

**ENGLISH TEACHING STRATEGIES ON SPEAKING SKILL AT THE
SEVENTH GRADE OF SMPIT NUR HIDAYAH SURAKARTA IN
ACADEMIC YEAR 2023/2024**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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Thank you for the attention.

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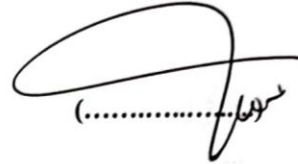
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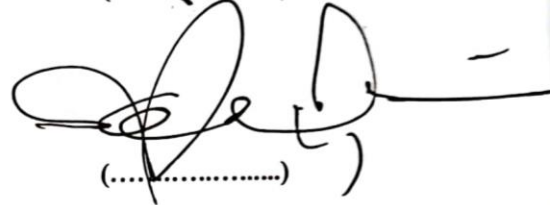
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DEDICATION

This thesis is dedicated to:

1. My beloved parents Mr. Suwarno and Mrs. Juariyah that always give me love, prayers, and support in my life.
2. All my family that always support me.
3. My advisor, Sabariyanto, M.Pd., who give me advice, motivation and support in finishing my thesis.
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5. All my “E” class friends and other friends that always support and help me.
6. My Almamater UIN Raden Mas Said Surakarta

MOTTO

“So truly with difficulty there is ease”

(Maka sesungguhnya bersama kesulitan ada kemudahan)

(Q.S Al-Insyirah: 5)

“Do not grieve, Allah is with us”

(Jangan engkau bersedih, sesungguhnya Allah Bersama kita)

(Q.S At Taubah: 40)

“Forgiveness is the best victory.”

(Memaafkan adalah kemenangan terbaik.)

–Ali bin Abi Talib

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “English Teaching Strategies on Speaking Skill at The Seventh Grade of SMPIT Nur Hidayah Surakarta in Academic Year 2023/2024” is my real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, 21 December 2023

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

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

Sukoharjo, 22 December 2023

The Researcher



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ABSTRACT

Evi Fitriyani. 2023. *English Teaching on Speaking Skill at The Seventh Grade of SMPIT Nur Hidayah Surakarta in Academic Year 2023/2024*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta.

Advisor : Sabariyanto, M.Pd.

Keywords : Speaking, Teaching Speaking, Strategies in Teaching Speaking.

This research paper is intended to describe the strategies on teaching speaking to seventh grade students of SMPIT Nur Hidayah Surakarta in the academic year 2023/2024. The research problems are (1) What are strategies used by the teacher on teaching speaking skill at the seventh grade of SMPIT Nur Hidayah Surakarta in the academic year 2023/2024 (2) What are the problems faced by the teacher on teaching speaking skill toward seventh grade students of SMPIT Nur Hidayah Surakarta in the academic year 2023/2024.

In this research, the researcher used descriptive-qualitative research. The subject of this research was an English teacher for seventh grade students at SMPIT Nur Hidayah Surakarta in the academic year 2023/2024. The data collected from the observation, interview, and documentation. The data analyzed by data reduction, data display and draw conclusion. The researcher used data triangulation, to show trustworthiness of the data.

The research findings show that the English teacher used four strategies in teaching speaking based on observation. There were discussion, picture describing, storytelling and brainstorming. The teacher used those strategy to helping students improve speaking skill. Based on interviews, several problems faced by teachers in teaching speaking skills toward seventh grade students at SMPIT Nur Hidayah Surakarta in the 2023/2024 academic year are obstacles, nothing to say, low or uneven participation, and mother tongue use.

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning languages students must to master the four basic language skill namely listening, speaking, reading and writing (Sadiku:2015). The four basic language skills are related to one another. According to Ur (1996:120) The four basic skills are very important. However, all the four skills, speaking is skills to very needs from many people. Speaking skills are needed by many people because with these skills we can communicate well and fluently with other people. Speaking skills are the main key in a communication, with this communication information will emerge. Indriyani (2015:1) states that "If you want to be a good speaker, you must have good speaking skills". This speaking skill is important for students to learn, especially in mastering foreign languages, especially English. The fact is that there are still many students who think that speaking is a difficult skill when they learn a foreign language.

When learning about speaking skills, good language teaching strategies are needed. With this good teaching strategy, students are expected to be able to understand well. For a teacher, he must think about what he should do when teaching. Because, a teacher should not only think about making students active, but also making students able to understand what is conveyed. Indriyani (2015) said that "a teacher must be able to make students interested in what they learn, the teacher must also motivate students to learn and try to get rid of negative feelings so they can focus on learning".

For a student, they have to study it very carefully and of course fluently and accurately. That way, students and teachers must have good and high interactions or connections so that there is coherent and smooth learning. Brown and Yule (1983) say that one of the main functions of spoken language is interactional, namely the maintenance of a constructive social relationship. So, if a language is well maintained, then a process of social relations will run well and smoothly. Learning strategies carried out by a teacher in teaching English, especially speaking skills must be mastered and carried out properly. This strategy is important to use to overcome difficulties or problems experienced by a student.

Every student has different difficulties in understanding something their learning, they have their own way of understanding it. However, for a teacher one of his duties is to assist students in understanding something that they are studying, such as in learning English speaking skills. Through the learning strategy carried out by the teacher, it is hoped that it can help with this. According to Reiser and Dick (1996), a teacher can use a variety of different teaching strategies according to the needs of his students and at the same time can fulfill the goals of teaching and learning. This means that the teacher provides opportunities for students to use different learning strategies that can improve their speaking skills. After the teacher has finished practicing these teaching strategies, a teacher can see the success or failure of student understanding in learning and can create a classroom environment in accordance with the implementation of successful strategies (Brown, 2000).

Researchers conducted preliminary research at one of the Integrated Islamic Middle Schools in Solo, namely SMPIT Nur Hidayah. SMPIT Nur Hidayah Middle School is an Islamic school that in stills Islamic values with the Islamic Adab and Self-Development Program and combines the official curriculum and the Integrated Islamic Network (JSIT) curriculum, supported by professional educators who want to create a generation of Indonesians with noble character and proficiency in the field. SMPIT Nur Hidayah has "A" accreditation, SMPIT also has several excellent programs, one of which is the Tahfidz class program and talent interest class. This school has an extracurricular program that supports learning English, namely the English Club. SMPIT Nur Hidayah always joining English competations. Several SMPIT Nur Hidayah students have also won speech and Storytelling competitions in English.

The researcher made two initial observations, namely by looking directly at the learning in class and conducting interviews with the teacher concerned. The first pre-researcher was held on August 2023, namely an interview with the English teacher. The researcher asked a number of things related to the strategies he used when teaching English speaking skills. The implementation used the strategy and materials used. She said in teaching speaking skills she used several strategies such as playing card, role play, discussion, brain storming, and others in teaching learning process to make more interesting.

The second pre-research was carried out in September 2023 at class 7f by directly observing the learning process. Researchers found several strategies that teachers used when teaching, such as brainstorming, discussions and playing cards. These three strategies are used in one lesson. For the

brainstorming strategy, when checking attendance, the teacher asks each student to name one verb, each student is only given a little time to think and the verb given cannot be the same as his friend's. The teacher will tell you if the word is pronounced the same as your friend and correct you if the pronunciation is wrong.

The next is a strategy discussion and playing cards, in this strategy the teacher explains what activities will be carried out, and conveys the topic of that day's material. The teacher explains the role play and discussion that will be carried out. The teacher divides the class into several groups, each consisting of 4–5 people. The teacher distributes cards containing random sentences and distributes the tools and materials to be used. then each group discusses. They were asked to arrange these random sentences into a complete paragraph, then asked to look for past tense verbs and their meanings and note them down. Discussion activities are given 15 minutes. Then the results are presented in front of the class, and the teacher and other groups can ask questions of the group making the presentation. This strategy makes the class atmosphere more lively and active, especially since they are forced to learn to be more confident and get used to speaking English. Because the teacher in here also put pressure on learning to use English as much as possible.

The researcher chose seventh grade especially female's class because seventh grade is their first year in junior high school, so there are transitions and adaptations that must be made. With this, a teacher will have his own challenges in teaching English, especially in practicing speaking skills.

There are some previous researches related to this research. The First is research by Anggraeni, Wahibah, & Assafary (2020) entitled “**Teachers' Strategies in Teaching Speaking Skills at SMAN 1 Palopo**”. The result of this research is that the researcher examines 2 teachers as objects. The first teacher used strategies of discussion, role-play, brainstorming, writing, conversation, blogging, picture description, and learning assignment. While the second teacher used conversation, modelling, role-play, brainstorming, writing, questioning, reading, explaining, and playing ice hockey. Both teachers use various strategies in teaching speaking.

The second research by Razi, Muslem, & Fitriasia (2021) entitled “**Teachers' Strategies in Teaching Speaking Skill to Junior High School Students**”. The result of this research is that teachers in teaching speaking skills use five strategies, namely role play, drilling, games, describing pictures, and storytelling. The researcher also described that there were obstacles faced by teachers regarding the implementation of the strategy.

The third research by Octavia, Astutik, & Rahayu (2023) entitled “**Teachers' Teaching Strategies for Teaching Speaking Skills at Junior High School**”. The result of this research is show that the teachers implemented the teaching strategies proposed by Thornbury. Moreover, the teacher was known for applying other strategies such These research findings indicate that the teacher successfully implemented her strategies in teaching speaking skills.

Based on these problem conditions researchers are interested in further researching the teacher's teaching strategies in teaching English, especially students speaking skill. The researcher is interested in conducting research

entitled "**English Teaching Strategies on Speaking Skill at The Seventh Grade of SMPIT Nur Hidayah Surakarta in Academic Year 2023/2024**".

B. Identification of the Problem

Based on the background described above, the researcher identified several problems as follows:

1. Students lack the vocabulary because of limited vocabulary.
2. Students feel lack confident to speak English because they are afraid of making mistakes when pronouncing vocabulary and being laughed at.
3. Appropriate strategies for teaching English are used by teachers to help students improve their speaking skills.
4. The implementation of the strategies for teaching English are used by teachers to help students improve their speaking skills.
5. There are some obstacles that faced by English teacher in teaching speaking skills toward students.

C. Limitation of the Problem

In this research, researchers set research boundaries. Research limitations have the function of determining the research object. The researcher focused on the teaching and learning process of speaking in seventh grade students at SMPIT Nur Hidayah Surakarta, especially in the female's class. Namely, about strategies for teaching speaking skills and the problems faced by teachers in teaching speaking skills toward seventh grade students of SMPIT Nur Hidayah Surakarta.

D. Reaserch Problem

Based on the research background the researcher formulates the problem as follows:

1. What are strategies used by the teacher on teaching speaking skill at the seventh grade of SMPIT Nur Hidayah Surakarta in the academic year 2023/2024?
2. What are the problems faced by the teacher on teaching speaking skill toward seventh grade students of SMPIT Nur Hidayah Surakarta in the academic year 2023/2024?

E. The Objectives of the Research

Based on the formulation of the problem above, the researcher has the following objectives:

1. To investigate the English teaching strategies used by teachers on teaching speaking skill at the seventh grade of SMPIT Nur Hidayah Surakarta in the academic year 2023/2024.
2. To describe the problems faced by teachers in teaching speaking skill toward seventh grade students of SMPIT Nur Hidayah Surakarta in the academic year 2023/2024.

F. The benefit of the Research

The benefits that can be drawn from this research are divided into 2, namely:

1. Theoretical benefits

The findings of this study are expected to add to good knowledge related to teachers' English teaching strategies in helping improve students' English skills and to be able to find out what problems teachers

face in learning. This research is important to carryout, from the results will help improve student's speaking skill and off course will provide guidance or inspiration for in choosing and using strategies to help the problems.

2. Practical benefits

a. For students

The results of this study are expected to help students in overcome several problems in learning speaking skills and can help improve them to become better.

b. For teachers or lecturers

The results of this study can be used as additional information or references in determining appropriate English teaching strategies to help improve speaking skills.

c. For further researchers

This research is useful to find out about the English teaching strategies used by teachers and speaking skills so that in the future it can become a reference for future researchers who will conduct research related to the process of teaching English.

G. Definition of key term

1. Speaking

Speaking is an interaction process in which someone who says something intends to construct meaning through the production, reception and processing of information (Bailey, 2005:25). So, speaking

is an interaction carried out by someone who has certain information or goals to convey.

2. Teaching Speaking

Teaching speaking is teaching English as a second or foreign language (ESL/EFL), so that learners can produce sounds or sound patterns in English (Nunan, 2003). So it can be interpreted that teaching speaking is teaching speaking English or a second language which aims to enable a learner to produce sounds in that language.

3. Strategies in Teaching Speaking

Kayi (2006) says that there are twelve strategies in teaching speaking, such as discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating and picture describing.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Speaking

a. Definition of Speaking

Speaking is one of the skills that is considered the most important among other skills, speaking is considered the most effective for communicating orally (Morozova, 2013). Richard and Renandya (2002), also said that one of the main keys in communicating is speaking. That is, speaking is considered a very important thing to learn when communicating with other people. Zuhriyah (2017) argues that, speaking is a way that most people do in expression and communicate to convey opinions or information to others verbally. Cameron (2015:40) also states that speaking is the active use of language to express meaning so that others can understand it. So speaking is considered the most important thing to learn and explore because it is very important and influential in communicating or interacting with people who aim to convey information.

Speaking is an interaction process in which someone says something intended to construct meaning through the production, reception, and processing of information (Bailey, 2005:25). To do this, someone is needed to help facilitate the interaction or speaking process. So, in this case a teacher is needed to help students learn

about speaking skills so that their speaking or communication skills become good and competent. So, when someone has mastered speaking skills it will facilitate interaction between people and it is hoped that information can be conveyed properly.

b. Purpose of speaking

Speaking is the main source of communication to convey ideas and thoughts so as to create certain information. According to Djago Tarigan (1995:149) in Rizaldi said that there are 4 purposes of speaking, namely:

- 1) Entertaining speaking, it's means that the speaker has the goal of entertaining his listeners either with his spontaneous words or with the jokes he makes.
- 2) Informing speaking, it's means that the speaker provides information or translates what will be conveyed and explains something.
- 3) Stimulate speaking, it's means that if the speaker has the interest, inspiration, and needs of the listener, then he can persuade and convince the listener easily.
- 4) Motivate speaking, it's means that the speaker must be able to have traits or characters that can keep the situation well maintained.

c. Function of speaking

The Function of Speaking According to Richards (2008:21) there are three kinds of speaking function, they are:

- 1) Talk as interaction, this will refer to conversations and descriptions of interaction situations to serve a major social function. Just like when they meet they will greet each other.
- 2) Talk as transaction, this will refer to a transaction which refers to a situation where the focus is on what was said or done.
- 3) Talk as performance, which refers to public talks where the general speaker is the third speaker or usually talk as a performance or show. For examples making presentations in front of the class, conveying information in front of an audience etc.

2. Teaching speaking

a. Definition of teaching speaking

Teaching is a process of interaction between teachers and students in which there is an effective interaction process (Sudjana, 2000). Teaching foreign languages especially English for Indonesian students will be very different and difficult because it is not the mother tongue or a language that naturally does not need to be learned. The influence of the environment in Indonesia which does not use much English can be one of the factors for these difficulties. Meanwhile, the purpose of teaching speaking in general is to communicate effectively, so you will be required to

try to understand and understand the context of the situation when you are communicating.

As English teachers, they have to teach something that can produce English sounds and sound patterns. Students must use words and sentences that are appropriate to the context. In this case, a teacher must try to use several different and appropriate speaking teaching strategies in teaching English (Nunan, 2003).

Harmer (2007, 123) states there are three reasons for teaching speaking, as follows:

- 1) Speaking activities provide an opportunity to practice speaking in real life in class.
- 2) A speaking task in which students try to use one or all of the languages they know, then provide feedback to the teacher and students.
- 3) More and more students have the opportunity to activate various elements of language

Thus, teaching speaking is one of the processes in which a teacher will help teach students to be able to speak or communicate language effectively. Simple English or sound patterns into meaningful sentences so that in the future students can communicate well.

b. Purpose of teaching speaking

We know that teaching speaking is intended for students who are learning languages such as foreign or second languages. Brown

and G.Yule (2010, 6) explain that in teaching speaking, a teacher helps students to develop communication situations in real life. So that, to improve English proficiency is to engage students consciously and directly during their own learning process or while they are working so that it helps in improving their spoken English. The purpose of teaching speaking skills is used to help a student or students improve their ability to understand communicative skills, so that they can convey what is on their mind or feelings, their words and ideas to others in English with a wider reach.

c. Principle of teaching speaking

In teaching learning process, a teacher should understand the principles which are necessary to do in teaching materials, so that the learning objectives can be achieved well. The principles of teaching are the things which should be paid attention and done by a teacher in teaching a material to the students.

