

**STRATEGIES USED BY THE TEACHERS TO STUDENTS' ACTIVENESS
IN TEACHING SPEAKING FOR ELEVENTH GRADE STUDENTS
OF MAN SUKOHARJO IN ACADEMIC YEAR OF 2023/2024**

THESIS

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



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2024**

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Assalamu'alaikum Wr. Wb.

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Wassalamu'alaikum Wr. Wb.

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DEDICATION

This thesis is dedicated to:

1. Allah SWT, the Almighty, has given me ease in completing my thesis.
2. Prophet Muhammad SAW, who set a good example for all humans on this earth.
3. My self, who is always enthusiastic and always grateful until now.
4. My great parents Sri Yulianti and Wahyudi, who always prays, supports, and gives me the best and happiness.
5. My cat that I love, Chila.
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7. My best friend Fina Rahmawati.
8. My PBI A (2020) classmates who always compact.
9. All of my lovely friends.
10. My Almamater UIN Raden Mas Said Surakarta.

MOTTO

“Maka sesungguhnya bersama kesulitan itu ada kemudahan.”

(QS. Al-Insyirah : 5-6)

"Cinta kepada Allah adalah puncaknya cinta. Lembahnya adalah cinta kepada sesama."

(Nabi Muhammad SAW)

“Belajar dari masa lalu, tingkatkan diri di masa sekarang, dan siapkan masa depanmu.”

(Ibn Abbas RA)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "STRATEGIES USED BY THE TEACHERS TO STUDENTS' ACTIVENESS IN TEACHING SPEAKING FOR ELEVENTH GRADE STUDENTS OF MAN SUKOHARJO IN ACADEMIC YEAR OF 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, April 1st, 2024

Stated by,

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Nandhita Ayun Puspita

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Finally, the researcher realized that the researcher still made mistakes in preparing this thesis. Thus, the researcher apologizes for any shortcomings in the preparation of this thesis. The researcher hopes that in the future she can complete her thesis well.

Sukoharjo, April 1st, 2024

Researcher



Nandhita Ayun Puspita

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ABSTRACT

Nandhita Ayun Puspita. 2024. Strategies Used by The Teachers to Students' Activeness in Teaching Speaking for Eleventh Grade Students of MAN Sukoharjo in Academic Year of 2023/2024. Thesis. English Education Department, Cultures and Languages Faculty.

This research focuses on describing strategies used by the teachers to students' activeness and students' activeness after the use of the strategies in teaching speaking for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024. The objectives of this research were divided into two parts, (1) to describe strategies used by the teachers to students' activeness in teaching speaking for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024 and (2) to explain students activeness to the speaking teaching strategies used by the teachers for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024.

This research used descriptive qualitative research. Instrument in this research is the researcher himself. The subject of this research is were two English teachers and class XI students at MAN Sukoharjo in academic year of 2023/2024. The techniques of collecting the data is used observation and interview. In this research, researcher used methodological triangulation for data validation. Researchers also used data reduction, display the data, and drawing the conclusion in analyzing the data.

The research finding show that there are twelve strategies used by teachers to students' activeness in teaching speaking English in class eleven, including Cooperative Learning Strategies, Active Learning Strategy, Providing Students with Feedback, Getting Students Working Together (in productive ways), Discussion, Role Play, Plenty of Practice, Expository Learning Strategy, Problem-Based Learning Strategy (SPBM), Contextual Learning Strategy, Questioning to Check for Understanding, and Storytelling. Meanwhile, there are fifteen students' activeness in the strategies used by the teachers in teaching speaking English in class eleven, including students pay attention/listen to the book, students speak actively during learning, students express their opinions or provide information, students ask questions about material they have not yet understood, students interact in discussion activities, students pay attention when the teacher explains the material, students take notes on the material presented by the teacher, students do the assignments given by the teacher, students raising their hands before asking, students responding to the teacher by answering questions from the teacher and other and conveying their ideas, students think critically in solving problems during learning, students search for and utilize every learning resource that is available and considered relevant to learning, students are interested in the teacher's delivery of material, students are eager to learn, and there are student efforts to create a conducive learning atmosphere.

Keywords: *Teacher Strategies; Students' Activeness; Teaching Speaking*

CHAPTER I

INTRODUCTION

A. Background of the Study

One area of education that society needs to pay attention to in the current era of globalization is foreign language education. Learning a foreign language is one of the provisions when stepping into the era of globalization. By mastering a foreign language, someone can communicate further, so that their insight into information technology itself will be more open. One of the foreign languages that is often used is English. English is an international language that is universal and has been agreed as the language used to communicate between people almost throughout the world. In Indonesia, English is used as a school subject. There are many sources of learning material, both from books and internet media, that use English. According to Putra (2020), English is a common international language. Learning English is very important because it empowers us to communicate effectively with foreigners. Apart from that, English also increases intelligence, especially for students.

Teaching in English covers four skills, namely listening, speaking, reading, and writing. Speaking is one of the most important aspects of skill difficult for students to master. No wonder when one considers everything that is involved when speaking that is ideas, what to say, language, how to use grammar and vocabulary, pronunciation and listen to and react to

people we communicate with. Speaking skill is necessary if this is practiced, then of course there must be some strategy to get new things more easily. According to Susanty et al (2017), explaining that speaking is very important in learning a language, if a person wants to master the language, he or she has to learn how to say something in English. In conclusion, speaking is a skill that can be used to express what the students will say.

According to Dewita and Amri (2020), states that the way of using language to express meaning through words is called speaking, so that people can understand them. This means that through speaking, students can interact and communicate with other people directly. Productive oral skills which consist of systematically producing verbal utterances to produce meaning are called speaking. This means that speaking activities show a process in producing words and sentences to produce meaning. So, speaking are important to master by students because it is one of the targets so that students are able to express their ideas. By mastering these speaking skills, it will be very helpful and also valuable for student lives in the future to develop their communication with the community in their daily life.

According to Ganna et al (2018), teaching speaking means the teacher teaches students as listeners to produce the sounds and sound patterns of English speech, use words and sentences, emphasize the intonation and rhythm patterns of the second language, choose words and sentences that suit the appropriate social context, setting, audience,

situation and subject matter, arranging their thoughts in a meaningful and logical sequence, using language as a means of expression, value and assessment, using language quickly and confidently with a few unnatural pauses called fluency.

Speaking is a skill that must be taught in English language teaching, and needs to be mastered well by students. The need for a teacher's strategy in teaching speaking can make learning successful and achieve teaching and learning goals. Razi et al (2021), explain that a teaching strategy is a series that is planned and organized by the teacher and implemented in activities that include the use of methods and the utilization of various sources or strengths in a lesson. Strategies are designed to achieve specific learning goals. Teaching strategies are very important because they can determine the success of the learning process. The teacher's strategy must be interesting and able to attract students' attention, and can also overcome students' difficulties in speaking. The aim of teaching speaking is to equip students with the ability to express the target language to address basic interactive skills. So, to have good speaking, teachers need to provide strategies so that students have good speaking skills and so that students can be active in learning activities in class.

According to Anjaniputra (2013), remembering that teacher strategies are important for achieving learning goals, which influence teaching and learning conditions, and speaking skills are usually a sign of successful language learning. Through teachers' strategies in teaching

speaking, students can express their ideas in oral form and it may help them convey their opinions to others. The strategies used to achieve speaking skills are focused on spoken language production. In addition, English language skills teaching strategies must be adapted to each skill in order to achieve the expected results. Regarding speaking teaching strategies, teachers can use different teaching strategies to achieve learning goals and objectives. The teacher's role is to provide effective plans or strategies in meeting students' educational needs, the general aim of which is to communicate using the language being studied. This implies that teachers are responsible for making students speak English by using appropriate speaking teaching strategies.

The reason the researcher chose MAN Sukoharjo as the research location was because most of the teachers there used various strategies in teaching. So that when learning, students do not feel bored and are always active. During learning, the teacher asks students to speak in front of the class with the aim that students can improve their performance in speaking.

According to Molebu (2021), students as learners will gain a lot of knowledge, while teachers as educators will continue to try so that students learn. Teachers and students will continue to work actively so that the learning process provides good results for both. If not, then both students and teachers will reap failure. Learning failure is not just the fault of the teacher or one of the students. A good teacher will continue to try and use learning strategies so that students can successfully grasp all the material

taught. Of course, students also need to be active in the learning process in order to understand the material being taught.

When researcher conducted the first pre-research at this school on Tuesday, October 10th, 2023. From the observation, students' activeness in teaching speaking was not the same. There are some students who are active and there are also students who are not active, but the majority of students are active. Active students will pay attention and try to understand what the teacher teaches, while inactive students will not try to understand what they are learning. Activeness is not the only determinant of success in the learning process, but it can be predicted that active students will reap success while inactive students will fail. Learning English is not an easy thing because it requires student activeness, because learning English includes learning listening, speaking, writing and reading skills. Students who are not active will hinder students in listening, speaking, writing and reading.

Activeness is very necessary for students to be successful in learning English, especially speaking. The more active students are, the more trained they will be in applying these language skills through speaking. For this reason, the strategies used by teachers in teaching speaking to arouse student activeness are very varied and these strategies are very popular with students. One of them is using a contextual learning strategy, where in the learning process the teacher connects the learning material taught with students' daily lives, so that it can encourage students to connect the

knowledge they have with its application in real life.

In the second pre-research on Tuesday, October 31st, 2023. From the observation, English subjects are found at the end of class hours, usually students become bored, tired and lack concentration. The difficulty of learning English speaking and the increasing activeness of students requires teachers to continue to think and try to use teaching strategies that are effective and not boring. Teachers work hard in creating a learning process that creates an active role for students in the learning process.

Apart from that, teachers continue to try to implement several learning strategies that are oriented towards student activeness. Even though there are several factors that make students less active, teachers always try to stimulate student activeness. So that during the learning process, students are always active and enthusiastic about learning. One of the strategies used is discussion, where students are asked to discuss with their group friends to carry out assignments given by the teacher and then the results are asked to speak in front of the class. Apart from increasing student activeness, discussions will train students in critical thinking and also build self-confidence.

In the third pre-research on Friday, October 13th, 2023. From the observation, the teacher said that when the teacher taught in class, the teacher used various strategies to increase students' activeness in teaching speaking. On average, all students are active, because teachers use a variety of strategies. One of them is Learning Strategy Expository. The teacher

also said that this strategy was very effective for teaching, so that the students' activeness were very good. The activeness of each student is different. One of them is mental activity, namely students responding to the teacher, remembering the material presented by the teacher, solving problems, and analyzing. And emotional activeness, namely students are interested and enthusiastic during the learning process, because the material delivered by the teacher is easy to understand and the teacher is very humorous.

Fanshuri (2019) in his research "The Teachers' Strategies in Teaching Speaking at MTs An Nur Tangkit", one of the responsibilities that a teacher must pay attention to when teaching students is to create a communicative environment, rather than worrying about the teaching process and not paying attention to students' language skills. However, speaking activities in class sometimes do not run as expected by the teacher. There are many factors that make students afraid to express English orally in class. The teaching and learning process does not only occur between students and their teachers, but also occurs between students and their teachers among students. In order to create an environment where interaction between students can occur, there are many strategies that teachers can apply.

Good teaching strategies make the teaching process easier and students can easily understand learning, so they can achieve teaching and learning goals. There are many choices of strategies that a teacher can use

when teaching, learning is more interesting for students so teachers must be active and creative in choosing teaching strategies that are better and more efficient for students so that teachers can control the class well and actively.

Angraeni (2020) in her research “Teachers’ Strategies in Teaching Speaking at SMA N 1 Palopo (A Qualitative Research at SMA N I Palopo)”, strategies in teaching speaking skills are one of the factors that influence teaching and learning outcomes. The teacher's strategy in teaching is very important, because it can help students speak English well. To achieve this, English teachers can apply various types of teaching strategies in the teaching and learning process. The strategies used should be based on students' needs and interests. So teaching strategies in speaking are very important to overcome students' difficulties in speaking.

From the two previous studies above which examined teacher strategies in improving students' speaking abilities, the novelty of this research is teachers' strategies in increasing students' activeness in speaking. By using varied, easy and effective strategies. So that the strategies used are really liked by students and make students active during learning. Based on initial observations, researcher found that MAN Sukoharjo had implemented teaching strategies in learning English and made students more active and easier to understand English, especially in speaking. Therefore, strategies in teaching are very important because they influence students' learning.

As is known, to become a teacher must have a strategy in teaching so that students can understand it. If the teacher does not use strategies, what might happen is that students have difficulty understanding, students become increasingly bored, students appear less enthusiastic because they are silent when the teacher asks them to practice speaking and students appear less interested in the instructions given by the teacher. This is because students are not used to using English in everyday life.

It is interesting for researcher to examine the strategies implemented by teachers to increase student activeness in teaching speaking, because teaching strategies can influence the quality and abilities of students. Therefore, teaching strategies are the basis of teaching for teachers. That is why research on teaching strategies can be a reference for schools in order to develop and improve school quality. Then, because it was interesting, researcher was interested in taking the title “Strategies Used by the Teachers to Students’ Activeness in Teaching Speaking for Eleventh Grade Students of MAN Sukoharjo in Academic Year of 2023/2024”.

B. Identification of the Problems

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

1. According to students, speaking is a difficult English lesson. Because to master a language, they have to learn how to speak it too.

2. There are students who are active in speaking, but there are some who are not active.
3. Most students need guidance to start a conversation. So teachers must continue to be active so that the learning process is carried out well.
4. The learning interests of male and female students are different.
5. Students' vocabulary mastery is still low.
6. Teachers need more effort to make students more confident in speaking English.
7. Students have different backgrounds.

C. Limitation of the Problems

To limit the scope of research in analyzing problems, the findings in research must be limited. In this research, the focus is to investigate the strategies used by the teachers to students' activeness in teaching speaking and students' activeness to the strategies used by the teachers in teaching speaking for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024.

D. Formulation of the Problems

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

1. What are the strategies used by the teachers to students activeness in teaching speaking for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024?
2. How is students activeness to the speaking teaching strategies used by the teachers for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024?

E. Objectives of the Study

According to the research question above, here are the relevant objectives of study formulated as follows:

1. To describe strategies used by the teachers to students' activeness in teaching speaking for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024.
2. To explain students activeness to the speaking teaching strategies used by the teachers for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024.

F. Benefits of the Study

It is hoped that the results of this research will provide benefits for teaching and future learning processes, both theoretically and practically in depth teach speaking.

1. Theoretically Benefits

Researcher hope that this research can provide benefits and scientific contributions to the field of education for researcher and readers. This is expected to provide knowledge, insight and an overview of the strategies used by teachers to make students active in the teaching and learning process. Researcher hope that this research can be useful as a reference for further research regarding teacher strategies for students activeness in teaching speaking.

2. Practically Benefits

a. For the School

It is hoped that this research will help to continue to innovate in learning activities. Apart from that, as input for carrying out activities in the development and management of the learning activity process.

b. For the Teachers

The research results of this research for teachers are, knowing what strategies are used to increase students' activeness in teaching English, especially to improve students' speaking skills. So, this is very helpful for teachers in choosing appropriate

teaching strategies. By knowing the right strategy, teachers can increase the effectiveness of speaking teaching.

c. For the Students

The results of this research are useful for improving students' abilities and knowledge about teacher strategies in teaching and learning speaking. Students will get as much information as possible about strategies that are suitable for use in learning speaking.

d. For Other Researchers

This research can be used as a reference for other researchers who want to conduct research on teacher strategies for student activity in teaching speaking and how students activeness to the speaking teaching strategies used by the teacher.

e. For the Readers

Hopefully the results of this research can be useful for readers to broaden their insight and develop their knowledge.

G. Definition of the Key Term

1. Speaking

Speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they don't match our opinion, as well as the ability to ask and answer these questions. Speaking is an ability or activity to carry out linguistic

knowledge in actual verbal communication. By talking to other people, we can find out what kind of situation there is in the world and share information with each other in everyday life. According to Razi et al (2021), speaking is the ability to communicate with other people. Therefore, speaking is the key to communication between humans in everyday life to exchange information.

2. Teaching Strategies

Teaching is a process of effective interaction and communication between teachers to students when providing subject matter in a learning process. Strategies refers to a general plan of action to achieve one is goals. Strategy related to how certain goals are to be achieved. According to Saputra and Aziz (2014), a teaching strategy is a general plan of a lesson that includes the structure, teaching objectives and an outline of the planned tactics, necessary to implement the strategy.

3. Students' Activeness

Active student learning is a process of teaching and learning activities that requires students to be actively involved in the learning process and make student behavior better. The activeness of student learning is observed when the learning process takes place in the activities carried out by students. It can be concluded that student activity in learning is all physical and non-physical activities of students in the process of teaching and learning activities that are optimal so as to create a conducive classroom atmosphere. According

to Ristiani (2021), students who are active in the learning process are students who are involved in the learning process. The learning process will be active if there is participation from students. Active is continuously involved in an action.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Speaking

a. Definition of Speaking

In teaching English, there are four kinds of micro skills including listening, reading, writing, and speaking. But, researcher focus on speaking skills. Speaking is a productive skill that will support us to communicate more easily. Because speaking is the basis of human communication. According to Baso (2016), speaking is using words in the usual voice, pronouncing words, knowing and being able to use language, expressing one in words, and making speeches. In short, speaking is the ability to carry out linguistic knowledge in actual communication. In talking to others, we can find out what kind of situation exists in the world.

According to Garton and Copland (2019), as a productive language skill, speaking is the active use of language to express meaning. Talking involves expressing ideas, opinions or the need to do something and building and maintaining social relationships and friendships. There are several purposes of a person in communicating including she wants to speak, they has several communicative purposes that are selected from their language

storage, they want to listen to something and they are interested in the communicative purpose of what is being said. Communicative language teaching is an approach to language teaching that emphasizes learning a language first and foremost for the purpose of communicating with other people.

Speaking is an interactive skill and a form of human oral speech by expressing words in their language actively, productively and interactively. According to Pratama and Awaliyah (2015), defined speaking as a process of constructing and sharing meaning and information through the use of verbal and nonverbal symbols in various contexts. Speaking is a complex cognitive process and the active use of language to express meaning.

From the expert descriptions above, the researcher concluded that speaking is an interactive process for constructing meaning that involves, produces and receives, and processes information. The achievement of a good speaking activity is when the interacting people can understand each other. One example of speaking activity is the interaction between teacher and student. In interaction, the teacher must have good speaking competence because they must bring all their students to understand the material through their speech.

b. Components of Speaking

According to Harris (1969), there are five components of speaking.

- 1) Pronunciation (including segmental features, vowels and consonants, and stress and intonation patterns).
- 2) Grammar (use of grammatical forms and syntactic patterns).
- 3) Vocabulary (lexical items necessary to function effectively).
- 4) Fluency (ease and speed of speaking flow).
- 5) Comprehension (because oral communication certainly requires the subject to respond to the speech as well as initiate it).

c. Concept of Speaking

According to Parera et al (2020), speaking English has several sub-skills.

1) Accuracy

Accuracy is the use of correct grammar and words within a language.

2) Fluency

According to Clemons (2015), explained that fluency is the ability to speak a language easily. Fluency is knowing how to use our words easily and comfortably. So, it can be concluded

that fluency is the ability to speak a language fluently, quickly, and correctly, and can be a good speaker.

3) Appropriacy

Appropriateness means whether something is appropriate or acceptable in the situation.

2. Teaching Speaking

a. Definition of Teaching Speaking

Speaking in the language teaching process is a process of verbally conveying an idea that involves the teacher, learner, material and environment. Teaching is guiding and facilitating learning. According to Kayi (2006), teaching speaking is teaching students to produce sounds and sound patterns of English speech, choose words and sentences according to appropriate social settings, use language as a means to express values and judgments, and use language quickly and be confident by seeing unnatural pauses called fluency. To teach speaking requires an activity plan that not only allows students to practice spoken language but also focuses their attention on important linguistic elements that can improve their accuracy.

Meanwhile, according to Pratama and Awaliyah (2015), in their perception to teach speaking can be defined as teaching students to produce English speech through sounds and sound

patterns, using stressed words and sentences, intonation patterns, and second language rhythms, choosing words that match the sentences according to appropriate social settings, audiences, situations and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, use language quickly and confidently with few pauses, which is called fluency. So that it can make learning efficient and communicative.

In addition, in designing activities to teach speaking, several principles need to be considered. First, speaking activities need to maximize language production to provide the best conditions for autonomous language use. Second, activities must be carried out in situations where students can show interest, understanding, and ask questions or make comments, which is called interactivity, and includes a competitive element in which students work together to achieve certain goals. Third, teachers must keep in mind what students need, ranging from a language-based focus on accuracy to a message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts (Anjaniputra, 2013).

From the expert descriptions above, the researcher concluded that teaching speaking is a process where a teacher has the ability to communicate ideas, ideas, or opinions, and feelings to

students. They should try to eliminate confusion in conveying and receiving messages in order to avoid mispronunciation, grammar, or vocabulary, and observe social and cultural rules that apply in every situation in communication.

b. Reasons for Teaching Speaking

According to Harmer (2007), there are three main reasons why a teacher needs to invite students to speak in class.

- 1) First, speaking activities provide practice opportunities, namely the opportunity to practice speaking in real life safely in the classroom.
- 2) Second, speaking tasks in which students try to use one or all of the languages they know provide feedback for teachers and students. Everyone can see how well they are doing, how successful they are, and also what language problems they are having.
- 3) And finally, students have more and more opportunities to activate various language elements that they store in their brains, and the more automatically they use these elements. As a result, students gradually become independent language users. This means they will be able to use words and phrases fluently without much conscious thought.

Good speaking activities can and should be very interesting for students. If they all participate fully and if the teacher has organized the activity correctly and can then provide sympathetic and useful feedback, they will derive great satisfaction from the activity.

c. The Purpose of Teaching Speaking

One of the main concerns in improving English speaking is to consciously involve students in their own learning process in order to improve their English speaking. According to Fanshuri (2019), the purpose of teaching speaking is to help the students to accomplish four things that are:

- 1) To improve self-confidence in speaking and listening to English.
- 2) To improve intelligibility in speaking and listening to speaking English.
- 3) To improve fluency in speaking English.
- 4) To improve accuracy in speaking English.

From the expert descriptions above, the researcher concluded that teaching speaking is a means of facilitating students' learning processes with a variety of strategies called successful learning.

3. Strategies in Teaching Speaking

a. Definition of Strategies in Teaching Speaking

Teaching strategy means the different methods or methods implemented by teachers in the process of teaching and learning. The use of strategies in the classroom is critical as it determines the success of teachers in achieving classroom goals. According to Brown (2007), strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.

According to Ningsih (2019), the strategy is the teacher's medicine in making area systems that occur in the teaching and learning process. The strategy used by the teacher is a factor of success or failure in language learning because it is ultimately the strategy that determines what language instructions and how they are carried out.

According to Safura and Asro (2017), language skills need to be controlled, and they assess learning achievement based on mastery of speaking skills. Defined speaking strategy as a potentially conscious plan to solve how a person presents their self as a problem in achieving certain communicative goals. Teaching strategies are various methods or methods implemented by teachers in the teaching and learning process. Strategies in teaching are very

important because they can determine the success of teachers in achieving teaching goals.

