teachers also monitor students to communicate well with each other and keep the classroom situation conducive to creating a comfortable learning environment. Occasionally there are students who joke or make a crowd in class, the teacher always gives a reprimand and asks students to come to the front of the class and read 1 paragraph in the book.

5.) The Students are Able to Present Their Ability in Speaking Skill

In this activity, when students start making presentations to explain the descriptive text about things around them. Students can convey the usefulness, shape, color and specifications of the object clearly and well, so that classmates can process and get the information that has been conveyed by each group that presents the results of their discussion when making descriptive texts about objects around them. The teacher also pays attention to each group that makes a presentation so that if something goes wrong the teacher can immediately correct it.

E. Observation Result Meeting at XI TKJ 2

The researcher did the observation in the XI TKJ 2 on 22 August 2023. There were some activities where the researcher joined in the classroom during the teaching and learning process.

Teacher : Mr. Ali

Observer : Rizki Taufiq Rusdianto

Kelas : XI TKJ 2

Date & Time : Monday, 21th August 2023

No.	Types of Method	Yes	No	Activity
	A. CLT (Communicative Language Teaching)			
1.	The teacher encourages the student activeness in the classroom	√		<p>Opening</p> <ul style="list-style-type: none"> -The teacher greeted the students. -The teacher checked the attendance list. <p>Main Activity</p> <ul style="list-style-type: none"> -The teacher did ice breaking to the students. -The teacher gives simple question about legend story. -The teacher gives explanation and example about the material. -The teacher asks the students to open their book on pages 4. -The students read story about Rawa Pening. -The teacher asks the students to make a group discussion to discuss the theme, moral value, and the character in Rawa Pening story. -The students discuss with their friend about the task. -After the students finished their discussion, the teacher ask each group to present their discussion. -The students come in front of the class and present their discussion result. -After the presentation finished, the students disucussed about the moral value of Rawa Pening story. <p>Closing</p>
2.	The learning process focused on student learning centered	√		
3.	The teacher used role play to stimulate the students to speak in the class	√		
4.	The students are able to communicate to the target language	√		
5.	The students communicate effectively and meaningfully based on the purpose of the study	√		

				-The teacher give feedback to the students and sum up the material of the day.
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1.) The Teacher Encourages the Student Activeness in the Classroom

In teaching and learning activities in class, teachers encourage student activity in the classroom to make the classroom atmosphere more active and conducive, this effort is made by the teacher so that students not only look and listen, but also to make students more confident to ask if there are things that are not known. Interaction between students and teachers is very important to develop student knowledge, from the activity of these students the teacher can deliver the material better.

The teacher encourages student activity by having a fun discussion related to the day's learning material "**What Legends Do You Love to Read?**", The teacher asks students questions about the stories they have read and the students are asked to explain and identify the stories. From this session, many students exchanged opinions about the stories they read with each other.

2.) The Learning Process Focused on Student Learning Centered

In this activity the teacher focuses on student-centered learning by creating groups of 4-5 students in each group. From the formation of the group, students were asked to discuss today's material and identify the story of "**Rawa Pening**" in the learning book. From these discussion activities, students can work together and help each other to understand the material

delivered by the teacher before, students who understand better also help students who do not understand in group discussion activities.

From these group discussion activities students can interact and they are more confident to express opinions, teachers also observe discussions between groups and also answer questions from students who do not understand.

3.) The Teacher Used Role Play to Stimulate the Students to Speak in the Class

In this activity the teacher asks students to do role play with their respective group friends, to develop their speaking skills and make them more confident, each student determines the role they want to play. After the role is completed, they try to be as natural as possible in performing this role, there are some students who can speak well and there are some who struggle. But here the teacher helps to correct the wrong part of the pronunciation.

4.) The Students are Able to Communicate to the Target Language

In this activity students write a word they don't understand in the story "**Rawa Pening**" after students write a word they didn't understand before, then they translate the word with the teacher and read the results of the word they don't understand. Then students also write in Indonesian which is then translated into English. Once students understand the previous word, students can communicate by knowing the meaning of the word and they can use it in real conversation.

5.) The Students Communicate Effectively and Meaningfully Based on the Purpose of the Study

In this activity students can communicate well effectively and meaningfully, from the results of student discussions and presentations in front of the class and when students exchange opinions with their group friends students can identify and explain the meaning and moral message in the story of "Rawa Pening". When some students do role play, they can communicate well and can convey the meaning of the sentences they say.

F. Interview with the Teacher

From the observation the researcher found that, there were two method in teaching speaking used by English teacher at the eleventh grade of SMK N 1 Mondokan. There are Communicative Language Teaching (CLT) and Presentation, Practice, and Production (PPP). Based on interview at 22 August 2023 the researcher asked what methods were used to teach speaking well. Here are the results of the interview with the teacher:

No.	Question	Answer
1.	What method do you use to teach speaking in class?	<i>Metode yang saya gunakan CLT dan PPP mas, karena kedua metode tersebut memberikan kesempatan bagi siswa untuk lebih komunikatif ketika kelas speaking dan juga siswa dapat berlatih berbicara dengan meniru apa yang saya ucapkan dan melatih pengucapan mereka mas.</i>
2.	Why do you use those method?	<i>Karena metode ini memang cukup efisien untuk membantu siswa berlatih</i>

	<p><i>speaking skill dikelas, dikarenakan yang pertama CLT membuat siswa lebih aktif untuk terlibat dalam kegiatan diskusi dan siswa dapat berinteraksi lebih leluasa dengan teman sebangkunya. Yang kedua PPP, metode ini dapat membantu siswa yang kurang aktif dan kurang percaya diri, pada metode ini guru mempresentasikan dan mengajak siswa untuk melakukan praktik speaking bersama dengan menirukan dan mengulangi apa yang guru ucapkan, setelah itu siswa diminta untuk berkomunikasi dengan teman sebangkunya untuk mempresentasikan kemampuan berbicara mereka.</i></p>
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Based on the results of interviews with the teacher, regarding the methods used in speaking teaching activities in grade eleven, the teacher explained that the methods used were Communicative Language Teaching (CLT) and Presentations, Practice, and Produces (PPP). Based on observations in class XI TKJ 4, XI TKJ 2, and XI TP 2 researchers found that in class XI TKJ 4 and XI TKJ 2 teachers use the CLT method to teach speaking in this class, in accordance with the observation guideline part A about CLT method activities. And in class XI TP 2 researchers found that teacher use the PPP method to teach in this class, this is supported by the results of the observation guideline part B about PPP method activities. This is also supported by the results of interviews with teachers who mentioned the use of CLT and PPP methods to teach in eleventh grade.

For CLT he will divide into groups. For example, the teacher will divide each group with members consisting of 4-5 students, later each group will discuss the material that has been delivered. After that, students can present their result by

doing role play according to what has been determined by their group in front of the class. While for PPP he will divide into groups. Then, teacher asks students to imitate and repeat words and sentences in the story or paragraph. After that he would ask them to make paragraph from the material conveyed by the teacher before, then every groups will present their speaking skill from the paragraph that they discussed.

From the use of this method, students have more opportunities to communicate and discuss between benchmates or groups, the exchange of information that occurs between students makes it easier for students to be able to receive information or material other than explanations from the teacher. Students can also ask words that still sound foreign to the teacher so that later the word can be explained by the teacher and students can follow and imitate what the teacher says in practicing speaking, this effort is made so that students become accustomed and grow confidence when speaking in front of their classmates.

G. Research Documentation

The researchers use documentation as a source of data collection to support the results of classroom observation data and teacher interviews. The documentation used by the researcher is a teaching module used by eleventh grade teacher to teach speaking classes. The teaching modules used by the teacher are explained below:

Modul Ajar 1 English SMK Fase F

A. Informasi Umum

Kode Modul	Bhs Inggris F.XI.1
Penyusun/Tahun	Nama Guru/2022
Kelas/Fase Capaian	XI/Fase F
Elemen/Topik	Menyimak-Berbicara; Membaca-Memirsa; Menulis-Mempresentasikan / Legenda dan Teks Narasi
Alokasi Waktu	136 menit (3 Jam Pelajaran)
Pertemuan Ke-	1-6
Profil Pelajar Pancasila	Berkebhinekaan Global, Mandiri, Bernalar kritis, Kreatif, dan Bergotong royong
Sarana Prasarana	LCD, Proyektor, Papan Tulis
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Discovery Learning
Moda Pembelajaran	Tatap Muka

B. Komponen Inti

Tujuan Pembelajaran

1. Peserta didik dapat dapat mengidentifikasi legenda sebagai teks naratif.
2. Peserta didik dapat memahami pengertian, struktur umum, dan unsur kebahasaan dari sebuah legenda.
3. Peserta didik dapat mengolah, menginterpretasikan, dan mengevaluasi informasi dari beberapa contoh legenda.
4. Peserta didik dapat mengidentifikasi dan menjelaskan makna kosakata baru dan yang jarang digunakan dalam sebuah legenda.

5. Peserta didik dapat mempresentasikan ide-ide yang berhubungan dengan plot pengembangan legenda dalam bentuk presentasi dan diskusi dalam kelas.
6. Peserta didik dapat memahami frasa kata perumpamaan dan konektor

Pertanyaan Pemantik

1. *Have you ever heard about legends? What legends have you ever read? Will you create your own version of a legend? Let's do it!*

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi beberapa legenda yang familiar

Materi Pembelajaran

1. *Legends as Narrative Text*
2. *Imagery and Signal Words*

Langkah Pembelajaran

Pertemuan 1 (3 JP)

Kegiatan awal (20')

- mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. (5')
- Memberikan Pertanyaan Pemantik terkait gambar yang ada di Buku Splash hal. 2 (15')
 - *What do you see in the picture?*
 - *Does the animal exist?*
 - *If you were asked to make up a story about the picture, what topic would your story probably be about?*
 - *What kind of problem might occur in the story that you want to make up or tell?*
 - *Have you ever heard about a similar story in Indonesia?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Memperdengarkan file audio yang berkaitan dengan legenda (5')
- Mengidentifikasi kosakata *unfamiliar* yang terdengar dari file audio tersebut [Activity 1 - Splash XI hal. 3] (10')
- Mengidentifikasi dan memahami isi cerita dalam file audio tersebut [Activity 2 - Splash XI hal. 3] (15')
- Secara berpasangan mendiskusikan dan memecahkan beberapa studi kasus yang tersedia [Activity 3 - Splash XI hal. 4] (20')

- Membaca dan memahami isi dari teks legenda yang tersedia secara individu [Activity 4 - Splash XI hal. 4] (10')
- Menganalisis makna dari beberapa kata yang terdapat dalam teks legenda tersebut [Activity 4&5 - Splash XI hal. 4] (10')
- Mengidentifikasi dan mendiskusikan isi teks legenda bersama teman sebangku [Activity 6 - Splash XI hal. 7] (10')
- Secara berpasangan mendiskusikan dan memecahkan beberapa studi kasus yang tersedia [Activity 7 - Splash XI hal. 7] (20')

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Memberi tugas mencari tahu beberapa contoh legenda yang terkenal
- Menyampaikan agenda pertemuan berikutnya

Pertemuan 2 (3 JP)

Kegiatan awal (20')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait beberapa teks legenda yang terkenal
 - *Have you ever read some popular Indonesian folklore?*
 - *What legend that is well-known from your city/hometown?*
 - *What do you think about it? Would you like to share with us?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Memberikan beberapa pilihan teks legenda yang populer untuk dibaca <https://www.getenglishnow.org/2020/08/10-examples-of-narrative-text-in-legend.html> (10')
- Secara berpasangan, murid memilih 2-3 teks legenda yang mereka suka untuk diidentifikasi berdasarkan aktivitas yang tersedia di buku. [Activity 13 - Splash XI hal. 9] (20')
- Mengidentifikasi isi teks legenda secara klasikal berdasarkan materi tentang pengertian, struktur umum, dan unsur kebahasaan dari teks legenda [For Your Information - Splash XI hal. 14] (20')
- Menganalisis struktur umum, dan unsur kebahasaan 2-3 teks legenda secara individu [20']
- Setelah itu, memecahkan masalah yang tersedia dalam buku [Critical Thinking Tasks - Splash XI hal. 21-25] (30')

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran

- Menyampaikan agenda pertemuan berikutnya.