There are five principles of teaching speaking stated by Nunan (2003, 54-56) such as:

- 1) Be aware of the differences between second language and foreign language learning contexts. This is to clarify that, the context of a Foreign Language (FL) is one where the target language is not the language of communication in the society. Meanwhile, the context of the Second Language (SL) is one where the target language is the language of communication in the society.

- 2) Give students practice with both fluency and accuracy.
Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses.
- 3) Provide opportunities for students to talk by using pair and group work. Those activities used to increase the time of students' speaking practice and to limit the teacher to talk.
- 4) Plan speaking tasks that involve negotiation for meaning. It is to clarify and confirm whether the students have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.
- 5) Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for a special purpose. It includes both establishing and meaning social relationship.

d. Problem in teaching speaking

Penny Ur (2009) explains that there are some problems in getting learners to talk in the classroom, they are:

1) Inhibition

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

2) Nothing to say

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

3) Low or uneven participant

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

4) Mother-tongue use

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

e. Problem solving in teaching speaking

Penny Ur (2009) explained that there are some problems solving in getting learners to talk in the classroom, they are:

1) Using group work

Using the group work will increase the amounts of learners to talk going on limited period time.

2) Base the activity on easy language

It is better to review the essential vocabulary before the activities sets.

3) Make a carefully choice of topic and task to stimulate

Give the clear purpose of discussion will make the students are motivated to doing the task.

4) Give some instruction or training in discussion skill

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation

5) Keep students to speak the target language

The best ways to keep students in speaking the target language are: (1) try to be the model for them by using the target language, (2) remind them to always use the language. The teacher is reminding participants to use

the target language. Also, the important thing is about the monitoring activities of the students. Example, the teacher uses role play and dialog in teaching learning process.

Give the clear purpose of discussion will make the students more motivated to doing the task. Give some instruction or training in discussion.

3. Teaching strategies

a. Definition of Teaching Strategies

Strategy is the initial design before doing something, so that the expected results can be achieved properly. According to Hamruni (2009), strategy is a plan, method or series of activities designed to achieve certain educational goals. Brown (2000: 172) says that the intended teaching strategy refers to the methods used to help students learn the desired subject matter and develop goals that can be achieved in the future. That is, the teaching strategies used by the teacher will affect the results of achieving the expected goals.

The strategy used by the teacher must be able to attract students' attention, but also be as comfortable as possible. Reece and Walker (2003) also say that teaching strategies are often related to your style and what you are most comfortable doing. Meanwhile, Sari and Zainil (2020) state that in the teaching and learning process,

teachers and students must go well to achieve effective and efficient learning.

So, it can be concluded that when the teacher gives the right strategy to students and students respond well to the strategy given by the teacher, it can produce the expected learning.

b. Strategies in Teaching Speaking

The teaching strategy has the meaning stated above, namely the ways or methods used by the teacher in the learning process and have the aim of helping students get good results. To improve students' speaking skills, appropriate teaching strategies are needed that have the desired goals and results. Kayi (2006) says that there are twelve strategies in teaching speaking, such as discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating and picture describing. The explanation of the strategy is as follows:

1) Discussion

a. The Definition of Discussion

Discussion is a strategy that involves a topic problem that is discussed or discussed together in a group (Azizah, 2017). This strategy aims to allow students to draw conclusions, share ideas about a topic, or find solutions in their group discussions (Kayi, 2006). Before this strategy is carried out, the

teacher should convey the purpose of holding this activity so that students can work well and not waste time in vain. Because if the initial goal is not relevant to the final result, then the discussion that has been carried out will be in vain. The challenge with this strategy is that there are still students who are passive or even dominate in discussion activities (Freeman and Greenarce, 2011). So, a teacher must keep checking each group when discussing and controlling the class so that it remains conducive.

When discussing, they are free to convey ideas or ideas especially those related to the topic. They must also divide the conversation evenly so that everyone can take part and no one dominates. After the allotted time is up, each group will present the results of their discussion, then open the discussion session in the form of a questions and answer session.

b. The Procedure of Discussion

According to MCrorie (2006:4), states that the procedure for discussion is as follows:

1. Setting teaching and learning objectives.
2. Formulate the problem briefly.
3. Considering the characteristics of students.

4. Preparation of discussion framework, problem, time, arrangement and rule.
5. Facilitate discussion, material and prepare the required equipment.
6. Initiate teaching and learning objectives.
7. Starting the topic of discussion.
8. Explain the procedure.
9. Divide the members of each discussion group.
10. Conduct discussions with groups that have been formed.
11. Provide opportunities for students to present the results of their discussions.
12. Provide opportunities for students to respond.
13. Provide feedback.
14. Summarizing.

c. The Advantages of Discussion

According to Harmer (2004: 117), small group discussion has advantages as follows:

1. Increase the amount of talking for individual students.

2. Personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions.
3. It encourages broader skill of cooperation and negotiation.
4. It promotes learner autonomy by allowing students to make their own decision in the group without being told what to do by the teacher

d. The Disadvantages of Discussion

According to Harmer (2004: 117), small group discussion has disadvantages as follows:

1. It likely to be noisy.
2. Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers.
3. One members of the group can dominate the discussion.
4. Shy learners may refuse to become involved or may need a great deal of encouragement to participate.

5. Individual may fall into group roles that become fossilized, so that some are passive whereas others may dominate.
6. Groups can take longer to organize; people move around the class, can take time and be chaotic

2) Role Play

a. The Definition of Role Play

Another way to help students be able to speak is through this strategy, namely Role Play. Role play is giving students appropriate topics, providing interests and subject matter to be discussed, then dividing them into groups to improve the quality of interaction with students (Ur, 1996). In this strategy, students will pretend to be in various social contexts and have various social roles (Kayi, 2006). Nunan (2003) states that role play allows students to practice speaking the target language before they do it in a real environment. In this strategic role play, the teacher will provide information to students about who they are and what they think or feel.

It can be concluded that this role play strategy is used to help students speak spontaneously in any

situation and assist them in developing fluency in speaking or interacting with foreign languages.

b. The Procedure of Role Play

According to Huang in Rahayu (2015) there are 6 main procedures in implementing roleplay, including:

1. The teacher must determine the teaching material in roleplay activities. Teachers can take teaching materials from various sources and select materials, as well as create their own authentic teaching materials. Interests of students, teaching objectives, and in determining the suitability of teaching materials.
2. Choose the situation and make the dialogue, every situation created by the students themselves based on materials from the teacher.
3. Before doing role play, the teacher teaches dialogue in role playing, the teacher needs to teach and ensure students use vocabulary, sentences, and dialogue, and provide opportunities for students to ask questions.
4. Ask students to practice role play in pairs or small groups, then after they mastered their

respective roles, ask them to exchange roles, and finally ask students to do a role play in front of the class.

5. Ask students to modify the situation and dialogue from the original.
6. Evaluate students' understanding related to vocabulary, sentences, and dialogues.

c. The Advantages of Roleplay

According to Wehrli and Nyquist, (2003), there are several advantages of using role play:

1. Students must involve actively because they should work in group.
2. Role play adds variety, reality, and specificity to the learning experience.
3. It develops problem-solving and verbal expression skills.
4. It provides practice to build skills before real-world application and when real experience are not readily available.
5. It enables learners to experiment in a safe environment with behaviours which are not.
6. It can provide an entirely new perspective on a situation and develop insights about feelings and relationship.

7. It provides teacher immediate feedback about the learner's understanding and ability to apply concepts.
8. It improves the likelihood of transfer of learning from the classroom to the real world.

d. The Disadvantages of Role play

According to Wehrli and Nyquist, (2003), there are several disadvantages of using role play:

1. It puts pressure on learner to perform which can create embarrassment and even resistance. Not all of students are confident to speak in front of many people. So, they are under pressure when they have to do the role activity.
2. It depends heavily on learners' imagination and willingness to participate. Each students had different motivation to join class activity. That is why some of them are not really enthusiastic and have strong willingness to do the practice.
3. It can evoke strong emotions related to past experiences, empathy, etc. Role play provides many topics and it might be from our daily life. Students who have bad experience related to

that topic will have strong emotions and empathy on it.

4. Role play can lack of focus unless well-planned, orchestrated, and monitored. Students will have lack of focus if they do not prepare the role play activity well and the teacher does not monitor the process.
5. It can reinforce ineffective behaviours/strategies if performance is not observed by knowledgeable person who provides appropriate feedback.
6. The outcome may be unpredictable. Even if students have prepared it well, there will be unpredictable outcome due to some disadvantages of role play activity.
7. It can be time-consuming because role play includes preparation and follow-up work.

3) Simulation

a. The Definition of Simulation

Many say that simulation is similar to role-playing. But in fact, simulation is more complicated than role playing. In this simulation strategy, students can bring items to class to create a realistic environment (Kayi, 2006). Nunan (2003) also said that simulation is a

teaching method in which materials such as visual aids and documents offer a fairly realistic environment for language practice. It can be said that simulation is a teaching strategy in which students can use objects in the classroom or outside of class to make them appear more real and realistic. For example, if a student acts as a guitarist then they will bring a guitar to play.

b. The Procedures of Simulation

According Vernon (2003: 383) states three ideas for using simulations:

1. Creating awareness Simulations can be used to give pupils an awareness of the subject being studied. Creating awareness is, of course, an affective objective.
2. Constructing objective before using simulation. Teachers must also develop a means of assessing whether or not the pupils attain that objective.
3. Involving the students. Some teachers have had success in developing their own simulation; frequently they involve the pupils in the development.

c. The Advantages of Simulations

According to Vernon in Syafitri Widya (2018), there are the advantages of simulation:

1. Students seek to solve problems in which they involved. are intimately
2. Students are satisfied when they sense a new insight as new ideas and concept are formulated.
3. Students are placed in a more realistic environment that in any other form of learning (except when the I actual experience occurs).
4. A full range media can be used to create realistic simulated environments. Stove, frying pan, and other media offer opportunities to capture distribute useful stimuli.
5. A high degree of interest is generated through realistic participation.
6. Running a Fluency Activity.

d. The Disadvantages of using Simulation

According to Sam (1990) the disadvantages of simulation technique are:

1. Activity is artificial. The situations sometimes are artificial and not relevant to the needs of the students.

2. Activities are difficult to monitor. With so much activity both physical and verbal going on, it is sometimes difficult for the teacher to monitor a student performance.
3. Spontaneity is lost. Very often the students get too much caught up with what to say. They hesitate to choose their words and not interact spontaneously.
4. Timing lesson is too difficult. The teacher has to spend a lot of time in preparation work especially for simulation.

4) Information Gap

a. The Definition of Information Gap

The information gap is where a learning activity is carried out at least in pairs. In this strategy, a student will have information that is not owned by another pair, and their partner will share the information. One of the goals of this activity is to gather information or solve a problem. Each pair will have a very important role because they are sources of information. So, if the partner does not provide information, then the task will not be completed. This activity is effective because everyone has the opportunity to speak widely in the target language.

b. The Procedures of using Information Gap

According to Rhoamatillah (2010: 14) defined some procedures in teaching by using information gap activities as follows:

1. Teacher practices the articulation of vocabulary on the task sheet that will be discussed.
2. Teacher practices the articulation of vocabulary on the task sheet
3. Teacher discusses the language function that will be used on the task.
4. Teacher practices the articulation of language functions that was discussed.
5. Teacher divides students to do couple task.
6. Teacher gives task sheet to the A and B group.
7. Teacher asks students to do dialogue.
8. Teacher observes and evaluate students' dialogue
9. Teacher gives chance to students for asking
10. Teacher gives reinforcement.

c. The Advantages of Using Information Gap

According to Rhoamatillah (2010: 14), the advantages of information gap activities are as follows:

1. Giving situation that does not put to shame because activities in small group can increase learning motivation.
2. Increasing responsibility and autonomy because working in small group can accomplish teacher assignment.
3. Arousing interaction of using language because this activity gives chance for students to be brave in speaking.
4. Helping students for achieving separated goals.
5. Creating situation where students does not be pressed.

d. The Disadvantages of Information Gap.

Besides those advantages, Information Gap also has some disadvantages such as:

1. Information Gap consumes much time to do or conduct. If the teacher plans ten-minute activities with the group of five, each student has two minutes talking time. The amount of time will be less for the larger classes. Therefore, it is not easy to maximize the students to talk during the time.

2. Information Gap demands teachers to be skilful in controlling the class. The more students there is, the more difficulty controlling the class and, therefore, more chances of problems. In addition, there is, of course, a greater likelihood of excessive noise which can mask bad behaviour and use of the first language.
3. The students are sometimes lazy to do the teacher's task and feel confused in saying the expressions what they want to say in the task. The students are sometimes not enthusiastic enough with the teacher's instruction because they do not like the material given and the limitation in the vocabulary items, which make the students feel confused what they want to say in asking and answering the information to their friends.

5) Brainstorming

a. The Definition of Brainstorming

Brainstorming is a strategy where students can generate ideas or solutions on a certain topic in a short or limited amount of time. However, it all depends on the context, where individual or group brainstorming

is effective and students can generate ideas quickly and freely. This brainstorming strategy is usually carried out at the beginning of learning to direct students about the material to be discussed. The hallmark of good brainstorming is that students are not criticized for their ideas, so they will be open to sharing new ideas.

b. The Procedure of Brainstorming

According to Crawford (2005) explain about the procedure of brainstorming as follows:

1. Introduce brainstorming to the whole class first.
2. Introduce the topic or problem very clearly.
3. Give students a time limit to solve the problem.
4. Encourage them to share any idea, no matter how odd, that is related to the problem. Remind them not to criticize each other's ideas in any way. Encourage them to build on each other's ideas. Do not stay on any one idea for too long.
5. Write down their ideas as they offer them.
6. Later, have students brainstorm individually or in pairs.

c. The Advantages of Brainstorming

According to Wehrli and Nyquist, (2003), there are several advantages of using brainstorming:

1. Actively involves learners in higher levels of thinking.
2. Promotes peer learning and creates synergy.
3. Promotes critical thinking.
4. Helps groups reach consensus.

d. The Disadvantages of Brainstorming

According to Wehrli and Nyquist, (2003), there are several disadvantages of using brainstorming:

1. Requires that learners discipline their inputs to the discussion (generate ideas without making judgments).
2. May not be effective with large groups.
3. Can lead to “group think”.

6) Storytelling

a. The Definition of Storytelling

In this storytelling activity, students can briefly summarize the fairy tales or stories they heard from someone before, or they can create their own stories to tell their classmates. Storytelling can foster creative thinking and assist students in conveying ideas from the beginning to the end of the story, including the characters and setting of the story. In addition,

students can also tell riddles or jokes. For example, at the beginning of each class session, the teacher might call on a few students to tell a short riddle or joke as an opener. In this way, the teacher will not only overcome the students' speaking skills but also get the attention of the class.

b. The Procedures of Storytelling

According to Samantary (2014: 42) describes the procedures of storytelling as follows:

1. The teacher hangs different written stories with colourful papers on whiteboard.
2. The teacher asks the students to make groups of five.
3. The teacher asks every group take a paper from the white board.
4. The teacher asks them to develop a story in 15 minutes.
5. The teacher asks them to retell their story based on the group discussion.
6. The teacher gives award to the group considered as the best group.

c. The Advantages of Storytelling

According to Samantary (2014: 42), some advantages of storytelling techniques as follows:

1. Storytelling can help children to increase their ability of memory. Students will remember the name of characters and order of events happening in story.
2. Students will be able to get wide knowledge from storytelling. It will give them practical over view such as experiences, relationships and so on.
3. Storytelling is a very important way to attract children's attention. It makes students pay attention to learning, so they feel that English is an interesting subject.

d. The Disadvantages of Storytelling

Story telling has also negative impacts as it can disadvantages learners:

1. If the storyteller does not have the required abilities.
2. Extensive use of storytelling methods tends to produce passive listeners, receiving information without asking many questions to better understand.
3. Poor sitting methods for active participation of students reduce their opportunities to learn by doing.