From the expert descriptions above, the researcher concluded that strategies in teaching speaking is all the tools, tactics, and methods or means that a teacher uses in teaching to achieve learning more effectively and independently than what was previously planned. Therefore, it is important for teachers to teach and provide material in class well and create a more enjoyable and interesting class atmosphere so that learning objectives, especially language understanding, can be achieved.

b. Approach and Method of Strategies in Teaching Speaking

In teaching strategies, learning approaches and methods are needed to further facilitate the teaching and learning process and student learning outcomes. So, what has been planned by the teacher can be achieved as well and easily as possible by students.

1) Approach

According to Richards and Rodgers (2001), an approach is a set of correlative assumptions related to the nature of language teaching and learning. An approach is axiomatic. In this case, it describes the nature of the subject matter to be taught. The approach refers to theories about the nature of language and language learning as a source of practice and principles in language teaching.

a) Communicative Language Teaching

Communicative Language Teaching (CLT) is a language teaching approach that emphasizes interaction as the means and end goal of learning. This language teaching approach emphasizes communication as the main goal of learning. In this approach, students are focused on learning language by having actual social interactions, such as conversations, presentations, and discussions.

b) Competency-Based Language Teaching

Competency-based language teaching is an approach to language learning that is based on teaching and learning activities on units and elements of competency that must be possessed both from aspects of the language itself and competencies that are already possessed according to the field of professional tasks pursued by the language learner. In this case, what can happen is that the criteria for language ability are, for example, expressing written and verbally a professional ability that the language learner is engaged in.

c) Content-Based Instruction

Content-based instruction is a content-based language learning approach to instruction. Content in this case is the meaning that is the basis for the formulation of

teaching materials and the subject of discussion.

d) Cooperative Language Learning

Cooperative Language Learning (CLL) is a subset of the more general instructional approach also known as Collaborative Learning (CL). Cooperative Learning is a teaching approach that makes maximum use of cooperative activities involving pairs and small groups of students in the classroom. Group learning activities are organized in such a way that learning relies on the socially structured exchange of information between students in the group and where each student is responsible for his or her own learning and is motivated to enhance the learning of others.

e) The lexical approach

Lexical approach is an approach in teaching foreign languages. In this approach, teachers and students must be able to develop words at each intersection, not word by word. This method prioritizes grammar, because language success is not language accuracy. That means, we can speak even if we use inappropriate grammar. But we don't always use grammar in language because grammar is also important in language. So, if a teacher is teaching in class and is translating a text, the teacher is required not to

translate the text word by word but rather the teacher must translate the text piece by piece.

f) Multiple Intelligences

Multiple Intelligences (MI) is a type of student-centered approach where learning is presented by considering the dominant type of intelligence possessed by students, making it easier for students to receive learning material.

g) The Natural Approach

Natural approach is a second language learning approach that focuses on communicative skills, both oral and written. Natural approach is a language learning approach that places emphasis on aspects of student understanding and aspects of meaningful communication. The Natural Approach focuses on communication skills and exposure to language before rules and grammar, similar to the way a person learns their first language.

h) Neurolinguistic Programming

Neurolinguistic programming is an approach that focuses on the way a person communicates with themselves and others, and how this influences the person's behavior and behavioral outcomes.

i) Task-Based Language Teaching

Task-based language teaching refers to an approach based on the use of tasks as the core of planning and teaching in language teaching.

j) Whole Language

Whole language is a way to develop language or teach language which is carried out as a whole which includes listening, speaking, reading and writing which are presented in an integrated manner. The whole language approach has comprehensive characteristics because language learning through this approach studies all linguistic aspects (listening, speaking, reading, writing) and linguistic components (sound system, form, sentence structure and meaning), as well as the use of multimedia and meaningful.

k) The Oral Approach and Situational Language Teaching

The oral approach and situational language teaching are based on a structural view of language. Speech, structure and focus on a basic set of vocabulary are seen as the basis of language teaching. This approach emphasizes the presentation of structure in the situation.

2) Method

According to Richards and Rodgers (2001), method is a comprehensive plan for presenting language material in an orderly manner, none of which is contradictory, and all based on the chosen approach. Methods are theoretically related to an approach, organizationally determined by a design, and practically realized in procedures. An approach is axiomatic and a method is procedural. In one approach, there can be several methods.

a) The Audiolingual Method

The Audiolingual Method is a method that involves a lot of practice and training in language in the form of dialogue, lectures and so on. The audiolingual method is basically a development of the direct method which is felt to have weaknesses, especially in explaining things that are difficult for students to understand. For this reason, apart from emphasizing language teaching through listening and imitation, this method also allows the use of the mother tongue for explanations.

b) Community Language Learning

Community Language Learning (CLL) or Counseling-Learning is an method to language teaching that focuses on group learning. Which involves

psychological aspects where students work together to develop the language skills they want to learn.

c) The Silent Way

The silent way learning method is a learning method where students play an active role in the learning process. The teacher is mostly silent, but the teacher is still active using movement, images and designs to provoke and form reactions. The teacher creates an environmental atmosphere that encourages students to try and provides facilities in the learning process.

d) Suggestopedia

Suggestopedia is a learning method that aims to make students feel relaxed and eliminate feelings of tension in the learning process. Students are invited to concentrate through suggestions given by the teacher. The most striking characteristics of suggestopedia are the decoration, furniture and arrangement of the classroom, the use of music, and the teacher's authoritative behavior.

e) Total Physical Response

Total Physical Response (TPR) is a language teaching method built on the coordination of speech and action. Where teachers try to teach language through physical (motor) activities to students.

f) The Grammar-Translation Method

Grammar Translation is a way of studying a language that approaches the language first through a detailed analysis of the grammatical rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of the target language.

g) The Direct Method

The direct method is a way of presenting foreign language learning material where the teacher directly uses a foreign language as the language of instruction, and does not use the students' language at all in teaching.

c. Types of Strategy in Teaching Speaking

According to Masitoh cited in Fanshuri (2019), there are different types of learning strategies as follows:

1) Learning Strategy Expository

Learning Strategy Expository is a strategy that focuses on the teacher or trainer verbally conveying content to the group. The aim is to ensure that trainees master the learning material optimally.

2) Quantum Learning

Quantum Learning combines suggestology and accelerated learning strategies and using theories, beliefs and concrete

methods. Include concept: right and left brain theory, trinity brain theory, choice modalities, holistic education, learning through symbols and simulations, learning concept quantum design is a learning process that harmoniously combines elements of academic ability, physical achievements, and life skills.

3) Cooperative Learning Strategies

Cooperative Learning Strategies are sequences of learning in which students with different abilities work in small groups to achieve established learning goals.

4) Inquiry-Based Learning Strategy

Teaching is about maximizing student performance and potential in solving challenges and problems in the learning process.

5) Strategy Problem-Based Learning (SPBM)

Learning goals can be achieved when educational activities focus on tasks and problems that are authentic, relevant, and presented in context. Learning begins with problems, and these problems determine the direction of group learning.

6) Contextual Learning Strategy

A Contextual Learning Strategy is a learning strategy that focuses on the process of finding the material the student is

learning, relating it to real life situations, and encouraging the student to apply it to their lives.

7) Active Learning Strategy

In active learning activities, it is the students who carry out the learning activities. They have to find and solve problems on their own, find examples, put their skills to the test, and do the learning tasks they need to complete.

Teachers needed theoretical strategies, especially for speaking. This makes it easier for teachers to teach things like: Learning strategies, quantum learning strategies, cooperative learning strategies, inquiry-based learning strategies, strategy problem-based learning (SPBM) strategies, contextual learning strategies, and active learning strategies. To support teachers in teaching learning through listening, several strategies can be used to make the teaching and learning process positive and interesting.

Angraeni (2020) have pointed out, the strategies employed by teachers ultimately determine what language teaching is and how it is delivered, so the strategies employed by teachers be a factor to determine the success or failure of language learning. Teachers can use different teaching strategies to achieve teaching and learning goals and objectives. These mean that it is the teacher's responsibility to get students to speak English using proper teaching methods of speaking. In summary, strategies are critical to

the success of the teaching and learning process.

When teaching the speaking learning process, teachers need speaking strategies to ensure that the learning process works well and that students can speak well and correctly. Killian cited in Angraeni (2020), explained how most teaching strategies in the classroom are needed to improve their students' speaking skills. These teaching strategies are collected to meet the needs of language learners in learning English, especially in speaking. The following are teaching strategies used by teachers to improve students' speaking:

1) Setting Clear Lesson Goals

It is important for teachers to be clear about what students are expected to learn in each lesson. Lesson objectives are unclear when teachers cannot quickly and easily state what students should know and be able to do by the end of a particular lesson. Clear lesson goals for teachers (and students) to focus on what is most important in all other aspects of the lesson.

2) Showing & Telling

Teachers should usually start the lesson with a show and tell. Simply put, telling is sharing information and knowledge with students, and showing is modeling how to do something. Once the teacher has clarified what the students need to know and be

able to do by the end of the lesson, they should tell the students what they need to know and show them how to perform the task.

3) Questioning to Check for Understanding

Teachers typically spend a lot of class time asking questions. However, few teachers use questions to assess comprehension in class. However, teachers should always make sure they understand before moving on to the next part of the lesson. Techniques such as random sampling, student response boards, and teaching a friend can help.

4) Summarizing New Learning in a Graphical Way

Graphic outlines include mind maps, flowcharts, Venn diagrams, and more. Teachers can use them to summarize what students have learned and to help teachers understand the connections between aspects of what they have taught. Discussing a graphical overview is a great way to put together a teacher's show. Teachers can refer to it at the end of the lesson.

5) Plenty of Practice

Practice makes perfect. Practice helps students retain the knowledge and skills they have learned while providing another opportunity to check their understanding. If teachers want to

harness the powerful power of practice, they need to make sure their students are practicing the right things. Finally, students perform better when teachers have them practice the same thing for longer periods of time.

6) Providing Students with Feedback

Feedback is the breakfast of champions, the breakfast served by the best teachers around the world. Simply put, giving feedback means knowing how students perform a particular task and how they can improve. Unlike praise, which focuses on the student rather than the task, feedback helps us understand specifically what the student did well, where they are, and how they can improve.

7) Being Flexible about How Long it Takes to Learn

The idea that any student can learn, given enough time, is not as revolutionary as it sounds. It is also the central premise behind mastery learning, a skill that affects student achievement in the same way as socioeconomic status and other aspects of family life.

8) Getting Students Working Together (in productive ways)

Group work is nothing new and teachers can see it in every classroom. However, productive group work is rare. When working in groups, students tend to rely on those who seem

most prepared and competent for the task at hand. To make the group more productive, the teacher must choose the tasks to assign to the students and the individual roles played by each group member.

9) Teach Strategies Not just Content

Teachers can improve student performance in any subject by clearly teaching how to use relevant strategies. When teaching children to read, teachers must teach strategies for coping with unfamiliar words and developing comprehension. If the teacher teach math, so teacher need to teach problem-solving strategies. Just like the content, these strategies should be explained to students, shown how to use them, guided practice, and then asked to use them individually.

10) Nurture Meta-Cognition

Many teachers tell students that if they are simply asking students to use strategies, i.e. using strategies such as making connections while reading or self-verbalizing while solving problems, it believe that encourages the use of metacognition. Encouraging students to adopt strategies is important, but it is not metacognition. Metacognition involves thinking about choices, decisions, and outcomes. This has a greater impact on student outcomes than classroom strategy. Using metacognition, students are able to think about what strategy to

use before choosing a strategy, and how effective that choice was before continuing or changing the chosen strategy and can do.

There are numerous speech training strategies that are used and applied in the classroom in many situations. Strategies for learning to speak include cooperative activities, role-plays, creative tasks, and drills. Collaborative activities can facilitate negotiation of linguistic elements. Imitation or repetition of words, phrases, or even entire utterances is a strategy for improving pronunciation. It helps provide a means of emphasizing certain words, phrases, or utterances, transferring new items from working memory into long-term memory, and gaining articulatory control over speech activity. This is very important. Speaking Strategies help students improve their fluency and accuracy.

Each teacher can use different strategies to improve the speaking skills of their students. After implementing a strategy, teachers can see what their students' language comprehension looks like and benefit from understanding the factors that make learners succeed and fail, creating an environment for implementing successful strategies. Teachers can create it in their classroom. Kayi cited in Angraeni (2020), puts forward her thirteen strategies in teaching speaking, namely:

1) Discussion

Discussions are used for a variety of reasons after content-based lessons. Students can draw conclusions, share ideas about events, and find solutions in discussion groups. Before the discussion, it is important that the teacher establishes the purpose of the discussion activity. That way, the discussion points are relevant to their purpose, so students don't waste time chatting with each other about irrelevant things.

2) Simulations

Simulations are very similar to role-plays, but where simulations differ from role-plays are that they are more complex. Simulations allow students to bring objects into class to create realistic environments. For example, if a student performs as a singer, she will hold a microphone and sing.

3) Role Play

Students pretend to be in different social situations and assume different social roles. In role-playing activities, the teacher gives information to the learners such as who they are and what they think or feel.

4) Brain Storming

Students can develop their ideas on a given topic in a limited amount of time. Depending on the context, individual or group

brainstorming can be effective, allowing learners to generate ideas quickly and freely. The good thing about brainstorming is that students are not criticized for their ideas. As such, students are open to sharing new ideas.

5) Storytelling

Students can easily summarize a story they have heard from someone before or make up their own story to tell their classmates. Storytelling encourages creative thinking. It also helps students express their ideas in the form of beginnings, developments, and endings, such as the characters and settings needed for the story.

6) Information Gap

This activity requires students to work in pairs. One student has information that the other partner does not have, and the partners share the information. Information gap activities serve many purposes, such as solving problems and gathering information. Each partner also plays an important role, as the task cannot be completed unless the partner provides the information they require.

7) Interviews

Students can conduct interviews with various people on selected topics. It is recommended that teachers provide rubrics

to help students understand what questions to ask or which route to take, but students are encouraged to formulate interview questions on their own must be prepared. After the interview, each student can present their research to the class. In addition, students can interview each other and "introduce" their partners to the class.

8) Story Completion

In this activity, the teacher starts telling the story but stops after a few sentences. Each student then picks up where the previous story left off. Teachers can ask each student add their sentences or new characters, events, descriptions, etc.

9) Reporting

Before coming to class, students are asked to read newspapers and magazines and tell their friends what they find the most interesting news in class. Students can also talk to their friends before class if they have experienced anything in their daily life that is worth telling.

10) Playing Cards

In this game, students must form groups of four. Each suite represents a theme. Each student in the group chooses a card. Each student then writes their questions on that topic and presents them to the others in the group. However, the teacher

must indicate at the beginning of the activity that students are not allowed to prepare questions with yes or no. Rather, students should ask themselves open-ended questions and provide complete sentences.

11) Picture Describing

In this activity, students can form groups and each group is given a different picture. Students discuss their drawings in groups, and a speaker from each group explains the drawing to the entire class. This activity encourages learners' creativity and imagination, as well as their ability to speak in front of an audience.

12) Find the Differences

In this activity, students work in pairs and each pair is given two different pictures. For example, one picture is of a boy playing soccer and another picture of her is a girl playing tennis. Students work in pairs to discuss similarities and differences between the drawings.

13) Picture Narrating

This activity is based on multiple consecutive images. Students are asked to tell a story that takes place in a sequence of images, paying attention to the criteria given by the teacher as a rubric. Rubrics can contain vocabulary and structures that need

to be used in storytelling.

Based on some of the above descriptions, researcher can conclude that there are a great many strategies that teachers can use when teaching speaking. All of these strategies are excellent and can improve a student's activeness, which is known to be a major component of speaking ability.

4. Students' Activeness

a. Definition of Students' Activeness

Students learn best when learning is active. When students are passive, their brain doesn't do job of processing effectively or retaining the information efficiently. According to Yuliana et al (2021), students' activeness depends on the teacher, it means how the teaching materials or learning activities to students. The activeness of students in the classroom is also influenced by the teaching method and strategies by the teacher. As applied social media as a strategy to improve students participation and motivation in English subjects.

According to Molebu (2021), activeness comes from the word active which means active at work, active in trying, able to react and interact, while the meaning of the word activity is busyness or activity. Activeness is the state or quality of being active. The definition of activeness in the dictionary is the state of being busy and pleasantly occupied, having a lot of different

interests and doing a lot of activities. Other definition of activeness is physically energy. Activeness is also mental alertness and energy. The process of active learning where the students involves in the activity as long as the process of teaching-learning. Active learning is a process where the students are involved actively in make the understanding of ideas, facts, and their skills thru the settlement of the instructor directed the activities and also the task. This is the type of the activity that can engage the whole students, it means that the learning happens when the students got involve in the activity that used content and the skill that they have been learn.

According to Jumiatri and Khairani (2020), learning activities are activities that are physical and spiritual. In the process of learning, both of these activities must always be related, a student will think as long as they "do", without "doing", the students will not think, therefore in order for students to actively think, students must be given the opportunity to "do". Learning activities are activities ranging from physical activities to psychological activities.

From the expert descriptions above, the researcher concluded that students' activeness is student activity in the learning process that engages emotional abilities and puts more emphasis on creativity of the student, increases their abilities, and reaches students who are capable to master the concepts and also

creative. Activeness are all activities that are carried out either physically or spiritually. Students activeness during the teaching and learning process is one indicator of the student's desire to learn. The activities in question are activities that lead to the learning process such as asking questions, asking opinions, doing assignments, being able to answer teacher questions and being able to work together with other students, as well as being responsible for the assignment given.

b. Classification of Activeness

Many teachers feel satisfied when watching students look busy working and moving in the classroom. Non activity should be prioritized in the learning process rather than being physically active. Frequent questions, questioning other people's ideas, and expressing ideas are all signs of mental activity. Molebu (2021), divides activities that indicate activeness:

- 1) Visual activities, which contain paying attention to the drawings, reading, experiments, and demonstrations other people's work.
- 2) Oral activities, as well as stating, formulating, asking questions, giving suggestions, giving opinions, do interviews and also discussions.
- 3) Listening activities, such as listening: discussions, speeches, conversations, even music.

- 4) Writing activities, as well as writing, essays, stories, questionnaires, reports.
- 5) Drawing activities, such as drawing, maps, diagrams and making graphs,
- 6) Motor activities, that put among others: doing experiments, making construction, playing.
- 7) Mental activities, for example: respond, remember, solve problems, analyze, make decisions.
- 8) Emotional activities, such as: interested, feeling bored, excited, calm.

c. Characteristics of Learning Activeness

Based on the description of the activity classification that mentioned before, it indicates that activity in learning is pretty complex and varied. The situation in which students carry out learning activities is called learning activeness. Here are some the characteristics of active learning of the students.

- 1) Students are engaged in more than listening. They are going to talk actively as long as the process of the teaching learning.
- 2) Less tension is placed on transmitting information and more on expanding the studentsskills and ideas or thoughts. They are going to share the information that they already know each other.

- 3) Students are engaged in higher-order thinking (synthesis, analysis, and evaluation). They will think critically to crack the problems.
- 4) Students are involved in activities (writing, reading, discussion). They did not keep silent but participate in all the activities.
- 5) Greater tension is located on students' exploration of their own values, attitudes, values, and also their own experiences. Students is the role center in the classroom (Molebu, 2021).

According to Molebu (2021), the activeness of students in following the teaching and learning process can be seen in the following terms:

- 1) Participate in carrying out their learning assignments.
- 2) Engage in problem solving.
- 3) Ask other students or teachers if they do not understand the problems they are facing.
- 4) Trying to find various information needed to solve the problem.
- 5) Practice in solving problems or problems.
- 6) Assessing their own abilities and the results obtained.

In addition, according to Molebu (2021) the characteristics of student activity can be reviewed based on the process, as follows:

- 1) Student activeness is viewed from the planning process.
 - a) There is student involvement in formulating learning objectives according to their needs and abilities as well as experience and motivation as material for consideration in determining learning activities.
 - b) There is student involvement in compiling learning designs.
 - c) There is involvement in determining and holding the learning media to be used.
- 2) Student activeness in terms of the learning process.
 - a) There is student participation both mentally, emotionally, physically, and also intellectually in every process of the learning. It can be seen from the high motivation and attention of the students to do each given task according the time that be given.
 - b) Students learn directly. In the direct learning process, concepts and principles are given through real experiences such as feeling, operating, doing it self, and so on. Likewise, this experience can be done in the form of cooperation and interaction in groups.
 - c) There are student efforts to create a conducive learning

climate.

- d) Student involvement in finding and utilizing every available learning resource that is considered relevant to learning objectives.
 - e) There is student participation in order to take the initiatives for example like trying to solve problems raised, answering and asking questions, or even that arise during the learning process.
 - f) Students are able to interact multi- direction, both between students and students or between teachers and students, this interaction is also characterized by the involvement of all students equally, meaning that the conversation or question and answer process is not dominated by certain students only.
- 3) Student activeness in terms of learning evaluation activities.
- a) There is student involvement in evaluating the learning outcomes themselves.
 - b) The involvement of students independently to carry out test activities, and the tasks that must be done.
 - c) The willingness of students to prepare reports both written and oral regarding the learning outcomes they get (Molebu, 2021).

B. Previous Related Studies

Previously, to prove the authenticity of this research, the researcher explained four previous research points related to the study which specifically discussed teacher strategies in learning to teach English speaking where the researcher focused on student activity. Researcher can compare the results of each experience in implementing teacher strategies in teaching speaking, and researcher can also conclude to what extent the strategies help teachers in implementing speaking teaching, especially in generating student activity in class. There are several studies that are relevant to this research, including the following.

The first previous study is thesis "Teachers' Strategies in Teaching Speaking at SMA N 1 Palopo (A Qualitative Research at SMA N I Palopo)" which was written by Widya Angraeni in 2020. The research result showed that the teaching speaking skills in the classroom, there are two teachers who apply their own strategies. Teacher 1 applies brainstorming and projects the best learning as main strategy. Both strategies are used for students so that they always active with learning activities in class. If they are active with activities in class, they can practice and improve their speaking skills. Besides that, there are also other supporting strategies used. For example discussion, role play, storytelling, interviews, reporting and drawing pictures. This strategy is the one used by teacher 1 in teaching speaking skills.

In addition, teacher 2 also applies two strategies in teaching speaking skills. The first is brainstorming and the second is playing ice ball. By using both with these strategies, especially playing ice ball, students can be actively involved in learning activities. This activity can train and improve their speaking skills, because in playing ice ball there are several topics that can make them active in speaking in English. Besides that there are also supporting strategies used such as discussions, simulations, storytelling, interviewing, reporting, depicting pictures and role playing. This strategy is what teacher 2 uses in teaching speaking skills.

So, the strategies used between teachers 1 and 2 are more or less the same although there are slight differences, and the goal is the same, namely so that students can be active in learning speaking skills. And teachers need to be creative by combining several strategies to support students in achieving learning goals, stimulate motivation to work together in speaking activities, and use more appropriate strategies in teaching speaking skills in order to attract students' interest in practicing speaking skills.

The second previous study is thesis "An Analysis of Teacher's Strategy in Promoting Active Learning Based on 2013 Curriculum" which was written by Venni Winda Pranita in 2018. The research result showed that the research seeks to answer the strategies used by teachers in promoting active learning at SMP N 01 Kepahiang and how teachers use these strategies. Based on the results of this study, the researcher concluded that teachers at SMPN 01 Kepahiang use five ways to promote active

learning to achieve the goals of active learning, namely visual-based learning, writing in class, computer-based learning, cooperative learning, role playing, simulations, and games. Consequently, to promote active learning, all of these strategies must be used.