Pertemuan 3 (3 JP)

Kegiatan awal (20')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait trailer film Missing Link - 2019 https://youtu.be/vM5VC7nCv_Y
 - Have you ever watched the movie?
 - Have you ever heard about the myth of bigfoot? Please, find it out!
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Menayangkan beberapa short animated movie terkait legenda yang populer dan mengajak seluruh siswa untuk menonton dan mengamati video tersebut (30'):
 - Ramayana <https://youtu.be/jc41IGigjkw>
 - Sangkuriang <https://youtu.be/UevAVGp84aU>
 - Majapahit <https://youtu.be/n4zGw2OewIk>
- Secara individu mengerjakan lembar kerja yang tersedia dalam buku [Activity 8 - Splash XI hal. 7] (15')
- Menganalisis dan mengeksplorasi genre dan tim produksi dari Series yang baru saja ditonton menggunakan lembar kerja yang tersedia dalam buku [Activity 9 - Splash XI hal. 8] (15')
- Menganalisis dan mengeksplorasi karakter dan plot dari Series yang baru saja ditonton menggunakan lembar kerja yang tersedia dalam buku [Activity 10 - Splash XI hal. 8] (15')
- Mendengarkan audio terkait legenda dari luar Indonesia dan menjawab pertanyaan terkait [Activity 11&12 - Splash XI hal. 9] (25')

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Pertemuan ke 4 (3 JP)

Kegiatan awal (15')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait aktivitas "*telling a story*"

- *How powerful is the legend for us?*
- Menayangkan cuplikan video yang berjudul “Why is storytelling is so powerful in digital era?”
<https://www.youtube.com/watch?v=mSi0kmqOBu4> (00.00 - 01.59)
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100’)

- Mengajak siswa untuk mengeksplorasi beberapa video *story telling* yang berisi teks legenda melalui link di bawah ini (30’):
 - Bawang Merah dan Bawang Putih
<https://youtu.be/10RAyQm3eYI>
 - Danau Toba <https://youtu.be/TFxCr9HvZ6Q>
 - The Origin of Surabaya <https://youtu.be/4XpvhqR8Q3A>
 - Ande Ande Lumut <https://youtu.be/NNuijUocWis>
 - The Origin of Banyuwangi
<https://youtu.be/w5hIz5FqMMw>
 - Cyrus the Great <https://youtu.be/VK2Gt1uiFjw>
 - The Myth of Hades and Persephone
<https://youtu.be/zLAYGZeVTPQ>
- Secara berpasangan menganalisis isi cerita yang terkandung dalam video tersebut (10’)
- Secara individu mengidentifikasi makna kosakata yang baru ditemukan dan terdengar asing dari video di atas (30’)
- Secara individu, murid membuat naskah *story telling* dari salah satu cerita yang terdapat dalam video di atas (30’)

Kegiatan Penutup (15’)

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Pertemuan ke 5 (3 JP)

Kegiatan awal (15’)

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait pelajaran pada pertemuan sebelumnya.
 - *Are you ready to perform your own script based on the last meeting?*
 - *Are you ready to develop your own legends?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Menceritakan ulang naskah cerita dari pertemuan sebelumnya di depan kelas secara individu (40')
- Secara berkelompok siswa melakukan brainstorming ide awal untuk membuat sebuah teks legenda [Activity 14 - Splash XI hal. 10] (10')
- Secara berkelompok, siswa mengeksplorasi *mind map* dari teks legenda yang disediakan [Activity 14 - Splash XI hal. 10] (15')
- Setiap kelompok melanjutkan *mind map* menjadi sebuah *story planner* [Activity 14 - Splash XI hal.10] (15')
- Masing-masing kelompok mempresentasikan cerita yang sudah dibuat [Activity 15 - Splash XI hal. 13] (20').

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Pertemuan 6 (3 JP)

Kegiatan awal (20')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait frasa kata benda, kalimat langsung/tidak langsung, dan kata keterangan
 - Do you know about Imagery Words?
 - Do you know about Signal Words?
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Mengidentifikasi dan menganalisis *Imagery Words* yang terdapat dalam buku [Activity 17-19 - Splash XI hal. 16-17] (25')
- Mengidentifikasi dan menganalisis *Signal Words* yang terdapat dalam beberapa teks legenda yang tersedia [Activity 20 - Splash XI hal. 20] (25')
- Mengidentifikasi dan menganalisis *Imagery Words dan Signal Words* yang terdapat dalam beberapa teks legenda yang tersedia [Evaluation - Text No.1-5] (15')
- Mengidentifikasi dan menganalisis *Imagery Words dan Signal Words* yang terdapat dalam beberapa teks legenda yang tersedia [Evaluation - Text No.6-10] (15')

- Mengidentifikasi Imagery Words dan Signal Words dari teks legenda yang dibuat oleh masing-masing kelompok pada pertemuan sebelumnya (20')

Kegiatan Penutup (10')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Rencana Asesmen

Peserta didik mengerjakan tugas terstruktur, yaitu **Evaluation** dari Buku Splash SMK/MAK Kelas XI dari PT Penerbit Erlangga halaman 29-32.

Pengayaan dan Remedial

Peserta didik mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab. Soal tersebut dapat diunduh dengan scan QR. Soal dikerjakan secara digital

Refleksi Peserta Didik dan Guru

Refleksi Peserta Didik

- *Create the mind map of your understanding on Legends by fulfilling its definition, structures, and language features*

Refleksi Guru

- Do the teaching and learning process run as planned?
- Do the students participate in class activities?
- Do students have any difficulties in understanding some parts of the materials?

C. Lampiran

Lembar Aktivitas

Silakan kerjakan *Critical Thinking Tasks* dari Buku Splash SMK/MAK Kelas XI Rumpun Teknologi dari PT Penerbit Erlangga halaman 21-25.

Bahan Bacaan Guru dan Peserta Didik

Buku Splash SMK/MAK Kelas XI Rumpun Teknologi dari PT Penerbit Erlangga halaman 1-34.

Daftar Pustaka

Muslikah, Anik. 2022. *SPLASH (Smart Path to Learning English) SMK/MAK Kelas Grade XI (Kurikulum Merdeka) Rumpun Teknologi*. Jakarta: PT Penerbit Erlangga

Based on the teaching modules used by the teacher in classroom teaching activities, researchers can analyze the methods used by the teacher in teaching

speaking classes for grade eleven. From the teaching module used by the teacher, mention several activities that invite students to discuss and analyze a problem that exists in the legend story in the book. In addition to inviting students to discuss, the teaching module also mentions that students are more active by being given lighter questions and not teachers who tell stories but students can explain the material according to their opinions.

From the results of the analysis of teaching modules used by the teacher, as well as the results of observation in class using observation guidelines, and also the results of interviews with teachers. Of the three data collection techniques, researchers obtained appropriate research data, after analyzing the data, researchers concluded that the methods used by teachers to teach speaking are Communication Language Teaching (CLT) and Presentation, Practice, And Produce (PPP).

2. The Student's Learning Style in Eleventh Grade Students of SMK N 1 Mondokan

From the results of interviews conducted by researchers to several eleventh grade students of SMK N 1 Mondokan. The researcher conducted interviews with 15 eleventh students from XI TKJ 4, using questions related to Visual, Auditory, Reading/Writing, and Kinesthetic (VARK) learning styles to find out the learning styles of the 15 students. The following are the results of interviews with 15 students:

Student 1 : Sella Febriana

Learning Style: Visual

From the interview results to S1, she has an indication of visual learning style in accordance with the questions answered by S1. S1 also agreed to the four questions, the activities carried out by S1 to get information or absorb material tend to their visual senses that must see schematic images, and when in class S1 pays more attention to PPT displayed or shared with each student via smartphone. Then body language from teachers or seatmates can help students to receive information and material well, body language is a sign for these students, Art and beauty in PPT images are also very influential for S1 to absorb information, this is related to the level of boredom of S1 to see presentations in the PPT display. S1 also often imagines or visualizes what he has seen in PPT views or drawings and schemes, this is done to remember the material he has obtained before. From this explanation, it can be concluded that S1 has a Visual learning style.

Student 2 : Selly Febryani

Learning Style: Visual

From the interview results to S2, she has an indication of visual learning style in accordance with the questions answered by S2. S2 also agreed to the four questions, the activities carried out by S2 to get information or absorb material tend to their visual senses that must see schematic images, and when in class S2 pays more attention to PPT displayed or shared with each student via smartphone. Then body language from teachers or seatmates can help students to receive information and material well, body language is a sign for these students, Art and beauty in PPT images are also very influential for S2 to absorb information, this is related to the level of boredom of S2 to see presentations in the PPT display. S2 also often

imagines or visualizes what he has seen in PPT views or drawings and schemes, this is done to remember the material he has obtained before. From this explanation, it can be concluded that S2 has a Visual learning style.

Student 3 : Nanda Kirana

Learning Style: Visual

From the interview results to S3, she has an indication of visual learning style in accordance with the questions answered by S3. S3 also agreed to the four questions, the activities carried out by S3 to get information or absorb material tend to their visual senses that must see schematic images, and when in class S3 pays more attention to PPT displayed or shared with each student via smartphone. Then body language from teachers or seatmates can help students to receive information and material well, body language is a sign for these students, Art and beauty in PPT images are also very influential for S3 to absorb information, this is related to the level of boredom of S3 to see presentations in the PPT display. S3 also often imagines or visualizes what he has seen in PPT views or drawings and schemes, this is done to remember the material he has obtained before. From this explanation, it can be concluded that S3 has a Visual learning style.

Student 4 : Sinta Febriana Mukaromah

Learning Style: Auditory

From the results of the interview with S4, she has an indication of auditory learning style, this is appropriate from the answers to questions that lead to auditory learning style. S4 also agrees with the four questions related to her learning style, this is in line with the first point where to remember information she

must listen carefully to the pronunciation or recording, clarity of intonation and also the speed of speech from the teacher or his friend also affects the process of receiving information and material, the classroom atmosphere can affect S4 to receive the material presented by the teacher, Students with Auditory learning styles mostly need quiet situations to learn. To remember a material or thing S4 also do repetition or memorize what they have heard, they repeat or memorize the information in their hearts. From this explanation, it can be concluded that S4 has an Auditory learning style.