7) Interviews

a. The Definition of Interview

In the interview, students can do it with the chosen topic by sharing people. However, individual teachers should provide students with a scoring instrument (a rubric) so they know what types of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting in-person interviews gives students the opportunity to practice their speaking skills not only in class but also outside, which helps them get along. After the interview, everyone can show what they have learned to the class. In addition, students can interview each other and "introduce" their partners to the class.

The conclusion is that this interview activity is an oral activity where students face-to-face will carry out verbal communication (propose something to each other that has a specific purpose).

b. The Procedure of Interviews

Based on Olsen and Kagan in Richards and Rodgers (2001:198), the procedure of using interview technique as follows:

1. Teacher makes a group of 4 students and gives them labelled. It can be A, B, C, D.

2. Teacher pairs the student A with student B, and student C with student D.
3. Teacher gives topic to the students.
4. Students are in pairs one is interviewer and the other is viewer.
5. Student A interview student B, Then student C interview student D.
6. Students reverse roles.
7. Each share with team member what was learned during the two interviews.

c. The Advantages of Interview

Advantages of Using Interview Technique
Steward (2006: 13-14) adds the advantages of applying interview technique, it is divided into three aspects, they are:

1. Interviewing are more useful in discovering attitudes, feelings, thought, beliefs, and what binds them together.
2. Interviewing encourages the use of all kinds and type of questions.
3. The nature of interviewing generally does not permit kind of selectivity except in phrasing some question.

d. The Disadvantages of Interview

Saifuddin (2013) stated there are several disadvantages of using interview in speaking classroom

1. Students face a little bit problem in understanding the meaning of their friends' statement when the interview process.
2. Students difficult in writing the results of the interview.

8) Story Completion

a. The Definition of Story Completion

This strategy is one of the most fun activities for the whole class. Because of this activity, students are free to continue the story from before. This activity helps students encourage oral communication. For this activity, start with a teacher telling a story, then after a few sentences, he will stop and ask each student to continue telling the story. Each student has to add a few sentences and can add new characters, locations, descriptions, and so on in the story.

b. The Procedure of Story Completion

According to Kayi (2006) that the procedure of Completion as follow:

1. All students get the chance to speak during English speaking activities when they sit in a circle.
2. The teacher begins by describing a story but stops after a few sentences.
3. Then each student starts to narrate from the point where the previous one stopped. New characters, 34 events, descriptions, and other things can be added in storytelling activities.

9) Reporting

a. The Definition of Reporting

Reporting is one of the activities where, before students enter class, they are asked to read newspapers or magazines first, and then we ask them to report interesting news content to their friends. In addition, students can also tell about what they experienced, both something valuable and about their daily lives.

b. The Procedure of Reporting

Minnesota (2019) claims there are many ways to present data in the reporting method easily understood by students. Regardless of the reporting method, simplicity will ensure that the evaluation results are both accessible and understandable. There are two broad categories of reporting methods: 10 those that

are written (annual reports, fact sheets, etc.) and those that are oral/visual (PowerPoint presentations, exhibits, news releases, etc.). Regardless of the method, the report should consider the audience and be both accessible and understandable. In order to implement this strategy, the teacher instructs the students to read the news at home from newspapers or magazines. After being in class, the students report to their classmates what they have read and what they found most fascinating to them.

10) Playing Card

a. The Definition of Playing Card

According to Harmer (2008: 180), Cards of all shapes and sizes can be used in a variety of ways. Cards, in this sense, can range from carefully prepared pieces of thick paper which have been laminated to make them into a reusable resource to small strips of paper which the teacher brings in for one lesson only.

Moreover, he mentions three uses of cards and they are:

1. Matching and ordering: cards are especially good for matching questions and answer or two halves of a sentences. This matching can

be on the basis of topic lexis or grammatical construction.

2. Selecting: cards work really well if we want students to speak on the spot or use particular words or phrase in a conversation or in sentences.
3. Card game: there are as many card game possibilities in language learning as there are in real life. We can turn the card selection into a game by introducing a competitive element having students in pairs play against each other or against other pairs.

b. The Procedure of Playing Card

Teaching and learning processes by the teacher as usually. The steps of teaching sentence by using card games as follows:

1. The teacher explains the students the steps in playing card.
2. The teacher explains the about arranging the suitable words.
3. The teacher asks the students to make groups. Each group consists of four until five persons.
4. The teacher divide the students the card.

5. The teacher asks the students to arrange the cards for 15 minutes.
6. The teacher asks group representatives to report the results of their activities.
7. The teacher makes discussion with the students about the sentences.
8. To close the lesson, the teacher reflect the student by asking some question about the games that had been played.
9. Finally, the teacher takes conclusion.

11) Picture Narrating

a. The Definition of Picture Narrating

This activity will be based on several sequential pictures. Each student is asked to tell the story that happened in the sequential pictures without forgetting to pay attention to the criteria that have been given by the teacher as an assessment instrument. The assessment instrument needs to include the vocabulary or structures they need to use when they speak.

b. The Procedure of Picture Narrating

According to Nation (2009) explained that picture narrating strategy consists of three stages: (1) stimulating background information, in this stage teacher asks questions in order for pupils to relate the

topic to their previous knowledge, (2) guiding pupils, in this stage teacher shows the set of pictures! in sequential order and the rubric then explain what the pupils have to do, (3) interacting, in this stage pupils work in small groups where each pupil has a role then all groups share the activity with the whole class.

c. The Benefit of Picture Narrating

According to Goodman in Zahran & Qoura (2022) categorized the benefits of picture narrating strategy into three elements that are derived from its features. First, providing indications: picture narrating strategy offers verbal clues (hints, words, structure) and non-verbal clues that are beneficial in creating a story. Consequently, it helps pupils keep flow of speech depending on these clues. Second, creating and memorizing information: in making up a story or describing a picture, pupils make use of the sequential pictures and their imagination. So, they benefit from both vocabularies they know and clues included in pictures. Third, evaluation: picture narrating strategy provide pupils with rubric that works as a guide that enable them to realize the steps which they should follow and at the same time this rubric works as an assessment tool in which pupils' oral production is

evaluated according to the criteria provided in the rubric.

12) Picture Describing

a. The Definition of Picture Describing

This activity also uses images, it's just that in this activity it only uses one image. In speaking activities, students will only be given one picture and asked to describe what is in the picture. This activity can be done in groups, and each group will be given a different picture. Then they will talk about it, and one group member will explain the picture in front of the class. This activity helps foster student creativity and intelligence, as well as their skills and courage to speak in front of their friends.

b. The Procedure of Picture Describing

There are steps of application in describing picture according to Ismail (2008) as follows:

1. The teacher prepares picture according to the topic or material of subject.
2. The teacher asks students to examined the picture accuracy.
3. The teacher divides students in groups.

4. The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture.
5. Then, every group make sentences and writes on the black board.
6. After that, every group describes their picture by speaking in front of the class.
7. Clarification or conclusion or teacher reflection.

B. Previous Study

The researcher would like to show some previous studies to prove the originality of this research. The first research was conducted by Fanshuri (2019) entitled **“The Teachers’ Strategies in Teaching Speaking at MTs An Nur Tangkit”**. The research aims to determine the teacher's strategy in teaching speaking at MTs An Nur Tangkit. The research uses qualitative research. In this study researchers used observation sheets and interview sheets to collect data. The researcher found the teacher teaching strategy that is most widely used in teaching speech at MTs An Nur Tangkit. Use Records & transcripts, dialogues, discussions, class conversations and casual chat. The teacher uses the technique because it is based on a handbook and is easy to practice. Some other strategies are sometimes used by the teacher, but the frequency is very rare. Based on the discussion, most students like the strategies used by the teacher. They followed the teacher's instructions.

The second research was conducted by Kasanah (2020) entitled **“English Teaching Strategies on Speaking Skill of Tahfidz Class at The Tenth Grade of SMA Al-Azhar Syifa Budi Solo In The Academic year 2019/2020”**. The subject of the research is the teacher and students of Tahfidz class at the tenth grade of SMA Al-Azhar Syifa Budi Solo. But, The researcher only took one class as an object. This research use descriptive-qualitative research. This research aimed to know the strategies used by the teacher in teaching speaking and to describe the problems faced by the English teacher and the students in speaking class in the tenth grade of Tahfidz class at SMA Al-Azhar Syifa Budi Solo in the academic year 2019/2020. According to the research, the researcher found three strategies used to teach speaking in tenth grade in Tahfidz class at SMA Al-Azhar Syifa Budi Solo. The teacher use role play, discussion, and brainstorming.

The third research conducted by Zuri (2020) entitled **“English Teacher Strategies in Teaching Speaking at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi”**. This research is aimed to know what are the strategies that are used by the teacher in teaching speaking ability at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi. This research descriptive qualitative research. The subject of this research were two English teachers that teach students of SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi. The result of the research is there are several strategies that are usually used and effective to be applied by the teacher in teaching speaking. They were cooperative activities, role play, simulation strategy, discussion, brainstorming, drilling, and storytelling. Among the strategies

that have been implemented by teachers to teach students speaking, role plays and simulation strategy are the best and effective strategies because role plays and simulation strategy was considered successfully applied in teaching speaking to students.

The fourth research by Farida (2020) entitled “**The Teacher Strategies in Teaching Speaking Skills at Eleventh Grader of Ma. Ibtidaussalam**”. This subject of the research is the teacher strategies in speaking g at the eleventh grader of senior high school, in here only one teacher and the students it is consist of XIA and XIB in 70 students. This research design used a descriptive-qualitative. The result from the research is that the strategies in teaching speaking skill it can be seen from some of the brainstorming, discussion, simulation, and role play. The strategies very helpful it can be look from that observation the students would be active in the class and that strategies also could be improve their final scored. The problem or difficulties that the teacher finds in improving students speaking skill at eleventh grade of MA. Ibtidaussalam, it is consisst of two problems; (a) Teacher difficulties in enriching students’ vocabulary, (b) Teacher difficulties in increasing students self confidence in speaking English in front of public.

The last research by Wahyudi (2020) entitled “**English Teaching Speaking Applied by Teachers at Gama English Course in Academicyear 2018/2019**”. The subject of the research is the teachers who teach speaking program in the Power Speaking Program at Gama English Course. This research use descriptive-qualitative design. The result from the

this research is the strategies used by the English teacher in teaching speaking in the Power Speaking Program at Gama English Course are brainstorming, discussion, role-play, group presentation and assignment, and debate. The strategies applied by the teacher in teaching in the Power Speaking Program are able to show students' personal skills in communicating with various styles. Communication in this case shows the students ability to speak English both inside and outside the classroom.

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

Table 2. 1 The Similarity and The Differences of Previous Study

No	Researcher	Similarity	Differences
1.	Hamzah Fanshuri. (2019). <i>The Teachers' Strategies in Teaching Speaking at Mts Annur Tangkit</i>	The first similarity is the study used qualitative research. The second is the research aims to determine the teacher's strategy in teaching speaking.	The differences of this research is the subject of the research, the research above are use students on second grade at MTS Annur Tankit, while this research uses of female's class at seventh grade of SMPIT Nur Hidayah Surakarta.
2.	Siti Fildati Nur Kasanah. (2020). <i>English Teaching</i>	The first similarity is the study used descriptive-	The differences of the research is the subject, the research is the

	<i>Strategies on Speaking Skill Of Tahfidz Class at The Tenth Grade of Sma Al Azhar Syifa Budi Solo in Academic Year 2019/2020.</i>	qualitative research. The second, the research focused on teaching strategies in teaching speaking skill. And this research focused to describe the problems faced by the English teacher and the students in speaking class.	students of Tahfidz class at the tenth grade of SMA Al-Azhar Syifa Budi Solo. While the research used the students of female's class at seventh grade of SMPIT Nur Hidayah Surakarta.
3.	Zuri Tella A. N. A. (2020). <i>English Teacher Strategies in Teaching Speaking at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi.</i>	The first similarity is the research focused on teaching strategies in speaking. The second, this research used descriptive-qualitative research.	The differences in this research is the subject. The subject of this research were two English teachers that teach students of SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi. While the research used only one English teacher teaching in seventh grade of SMPIT Nur Hidayah Surakarta.
4.	Farida (2020). <i>The Teacher Strategies in Teaching Speaking Skills at</i>	The first similarity is the research study used descriptive-	The difference from this research is subject, this research focused at student eleventh grade

	<i>Eleventh Grader of Ma. Ibtidaussalam</i>	<p>qualitative design.</p> <p>This subject is the teacher strategies in speaking and only one teacher.</p>	<p>of Ma. Ibtidaussalam consist of 2 class in 70 students. While the research focused at student of female's class at seventh grade of SMPIT Nur Hidayah Surakarta.</p>
5.	<p>Agung wahyudi. 2020). <i>English Teaching Speaking Strategies Applied by Teachers at Gama English Course in Academic Year 2018/2019.</i></p>	<p>The similarity from the research is study use descriptive-qualitative design.</p> <p>The research focused on English teaching strategies in speaking.</p>	<p>The differences from the research in the subject, the research is the teachers who teach speaking program in the Power Speaking Program at Gama English Course.</p>

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research will require a research design before starting a study. The design of this study is a case study, where the research strategy specifically examines current or contemporary phenomena. It can also be about an ongoing or ongoing object, but there is still a significant and effective influence based on existing sources or data and is presented in reality. Main case study research will enable the investigation of certain events, circumstances, or social conditions as well as offer an understanding of the underlying mechanisms by which events or conditions can occur (Hodgetts & Stolte, 2012).

The method used in this research is descriptive-qualitative. Descriptive-qualitative research is defined as a design to obtain information about the description of current phenomena and to determine the natural situation as it existed at the time of the research. Creswell (2018) said that qualitative methods need to use text and images as well as steps in analyzing data. Because, the results of this research will be in the form of words, writings of people, or objects being observed. In line with Bogdan and Taylor cited by Lexy J Moleong (2010), "a qualitative method is a research procedure that obtains written and oral descriptive data from people and their observed behavior.

So, in this study the researcher tried to use sentence descriptions to explain and analyze the topic of the problem in this study. Specifically,

about the teaching strategy used by the teacher in teaching English speaking skills in the female's class of class VII at SMPIT Nur Hidayah Surakarta and the problems faced by the teacher in teaching English speaking skills in seventh grade SMPIT Nur Hidayah Surakarta.

B. Research Setting

1. Place of Research

This research was conducted at SMPIT Nur Hidayah Surakarta. This school is located on Jl.Khuripan Utara, Sumber, Banjarsari, Surakarta, Central Java. SMPIT Nur Hidayah is one of the madrasas in Surakarta. SMPIT Nur Hidayah has "A" accreditation. SMPIT has several superior programs, such as the Qur'an homestead program, the Islamic boarding school dormitory, the Qur'an tahfidzul class and talent interest class. At SMPIT Nur Hidayah there are 6 classes, divided into 2 men's classes and female's classes, then 3 classes: 2 classes for the talent interest class and 1 class for the Tahfidz class. SMPIT Nur Hidayah also has an extracurricular program that supports learning English, namely the English Club. The English Club focuses on writing, reading, and speaking English skills. SMPIT Nur Hidayah always joining english competation. Several SMPIT Nur Hidayah students have also won speech and storytelling competitions in English.

2. Time of Research

The research is carried out at SMPIT Nur Hidayah Surakarta on **March until November 2023**. Here is the timetable of the research.

Table 3.1 Time of the research

No	Activities	March	Apr	May	Aug	Sep	Oct	Nov	Dec
1.	Pre-Research								
2.	Designing Proposal								
3.	Presenting Proposal								
4.	Collecting Data								
5.	Analyzing Data								
6.	Submitting The Report								

C. Research Subject

The subject of this research was an English teacher for seventh grade students at SMPIT Nur Hidayah Surakarta in Academic year 2023/2024. Her name is Mrs. Sri Handayani, She has more diverse teaching strategies than other teachers. The researcher limited this research to teaching speaking in seventh grade at SMPIT Nur Hidayah Surakarta. Researchers chose 7 classes D–F, namely the female’s class. Because, based on observations and interviews with English teachers, they are more active, have better speaking skills than others and have a conducive learning atmosphere.