All teachers use strategies to encourage active learning in some way. First, the teacher uses visual-based teaching by actively involving students. Therefore, don't just listen to the teacher, for example the teacher shows pictures, posters, videos, etc. when they are teaching. After that, they asked students to participate actively. Second, the teacher uses writing in class such as answering questions in essay form, or rewriting scrambled sentences that have been arranged correctly, reading then writing down the answers, constructing sentences, or filling in the blanks, summarizing or writing texts. Teachers can also make students more active by implementing computer-based learning such as using laptops in class. Then all teachers carry out cooperative learning by dividing it into small groups, five or six groups, teachers can involve students to work together in each group. Finally, the teacher uses role play and games depending on the topic of the English learning material provided.

So, in promoting active learning in such schools, all of the above strategies should be used. Then all teachers can use strategies in encouraging active learning with the aim that students can participate actively.

The third previous study is thesis "The Teachers' Strategies in Teaching Speaking at MTs An Nur Tangkit" which was written by Hamzah Fanshuri in 2019. The research result showed that the most widely used teacher teaching strategies in teaching speaking skills at MTs An Nur Tangkit is to use recordings, transcripts, dialogues, discussions, class conversations and casual chat. The teacher uses this technique, because it is based on a handbook and is easy to practice. Several other strategies were also used by teachers, but the frequency was very low seldom. So, most students like the strategies used by the teacher in teaching speaking skills then they can follow the instructions from the teacher.

The fourth previous study is thesis "Teachers' Strategies in Teaching Speaking Skills of the Ninth Grade Students at SMPN 4 Sungguminasa" which was written by Andra Novita Rasyied in 2022. The research result showed that in the implementation, teacher A always uses strategies including showing and telling strategy, flexible time, questioning to check for understanding, getting students working together, and plenty of practice. Teacher B usually setting clear lesson goals, showing and telling, flexible time, plenty of practice and provide students with feedback. In using this strategy, the teacher sets clear learning objectives to ensure that students will be able to understand the material that is the learning objective. The show and tell strategy will help students easily understand the material because students can see examples.

Many students find English subjects difficult, so teachers give students more time to understand and practice learning by providing flexible time. To ensure that they have understood the subject. Students will easily understand and be confident if they work together with their friends in doing assignments or practice speaking English. Feedback from the teacher is also important to stimulate students to speak English and should practice a lot. That is why, lots of practice will make students accustomed to speaking English. In short, the strategy is very effective for improving students' speaking skills.

Therefore, teachers need a variety of strategies in the learning and teaching process. There are several problems faced in teaching speaking classes. The first problem is the students' low vocabulary. The second problem is that students are embarrassed and afraid to speak because they are afraid of making a mistake. The third problem is that students always make mistakes in pronunciation. There are several solutions that might be able to overcome these problems, namely the teacher must circulate among the students and the teacher practices the students' material continuously until the students can understand.

Table 2.1
Similarity and Difference of Previous Studies

Researchers, Year, and Title	Results	Similarity	Difference
Widya Angraeni, (2020) Teachers' Strategies in Teaching Speaking at SMA N 1 Palopo (A Qualitative Research at SMA N I Palopo)	The teaching speaking skills in the classroom, there are two teachers who apply their own strategies. Teacher 1 applies brainstorming and projects the best learning as main strategy. Besides that, there are also other supporting strategies used. For example discussion, role play, storytelling, interviews, reporting and drawing pictures. Teacher 2 applies brainstorming and playing ice ball. Besides that there are also supporting strategies used such as discussions, simulations, storytelling, interviewing, reporting, depicting pictures and role playing.	Widya Angraeni's research has in common with the current research is examining the strategies used by teachers in teaching speaking. There are two teachers who apply their respective strategies. The strategy used by the teacher is to ensure that students are always active in learning activities in class. The type of research carried out also uses qualitative descriptive research.	Widya Angraeni's research focuses on the strategies used by teachers in teaching speaking. The focus of the current research is apart from the strategies used by teachers in teaching speaking, it also focuses on how students activeness to the strategies used by the teacher in teaching speaking. Techniques of collecting the data in Widya Angraeni's research used observation, interview and documentation . Meanwhile, in the current research is

			used observation and interview.
Venni Winda Pranita, (2018) An Analysis of Teacher's Strategy in Promoting Active Learning Based on 2013 Curriculum	Teachers at SMPN 01 Kepahiang use five ways to promote active learning to achieve the goals of active learning, namely visual-based learning, writing in class, computer-based learning, cooperative learning, role playing, simulations, and games. Consequently, to promote active learning, all of these strategies must be used.	Venni Winda Pranita's research has in common with current research is that it examines teacher strategies in encouraging active learning in the classroom. The type of research carried out also uses descriptive qualitative research. Techniques of collecting the data are also the same, namely observation and interview.	Venni Winda Pranita's research focuses on the strategies teachers use to encourage active learning in the classroom in English language learning as a whole and in certain curriculum. The focus of current research, apart from the strategies used by teachers in teaching speaking, it also focuses on how students activeness to the strategies used by teachers in teaching speaking.
Hamzah Fanshuri, (2019) The Teachers' Strategies in Teaching Speaking at MTs An Nur Tangkit	The most widely used teacher teaching strategies in teaching speaking skills at MTs An Nur Tangkit is to use recordings, transcripts, dialogues, discussions, class conversations and casual chat. The	Hamzah Fanshuri's research has in common with current research is examining teachers' strategies in teaching	Hamzah Fanshuri's research focuses on the strategies teachers use in teaching speaking. The focus of current

	<p>teacher uses this technique, because it is based on a handbook and is easy to practice.</p>	<p>speaking so that teachers can control the class well and actively. The type of research carried out also uses qualitative research. Techniques of collecting the data are also the same, namely observation and interview.</p>	<p>research, apart from the strategies used by teachers in teaching speaking, it also focuses on how students activeness to the strategies used by teachers in teaching speaking.</p>
<p>Andra Novita Rasyied (2022) Teachers' Strategies in Teaching Speaking Skills of the Ninth Grade Students at SMPN 4 Sungguminas a</p>	<p>In the implementation teacher A used showing and telling strategy, flexible time, questioning to check for understanding, getting students working together, and plenty of practice. Meanwhile, teacher B used setting clear lesson goals, showing and telling, flexible time, plenty of practice and provide students with feedback.</p>	<p>Andra Novita Rasyied's research has similarities with current research, namely examining effective and varied teacher strategies to improve students' speaking skills in learning. The type of research carried out also uses qualitative descriptive research.</p>	<p>Andra Novita Rasyied's research focuses on the strategies teachers use in teaching speaking and the problems teachers face when teaching speaking to students. The focus of current research, apart from the strategies used by teachers in teaching speaking, it also focuses on how students activeness to the strategies used by teachers in</p>

			<p>teaching speaking. Data collection techniques in Andra Novita Rasyied's research used observation, interviews and documentation . Meanwhile, in the current research is used observation and interview.</p>
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses qualitative methods, in the form of explanations or descriptions. According to Pranita (2018), qualitative research is conducted through an intense and/or prolonged contact with a field or life situation. These situations are typically or normal ones reflective of the every life of individuals, groups, societies and organizations, therefore, this study uses descriptive qualitative research in order to make the result clear on the classification. Therefore, this research was conducted to find out the strategies used by the teachers to students' activeness in teaching speaking.

The goal is to arrive at a detailed description and understanding of the strategies used by the teachers to students' activeness in teaching speaking for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024.

B. Research Setting

1. Place of Research

This research was conducted at MAN Sukoharjo. This school is located on Jl. Kyai Haji Samanhudi, Tegalrejo, Jetis, Sukoharjo city, Central Java. E-mail of MAN Sukoharjo is mansukoharjo@gmail.com. The website is <https://mansukoharjo.sch.id/>. MAN Sukoharjo, is the

only State Islamic Senior High School in Sukoharjo. Which consists of several classes, namely, for class X starting from class XE-1 to XE-8. For class XI starting from XIF-1 to XIF-8. Where in classes X and XI there are digital classes, namely classes XE-1, XE-2, XE-4, XIF-1 and XIF-2. The Tahfidz program class is in class XE-3. And for class XII it is a specialization class. For science classes it starts from class XII IPA 1 to XII IPA 3. For social classes it starts from class XII IPS 1 to XII IPS 3. For the Religion class there is one class.

2. Time of Research

This research was carried out in stages starting from September 2023 to March 2024, namely from the submission of the title until the research was completed. This research was conducted on teaching English speaking to students activeness. The completeness of this research setting includes title submission, proposal preparation, proposal seminar, collecting the data, data analysis, chapter 4 - 5 preparation, and munaqosyah examination as stated in the table below:

Table 3.1

Time of Research

No.	Activities	Month/Year							
		Sep 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024
1.	Title Submisson								
2.	Pre-Research Observation								
2.	Proposal Preparation								
3.	Proposal Seminar								
4.	Collecting the Data								
5.	Data Analysis								
6.	Chapter 4 - 5 Preparation								
7.	Munaqosyah Examination								

C. Research Subject and Informant

Researcher used a purposive sampling technique in collecting research data. According to Obilor and Isaac (2023), purposive sampling is a non-probabilistic sampling technique where researcher only select subjects who meet the research objectives based on their beliefs. This is a sampling technique that relies on the researcher's discretion in selecting participants from the research population. Therefore, the entire sampling process relies on the researcher's judgment and knowledge of the situation. The sample data source requires special considerations, such as the selection of the best eleventh grade English teacher at the school and several students who have been selected by the researcher. This is of course very important, because the students selected are active students and there are also students who are less active in learning.

According to Rahmadi (2011), research subjects are people who are sources of information in research. Research subjects are also defined as people who are used to provide various information about situations and conditions in the research setting. If research subjects are people, they are called respondents and some are called informants. In fact, basically both are research subjects. However, the term respondent is used for quantitative research while the term informant is used specifically in qualitative research.

The subject of this research is the strategies used by Mr. Eko Budi Utomo, S. Pd. and Mrs. Kuswahyuningsih, S. Pd., M. Pd. as an English teacher, in teaching speaking to students activeness in class XI MAN Sukoharjo. Apart from that, the activeness of students from classes XIF-1 to XIF-8 at MAN Sukoharjo to the teacher's strategy in teaching speaking. The informant for this research is the class XI English teacher at MAN Sukoharjo, namely Mr. Eko Budi Utomo, S. Pd. and Mrs. Kuswahyuningsih, S. Pd., M. Pd. Along with five students from classes XI-F1, XI-F3, XI-F6, XI-F7, and XI-F8 at MAN Sukoharjo.

D. Data and Source of the Data

The data obtained by the researcher about strategies used by the teachers to students' activeness in teaching speaking for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024. In this research, source of the data was the two English teacher of eleventh grade students and five eleventh grade students of XIF-1 to XIF-8 class of MAN Sukoharjo in academic year of 2023/2024.

The data obtained by the researcher was in the form of verbal information, namely statements that were conveyed directly to teachers who taught eleventh grade English and eleventh grade students at MAN Sukoharjo. In addition, researcher also used data in the form of nonverbal information, namely in the form of actions in the form of practices carried out by teachers and students in the classroom. The data source in this study

is verbal information (statements) using the interview method. Meanwhile, nonverbal information (actions) uses the results of observations made by teachers and students in the classroom.

E. Techniques of Collecting the Data

1. Observation

According to Kumar (2022), the observation method is a data collection method in which a person (usually trained) observes the subject of a phenomenon and records information about the characteristics of the phenomenon. Observation involves investigation by observing a research subject or situation.

Researcher made observations of teachers in the classroom. In this case, the researcher observed what the eleventh grade English teacher at MAN Sukoharjo did regarding teaching strategies in teaching speaking so that the students being taught could be active during the learning process. This is used to find out the speaking learning strategies used by teachers in teaching. Apart from that, researcher also observed students' activeness during learning activities and how students activeness to the speaking teaching strategies provided by the teacher.

Observation involves three processes, the first of which is Sensation, namely reporting the observed facts. Using the sense organs (such as eyes, ears, nose, etc.) This process depends on the observer's physical

alertness, which uses the senses when making observations, in order to observe well. The second is Attention, namely concentration which is closely related to will. Training and experience enable the observer to form a habit that can be useful for maintaining the concentration required for scientific observation. Of course, researcher must have this concentration to be able to concentrate well. The third is Perception, which is in last place and is related to the interpretation of sensory reports. This allows the observer's mind to recognize a fact. In this case, researcher begin to recognize the facts that have been researched.

Researcher use structure observation. Structure observation, often used to provide systematic descriptions or to test ordinary hypotheses. It can be applied in field studies and laboratory-type settings that focus on specific aspects of behavior. The most important step in structural observation is the development of observation categories. So researcher focus on certain aspects, namely the strategies used by teachers in teaching speaking and student activeness in class, so that researcher provide a systematic picture of the strategies used by the teachers and students activeness.

2. Interview

According to Easwaramoorthy and Zarinpoush (2006), an interview is a conversation to gather some information. A research interview involves an interviewer, who coordinates the conversation process and

asks questions, and the interviewee is the one who responds to those questions. Interviews can be conducted face to face or can also be done by handphone. Interviews are the right method when it is necessary to collect in-depth information about someone's opinions, thoughts, experiences and feelings. Interviews are especially useful when the topic of inquiry concerns issues that require complex questions and in-depth investigation. Face-to-face interviews are best suited when researcher target population can communicate through face-to-face conversation better than through written or telephone conversation (such as children, the elderly, or individuals with disabilities).

This instrument was used to obtain verbal data from teachers by asking several questions about what strategies were used by eleventh grade English teachers at MAN Sukoharjo in teaching speaking to students activeness in class. Apart from that, the interviewer also asked several questions to eleventh grade students at MAN Sukoharjo about how the students activeness to the speaking teaching strategies provided by the teacher. Interviews were conducted after the teaching and learning process was completed.

Researcher use semi-structured interviews. In a semi-structured interview the interviewer uses a predetermined set of questions and the respondent answers in their own words. Some interviewers use a topic guide which functions as a checklist to ensure that all respondents provide information on the same topic of the question being asked. The

interviewer may probe an area or place based on the respondent's answers or ask additional questions for clarification. Semi-structured interviews are very useful when there is a need to systematically collect in-depth information from a number of respondents or interviewees (for example teachers or community leaders). The researcher has prepared several questions related to what strategies used by the teachers to students activeness in teaching speaking and how students activeness to the strategies used by the teachers. Then the teachers and students answers the questions prepared by the researcher in their own words.

F. Research Instrument

Regarding research instruments, Pranita (2018) state that the instrument of choice in naturalistic investigations is humans. Researcher have to see that other forms of instrumentation can be used in the next phase investigation, but humans are the initial and continuing mainstay. But if human instruments have been used extensively in the early investigation stages, so instruments can be built that are based on the data that human instruments have on product. From the explanation above, the researcher is the key instrument. So, in conducting this research, generally the instrument in this research is the researcher himself, namely the researcher himself who becomes the instrument. Furthermore, researcher also used supporting instruments to complete the data. The supporting

instruments used by researcher in this research were recording devices, observation checklists and interview guidelines.

Table 3.2

Checklist Observation I

Approach and Method of Strategies in Teaching Speaking

No	Approach and Method	Yes	No
1.	Approach		
	a. Communicative Language Teaching		
	b. Competency-Based Language Teaching		
	c. Content-Based Instruction		
	d. Cooperative Language Learning		
	e. The lexical approach		
	f. Multiple Intelligences		
	g. The Natural Approach		
	h. Neurolinguistic Programming		
	i. Task-Based Language Teaching		
	j. Whole Language		
	k. The Oral Approach and Situational Language Teaching		
2.	Method	Yes	No

	a. The Audiolingual Method		
	b. Community Language Learning		
	c. The Silent Way		
	d. Suggestopedia		
	e. Total Physical Response		
	f. The Grammar-Translation Method		
	g. The Direct Method		

Table 3.3

Checklist Observation II

Strategies Used by the Teachers in Teaching Speaking

No	Teachers' Strategies	Yes	No
1.	Learning Strategy Expository		
2.	Quantum Learning		
3.	Cooperative Learning Strategies		
4.	Inquiry-Based Learning Strategy		
5.	Strategy Problem-Based Learning (SPBM)		
6.	Contextual Learning Strategy		
7.	Active Learning Strategy		
8.	Setting Clear Lesson Goals		
9.	Showing & Telling		
10.	Questioning to Check for Understanding		

11.	Summarizing New Learning in a Graphical Way		
12.	Plenty of Practice		
13.	Providing Students with Feedback		
14.	Being Flexible about How Long it Takes to Learn		
15.	Getting Students Working Together (in productive ways)		
16.	Teach Strategies Not just Content		
17.	Nurture Meta-Cognition		
18.	Discussion		
19.	Simulations		
20.	Role Play		
21.	Brain Storming		
22.	Storytelling		
23.	Information Gap		
24.	Interviews		
25.	Story Completion		
26.	Reporting		
27.	Playing Cards		
28.	Picture Describing		
29.	Find the Differences		
30.	Picture Narrating		

Table 3.4**Checklist Observation III****Students' Activeness**

No	Classification of Activeness	Yes	No
1.	Visual activities		
	a. Students pay attention to media such as photos and videos.		
	b. Students pay attention/listen to the book.		
2.	Oral activities		
	a. Students speak actively during learning.		
	b. Students express their opinions or provide information.		
	c. Students formulate problems during learning.		
	d. Students ask questions about material they have not yet understood.		
	e. Students give suggestions.		
	f. Students interact in discussion activities.		
3.	Listening activities		
	a. Students pay attention when the teacher explains the material.		
	b. Students listen to the video/audio being played and		

	then interpret the messages conveyed.		
4.	Writing activities		
	a. Students take notes on the material presented by the teacher.		
	b. Students write texts or stories.		
	c. Students do the assignments given by the teacher.		
5.	Drawing activities		
	a. Students make graphs/diagrams.		
	b. Students draw something instructed by the teacher.		
6.	Motor activities		
	a. Students raise their hands before asking.		
	b. Students use gestures or body movements when speaking or communicating certain messages.		
7.	Mental activities		
	a. Students respond to the teacher by answering questions from the teacher and other students and conveying their ideas		
	b. Students remember the material presented by the teacher.		
	c. Students think critically in solving problems during learning.		

	d. Students analyze the material taught.		
	e. Students make decisions about the material being taught.		
	f. Students try to find various information needed to solve problems.		
	g. Students search for and utilize every learning resource that is available and considered relevant to learning.		
8.	Emotional activities		
	a. Students are interested in the teacher's delivery of material.		
	b. Students feel bored with the learning material, monotonous learning, and the strategies used by the teacher.		
	c. Students are eager to learn.		
	d. Students are calm when the teacher delivers the material.		
	e. There are student efforts to create a conducive learning atmosphere.		

Table 3.5

Interview Guidance I

Approach and Method of Strategies in Teaching Speaking

No	Questions for Teachers
	Approach
1.	What approaches do you use in implementing speaking teaching strategies?
2.	Of these approaches, why do you use this approach?
3.	In using this approach, are there advantages and disadvantages to the approach you use?
	Method
1.	What methods do you use to implement speaking teaching strategies?
2.	Of these methods, why do you use this method?
3.	In using this methods, are there any advantages and disadvantages to the method you use?

Table 3.6

Interview Guidance II

Strategies Used by the Teachers in Teaching Speaking

No	Questions for Teachers
1.	Do you teach speaking according to the teaching module?
2.	Regarding teaching strategies. In your opinion, how important are teaching strategies in speaking to students activeness?
3.	What factors influence teachers' strategies in teaching

	speaking?
4.	What strategies do you use to increase students activeness in teaching speaking for eleventh grade students?
5.	How do you apply these strategies in teaching speaking?
6.	Of the various strategies you use, why did you choose these strategies?
7.	In using these strategies, are there advantages and disadvantages to the strategies you use?
8.	What obstacles do you experience when using teaching speaking strategies to students activeness?
9.	In your opinion, from the various strategies used. Is there a strategy that you use most often and is the most effective strategy?
10.	What kind of evaluation do you do when students achieve targets and do not achieve speaking learning targets?
11.	Regarding the objectives of learning speaking in increasing students activeness, what are the aspects to be achieved?

Table 3.7

Interview Guidance III

Students' Activeness

No	Questions for Teachers
1.	What kind of student activeness is there when you teach speaking regarding the strategies you use?
2.	What level of achievement should be achieved in learning speaking?
3.	How students activeness when they receive the speaking lessons you teach? Are students active during learning?

4.	When you teach speaking, what is the condition of the students during the learning process?
5.	What obstacles do your students face when speaking English?
6.	In your opinion, how do you build students activeness during the learning process so that they always remain active?
7.	In your opinion, what factors influence active or inactive students?
8.	How does the speaking and activeness of students in class increase with the use of these strategies?

Table 3.8

Interview Guidance IV

Approach and Method of Strategies in Teaching Speaking

No	Questions for Students
	Approach
1.	According to what you know, what approaches do teachers use in teaching speaking so that students are active?
2.	In your opinion, is the approach used by teachers in teaching speaking for student activity very effective?
3.	Are there advantages and disadvantages to the approach used by teachers? What are they?
4.	Can you understand and accept the material presented by the teacher using this approach? Why is that?
	Method
1.	According to what you know, what methods do teachers use to teach speaking so that students are active?
2.	In your opinion, are the methods used by teachers in

	teaching speaking for student activity very effective?
3.	Are there advantages and disadvantages to the methods used by teachers? What are they?
4.	Can you understand and accept the material presented by the teacher using this method? Why is that?

Table 3.9

Interview Guidance V

Strategies Used by the Teachers in Teaching Speaking

No	Questions for Students
1.	In your opinion, what is learned in learning English, especially speaking?
2.	How does the teacher convey the material being taught?
3.	What are the strategies used by teachers in teaching speaking to make students active?
4.	In your opinion, are the strategies used by teachers in teaching speaking for student activeness very effective?
5.	Are there advantages and disadvantages to the strategies used by teachers? What are they?
6.	Do you understand and can accept the material presented by the teacher? Why is that?
7.	In your opinion, what do you master and what you don't master in learning speaking? Why is that?
8.	How has your speaking improved?

Table 3.10

Interview Guidance VI

Students' Activeness

No	Questions for Students
1.	Are you very interested and enthusiastic about learning English speaking and the strategies used by teachers? Why is that?
2.	Are you always active during learning? Why?
3.	In your opinion, what kinds of activities have you done when learning English Speaking?

G. Trustworthiness of the Data

In qualitative research, there are general techniques that are usually used to examine validity or truth of research data. In order to gain confidence in the validity and correctness of this research, there are more than one instrument used by researcher to collect research data. Therefore, the researcher used triangulation technique. According to Donkoh and Mensah (2023) triangulation is studying one phenomenon from various phenomena data sources, using different theories, methods and researchers. The purpose of triangulation is to increase the credibility and validity of the findings, as well as test the validity of the data researcher obtain and test the validity of the research data.

According to Patton (1999), triangulation in qualitative research can be done by combining various types of qualitative methods, mixing samples with a purpose, and including various perspectives. There are four types of triangulation, namely:

1. Methodological triangulation, check the consistency of the findings produced by different data collection methods.
2. Data source triangulation, assessing the consistency of different data sources in the same method.
3. Analyst triangulation, using multiple analysts to review findings.
4. Theory/perspective triangulation, using various perspectives or theories to interpret data, namely. By combining multiple observers, theories, methods, and data sources, researchers can make great progress in overcoming the skepticism that arises about single methods, single analysts, and single perspective theories or models.