Student 5 : Sintia

Learning Style: Auditory

From the results of the interview with S5, she has an indication of auditory learning style, this is appropriate from the answers to questions that lead to auditory learning style. S5 also agrees with the four questions related to her learning style, this is in line with the first point where to remember information she must listen carefully to the pronunciation or recording, clarity of intonation and also the speed of speech from the teacher or his friend also affects the process of receiving information and material, the classroom atmosphere can affect S5 to receive the material presented by the teacher, Students with Auditory learning styles mostly need quiet situations to learn. To remember a material or thing S5 also do repetition or memorize what they have heard, they repeat or memorize the information in their hearts. From this explanation, it can be concluded that S5 has an Auditory learning style.

Student 6 : Sofi Erma Sari

Learning Style: Reading/Writing

From the interview with S6, she has an indication of the Reading/Writing learning style, from each S6 answer in accordance with the questions on the Reading/Writing learning style. S6 also approves and feels doing the things mentioned in the question, she must read the text to obtain information or learning material, clarity of writing and neatness of paragraphs are also very influential on the student whether or not S6 understands the material depends on the neatness of writing and clarity of punctuation in paragraphs, S6 also tries to rewrite or summarize the material that has been delivered by the teacher during the lesson or in the books, S6 also carries small notes for study or to make a specific schedule. From this explanation, it can be concluded that S6 has a Reading / Writing learning style.

Student 7 : Sofi Natalia

Learning Style: Reading/Writing

From the interview with S7, she has an indication of the Reading/Writing learning style, from each S7 answer in accordance with the questions on the Reading/Writing learning style. S7 also approves and feels doing the things mentioned in the question, S7 must read the text in the book to get information or knowledge well, clarity of writing also affects S7 understanding, clarity of writing, punctuation and neatness of paragraphs can help him understand a material, S7 also writes and summarizes material to help remember what he learns, small notebooks

are also an easy means for him to quickly find information. From this explanation, it can be concluded that S7 has a Reading/Writing learning style.

Student 8 : Septiyan Choki

Learning Style: Reading/Writing

From the interview with S8, he has an indication of the Reading/Writing learning style, from each S8 answer in accordance with the questions on the Reading/Writing learning style. To obtain or understand the material, S8 must read a book to remember the content of the information, according to him, the clarity of writing and punctuation and neatness of paragraphs can also help him to understand the content of the material, S8 also summarizes some material to read if he forgets the learning material, a small notebook can also help him to remember the material better. From this explanation, it can be concluded that S8 has a Reading/Writing learning style.

Student 9 : Tata Keyla Bunga Shiva

Learning Style: Reading/Writing

Based on the results of the interview with S9, she has an indication of the learning style of Reading / Writing, this is related to the answer of S9 which leads to the question of Reading / Writing, S9 also agrees and feels the same according to the question. S9 must read to get and remember information, clarity of writing and punctuation and neatness according to him can make it easier to absorb information, S9 also rewrites or summarizes from books, salted, PPT to help her remember the information obtained, S9 also makes small notes from the material

she summarizes to help remember information when she forgets. From this explanation, it can be concluded that S9 has a Reading/Writing learning style.

Student 10 : Thasnim Ayu Rengganis

Learning Style: Reading/Writing

Based on the results of the interview with S10, she has an indication of the learning style of Reading / Writing, this is related to the answer of S10 which leads to the question of Reading / Writing, S10 also agrees and feels the same according to the question. S10 must read to get and remember information, clarity of writing and punctuation and neatness according to him can make it easier to absorb information, S10 also rewrites or summarizes from books, salted, PPT to help her remember the information obtained, S10 also makes small notes from the material she summarizes to help remember information. From this explanation, it can be concluded that S10 has a Reading/Writing learning style.

Student 11 : Bayu Wijanarko

Learning Style: Kinesthetic

Based on the results of the interview with S11, he has an indication of the learning style of Kinesthetic, this is related to the answer of S11 which leads to the question of Kinesthetic, S11 also agrees and feels the same according to the question. S11 must do physical activities or practice and do demonstrations to get information or to remember what he learned, direct experience with an object or related to the material is very influential for him, S11 also said that it is difficult for him to sit quietly during class lessons, he tries to relieve boredom by moving his legs, practical activities are also more interesting to him than thinking or

remembering activities. From this explanation, it can be concluded that S11 has a Kinesthetic learning style.

Student 12 : Septian Hendrianto

Learning Style: Kinesthetic

Based on the results of the interview with S12, he has an indication of the learning style of Kinesthetic, this is related to the answer of S12 which leads to the question of Kinesthetic, S12 also agrees and feels the same according to the question. S12 obtains and remembers information by doing physical activities and demonstrations to make it easier to understand a material, direct experience with objects and materials is very helpful for S12 to understand a lesson or theory, S12 also finds it difficult to sit quietly during the learning process in class, for S12 practical activities are more interesting, besides being able to experience directly it is also easier to understand theory when practicing, rather than thinking and remembering activities. From this explanation, it can be concluded that S12 has a kinesthetic learning style.

Student 13 : Dio Isnaldi

Learning Style: Kinesthetic

Based on the results of the interview with S13, he has an indication of the learning style of Kinesthetic, this is related to the answer of S13 which leads to the question of Kinesthetic, S13 also agrees and feels the same according to the question. To obtain and remember information or material S13 must carry out physical activities such as practice and demonstration to understand the theory learned, direct experience with objects and materials is very influential for S13 to

capture knowledge from the material studied, S13 also finds it difficult to sit still during class lessons and play pen more often, practical activities are more interesting for S13 than remembering and thinking activities. Based on this explanation, it can be concluded that S13 has a kinesthetic learning style.

Student 14 : Via Amalia

Learning Style: Kinesthetic

Based on the results of the interview with S14, she has an indication of the learning style of Kinesthetic, this is related to the answer of S14 which leads to the question of Kinesthetic, S14 also agrees and feels the same according to the question. S14 must do physical activities such as practice and demonstration to obtain and remember information and material, direct experience of objects and materials can help her to capture knowledge well, S14 also finds it difficult to sit quietly during class lessons, S14 is more interested in practical activities than thinking or remembering activities. From this explanation, it can be concluded that S14 has a Kinesthetic learning style.

Student 15 : Verlita Dwi Maharani

Learning Style: Kinesthetic

Based on the results of the interview with S15, she has an indication of the learning style of Kinesthetic, this is related to the answer of S15 which leads to the question of Kinesthetic, S15 also agrees and feels the same according to the question. To obtain and remember information or knowledge S15 must do physical activities such as practicing and demonstration according to him this becomes easier because practice along with theory, direct experience gained S15 also helps him to

capture knowledge and information, S15 also unconsciously moves his legs or hands during class lessons this indicates S15 cannot sit quietly when receiving and understanding information, Practical activities are more fun for S15 than thinking and remembering activities. Based on this explanation, it can be concluded that S15 has a kinesthetic learning style.

B. Discussion

After the research findings has described clearly, the researcher explained them in more detail. In this chapter, there were discussion about problem formulation of this study; 1) What are the methods used by the teacher to teach English speaking to the eleven grade students of SMK N 1 Mondokan in academic year 2023/2024 and 2) How are students' learning style on teaching methods used by teacher in English speaking class of SMK N 1 Mondokan in academic year 2023/2024. Both of these questions can be answered based on observation and interview data. Based on the results of the observation and interview, the researcher found that the teacher used 2 methods to teach speaking in eleven grade students and the researcher found that students from eleven grade has VARK model learning style. The explanations were presented as follows:

1. Methods in teaching speaking used by the English teacher at the eleventh grade of SMK N 1 Mondokan 2023/2024

The researcher explain the result of finding based on observation and interview. The researcher found that there were two of teacher methods in teaching speaking used by English teacher at the eleventh grade of SMK N 1 Mondokan 2023/2024. The method were Communicative Language Teaching (CLT) and

Presentation, Practice, and Produce (PPP). In this section, the researcher tried to made description of the research finding with the relevant references.

a. Communicative Language Teaching (CLT)

Based on observation and interview result, the first method that used by the English teacher in teaching speaking was Communicative Language Teaching (CLT). CLT is a method that involves students to get enough space to talk and communicate between friends or teachers, by exchanging information and focusing on the meaning of communication itself. Activities in CLT usually ask students to engage in real or realistic communication, where the successful achievement of their communicative tasks is at least as important as the accuracy of their language use. Thus role play and stimulation became very popular in CLT (Harmer, 2007:69).

Tahir & Hanapi (2017:75) said that CLT method is the methodology to give a chance for students to speak in English, the students will learn how to produce the language orally in a certain condition. Applying role play and group discussion in teaching speaking can make students more active and enthusiastic in learning process in the classroom. The researcher did the observation and the material that teacher taught in speaking skills about legend story. Teacher explained the material from definition, structure, and function of the story.

After explaining the material, the teacher asks students to read the story of Rawa Pening and then make a group discussion with four to five students to discuss the themes, moral value, and characters in the story. After the students finished the discussion they were asked to come forward to present the results of

their discussion about the story of Rawa Pening. Then, each group comes to the front of the class according to its own order, each group can explain the moral value and character traits of the story. There are several groups that play the role of characters in the story to strengthen the explanation of the nature of the characters in the story. After that, there was a question and answer or discussion between students about the moral value and character traits in the story, from the discussion students agreed that the moral value of the story "rawa pening" is to respect others and do not hate each other.

After finishing the presentation the teacher gives a summary and detailed explanation of the material (What Legends Do You Love to Read). The teacher also provides feedback on the results of student presentations, the teacher corrects students if they make mistakes.

From the observation and theories are same. The teacher used Communicative Language Teaching (CLT) to teach speaking in TKJ class. Using the CLT method can be very useful in teaching speaking, through CLT method. Students have the opportunity to talk and communicate between benchmates or groups, here the teacher accompanies students in discussing and correcting wrong words or sentences, besides that the teacher can also ask students to do role play to train confidence when speaking. From the communication activities carried out between students, it is easier for them to understand the material that has been delivered by the teacher.

b. Presentation, Practice, and Production (PPP)

Based on observation and interview result, the second method that used by English teacher in teaching speaking was Presentation, Practice, and Produce. PPP is used by teacher to increase language production for students, in that language production itself consists of producing language and imitating language, this can help students to practice their speaking skills by imitating and repeating what the teacher says (Harmer, 2007:64).

Tahir & Hanapi (2017:75) said that PPP method might be similar with audiolingual through the use of pictures and focused learning. It can also be implemented through presentation and demonstration. The practice involves students using the target language in a controlled way. This might be implemented through drills, controlled written, and speaking activities, and repetition. Production involves the students use target language in the sentences.

The researcher did the observation and the material that teacher taught in speaking skills about descriptive text. Teacher explain the material from the definition, structure, and function of the descriptive text, Furthermore, The teacher appoints one of the students to describe the characteristics of his deskmate, then the students describe the characteristics of his friend ranging from hair, tall or short, thin or fat. Then after the students answered, the teacher again gave a question by asking "students what color is the blackboard in front of you?" then the students answered "white sir". After the students understand the explanation from the teacher. Then, the teacher asks the students to read page 38 about airplanes in 10 minutes. After the students read the airplanes text, then the teacher asks the students

to mention a word they do not understand, after the students write the word on the board. Then the teacher asked them to follow along and imitate what the teacher said several times. after explaining the material, teacher creates groups consisting 4-5 students, then the teacher lets the students choose objects in the classroom to create descriptive text according to what each group wants. For example, the first group describes smartphone, they can explain starting from the brand, color, size of the smartphone, memory size, function, and how to use it. Each group member must be able to describe the object they want to present in front of the class, therefore each group is given the opportunity to discuss with their group members to prepare the description text they will present.