D. Data and Source of the Data

The source of the data was very important in the research. The researcher was not able to get information without knowing the sources of data. According to Arikunto (2006: 129), the data resource is the subject of the research where the data would be gained. The sources of data for qualitative research can come from many sources including documentation, interviews, questionnaire, observation, audiovisual record, and physical artifacts (Creswell, 2012). The source of the data in this study was the Strategy for Teaching Speaking in the English Speaking class in class Seventh grade of SMPIT Nur Hidayah Surakarta. In this study, the researchers used an observation, documentation and interviews to obtain data from research subjects. Data can be collected when the teacher is teaching speaking class. In this research, the data sources of this research are:

1. Events

Events can be a series of activities that occur in the research process. All activities that occur during the teaching and learning process can be characterized as events. In line with this, Sutopo (2006:58) states that through observing behavior, events or activities, researchers can obtain more accurate information about something that is happening. The events in this research took the form of English teaching and learning activities in class, especially in seventh grade female's Class at SMPIT Nur Hidayah.

2. Informant

Data sources that are human, in research terms, are called informants (Sutopo,2006:57). Informants are people who provide supporting information to researchers. Informants must provide valid data to researchers to support the validity of the data. Informants in this study were English teachers in seventh grade students of female's class at SMPIT Nur Hidayah.

3. Documents

Documents are data sources that provide data in the form of words, pictures or symbols. Documents in this research are all written information related to communicative activities in the teaching and learning process such as lesson plans, slides, field notes, and so on. The document used as supporting data in this study is the RPP.

E. Research Instrument

Sugiyono (2015) said that in qualitative research, researchers are human tools, namely researchers who can determine the focus of their research, select informants as data sources, collect data, assess data quality, analyze, interpret, and draw conclusions. Basically, research methods and instruments are interrelated. If the data collection method uses various methods such as interviews, questionnaires, documentation, etc., then the research instruments are complementary. In this research, observation, interviews, and documentation were used as data collection methods. Non-

human instruments were also used in this research, including interview guides, tape recorders, stationery, and smartphones.

F. Techniques of Collecting Data

Data collection procedures are used as the best step to collect data in research. Cresswell (2012) says data collection is the collection of data and information needed in qualitative research which usually involves observation, interviews and documentation. Data was collected to answer research problems, and in this studies researcher used observation, interviews and documentation to collect data.

1. Observation

This observation activity is used by researchers to observe the state of the teaching and learning process in the classroom, or activities outside the classroom and the conditions of the place to be used in research. David and Peter (2003) say that, Observation is a method of collecting data by observing objects directly at a certain time and recording the results of these observations systematically. Moloeng (2007) also said that observations were made to describe natural conditions, activities, people, and the meaning of what was observed from the participant's perspective. So, observation can be interpreted as a way of collecting data which is done by directly observing existing activities and then the results are arranged systematically so that they can help answer existing problems.

In this study, observations were made to answer the formulation of the problem regarding the teaching strategy used by the teacher in teaching English speaking skills to the seventh grade of female's class at SMPIT Nur Hidayah Surakarta and the problems faced by the teacher in teaching English speaking skills in seventh grade SMPIT Nur Hidayah Surakarta.

Researchers made observations in **March - September 2023** by observing directly and identifying what happened during the teaching and learning process in class. Such as looking at the English teachers who teach in the class, especially about teaching English speaking skills from opening to closing, and other things that will become the data of this research.

*Table 3. 2 Blueprint of checklist observation
(Example: The Procedure of Brainstorming)*

No.	The Procedure of Brainstorming	Yes	No
1.	Introduce brainstorming to the whole class first.		
2.	Introduce the topic or problem very clearly.		
3.	Give students a time limit to solve the problem.		
4.	Encourage them to share any idea, no matter how odd, that is related to the problem. Remind them not to criticize each other's ideas in any way. Encourage them to build on each		

	other's ideas. Do not stay on any one idea for too long.		
5.	Write down their ideas as they offer them.		
6.	Later, have students brainstorm individually or in pairs.		

2. Interview

Interviews are one of the data collection techniques that are often used by researchers, especially in qualitative research. In qualitative interviews, researchers conduct face-to-face interviews with participants individually or in groups, or can also be interviews by telephone. The meaning of the interview itself is a conversation with a specific intention to obtain concrete data from the results of the questions posed by the author to collect data by asking questions directly to the source (Sugiyono, 2008: 329).

Interview techniques can be carried out using structured interviews or unstructured interviews (Sugiyono, 2015). In this study, researchers used structured interview techniques. The aim is to find problems openly and in depth. Using this technique, the researcher conducted interviews with the English teacher for class VII SMPIT Nur Hidayah Surakarta. The researcher will ask the teacher several questions to obtain data and help answer interview questions. The topic of the interview relates to what teaching strategies the teacher uses in teaching speaking skills in

class problems faced by the teacher in teaching English speaking skills in seventh grade SMPIT Nur Hidayah Surakarta.

Table 3. 3 Blueprint of the Interview for the Teacher

No.	Questions
1.	What do you need to prepare before starting studying?
2.	What materials are used to teach speaking?
3.	What strategies are used to teach speaking?
4.	What are your reasons for using this strategy in teaching speaking?
5.	How does this strategy implementation in the classroom?
6.	How do students respond to this strategy used?
7.	Is this strategy also applied in other classes?
8.	What are the advantages and disadvantages of this strategy?
9.	What are the obstacles when teaching Speaking?
10.	How to overcome this obstacle?

3. Documentation

Documentation in qualitative research is a written document which is a very important source (Moleong, 2007). Sugiono in Arodjiah (2020) says documentation can be in the form of written text or images that can be used to obtain information. This documentation method is used to obtain data in the form of notes and other documents related to this research problem. The documents used in this research are the syllabus, RPP, and others. This documentation is used to discuss research problems

regarding the teaching strategies used by English teachers in teaching speaking skills.

G. Techniques of Analyzing Data

In this research, to analyze the data the researcher used descriptive-qualitative analysis. The analysis of descriptive qualitative give predicate to researched variable according to real condition. The data analysis for the present study is done by applying the procedures suggested by Miles and Huberman (2014) covering data reduction, data display, and conclusion drawing that is done interactively.

a. Data Reduction

Data reduction is data that is summarized, namely by choosing the essentials, focusing on the things that matter, looking for the theme and pattern (Sugiyono, 2016). In reducing the data, each researcher will be guided by the goal to be achieve, the main purpose of qualitative research is on finding.

b. Data Display

After collecting and reducing data, researchers display the collected data in an organized and compressed form that will lead to conclusions. Sugiyono (2016) states that displaying data will make it easier to understand what happened and plan further work based on what has been understood. So, the function of this type of data display is to display information that is accessible, concise, and organized about the data.

c. Draw Conclusions

After reducing the data and displaying the data, the researcher acts to draw conclusions. Researchers collect and analyze data validly, consistently, and adequately. In conclusion, the researcher provides results based on an analysis of the problem formulation, which concludes valid data from the entire data.

H. Trustworthiness Data

In analyzing data, researchers need to analyze the validity of the data source to obtain valid data (Moleong, 2002: 178). The trustworthiness of the data needs to be checked in order to reduce researchers' opinions and prejudices. Researchers must obtain the validity of the findings, meaning the researcher determines the feasibility of the findings to ensure accurate findings and interpretations through several strategies such as triangulation (Creswell, 2012). According to Lexy in Rahayu (2020), triangulation is a technique for checking trustworthiness. Triangulation is the most common method used to improve data validity in qualitative research.

According to Moleong in Damayanti (2017: 42–43), there are four ways to test the validity of data:

- 1) Data triangulation: refers to the use of various data sources in a study, collecting data in many ways, including: time, people, and situations.
- 2) Investigator triangulation: Refers to data collection and data description. In this triangulation, the researcher will re-examine the credibility of the data through his research or other research.

- 3) Theoretical triangulation: Refers to interpreting multiple theories in data and checking descriptions that match one theory with another.
- 4) Methodological Triangulation: Refers to the use of multiple data collection methods. The data must be in accordance with the results of the research field, and in triangulation this method is used to obtain valid evidence from the research results.

In this research, researchers used the triangulation method. This triangulation method means that in checking the validity of the data on a problem, the researcher re-checks the data by comparing it with observation, interview, and documentation data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

The findings in this research are displayed based on two research questions. The first research question “What are strategies used by the teacher on teaching speaking skill?”. And the second question “What are the problems faced by the teacher on teaching speaking skill?”. Each of finding described and provided with supporting data. The following section presents detailed findings from this research which includes several steps in it.

1. English teaching strategies used by teachers on teaching speaking skill at the seventh grade of SMPIT Nur Hidayah Surakarta in the academic year 2023/2024.

a. The first meeting at VII D

The researcher did the observation in the VII D on Tuesday, 7 November 2023 at the 07.30-09.15. There were some activities where the researcher joined in the classroom during the teaching learning process.

1) Opening

The first, the teacher opened the lesson by saying *salam* and the students answered the *salam*. The teacher also asking about their conditions. Second, the teacher checked the student’s attendance. The teacher invite student to pray before starting the lesson. Before going to the main activities the teacher usually gives a warning to

the students. It was the way the teacher in giving motivation to the students. The teacher also giving brainstorming apperception about the material will be explained and asking questions to students to check the students' understanding of the material. The teachers ask to some of student about the type or kind of film, the favorite genres and onthers. Based on brainstorming apperception, students can understand what material will be studied.

2) Main activity

The teacher prepares material about film genres. The teacher asks students to listen to excerpts of sentences or scenes from the audio being played, then students answer questions. The teacher appoints several students to answer. Then the teacher explains the material that will be studied that day, namely reviewing the material on “past tense” or the use of Verb 2. The teacher also gives several examples of words and sentences that use the past tense.

After that, the teacher invites students to play a game, namely the “Whispering Game”. The teacher explains the steps of the game, namely dividing into several teams consisting of 5–6 students per team. The teacher also provides examples of worksheets that must be recorded including group members, questions, and of course explanations. Then ask students to leave the classroom and form a line according to their group. The teacher will whisper random sentences to the students at the back of the sequence, and then the students take turns from back to front to whisper these

sentences. The student at the front will write the sentences he hears on the worksheet. When whispering a sentence, students are only given 10-15 seconds. There are five sentences whispered by the teacher.

Once finished, each group will be given time to discuss answering questions by arranging sentences into paragraphs and looking for words that use verb 2. Discussion time is given 5 minutes after which each group will summarize the results in front of the class. During the presentation session, the teacher and several students will also provide suggestions or questions.

3) Closing

Before closing the activity the teacher reviews the material by asking several students again, while ensuring that they understand the material studied today. Teachers also give homework to students. After that the teacher thanked him and said goodbye. At the end the teacher greets the students.

At this first meeting, the researcher found that there were two strategies used by the teacher in teaching speaking skills. Namely, brainstorming strategies carried out at the beginning of learning and discussion strategies through "Whisper Games".

b. The second meet at VII D

The researcher did the observation in the VII D on Monday, 13 November 2023 at the 11.00-11.35 free and next at 12.40-13.15. There

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

1) Opening

First, the teacher opens the lesson by saying *salam* and the students answer the *salam*. The teacher also asked about their condition. Second, the teacher checks student attendance. The teacher invites students to pray before starting to learn. Before starting the main activity, teachers usually provide motivation for their students. Next, the teacher reviews last week's material and games regarding the use of verb 2. Then the teacher provides a brainstorming perception about the material to be explained and asks questions of students to check their understanding of the material. The teacher asks several students about the use of simple present tense, then the teacher gives two word choices, and the students choose words that contain the present tense. Because the material that day covered simple present tense material and more descriptive text material.

2) Main Activity

The teacher prepares material about descriptive text, the teacher explains the material by asking one of the students to read the meaning of its use, and so on. The teacher explains again, then the teacher gives a game about describing people. It is hoped that with this game, students can better enjoy and understand the material being studied. The teacher explains the role play that will

be played, and this game is a “Guessing Game” with an entertainment theme that is adapted to the theme of the material in the book.

The role of this game is that one student comes forward at random, then the teacher gives him a piece of paper with a picture on it. Then place it above your head so students can't see it. Then several students will give clues regarding the picture. like the picture is "Dedi Corbuzier". Some students will give instructions using simple present tense sentences, such as "he's bald," "he's a wizard," "he's strong," and so on. Now, from these clues, it is hoped that students will be able to guess the picture above their heads.

After the game is finished the teacher explains that the game that has been played can be highlighted from the instructions in the form of short examples of descriptive text. After that, the teacher gives assignments to students to create descriptive texts related to entertainment. With a minimum of 1 paragraph or 5 sentences. Before giving the assignment, the teacher also provides examples of descriptive text paragraphs by providing a pattern or paragraph structure so that students understand better.

3) Closing

Because there was little time left, the teacher also gave an example of a mind mapping to help make the assignment easier. When learning time is over, the teacher asks students to continue their work at home. Before closing the lesson, the teacher reviews

the material that has been studied that day. Then remind him of his homework and close the lesson with a closing greeting.

At this second meeting, the researcher found that there were two strategies used by the teacher in teaching speaking skills. Namely, brainstorming strategies carried out at the beginning of learning and Picture Describing strategies through "Guessing Picture".

c. The third meet at VII E

The researcher did the observation in the VII E on Tuesday, 7 November 2023 at the 13.50-15.00. There were some activities where the researcher joined in the classroom during the teaching learning process.

1) Opening

First, the teacher opens the lesson by saying *salam* and the students respond to the greeting. The teacher also asked about their condition. Second, the teacher checks student attendance. Then the teacher invites students to pray before starting to learn. Before going into the material, the teacher asks about the assignment given at the previous meeting. After that the teacher also explained the material for the final exam which would soon be held.

2) Main Activity

The teacher asks students to present the assignment that has been given in front of the class. However, beforehand the teacher gave examples of opening and closing statements for the presentation. The task given is to complete a mind map about "My

Favorite Shop." With this mind mapping it is hoped that students will be able to describe and tell this theme in front of the class effectively. The teacher gives students 5 minutes of preparation time. The teacher gives the students the freedom to express themselves and be as creative as possible regarding the presentation that they will make. There are students who propose themselves to practice it, and there are also other students who must be appointed by the teacher. After completing the presentation, the teacher and other students will provide input or questions to the students who are making the presentation.

3) Closing

After the presentation activity is carried out, the teacher reviews the material based on what he has learned. Then the teacher also gives homework to do and collect. After that the teacher closed the lesson with greetings.

At this third meeting, the researcher found that there were one strategy used by the teacher in teaching speaking skills. Namely, storytelling strategies through "My Favorite Shop".

d. The fourth meet at VII E

The researcher did the observation in the VII E on Wednesday, 8 November 2023 at the 10.25-11.35. There were some activities where the researcher joined in the classroom during the teaching learning process.

1) Opening

First, the teacher opens the lesson by saying *salam* and the students respond to the greeting. The teacher also asked about their condition. Second, the teacher checks student attendance. Then the teacher invites students to pray before starting to learn. After praying, the teacher gives students an apperception to brainstorm before continuing the material. The teacher asked about their dreams when they were little, they then answered. The teacher also talked about their childhood dreams and motivated them to always study and be serious. After that, the teacher also asked about their favorite films they watched. The teacher asked the students to look at and pay attention to what was on page 59. And the students answered with various answers.

2) Main Activity

The teacher plays the audio and students are asked to listen and then answer the questions. The audio is related to the film genre. When students give answers, the teacher will ask why they answered the question in order to check their understanding. After that, the teacher invites students to play the game, the teacher explains the role play that will be played. This game tells the story of people whose theme is entertainment. The teacher invites students to come forward to play the game. Then the teacher will give a picture that is placed above the head of the student who is coming forward, so that the student cannot see what picture is there. Then other students will

provide clues or descriptive sentences related to the picture. like the “BTS” picture. They will give hints like “They are K-POP,” “They are popular,” “They are some guys,” etc. From these clues, students are expected to be able to guess whose picture it is.