In this research, researcher used methodological triangulation. According to Donkoh and Mensah (2023), methodological triangulation is usually called mixed methods. Methodological triangulation is a process in which multiple methods are used to measure the same units in research. The triangulation method is carried out by comparing information or data in different ways. To obtain relevant and complete information regarding the information obtained, researcher used interviews and observations to check its correctness. Apart from that, researcher used different informants to check the veracity of the information. Through various perspectives or

views, it is hoped that results will be obtained that are close to the truth. Therefore, triangulation at this stage is carried out if the truth of the data or information obtained from research subjects or informants is doubtful.

Here the researcher made observations first in the classroom while learning was taking place, after that the researcher conducted interviews with the teachers and students. This is used to compare observation data with interview data.

H. Techniques of Analyzing the Data

After the data is collected through observation and interview, then after that namely analyzed the data. Analyzing the data in this study was carried out by applying techniques suggested by Miles and Huberman (2014), which include data reduction, display the data and drawing the conclusion interactively.

1. Data Reduction

The lists used for observation and interview were examined as a way to investigate all the problem of this research will be answered. Data from observation and interview are about teaching strategies in teaching speaking, the researcher will transcribe observation video and through interview notes or recording to clearly know the results of the research.

2. Display the Data

In this section, the researcher begins to prepare the research data that will be used displayed in this study and make interpretations.

3. Drawing the Conclusion

In this last part in analyzing the data, the researcher makes the following conclusions the results of the research. Based on the data analysis, the researcher will analyzing strategies used by the teachers to students' activeness in teaching speaking and how students activeness to the strategies used by the teachers.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

In this chapter, the aim of the research findings is to answer and explain the research problems in the first chapter. Researchers found findings in accordance with the problem, namely: 1) Findings strategies used by the teachers to students activeness in teaching speaking for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024. 2) Findings of students' activeness towards the speaking teaching strategies used by the teachers for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024. The subjects were two eleventh grade English teachers at MAN Sukoharjo academic year of 2023/2024, namely Mr. E and Mrs. K, as well as students from classes XIF-1 to XIF-8 at MAN Sukoharjo in academic year of 2023/2024.

Data for the purposes of this research were collected from observations and interviews from January 15th to March 11th, 2024, at MAN Sukoharjo. In observation, researchers use structure observation. Researchers focus on certain aspects, namely the strategies used by teachers in teaching speaking and student activity in class. So researchers provide a systematic description of the strategies used by teachers and student activity. In this case, the researcher observed in the classroom when learning took place with eleventh grade English teachers at MAN Sukoharjo regarding

teaching strategies in teaching speaking and observed students' activeness in the speaking teaching strategies provided by the teacher.

Meanwhile, in interviews, researchers used semi-structured interviews. In semi-structured interviews researchers use a series of predetermined questions and respondents answer in their own words. Researchers have prepared several questions related to what strategies teachers use in teaching speaking to increase student activity and how active students are towards the strategies used by teachers. Then the teacher and students answered the questions that the researcher had prepared in their own words. Interviews were conducted outside learning hours by two eleventh grade English teachers and five students in grades XI-F1, XI-F3, XI-F6, XI-F7, and XI-F8 using voice recordings on cell phones.

The results found by researchers in observations and interviews regarding the strategies used by English teachers in teaching eleventh grade speaking at MAN Sukoharjo, there are 12 speaking learning strategies, namely Cooperative Learning Strategies, Active Learning Strategy, Providing Students with Feedback, Getting Students Working Together (in productive ways), Discussion, Role Play, Plenty of Practice, Learning Strategy Expository, Strategy Problem-Based Learning (SPBM), Contextual Learning Strategy, Questioning to Check for Understanding, and Storytelling, which refers to the theories of Masitoh cited in Fanshuri (2019) and Killian & Kayi cited in Angraeni (2020).

Apart from that, the results found by researchers in observations and interviews regarding student activity, there are 15 types of student activity, namely Students pay attention/listen to the book, Students speak actively during learning, Students express their opinions or provide information, Students ask questions about their material. have not yet understood, Students interact in discussion activities, Students pay attention when the teacher explains the material, Students take notes on the material presented by the teacher, Students do the assignments given by the teacher, Students raise their hands before asking, Students respond to the teacher by answering questions from the teacher and other students and conveying their ideas, Students think critically in solving problems during learning, Students search for and utilize every learning resource that is available and considered relevant to learning, Students are interested in the teacher's delivery of material, Students are eager to learn, and There are student efforts to create a conducive learning atmosphere which refers to Molebu's theory (2021).

In this research, the researcher took two teachers, namely Mrs. K as Teacher 1 (T1), and Mr. E as Teacher 2 (T2) as research subjects. Apart from that, the researchers also took five female students, namely Student A as Student 1 (S1), Student M as Student 2 (S2), Student S as Student 3 (S3), Student N as Student 4 (S4), and Student F as Student 5 (F5). Researchers use data coding to facilitate data explanation. The coding in this research is:

Table 4.1

Data Coding

No.	Coding	Information
1.	T1	Teacher 1
2.	T2	Teacher 2
3.	S1	Student 1
4.	S2	Student 2
5.	S3	Student 3
6.	S4	Student 4
7.	S5	Student 5

1. Strategies Used by the Teachers to Students Activeness in Teaching Speaking for Eleventh Grade Students of MAN Sukoharjo in Academic Year of 2023/2024

The approaches, methods and strategies used by the teachers to students' activeness in teaching speaking during learning are as follows:

a. Approach

1) Cooperative Language Learning

Based on the results of researchers' observations on January 15th and 24th, 2024, in classes XI-F5 and XI-F1 by T1, English speaking teaching and learning activities are carried out with a focus on discussion groups. Where during the observation, the teacher gave the task of making an outline about the national environment. Each student determines the chosen national

environmental figure and then identifies the name, place of birth date, educational background, work, and appreciations of that figure.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: “Because we are based on an independent curriculum, yes, on average we use cooperative learning. Usually a group is formed like that, the groups are based on seating, they are also randomized, basically they take turns like that”. In the interview, the teacher explained that the independent curriculum generally uses cooperative learning. Where groups are formed based on seating, randomly, and taking turns.

Meanwhile, based on the results of student interviews on February 3rd 2024, conducted by S2, students in class XI-F3 explained that: “We use a cooperative approach more often, a communicative approach rarely”. “Because students are required to be able to understand what they are learning, not just listen”. “Sometimes in this cooperative approach students have to think longer than in the communicative approach”. In the interview, students explained that teachers often use a cooperative approach, because students are required to be able to understand what they are learning, not just listen to the teacher's explanation.

2) Communicative Language Teaching

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7 by T2, English speaking teaching and learning activities are carried out by emphasizing communication as the main goal of learning where the teacher interacts with students communicatively. Where during the observation, the teacher explains the Environmental Story learning material by providing descriptions with examples and inviting students to communicate, so that students pay close attention and answer or respond when the teacher asks students questions.

In the results of interview on January 20th, 2024, conducted by T2 explained that: “Personally, my approach is that I like to communicate frequently. So, when I explain the material or ask questions to the children, I am often active too, so that the children also want to listen”. “Perhaps this is the average, in my personal opinion I pay more attention”. “Yes, in my opinion, I have to be communicative. Once again, as a teacher, I have to be communicative with students so that they will pay attention. Because if there are students in class who don't pay attention, we don't pay attention, we don't reprimand them, after a while they will take it for granted. Like it or not, we have to rebuke. Because of this, in language subjects we also have to talk and explain until

the child understands”. In the interview, the teacher explained that the teacher used a communicative approach. In explaining the material and asking students questions, the teacher is active so that students want to listen and pay attention. Because learning to discuss must be explained until students understand.

Meanwhile, based on the results of student interviews on January 21st, 2024, conducted by S4, students in class XI-F8 explained that: “The advantage of the communicative approach used by teachers is that for students who have an audio learning style, learning will be easier to understand and understand”. In the interview, the student explained that the approach used by the teacher when teaching was communicative. Because for students who have an audio learning style, students will understand the learning material better.

b. Method

1) The Direct Method

Based on the results of researchers' observations on January 15th and 30th, 2024, in classes XI-F5 and XI-F3 by T1, English speaking teaching and learning activities are carried out with the teacher presenting English learning material directly as the language of instruction. Where during the observation, the teacher used English for greetings, commands, and explaining material about the environment. So it can train students'

understanding of English and increase students' speaking skills.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: “Yes, using the Direct Method, to better understand students”. In the interview, the teacher explained that the purpose of using the Direct Method was to better understand students.

Meanwhile, based on the results of student interviews on January 24th, 2024, conducted by S1, class XI-F1 students explained that: “It's exciting, Sis, you're not bored. Maybe sometimes there is material in the name, there must be some that are easy to understand or not, so it's just about understanding it, sis”. In the interview, the students explained that the method used by the teacher was fun and not boring. Because the direct method uses English directly as the language of instruction, each student has their own abilities and understanding.

2) The Grammar-Translation Method

Based on the results of the researcher's observations on January 18th, and 29th, 2024, in classes XI-F8 and XI-F7 by T2, English speaking teaching and learning activities are carried out with a focus on teachers and students in translating English sentences and texts into Indonesian. Where during the observation, the teacher asks students to pay attention to the text about the Environmental Story, then the teacher asks students to

interpret the text together. The Environmental Story text is interpreted sentence by sentence until the end of the sentence and if there is difficult or new vocabulary, the teacher will tell you the meaning and explain the meaning of the word or sentence in question.

In the results of interview on January 20th, 2024, conducted by T2 explained that: “I often tell my children that because my subject is a language subject and this is a foreign language, whether they want it or not, children also have to use tools to learn foreign languages, one of which is a dictionary. Otherwise, in my learning, if there is something that needs to be translated, I allow it to be translated using Google Translate. Yes, my goal is for one child today to translate the word 'go', 'go' means to go. They translated it several times, but after a while the children got used to it and didn't have to translate the word 'go' because they indirectly sometimes understood it themselves. Yes, I intend to translate it like that”.

In the interview, the teacher explained that because English is a foreign language subject, in learning students must use tools such as dictionaries or Google Translate. The goal is for children to get used to new vocabulary and be able to understand the meaning of the words themselves.

Meanwhile, based on the results of student interviews on January 21st, 2024, conducted by S4, students in class XI-F8 explained that: “For myself, I can understand and accept the learning delivered, because my learning style is audio”. Apart from that, the results of student interviews on February 1st, 2024, conducted by S5, students of class XI-F7 explained that: “The story in the worksheet is explained and translated directly, so you understand here”.

In both interviews, students explained that students could understand and accept the learning delivered by the teacher because they had an audio learning style. As in student worksheet books, the teacher explains and then translates, so that students understand.

c. Strategies

1) Cooperative Learning Strategies

Based on the results of the researcher's observations on January 15th, 2024, in class XI-F5 by T1, English speaking teaching and learning activities are carried out with the teacher forming several students into a group.

Where during the observation, the teacher gives assignments to students by forming students into several groups. The task given is to create a text about a character by making points based on the National Environment theme which includes identifying

birth of date place, occupations, work, and appreciation. There are five groups in one class. By forming these groups, it is hoped that students can discuss actively with other students. Even though it has the same theme, each student takes a different character from the other students. The results of each student's work will be presented to the teacher orally and without reading the text. So that each student is expected to master what they write well.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: “Because we are based on an independent curriculum, the strategy is generally to use cooperative learning. In the independent curriculum we usually base it on essence. That's already using cooperative learning, automatically in cooperative learning there are stages. Groups in core activities”. In the interview, the teacher explained that because the independent curriculum is generally cooperative learning and essence-based. Cooperative or group learning has stages of learning activities and is included in the core activities.

Meanwhile, based on the results of student interviews on January 24th, 2024, conducted by S1, students in class In the interview, students explained that during learning, teachers more often used group (cooperative learning) and discussion strategies.

Based on the results of the researcher's pre-research observations on October 31st, 2023, in class XI-F7 by T2, English speaking teaching and learning activities are carried out with the teacher forming several students into small groups. Where during the observation, the teacher gives assignments to students by forming students into groups. Each group consists of two people, who are students at the same table. The task given is to create a descriptive text dialogue, describing something in the form of a dialogue or conversation between two people.

The conversation dialogue assignment may be about introductions, descriptive text, activities, and may be free of theme. The time given by the teacher is thirty minutes, while working on this assignment the teacher allows students to use their cellphones to search for the meaning of words on Google Translate. Students discuss with their table mates the dialogue text that students will read later. After the assignment is completed, the teacher asks each group at one table to come to the front of the class to read their dialogue.

In the results of interview on January 20th, 2024, conducted by T2 explained that: “Oh yes, I have used it, but sometimes I look at the chapter that is taught. Yes. La later, usually there I will create a discussion group with several children. Later I will raise one problem. Later I will tell the group to solve it”. In the

interview, the teacher explained that the teacher looked at the chapter of the material being taught first. Then form a discussion group of several people. After that the teacher raises a problem, and asks students to solve the problem.

Meanwhile, based on the results of student interviews on February 1st, 2024, conducted by S5, students in class XI-F7 explained that: 'For new, young teachers, they usually work in groups and are also given assignments'. In the interview, students explained that young teachers usually give assignments using group (cooperative learning) strategies.

2) Active Learning Strategy

Based on the results of the researcher's observations on January 30th, and February 2nd, 2024, in class XI-F3 by T1, English speaking teaching and learning activities are carried out with a focus on active students. Where during the observation, the teacher gives assignments to students to convey their favorite national environmental figures that have been identified. Students who actively move forward and are self-confident and who deliver well will get the best scores. Students must discover and solve problems on their own, find examples, test their skills in the form of independent practice or preparation before coming to the front of the class, and carry out the learning tasks they need to complete. Learning materials and discussions are shared via

WhatsApp group, so students have to study independently.

Apart from that, in the assignment correction system, students are also asked to correct other students' work in shifts and circles, where the answer key has been shared in the WhatsApp group along with the assessment system for students who assess it. In the event that the teacher does not allow students to assess themselves, students who have already assessed other students' work must check again first to ensure the appropriateness of the grades. After that, the teacher also asked the students to form groups of female and male students to present each other by asking and answering the practice questions they had worked on.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: "That's because I wasn't asked to stand in groups in front of the class board. This means it must always be active". In the interview, the teacher explained that students are required to always be active in learning activities.

Meanwhile, based on the results of student interviews on February 3rd, 2024, conducted by S2, students in class XI-F3 explained that: "Teachers teach in accordance with the independent curriculum. Because, students will ask more questions from teachers and collaborate with friends." "Yes, be active, because of course getting good grades is what I'm looking

for”. In the interview, the students explained that the teacher's teaching was in accordance with the independent curriculum. Because students ask more questions from the teacher and collaborate with other students.

3) Providing Students with Feedback

Based on the results of researchers' observations on January 15th, and January 24th, 2024, in classes XI-F5 and XI-F1 by T1, English speaking teaching and learning activities are carried out with reference to student learning outcomes, namely the teacher provides feedback to students. Where during the observation, the teacher provides feedback to the students with the aim of providing information regarding the students' learning progress and level of understanding. This was obtained from the assignment carried out by students, namely outline speaking on the theme of National Environment which includes identifying birth of date place, occupations, work, and appreciation. Where the teacher reviews or justifies the assignments carried out by students. With these results, teachers can provide feedback in the form of improvements so that students' understanding increases.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: “The feedback strategy for speaking is to check our pronunciation. This means that when we give feedback, we just confirm it. Usually via voice note, that's the

correct way to read it”. In the interview, the teacher explained that giving feedback was by checking students' speaking from their pronunciation. Then correct their pronunciation if there are errors. After that, the teacher shows how to read pronunciation correctly.

Meanwhile, based on the results of student interviews on February 3rd, 2024, conducted by S2, students of class XI-F3 explained that: “In my opinion, speaking can be done by frequently learning pronunciation, or daily conversation. Apart from that, it is also necessary to increase vocabulary”. In the interview, the students explained that speaking could be learned by frequently studying pronunciation, daily conversations, and adding vocabulary.

Based on the results of the researcher's observations on January 29th, 2024, in class XI-F7, and during pre-research the researcher's observations on October 31st, 2023, in class XI-F7 also by T2, English speaking teaching and learning activities are carried out with the teacher's focus on providing feedback to students in student pronunciation in reading texts and dialogue. Where during the observation, the teacher provides feedback to the students. The teacher asks students to read a text about Environmental Story, where students read one by one continuing the sentences they read in the book. Then the teacher provides

feedback to students in the form of pronunciation justifications that contain pronunciation errors.

Apart from that, the teacher also provides feedback after students carry out conversational dialogue in front of the class, by confirming correct pronunciation and intonation. The way teachers provide input can help students appreciate reading texts with correct pronunciation and speaking dialogue in front of the class. Thus increasing their confidence, accuracy and fluency.

In the results of interview on January 20th, 2024, conducted by T2 explained that: “Yes, indeed, in English, the most difficult thing for children is that they are told to speak in relation to speaking because it also affects the child's mental state. Sometimes grandma asks children to speak a foreign language and they believe they are lacking. So I want to know how they memorize it, what their intonation is when reading, that's so I know which speaking is good and which isn't. If not, this is enough for me, sometimes I tell you to make a text, I tell you what to do and then speak in front of me, or don't make a dialogue, then the conversation is like that, I also want to know the speaking, well, like that”.

In the interview, the teacher explained that English is a difficult subject and affects children's mentality. So the teacher wants to know whether their speaking is good or not. So the

teacher asks students to create a text, then verbally the students come to the front of the class and the teacher checks the students' speaking in terms of understanding, pronunciation and intonation. After that, the teacher gives feedback and speaks correctly if there are errors in their speaking.

Meanwhile, based on the results of student interviews on January 21st, 2024, conducted by S4, students in class XI-F8 explained that: "Pronunciation or pronunciation of words or sentences and conversational skills." In the interview, students explained that in providing feedback, the teacher checked the pronunciation of words or sentences so that students had proficient conversations.

4) Getting Students Working Together (in productive ways)

Based on the results of the researcher's observations on February 2nd, 2024, in class XI-F3 by T1, English speaking teaching and learning activities are carried out with teachers forming groups that work together. Where during the observation, the teacher gives assignments to students, namely working on essays, true or false, and writing. After all students have finished, the teacher forms two groups in one class. Where the groups are women's groups and men's groups. Then, the teacher asked all male and female students to share their seats. The left seat is for female students, while the right seat is for

male students.

After that, the teacher asks the students to make a presentation of their corrected work to ask each other questions and answers regarding the questions they have worked on. Where male students ask the questions, while female students answer the questions in the seats that have been formed. After that, the teacher asked them to take turns, where the male students presented their questions in front of the class while the female students answered the questions in their seats. So, students convey and answer questions orally to each other according to the strategy used by the teacher. They can work together as a team productively so that everyone is active in presenting and answering questions together.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: “We gradually lead students to achieve speaking skills, but sometimes it takes a lot of time to deliver the learning material”. In the interview, the teacher explained that gradually the teacher led students to achieve speaking skills, but needed more time to convey the learning material.

Meanwhile, based on the results of student interviews on January 24th, 2024, conducted by S1, students of class XI-F1 explained that: “Mrs. K so far, it's varied, sis, because there have been ice breakers several times, then there are also groups, there

are future practices for reading practice, and there are many more, sis, but that's the most frequent, then groups and explain it too". In the interview, students explained that teachers used varied strategies in teaching. However, most often it is a group.

5) Discussion

Based on the results of researchers' observations on January 15 and 30 2024, in classes XI-F5 and XI-F3 by T1, English speaking teaching and learning activities are carried out with joint discussions between teachers and students. Where during the observation, the teacher forms and arranges the seats in a circle so that it is easy for the teacher and students to interact with each other. Then the teacher explained the learning material focusing on the Favorite National Environment Figure material. The aim of this strategy is to solve problems, answer questions and understand students' knowledge, as well as to encourage students to make decisions by choosing the figure that students want and in accordance with the theme.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: "Yes, of course to understand students better, sometimes it takes time while the availability of time for learning is limited. We can help students achieve learning, we need a lot of time to implement it". In the interview, the teacher explained that discussion activities aimed to better understand

students and help them achieve learning. However, it also takes a lot of time to implement.

Meanwhile, based on the results of student interviews on January 24th, 2024, conducted by S1, class XI-F1 students explained that: “Mrs. K is more concerned with vocabulary, Sis, because if, for example, you are given an assignment to read, look for difficult vocabulary and then you can discuss it together”. “From me, I don't really like English, sis. So I like to have difficulties like that, you know, there are new vocabulary words so I'm less fluent. Yes, it's like that, so God willing, there will be progress if you learn like that. Oh yes, you can accept new vocabulary because the additional vocabulary means it is easy to memorize”. “Yes, I personally think there has been a little progress in speaking more fluently, Sis”. In the interview, the student explained that the teacher emphasized more on vocabulary. If there is difficult vocabulary, it will be discussed together.

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during pre-research the researcher's observations on October 10th, 2023, in class XI-F8 by T2, English speaking teaching and learning activities are carried out through discussions between teachers and students. Where during the observation, class XI-

F7 sat in a longitudinal position and XI-F8 sat in a U shape to suit class conditions, where it was easy for teachers and students to interact and discuss with each other.

During the observation, the teacher invites students to discuss the Environmental Story and Figure material by providing several descriptions of the environment and observing various existing phenomena. Also during pre-research observations in class XI-F8, the teacher invited students to discuss the theme of Descriptive Text, namely by identifying, describing something, mentioning its characteristics, along with examples. By discussing, students find various new ideas and insights that can convey understanding and develop students' insight into something.

In the results of interview on January 20th, 2024, conducted by T2 explained that: “Oh yes, I have used it, but I sometimes look at the chapter that is taught. Later, usually there I will create a discussion group with several children. Later I will raise one problem. Later I will tell the group to solve it. So, after that we will provide input or rebuttal from each group regarding the topics I have given like that. But I also use it depending on the material, like that”. In the interview, the teacher explained that teachers usually form discussion groups to solve problems on topics given by the teacher.

Meanwhile, based on the results of student interviews on January 21st, 2024, conducted by S4, class XI-F8 students explained that: “Direct communication with students so that students can be more communicative, can also be done in groups”. In the interview, students explained that group discussions could make it easier for students to communicate directly and be more communicative.

6) Role Play

Based on the results of researchers' observations on January 26th and 30th, 2024, in classes XI-F4 and XI-F3 by T1, English speaking teaching and learning activities are carried out by the teacher assigning students to each play one character in the material or event which is expressed orally in the form of a simple story. Where during the observation, the teacher asks students to verbally convey one of the Favorite National Environment Figures.

In classes XI-F4 and XI-F3 the teacher asks each student to convey verbally regarding one of the Favorite National Environment Figure figures, which has been previously identified in an outline which includes name, place of birth date, educational background, work, and appreciations of the figure chosen by each student. When presenting the Favorite National Environment Figure, each student's work is different from the

other students because each has determined their own choice which has been chosen by delivering it orally without looking at the text and taking turns. Students are required to convey each point from their identification briefly to support of the keyword, not memorize the whole presentation.