When making a presentation each group member who explains the description of an object is divided according to the task that has been determined by their group, each group explains by bringing the object they have determined and each member divides it by explaining the appearance, use, and size of the object. After everything was finished, the teacher asked each group to present the results of their discussion in front of the class. Then the teacher began to appoint the first group for presentations until the last group, students can describe object well and clearly.

From the observation and theories are same. The teacher used Presentation, Practice, and Produce (PPP) to teach speaking in TP class. Using the PPP method can be very useful in teaching speaking. Through PPP method, teacher can present, ask students to practice, and ask students to produce the language they have learned and practice speaking repeatedly. Presentation means, the teacher

gives several ideas or topics for students and the students will be presenting based on the topic or ideas. Practice is the way to imitate the words or sentences. Meanwhile, the students will repeat the same words to give more understanding. Production defined as a create new language that has been learn by students from the previous steps. The students are able to produce new languages and able to deliver it. Teachers can created structured learning using PPP method, students can also practice speaking skills with more convidence because they can imitate every word or sentence said by the teacher. This make the students comfortable because they can practice their speaking skills by repeatedly sentences that they find difficult and the teacher can guide and confirm correct pronunciation.

2. The student's Learning Style

Based on interview result with 15 students, there are several Visual, Auditory, Reading/Writing, and Kinesthetic (VARK) learning styles that eleventh grade students have when carrying out learning activities in class. VARK is a learning style that refers to the category of communication preferences, this relates to the way a person gets and gives information such as in the learning process in class, when the teacher delivers and presents the material and topics discussed to students who will receive knowledge from what the teacher equates (Fleming, 2006:4-7). VARK consists of Visual, Auditory, Reading / Writing, and Kinesthetic, from each learning style model there is their own uniqueness in the process of receiving material, processing material, and practicing material.

From interviews with 15 eleventh graders related to each student's learning style, researchers found that each student who has a VARK learning style

has unique habits in the process of receiving information and knowledge. Of the 15 students there are 3 students who have Visual learning style, 2 students with Auditory learning style, 5 students with Reading/Writing learning style, and 5 students with kinesthetic learning style. Students with Visual learning style tend to receive information and knowledge using the sense of sight to remember what has been conveyed by the teacher through PPT presentations and body language, then students with Auditory learning style tend to receive information and knowledge using the sense of listener, students with Auditory learning style really need a quiet classroom environment in order to understand the material delivered by the teacher better, To help students remember material they usually use recordings. Furthermore, students with a Reading / Writing learning style tend to receive information and knowledge through the books they read, students with this learning style can be helped in understanding the material influenced by clarity of writing, clarity of punctuation, and neatness of paragraphs, to remember material students with a Reading / Writing learning style often rewrite or make resumes from learning books into small notebooks to make it easier for them when studying, Finally, students with kinesthetic learning styles tend to receive information and knowledge through real practical activities or physical activities related to theory and learning can help these students remember what they learn, students with kinesthetic learning styles have a habit of not being able to sit quietly when learning processes in class, they are also more interested in hands-on practical activities than learning activities that must be remembered.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. CONCLUSION

The method that are used in teaching speaking to eleventh grade students SMK N 1 Mondokan 2023/2024 are Communicative Language Teaching (CLT) and Presentation, Practice, and Produce (PPP). They are opening, main activity, and closing. There were two method in teaching speaking used by the English teacher at the eleventh grade at SMK N 1 Mondokan. They are CLT and PPP. The teacher used this method can improve the student ability to speak English because they are always practice and speaking. In addition to doing exercises and speaking, students also have the opportunity to have discussions with classmates, from doing these discussions students can practice speaking skills with tablemates or groups. The use of the CLT method allows students to do more communication because students are asked to be more active in discussing or doing role play. And the use of the PPP method allows students to practice more than imitating and following what the teacher says and follow intonation well, students will get used to speaking English by doing speaking practice accompanied by the teacher. The student's response towards this method are well.

The second is student's learning style in eleventh grade students of SMK N 1 Mondokan. The eleventh grade students have their own learning styles that they feel are suitable and comfortable with themselves when they study. VARK model

learning style can be found in 15 eleventh grade students. VARK are consist of 1) Visual, 2) Auditory, 3) Reading/Writing, 4) Kinesthetic.

B. SUGGESTION

After the researcher draws the conclusion on teachers' methods in teaching speaking skills among the eleventh grade students of SMK N 1 Mondokan in the academic year 2023/2024 and the student's learning style in eleventh grade students of SMK N 1 Mondokan, the researcher is going to present the suggestion to the teacher and other researcher dealing with the teaching-learning process of speaking skills.

1. For the teacher

- a. Teacher must be able to create a learning environment that makes students more active when practicing in class.
- b. Teacher must create a situation where students can convey ideas without having to be embarrassed if they make mistakes when speaking English.
- c. Teacher must be able to create a comfortable learning atmosphere in speaking activities so that students can convey ideas more freely.
- d. Teacher should add more creative and interesting learning media to teaching in class.

2. For Students

Students should be able to increase their confidence when teaching learning process especially in speaking class. They should be more courageous and confident to speak in front of friends and teacher to express their opinions, and

students should reduce and eliminate fear and embarrassment if they misspeak or stammer. Students should practice more often to hone their speaking skills.

3. For Other Researcher

The researcher realize that the results of this research is not perfect, there are still many shortcomings and weaknesses related to theories and methods due to limited research capabilities. The researchers also understand and realize that this research paper contributes little to the activity of teaching speaking. The researchers hope that other researchers can develop this research to provide new space in the world of education. The hope of researchers is that this research can be useful and this research can be used as a reference in the same field, especially teaching speaking skills.

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APPENDIX

1. Interview With Teacher 22 August 2023

Researcher : Assalamualaikum Wr.Wb, pak. Mohon maaf telah mengganggu waktunya sebentar. Saya Rizki Taufiq Rusdianto mahasiswa UIN Raden Mas Said yang sedang melaksanakan penelitian di SMK N 1 Mondokan mengenai metode yang bapak gunakan saat mengajar kelas speaking.

Teacher : Waalaikumsalam Wr.Wb, mas. Silahkan mas apa yang ingin ditanyakan?

Researcher : Baik pak, izin bertanya untuk guru Bahasa Inggris di sekolah ini ada berapa ya pak?

Teacher : Untuk jumlah guru Bahasa Inggris ada 5 mas, saya sendiri, pak Agung, pak Budi, miss Risa, pak Tahmid

Researcher : Kalau bapak sendiri mengajar di kelas berapa pak?

Teacher : Saya mengajar di kelas XI TKJ 4, XI TKJ 2, XI TP 2 mas

Researcher : Baik pak, lalu metode apa yang sering bapak gunakan saat mengajar khususnya saat kelas speaking pak?

Teacher : *Metode yang saya gunakan CLT dan PPP mas, karena kedua metode tersebut memberikan kesempatan bagi siswa untuk lebih komunikatif ketika kelas speaking dan juga siswa dapat berlatih berbicara dengan meniru apa yang saya ucapkan dan melatih pengucapan mereka mas.* Ketika dikelas siswa berdiskusi dengan leluasa dengan teman kelompoknya dan ketika mereka melakukan

role play mereka perlahan merasa percaya diri dengan cara berbicara mereka saat didepan kelas.

Researcher : Selanjutnya pak, kenapa anda memakai Metode CLT dan PPP?

Teacher : *Karena metode ini memang cukup efisien untuk membantu siswa berlatih speaking skill dikelas, dikarenakan yang pertama CLT membuat siswa lebih aktif untuk terlibat dalam kegiatan diskusi dan siswa dapat berinteraksi lebih leluasa dengan teman sebangkunya. Yang kedua PPP, metode ini dapat membantu siswa yang kurang aktif dan kurang percaya diri, pada metode ini guru mempresentasikan dan mengajak siswa untuk melakukan praktik speaking bersama dengan menirukan dan mengulangi apa yang guru ucapkan, setelah itu siswa diminta untuk berkomunikasi dengan teman sebangkunya untuk mempresentasikan kemampuan berbicara mereka.*

Researcher : Lalu, saat bapak mengajar dikelas, bahasa Inggris atau bahasa Indonesia yang bapak pakai untuk menyampaikan materi?

Teacher : Saya kondisional mas, jika siswa sudah aktif dan mulai percaya diri untuk berbicara dengan Bahasa Inggris maka saya akan memakai full Bahasa Inggris dikelas, namun terkadang siswa kurang paham jika penyampaian materi full Bahasa Inggris mas, jadi agar mereka lebih mudah memahami materi saya menyampaikannya dengan Bahasa Indonesia. Dan ketika diskusi saya meminta siswa untuk memakai Bahasa Inggris mas supaya mereka dapat berlatih

berbicara lebih lancar, namun terkadang mereka kembali memakai Bahasa Indonesia dan saya mengingatkan ‘ayo mas mba in English’.

Researcher : Lalu apakah siswa lancar saat berbicara bahasa Inggris pak?

Teacher : Ada yang lancar ada yang tidak mas. ada beberapa siswa yang merasa malu dan kurang percaya diri untuk berbicara dalam bahasa Inggris, meskipun mereka memiliki ide dan telah berusaha menyusun kalimat tetapi mereka takut apabila membuat kesalahan, apalagi kalau teman sekelas tertawa. Jika saja siswa dapat aktif dan sedikit lebih percaya diri tentunya akan lebih mudah untuk menilai sejauh mana kemampuan dan pemahaman mereka dengan materi yang telah saya ajarkan dikelas.

Researcher : Apa kelebihan dari metode CLT dan PPP pak?

Teacher : *Untuk kelebihan CLT agar siswa dapat menyerap materi yang diajarkan dengan baik, hal ini dikarenakan siswa/i jadi memiliki peluang untuk berbicara didepan kelas meskipun grammarnya belum sesuai. Untuk kelebihan PPP agar siswa/i dapat menyerap materi tidak hanya dari materi yang disampaikan, tetapi juga siswa dapat berlatih berbicara dengan mengikuti dan menirukan apa yang saya ucapkan, dan setelah itu mereka dapat mengucapkan beberapa kalimat dengan baik.*

Researcher : Baik pak, saya rasa cukup sekian dulu interviewnya. Terimakasih banyak atas bantuan dan waktunya pak.