After that, the teacher explained what was gained from the game, namely the use of verb 1 and because the material was about descriptive text. The teacher explains the material, provides paragraph structure and provides examples of paragraphs. After explaining the material and a question and answer session, the teacher gives homework to the students. A descriptive text assignment with an entertainment theme They are asked to describe it in a minimum of 5 sentences, which can be collected via audio, video, or writing.

3) Closing

Before the lesson closes, the teacher reviews the material studied with games on the word wall. In this game there are several questions about describing animals. After the game is finished the teacher reminds you of the assignment given. The teacher then closed the lesson with greetings.

At this fourth meeting, the researcher found that there were two strategies used by the teacher in teaching speaking skills. Namely, brainstorming strategies carried out at the beginning of learning and picture Describing strategies through "Guessing Picture".

e. The fifth meet at VII F

The researcher did the observation in the VII F on Wednesday, 8 November 2023 at the 13.50-15.00. There were some activities where the researcher joined in the classroom during the teaching learning process.

1) Opening

The first, the teacher opened the lesson by saying *salam* and the students answered the greeting. The teacher also asks about their conditions. Second, the teacher checked the student's attendance. And then the teacher invites the students to pray before starting the lesson. After praying the teacher gives apperception to brainstorming with the student before going material. The teacher explains the learning objectives for that day. Next, the teacher asks about their experiences watching films, the teacher also asks about the students' favorite films. With that the learning material will begin.

2) Main Activity

The teacher explains that the material that will be studied is related to what they said earlier, namely about entertainment and of course, to descriptive text or describing people. Then the teacher invites students to play games. With the same role as other classes, namely guessing the picture. The teacher explains the role game. The teacher invited the students to come forward to play the game. Then the teacher will give a picture which will be placed above the

head of the student who is coming forward, so that the student cannot see what the picture is. Then other students will give clues or descriptive sentences related to the picture. Like in the picture "Raditya Dika", then the students will give several clues such as "he is a comedian", "he is an actor", and others. From these clues, students are expected to be able to guess whose picture it is.

After that, the teacher explains what they can get from the game, namely the use of verb 1 and because the material is about descriptive text. The teacher explains the material, provides the structure of the paragraph, and provides an example of the paragraph. After explaining the material and a question and answer session, the teacher gives homework to the students. The descriptive text assignment has an entertainment theme. They are asked to describe it in a minimum of 5 sentences, with collection possible via audio, video or writing.

3) Closing

Before the lesson closes, the teacher reviews the material studied with a game on the wordwall. In this game, there are several questions about describing animals. In between games, the teacher also asks what the words or sentences mean, etc., as well as checking their understanding. After the game is finished the teacher reminds you again about the assignment given. The teacher then closed the lesson with greetings.

At this fifth meeting, the researcher found that there were two strategies used by the teacher in teaching speaking skills. Namely, brainstorming strategies carried out at the beginning of learning and picture describing strategies through "Guessing Picture".

f. The sixth meet at VII F

The researcher did the observation in the VII F on Thursday, 9 November 2023 at the 11.00-11.35 free and next at 12.40-13.15. There were some activities where the researcher joined in the classroom during the teaching learning process.

1) Opening

The first, the teacher opened the lesson by saying *salam* and the students answered the *salam*. The teacher was also asking about their conditions. Second, the teacher checked the student's attendance. The teacher invites the students to pray before starting the lesson. Before going to the main activities the teacher usually gives a warning to the students. The teacher will also give a brainstorming apperception about the material will be explained and asking questions to students to check the students' understanding of the material. The teachers ask some of the students about the type or kind of film, their favorite genres and onthers. Based on brainstorming apperception, students can understand what material will be studied.

2) Main Activity

The teacher explains the material that will be studied that day, namely reviewing the material on "past tense" or the use of Verb 2. The teacher also gives several examples of words and sentences using the past tense. After that, the teacher invites students to play a game, namely the "whisper game". The teacher explains the steps of the game, namely dividing into several teams consisting of 5–6 students per team. The teacher also provides examples of worksheets that must be recorded including group members, questions and of course the answers. Then ask students to leave the classroom and form a line according to their group.

The teacher will whisper random sentences to students at the back of the line, then students from back to front will whisper these sentences in turn and students at the front will write the sentences they have written on the worksheet. In whispering a sentence, students are only given 10–15 seconds. There are 5 sentences whispered by the teacher. Once finished, each group will be given time to discuss answering questions, namely arranging sentences into paragraphs and looking for words that use verb 2. Discussion time is given 5 minutes after which each group will present their results in front of the class. During the presentation session, the teacher and several students will also provide suggestions or questions.

3) Closing

Before closing the activity the teacher reviews the material by asking several students again while ensuring that they understand the material studied today. Teachers also give homework to students. After that, the teacher gave thanks and said goodbye. At the end the teacher greets the students.

At this sixth meeting, the researcher found that there were two strategies used by the teacher in teaching speaking skills. Namely, brainstorming strategies carried out at the beginning of learning and discussion strategies through "Whisper Game".

2. The problems faced by the teacher on teaching speaking skill toward seventh grade students of SMPIT Nur Hidayah Surakarta in the academic year 2023/2024.

In the learning process, there will definitely be something called an obstacle or problem, especially in speaking class. Based on direct observation or interviews with the teachers concerned, The researchers observed and found that there were several problems in teaching faced by teachers, including:

a. Inhibition

During the learning process, there are several obstacles faced by teachers, especially in speaking classes. One of them is when a strategy is applied by the teacher through a guessing picture game. Researchers saw that there were several students who felt afraid and lacked confidence in expressing their opinions. They instead chose to remain

silent and did not try to provide an answer. Although there are many students who participate actively and are very enthusiastic about the game. This game requires students to provide clues in English, so that their friends who come forward can answer from several clues given by their friends. Researchers, when observing the teaching and learning process, also found problems when the teacher asked several students questions about what he was explaining or about the material that had been presented. Some students just kept quiet, they felt afraid and embarrassed to answer or express opinions. They just listened without participating in the speaking class. This is in accordance with the teacher's statement during the interview:

“Mereka itu merasa malu untuk berbicara bahasa Inggris mbak, meskipun mereka sebenarnya mengerti tapi mereka masih takut untuk mengucapkannya, dan melafalkan karena takut salah”. (The researcher interviewed with Mrs. S.H, 13th November 2023)

The interview statement makes it clear that students feel embarrassed because they are afraid and lack confidence in expressing their opinions in English.

b. Nothing to say

During the lesson, when the teacher explained the material and asked the students to speak one by one, some of them were enthusiastic about speaking. However, some of them didn't say anything but just kept quiet. They have no motive to express themselves. When that happens, the teacher will carry out learning with an interesting strategy, such as a

whisper game to make them talk and not just stay silent. In this game, group cohesion will be trained because each student will take turns whispering a sentence and the sentence will be written down, discussed and then presented. Even during the presentation process and there was a question and answer session, some students remained silent, or only answered with one or two words by answering "yes" or "no". This is in line with the results of interviews with English teachers:

“Beberapa dari mereka yang masih pasif ketika saya tunjuk mereka ada yang merasa bingung, ada yang hanya menjawab dengan “yes” or “no” dan hanya menjawab satu dua kata saja bahkan ada yang tidak menjawabnya.” (The researcher interviewed with Mrs. S.H, 13th November 2023)

c. Low or uneven participation

Each student has different abilities, especially in English speaking skills. As the learning process progresses, their abilities will become increasingly visible. Some of them are very active, some are very passive too. Moreover, when the teacher is implementing a strategy and holding a discussion in class about a topic, the teacher will usually ask students to participate and answer existing questions. There are some students who will be very active and even dominate the discussion by answering questions directly. However, some of them were very passive in expressing their opinions during the discussion, there were also those who paid attention but did not participate in the teacher's questions. In line with the results of the interview with Ustadzah S.H., She said that:

“Terkadang saat ada diskusi ada beberapa anak yang aktif mbak, tapi kadang ya beberapa mereka hanya diam mbak tidak memperhatikan saya hanya memperhatikan temennya. Kalau nggak saya tunjuk mereka yang pasif itu mereka ya hanya diam mbak. Kalau nggak ditunjuk temennya mereka masih banyak yang pasif.” (The researcher interviewed with Mrs. S.H, 13th November 2023)

d. Mother-tougue use

Some students still use their mother tongue or Indonesian during the learning process. Students often use this language because many of them don't know the vocabulary in English. Even though the teacher when teaching emphasized trying to use English better. Teachers also help and encourage those who don't understand or don't know the vocabulary they want to convey. This is in line with the results of the interview with Ustadzah S. H., She said that:

“Meskipun saya tidak full menggunakan Bahasa inggris tapi untuk membiasakan adab-adab di kelas saya minta untuk menggunakan Bahasa inggris seperti ijin ke toilet, ijin membuang sampah, ijin minum dan beberapa hal itu mereka wajib menggunakan Bahasa inggris bahkan tidak mengikuti pembelajaran di kelas saya karena ada kegiatan organisasi nah itu harus menggunakan Bahasa inggris walaupun tidak 100% dan kalau ketemu di jalan dengan saya itu saya minta untuk try to speaking Bahasa inggris walaupun belum 100% gitu mbak”. (The researcher interviewed with Mrs. S.H, 13th November 2023)

She also said that:

“Kemudian, kalo dikelas saya memulai dengan sebuah intruksi-intruksi dengan Bahasa Inggris. Ketika mereka tanya saya akan memberikan petunjuk dan sebagainya. Saya juga mendorong mereka ketika menggunakan Bahasa Indonesia saya akan mengatakan “in English please”, meskipun ada beberapa siswa yang menanyakan dulu kosakatanya.” (The researcher interviewed with Mrs. S.H, 13th November 2023)

B. Discussion

In this section, the researcher discusses the findings from observations and interviews which have been explained in the findings regarding the strategies used by English teachers in teaching speaking and the problems faced by the teacher on teaching speaking. To justify the research findings, the researcher tried to discuss them by referring to theories related to the strategies used in teaching speaking.

1. English teaching strategies used by teachers on teaching speaking skill at the seventh grade of SMPIT Nur Hidayah Surakarta in the academic year 2023/2024.

The first discusses English teaching strategies used by teachers in teaching speaking skills. Based on the results of observations that have been conducted, there are 12 teaching strategies according to theory (Kayi, 2006). Researchers found that there were four teacher strategies in teaching speaking that were used by English teachers in seventh grade

at SMPIT Nur Hidayah Surakarta 2023/2024. The strategies are discussion, picture description, and storytelling. In this section, the researcher tries to make a description of the research findings with relevant references.

a. Discussion

Based on the results of observations, the first strategy used by English teachers in teaching speaking was discussion groups. The discussion strategy is one of the strategies used by teachers among the 12 strategies mentioned by Kayi (2006). Discussion is a strategy that involves a problematic topic being discussed or talked about together in a group (Azizah, 2017). This discussion strategy was used in **three** class, **there are** . This strategy aims to enable students to draw conclusions, share ideas about a topic, or find solutions in group discussions (Kayi, 2006). Discussion groups consist of 4 – 6 or more students in activities that are effective in improving students' abilities.

Applying the small group discussion method to teaching speaking can make students more active and enthusiastic in the learning process. The teacher explains material about speaking skills in the past tense. The teacher explains the material in terms of definition, use, and function, as well as examples of words or sentences in the past tense. After explaining the material, the teacher explains the teacher's learning objectives and also explains the activities that will be carried out, namely playing the whisper game.

The teacher divides students into several groups. Each group consists of five to six students or more.

Then the teacher will start the game by whispering random sentences about past tense to the students who are at the back of the sequence. Then students take turns from back to front to whisper the sentence. The next task for the student will be to record it on the sheet that has been prepared. After that, the teacher gives the students the opportunity to discuss the sentences he has whispered at the agreed time. Each group is asked to work on it by arranging it into a complete sentence and finding the words that are included in verb 2.

After the discussion, each group discusses the results of their discussion in front of the class. Lastly, ask what answer session they will be having. Every student and teacher has the right to provide suggestions or questions to the group presenting. Then the teacher gives a conclusion. The following is a strategy discussion procedure that is in line with Mcrorie's theory (2006:4).

Table 4.1 The Procedure of Discussion

No.	The Procedure of Discussion	Yes	No
1.	Setting teaching and learning objectives.	√	
2.	Formulate the problem briefly.	√	
3.	Considering the characteristics of student.	√	

4.	Preparation of discussion framework, problem, time, arrangement and rule	√	
5.	Facilitate discussion, material and prepare the required equipment.	√	
6.	Initiate teaching and learning objectives.	√	
7.	Starting the topic of discussion.	√	
8.	Explain the procedure.	√	
9.	Divide the members of each discussion group.	√	
10.	Conduct discussions with groups that have been formed.	√	
11.	Provide opportunities for students to present the results of their discussions.	√	
12.	Provide opportunities for students to respond.	√	
13.	Provide feedback.	√	
14.	Summarizing.	√	

This discussion activity is based on the theory of Harmer (2004) which says that there are advantages and disadvantages. And based on observations and interviews that I conducted, there are indeed several advantages, namely helping to increase collaboration between students, providing freedom of opinion, and conveying ideas or discussion. However, apart from that, the drawback is that it makes the class conditions less conducive because there are several students who dominate the team.

b. Picture Describing

Based on the results of interviews and observations, the second strategy used by English teachers in teaching speaking is picture describing. Picture describing is also one of the strategies in Kayi's theory (2006) that is used in teaching speaking. Researchers conducted classroom observations and studied the material taught by the teacher regarding speaking skills in the present tense. The teacher explains the material regarding the meaning, use, function and examples of the present tense. Through the use of present tense material, the teacher explains that what will be studied is the description of people, the theme of which is adapted to the material in the book. After explaining the material, the teacher invites students to play the game "guessing picture."

The teacher explains the steps of the game and also explains the purpose of playing the game. The teacher prepares the media to be used. After that, the teacher will ask one of the students to come forward and practice the game. The student is asked to choose one of the pieces of paper that has a picture on it without looking at the picture, and then place it above his head. After that, other students will try to provide clues related to the picture on the paper. With several clues, students can guess the picture. After this activity, the teacher did not forget to ask questions about what the students had done, namely using the present tense in describing people. Finally, the teacher gives a conclusion. The results of observations regarding

the procedure of picture describing are in line with the theory from Ismail (2008) as follows:

Table 4. 2 The Procedure of Picture Describing

No.	The procedure of Picture Describing	Yes	No
1.	The teacher prepares picture according to the topic or material of subject.	√	
2.	The teacher asks students to examined the picture accuracy.	√	
3.	The teacher divides students in groups.	√	
4.	The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture.	√	
5.	Then, every group make sentences and writes on the black board.	√	
6.	After that, every group describes their picture by speaking in front of the class.	√	
7.	Clarification or conclusion or teacher reflection.	√	

This picture describing strategy uses the "guessing picture" game in its implementation. Using this strategy in teaching speaking can increase students' enthusiasm. This activity helps foster students' creativity and intelligence, as well as their skills and courage to speak in front of their friends. Each student is also given the opportunity to express his opinion.

c. Storytelling

The next strategy used by English teachers in teaching speaking is storytelling. In implementing this strategy the teacher asks students to describe and tell about their favorite shop. The definition of storytelling itself is where students can summarize short stories of fairy tales, whether they have heard them or the results of their own stories, to tell their friends. This is very relevant to the activities to be carried out. Storytelling activities can foster creative thinking and certainly help improve speaking skills. This activity also focuses on the students, so it is the teacher's job to help, monitor and coordinate class conditions.

Implement storytelling activities by describing the shops they like. Each student will convey and present what they like. They create the story with the help of examples from the teacher and mind mapping. After that, students will present and tell about what they like. Then both the teacher and other students will pay attention, and then the teacher will give appreciation to students who come forward.

The results of these observations are also in line with the results of interviews conducted by the researcher with the teacher concerned. That storytelling is also one of the teaching strategies used by English teachers. By storytelling, it is hoped that it can help improve their memory and of course, their speaking skills in order to gain broader knowledge. Based on the observation procedure, there is a slight difference in the theory from Samantary (2014).