While waiting for a student's turn to speak, other students are also given assignments by the teacher which must be done on the student worksheet. From here, students can come up with various ideas, can develop children's cognition through creativity, think critically to solve problems or have other social skills.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: “The strategy is usually to use Role Play. (Checking students' understanding orally, students' understanding in speaking, for example from reading a text and then they are asked to repeat or summarize again), that's usually a direct role play. Yes, that means the inclusion of Role Play”. “What's clear is pronunciation, then fluency, then intonation, basically there are three micro skills for speaking”. In the interview, the teacher explained that the role play strategy was used to check three micro skills in speaking, namely pronunciation, fluency and intonation.

Apart from that, the results of student interviews on March 11th, 2024, conducted by S3, students of class XI-F6 explained that: "It's fun, easy to understand, and makes students speak English fluently". "I have mastered how to pronounce words correctly. Every day it gets better". In the interview, students explained that the role play strategy used by the teacher was fun, easy to understand, and made students speak English fluently.

Based on the results of the researcher's pre-research observations on October 31st, 2023, in class XI-F7 by T2, English speaking teaching and learning activities are carried out with the teacher asking students to play roles. Where during the observation, the teacher asks students to create conversational dialogues regarding daily activities with their group friends at the same table.

After completing the work, every two students were asked to read the conversation dialogue in front of the class. After that, students read conversational dialogues to each other with their respective roles that they have written. From here, students can come up with various ideas and creativity for the dialogue conversations they have created and can build self-confidence in the role that each student has because they express their role directly.

In the results of interview pre-research on October 13th, 2023, conducted by T2 explained that: “The most effective strategy in my opinion is lectures. Personally, in my opinion, with the character, I like lecturing, and can also use role play”. In the interview, the teacher explained that the most effective strategies according to the teacher were speech and role play.

Meanwhile, based on the results of student interviews on February 1st, 2024, conducted by S5, students in class XI-F7 explained that: “If the teacher is fun, we enjoy learning more. But if the teacher is scary or a bit stern. We just do it while we're thinking, sis”. “Very effective, good teaching. But the best thing is because it's relaxed, you can joke too. So you don't get bored”. In the interview, the student explained that because the teacher was fun, the student enjoyed learning more. Apart from that, this strategy is very effective, the teacher's way of teaching is good, relaxed and joking. So students don't feel bored.

7) Plenty of Practice

Based on the results of the researcher's observations on February 12th, 2024 in class XI-F2 by T1, English speaking teaching and learning activities are carried out with the teacher assigning oral practice to students with the aim of checking students' understanding. Where during the observation, the teacher asked students to convey orally material about Risk

Management: How to Minimize Financial Risk. The teacher asks each student to convey orally related to one of the products or businesses in Risk Management: How to Minimize Financial Risk, which was previously identified in the outline which includes Have a Strong Financial Foundation, Have an Accountability Partner, Educate Yourself, and Diversify Your Investments.

When delivering Risk Management: How to Minimize Financial Risk, each student's work is different from other students because each has determined their own choices which have been chosen by conveying them orally without looking at the text and taking turns.

Students are required to convey each point from their identification briefly to support of the keyword, not memorize the whole presentation. While waiting for a student's turn to speak, other students are also given assignments by the teacher which must be done on the student worksheet. From here, students can improve communication in English, build self-confidence, think creatively, improve students' abilities and level of knowledge, attitudes and personalities because it is done directly with the teacher.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: “When they want to speak the pronunciation is 75% good, the vocabulary they understand”. In the interview, the teacher explained that the pronunciation and vocabulary they understood was 75% good.

Meanwhile, based on the results of student interviews on January 24th, 2024, conducted by S1, class XI-F1 students explained that: “Yes, it's effective, sis, because speaking is for those who aren't fluent yet, that's why it's important, sis. So it's just effective because if what Mrs. K uses is often practice, if you practice, for example, things that weren't possible at first can become like that”.

Apart from that, based on the results of student interviews on February 3rd, 2024, conducted by S2, students in class XI-F3 explained that: “Yes, I understand, because I understand more about direct practice, rather than just theory”. In both interviews, students explained that speaking was very important to learn. Because teachers often use practice strategies, so that at first students are not yet able to speak. So this strategy is very effective to use. Apart from that, students will understand better when they practice directly rather than just theory.

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7 by T2, English speaking teaching and learning activities are carried out with the teacher asking students to practice verbally, both reading text and reading dialogue. Where during the observation, in class XI-F8 the teacher asked students to practice reading texts in order to improve students' speaking skills about the Environmental Story (artists Nadine and Candra Winata). Then the teacher also asked students to read a dialogue text (Zain and Harry) about environmental characters. After that, the teacher asks students to practice verbally summarizing the meaning of the conversation dialogue in their own language.

Meanwhile, in class XI-F7, the teacher asked students to read the text about Environmental Story (Mbah Sadiman) by taking turns reading. Also during pre-research observation, the teacher asks students to practice reading dialogues about descriptive text themes based on daily activities. This oral practice aims to strengthen students' mentality and increase their self-confidence.

In the results of interview on January 20th, 2024, conducted by T2 explained that: “Yes, in my opinion it is very important because it is to train children to be active. In my opinion, this kind of strategy depends on the conditions. Until now, I still use this while walking around”. “The level of achievement in

English is the one thing that is most important in my opinion is speaking, in my opinion that is very important. Because why don't we speak these languages because we are people who speak our language every day. Well, even if you work as a teacher or information center or as a tour guide or something else, in my opinion, of these four sub-subjects, the one who is the least skilled is speaking. Because speaking is the most difficult. But speaking is related to their self-confidence and mentality. In my opinion, the most difficult thing is speaking. In achieving this, all four are important. But my emphasis is on speaking”.

In the interview, the teacher explained that the most important level of achievement in English is speaking. Because people talk every day. Speaking is also related to students' self-confidence and mental health. This requires a lot of practice.

Meanwhile, based on the results of student interviews on January 21st, 2024, conducted by S4, class XI-F8 students explained that: “It's been effective, but not 100%, because Mr. E's type of teaching is relaxed”. In the interview, students explained that the teacher's strategy was effective even though it was not 100%. Because the teacher has a type of teaching in a relaxed manner.

8) Learning Strategy Expository

Based on the results of researchers' observations on January 18th and 29th, 2024 in classes XI-F8 and XI-F7, and during the pre-research observation by the researcher on October 10th, 2023, in class XI-F8 by T2, English speaking teaching and learning activities are carried out with a focus on the teacher conveying the material verbally and delivered directly by the teacher to students orally and in writing.

Where the observation took place, in classes XI-F8 and XI-F7 the teacher focused on delivering learning material by explaining the material about the Environmental Story chapter to students and material during pre-research observations in classes XI-F8 is about Descriptive Text, where the teacher presents and explains material, connects it to daily life, concludes, and applies. Because expository strategies can include a combination of lecture methods and question and answer methods. At the beginning of the lesson, the teacher asks students questions and answers before going into the material so that students are not tense and confused.

During the observation, the students remained enthusiastic about learning even though English was in the last hour of learning because the teacher started a casual chat before going into the lesson material and the teacher also had witty jokes so

that the students could be entertained and always enthusiastic about learning. Apart from that, teachers also motivate students so that students remain enthusiastic about learning. The motivation includes "be careful when we are on the road", motivation about loving nature and the surrounding environment, caring about the environment and ourselves, the teacher motivates students if there are errors in reading and says "it's okay", the teacher invites students to remember life, teachers also provide motivation to continue using English even though the accents of each region are different.

Expository learning strategies by teachers are also a form of teacher-oriented learning approach (teacher centered approach). It is said that, because in this strategy the teacher plays a very dominant role, where the teacher is more dominant when learning takes place. In using this strategy, teachers act more actively in conveying learning material verbally so that students can focus, concentrate and pay attention and continue to motivate students to learn.

In the results of interview on January 20th, 2024 conducted by T2 explained that: "Yes, personally I am a person who likes to talk and when presenting material or saying something, I really like to explain. Yes, the typical teacher or person may be different, they use it according to the class conditions and what

the teacher wants the teacher to be like. My grandmother is more interested in the lecture part or often talks, because in my opinion, I really like communicating with children, so I talk and then I ask. Yes, until now I use this strategy, the children still have this level of focus”.

“Indeed, whether the children like it or not, they are definitely paying attention, that's for sure because I don't just stay in front, sometimes I'm also in the middle of them because of the condition of the classroom. We also have to see that sometimes there is a chair arrangement like this which is normal. The one that stretches to the back of yesterday's class is the letter U. So the child can focus on one point in the middle and not talk to friends in front of him and behind him, which also actually affects the condition of the class”.

“But yesterday's class that I was teaching passed by a table with the letter U. So, I was in the middle of it and the children looked directly at me. So I don't have to go around to many places, the children can focus and they can hear what I say. So they also see it when they want to sleep or whatever. So on average it is one thing to increase children's focus, yes, the arrangement of the place is also one of the factors to increase it. If it's still in the morning on my schedule, for example, when I get English in the morning, the child's focus level is still high,

but if I schedule English during the afternoon, the average child's level of focus is also different from that in the morning. Because English is one of the subjects that children find difficult. Also subjects that, if asked, the average person doesn't really like. So like it or not, I also have to be active so that the children also understand and like it”.

“So, in my opinion, this level of habit is very important. If you want to be able to do it, you have to get used to it. In my opinion, there is one good word, get used to it. Because you can, you can, because you're used to it, that's it. So, I often tell my children "if you want to be able to speak English, you have to get used to it first, if you get used to it you can definitely do it like that, that's what I think”.

In an interview during pre-research on October 13th, 2023, T2 also explained that “Because it's a foreign language, if we don't explain it and don't explain it in detail, they don't know. So like it or not, I think language teachers have to speak every time they learn, because if they don't, they won't want to try. But if we talk, at least they know, even though it's still not 100%, but I'm sure that at some point the children will remember what the teacher said. At least we convey according to our obligations”.

In these interviews, the teacher explained that the teacher conveyed the material by explaining and communicating to

students. The strategies used can still be used to create a high level of student focus. The seating arrangement with the letter u can increase student focus, because each student can see directly to the teacher. So it can make it easier for students to pay attention to the teacher's explanations, to communicate with each other, and ask questions. Then the teacher also explained about motivating students that if they want to learn English they have to get used to it first. If they get used to it, they will definitely be able to do it. Apart from that, the teacher also explained that if English is not explained and explained in detail, students will not know and will not want to try.

Meanwhile, based on the results of student interviews on February 1st, 2024, conducted by S5, class XI-F7 students explained that: "In my opinion, explaining or speaking can be made fun, if possible, it's like having a question and answer session, sis. "I can understand and understand the material if the teacher is cool. Students will enjoy learning and school more". "It's really effective if it's fun, the meaning of fun is that every time the teacher explains, he also inserts a little joke, sis, so it's not boring". In the interview, students explained that the teacher's explanations and speaking were fun. Students will be able to understand and relate to the material taught by the teacher if the teacher is fun. So, students will enjoy learning. The

teacher's strategy is very effective because it is fun when the teacher explains while joking, so students don't get bored.

9) Strategy Problem-Based Learning (SPBM)

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during pre-research the researcher's observations on October 10th, 2023, in class XI-F8 by T2, English speaking teaching and learning activities are carried out with the teacher emphasizing the problem solving process for students.

Where during the observation took place in class XI-F8, when the teacher explains material about "Environmental Story: Nadine and Candra Winata" the teacher gives the word "Nature Word" so that students must be able to look for anything that is a nature word. For example "Rivers, trees, livelihoods and preserving ecosystems". Next, the teacher also asks students to solve the problem of Task 2 "Dialogue: Zain and Harry" in the student worksheet book, namely providing conclusions from the dialogue in their own correct language, only one sentence, and done independently so that the answers are varied to what that each student already knows.

Once finished, students must read the results of their work one by one. Then, the teacher explains problems in everyday life again, so that students are asked to find the right solution, then it

is the teacher's turn to provide additional solutions.

Meanwhile, during an observation in class XI-F7, the teacher said, "Why is the English material being studied now having an environmental theme?" Students must answer the teacher's questions with relevant reasons. For example, "Language covers the social field, because it is used to communicate with society. So the theme in the material is about the environment." When the teacher provides material about "Environmental Story: Mbah Sadiman" the teacher gives the word "Re-" to add vocabulary, students must be able to look for any words that are found with the prefix "Re-" in daily life problems related to environment. For example "Reforestation and Reforestation". The teacher also asks students to observe phenomena around them. Then students are expected to describe the conditions in the surrounding environment by providing descriptions.

Also during pre-research observations in class XI-F8, the teacher said "Why is language included in the social sphere?". Students must answer the teacher's questions with relevant reasons. For example "because it is used as a means of communication or daily conversation". Because the material discussed in the chapter is "Descriptive Text", the teacher also asks students to describe a person, describe a country and its characteristics, things that can be seen and things that cannot be

seen, and also objects. Students are asked to find or provide examples of identification and description along with their characteristics. Describe it in detail (subjectively) and according to facts and must be clear. The problem-based learning strategy is a type of student-centered learning, so it requires students to be skilled and sensitive to solving problems that exist in their real social environment collaboratively.

In the results of interview on January 20th, 2024, conducted by T2 explained that: “Oh yes, I have used it, but sometimes I look at the chapter that is taught. Yes. Later, usually there I will form a discussion group with several children. Later I will raise one problem. Later I will tell the group to solve it. So, after that we will provide input or rebuttal from each group regarding the topics I have given like that. But I also use it depending on the material, like that”.

In the interview, the teacher explained that in using strategies, the teacher first looks at the chapter that will be taught. Usually the teacher will create a discussion group of several students. Then the teacher gives a problem. After that, the teacher asks students to solve problems on the topics given by the teacher in their respective groups. Furthermore, students were also asked to provide input or rebuttal from each group.

Meanwhile, based on the results of student interviews on February 1st, 2024, conducted by S5, class XI-F7 students explained that: “Alhamdulillah, if Mr. Eko explains it, I can understand, because it's the same as just joking around”. In the interview, the student explained that if the teacher explained, he would understand. Because there is time for jokes.

10) Contextual Learning Strategy

Based on the results of researchers' observations on January 18th and 29th 2024 in classes XI-F8 and XI-F7, and during pre-research the researcher's observations on October 10th and 31st, 2023, in classes XI-F8 and XI-F7 also by T2, English speaking teaching and learning activities are carried out with the teacher emphasizing the process of full student involvement to be able to discover the material being studied and be able to relate it to real life situations. Where when the observation took place in classes XI-F8 and XI-F7, the teacher provided material in the chapter on Environmental Story.

Where the teacher relates the material to everyday life according to the environmental theme and observes phenomena around them. The teacher gives examples of environmental descriptions in surrounding areas where there are good quality water sources. From here, the teacher connects geography according to region. Then, the teacher explains daily life related

to problems and provides solutions. For example, daily life in the village is about air pollution. Burn rubbish in the morning. The solution is to burn rubbish in the afternoon so that it doesn't interfere with morning activities. For example, when someone dry their clothes in the morning, if they are exposed to pollution, the clothes will smell bad, and what was previously fragrant will become smelly.

Also during pre-research observations in class XI-F8, the teacher invites students to remember daily life regarding guidance in lectures and spiritual matters found on social media via FYP Instagram, TikTok and YouTube. In class XI-F7 the teacher also gives the task of creating a conversational dialogue where the conversational dialogue is a daily activity or activity with a tablemate. So this strategy helps teachers to link the material taught with students' real-world situations and can encourage students to make connections between the knowledge they have and its application in their real lives.

In the results of interview pre-research on October 13th, 2023, conducted by T2 explained that: "Yesterday, maybe when I was in class (during observation), I sometimes went out of context, for example going into the field of religion and other things. But the point is still in the material presented, and children can accept it. Sometimes when children are given an

explanation about the material they don't understand, but if they are given examples from their daily lives that they can accept, then later they can conclude “Oh, it means something like this, like that”.

In the interview, the teacher explained that during the lesson the teacher linked the material to everyday life. Even though it is out of context in the field of religion or other fields, the core of the material explained still remains focused on the learning material. Because according to the teacher, if students only explain the material they will not understand. But if given examples in their daily lives, they can accept and draw conclusions.

Meanwhile, based on the results of student interviews on February 1st, 2024, conducted by S5, students in class XI-F7 explained that: "Teachers relate the material to everyday life." In the interview, the student explained that when teaching, the teacher provided material by relating it to everyday life.

11) Questioning to Check for Understanding

Based on the results of the researcher's observations on October 31st, 2023, in class XI-F7 by T2, English speaking teaching and learning activities are carried out with the teacher asking questions to check students' understanding orally. Where during the observation, the teacher asked two students to come

forward to read the conversational dialogue they had created about daily activities but still related to the descriptive text material. When the students have finished reading the dialogue, the two students (in one group) are asked by the teacher about what the conversation dialogue was about and the meaning of each word in the conversation sentence. With the aim of finding out which ones are smooth or less smooth. Students read by paying attention to the punctuation, whether the reading tone rises or not. Students are also expected to read with focus. If there is a mistake the teacher also corrects the words.

In the results of interview on January 20th, 2024, conducted by T2 explained that: “Because they often use an Indonesian accent, sometimes when reading they use the intonation of the Indonesian alphabet. But in my opinion it doesn't matter, the first important thing is mental, the second is pronunciation and intonation and pronunciation is second for me. But for the average increase, these children will definitely experience an increase, even though it is not significantly significant, but there are some children, the level of intelligence of the children is different, some children understand it straight away, some don't, but the children "Those who are active or understand directly, on average, their speaking has improved a lot”.

In the interview, the teacher explained that the most important point is the student's mentality first. For pronunciation, pronunciation and intonation are secondary for the teacher. The average for active students' speaking increased.

Meanwhile, based on the results of student interviews on February 1st, 2024, conducted by S5, students in class XI-F7 explained that: “Because like yesterday, older brothers saw that when Mr. Eko was teaching in class, when the students read whether they were pronouncing it wrong or right, Mr. Eko still said it was okay”. In the interview, the student explained that when the teacher checked the student's speaking, the teacher said “it's okay” when the student read whether the pronunciation was correct or incorrect.

12) Storytelling

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during pre-research the researcher's observations on October 10th, 2023, in class XI-F8 by T2, English speaking teaching and learning activities are carried out by telling stories between the teacher and students. Where when the observation took place in classes XI-F8 and XI-F7, the teacher gave an Environmental Story about environmental figures, namely Nadine, Candra Winata, and Mbah Sadiman. Apart from that, the teacher also

tells stories about daily life in accordance with environmental themes related to conditions and phenomena in the surrounding environment.

Also during pre-research observations in class XI-F8, the teacher gave examples of stories from Descriptive Text material about animals, for example the Prophet's cat. Apart from that, the teacher also talked about daily learning regarding guidance. So the teacher invites students to remember life.

Through this strategy, the teacher tells a story that is still related to the material. Then teacher ask the student to tell stories by reading stories about Environmental Story environmental figures in the student worksheet books. This strategy aims to increase vocabulary, improve students' language skills, foster students' creativity to imagine and provide new ideas.

In the results of interview on January 20th, 2024, conducted by T2 explained that: "Yes, maybe in speaking, at least they want to talk, I think. If it's a pronunciation problem, an intonation problem, that's my number two problem. And this one is confident first, in my opinion, having the courage to say that is already in my opinion, that's a plus for me. "But grandma, someone has the courage to speak out. In my opinion, that's a plus for me. If there's a problem with pronunciation, pronunciation, pronunciation, there are a lot of shortcomings,

yes, I still understand that there."

In the interview, the teacher explained that in speaking, students at least speak. First, be confident first, dare to speak. Secondly, there are problems with pronunciation or pronunciation, intonation, pronunciation, or there are many deficiencies, the teacher still respects students' speaking.

Meanwhile, based on the results of student interviews on January 21st, 2024, conducted by S4, students in class XI-F8 explained that: "The strategy used by Mr. Eko is to narrate the teacher's material, telling stories. The advantage of the strategy used by Mr. E, in my opinion, is that we as students get space to listen to more stories and learn in a relaxed manner".

Apart from that, the results of student interviews on February 1st, 2024, conducted by S5, students of class XI-F7 explained that: "When you're with Mr. E, you talk more often, Sis. The story in the student worksheet is explained". "I understand better how to convey material through stories or images". In the interview, students explained that the strategy often used by teachers was telling stories. So that students get space to listen to more stories.

2. Students Activeness to the Speaking Teaching Strategies Used by the Teachers for Eleventh Grade Students of MAN Sukoharjo in Academic Year of 2023/2024

Students' activeness to the strategies used by the teachers in teaching speaking during the lesson is shown by the following indicators and characteristics:

a. Visual activities

1) Students pay attention/listen to the book.

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7 by T2, students focus on paying attention to the material in the book. When the observation took place in classes XI-F8 and XI-F7, students focused on listening to the material in the book about Environmental Story. Meanwhile, during pre-research observations in class XI-F8, students focused on listening to material in books about Descriptive Text. With students' skills in paying attention and listening to books, students can understand what they read.

In the results of interview on January 20th, 2024, conducted by T2 explained that: "So I adjusted it to the Student Worksheet, so what chapter and something like that." In the interview, the teacher explained that learning focuses on and adapts to the chapters in the book.

b. Oral activities

1) Students speak actively during learning

Based on the results of the researcher's observations on January 18 2024 in class XI-F8 and during pre-research the researcher's observations on October 10th, 2023, in class XI-F8 also by T2, students are very active during the learning process. So in learning activities there needs to be student activity, so that learning is successful and of high quality.

In the results of interview on October 13th, 2023, conducted by T2 explained that: “On average, many people are active”, “On average, all of the children are active”. In the interview, the teacher explained that generally speaking, on average all students were active.

Meanwhile, based on the results of student interviews on January 18th, 2024, conducted by S4, class XI-F8 students explained that: “Always active, because they are naturally active”. In the interview, the student explained that students are always active because they are always active by nature.

2) Students express their opinions or provide information

Based on the results of researchers' observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during the pre-research observation by the researcher on October 10 2023 in class XI-F8 also by T2, students actively express and give

their opinions during the learning process. Where during observations taking place in class XI-F8, students expressed their opinions in providing examples of environmental descriptions in the Environmental Story chapter. As a result of observations in class XI-F7, students also expressed their opinions in giving examples of phenomena around them in the same chapter, namely Environmental Story.

Meanwhile, during pre-research observations in class XI-F8, students are also active in expressing their opinions by providing examples of describing a person, object or other thing along with its characteristics in the Descriptive Text chapter. During the learning process, the teacher intersperses witty jokes so that students do not feel tense and bored. Teachers also have a character who is not fierce and humorous, so that students do not feel afraid when expressing their opinions. Students' activeness in expressing their opinions can train students to become brave individuals without having to accept something whether it is right or wrong later.

In the results of interview on January 20th, 2024, conducted by T2 explained that: "Yes, in my personal opinion, it's important to look at the current children to train them to be active." "On average, speaking is difficult, but it's easy for children with speaking problems. But, my target is at least for

them to be brave first, so when it comes to whether the pronunciation is correct or not, that's my number two. The important thing is that they have the courage to say it first. Well, maybe that's my target”.

In an interview during pre-research on October 13th, 2023, T2 also explained that “At first I was a bit humorous, so I was usually invited to joke first and then entered the material, then it went out of the learning context a little, but the flow was still the same in the lesson, only later I sometimes take examples from outside”.

In the interview, teacher explained that the teacher's main target was that students had the courage to speak up. Meanwhile, whether speaking is correct or not is secondary.

3) Students ask questions about material they have not yet understood.