Teacher : Iya mas, sama-sama mas

Researcher : Assalamualaikum Wr.Wb pak

Teacher : Waalaikumsalam Wr.Wb mas

2. Observation Checklist First Meeting XI TKJ 4

Teacher : Mr. Ali

Observer : Rizki Taufiq Rusdianto

Kelas : XI TKJ 4

Date & Time : Monday, 21th August 2023

No.	Types of Method	Yes	No	Activity
	A. CLT (Communicative Language Teaching)			
1.	The teacher encourages the student activeness in the classroom	√		Opening -The teacher greeted the students. -The teacher checked the attendance list. Main Activity -The teacher did ice breaking to the students. -The teacher gives simple question about legend story. -The teacher gives explanation and example about the material. -The teacher asks the students to open their book on pages 4. -The students read story about Rawa Pening. -The teacher asks the students to make a group discussion to discuss the theme, moral value, and the character in Rawa Pening story. -The students discuss with their friend about the task.
2.	The learning process focused on student learning centered	√		
3.	The teacher used role play to stimulate the students to speak in the class	√		
4.	The students are able to communicate to the target language	√		
5.	The students communicate effectively and meaningfully based on the purpose of the study	√		
	B. PPP (Presentation, Practice, and Production)			
1.	The students imitating the words or sentences			
2.	The student trying to repeat the new words or sentences			
3.	The students produces the new languages			
4.	The teacher involved in the learning process to monitor the student activity			

5.	The students are able to present their ability in speaking skill			<p>-After the students finished their discussion, the teacher ask each group to present their discussion.</p> <p>-The students come in front of the class and present their discussion result.</p> <p>-After the presentation finished, the students disucussed about the moral value of Rawa Pening story.</p> <p>Closing</p> <p>-The teacher give feedback to the students and sum up the material of the day.</p>
	C. ESA (Engage Study Activate)			
1.	The students engage in the process of learning languages			
2.	The process of learning language includes of learning grammar, vocabulary, and pronunciation			
3.	The students are able to used the language effectively			
4.	The students participate during the lesson occurs			
5.	The teacher creates comfortable envirotment to involve the students to be active in the class			
	D. Lexical Approach			
1.	The students used grammar phrase to communicate			
2.	The teacher explains about the using of collocation, idioms, and grammar phrase			
3.	Lexical approach develops the student ability in receptive skill			
4.	The students communicate in English by using collocation, and idioms			
5.	The researcher emphasize the students to use the lexical structures when the students communicate with their friends			
	E. GTM (Grammar Translation Method)			
1.	The teacher focuses on teaching grammar			
2.	The students are able to arrange the sentences based on the grammatically form			
3.	The accuracy in writing skill is important			
4.	The teacher checks the utilizing of grammatically form			

5.	The teacher increased the student performances in writing skill			
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3. Observation Checklist Second Meeting XI TKJ 4

Teacher : Mr. Ali

Observer : Rizki Taufiq Rusdianto

Kelas : XI TKJ 4

Date & Time : Monday, 28 August 2023

No.	Types of Method	Yes	No	Activity
	A. CLT (Communicative Language Teaching)			
1.	The teacher encourages the student activeness in the classroom	√		Opening -The teacher greeted the students -The teacher checked the attendace list. Main Activity -The teacher did ice breaking to the students. -The teacher explain about descriptive text and give the example about descriptive text. -The teacher asks the student to describe their deskmates or things in the classroom. -After that, the teacher asks the students to read descriptive text on pages 38 (airplanes). -The students read descriptive text (airplanes) -The teacher asks the students to make a group discussion to make a
2.	The learning process focused on student learning centered	√		
3.	The teacher used role play to stimulate the students to speak in the class	√		
4.	The students are able to communicate to the target language	√		
5.	The students communicate effectively and meaningfully based on the purpose of the study	√		
	B. PPP (Presentation, Practice, and Production)			
1.	The students imitating the words or sentences			
2.	The student trying to repeat the new words or sentences			
3.	The students produces the new languages			
4.	The teacher involved in the learning process to monitor the student activity			

5.	The students are able to present their ability in speaking skill			<p>descriptive text about things in the class.</p> <p>-The students discuss with their group about the task.</p> <p>-The student come in front of the class and present their descriptive text result.</p> <p>Closing</p> <p>-The teacher give feedback to the students and sum up the material of the day.</p>
	C. ESA (Engage Study Activate)			
1.	The students engage in the process of learning languages			
2.	The process of learning language includes of learning grammar, vocabulary, and pronunciation			
3.	The students are able to used the language effectively			
4.	The students participate during the lesson occurs			
5.	The teacher creates comfortable envirotment to involve the students to be active in the class			
	D. Lexical Approach			
1.	The students used grammar phrase to communicate			
2.	The teacher explains about the using of collocation, idioms, and grammar phrase			
3.	Lexical approach develops the student ability in receptive skill			
4.	The students communicate in English by using collocation, and idioms			
5.	The researcher emphasize the students to use the lexical structures when the students communicate with their friends			
	E. GTM (Grammar Translation Method)			
1.	The teacher focuses on teaching grammar			
2.	The students are able to arrange the sentences based on the grammatically form			
3.	The accuracy in writing skill is important			

4.	The teacher checks the utilizing of grammatically form			
5.	The teacher increased the student performances in writing skill			

4. Observation Checklist First Meeting XI TP 2

Teacher : Mr. Ali

Observer : Rizki Taufiq Rusdianto

Kelas : XI TP 2

Date & Time : Monday, 21th August 2023

No.	Types of Method	Yes	No	Activity
	A. CLT (Communicative Language Teaching)			Opening -The teacher greeted the students. -The teacher checked the attendance list.
1.	The teacher encourages the student activeness in the classroom			
2.	The learning process focused on student learning centered			
3.	The teacher used role play to stimulate the students to speak in the class			Main Activity -The teacher did ice breaking to the students. -The teacher gives simple question about legend story.
4.	The students are able to communicate to the target language			-The teacher gives explanation and example about the material.
5.	The students communicate effectively and meaningfully based on the purpose of the study			-The teacher asks the students to open their book on pages 4. -The students read story about Rawa Pening.
	B. PPP (Presentation, Practice, and Production)			-The teacher asks the students to make a group discussion to discuss the theme, moral value, and the character in Rawa Pening story.
1.	The students imitating the words or sentences	√		
2.	The student trying to repeat the new words or sentences	√		
3.	The students produces the new languages	√		-The students discuss with their friend about the task.

4.	The teacher involved in the learning process to monitor the student activity	√		<p>-After the students finished their discussion, the teacher ask each group to present their discussion.</p> <p>-The students come in front of the class and present their discussion result.</p> <p>-After the presentation finished, the students disucussed about the moral value of Rawa Pening story.</p> <p>Closing</p> <p>-The teacher give feedback to the students and sum up the material of the day.</p>
5.	The students are able to present their ability in speaking skill	√		
	C. ESA (Engage Study Activate)			
1.	The students engage in the process of learning languages			
2.	The process of learning language includes of learning grammar, vocabulary, and pronunciation			
3.	The students are able to used the language effectively			
4.	The students participate during the lesson occurs			
5.	The teacher creates comfortable envirotment to involve the students to be active in the class			
	D. Lexical Approach			
1.	The students used grammar phrase to communicate			
2.	The teacher explains about the using of collocation, idioms, and grammar phrase			
3.	Lexical approach develops the student ability in receptive skill			
4.	The students communicate in English by using collocation, and idioms			
5.	The researcher emphasize the students to use the lexical structures when the students communicate with their friends			
	E. GTM (Grammar Translation Method)			
1.	The teacher focuses on teaching grammar			

2.	The students are able to arrange the sentences based on the grammatically form			
3.	The accuracy in writing skill is important			
4.	The teacher checks the utilizing of grammatically form			
5.	The teacher increased the student performances in writing skill			

5. Observation Checklist Second Meeting XI TP 2

Teacher : Mr. Ali

Observer : Rizki Taufiq Rusdianto

Kelas : XI TP 2

Date & Time : Monday, 28th August 2023

No.	Types of Method	Yes	No	Activity
	A. CLT (Communicative Language Teaching)			
1.	The teacher encourages the student activeness in the classroom			Opening -The teacher greeted the students -The teacher checked the attendace list.
2.	The learning process focused on student learning centered			
3.	The teacher used role play to stimulate the students to speak in the class			
4.	The students are able to communicate to the target language			Main Activity -The teacher did ice breaking to the students. -The teacher explain about descriptive text and give the example about descriptive text. -The teacher asks the student to describe their deskmates or things in the classroom. -After that, the teacher asks the students to read
5.	The students communicate effectively and meaningfully based on the purpose of the study			
	B. PPP (Presentation, Practice, and Production)			
1.	The students imitating the words or sentences	√		

2.	The student trying to repeat the new words or sentences	√		descriptive text on pages 38 (airplanes). -The students read descriptive text (airplanes) -The teacher asks the students to make a group discussion to make a descriptive text about things in the class. -The students discuss with their group about the task. -The student come in front of the class and present their descriptive text result.
3.	The students produces the new languages	√		
4.	The teacher involved in the learning process to monitor the student activity	√		
5.	The students are able to present their ability in speaking skill	√		
	C. ESA (Engage Study Activate)			
1.	The students engage in the process of learning languages			Closing -The teacher give feedback to the students and sum up the material of the day.
2.	The process of learning language includes of learning grammar, vocabulary, and pronunciation			
3.	The students are able to used the language effectively			
4.	The students participate during the lesson occurs			
5.	The teacher creates comfortable envirotment to involve the students to be active in the class			
	D. Lexical Approach			
1.	The students used grammar phrase to communicate			
2.	The teacher explains about the using of collocation, idioms, and grammar phrase			
3.	Lexical approach develops the student ability in receptive skill			
4.	The students communicate in English by using collocation, and idioms			
5.	The researcher emphasize the students to use the lexical structures when the students communicate with their friends			
	E. GTM (Grammar Translation Method)			

1.	The teacher focuses on teaching grammar			
2.	The students are able to arrange the sentences based on the grammatically form			
3.	The accuracy in writing skill is important			
4.	The teacher checks the utilizing of grammatically form			
5.	The teacher increased the student performances in writing skill			

6. Observation Checklist XI TKJ 2

Teacher : Mr. Ali

Observer : Rizki Taufiq Rusdianto

Kelas : XI TKJ 2

Date & Time : Monday, 28th August 2023

No.	Types of Method	Yes	No	Activity
	A. CLT (Communicative Language Teaching)			
1.	The teacher encourages the student activeness in the classroom	√		Opening -The teacher greeted the students. -The teacher checked the attendance list. Main Activity -The teacher did ice breaking to the students. -The teacher gives simple question about legend story. -The teacher gives explanation and example about the material. -The teacher asks the students to open their book on pages 4.
2.	The learning process focused on student learning centered	√		
3.	The teacher used role play to stimulate the students to speak in the class	√		
4.	The students are able to communicate to the target language	√		
5.	The students communicate effectively and meaningfully based on the purpose of the study	√		
	B. PPP (Presentation, Practice, and Production)			

1.	The students imitating the words or sentences			<p>-The students read story about Rawa Pening.</p> <p>-The teacher asks the students to make a group discussion to discuss the theme, moral value, and the character in Rawa Pening story.</p> <p>-The students discuss with their friend about the task.</p> <p>-After the students finished their discussion, the teacher ask each group to present their discussion.</p>
2.	The student trying to repeat the new words or sentences			
3.	The students produces the new languages			
4.	The teacher involved in the learning process to monitor the student activity			
5.	The students are able to present their ability in speaking skill			
	C. ESA (Engage Study Activate)			<p>-The students come in front of the class and present their discussion result.</p> <p>-After the presentation finished, the students disucussed about the moral value of Rawa Pening story.</p> <p>Closing</p> <p>-The teacher give feedback to the students and sum up the material of the day.</p>
1.	The students engage in the process of learning languages			
2.	The process of learning language includes of learning grammar, vocabulary, and pronunciation			
3.	The students are able to used the language effectively			
4.	The students participate during the lesson occurs			
5.	The teacher creates comfortable envirotment to involve the students to be active in the class			
	D. Lexical Approach			
1.	The students used grammar phrase to communicate			
2.	The teacher explains about the using of collocation, idioms, and grammar phrase			
3.	Lexical approach develops the student ability in receptive skill			
4.	The students communicate in English by using collocation, and idioms			
5.	The researcher emphasize the students to use the lexical structures when the students communicate with their friends			
	E. GTM (Grammar Translation Method)			