However, both have the same goal, namely telling stories. And here are the storytelling procedures, according to Samantary (2014):

Table 4. 3 The Procedure of Storytelling

No.	The procedure of Storytelling	Yes	No
1.	The teacher hangs different written stories with colourful papers on whiteboard.		√
2.	The teacher asks the students to make groups of five.		√
3.	The teacher asks every group take a paper from the white board.		√
4.	The teacher asks them to develop a story in 15 minutes.	√	
5.	The teacher asks them to retell their story based on the group discussion.	√	
6.	The teacher gives award to the group considered as the best group.	√	

d. Brainstorming

Based on the results of observations and interviews, this strategy is one that is often used. This strategy is usually used by teachers at the beginning of learning, especially during apperception activities, to direct students regarding the material that will be discussed. Brainstorming itself is a learning strategy where in this activity students can generate ideas or a particular topic in a short or limited time. It is hoped that this activity will be able to foster critical thinking and accuracy and speed in thinking. Encourage students to be more active as well. This discussion strategy is used in every class

that I observe (Wehrli and Nyquist, 2003). However, unfortunately there are also disadvantages to using this strategy in teaching, such as being less effective, especially if done in groups.

The implementation of this strategy begins with the teacher giving a motivation or story that is related to the topic they will study. Then the teacher will ask the students something, the students are asked to quickly answer the questions asked by the teacher. The time given was very limited, and the teacher gave several questions or clues to encourage students to answer. After that, the teacher will record the answers to what they said. After that, the teacher will provide explanations and feedback to the students. And here are the procedures for brainstorming according to Crawford (2005):

Table 4. 4 The Procedure of Brainstorming

No.	The procedure of Storytelling	Yes	No
1.	Introduce brainstorming to the whole class first.	√	
2.	Introduce the topic or problem very clearly.	√	
3.	Give students a time limit to solve the problem.	√	
4.	Encourage them to share any idea, no matter how odd, that is related to the problem. Remind them not to criticize each other's ideas in any way. Encourage them to build on each other's ideas. Do not stay on any one idea for too long.	√	
5.	Write down their ideas as they offer them.	√	
6.	Later, have students brainstorm individually or in pairs.	√	

2. The problems faced by the teacher on teaching speaking skill toward seventh grade students of SMPIT Nur Hidayah Surakarta in the academic year 2023/2024.

Based on the result of interview, the researcher concludes that there is problem faced by English teacher when the teacher apply the strategies in teaching speaking. Based on the theory from Penny Ur (2009), as following:

a. Inhibition

Speaking is one of the English skills that is difficult to learn. This theory which states that speaking is different from writing, reading and listening activities. Because speaking requires a real-time level of exposure to the audience. Regarding this problem, Penny Ur also said that students are often hampered when they try to say something in English. This is based on a sense of shame, a high level of fear that it will cause things that have a negative connotation, such as being afraid to speak or being criticized for making mistakes if they speak.

This is also in line with what I observed in class and in interviews with English teachers. Some students feel afraid and embarrassed when they are asked to do something. Such as, when they are appointed to answer questions or present something. They are afraid to speak and feel less confident in expressing their opinions. Because, they think something will go

wrong if they do it. They understand, but they are afraid to express it.

b. Nothing to say

However, quite a few of them actively participate in speaking classes. This theory state that, students complain because they cannot explain anything to say and have no motive to express themselves. Based on the results of observations and interviews with English teachers. Researchers found that when the teacher asked something or requested something to be spoken one by one, some students could pronounce it fluently. However, some students could not say anything, they chose to answer with just one or two words or not at all and they even chose to remain silent. They feel like there is nothing to say, they are confused and have no ideas. When students start to be quiet, the teacher will ask again and encourage them to say what they think. Few of them can finally say even by answering "yes" or "no".

c. Low or uneven participation

This is probably a problem that often occurs in learning, especially in learning English. In one group, only one participant can speak at a time. This means each has less time to talk. This problem is exacerbated by the tendency for some students to dominate, while others talk a lot or don't talk at all. In line with the results of observations and interviews, this is indeed the case.

Some students are active and dominant, but some of them are also passive.

When in group learning or discussing a topic, the teacher asks questions for students to answer. There are some students who can answer straight away, but there are also those who just pay attention without participating in answering the teacher's questions. Even though they have been addressed directly or appointed by their friends, there are still some students who are passive.

d. Mother-tongue use

Learning a language that is not an everyday language will feel more difficult because there are many things to learn. They will be familiar with the language used every day, namely their mother tongue. When in a classroom where all, or some, students use the same mother tongue, they are more likely to use it. Because it is easier to be “exposed” and feel unnatural if you speak a foreign language. Based on the results of interviews during the learning process, there were still some students who dominantly used their mother tongue compared to English.

Students use their mother tongue because they don't know the English vocabulary. The students' weak vocabulary mastery causes this to happen. When students start to use their mother tongue, the teacher will encourage them and provide instructions to help them be able to speak English. The teacher also

emphasized several small adjustments that could be used to help reduce mother tongue use in class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The first is the strategy used in teaching speaking skill at the seventh grade of SMPIT Nur Hidayah Surakarta in the 2023/2024 academic year. There are 4 strategies used, discussion, picture describing, storytelling, and brainstorming. The teacher applies the right steps in teaching the material. Namely, opening, main activities, and closing. The students are also very active in the teaching and learning process. They are very enthusiastic about learning. Using this strategy can improve their English speaking skills because they always practice speaking. The students' response to this strategy was very good and enjoyable.

The second is the problem faced by teachers toward students in the teaching learning process. There are: 1) Inhibition, 2) Nothing to say, 3) Low or uneven participant, and 4) Mother tongue use. First is inhibition, in this problem the student felt worried about making mistakes. It makes them more silent than conveying ideas. Second, there is nothing to say. The students have already started silence because they have no ideas to talk anymore or they are confused about how to express their ideas. Few of them can finally say "yes" or "no". Third, there is a low or uneven participant. There were some students who actively participated in the class, but some students passive. Only a few students answered directly. Last is mother tongue use. Students used their mother tongue when they did not know English.

B. Suggestion

After the researcher draws conclusions about teachers' strategies in teaching speaking skills among seventh grade students of SMPIT Nur Hidayah Surakarta in academic year 2023/2024, the researcher will present the following suggestions:

a. For teachers.

- 1) Teachers should prepare more thoroughly for the media they will use in teaching.
- 2) Teachers should be more strict with students and be able to provide more motivation so that students become more attentive and persistent in their learning.
- 3) Teachers should also be more creative and interesting in implementing the strategies they will use.

b. For Students

- a.** Students must have high self-confidence in the learning process, especially in speaking classes.
- b.** They don't need to be afraid or ashamed of making mistakes when they speak up.

c. For other researchers

Researchers realize that this research is not perfect. There are still many weaknesses related to theory or strategy due to limited research capabilities. He also understands that this research paper makes little contribution to the teaching and learning of speaking skills. Other researchers may be able to develop this research,

which is suitable for students, to provide a new dimension in the world of education. Future researchers may be able to clarify just one strategy used by teachers in teaching speaking classes. And how to overcome the problems teachers face when teaching speaking classes.

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APPENDICES

Appendix 1

(Transcript Interview with Teacher)

Day/Date : Monday, November 13th 2023

Place : Classroom of VII D

Researcher : Evi Fitriyani (R)

Teacher : Mrs. Sri Handayani (T)

R : *“Menurut ustadzah apa saja yang perlu dipersiapkan sebelum memulai pembelajaran?”*

T : *“Menurut saya hal – hal yang perlu saya siapkan sebelum saya memulai pembelajaran adalah satu modul ajar, modul ajar itu adalah sebagaimana mestinya seperti syllabus pada kurikulum K13 setelah itu RPS. RPS seperti yang mbak tau RPS adalah Rencana pembelajaran selama satu semester nah RPS yang kami buat diawal semester melalui sebuah workshop yang diadakan disekolahan ini mbak. Setelah itu, setelah modul ajar, RPS turun menjadi sebuah RPP mbak.”*

R : *“Materi apa saja yang digunakan ustadzah untuk mengajar Bahasa inggris khususnya berbicara?”*

T : *“Dalam mengajar materi speaking saya akan menyesuaikan materi dan modul ajarnya mbak, seperti kemarin saya menggunakan describing person specialnya di materi descriptive text atau penggunaan dari simple present mbak. Nah, dengan materi itu saya akan menyesuaikannya dengan strategy yang saya gunakan”.*

R : *“Strategi apa saja yang digunakan ustadzah untuk mengajar berbicara?”*

T : *“Strategi yang saya gunakan dalam mengajar speaking adalah saya memilih yaa karena ini kelas 7 ya mbak, jadi mereka juga ada peralihan diantara sekolahan sebelumnya dari SD menuju ke SMP. Bahkan mbak ada beberapa anak ada yang terutama anak dari luar pulau jawa Bahasa inggris itu ternyata belum diajarkan secara penuh karena merupakan suatu muatan local. Bahkan ada sebuah sekolah di luar jawa itu yang tidak menggunakan Bahasa inggris, maksud saya Bahasa inggris tidak masuk di pembelajaran anak SD tersebut. Maka disini yang saya tekankan dalam strategy pembelajaran yang saya gunakan adalah secara umum yang pernah saya gunakan adalah brainstorming, discussion, storytelling, picture describing, information gap, reporting atau bisa dengan roleplay. Nah contohnya dalam bab ini tentang entertaitment saya menggunakan strategy pembelajaran dengan picture describing especially tekniknya dengan game guessing picture.”*

R : *“Apa alasan ustadzah menggunakan strategi tersebut dalam pengajaran berbicara?”*

T : *“Alasan saya mengapa memilih strategy-strategy tersebut, karena kan ketika saya mengaplikasikan salah satu strategy tersebut kepada anak-anak mereka itu sangat antusias dan walaupun mereka memiliki keterbatasan vocabulary, tapi mereka menjadi lebih berani untuk mengemukakan didepan kelas. Contohnya dalam bermain games guessing picture tadi mbak, mereka kan tadi sangat antusias sekali bahkan mereka happy dan meminta untuk terus melakukan game tersebut. Mereka tidak hanya sendirian berbicara didepan kelas tapi mereka antusias utuk bergiliran, jadi mereka tidak hanya sendirian ada sekelompok temannya yang akan memberikan clue dan cluenya itu dari anak 1,2, 3 dst. Saya sendiri di dalam kelas*

speaking saya tidak pernah menyalahkan anak saya akan memberikan kebebasan untuk bereksplorasi mengemukakan pendapat mereka masing-masing dan cukup efektif dalam menggunakan guessing picture tersebut. Dimana poin tujuan dari strategy ini adalah bukan grammar tapi disini saya mendorong mereka untuk percaya diri terlebih dahulu dalam berbicara Bahasa Inggris di depan kelas dan semangat untuk mengikuti pembelajaran.”

R : *“Bagaimana penerapan strategi tersebut ini di kelas?”*

T : *“Penerapan strategy di kelas ya biasanya sebelum menerapkan strategy apa yang akan saya gunakan saya menyiapkan bahan ajar atau medianya dulu mbak. Seperti strategy picture describing tadi saya menyiapkan beberapa gambar tokoh-tokoh entertainment. Nah dalam penerapannya yang pertama ada anak yang berdiri di depan kelas memegang gambar diatas kepalanya atau saya yang akan memegangkannya mbak biar anak tersebut tidak melihat gambar siapa. Gambar tersebut ditunjukkan ke teman-temannya. Nah lalu, anak – anak yang lain akan memberikan clue yang berkaitan dengan gambar tersebut. nah, anak-anak yang bisa menjawab dan memberikan clue mereka akan menambah nilai keaktifan. Disini saya tidak akan terlalu memperhatikan tidak mencermati grammarnya mbak tapi saya mencermati bagaimana mereka berani dalam mengemukakan atau menyampaikan pendapat dan sebagainya dan menjadi point dalam keterampilan berbicaranya”.*

R : *“Bagaimana tanggapan siswa terhadap strategi yang digunakan?”*

T : *“Tanggapannya mereka cukup antusias ya mbak, karena yang biasanya anak-anak mungkin kalo saya terangkan teori secara langsung mungkin mereka*

akan banyak yang tidur dan merasa malas tapi dengan adanya variasi strategy yang saya gunakan melalui beberapa game itu anak-anak menjadi sangat antusias dan semangat mbak untuk memperhatikan. Bahkan to mbak, ada 1 kelas dan beberapa kelas itu yang meminta lagi. Kaya tadi pas guessing picture mereka meminta gambar lagi, lagi padahal gambarnya sudah habis.”

R : *“Apakah strategi ini juga diterapkan di kelas lain mengingat ada perbedaan program kelas?”*

T : *“Saya menerapkan juga di kelas lain mbak, bahkan di program khusus kelas tahfidz yang berbeda ini mereka malah lebih terprogram dan tertata, karena memang para anak-anak yang di program kelas khusus ini adalah anak-anak yang khusus ini artinya mereka khusus dalam hal positif, mereka yang memiliki nilai akademik yang lebih baik. Karena memang kemampuan qur’anicnya juga lebih baik, karena biasanya ketika qur’anicnya baik maka akademiknya juga baik. Maka ketika saya mengimplementasikan strategy inipun juga mereka sangat antusias mbak, mereka bahkan lebih antusias daripada kelas-kelas regular”*

R : *“Dari strategy yang digunakan ustazah Apa kelebihan dan kekurangan dari strategi ini?”*

T : *“Disetiap strategy yang saya gunakan pastinya ada mbak, Ketika kelebihan siswa itu menjadi sangat antusias untuk mengemukakan pendapatnya dalam Bahasa inggris. Yang awalnya anak kurang PD ngomong dalam Bahasa inggris mereka jadi lebih berani. Ternyata malah ada beberapa anak yang tadinya sangat malu dan belum bisa mereka menjadi memberanikan diri untuk mengemukakan apa yang ingin mereka katakan tentunya dalam Bahasa inggris.*

Selain itu bisa meningkatkan semangat juga pada anak-anak ketika mengikuti pembelajaran. Kita lihat dari ketika saya masuk, di bab selanjutnya atau pekan selanjutnya mereka selalu menanyakan kapan usth akan ada game lagi. Nah untuk kekurangannya mbak, itu lebih kepada saya harus mempersiapkan hal yang lebih ditengah banyaknya Amanah. Karena, disekolahan kami para guru tidak hanya guru mata pembelajaran dan menjadi guru wali kelas. Tapi kami juga diberi Amanah di beberapa struktur program sekolah seperti say pribadi menjadi seorang coordinator program P5, dan beberapa di jajaran coordinator. Maka ketika kami memiliki strategy yang akan menggunakan media atau bahan ajar tambahan kami harus mempersiapkan sebaik mungkin di 1 pekan sebelumnya. Sebenarnya ini itu terbantu dengan program sekolahan kami mbak ada program LSNC atau lesson study for learning community adalah sebuah forum dimana kami setiap hari sabtu kami mempersiapkan pembelajaran 1 pekan sebelumnya dalam wadah inilah yang sangat membantu kami yang terutama memiliki banyak Amanah di hari-hari efektif kerja dari senin-jumat, maka hari sabtu kami dituntut dikumpulkan menjadi 1 untuk mempersiapkan materi pembelajaran sepekan selanjutnya. Nah ketika saya menerapkan strategy itu selain ada kekurangan yang ada pada saya ada juga pada anak-anak mbak. Seperti mereka menjadi lebih rame dan kadang kurang kondusif, dan jika saya tidak bisa memperhatikan semuanya mereka ada yang asik sendiri ataupun ngobrol dengan temannya. Terkadang saat ada diskusi ada beberapa anak yang aktif mbak, tapi kadang ya beberapa mereka hanya diam mbak tidak memperhatikan saya hanya memperhatikan temennya. Kalau nggak saya tunjuk mereka yang pasif itu mereka ya hanya diam mbak. Kalau nggak ditunjuk temennya mereka masih banyak yang pasif. Beberapa dari mereka yang masih pasif ketika

saya tunjuk mereka ada yang merasa bingung, ada yang hanya menjawab dengan “yes” or “no” dan hanya menjawab satu dua kata saja bahkan ada yang tidak menjawabnya.”