Based on the results of the researcher's observations on January 18th, 2024, in class XI-F8, as well as during pre-research researcher observations on October 31st, 2023, in class XI-F7 also by T2, students actively ask questions when students do not understand the learning material. During the observation in class XI-F8, students actively asked about examples of life related to the surrounding environment in the Environmental Story chapter.

Meanwhile, during pre-research observations in class XI-F7, Students are also active in asking questions about finding the appropriate meaning of words, how to read vocabulary correctly, and asking about daily conversation dialogues that they have created related to the Descriptive Text chapter. By asking questions, students can develop a better understanding of the material taught by the teacher. Apart from that, if students actively ask questions, the learning process becomes more fun and interactive.

In the results of interview on January 20th, 2024, conducted by T2 explained that: “If there is a question or I ask a question, those who are in the active class, on average, a lot of people ask, many don't understand straight away, “sir, how is this, how come sir or can this be like this?” like that”.

In an interview during pre-research on October 13th, 2023, T2 also explained that: “For learning, especially in my English class, the children's activity varies, there are children who are very active, if the teacher gives assignments or directions or gives orders. If they don't understand, they usually ask “what is this sir?, what is this like, sir?, is it OK or not?” That's an example of an active child. If children are not active they just do the work, sometimes only after doing the work do they ask “how is this sir?”. So, some of the activities were immediate, some

were late, some were very difficult to respond to. But on average they are actively asking questions, if they don't immediately go ahead and ask, or maybe if they have already done it, ask again”.

In the interview, the teacher explained that if there were questions or the teacher asked active students questions, on average many people asked the teacher.

Apart from that, the results of student interviews on February 1 2024, conducted by S5, students of class XI-F7 explained that: “I'm active when it comes to asking questions all the time”. “I often ask questions when Mr. E is explaining. Sometimes I ask questions that are not about the lesson”. In the interview, the student explained that students often asked about learning material, sometimes not about learning material.

4) Students interact in discussion activities

Based on the results of the researcher's observations on January 15th, 2024, in class XI-F5 by T1, students actively interact with each other when discussing with their discussion group friends. Where during the observation, the teacher asked students to form five groups to determine the Favorite National Environment Figure, then the teacher also asked students to identify it too, but each student was different from other students even though they were together in one group. The purpose of forming this group is so that students are not confused, bored,

and can share with each other regarding the chosen characters and their identification. From here, through group discussions students can interact with each other, exchange ideas, and make the right decisions.

Based on the results of student interviews on January 24th, 2024, conducted by S1, students in class XI-F1 explained that: “Because so far it has been fun, so the advantage is to improve students' speaking”. Apart from that, the results of student interviews on March 11th, 2024, conducted by S3, students of class XI-F6, explained that: “It is quite effective because it is very fun and does not make students sleepy or bored”. In the interviews, students explained that the teacher's teaching was fun, to improve students' speaking. So it is quite effective because it is very fun, makes students not sleepy and not bored.

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7 by T2, students actively interact in discussion activities both with the teacher and in group discussions. Where when the observation took place in classes XI-F8 and XI-F7, students actively interacted with the teacher while discussing the Environmental Story. During pre-research in class XI-F8, students also actively interacted with the teacher where they discussed describing and identifying things. During pre-research in class XI-F7, students

also actively discussed and interacted with their classmates to create daily conversation texts.

From this it can be seen that interacting with each other in discussion activities between teachers and students can help broaden students' understanding of the material being discussed and can enrich students' knowledge. Meanwhile, discussion activities in interaction between students and their discussion groups can reveal various perspectives and new ideas that may not have been thought of before.

In the results of interview on January 20th, 2024, conducted by T2 explained that: “Usually there I will create a discussion group with several children. Later I will raise one problem. Later I will tell the group to solve it. So, after that we will provide input or rebuttal from each group on the topic I gave, like that”.

In an interview during pre-research on October 13th, 2023, T2 also explained that “In my opinion, language teachers should talk, talk and talk every time they learn. Because if they don't do that, they definitely won't want to try”. In the interviews, the teacher explained that the teacher created discussion groups so that students interact with each other and provide input or rebuttal. That way, students will try to interact with each other in discussion activities.

c. Listening activities

1) Students pay attention when the teacher explains the material

Based on the results of researchers' observations on January 15th and 30th, 2024, in classes XI-F5 and XI-F3 by T1, students actively pay attention when the teacher explains material about the National Environment. During the observation, students try to pay attention to the teacher's explanation of the material so that they can easily understand what the teacher is saying. By always paying attention when the teacher explains the material, students will more easily absorb information, be more focused and easier to receive and grasp the learning material provided by the teacher, so that students' thinking abilities and knowledge will also increase.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: "Yes, students pay attention during learning". In the interviews, the teacher explained that students always pay attention during learning.

Meanwhile, based on the results of student interviews on January 24th, 2024, conducted by S1, class XI-F1 students explained that: " InsyaAllah, yes, because it was fun, it was explained clearly". "It's easy to accept, sis, because the method can also be accepted from teacher to student".

Based on the results of student interviews on February 3rd, 2024, conducted by S2, class XI-F3 students explained that: “Yes, I can accept the material presented, because I pay close attention when the teacher explains”. “It's been effective, because teacher explained it fully. So that it is easy for students to understand, besides that the teaching is also relaxed”. Apart from that, based on the results of student interviews on March 11th, 2024, conducted by S3, students in class XI-F6 explained that: “Just understand and accept well what the teacher has said because it is fun”. In the interviews, students explained that students really paid attention to the teacher's explanations during learning. So the material is easy to accept and easy to understand.

Based on the results of the researcher's observations on January 18th and 29th, 2024 in classes XI-F8 and XI-F7, and during pre-research the researcher's observations on October 10th, 2023, in class XI-F8 by T2, students actively pay attention when the teacher explains material about the National Environment and Descriptive Text. During the observation and during pre-research observation, students always focus on paying attention to the teacher's explanation of the material so that they can easily understand what the teacher is saying. Apart from that, in the middle of the lesson, the teacher intersperses

witty jokes so that students always focus on learning.

In the results of interview pre-research on October 13th, 2023, conducted by T2 explained that: “Because English is foreign language material which actually requires high concentration. English and mathematics subjects must be highly focused because the subjects which I personally think are difficult, must be highly focused. But then again, the teacher usually wakes them up with humor first. Like interesting them, then stimulate a laugh or two after that I continue the material again, humor again. So the children don't get bored because if we keep lecturing about the material, if they don't understand, most of them will get bored. So, sometimes I use it to divert children so they don't sleep”.

In the interviews, the teacher explained that English subjects require a high level of concentration. So the teacher provides witty jokes so that students don't get bored and always focus on learning.

Apart from that, the results of student interviews on February 1st, 2024, conducted by S5, students of class XI-F7 explained that: "I can understand the material". In the interview, the student explained that the student could understand the material presented by the teacher.

d. Writing activities

1) Students take notes on the material presented by the teacher.

Based on the results of researchers' observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during the pre-research observation by the researcher on October 10th, 2023, in class XI-F8 by T2, students are active in note-taking activities. During the observation and during pre-research observation, students recorded what the teacher said regarding the material being explained, namely about Environmental Stories and Descriptive Text.

Apart from that, students also note down the meaning of English vocabulary into Indonesian, which the teacher instructs them to note in books or around the text. By taking notes, students can look back at the material they have recorded and use it to recall what they may have forgotten. Taking notes can improve students' memory, making it easier to remember important information.

In the results of interview on January 20th, 2024, conducted by T2 explained that: "The problem with writing is that God willing, the easiest thing is to just tell the average child to write, you don't need to force them, you don't need to tell them if they can do it, like that". "When it comes to writing, yes, I don't, so

there's no doubt that on average everyone can do it". In the interview, the teacher explained that on average students write, they don't need to be instructed, so students will record the material independently.

Apart from that, the results of student interviews on February 1st, 2024, conducted by S5, students of class XI-F7 explained that: "The material is just as detailed as it is". In the interview, the student explained that taking notes on the material would make students understand better.

2) Students do the assignments given by the teacher

Based on the results of the researcher's observations on February 2nd and 12th, 2024, in classes XI-F3 and XI-F2 by T1, students actively carry out assignments from the teacher. Where when the observation took place in class XI-F3, the teacher asked students to do an activity essay assignment, true or false, and a writing assignment in the National Environment chapter.

Meanwhile in class XI-F2, the teacher asks students to do the digital wallet, financial bank, and online purchase exercise assignments in the Risk Management: How to Minimize Financial Risk chapter. By doing assignments, students can apply the knowledge they have acquired and ensure that they have understood the learning material well and correctly.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: “In the independent curriculum there are no assignments, there are assessments. There is formative assessment and summative assessment”. In the interview, the teacher explained that in the independent curriculum, there is formative assessment and summative assessment.

Based on the results of the researcher's observations on January 18th, 2024, in class XI-F8, and during pre-research the researcher's observations on October 31st, 2023, in class XI-F7 by T2, students actively carry out assignments from the teacher at certain times. Where when the observation took place in class. Meanwhile, during the pre-research observation of researchers in class XI-F7, the teacher asked students to create a daily conversation dialogue on material about Descriptive Text. By doing assignments, students can become familiar with the material, encourage practice or practice necessary to achieve good results, develop responsibility. Through assignments, students can also manage time, commit to work, and complete it.

In the results of interview on January 20th, 2024, conducted by T2 explained that: “Sometimes the assignment is yes, sometimes it's not. But it's true that I still use it often. I often use assignments because of this so I can see what responsibilities I

give my children, so they don't understand or not”.

“Yes, usually at the end of the material that I deliver, I rarely repeat it to find out the level of the children or my satisfaction with the material that I have conveyed according to how much they understand it. On average, I give them assignments, sometimes I give assignments to individuals as well as groups. I also want to know which children are very active, who know my lessons, and which ones don't. Sometimes I measure it from there. But it doesn't rule out the possibility that sometimes I also use repetition, to find out how much the child understands? Did you understand the material I conveyed yesterday? But the average task for these children is that they understand it. Because the assignments I give are usually sometimes I rarely give homework”.

“So after explaining, I told them to do it. So I knew it was still warm at that time. They can't browse too much. So I know oh they at least understand. But for homework, who can do it at home or ask who? I don't know whether it's their personal ability or someone's help or the media's help, right? But if at that time it was still during class time, I would know which children really understood it, which ones still didn't”. “There are children who are very active and don't understand at all, there are questions and things like that. But on average, what I give is based on their

duties”.

In the interviews, the teacher explained that teachers still often use assignments to see students' responsibilities for learning material to check students' level of understanding.

Apart from that, the results of student interviews on February 1st, 2024, conducted by S5, students of class XI-F7 explained that: “Tasks but not often”. “But we also sometimes work on questions on student worksheets”. In the interview, the students explained that the teacher gave assignments on the students' worksheets.

e. Motor activities

1) Students raise their hands before asking

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during pre-research the researcher's observations on October 10th and 31st, 2023, in classes XI-F8 and XI-F7 by T2, students actively raise their hands before submitting themselves to the front of the class or reading the text. Where when observations took place in classes XI-F8 and XI-F7 and also during pre-research observations in class XI-F8, students volunteered to read a text by raising their hands first. The text is about Environmental Story and Descriptive Text.

Meanwhile, during pre-research observation in class XI-F7, students volunteered to come to the front of the class by raising their hands first to practice speaking in conversational dialogue texts about everyday life. From here, when students want to ask the teacher, the students raise their hands first as a sign of asking for permission and wait until the students are asked to ask or do something.

In the results of interview pre-research on October 13th, 2023, conducted by T2 explained that: “There is something they want and it is profitable for them, on average they really want to and volunteer like “I am sir!”. They could also be fighting each other, especially in very active classes. If there is something like that, they will be even more active, because basically they are already active. There is a reward or whatever, so they are more active, but overall the children's response is good but it depends on the teacher who conveys it too”.

In the interviews, the teacher explained that when something is beneficial for students. So students will volunteer because basically they are already active. If there is a reward, they become more active, and overall the student response is good.

f. Mental activities

1) Students respond to the teacher by answering questions from the teacher and other students and conveying their ideas

Based on the results of the researcher's observations on January 15th and 30th, 2024, in classes XI-F5 and XI-F3, also on February 2nd, 2024, in class XI-F3 by T1, students actively respond to the teacher when the teacher asks questions. Where during the observation the teacher greeted the students in English, then the students responded to the teacher using English too. Apart from that, students also actively answered questions from teachers related to National Environment material. From this it can be seen that teachers using English in greetings can help students develop their speaking skills. Apart from that, responsive students can form good character within themselves.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: “Yes, some are active, some are not. Some are fast, some are slow. It's active when the response is fast, then they proactively answers that”. In the interviews, the teacher explained that students actively responded quickly, and they proactively answered questions from the teacher.

Meanwhile, based on the results of student interviews on January 24th, 2024, conducted by S1, students of class XI-F1 explained that: “Actually, there are a lot of people who are active, Sis, but maybe here they are often more responsive during lessons. Not only me, many of my friends are also responsive in English lessons because many of them are interspersed with questions several times”. In the interview, students explained that many students were active. However, there is often more responsiveness during learning such as questions from the teacher.

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during pre-research the researcher's observations on October 10th, 2023, in class XI-F8 by T2, students actively respond when the teacher asks questions. When observations took place in classes XI-F8 and XI-F7, students actively answered questions from the teacher regarding material about the Environmental Story. After that, students provide examples of daily life activities in the environmental context along with the phenomena and environmental conditions around them.

Apart from that, the teacher also appoints students to read a text and answer questions from the teacher regarding the material. So that students actively want to carry out orders from

the teacher. And during pre-research observation in class XI-F8, the teacher also always asks questions and invites students to always communicate regarding material about Descriptive Text, where students can describe something so that students always respond well to the teacher so that learning can be more interactive. By answering questions from the teacher, students are able to demonstrate their learning outcomes, improve their speaking skills, and use their logical thinking. So that responding can increase students' sensitivity to the environment around them.

In the results of interview on January 20th, 2024, conducted by T2 explained that: “Oh yes, for example, if I ask a question on the blackboard or give an assignment that has been advanced to the future, it will be written like that, on average, children really want to write their answers. Yes, so I don't have to force them or point at them. On average, in each class there are those who are certain to advance, but sometimes there are those who I appoint first and then there are those who advance, sometimes there are also those who don't advance, so I appoint them again, then they advance. But on average up to now, this is true, if you tell them to come forward, the children are also excited and interested in giving the answers on the board”.

“Oh yes, this one is average because here the people or children here are Javanese and their daily language is Javanese. To be asked to speak a foreign language is really difficult for the children. Like it or not, they are active in class. Not everyone who is active wants to talk like that, either. So whether we like it or not, I have to give this first, give them new orders and then they want to talk. For example, “Come on, Jihan, come on, come on, come on, Bambang, come on, come on!”. That's when they want to or not. They talk. But if I give them the opportunity, “Come on, who wants to come forward voluntarily?” That's a very small number of cases in some classes, maybe only a few children have the mentality to want to come forward like that. So, in my opinion, this is indeed a speaking problem. In English it is the highest sub in my opinion”.

In the interviews, the teacher explained that students actively respond to questions from the teacher, they don't have to be appointed on average in each class there are students who are advanced, sometimes the teacher also points first and then there are students who are advanced.

Meanwhile, based on the results of student interviews on January 18th, 2024, conducted by S4, students in class XI-F8 explained that: “Activity in answering the teacher's questions and actively answering from your seat if asked to do so”. “When

the teacher asks all the students, I always actively answer the question. Like when the teacher asks about the meaning of the words in the dialogue, I answer immediately and it depends on my mood”. In the interview, the student explained that when the teacher asked all the students, the students always actively answered the teacher's questions.

2) Students think critically in solving problems during learning

Based on the results of researcher observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7 by T2, students actively think critically in solving problems during learning. When observations took place in classes XI-F8 and XI-F7, students actively thought critically in solving a problem. The results of observations in class XI-F8, the teacher raised the theme of the environment, students were active in solving problems in the surrounding environment related to activities in daily life.

For example, in daily life in the village, it is about air pollution. Burn rubbish in the morning. The solution is to burn rubbish in the afternoon so that it doesn't interfere with morning activities. For example, when you dry your clothes in the morning, if they are exposed to pollution, the clothes will smell bad, and what was previously fragrant will become smelly.

And observations in class XI-F7, the teacher also raised the theme of the environment, students actively solved problems in the surrounding environment related to existing conditions and phenomena. For example, reforestation, namely reforestation or planting trees again to prevent danger. Critical thinking can make it easier for students to solve problems. Critical thinking skills can also help students find solutions to problems.

In the results of interview pre-research on October 13th, 2023, conducted by T2 explained that: "Because if we don't stimulate the children, let alone English lessons. Because it's a foreign language, if we don't explain it in detail, they don't know it. So like it or not, in my opinion, language teachers must speak in every lesson. Because if they don't do that, they definitely won't want to try, but if we talk, at least they know, even though they're still not 100%. There may be many ways, but I use the easiest and the one I estimate every year. Even though today's students think differently, today's children are different from those of the past. But regarding the issue of grades, giving rewards means that children still can, still want to, and are still active."

In the interview, the teacher explained that if English is not explained and explained in detail, students will not know and don't want to try. Especially nowadays, today's students think

differently from before.

3) Students search for and utilize every learning resource that is available and considered relevant to learning

Based on the results of the researcher's observations on January 30th and February 2nd, 2024, in class XI-F3 by T1, students utilize existing learning resources and are appropriate to learning. Where during the observation, students are allowed by the teacher to explore the internet as a source for finding information about Favorite National Environment. However, it also comes from books.

Apart from that, at the next meeting, when the teacher gives assignments and corrects assignments, the teacher provides a discussion in the WhatsApp group. So that students can actively listen to the discussion and understand the explanation independently. Whatsapp groups are also used to check attendance, including assessments and announcements. From here, it can be seen that the use of cellphones in learning can be used flexibly and makes it easier for students to search for various learning resources anywhere via the internet.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: "Yes, we just confirmed it. Usually via vn, that's the correct way to read it." In the interview, the teacher explained that the teacher used voice notes to explain material

and also justify the correct way to read in speaking

Based on the results of the researcher's pre-research observations on October 31st, 2023, in class XI-F7 by T2, students actively utilize learning resources as learning needs. Where during the observation, students were allowed by the teacher to use cellphones which were used as digital dictionaries. So that students can look for the meaning of difficult vocabulary in creating conversational dialogue about everyday life. From here, it can be seen that cellphones are used as digital dictionaries. So it can help students translate a text without having to carry a dictionary or search manually. Apart from that, it can save time and shorten student activities in completing assignments.

In the results of interview on January 20th, 2024, conducted by T2 explained that: "I often tell my children that because my subject is a language subject and this is a foreign language, like it or not, children also have to use tools to learn foreign languages, one of which is a dictionary. Otherwise, in my learning, if there is something that needs to be translated, I allow it to be translated using Google Translate. Yes, my goal is for one child today to translate the word 'go', 'go' means to go. He translated it several times and then as time went by the children got used to not having to translate the word 'go' because they

indirectly sometimes understood it themselves. Yes, I intend to translate it like that."

In the interview, the teacher explained that the teacher allowed students to use a digital dictionary to look up the meaning of words independently. So that students get used to new vocabulary and can understand it themselves.

g. Emotional activities

1) Students are interested in the teacher's delivery of material

Based on the results of the researcher's observations on January 30th and February 2nd, 2024, in class XI-F3 by T1, students are very interested and enthusiastic while studying. When the observation took place, students were interested and enthusiastic during the lesson, because of the way the teacher attracted students' attention through interesting learning with strategies that focused on student activity. From this it can be seen that the teacher's way of delivering learning material is fun, easy to understand and fun. So that it makes students enthusiastically interested and always active during learning.

Based on the results of student interviews on January 24th, 2024, conducted by S1, class XI-F1 students explained that: "I'm interested, sis, because maybe speaking is number one in English, making it important to learn for everyday life, such as our daily conversations in society. Because I think speaking is

based on English, right? So, for example, if you really want to learn more about speaking, you have to be fluent first”. Based on the results of student interviews on February 3rd, 2024, conducted by S2, class XI-F3 students explained that: “I am very happy, because I really like English”.

Apart from that, the results of student interviews on March 11th, 2024, conducted by S3, students of class XI-F6 explained that: “A little interested, because it's a fun way”. In the interviews, students explained that students were interested and enthusiastic in learning English speaking, because the teacher's way of teaching was fun.

Based on the results of researchers' observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during pre-research the researcher's observations on October 10th and 31st, 2023, in classes XI-F8 and XI-F7 by T2, students are also very interested and enthusiastic while studying. When the observations and pre-research observations took place, students were interested and enthusiastic during the learning, because of the way the teacher attracted students' attention through interesting learning with strategies that focused on teachers and students communicating with each other, teaching in a relaxed and humorous manner. So students don't get bored because the teacher invites students to joke around and learning becomes

exciting and fun.

From this it can be seen that students are enthusiastic and interested during learning because the teacher implements fun learning.

Based on the results of student interviews on January 18th, 2024, conducted by S4, students in class XI-F8 explained that: “Very enthusiastic and in a good mood. The teacher enjoys teaching and is not fierce, innately pursuing leisurely pursuits”. Apart from that, the results of student interviews on February 1st, 2024, conducted by S5, students of class XI-F7 explained that: “Very interested and enthusiastic, because learning a language is fun, any language. And Mr. E is also cool, that's all I like, sis”. In the interviews, students explained that students were interested and enthusiastic in learning English speaking. Because teachers when teaching are not fierce, relaxed and cool. So students like the teacher's character.

2) Students are eager to learn

Based on the results of the researcher's observations on January 30th and February 2nd, 2024, in class XI-F3 by T1, students are enthusiastic while studying. During the observation, students were very enthusiastic about receiving lessons from the teacher. Students also come to the front of the class to speak about the Favorite National Invention they have

identified. Before moving forward, students are also eager to practice first in their respective seats so that their speaking results can be maximized. In the next observation, during the lesson the teacher also joked around. So students don't get bored while studying. During the presentation of students' work, there were questions and answers regarding the questions they had worked on, students were also enthusiastic about coming to the front of the class and having fun answering each other. From this it can be seen that active students will have a drive within themselves to always learn and be enthusiastic about receiving learning material.

Apart from that, the results of student interviews on March 11th, 2024, conducted by S3, students in class XI-F6, explained that: "Quite good and easy to understand". "Quite effective, because the way of teaching is relaxed, not boring and fun". In the interviews, students explained that the strategies used by the teacher were quite effective. Because teaching is relaxed, not boring, and also fun.

Based on the results of researchers' observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during pre-research the researcher's observations on October 10th and 31st, 2023, in classes XI-F8 and XI-F7 by T2, students are also very enthusiastic while studying. During the observation and pre-

observation, students were very enthusiastic about receiving lessons from the teacher about Environmental Stories and Descriptive Text even though English learning was at the end of the class hour. Because the teacher's way of teaching is fun, such as explaining the material by relating it to everyday life, asking questions and answering, practicing speaking in front of the class, observing the surrounding environment and phenomena around them, teaching in a relaxed, fun way, interspersed with witty jokes or humor, and the teacher also provides some motivation for students to stay enthusiastic about learning. So it is very important for students to find various sources of inspiration that can arouse their enthusiasm for learning.

In the results of interview on January 20th, 2024, conducted by T2 explained that: "But on average up to now, if you are asked to come forward, the children are also excited and interested." In the interviews, the teacher explained that until now, the average student was very excited.