1.	The teacher focuses on teaching grammar			
2.	The students are able to arrange the sentences based on the grammatically form			
3.	The accuracy in writing skill is important			
4.	The teacher checks the utilizing of grammatically form			
5.	The teacher increased the student performances in writing skill			

7. Interview with Eleventh Grade Students

Student 1 : Sella Febriana

Learning Style: Visual

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	Iya mas.
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	Betul mas.
	Apakah seni, keindahan, dan estetika penting bagi Anda?	Penting mas
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	Iya mas, kadang harus dibayangkan dulu biar ingat materinya.
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	Tidak mas
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-	Ngga terlalu mas

	benar membantu Anda dalam menangkap informasi?	
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	(geleng kepala)
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	(geleng kepala)
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	Iya mas kadang-kadang.
	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	(geleng kepala)
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	Tidak mas
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	(geleng kepala)
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	Tidak mas
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	(geleng kepala)
	Apakah sulit bagi Anda untuk duduk diam beberapa	Tidak mas

	saat dan fokus memahami suatu informasi?	
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	Tidak mas

Student 2 : Selly Febryani

Learning Style: Visual

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	Iya mas.
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	Betul mas.
	Apakah seni, keindahan, dan estetika penting bagi Anda?	Penting mas.
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	Iya mas kadang kalau lupa, sering mengimajinasikan apa yang diejelaskan sebelumnya
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	Ngga mas
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	Ngga mas
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	Iya mas

	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	(geleng kepala)
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	(angguk kepala) iya
	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	enggak mas
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	(Geleng kepala)
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	Tidak mas
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	(angguk)
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	(geleng kepala)
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	ngga mas

Student 3 : Nanda Kirana

Learning Style: Visual

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	Iya mas betul.
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	Betul mas.
	Apakah seni, keindahan, dan estetika penting bagi Anda?	Iya mas.
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	Betul mas.
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	Ngga mas
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	Tidak mas
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	Iya mas
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	Lumayan
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	Tidak mas

	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	(geleng kepala)
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	(geleng kepala)
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	Iya mas sangat membantu.
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	(silang tangan) tidak
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	(angguk kepala) iya
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	Tidak mas
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	(silang tangan) tidak

Student 4 : Sinta Febriana Mukaromah

Learning Style: Auditory

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	(geleng kepala)
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	Iya mas
	Apakah seni, keindahan, dan estetika penting bagi Anda?	Lumayan mas
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	(geleng kepala)
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	Betul mas
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	Iya mas betul, kalau kecepatan jadi kurang paham
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	Iya mas, berisik dikit udah buyar.
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	Iya mas betul.
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	(silang tangan)

	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	(silang tangan)
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	(geleng kepala)
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	Iya mas
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	(geleng kepala)
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	Iya mas, kalau pas ngerasa bosan.
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	Enggak mas

Student 5 : Sintia

Learning Style: Auditory

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	(geleng kepala)
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	(geleng kepala)
	Apakah seni, keindahan, dan estetika penting bagi Anda?	(geleng kepala)
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	(geleng kepala)
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	Betul mas
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	Iya mas, kalau kecepatan bingung.
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	Betul mas.
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	Iya mas betul.
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	(geleng kepala)

	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	(geleng kepala)
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	Iya mas, kadang pas dijelasin guru kusambi nulis apa yang disampaikan.
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	(geleng kepala)
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	(geleng kepala)
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	(geleng kepala)
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	(geleng kepala)
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	(geleng kepala)

Student 6 : Sofi Erma Sari

Learning Style: Reading/Writing

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	(silang tangan)
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	(silang tangan)
	Apakah seni, keindahan, dan estetika penting bagi Anda?	(silang tangan)
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	(silang tangan)
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	(silang tangan)
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	(silang tangan)
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	(silang tangan)
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	(silang tangan)
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	Iya mas

	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	Betul mas
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	Iya mas
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	Betul mas, jadi gampang nyarinya.
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	(silang tangan)
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	(silang tangan)
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	Lumayan mas, kadang pas nulis. Kaki maunya gerak-gerak terus.
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	Kadang-kadang mas

Student 7 : Sofi Natalia

Learning Style: Reading/Writing

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	(silang tangan)
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	(silang tangan)
	Apakah seni, keindahan, dan estetika penting bagi Anda?	Penting mas, soalnya kalau tampilannya menarik jadi ga bosan kalau baca-baca.
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	(silang tangan)
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	(silang tangan)
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	(geleng kepala)
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	Tidak mas
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	Tidak mas

C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	Iya mas
	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	Betul mas
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	Iya mas betul
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	Iya mas jadi gampang nyarinya.
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	(Geleng kepala)
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	(Geleng kepala)
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	(Geleng kepala)

Student 8 : Septiyan Choki

Learning Style: Reading/Writing

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	(Geleng kepala)
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	Lumayan mas
	Apakah seni, keindahan, dan estetika penting bagi Anda?	(Geleng kepala)
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	(Geleng kepala)
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	(Geleng kepala)
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	(Geleng kepala)
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	(Geleng kepala)
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	Betul mas

	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	Iya mas sangat membantu
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	Iya mas jadi lebih gampang
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	Iya mas
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	(Geleng kepala)
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	Iya mas
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	(Geleng kepala)
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	Iya mas, enakan praktik daripada hafalan teori.

Student 9 : Tata Keyla Bunga Shiva

Learning Style: Reading/Writing

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	(Geleng kepala)
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah seni, keindahan, dan estetika penting bagi Anda?	(Geleng kepala)
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	(Geleng kepala)
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	(Geleng kepala)
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	Penting mas
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	(Geleng kepala)
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	Iya betul mas

	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	Iya mas jadi lebih gampang kalau tulisannya jelas, enak buat nangkap materi
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	Iya mas, jadi kalau nulis ulang materi. Kayak terasa aja pas nulis tapi didalam hati juga baca.
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	Iya mas, kalau lupa materi sering saya buka lagi catetan materi
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	Iya mas kadang-kadang.
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	(Geleng kepala)
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	(Geleng kepala)

Student 10 : Thasnim Ayu Rengganis

Learning Style: Reading/Writing

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	(Geleng kepala)
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah seni, keindahan, dan estetika penting bagi Anda?	Iya mas penting
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	(Geleng kepala)
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	(Geleng kepala)
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	(Geleng kepala)
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	(Geleng kepala)
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	Iya mas, jadi harus baca dulu.

	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	Iya mas, jadi mudah buat dipahami
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	Iya mas saya sering merangkum materi.
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	Iya mas, saya juga selalu bawa buku catatan kecil.
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	(Geleng kepala)
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	Iya mas, kadang setelah baca-baca terus ku praktikkan.
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	(Geleng kepala)
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	(Geleng kepala)

Student 11 : Bayu Wijanarko

Learning Style: Kinesthetic

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	(Geleng kepala)
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	Iya mas betul.
	Apakah seni, keindahan, dan estetika penting bagi Anda?	(Geleng kepala)
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	(Geleng kepala)
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	(Geleng kepala)
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	(Geleng kepala)
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	(Geleng kepala)
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	(Geleng kepala)

	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	(Geleng kepala)
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	(Geleng kepala)
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	Iya betul mas
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	Betul mas, harus ada pengalaman langsung terkait materi
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	Sulit mas, kadang ga sadar udah gerak-gerak aja kaki
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	Betul mas.

Student 12 : Septian Hendrianto

Learning Style: Kinesthetic

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	Iya mas, apalagi kalau mau kegiatan praktik.
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah seni, keindahan, dan estetika penting bagi Anda?	(Geleng kepala)
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	(Geleng kepala)
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	(Geleng kepala)
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	(Geleng kepala)
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	(Geleng kepala)
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	(Geleng kepala)

	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	(Geleng kepala)
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	Kalau sempet mas
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	Iya mas.
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	Betul mas, lebih terbantu kalau praktek langsung.
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	Susah mas buat anteng.
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	Betul mas, praktek selain dapat pengalaman langsung juga lebih enak buat memahami teori.

Student 13 : Dio Isnaldi

Learning Style: Kinesthetic

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	(Geleng kepala)
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah seni, keindahan, dan estetika penting bagi Anda?	(Geleng kepala)
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	Iya mas tekadang harus mbayangin dulu apa yang lupa.
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	(Geleng kepala)
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	(Geleng kepala)
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	(Geleng kepala)
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	(Geleng kepala)

	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	(Geleng kepala)
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	(Geleng kepala)
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	Iya mas, kalau praktek jadi paham sama teorinya
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	Betul mas, jadi harus langsung praktek biar gampang nangkap materi
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	Betul mas, lebih sering mainin pulpen.
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	Betul banget mas.

Student 14 : Via Amalia

Learning Style: Kinesthetic

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	(Geleng kepala)
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah seni, keindahan, dan estetika penting bagi Anda?	Penting mas
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	(Geleng kepala)
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	(Geleng kepala)
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	Penting mas
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	(Geleng kepala)
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	(Geleng kepala)

	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	(Geleng kepala)
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	(Geleng kepala)
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	Iya mas betul
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	Betul mas, lebih mudah nangkepnya
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	Iya mas agak sulit buat anteng
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	Iya mas praktek lebih menarik.