R : *“Dalam penyampaian materi ataupun dalam pembelajaran berlangsung, apakah ustadzah menggunakan full Bahasa Inggris atau mix Bahasa Indonesia terlebih dalam berbicara.”*

T : *“Saya sendiri tidak full 100% menggunakan Bahasa Inggris mbak, saya masih menggunakan mix Bahasa Indonesia. Karena, dulu saya pernah mengaplikasikan full 100% Bahasa Inggris ternyata anak-anak malah jadi takut untuk ngomong Bahasa Inggris ke saya. Nah, untuk saat ini mereka sudah saya minta ada kontrak belajar atau kesepakatan kami ketika ijin ke kamar mandi atau bertanya di kelas, mereka harus menggunakan Bahasa Inggris. Kenapa harus begitu karena untuk membiasakan mereka dalam berbicara Bahasa Inggris. Meskipun saya tidak full menggunakan Bahasa Inggris tapi untuk membiasakan adab-adab di kelas saya minta untuk menggunakan Bahasa Inggris seperti ijin ke toilet, ijin membuang sampah, ijin minum dan beberapa hal itu mereka wajib menggunakan Bahasa Inggris bahkan tidak mengikuti pembelajaran di kelas saya karena ada kegiatan organisasi nah itu harus menggunakan Bahasa Inggris walaupun tidak 100% dan kalau ketemu di jalan dengan saya itu saya minta untuk try to speaking Bahasa Inggris walaupun belum 100% gitu mbak.”*

R : *“Bagaimana respon siswa terhadap penggunaan berbicara bahasa Inggris yang lebih dominan dalam pembelajaran berlangsung?”*

T : *“Seperti yang saya jelaskan tadi mbak, respon siswa ketika Bahasa Inggris lebih dominan saya pernah mengalami dimana anak menjadi takut dan sungkan untuk mengemukakan di depan saya, karena sempat saya membuat kesepakatan dimana kalo bertemu dengan saya itu harus menggunakan Bahasa Inggris, harus saat itu kan harus maka ternyata banyak sekali respon anak yang lebih untuk memilih untuk diam. Nah, sejak itu saya membuat sharing dengan teman-teman guru Bahasa Inggris maka ternyata sebaiknya memang tidak full 100% Bahasa Inggris. Hanya saja dibantu beberapa program yang saya sampaikan tadi sebelumnya dengan ijinnya, kemudian kalo ketemu ustad ustadzah Bahasa Inggris sebaiknya menggunakan Bahasa Inggris. Bukan keharusan tapi sebaiknya menggunakan Bahasa Inggris. Kemudian, kalo di kelas saya memulai dengan sebuah intruksi-intruksi dengan Bahasa Inggris. Ketika mereka tanya saya akan memberikan petunjuk dan sebagainya. Saya juga mendorong mereka ketika menggunakan Bahasa Indonesia saya akan mengatakan “in English please”, meskipun ada beberapa siswa yang menanyakan dulu kosakatanya.”*

R : *“Apakah mereka lancar dalam berbicara Bahasa Inggris?”*

T : *“Sebagian dari mereka memang sangat lancar berbicara Bahasa Inggris mbak, karena memang mereka pun daily activity dirumahnya pun juga menggunakan Bahasa Inggris. Tapi memang banyak juga yang belum terlalu lancar berbicara. Mereka itu merasa malu untuk berbicara bahasa Inggris mbak, meskipun mereka sebenarnya mengerti tapi mereka masih takut untuk mengucapkannya, dan melafalkan karena takut salah. Padahal keaktifan dari mereka dapat membantu saya untuk mengukur sejauh mana kemampuan mereka*

dengan materi yang sudah saya ajarkan. Mereka ada juga yang kurang percaya diri dengan bahasa Inggris.”

R : *“Apa saja kendala atau masalah yang dihadapi ustadzah saat mengajar Speaking?”*

T : *“Kendalanya karena memang harus mempersiapkan sebuah model pembelajaran yang menarik terutama anak-anak sekarang itu kan termasuk anak-anak gen Z itu ya mbak, mereka itu cenderung cepat menyerah, nah kalo tidak tau tidak bisa yaa mereka cenderung menyerah seperti itu anak-anak. Namun, ketika kita benar-bener mempersiapkan sebuah model pembelajaran yang baik insyaAllah anak-anak juga akan sangat lebih antusias dengan apa yang menjadi modul pembelajaran yang saya sampaikan. Jikapun saya mengalami kendala itu diawal awal semester mbak, seperti yang saya sampaikan tadi mbak ada beberapa anak yang berasal dari luar pulau jawa yang Bahasa inggris itu bukan suatu keharusan bahkan tidak ada pembelajaran Bahasa inggris disekolahan tersebut. yang artinya Bahasa inggris disini mereka mulai belajar dari 0, maka hal itu juga menjadi kendala saya karena mereka memiliki keterbatasan vocabulary menjadi masalah berbicara, yang kedua masalah percaya diri yang kurang jadi krangnya percaya diri ketika ngomong didepan atau mengemukakan pendapat. Seperti yang pertama tidak memiliki vacobulary yang cukup maka, tidak PD ngomong Bahasa inggris didepan, takut dan sebagainya.”*

R : *“Bagaimana cara mengatasi kendala atau permasalahan tersebut?”*

T : *“Nah mungkin salah satu caranya yaitu dengan saya berusaha menyusun membuat strategy pembelajaran yang bagus yang epic mbak, bahkan ketika saya*

mempersiapkan dalam membuat model pembelajaran itu saya juga mempersiapkan juga untuk pembelajaran variasi produk. Jadi produknya itu saya memberikan kebebasan kepada anak. Di kurikulum merdeka ini saya memberikan kebebasan kepada anak produknya itu bisa berupa tulisan, kalo memang anak-anak lebih suka menulis. Kalo anak-anak yang suka rekaman juga bisa pakai voice note, dan jika anak-anak suka mengambil video bisa pakai video sehingga hal itu mungkin bisa mengatasi permasalahan itu mbak.”

R : *“Baik usth terimakasih atas waktunya”*

T : *“Iya mbk sama-sama, sukses selalu ya mbak”*

Appendix 2

(Documentation of RPP)

Chapter 4: Open 24/7

DESAIN PEMBELAJARAN ADLX INTROFLEX DENGAN PENDEKATAN TERPADU

IDENTITAS MODUL

Nama Pengampu	: Sri Handayani,S.Pd
Instansi	: SMPIT Nur Hidayah Surakarta
Tahun Pelajaran	: 2023/2024
Kelas	: VII
Fase	: D
Alokasi Waktu	: 2 Pertemuan (meeting 3-4)

KOMPETENSI AWAL

Peserta didik mampu dapat memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris

PROFIL PELAJAR PANCASILA

1. Beriman dan bertakwa kepada Tuhan YME dan Berakhklak Mulia
2. Bernalar kritis
3. Bergotong Royong
4. Kreatif

DOMAIN KONTEN

Writing-Presenting

SARANA DAN PRASARANA

1. Pearson book page 47-55
2. Power point/Materi
3. Wordwall

TARGET PESERTA DIDIK

Peserta didik regular/tipikal: Umum, tidak ada kesulitan dalam mencerna dan memahami bahan ajar.

MODEL PEMBELAJARAN

Pembelajaran Tatap Muka (Luring)


TUJUAN PEMBELAJARAN

Aspek	Tujuan Pembelajaran
<i>Attitude Spiritual</i>	Mensyukuri nikmat Allah Swt.
<i>Attitude Sosial</i>	Displin, percaya diri, rasa ingin tahu dan bekerja sama
<i>Knowledge</i>	1. Menyebutkan <i>past verb</i> dalam teks bahasa inggris mengenai <i>entertainment</i> 2. Memahami teks mengenai pengalaman
<i>Skill</i>	Menuliskan dan mengungkapkan teks <i>past event</i> di depan kelas

ALUR KEGIATAN PENDEKATAN PEMBELAJARAN TERPADU

Tahap Kegiatan	Deskripsi Kegiatan	Tools
Opener	Orientasi <ul style="list-style-type: none">- Guru melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Allah SWT untuk memulai pembelajaran.- Guru memeriksa kehadiran peserta didik (<i>sikap disiplin</i>), dan mengecek kesiapan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan menanyakan bagaimana perasaan mereka hari ini. (guru menyebutkan nama peserta didik, peserta didik mengungkapkan perasaan mereka hari ini).	Jurnal Guru
	Apersepsi <ul style="list-style-type: none">- Guru bertanya jawab mengenai film yang terakhir dilihat- Peserta didik diminta menebak barang apakah yang guru bawa Motivasi <ul style="list-style-type: none">- Guru menyampaikan keterkaitan kompetensi dasar yang ingin dicapai dan tujuan pembelajaran.	

<p>Telaah</p>	<ul style="list-style-type: none"> - Guru menyajikan sebuah gambar mengenai benda disekitar  <ul style="list-style-type: none"> - Peserta didik memasangkan kata yang tepat dengan benda yang ada digambar 	<p><i>Pearson book page 49</i></p>
<p>Eksplorasi (Problem Solving)</p>	<ul style="list-style-type: none"> - Peserta didik disajikan dengan sebuah teks mengenai <i>shopping</i> 	<p><i>Wordwall Handout book LKPD</i></p>
<p>Rumuskan</p>	<ul style="list-style-type: none"> - Peserta didik mendiskusikan hasil mengenai 	<p>LKPD</p>

	<p>Match the sentences (1–6) with the questions in the poster from Ex 6.</p> <p>1 I bought a present for my friend. = 1 = 2</p> <p>2 My favourite shop's called Rebel. = 3 = 4</p> <p>3 The best thing is that the shop assistants are cool. = 5 = 6</p> <p>.....</p> <p>4 It's near the cinema.</p> <p>5 The worst thing is that it's always busy.</p> <p>6 It sells amazing bags and hats.</p>	
Energizer	- Peserta didik bersama guru melakukan pemanasan di tengah KBM berlangsung	
Presentasikan	- Peserta didik menyampaikan pendapat dari hasil diskusi yang telah diberikan	
Aplikasikan	 <p>- Penugasan : membuat teks mengenai Favourite shop</p>	<i>Handout book</i>
Duniawi	Peserta didik diminta menyimpulkan manfaat apa yang bisa diambil dari materi hari ini	
Closure	<ul style="list-style-type: none"> - Peserta didik bersama dengan guru menyimpulkan pembelajaran di pertemuan pertama - Guru menyampaikan persiapan ke pertemuan selanjutnya 	<i>English Handout Book</i>

PENILAIAN TERPADU

Ranah	AfL	AaL	AoL
<i>Attitude</i>	Guru meminta peserta didik berdisiplin	Peserta didik saling berinteraksi dan memperbaiki sikap	Observasi selamaproses pembelajaran

<i>Knowledge</i>	Pertanyaan diberikan untuk dipecahkan bersama kelompok	Peserta didik saling menanggapi dari hasil diskusi dari kelompok lain	LKPD
<i>Skill</i>			Menuliskan mengenai teks favourite shop

PENERAPAN INTROFLEK

Unsur	Deskripsi
Individualisasi	Menyapa peserta didik satu persatu, berkesempatan yang sama untuk menjawab dan melakukan instruksi dan tantangan, peserta didik yg percaya diri dapat mengekspresikan diri, peserta didik yang pemalu masih berkemungkinan berpartisipasi aktif, semua peserta didik berpotensi mengikuti pembelajaran dengan karakteristiknya.
Interaksi	Peserta didik berkomunikasi dengan guru Peserta didik berkomunikasi dengan sesama pesertadidik
Observasi	Guru menilai dengan ceklist atau secara langsung melihat respon peserta didik selama proses belajar
Refleksi	Peserta didik berkesempatan menuangkan ide dan apa yang dirasakannya mengenai hikmah yang diperoleh

LAMPIRAN:

- a. Instrument penilaian sikap
- b. Instrument penilaian pengetahuan
- c. Instrument penilaian keterampilan

Surakarta, November 2023

Mengetahui,

Kepala sekolah

Guru Mata Pelajaran

Bangun Rohmadi, S.Pdi

Sri Handayani, S.Pd

Chapter 5: That's entertainment!

DESAIN PEMBELAJARAN ADLX INTROFLEX DENGAN PENDEKATAN TERPADU

IDENTITAS MODUL

Nama Pengampu	: Sri Handayani,S.Pd
Instansi	: SMPIT Nur Hidayah Surakarta
Tahun Pelajaran	: 2023/2024
Kelas	: VII
Fase	: D
Alokasi Waktu	: 2 Pertemuan (meeting 4-5)

KOMPETENSI AWAL

Peserta didik mampu dapat memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris

PROFIL PELAJAR PANCASILA

1. Beriman dan bertakwa kepada Tuhan YME dan Berakhklak Mulia
2. Bernalar kritis
3. Bergotong Royong
4. Kreatif

DOMAIN KONTEN

Speaking-Presenting

SARANA DAN PRASARANA

1. Pearson book page 59 -61
2. Power point/Materi
3. Wordwall

TARGET PESERTA DIDIK

Peserta didik regular/tipikal: Umum, tidak ada kesulitan dalam mencerna dan memahami bahan ajar.

MODEL PEMBELAJARAN



Pembelajaran Tatap Muka (Luring)

TUJUAN PEMBELAJARAN

Aspek	Tujuan Pembelajaran
<i>Attitude</i> Spiritual	Mensyukuri nikmat Allah Swt.
<i>Attitude</i> Sosial	Displin, percaya diri, rasa ingin tahu dan bekerja sama
<i>Knowledge</i>	3. Menyebutkan <i>past verb</i> dalam teks bahasa inggris mengenai <i>entertainment</i> 4. Memahami teks mengenai pengalaman
<i>Skill</i>	Menuliskan dan mengungkap teks <i>past event</i> di depan kelas

ALUR KEGIATAN PENDEKATAN PEMBELAJARAN TERPADU

Tahap Kegiatan	Deskripsi Kegiatan	Tools
Opener	<p>Orientasi</p> <ul style="list-style-type: none"> - Guru melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Allah SWT untuk memulai pembelajaran. - Guru memeriksa kehadiran peserta didik (<i>sikap disiplin</i>), dan mengecek kesiapan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan menanyakan bagaimana perasaan mereka hari ini. (guru menyebutkan nama peserta didik, peserta didik mengungkapkan perasaan mereka hari ini). 	Jurnal Guru
	<p>Apersepsi</p> <ul style="list-style-type: none"> - Guru bertanya jawab mengenai film yang terakhir dilihat - Peserta didik diminta menebak barang apakah yang guru bawa <p>Motivasi</p> <ul style="list-style-type: none"> - Guru menyampaikan keterkaitan kompetensi dasar yang ingin dicapai dan tujuan pembelajaran. 	