3) There are student efforts to create a conducive learning atmosphere

Based on the results of researchers' observations on January 30th, February 2nd and 12th, 2024, in classes XI-F3 and XI-F2 by T1, students try to create a conducive learning atmosphere. Where during the observation, the students were very calm

while the teacher explained the lesson material about Favorite National Environment and Risk Management: How to Minimize Financial Risk. All students focus on the material, so that comfort is created in the classroom because learning is not disturbed by anything.

When the teacher asks students to come forward to speak in each of the materials, students are very conducive to waiting their turn. Because the teacher instructed the students while waiting for a friend to advance in speaking, the other students did the practice questions on the student worksheet. From this it can be seen that creating a conducive classroom atmosphere is based on good classroom management skills. Apart from that, the teacher's ability to condition students in the classroom is also an important factor in creating a comfortable situation in the classroom.

In the results of interview on January 23rd, 2024, conducted by T1 explained that: “Yes conducive, paying attention”. In the interviews, the teacher explained that the class was very conducive and paying attention.

Meanwhile, based on the results of student interviews on January 24th, 2024, conducted by S1, class XI-F1 students explained that: “Yes, in my opinion, it is effective, because the teacher can deal with the students in a way, not to mention the

fun way of learning. If, for example, it's fun, the material will automatically be easily absorbed by the students, sis, well, yes". In the interview, students explained that a class that is conducive to the way the teacher deals with students and a smooth way of learning means that the subject matter will be understood by students.

Based on the results of researchers' observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during pre-research the researcher's observations on October 10th and 31st, 2023, in classes XI-F8 and XI-F7 also by T2, students try to create an atmosphere that is always conducive to learning. Where during the observation, students are interactive with the teacher, calm and focused on the lesson material explained by the teacher regarding the Environmental Story so that students can understand the material.

Also during pre-research observations, students can create a conducive and enjoyable classroom atmosphere when the teacher explains material about Descriptive Text. Where students focus on learning by actively providing examples of identification, description and characteristics of something. When students lack focus, the teacher provides witty jokes and motivation so that students can focus on studying again. Apart from that, the teacher asks students to come to the front of the

class in an orderly manner to practice speaking in daily conversational dialogue.

From this it can be seen that a conducive classroom really needs to be created and maintained so that learning can be done more effectively and efficiently. Comfortable and conducive classroom conditions will make learning time more effective and efficient. Because when students study in a happy mood, their brain will absorb the material more easily.

In the results of interview on January 20th, 2024, conducted by T2 explained that: “Oh yes, so I also have to monitor the children. Sometimes there are people talking in front, there are also those who talk to themselves, there are also those who listen. It goes back to this factor, there are in that class, one class consists of 30 children, in my opinion that is a large class. So I think the number of children also influences the child's concentration. In the class I taught yesterday, the number of students was only small, there were 23 or 21 children so that teaching them would be more comfortable. Rather than a large class with a larger number of children, the level of concentration and supervision is very broad”.

“In yesterday's class, the number of children perhaps came by Ms. So on average, if someone is saying something in front of them, at least everyone is paying attention, no one is sleeping

or anything. But if the condition of the class is that there is a large class, there are 32 and 33 students in one class, in my opinion it is quite difficult for me to master the class because when 30 children enter it is usually full, you know. Most of the time I play, sometimes if someone is going to the front, I'm behind so the kids pay attention to what's in front. That is also one of my ways of dealing with children who are not concentrating". In the interview, the teacher explained that the teacher monitored students during learning to keep them focused and concentrated. So students will try to stay focused and pay attention when the teacher explains the material and can create a conducive class.

B. Discussions

Based on the research findings, the researcher discussed the findings which have been made and obtained using data collection techniques, namely through observation and interview. The discussion contains strategies used by the teachers to students' activeness in teaching speaking and how students activeness to the strategies used by the teachers in the learning process in class eleven grade students at MAN Sukoharjo academic year of 2023/2024. The research discussion is as follows:

1. Strategies Used by the Teachers to Students Activeness in Teaching Speaking for Eleventh Grade Students of MAN Sukoharjo in Academic Year of 2023/2024

The approaches, methods and strategies used by the teachers to students' activeness in teaching speaking during learning are as follows:

a. Approach

1) Cooperative Language Learning

The first approach applied by the T1 is Cooperative Language Learning. Teachers often use a cooperative approach, where the teacher asks students to form a group. Because students are required to be able to understand what they are learning, not just to listen to the teacher's explanation, but also to be able to exchange information with their group.

It is also linked to the theory of Richards and Rodgers (2001), that cooperative learning is a teaching approach that makes maximum use of cooperative activities that involve students in groups in the classroom. Group learning activities are organized in such a way that learning depends on the socially structured exchange of information between students in the group and where each student is responsible for his or her own learning and is motivated to enhance the learning of others.

It can be concluded that Cooperative Language Learning by forming study groups can improve students' abilities in

socializing and communicating in exchanging information during learning.

2) Communicative Language Teaching

The second approach applied by the T2 is Communicative Language Teaching (CLT). Teachers emphasize communication as the main goal of learning where teachers interact with students communicatively. The teacher actively explains the material until students understand and asks questions and answers to students so that students want to listen and pay attention.

It is also linked to the theory of Richards and Rodgers (2001), that Communicative Language Teaching (CLT) is a language teaching approach that emphasizes interaction and communication as the means and ultimate goal of learning. In this approach, students focus on language learning by having real social interactions.

It can be concluded that Communicative Language Teaching, apart from aiming to better understand students, also improves students' communication skills.

b. Method

1) The Direct Method

The first method applied by the T1 is The Direct Method. The teacher presents English learning material directly as the language of instruction. Both in the form of greetings, orders, and when explaining material. So that it can train students' understanding and increase their English speaking skills.

It is also linked to the theory of Richards and Rodgers (2001), that the Direct Method is a way of presenting foreign language learning material that is directly used by the teacher as the language of instruction.

It can be concluded that the Direct Method can develop students' ability to think and practice students' speaking in English.

2) The Grammar-Translation Method

The second method applied by the T2 is The Grammar-Translation Method. The teacher presents an English reading text, then asks students to interpret the English text into Indonesian. Translating takes turns, if there is difficult or new vocabulary, the teacher will tell the meaning and explain the meaning of the word or sentence in question together.

It is also linked to the theory of Richards and Rodgers (2001), that The Grammar-Translation Method is a way of studying a language that approaches the language first through analyzing grammatical rules in translating sentences and texts.

It can be concluded that The Grammar-Translation Method can improve students' understanding of grammar in texts. Apart from that, students can also find out the meaning of foreign languages and enrich foreign language vocabulary or terms.

c. Strategy

1) Cooperative Learning Strategies

The first strategies applied by the T1 and T2 are Cooperative Learning Strategies. The teacher gives assignments to students by forming students into several groups. So it is hoped that students can discuss actively with other students.

It is also linked to the theory of Masitoh cited in Fanshuri (2019), that Cooperative Learning Strategies is a series of learning where students with different abilities work in small groups to achieve predetermined learning goals.

It can be concluded that Cooperative Learning Strategies can help improve students' social skills in learning, interacting with other students, listening, speaking and working together effectively. Apart from that, it brings out new ideas from each student.

2) Active Learning Strategy

The second strategy applied by the T1 is Active Learning Strategy. Teachers emphasize students to always be active. Students complete assignments given by the teacher, apart from that students also find and solve their own problems with examples. Where students can study independently from discussion material shared via WhatsApp group. After that, students test their skills in the form of independent speaking practice and then come to the front of the class actively.

It is also linked to the theory of Masitoh cited in Fanshuri (2019), that in Active Learning Strategy it is the students who carry out the learning activities. They must discover and solve problems on their own, find examples, test their skills, and perform the learning tasks they need to complete.

It can be concluded that Active Learning Strategy is a teaching and learning strategy that requires students to be actively involved. Where they can develop their way of thinking and can help their memory. So that students are delivered learning achievements that are in accordance with the learning objectives that have been set.

3) Providing Students with Feedback

The third strategies applied by the T1 and T2 are Providing Students with Feedback. T1 reviews or justifies the assignments carried out by students. With these results, teachers can provide feedback in the form of improvements so that students' understanding increases. Meanwhile, T2 also provides feedback to students if there are errors when speaking, be it pronunciation or intonation errors. Then the teacher confirms by providing input so that they can increase their confidence, accuracy and fluency.

It is also linked to the theory of Killian cited in Angraeni (2020), that providing feedback means knowing how students perform a particular task and how they can improve.

It can be concluded that Providing Students with Feedback teachers aim to provide information regarding students' learning progress and level of understanding.

4) Getting Students Working Together (in productive ways)

The fourth strategy applied by the T1 is Getting Students Working Together (in productive ways). The teacher asks students to make presentations and convey to each other in answering questions orally according to the strategy used by the teacher, by dividing the class into two teams between male and female students. They work together as a team productively so

that everyone must actively submit and answer questions together.

It is also linked to the theory of Killian cited in Angraeni (2020), that to make groups more productive, teachers must choose the tasks to be given to students and the individual roles played by each group member.

It can be concluded that Getting Students Working Together (in productive ways) can divide tasks evenly because all students are required to speak together so as to grow self-confidence in each student. Apart from that, the work will be easily completed if we collaborate, making the work faster and more efficient.

5) Discussion

The fifth strategies applied by the T1 and T2 are Discussion. T1 and students discuss together and interact with each other. Where the teacher explains the learning material and then together with the students solves problems and answers each other's questions. T2 invites students to discuss the learning material then students can describe, observe, identify, mention characteristics and examples.

It is also linked to the theory of Kayi cited in Angraeni (2020), that Discussion is used for various reasons after content-based lessons. Students can draw conclusions, share ideas about

events, and seek solutions in discussion groups. It is important for teachers to set discussion goals. So that the subject of discussion is relevant to the objectives, so that students do not waste time chatting with each other about irrelevant things.

It can be concluded that with discussion students can find various new ideas and concepts that can convey understanding and develop students' insight into something.

6) Role Play

The sixth strategy applied by the T1 and T2 is Role Play. T1 assigned students to each play one character in the material or event which is expressed orally in the form of a simple story. Students are required to convey concisely the support of the keyword. Meanwhile, T2 asked students to act out each character in a conversational dialogue.

It is also linked to the theory of Kayi cited in Angraeni (2020), that students pretend to be in different social situations and take on different social roles.

It can be concluded that Role Play can build self-confidence in each student's role because they express their role directly. Apart from that, students can also come up with various ideas and creativity in developing their respective roles. The strategies of these teachers are used to check three microskills in speaking, namely pronunciation, fluency and intonation.

7) Plenty of Practice

The seventh strategies applied by the T1 and T2 are Plenty of Practice. T1 assigned students oral practice with the aim of checking student understanding. Each student's work is different from other students because each has made a choice regarding the theme that has been chosen by presenting it orally without looking at the text and taking turns. Students are required to convey each point from their identification briefly to support of the keyword, not memorize the whole presentation. Meanwhile, T2 asks students to practice reading dialogues and also verbally concluding the meaning of a conversational dialogue in their own language.

It is also linked to the theory of Killian cited in Angraeni (2020), that Practice helps students retain the knowledge and skills they learn while providing another opportunity to check their understanding.

It can be concluded that Plenty of Practice aims to strengthen students' mentality and increase their self-confidence. Apart from that, students can improve communication in English, think creatively, improve students' abilities and level of knowledge, attitudes and personalities because it is done directly with the teacher.

8) Learning Strategy Expository

The eighth strategies applied by the T2 is Learning Strategy Expository. The teacher explains and conveys the material verbally and is delivered directly by the teacher to the students orally and in writing. In this strategy, the teacher plays a very dominant role where the teacher is more dominant when learning takes place. Teachers also act more actively in delivering learning material so that students can focus and pay attention.

It is also linked to the theory of Masitoh cited in Fanshuri (2019), that Expository Learning Strategy is a strategy that focuses on the teacher conveying material verbally to a group. The aim is to ensure students master the learning material optimally.

It can be concluded that through Learning Strategy Expository teachers can find out to what extent students have mastered the lesson material presented. Because the teacher acts more actively in explaining or delivering the material and the aim is for students to master the learning material well.

9) Strategy Problem-Based Learning (SPBM)

The ninth strategy applied by the T2 is Strategy Problem-Based Learning (SPBM). Teachers emphasize the problem solving process for students. Where it explains problems in

everyday life, so that students are asked to find the right solution and then it is the teacher's turn to provide additional solutions. Teachers also ask students to observe phenomena around them or in everyday life, then students are expected to describe phenomena or conditions in the environment by providing descriptions, identification, characteristics, conclusions, and relevant examples and reasons.

It is also linked to the theory of Masitoh cited in Fanshuri (2019), that learning objectives can be achieved if learning activities focus on tasks and problems that are authentic, relevant, and presented in context. Learning begins with problems, and these problems determine the direction of learning.

It can be concluded that Strategy Problem-Based Learning (SPBM) is a type of student-centered learning, so it requires students to be skilled and sensitive to solving problems that exist in their real social environment collaboratively.

10) Contextual Learning Strategy

The tenth strategy applied by the T2 is Contextual Learning Strategy. Teachers emphasize the process of full student involvement to be able to discover the material being studied and be able to relate it to real life situations. Where the teacher relates this material to daily life according to environmental

themes and observes phenomena around them. Because if students are explained using the material alone, they will definitely not understand, but if they are given examples from their daily lives, they will be able to accept and draw conclusions.

It is also linked to the theory of Masitoh cited in Fanshuri (2019), that Contextual Learning Strategy is a learning strategy that focuses on the process of finding material that students study, relating it to real life situations, and encouraging students to apply it in their lives.

It can be concluded that Contextual Learning Strategy helps teachers to link the material taught with students' real world situations and can encourage students to make connections between the knowledge they have and its application in their real lives.

11) Questioning to Check for Understanding

The eleventh strategy applied by the T2 is Questioning to Check for Understanding. The teacher gives several questions to check students' understanding verbally after students read the conversational dialogue they have written. The questions given by the teacher are related to conversational dialogue and also the meaning of the vocabulary used by students.

It is also linked to the theory of Killian cited in Angraeni (2020), that teachers usually spend a lot of time in class asking questions. However, only a few teachers use questions to assess students' understanding in class. However, teachers must always ensure that students understand the learning material before continuing to the next part of the learning material.

It can be concluded that Questioning to Check for Understanding is an important part of teaching that can help a teacher determine whether students can pay attention, understand and learn what the teacher conveys regarding the learning material provided by the teacher.

12) Storytelling

The twelfth strategy applied by the T2 is Storytelling. The teacher provides a story text about an environmental figure who is inspiring in everyday life and related to religion so that the teacher invites students to remember life. Initially, the teacher started to tell the story. After that, the teacher asks students to continue reading the story in the text of the book in turns with other students.

It is also linked to the theory of Kayi cited in Angraeni (2020), that students can easily summarize the story they hear from someone. Storytelling encourages creative thinking. It also helps students express their ideas in terms of beginning,

development, and ending, such as the characters and setting needed for the story.

It can be concluded that Storytelling aims to increase vocabulary, improve students' language skills, foster students' creativity in imagination, and provide new ideas. Apart from that, it can train students' mental and self-confidence. Can also improve correct pronunciation, intonation and pronunciation. Through Storytelling, students get space to listen to stories more and learn in a relaxed manner, and students will also receive or understand the material more easily because it is through stories or images.

2. Students Activeness to the Speaking Teaching Strategies Used by the Teachers for Eleventh Grade Students of MAN Sukoharjo in Academic Year of 2023/2024

Students' activeness to the strategies used by the teachers in teaching speaking during the lesson is shown by the following indicators and characteristics:

a. Visual Activities

1) Students pay attention/listen to the book

The first students' activeness in a class taught by T2 is students pay attention/listen to the book. During learning, students focus on paying attention and listening to the material

in the book.

It is also linked to the theory of Molebu (2021), that students are involved in reading activities, they do not stay silent but participate in all activities. Reading is included in students' activeness in visual activities.

It can be concluded that with the students' pay attention/listen to the book skill, students can understand what they read.

b. Oral Activities

1) Students speak actively during learning

The second students' activeness in a class taught by T2 is students speak actively during learning. On average, students are very active during the learning process. Students are always active because basically students are always active.

It is also linked to the theory of Molebu (2021), that students are involved in more than just listening. They will speak actively during the teaching and learning process. He also stated that what is included in Oral Activities is stating, formulating, asking questions, giving suggestions, giving opinions, carrying out question and answer activities and also discussions. This is an example of students speaking actively during learning.

It can be concluded that students speaking actively during learning is very necessary for learning to be successful and of high quality.

2) Students express their opinions or provide information

The third students' activeness in a class taught by T2 is students express their opinions or provide information. Students are active in expressing and providing opinions or information that they already know during the learning process. The teacher's main target is that students have the courage to speak up and are confident. Meanwhile, whether speaking is correct or not is secondary.

It is also linked to the theory of Molebu (2021), that less tension is placed on conveying information and more on developing students' skills and ideas or thinking. They will share information they already know with each other. He also stated that giving opinions is included in Oral Activities.

It can be concluded that students express their opinions or provide information, can train students to become brave individuals without having to accept something whether it is right or wrong later.

3) Students ask questions about material they have not yet understood

The fourth students' activeness in a class taught by T2 is students ask questions about material they have not yet understood. Students actively ask questions when students do not understand the learning material. Students are also active in

asking questions about finding the appropriate meaning of words and how to read vocabulary correctly.

It is also linked to the theory of Molebu (2021), that students' activeness in participating in the teaching and learning process can be seen by asking other students or teachers if they do not understand the problems they are facing. He also stated that asking questions is included in Oral Activities.

It can be concluded that by asking students questions about material they have not yet understood, students can develop a better understanding of the material taught by the teacher. Apart from that, if students actively ask questions, the learning process becomes more fun and interactive.

4) Students interact in discussion activities

The fifth students' activeness in a class taught by T1 and T2 is students interacting in discussion activities. T1 students actively interact with each other when discussing with their discussion group friends. The purpose of forming this group is so that students do not get confused and bored and can share with each other regarding the assignments given by the teacher. Meanwhile, T2 students actively interact in discussion activities both with the teacher and in group discussions between students. From this it can be seen that interacting with each other in discussion activities between teachers and students can help

broaden students' understanding of the material being discussed and can enrich students' knowledge.

It is also linked to the theory of Molebu (2021), that students are able to interact in multi-directional ways, both between students and students and between teachers and students. This interaction is also characterized by the involvement of all students evenly, meaning that the conversation or question and answer process is not dominated by certain students only.

It can be concluded that through interacting in discussion activities students can interact with each other, exchange and make the right decisions. Apart from that, discussion activities involve interaction between students and discussion groups, they can find out various perspectives and new ideas that they may not have thought of before.

c. Listening Activities

1) Students pay attention when the teacher explains the material

The sixth students' activeness in a class taught by T1 and T2 is students pay attention when the teacher explains the material. Students try to always focus on paying attention to the teacher's explanation of the material so that they can easily accept and understand what the teacher is saying.

It is also linked to the theory of Molebu (2021), that active students will pay attention and try to understand what is conveyed and taught by the teacher.

It can be concluded that by students paying attention when the teacher explains the material, students will more easily absorb information, be more focused and easier to receive and capture the learning material provided by the teacher, so that students' thinking abilities and knowledge will also increase.

d. Writing Activities

1) Students take notes on the material presented by the teacher

The seventh students' activeness in a class taught by T2 is students taking notes on the material presented by the teacher. Students are active in note-taking activities. Students record what the teacher conveys regarding the material explained. Apart from recording the material, students also note down the meaning of English vocabulary into Indonesian.

It is also linked to the theory of Molebu (2021), that students are involved in writing activities, they do not stay silent but participate in all activities. Students take notes on the material presented by the teacher, including students' activeness in writing activities.

It can be concluded that by students taking notes on the material presented by the teacher, students can look back at the

material they have noted and use it to remember what they may have forgotten. Taking notes can improve students' memory, making it easier to remember important information.

2) Students do the assignments given by the teacher

The eighth students' activeness in a class taught by T1 and T2 is students doing the assignments given by the teacher. The teacher asks students to do assignments, then students actively work on assignments given by the teacher on the material that has been presented.

It is also linked to the theory of Molebu (2021), that students' activeness in participating in the teaching and learning process can be seen from participating in carrying out their learning tasks. He also stated that there was student involvement independently in carrying out test activities and assignments that had to be completed.

It can be concluded that by students doing the assignments given by the teacher, students can apply the knowledge they have acquired and ensure that they have understood the learning material well and correctly. Apart from that, students can also get used to the material, encourage the practice or exercises needed to achieve good results, manage time, commit to work by completing it, and see student responsibility for learning material to check students' level of understanding.

e. Motor Activities

1) Students raise their hands before asking

The ninth students' activeness in a class taught by T2 is students raising their hands before asking. Active students raise their hands first before submitting themselves to the front of the class or reading the text.

It is also linked to the theory of Molebu (2021), that student activity in the learning process can be seen from student participation both mentally, emotionally, physically and intellectually in every learning process.

It can be concluded that when students raise their hands before asking the teacher it is a sign of asking for permission and waiting until the students are asked to ask or do something.

f. Mental Activities

1) Students respond to the teacher by answering questions from the teacher and other students and conveying their ideas

The tenth students' activeness in a class taught by T1 and T2 is students responding to the teacher by answering questions from the teacher and other students and conveying their ideas. When the teacher greets the students, the students respond in English. Active students respond quickly, then they proactively answer questions from the teacher. Students are also active in

carrying out orders from the teacher.

It is also linked to the theory of Molebu (2021), that student activity in the learning process can be seen from student participation in taking initiatives, for example trying to solve problems posed, answering and asking questions, or even those that arise during the learning process.

It can be concluded that students responding to the teacher by answering questions from the teacher and other students and conveying their ideas, such as students using English in answering greetings from the teacher, can help students develop their speaking skills. Apart from that, responsive students can form good character within themselves. By answering questions from the teacher, students are able to demonstrate their learning outcomes, improve their speaking skills, and use their logical thinking. So that responding can increase students' sensitivity to the environment around them.

2) Students think critically in solving problems during learning

The eleventh students' activeness in a class taught by T2 is students think critically in solving problems during learning. Students actively think critically in solving a problem. Where the teacher raises a problem related to the environmental theme, so that students actively solve problems in the surrounding

environment related to activities in daily life by looking for various solutions that are relevant to existing conditions and phenomena.

It is also linked to the theory of Molebu (2021), that the characteristics of active student learning are that students are involved in high-level thinking (synthesis, analysis and evaluation). They will think critically to solve problems. Molebu also stated that students' activeness in participating in the teaching and learning process can be seen from students' involvement in problem solving. So students try to find various information needed to solve the problem. Apart from that, Molebu added that solving problems is included in students' active mental activities.

It can be concluded that students think critically in solving problems during learning can make it easier for students to solve problems. Critical thinking skills can also help students find solutions to problems.

3) Students search for and utilize every learning resource that is available and considered relevant to learning

The twelfth students' activeness in a class taught by T1 and T2 is students search for and utilize every learning resource that is available and considered relevant to learning. Students explore the internet as a source for finding information about

learning materials. Apart from that, students also use WhatsApp groups to obtain information from teachers and other students. Students also take advantage of digital dictionaries or Google Translate which are used to search for meanings and vocabulary in difficult or new languages.

It is also linked to the theory of Molebu (2021), that student activity in the learning process is the involvement of students in searching for and utilizing every available learning resource that is considered relevant to the learning objectives.