Student 15 : Verlita Dwi Maharani

Learning Style: Kinesthetic

Gaya Belajar	Question	Answer
A. Visual	Untuk mendapatkan dan mengingat informasi, apakah Anda harus melihat gambar, skema, ilustrasi, grafik, dan sebagainya?	(Geleng kepala)
	Apakah bahasa tubuh pembicara benar-benar membantu Anda dalam menangkap informasi?	Iya mas
	Apakah seni, keindahan, dan estetika penting bagi Anda?	Penting mas
	Apakah memvisualisasikan informasi dalam pikiran Anda membantu Anda mengingat informasi dengan lebih baik?	(Geleng kepala)
B. Auditory	Untuk memperoleh dan mengingat informasi, apakah Anda harus mendengarkan penjelasan, rekaman, presentasi, atau diskusi?	(Geleng kepala)
	Apakah kejelasan intonasi, pengucapan, dan kecepatan bicara pembicara benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah suasana tenang, tidak ramai, tidak berisik, sangat penting bagi Anda saat mendengarkan penjelasan, presentasi, lagu atau rekaman?	Iya mas, lebih suka suasana tenang buat belajar.
	Apakah mengulangi (menghafal) informasi dalam hati atau pikiran membantu Anda mengingat informasi tersebut?	(Geleng kepala)
C. Reading/Writing	Untuk memperoleh dan mengingat informasi, apakah Anda harus membaca teks?	(Geleng kepala)

	Apakah kejelasan tulisan, termasuk tanda baca, pilihan kata (diksi), logika kalimat, efektivitas kalimat, dan paragraf yang bervariasi, benar-benar membantu Anda dalam menangkap informasi?	(Geleng kepala)
	Apakah menulis ulang informasi dalam diagram menjadi beberapa kalimat membantu Anda mengingat informasi tersebut?	(Geleng kepala)
	Apakah membuat catatan kecil, menandai kalimat tertentu di buku, membantu Anda mengingat informasi?	Iya mas lumayan.
D. Kinesthetic	Untuk memperoleh dan mengingat informasi apakah Anda harus melakukan aktivitas fisik, seperti berlatih dan mendemonstrasikan?	Iya mas, karena lebih mudah kalau materi bareng dengan praktek
	Apakah pengalaman langsung dengan benda dan material benar-benar membantu Anda dalam menangkap informasi?	Iya mas, lebih gampang nangeknya
	Apakah sulit bagi Anda untuk duduk diam beberapa saat dan fokus memahami suatu informasi?	Terkadang. Tanpa sadar tetap saja gerak-gerakin kaki atau tangan
	Apakah kegiatan praktik lebih menarik dibandingkan kegiatan berpikir dan mengingat?	Iya mas praktek lebih seru

8. Modul Ajar 1 English SMK Fase F

B. Informasi Umum

Kode Modul	Bhs Inggris F.XI.1
Penyusun/Tahun	Nama Guru/2022
Kelas/Fase Capaian	XI/Fase F
Elemen/Topik	Menyimak-Berbicara; Membaca-Memirsa; Menulis-Mempresentasikan / Legenda dan Teks Narasi
Alokasi Waktu	136 menit (3 Jam Pelajaran)
Pertemuan Ke-	1-6
Profil Pelajar Pancasila	Berkebhinekaan Global, Mandiri, Bernalar kritis, Kreatif, dan Bergotong royong
Sarana Prasarana	LCD, Proyektor, Papan Tulis
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Discovery Learning
Moda Pembelajaran	Tatap Muka

C. Komponen Inti

Tujuan Pembelajaran

7. Peserta didik dapat dapat mengidentifikasi legenda sebagai teks naratif.
8. Peserta didik dapat memahami pengertian, struktur umum, dan unsur kebahasaan dari sebuah legenda.
9. Peserta didik dapat mengolah, menginterpretasikan, dan mengevaluasi informasi dari beberapa contoh legenda.

10. Peserta didik dapat mengidentifikasi dan menjelaskan makna kosakata baru dan yang jarang digunakan dalam sebuah legenda.
11. Peserta didik dapat mempresentasikan ide-ide yang berhubungan dengan plot pengembangan legenda dalam bentuk presentasi dan diskusi dalam kelas.
12. Peserta didik dapat memahami frasa kata perumpamaan dan konektor

Pertanyaan Pemantik

2. *Have you ever heard about legends? What legends have you ever read? Will you create your own version of a legend? Let's do it!*

Persiapan Pembelajaran

3. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
4. Guru menyiapkan bahan tayang PPT materi beberapa legenda yang familiar

Materi Pembelajaran

3. *Legends as Narrative Text*
4. *Imagery and Signal Words*

Langkah Pembelajaran

Pertemuan 1 (3 JP)

Kegiatan awal (20')

- mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. (5')
- Memberikan Pertanyaan Pemantik terkait gambar yang ada di Buku Splash hal. 2 (15')
 - *What do you see in the picture?*
 - *Does the animal exist?*
 - *If you were asked to make up a story about the picture, what topic would your story probably be about?*
 - *What kind of problem might occur in the story that you want to make up or tell?*
 - *Have you ever heard about a similar story in Indonesia?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Memperdengarkan file audio yang berkaitan dengan legenda (5')
- Mengidentifikasi kosakata *unfamiliar* yang terdengar dari file audio tersebut [Activity 1 - Splash XI hal. 3] (10')
- Mengidentifikasi dan memahami isi cerita dalam file audio tersebut [Activity 2 - Splash XI hal. 3] (15')

- Secara berpasangan mendiskusikan dan memecahkan beberapa studi kasus yang tersedia [Activity 3 - Splash XI hal. 4] (20')
- Membaca dan memahami isi dari teks legenda yang tersedia secara individu [Activity 4 - Splash XI hal. 4] (10')
- Menganalisis makna dari beberapa kata yang terdapat dalam teks legenda tersebut [Activity 4&5 - Splash XI hal. 4] (10')
- Mengidentifikasi dan mendiskusikan isi teks legenda bersama teman sebangku [Activity 6 - Splash XI hal. 7] (10')
- Secara berpasangan mendiskusikan dan memecahkan beberapa studi kasus yang tersedia [Activity 7 - Splash XI hal. 7] (20')

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Memberi tugas mencari tahu beberapa contoh legenda yang terkenal
- Menyampaikan agenda pertemuan berikutnya

Pertemuan 2 (3 JP)

Kegiatan awal (20')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait beberapa teks legenda yang terkenal
 - *Have you ever read some popular Indonesian folklore?*
 - *What legend that is well-known from your city/hometown?*
 - *What do you think about it? Would you like to share with us?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Memberikan beberapa pilihan teks legenda yang populer untuk dibaca <https://www.getenglishnow.org/2020/08/10-examples-of-narrative-text-in-legend.html> (10')
- Secara berpasangan, murid memilih 2-3 teks legenda yang mereka suka untuk diidentifikasi berdasarkan aktivitas yang tersedia di buku. [Activity 13 - Splash XI hal. 9] (20')
- Mengidentifikasi isi teks legenda secara klasikal berdasarkan materi tentang pengertian, struktur umum, dan unsur kebahasaan dari teks legenda [For Your Information - Splash XI hal. 14] (20')
- Menganalisis struktur umum, dan unsur kebahasaan 2-3 teks legenda secara individu [20']
- Setelah itu, memecahkan masalah yang tersedia dalam buku [Critical Thinking Tasks - Splash XI hal. 21-25] (30')

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya.

Pertemuan 3 (3 JP)**Kegiatan awal (20')**

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait trailer film Missing Link - 2019 https://youtu.be/vM5VC7nCv_Y
 - Have you ever watched the movie?
 - Have you ever heard about the myth of bigfoot? Please, find it out!
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Menayangkan beberapa short animated movie terkait legenda yang populer dan mengajak seluruh siswa untuk menonton dan mengamati video tersebut (30'):
 - Ramayana <https://youtu.be/jc41IGigjkw>
 - Sangkuriang <https://youtu.be/UevAVGp84aU>
 - Majapahit <https://youtu.be/n4zGw2OewIk>
- Secara individu mengerjakan lembar kerja yang tersedia dalam buku [Activity 8 - Splash XI hal. 7] (15')
- Menganalisis dan mengeksplorasi genre dan tim produksi dari Series yang baru saja ditonton menggunakan lembar kerja yang tersedia dalam buku [Activity 9 - Splash XI hal. 8] (15')
- Menganalisis dan mengeksplorasi karakter dan plot dari Series yang baru saja ditonton menggunakan lembar kerja yang tersedia dalam buku [Activity 10 - Splash XI hal. 8] (15')
- Mendengarkan audio terkait legenda dari luar Indonesia dan menjawab pertanyaan terkait [Activity 11&12 - Splash XI hal. 9] (25')

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Pertemuan ke 4 (3 JP)**Kegiatan awal (15')**

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait aktivitas “*telling a story*”
 - *How powerful is the legend for us?*
- Menayangkan cuplikan video yang berjudul “Why is storytelling is so powerful in digital era?”
<https://www.youtube.com/watch?v=mSi0kmqOBu4> (00.00 - 01.59)
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100’)

- Mengajak siswa untuk mengeksplorasi beberapa video *story telling* yang berisi teks legenda melalui link di bawah ini (30’):
 - Bawang Merah dan Bawang Putih
<https://youtu.be/10RAyQm3eYI>
 - Danau Toba <https://youtu.be/TFxCr9HvZ6Q>
 - The Origin of Surabaya <https://youtu.be/4XpvhqR8Q3A>
 - Ande Ande Lumut <https://youtu.be/NNuijUocWis>
 - The Origin of Banyuwangi
<https://youtu.be/w5hIz5FqMMw>
 - Cyrus the Great <https://youtu.be/VK2Gt1uiFjw>
 - The Myth of Hades and Persephone
<https://youtu.be/zLAYGZeVTPQ>
- Secara berpasangan menganalisis isi cerita yang terkandung dalam video tersebut (10’)
- Secara individu mengidentifikasi makna kosakata yang baru ditemukan dan terdengar asing dari video di atas (30’)
- Secara individu, murid membuat naskah *story telling* dari salah satu cerita yang terdapat dalam video di atas (30’)

Kegiatan Penutup (15’)

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Pertemuan ke 5 (3 JP)

Kegiatan awal (15’)

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait pelajaran pada pertemuan sebelumnya.

- *Are you ready to perform your own script based on the last meeting?*
- *Are you ready to develop your own legends?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Menceritakan ulang naskah cerita dari pertemuan sebelumnya di depan kelas secara individu (40')
- Secara berkelompok siswa melakukan brainstorming ide awal untuk membuat sebuah teks legenda [Activity 14 - Splash XI hal. 10] (10')
- Secara berkelompok, siswa mengeksplorasi *mind map* dari teks legenda yang disediakan [Activity 14 - Splash XI hal. 10] (15')
- Setiap kelompok melanjutkan *mind map* menjadi sebuah *story planner* [Activity 14 - Splash XI hal.10] (15')
- Masing-masing kelompok mempresentasikan cerita yang sudah dibuat [Activity 15 - Splash XI hal. 13] (20').

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Pertemuan 6 (3 JP)

Kegiatan awal (20')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait frasa kata benda, kalimat langsung/tidak langsung, dan kata keterangan
 - Do you know about Imagery Words?
 - Do you know about Signal Words?
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Mengidentifikasi dan menganalisis *Imagery Words* yang terdapat dalam buku [Activity 17-19 - Splash XI hal. 16-17] (25')
- Mengidentifikasi dan menganalisis *Signal Words* yang terdapat dalam beberapa teks legenda yang tersedia [Activity 20 - Splash XI hal. 20] (25')

- Mengidentifikasi dan menganalisis *Imagery Words dan Signal Words* yang terdapat dalam beberapa teks legenda yang tersedia [Evaluation - Text No.1-5] (15')
- Mengidentifikasi dan menganalisis *Imagery Words dan Signal Words* yang terdapat dalam beberapa teks legenda yang tersedia [Evaluation - Text No.6-10] (15')
- Mengidentifikasi *Imagery Words dan Signal Words* dari teks legenda yang dibuat oleh masing-masing kelompok pada pertemuan sebelumnya (20')

Kegiatan Penutup (10')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Rencana Asesmen

Peserta didik mengerjakan tugas terstruktur, yaitu **Evaluation** dari Buku Splash SMK/MAK Kelas XI dari PT Penerbit Erlangga halaman 29-32.

Pengayaan dan Remedial

Peserta didik mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab. Soal tersebut dapat diunduh dengan scan QR. Soal dikerjakan secara digital

Refleksi Peserta Didik dan Guru

Refleksi Peserta Didik

- *Create the mind map of your understanding on Legends by fulfilling its definition, structures, and language features*

Refleksi Guru

- Do the teaching and learning process run as planned?
- Do the students participate in class activities?
- Do students have any difficulties in understanding some parts of the materials?