Telaah	<ul style="list-style-type: none"> - Guru menyajikan sebuah gambar mengenai benda disekitar  <ul style="list-style-type: none"> - Peserta didik memasangkan kata yang tepat dengan benda yang ada digambar <p>Salah satu peserta didik membacakan ayat Al-Qur'an "Orang bahagia adalah yang dapat mengambil pelajaran dari (pengalaman atau peristiwa) orang lain." (HR al-Baihaqi).</p>	<p><i>Pearson book page 59</i></p>
Eksplorasi (Problem Solving)	<ul style="list-style-type: none"> - Peserta didik disajikan dengan sebuah teks 	<p><i>Wordwall Handout book LKPD</i></p>
Rumuskan	<ul style="list-style-type: none"> - Peserta didik mendiskusikan hasil dari <i>Whisper Game</i> menjadi sebuah kalimat yang utuh dan membedakan bagian bagian dari teks. 	<p>LKPD</p>

Energizer	Peserta didik bersama guru melakukan pemanasan di tengah KBM berlangsung	<i>Handout book</i>
Aplikasikan	Peserta didik menyampaikan pendapat dari hasil diskusi yang telah diberikan	
Duniawi	- Peserta didik diminta menyimpulkan manfaat apa yang bisa diambil dari materi hari ini mengenai <i>Understanding a simple text about past tense</i>	
Ukhrawi	- Peserta didik diberikan sebuah misi untuk menyebutkan manfaat dari pengalaman hidup yang mereka alami selama ini	
Closure	- Peserta didik bersama dengan guru menyimpulkan pembelajaran di pertemuan pertama - Guru menyampaikan persiapan ke pertemuan selanjutnya	<i>English Handout Book</i>

PENILAIAN TERPADU

Ranah	AfL	AaL	AoL
<i>Attitude</i>	Guru meminta peserta didik berdisiplin	Peserta didik saling berinteraksi dan memperbaiki sikap	Observasi selama proses pembelajaran
<i>Knowledge</i>	Pertanyaan diberikan untuk dipecahkan bersama kelompok	Peserta didik saling menanggapi dari hasil diskusi dari kelompok lain	Soal tes tulis
<i>Skill</i>			Menceritakan pengalaman masa lalu yang ditemui

PENILAIAN INTROFLEX

Unsur	Deskripsi
Individualisasi	Menyapa peserta didik satu persatu, berkesempatan yang sama untuk menjawab dan melakukan instruksi dan tantangan, peserta didik yg percaya diri dapat mengekspresikan diri, peserta didik yang pemalu masih berkemungkinan berpartisipasi aktif, semua peserta didik berpotensi mengikuti pembelajaran dengan karakteristiknya.
Interaksi	Peserta didik berkomunikasi dengan guru Peserta didik berkomunikasi dengan sesama peserta didik
Observasi	Guru menilai dengan ceklist atau secara langsung melihat respon peserta didik selama proses belajar
Refleksi	Peserta didik berkesempatan menuangkan ide dan apa yang dirasakan serta mengenai hikmah yang diperoleh

LAMPIRAN:

- a. Instrumen penilaian sikap
- b. Instrumen penilaian pengetahuan
- c. Instrumen penilaian keterampilan

Surakarta, November 2023

Mengetahui,
Kepala Sekolah

Guru MataPelajaran

Bangun Rohmadi,S.PdI

Sri Handayani,S.Pd

Lampiran

- Penilaian sikap (berada di Jurnal Guru)
- Penilaian Pengetahuan



CINEMA WITH A DIFFERENCE!

We asked our teen reporters to tell us about three very different cinema experiences. Read and find out what they said.

A **MAX** Last Friday I watched a film in a field. Luckily it wasn't raining that evening! When I arrived with my cousin, we saw lots of people on bikes. They were cycling, but they were watching the film at the same time! Why were they cycling? To produce electricity. The cinema screen and speakers use power from bicycles. When people stop cycling, the film stops! I'm normally not interested in cinema, but I loved this.

B **TOM** Yesterday I watched my favourite film, Charlie and the Chocolate Factory. I arrived at the cinema after lunch. The cinema staff were giving everyone boxes with different numbers on them. Then we started watching the film. There were signs during the film. These signs told us when to open a box. In each box there was different food. Sometimes we were eating almost the same food the actors were eating. It was fun, but I still prefer a simple bag of popcorn!

C **KATE** At first it felt like a normal cinema night. Then suddenly our seats started moving. I nearly dropped my popcorn! In the film a motorbike was following a car. Our seats were moving with the motorbike. When the actor jumped into a pool we felt water on our faces. It was great fun and I laughed a lot! I think 4D cinema is great for action films, but I'm not sure how well it works with other films.

Read the text above and answer the questions below!

- Mention 5 past verb based on the text!
- Discuss with your group! Which one is the best story? Why?

- Penilaian Ketrampilan

Arrange the following sentences into correct order!

Chapter 5: That's entertainment!

DESAIN PEMBELAJARAN ADLX INTROFLEX DENGAN PENDEKATAN TERPADU

IDENTITAS MODUL

Nama Pengampu	: Sri Handayani,S.Pd
Instansi	: SMPIT Nur Hidayah Surakarta
Tahun Pelajaran	: 2023/2024
Kelas	: VII
Fase	: D
Alokasi Waktu	: 2 Pertemuan (meeting 7-8)

KOMPETENSI AWAL

Peserta didik mampu dapat memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris

PROFIL PELAJAR PANCASILA

1. Beriman dan bertakwa kepada Tuhan YME dan Berakhklak Mulia
2. Bernalar kritis
3. Bergotong Royong
4. Kreatif

DOMAIN KONTEN

Speaking

SARANA DAN PRASARANA

1. Pearson book page 59 -61
2. Power point/Materi
3. Wordwall

TARGET PESERTA DIDIK

Peserta didik regular/tipikal: Umum, tidak ada kesulitan dalam mencerna dan memahami bahan ajar.

MODEL PEMBELAJARAN

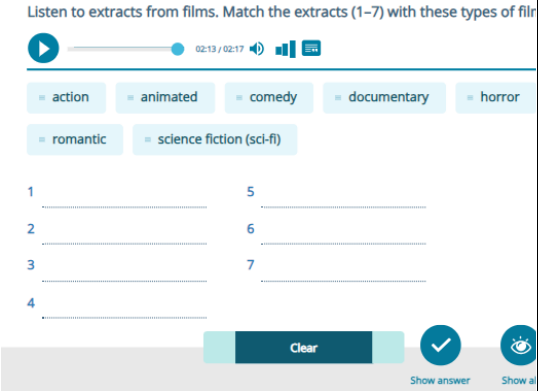

Pembelajaran Tatap Muka (Luring)

TUJUAN PEMBELAJARAN

Aspek	Tujuan Pembelajaran
<i>Attitude Spiritual</i>	Mensyukuri nikmat Allah Swt.
<i>Attitude Sosial</i>	Displin, percaya diri, rasa ingin tahu dan bekerja sama
<i>Knowledge</i>	1. Menyebutkan kosa kata dalam teks bahasa inggris mengenai <i>entertainment</i> 2. Memahami teks mengenai hiburan
<i>Skill</i>	Menuliskan dan mengungkap teks deskripsi

ALUR LKEGIATAN PENDEKATAN PEMBEKAJARAN TERPADU

Tahap Kegiatan	Deskripsi Kegiatan	Tools
Opener	Orientasi <ul style="list-style-type: none">- Guru melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Allah SWT untuk memulai pembelajaran.- Guru memeriksa kehadiran peserta didik (<i>sikap disiplin</i>), dan mengecek kesiapan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan menanyakan bagaimana perasaan mereka hari ini. (guru menyebutkan nama peserta didik, peserta didik mengungkapkan perasaan mereka hari ini).	Jurnal Guru
	Apersepsi <ul style="list-style-type: none">- Guru bertanya jawab mengenai film yag terakhir dilihat- Peserta didik diminta menebak gambar yang disajika guru Motivasi <ul style="list-style-type: none">- Guru menyampaikan keterkaitan kompetensi dasaryang ingin dicapai dan tujuan pembelajaran.	

<p>Telaah</p>	<ul style="list-style-type: none"> - Guru menyajikan potongan skenario film  <ul style="list-style-type: none"> - Peserta didik memasangkan kata yang tepat dengan benda yang ada digambar <p>Salah satu peserta didik membacakan ayat Al-Qur'an "Orang bahagia adalah yang dapat mengambil pelajaran dari (pengalaman atau peristiwa) orang lain." (HR al-Baihaqi).</p>	<p><i>Pearson book page 59</i></p>
<p>Eksplorasi (Problem Solving)</p>	<ul style="list-style-type: none"> - Peserta didik disajikan dengan gambar artis di dunia hiburan (<i>guessing games</i>) 	<p><i>Wordwall Handout book LKPD</i></p>
<p>Rumuskan</p>	<ul style="list-style-type: none"> - Peserta didik secara mandiri membuat teks deskripsi mengenai artis favorit yang diidamkan 	<p>LKPD</p>
<p>Energizer</p>	<ul style="list-style-type: none"> - Peserta didik bersama guru melakukan wordwall games 	
<p>Presentasikan</p>	<ul style="list-style-type: none"> - Peserta didik menyampaikan pendapat dari hasil diskusi yang telah diberikan (diberikan kebebasan) 	

Aplikasikan	- Peserta didik menjawab pertanyaan dari soal yang disediakan guru (penilaian pengetahuan)	<i>Handout book</i>
Duniawi	- Peserta didik diminta menyimpulkan manfaat apa yang bisa diambil dari materi hari ini mengenai <i>Understanding a simple text about past tense</i>	
Ukhrawi	- Peserta didik diberikan sebuah misi untuk menyebutkan manfaat dari pengalaman hidup yang mereka alami selama ini	
Closure	- Peserta didik bersama dengan guru menyimpulkan pembelajaran di pertemuan pertama - Guru menyampaikan persiapan ke pertemuan selanjutnya	<i>English Handout Book</i>

PENILAIAN TERPADU

Ranah	AfL	AaL	AoL
<i>Attitude</i>	Guru meminta peserta didik berdisiplin	Peserta didik saling berinteraksi dan memperbaiki sikap	Observasi selama proses pembelajaran
<i>Knowledge</i>	Pertanyaan diberikan untuk dipecahkan bersama kelompok	Peserta didik saling menanggapi dari hasil diskusi dari kelompok lain	Soal tes tulis
<i>Skill</i>			Menceritakan pengalaman masa lalu yang ditemui

PENERAPAN INTRO FLEX

Unsur	Deskripsi
Individualisasi	Menyapa peserta didik satu persatu, berkesempatan yang sama untuk menjawab dan melakukan instruksi dan tantangan, peserta didik yg percaya diri dapat mengekspresikan diri, peserta didik yang pemalu masih berkemungkinan berpartisipasi aktif, semua peserta didik berpotensi mengikuti pembelajaran dengan karakteristiknya.

Interaksi	Peserta didik berkomunikasi dengan guru Peserta didik berkomunikasi dengan sesama pesertadidik
Observasi	Guru menilai dengan ceklist atau secara langsung melihat respon peserta didik selama proses belajar
Refleksi	Peserta didik berkesempatan menuangkan ide dan apa yang dirasakannya mengenai hikmah yang diperoleh

LAMPIRAN:

- a. Instrumen penilaian sikap
- b. Instrumen penilaian pengetahuan
- c. Instrumen penilaian keterampilan

Surakarta, November 2023

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

Bangun Rohmadi, S.PdI

Sri Handayani, S.Pd

Appendix 3

(Documentation of CP)

CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE D

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

ELEMEN	CAPAIAN PEMBELAJARAN
Elemen Menyimak – Berbicara	Peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam 159 topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Elemen Membaca – Memirsa	Peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.

	Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Elemen Menulis Mempresentasikan	– Peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

ALUR TUJUAN PEMBELAJARAN KELAS 7

Elemen	Tujuan Pembelajaran	Kata Kunci	Waktu
Menyimak-Berbicara	Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.	Mengidentifikasi konteks, gagasan utama, dan informasi terperinci, lingkup keluarga dan kelas.	6 JP
	Menjelaskan konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas	Menjelaskan konteks, gagasan utama, dan informasi terperinci, lingkup keluarga dan kelas.	8 JP
Membaca-Memirsa	Mengemukakan ide dari berbagai ragam teks yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas	Mengemukakan ide, multimoda, lingkup keluarga dan kelas.	8 JP
	Menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.	Menganalisa struktur teks, unsur kebahasaan, konteks teks, multimoda, lingkup keluarga dan kelas.	10 JP

Menulis- Mempresentasikan	Mengaplikasikan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.	Menganalisa struktur teks, unsur kebahasaan, konteks teks, multimoda, lingkup keluarga dan kelas.	10 JP
	Merancang berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas	Merancang teks tulisan/lisan sederhana	10 JP
	Memproduksi berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.	Memproduksi teks tulisan, lisan	12 JP

Acuan Kebahasaan
<p>Topik</p> <ul style="list-style-type: none"> • My Time • Areyou online? • The right answer • Open 24/7 • That's entertainment • Are we there yet? • Team spirit • Wild World • Feeling good • The place to be
<p>Tipe Teks</p> <ul style="list-style-type: none"> • Dialogue • Song • Procedure • Descriptive • recount

Grammatika

- verb be (singular and plural)
- present simple
- possessive 's
- possessive adjectives
- there's there are
- preposition of place
- countable and uncountable
- present simple with adv of frequency
- can/can't (ability)
- like and dislike
- asking permission
- past simple
- comparison of adjective than

Appendix 4

(Permission Letter)



YAYASAN NUR HIDAYAH SURAKARTA **SEKOLAH MENENGAH PERTAMA ISLAM TERPADU (SMP-IT)** **NUR HIDAYAH SURAKARTA**

Akreditasi A

NIS : 200840 NSS : 20.2.0361.01.114 NPSN : 20328138

Jl. KAHURIPAN UTARA, SUMBER, BANJARSARI, SURAKARTA, 57138. TELP. (0271) 743416, 742103

SURAT KETERANGAN **No : 877/SMPIT-NH/XI/2023**

Kepala SMPIT Nur Hidayah Surakarta :

Nama : Bangun Rohmadi, S.Pd.I

NIPY : 11.03.01.247

Alamat : Perum Griya Kencana Asri Blok F11, Kartasura, Sukoharjo

Dengan ini menerangkan bahwa :

Nama : Evi Fitriyani

NIM : 196121152

Program Studi : Pendidikan Bahasa Inggris

Perguruan Tinggi : UIN Raden Mas Said Surakarta

Telah mengadakan penelitian di SMP-IT Nur Hidayah Surakarta untuk penyusunan skripsi dengan judul *"ENGLISH TEACHING STRATEGIES ON SPEAKING SKILL AT THE SEVENTH GRADE OF SMPIT NUR HIDAYAH SURAKARTA IN ACADEMIC YEAR 2023/2024"*, pada tanggal 6 November 2023 - 9 Desember 2023 .

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Surakarta, 3 November 2023
Kepala Sekolah

Bangun Rohmadi, S.Pd.I
NIPY. 11.03.01.247



Appendix 5
(Documentation of Photo)



Pict 1. 1 (Classroom Observation)



Pict 1. 2 (Teacher Explanation)



Pict 1. 3 (Implementation of Whisper Game)



Pict 1. 4 (Discussion)



Pict 1. 5 (Presentation of Group)



Pict 1. 6 (Guessing Picture)



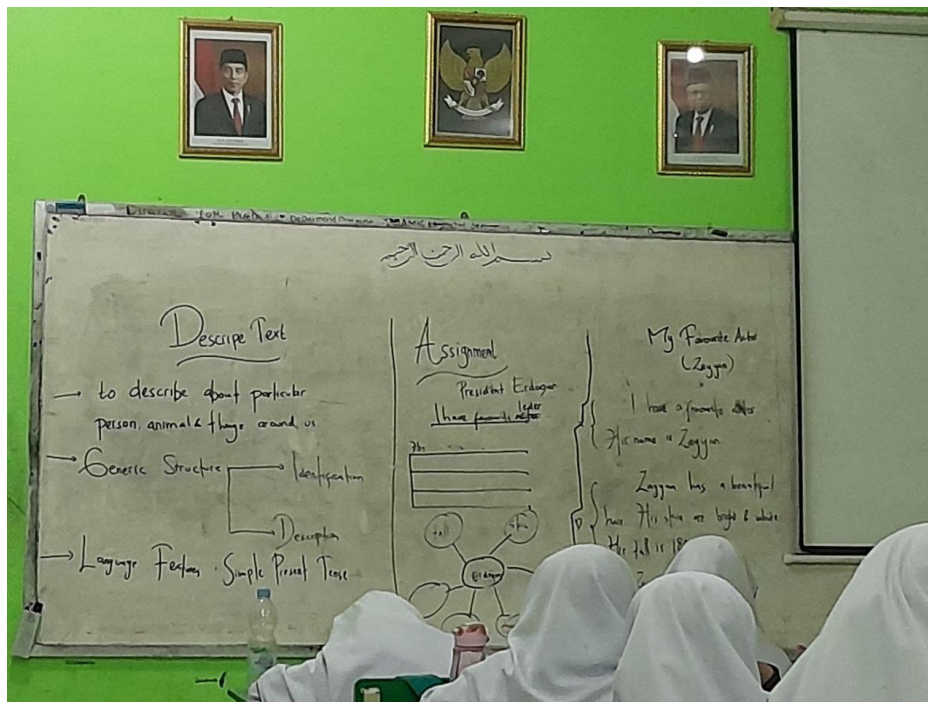
Pict 1. 7 (Presentation “My Favorite Shop”)



Pict 1. 8 (Wordwall)



Pict 1. 9 (Interview with The Teacher)



Pict 1. 10 (Assignment for Student)