D. Lampiran

Lembar Aktivitas

Silakan kerjakan *Critical Thinking Tasks* dari Buku Splash SMK/MAK Kelas XI Rumpun Teknologi dari PT Penerbit Erlangga halaman 21-25.

Bahan Bacaan Guru dan Peserta Didik

Buku Splash SMK/MAK Kelas XI Rumpun Teknologi dari PT Penerbit Erlangga halaman 1-34.

Daftar Pustaka

Muslikah, Anik. 2022. *SPLASH (Smart Path to Learning English) SMK/MAK Kelas Grade XI (Kurikulum Merdeka) Rumpun Teknologi*. Jakarta: PT Penerbit Erlangga

9. Modul Ajar 2 English SMK Fase F

A. Informasi Umum

Kode Modul	Bhs Inggris F.XI.2
Penyusun/Tahun	Nama guru/2022
Kelas/Fase Capaian	XI/Fase F
Elemen/Topik	Membaca-Memirsa; Menulis-Mempresentasikan/Teks Deskriptif
Alokasi Waktu	135 menit (3 Jam Pelajaran)
Pertemuan Ke-	1-6
Profil Pelajar Pancasila	Berkebhinekaan Global, Mandiri, Bernalar kritis, Kreatif, dan Bergotong royong
Sarana Prasarana	LCD, Proyektor, Papan Tulis
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Discovery Learning
Moda Pembelajaran	Tatap Muka

B. Komponen Inti

Tujuan Pembelajaran

1. Peserta didik dapat dapat mengidentifikasi sebuah teks deskriptif
2. Peserta didik dapat memahami pengertian, struktur umum, dan unsur kebahasaan dari teks deskriptif.
3. Peserta didik dapat mengolah, menginterpretasikan, dan mengevaluasi informasi dari beberapa contoh teks deskriptif.
4. Peserta didik dapat mengidentifikasi dan menjelaskan makna kosakata baru dan yang jarang digunakan dalam teks deskriptif.

5. Peserta didik dapat mempresentasikan ide-ide dalam bentuk presentasi dan diskusi dalam kelas.

Pertanyaan Pemantik

1. *Do you still remember about Descriptive Text in the previous grade?*

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi beberapa peralatan atau benda yang relevan dengan konsentrasi penjurusan di sekolah

Materi Pembelajaran

1. *Descriptive Text*
2. *Adjectives Phrases and Simple Present Tense*

Langkah Pembelajaran

Pertemuan 1 (3 JP)

Kegiatan awal (20')

- mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. (10')
- Memberikan Pertanyaan Pemantik terkait gambar yang ada di Buku Splash hal. 38 (10')
 - *What do you see in the picture?*
 - *What is your opinion about the picture?*
 - *If you are asked to describe the picture, how will you start your description?*
 - *If you are asked to describe the picture, how many sentences will you use to describe it?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Mengidentifikasi dan menyimak kosakata *unfamiliar* dari file audio yang berkaitan dengan teks deskriptif [Activity 1 - Splash XI hal. 37] (10')
- Mengidentifikasi dan memahami isi dalam file audio tersebut [Activity 2 - Splash XI hal. 37] (10')
- Mengidentifikasi dan mengamati tayangan video Tesla Model 3/Y Tips & Tricks <https://youtu.be/HMkhlhsKJdg> (15')
- Menganalisis isi video mengenai Tesla Model 3/Y Tips & Tricks (15')

- Mengidentifikasi dan mengamati tayangan video mengenai “Describing Yourself in a job interview” (15’)
<https://youtu.be/RyRbgY8Muq4>
- Setelah itu, memecahkan masalah yang tersedia di buku secara berpasangan [Activity 3 - Splash XI hal. 38] (15’)
- Masing-masing pasangan memberikan tanggapan terhadap hasil pekerjaan pasangan lainnya. (20’)

Kegiatan Penutup (15’)

- Melakukan refleksi pembelajaran
- Memberi tugas mencari dan membaca beberapa deskripsi tentang inovasi teknologi terkini
- Menyampaikan agenda pertemuan berikutnya

Pertemuan 2 (3 JP)

Kegiatan awal (20’)

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait beberapa teks deskriptif terkait inovasi teknologi
 - *Have you ever heard about this innovation?*
 - *What do you think about the innovation?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100’)

- Membaca sebuah teks deskripsi “Airplanes” yang terdapat di buku [Activity 4 - Splash XI hal. 38] (15’)
- Mengidentifikasi makna beberapa kosakata dari teks tersebut [Activity 4 - Splash XI hal. 39] (10’)
- Mengaplikasikan kosakata dalam bentuk kalimat [Activity 5 - Splash XI hal. 39] (15’)
- Menganalisis isi teks “Airplanes” dengan mengerjakan lembar kerja yang tersedia [Activity 6 - Splash XI hal. 40] (10’)
- Membaca, mengidentifikasi, dan menganalisis teks “My New Laptop” terkait dengan struktur umum dan unsur kebahasaan dari teks deskriptif yang telah tersedia di buku “For Your Information” hal. 46 (20’)
- Membaca, mengidentifikasi, dan menganalisis teks deskriptif “Robot Teacher”

<https://learnenglish.britishcouncil.org/skills/reading/b1-reading/robot-teachers> (20')

- Mengerjakan Critical Thinking Tasks No. 1-5 hal. 50 (10')

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya dan menugaskan siswa menonton video terkait tempat wisata bersejarah yang diidamkan.

Pertemuan 3 (3 JP)

Kegiatan awal (15')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Menayangkan beberapa video terkait *airplane and aviation* dan mengajak seluruh siswa untuk menonton dan mengamati video tersebut (20')
 - <https://youtu.be/DGmzw3wXbwk> (Aviatrice)
 - <https://youtu.be/Gj6V-xZgtlQ> (Taking Flight)
 - <https://youtu.be/eDkpVwrhYfo> (Soar)
- Secara individu mengerjakan lembar kerja yang tersedia dalam buku [Activity 8-9 - Splash XI hal. 40-41] (20')
- Mengidentifikasi dan mengamati tayangan video "How to Make an Airplane in Unity" <https://youtu.be/e91QA4WfL5Q> (40')
- Membuat kesimpulan dari tayangan video sesuai dengan aktivitas yang tersedia [Activity 10 - Splash XI hal. 41] (20')

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Pertemuan ke 4 (3 JP)

Kegiatan awal (20')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Menayangkan video terkait *The Future of Transportation* dan mengajak seluruh siswa untuk menonton dan mengamati video tersebut (15')
 - <https://youtu.be/Txtj-Xp6REE>
 - <https://youtu.be/XCVuXfugRRk>
- Memperdengarkan audio yang tersedia di buku dan menunjuk siswa secara berpasangan dan bergantian untuk membacakan dialog dengan lantang [Activity 11 - Splash XI hal. 41] (20')
- Secara individu mengisi lembar kerja yang tersedia [Activity 12 - Splash XI hal. 42] (15')
- Menayangkan video terkait *15 Largest Plane Ever Built* dan mengajak seluruh siswa untuk menonton dan mengamati video tersebut (25')
 - <https://youtu.be/uM1RMcESIFc>
- Mengidentifikasi kosakata dengan *low-frequency* dan yang baru didengar. (10')
- Secara berpasangan mengisi lembar kerja yang tersedia [Activity 13 - Splash XI hal. 42] (15')

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Pertemuan ke 5 (3 JP)**Kegiatan awal (20')**

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait pelajaran pada pertemuan sebelumnya.
 - *Are you ready to develop your own descriptive text?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Memberikan beberapa teks deskripsi yang relevan dengan murid untuk dibaca dan dianalisis secara klasikal: (30')
 - <https://www.techtarget.com/searchcio/definition/Silicon-Valley>
 - <https://www.techinasia.com/indonesias-silicon-valley>

- <https://www.pcmag.com/how-to/ev-101-how-do-electric-cars-work>
- <https://learnenglishkids.britishcouncil.org/reading-practice/digital-citizenship>
- Secara berkelompok siswa melakukan brainstorming ide awal, mengeksplorasi *mind map*, dan membuat *text planner* untuk sebuah teks deskripsi [Activity 14 - Splash XI hal. 42] (30')
- Masing-masing kelompok mempresentasikan teks deskripsi yang sudah dibuat [Activity 15 - Splash X hal. 49] (30').
- Memberi tanggapan terhadap presentasi kelompok lain. (10')

Kegiatan Penutup (10')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Pertemuan 6 (3 JP)

Kegiatan awal (20')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait frasa kata benda, kalimat langsung/tidak langsung, dan kata keterangan
 - Do you know about adjective phrases?
 - Do you know about simple present tense?
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (100')

- Memahami dan mengidentifikasi bentuk adjective phrases [Grammar Corner 1 - Splash XI hal. 48] (15')
- Memahami dan mengidentifikasi bentuk simple present tense [Grammar Corner 2 - Splash XI hal. 49] (15')
- Mengidentifikasi dan menganalisis *adjective phrases & simple present tense* yang terdapat dalam teks deskriptif: (40')
 - <https://www.techtarget.com/searchcio/definition/Silicon-Valley>
 - <https://www.techinasia.com/indonesias-silicon-valley>
 - <https://www.pcmag.com/how-to/ev-101-how-do-electric-cars-work>
 - <https://learnenglishkids.britishcouncil.org/reading-practice/digital-citizenship>
- Mengidentifikasi *adjective phrases*, dan *simple present tense* dari teks deskriptif yang dibuat oleh masing-masing kelompok pada pertemuan sebelumnya (30')

Kegiatan Penutup (10')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Rencana Asesmen

Peserta didik mengerjakan tugas terstruktur, yaitu **Evaluation** dari Buku Splash SMK/MAK Kelas XI dari PT Penerbit Erlangga halaman 56-60.

Pengayaan dan Remedial

Peserta didik mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab. Soal tersebut dapat diunduh dengan scan QR. Soal dikerjakan secara digital

Refleksi Peserta Didik dan Guru

Refleksi Peserta Didik (dapat diambil dari refleksi yang ada di buku Erlangga)

- *What is a descriptive text? Explain with your own words*
- *What are the language features of a descriptive text?*
- *What is an adjective phrase? Explain in your own words*
- *Make three sentences each using attributive and predicative adjectives*

Refleksi Guru

- Do the teaching and learning process run as planned?
- Do the students participate in class activities?
- Do students have any difficulties in understanding some parts of the materials?

C. Lampiran

Lembar Aktivitas

Silakan kerjakan *Critical Thinking Tasks* dari Buku Splash SMK/MAK Kelas XI Rumpun Teknologi dari PT Penerbit Erlangga halaman 50-53.

Bahan Bacaan Guru dan Peserta Didik

Buku Splash SMK/MAK Kelas XI Rumpun Teknologi dari PT Penerbit Erlangga halaman 35-62.

Daftar Pustaka

Muslikah, Anik. 2022. *SPLASH (Smart Path to Learning English) SMK/MAK Kelas Grade XI (Kurikulum Merdeka) Rumpun Teknologi*. Jakarta: PT Penerbit Erlangga

9. DOCUMENTATION



Pictures 1. Observasi kelas



Pictures 2. Interview siswa



Pictures 3. Interview siswa



Pictures 4. Interview guru