It can be concluded that students search for and utilize every learning resource that is available and considered relevant to learning, such as the use of cellphones in learning can be used flexibly and makes it easier for students to search for various learning resources anywhere via the internet. Students can also easily use Google Translate as a digital dictionary. So it can help students translate a text without having to carry a dictionary or search manually. In addition, students can get used to new vocabulary and can understand it themselves, saving time and shortening student activities in completing assignments.

g. Emotional Activities

1) Students are interested in the teacher's delivery of material

The thirteenth students' activeness in a class taught by T1 and T2 is students are interested in the teacher's delivery of material.

In the learning process in class by T1, students were interested and enthusiastic during the learning process, because of the way the teacher attracted students' attention through interesting learning with strategies that focused on student activity. In the learning process in class by T2, students were also interested and enthusiastic during the learning process, because of the way the teacher attracted students' attention through interesting learning with strategies that focused on teachers and students communicating with each other, teaching in a relaxed and humorous manner. So students don't get bored because the teacher invites students to joke around and learning becomes exciting and fun.

It is also linked to the theory of Molebu (2021), that activities that show student activity, one of which is that students are interested when the teacher explains the material, is included in student activity in emotional activities.

It can be concluded that students are interested in the teacher's delivery of material for learning which can be influenced by the teacher in delivering the material. Students are enthusiastic and interested during learning because the teacher applies fun learning strategies.

2) Students are eager to learn

The fourteenth students' activeness in a class taught by T1 and T2 is students are eager to learn. Students are very excited to receive lessons from the teacher, because the teacher's strategies and ways of teaching are fun.

It is also linked to the theory of Molebu (2021), that activities that show students' activeness, one of which is that students are enthusiastic when the teacher explains the material, is included in students' activeness in emotional activities.

It can be concluded that students are eager to learn, that is, active students will have a drive within themselves to always learn and be enthusiastic about receiving learning material. So it is very important for students to find various sources of inspiration that can arouse their enthusiasm for learning.

3) There are student efforts to create a conducive learning atmosphere

The fifteenth students' activeness in a class taught by T1 and T2 is there are student efforts to create a conducive learning atmosphere. Students strive to create a conducive learning atmosphere. Students are very calm as long as the teacher explains the subject matter and all students focus on the material, so that comfort is created in the classroom because learning is not disturbed by anything. Therefore, teachers always monitor

students during learning to keep them focused and concentrated. So students will try to stay focused and pay attention when the teacher explains the material and can create a conducive class.

It is also linked to the theory of Molebu (2021), that one of the student activities in the learning process is the students' efforts to create a conducive learning atmosphere. He also added that calm students are included in activities that show students' activeness in emotional activities.

It can be concluded that there are student efforts to create a conducive learning atmosphere based on good class management skills. Apart from that, the teacher's ability to condition students in the classroom is also an important factor in creating a comfortable situation in the classroom. Comfortable and conducive classroom conditions will make learning time more effective and efficient. Because when students study in a happy mood, their brain will absorb the material more easily.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this section the researcher presents research conclusions about strategies used by the teachers to students' activeness in teaching speaking and students' activeness to the strategies used by the teachers in teaching speaking for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024. Based on the research findings and discussion, the researchers concluded several things, including:

Each teacher uses various strategies in encouraging students to speak English in the learning process. The total strategies used by the teachers in teaching speaking for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024 are twelve teacher strategies, including teacher strategies that have similarities in using these strategies. The strategies used by T1 and T2 in teaching speaking are in accordance with the theory of Masitoh cited in Fanshuri (2019) and Killian & Kayi cited in Angraeni (2020).

The strategies used by teachers include Cooperative Learning Strategies, Active Learning Strategy, Providing Students with Feedback, Getting Students Working Together (in productive ways), Discussion, Role Play, Plenty of Practice, Expository Learning Strategy, Problem-Based Learning Strategy (SPBM), Contextual Learning Strategy, Questioning to

Check for Understanding, and Storytelling.

Apart from that, as long as the teacher uses several varied strategies in encouraging students to speak English in the learning process in grade eleven, there is some student activeness. The total students activeness towards strategies used by the teachers in teaching speaking for eleventh grade students of MAN Sukoharjo in the academic year of 2023/2024 is fifteen students activeness, including the activeness of students who have similarities in several classes taught by teachers using these strategies. Students' activeness in the strategies used by the T1 and T2 in teaching speaking is in accordance with the theory of Molebu (2021).

The students activeness include in Visual Activities there are students pay attention/listen to the book, in Oral Activities there are students speak actively during learning, students express their opinions or provide information, students ask questions about material they have not yet understood, students interact in discussion activities, in Listening Activities there are students pay attention when the teacher explains the material, in Writing Activities there are students take notes on the material presented by the teacher, students do the assignments given by the teacher, in Motor Activities there are students raising their hands before asking, in Mental Activities there are students responding to the teacher by answering questions from the teacher and other and conveying their ideas, students think critically in solving problems during learning, students search for and utilize every learning resource that is available and considered relevant to

learning, in Emotional Activities there are students are interested in the teacher's delivery of material, students are eager to learn, and there are student efforts to create a conducive learning atmosphere.

B. Suggestions

After conducting research and drawing conclusions from this research, the researcher provides several suggestions as follows:

1. For English Teachers

From the results of this research, there are several teacher strategies that can be used as teaching strategies so that students are more active, interested, enthusiastic and motivated to learn and do more speaking practice in the learning process. Teachers can also apply various varied learning strategies to increase students' activeness in teaching English speaking, so that students can participate actively during learning. Teachers must be more active, creative and innovative in choosing learning strategies based on the material taught in the teaching and learning process.

2. For Students

The hope is that students can be more active in speaking English, so that they can increase their confidence and courage in speaking English well. So, assuming English is easy and widely used in later life can motivate students to continue learning English both at school and at home. Because if students want to learn English, they have to get used

to it first. If students get used to it, students will definitely be able to do it.

3. For Other Researchers

Researchers hope that this research can provide an overview for other researchers in similar research regarding strategies used by the teachers to students' activeness in teaching speaking. In this research, there are still many aspects that have not been studied by researchers. Hopefully other researchers can find more and dig deeper into some of the strategies used by the teachers to students' activeness in teaching speaking.

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APPENDICES

APPENDIX 1
Observation Checklist

A. Teacher 1

Teacher : Kuswahyuningsih, S. Pd., M. Pd.

Code : T1

Class : XI-F1 to XI-F6

Skill : Speaking

Observer : Nandhita Ayun Puspita

1. Checklist Observation I (Approach and Method of Strategies in Teaching Speaking)

No	Approach and Method	Yes	No
1.	Approach		
	a. Communicative Language Teaching		
	b. Competency-Based Language Teaching		
	c. Content-Based Instruction		
	d. Cooperative Language Learning	✓	
	e. The lexical approach		
	f. Multiple Intelligences		
	g. The Natural Approach		
	h. Neurolinguistic Programming		
	i. Task-Based Language Teaching		
	j. Whole Language		
	k. The Oral Approach and Situational Language Teaching		
2.	Method	Yes	No

	a. The Audiolingual Method		
	b. Community Language Learning		
	c. The Silent Way		
	d. Suggestopedia		
	e. Total Physical Response		
	f. The Grammar-Translation Method		
	g. The Direct Method	✓	

2. Checklist Observation II (Strategies Used by the Teachers in Teaching Speaking)

No	Teachers' Strategies	Yes	No
1.	Learning Strategy Expository		
2.	Quantum Learning		
3.	Cooperative Learning Strategies	✓	
4.	Inquiry-Based Learning Strategy		
5.	Strategy Problem-Based Learning (SPBM)		
6.	Contextual Learning Strategy		
7.	Active Learning Strategy	✓	
8.	Setting Clear Lesson Goals		
9.	Showing & Telling		
10.	Questioning to Check for Understanding		
11.	Summarizing New Learning in a Graphical Way		
12.	Plenty of Practice	✓	
13.	Providing Students with Feedback	✓	
14.	Being Flexible about How Long it Takes to Learn		

15.	Getting Students Working Together (in productive ways)	✓	
16.	Teach Strategies Not just Content		
17.	Nurture Meta-Cognition		
18.	Discussion	✓	
19.	Simulations		
20.	Role Play	✓	
21.	Brain Storming		
22.	Storytelling		
23.	Information Gap		
24.	Interviews		
25.	Story Completion		
26.	Reporting		
27.	Playing Cards		
28.	Picture Describing		
29.	Find the Differences		
30.	Picture Narrating		

3. Checklist Observation III (Students' Activeness)

No	Classification of Activeness	Yes	No
1.	Visual activities		
	a. Students pay attention to media such as photos and videos.		
	b. Students pay attention/listen to the book.		
2.	Oral activities		
	a. Students speak actively during learning.		
	b. Students express their opinions or provide information.		

	c. Students formulate problems during learning.		
	d. Students ask questions about material they have not yet understood.		
	e. Students give suggestions.		
	f. Students interact in discussion activities.	✓	
3.	Listening activities		
	a. Students pay attention when the teacher explains the material.	✓	
	b. Students listen to the video/audio being played and then interpret the messages conveyed.		
4.	Writing activities		
	a. Students take notes on the material presented by the teacher.		
	b. Students write texts or stories.		
	c. Students do the assignments given by the teacher.	✓	
5.	Drawing activities		
	a. Students make graphs/diagrams.		
	b. Students draw something instructed by the teacher.		
6.	Motor activities		
	a. Students raise their hands before asking.		

	b. Students use gestures or body movements when speaking or communicating certain messages.		
7.	Mental activities		
	a. Students respond to the teacher by answering questions from the teacher and other students and conveying their ideas	✓	
	b. Students remember the material presented by the teacher.		
	c. Students think critically in solving problems during learning.		
	d. Students analyze the material taught.		
	e. Students make decisions about the material being taught.		
	f. Students try to find various information needed to solve problems.		
	g. Students search for and utilize every learning resource that is available and considered relevant to learning.	✓	
8.	Emotional activities		
	a. Students are interested in the teacher's delivery of material.	✓	
	b. Students feel bored with the learning material, monotonous		

	learning, and the strategies used by the teacher.		
	c. Students are eager to learn.	✓	
	d. Students are calm when the teacher delivers the material.		
	e. There are student efforts to create a conducive learning atmosphere.	✓	

B. Teacher 2

Teacher : Eko Budi Utomo, S. Pd.

Code : T2

Class : XI-F7 and XI-F8

Skill : Speaking

Observer : Nandhita Ayun Puspita

1. Checklist Observation I (Approach and Method of Strategies in Teaching Speaking)

No	Approach and Method	Yes	No
1.	Approach		
	a. Communicative Language Teaching	✓	
	b. Competency-Based Language Teaching		
	c. Content-Based Instruction		
	d. Cooperative Language Learning		
	e. The lexical approach		
	f. Multiple Intelligences		
	g. The Natural Approach		
	h. Neurolinguistic Programming		

	i. Task-Based Language Teaching		
	j. Whole Language		
	k. The Oral Approach and Situational Language Teaching		
2.	Method	Yes	No
	a. The Audiolingual Method		
	b. Community Language Learning		
	c. The Silent Way		
	d. Suggestopedia		
	e. Total Physical Response		
	f. The Grammar-Translation Method	✓	
	g. The Direct Method		

2. Checklist Observation II (Strategies Used by the Teachers in Teaching Speaking)

No	Teachers' Strategies	Yes	No
1.	Learning Strategy Expository	✓	
2.	Quantum Learning		
3.	Cooperative Learning Strategies	✓	
4.	Inquiry-Based Learning Strategy		
5.	Strategy Problem-Based Learning (SPBM)	✓	
6.	Contextual Learning Strategy	✓	
7.	Active Learning Strategy		
8.	Setting Clear Lesson Goals		
9.	Showing & Telling		
10.	Questioning to Check for Understanding	✓	

11.	Summarizing New Learning in a Graphical Way		
12.	Plenty of Practice	✓	
13.	Providing Students with Feedback	✓	
14.	Being Flexible about How Long it Takes to Learn		
15.	Getting Students Working Together (in productive ways)		
16.	Teach Strategies Not just Content		
17.	Nurture Meta-Cognition		
18.	Discussion	✓	
19.	Simulations		
20.	Role Play	✓	
21.	Brain Storming		
22.	Storytelling	✓	
23.	Information Gap		
24.	Interviews		
25.	Story Completion		
26.	Reporting		
27.	Playing Cards		
28.	Picture Describing		
29.	Find the Differences		
30.	Picture Narrating		

3. Checklist Observation III (Students' Activeness)

No	Classification of Activeness	Yes	No
1.	Visual activities		
	a. Students pay attention to media such as photos and videos.	✓	

	b. Students pay attention/listen to the book.		
2.	Oral activities		
	a. Students speak actively during learning.	✓	
	b. Students express their opinions or provide information.	✓	
	c. Students formulate problems during learning.		
	d. Students ask questions about material they have not yet understood.	✓	
	e. Students give suggestions.		
	f. Students interact in discussion activities.	✓	
3.	Listening activities		
	a. Students pay attention when the teacher explains the material.	✓	
	b. Students listen to the video/audio being played and then interpret the messages conveyed.		
4.	Writing activities		
	a. Students take notes on the material presented by the teacher.	✓	
	b. Students write texts or stories.		
	c. Students do the assignments given by the teacher.	✓	
5.	Drawing activities		

	a. Students make graphs/diagrams.		
	b. Students draw something instructed by the teacher.		
6.	Motor activities		
	a. Students raise their hands before asking.	✓	
	b. Students use gestures or body movements when speaking or communicating certain messages.		
7.	Mental activities		
	a. Students respond to the teacher by answering questions from the teacher and other students and conveying their ideas	✓	
	b. Students remember the material presented by the teacher.		
	c. Students think critically in solving problems during learning.	✓	
	d. Students analyze the material taught.		
	e. Students make decisions about the material being taught.		
	f. Students try to find various information needed to solve problems.		
	g. Students search for and utilize every learning resource that is	✓	

	available and considered relevant to learning.		
8.	Emotional activities		
	a. Students are interested in the teacher's delivery of material.	✓	
	b. Students feel bored with the learning material, monotonous learning, and the strategies used by the teacher.		
	c. Students are eager to learn.	✓	
	d. Students are calm when the teacher delivers the material.		
	e. There are student efforts to create a conducive learning atmosphere.	✓	

APPENDIX 2

Field Note of Observation

A. Teacher I

Teacher : Kuswahyuningsih, S. Pd., M. Pd.
Code : T1
Class : XI-F1 to XI-F6
Skill : Speaking
Observer : Nandhita Ayun Puspita

1. Field Note Observation I

Place : Class XI-F5
Day and Date : Monday, January 15th, 2024
Time : 13.00 - 14.30

The teacher says greeting to students before the learning process. Learning takes place by making a group to practice speaking material with a focus on group discussion. The teacher discusses material about the National Environment, by giving an example of the text of an environmental figure, namely "Duta Galuh". After that the teacher forms groups in one class, there are 5 groups. Students concentrate on the characters and their actions or results. In each group, one child makes one work or one child makes one text. The identification is in the form of environmental themes, birth of date place, occupations, work, and appreciation. Students are allowed to ask questions if there is material or assignments that they do not understand. After working on the outline for speaking, students come forward one by one to correct their work for the teacher. Teacher and observer correct the students' work, with a review task in the form of justification. Teachers use group assignments because the curriculum is free, so students look for a (free) environment in order to learn from it and increase their activeness.

2. Field Note Observation II

Place : Class XI-F1

Day and Date : Wednesday, January 24th, 2024

Time : 13.00 - 14.30

The teacher asks students to continue working on the outline speaking assignment given by the teacher. Then the teacher corrects or reviews the assignment assisted by the observer.

3. Field Note Observation III

Place : Class XI-F4

Day and Date : Friday, January 26th, 2024

Time : 07.45 - 09.15

The teacher asks students to come to the front of the class to speak related to the National Environment. Then those who have come forward, make a list of the names of students who have come forward. Data on students who have submitted a National International Figure outline:

- (Student's name)
- ...
- etc.

For advanced students, they are asked to complete the following tasks:

- a. Question no. 1 to. 5 page 8
- b. Task 3 no 1 to. 10 page 9
- c. Task 1 writing

4. Field Note Observation IV

Place : Class XI-F3

Day and Date : Tuesday, January 30th, 2024

Time : 09.30 - 11.00

The teacher forms or arranges the seats in a circle, so that students and teachers can easily interact. Greetings use English and students respond to the teacher. Teacher ask about the material. Consent what is your favorite national environment Figure. Explain one by one, point by

point. Go forward to convey each point. 10 minutes to prepare or advance preparation. Teachers and observers assess students. Includes identify, work, and appreciation. This task includes formative assessment (authentic assessment). When students speak, explore their suggestions (source from book and internet). Attendance by via WhatsApp group including assessment and announcement (There is one main telephone to communicate with students).

Students can exercise their speaking abilities before they come in front of the class. Students are asked to convey it orally without looking at the text, so that the outline that has been made must be mastered by each student. XI-F3 is classes are very active students. The class is conducive, because students try to exercise their speaking. Students great pronunciation to speak. XI-F3 is a big classroom, so more classroom management is needed. Mostly students get good scores. They get a score of 80 to 88.

Student speaking

Title : National Environment Figures

a. Identification

- 1) Name
- 2) Place of birth date
- 3) Educational background

b. Work

- 1) ...
- 2) ...
- 3) ...

c. Appreciations

- 1) ...
- 2) ...
- 3) ...

5. Field Note Observation V

Place : Class XI-F3

Day and Date : Friday, February 2nd, 2024

Time : 08.45 - 10.10

During greetings, students answer the teacher in English. Doing activities 4 and 5. The teacher makes a circular seating arrangement (design of seat). The aim is to condition students so that learning is more interactive and not monotonous. Manage time by reciting assignments at home. Presentations are carried out in class with time efficiency and completion of the material in the teaching module.

The discussion is carried out by correcting students' answers in turn from their seats. Discussion delivered by the teacher in the WhatsApp group. Students are asked to correct their friends' answers by writing the name of each corrector. Correction is carried out by students lifting the book and rotating it by counting and shifting or circling, counting starting from numbers 1 to 5. During the lesson the teacher intersperses jokes with the students so they don't get bored.

The assessment is in the form of a question with the following provisions:

a. Essays 1 to 5

Each number gets a maximum of 10 scores (according to the keyword or answer). If the answer is complete. Score 5 if the answer is partial. Score 2 if the answer is not correct, what the students gave answer (the answer has been answered but is not correct, as students' appreciation).

b. Each number is the score 1

Total score = value (from activity questions 4 and 5) = 70 : 7 = 10. Students correct then the teacher asks students to come forward to check the correction in accordance with the value. Teachers do not let students judge for themselves. For those who have completed the assessment, each corrector writes a list of scores

in the WhatsApp group. Most students get 70 score.

c. Writing

Presentations are carried out in groups. Presentations are made by reading questions and answering questions. The female students' presentations were in their seats giving answers, while the male students' presentations were standing and giving questions. So that during the presentation, students are active in answering questions orally. Students also actively ask questions.

6. Field Note Observation VI

Place : Class XI-F2

Day and Date : Monday, February 12th, 2024

Time : 07.45 - 09.15

Make a short presentation about need oral and writing. Before that, students are asked to make a speaking outline. Where students convey about pints reduce (Financial List: Risk Management). How to minimize financial risk. Which includes title, content, with the meaning. Have a strong financial foundation. Presentations are made to the front of the class with a minimum of 5 minutes. Students are not expected to memorize and convey it in its entirety, but students convey it briefly to support the keyword.

Example: students presentation about product in online store or financial bank. The best score of students in the presentation is 88. Teacher try to wait when students go to the outline presentation, the aim is for students to finish the exercise. For those who have completed the outline, they can take a break or rest.

Note: Exercise

Make a short presentation needs oral and writing

- a. Page 28 Digital Wallets
- b. Page 29 Financial Banks
- c. Page 33 Purchase Online

B. Teacher II

Teacher : Eko Budi Utomo, S. Pd.
Code : T2
Class : XI-F7 and XI-F8
Skill : Speaking
Observer : Nandhita Ayun Puspita

1. Field Note Pre-Observation I

Place : Class XI-F8
Day and Date : Tuesday, October 10th, 2023
Time : 13.20 - 14.30

Before the teacher begins the lesson, the teacher conducts a question and answer session related to the assignment, the learning that will be carried out later, and then attends the students by calling their names one by one.

Before learning begins, the teacher asks the students so they don't get tense. The teacher also provides motivation related to "be careful when we are on the road", provides motivation to continue using English even though the accent of the region or people is different and the teacher prefers that the teacher's memories of his services be remembered by his students. The teacher explains that language is included in the social field, because it is used as a means of communication or daily conversation.

Entering ongoing learning, discussing the chapter on descriptive text. Then the teacher and students give examples of describing a person, describing a country and its characteristics, describing things that can be seen and things that cannot be seen or objects. The teacher also gives examples of animals that the Prophet Muhammad can look for, giving examples of identification and descriptions of the participants' characteristics or differences. A descriptive text is presented then the teacher explains the purpose of the descriptive text, linguistic elements and reads out the meaning or learning material then the teacher and

students translate together.

In the middle of learning the teacher gives jokes or wit, invites students to remember life, invites students to communicate to respond, uses language to make it look funny, and links learning with daily life related to religion, for example guidance (lectures and spirituality), on fyp Instagram, Tik Tok and YouTube.

When describing something, it must be detailed or subjective, according to the facts and everything is described in as much detail as possible and must be clear. Teachers do not have a fierce or angry nature, if the teacher displays these characteristics, it is possible, but not excessively or excessively and because of something urgent. The teacher also asks students to read the text to find out their speaking. The teacher reminds students if they are not paying attention to learning. During learning, students are allowed to use cellphone tools to translate or do assignments.

The teacher explains communicatively and the teacher is always active in teaching so that students are also active and always pay attention. Students are also always active in asking teachers about learning material that they do not understand. Apart from that, the teacher also gives assignments to learn conversation and speaking practice from the reading in the students' workbooks. Where there is a text and questions that must be studied and worked on.

2. Field Note Pre-Observation II

Place : Class XI-F7

Day and Date : Tuesday, October 31st, 2023

Time : 13.00 - 14.30

Before entering the lesson the teacher gives an introduction first. Discuss assignments at the previous meeting. Then the teacher explains the material in chapter two about descriptive texts. Describe something to create text, whatever we see we can definitely describe. After writing the descriptive text, students will be asked to speak in front of the class.

After that, the teacher and students share with each other so that students don't get bored. The teacher also gave a speaking assignment "make a dialogue with your friends minimum one person, eight sentences".

Example : Sentence 1

- a. Hello my boy
- b. Hello my papa

The dialogue is created in accordance with the descriptive material of the text. Where conversations can be made about introductions, activities, and free. The time used to create the dialogue is 30 minutes. The task given by the teacher is to write a conversation with one group at one table, but each student writes in their own notebook. Students discuss with each other the dialogue text that students will read later. In carrying out this assignment, the teacher is allowed to use a cellphone to look up the meaning of words, even though they use a cellphone every day, the most important thing is a dictionary. Students also actively ask the teacher if the students do not understand the material presented and the teacher's assignments. When reading the conversation later, students may use British or American.

When students come to the front of the class to speak or read the dialogue, if there are mistakes the teacher corrects the words. Read by paying attention to the punctuation, whether the tone rises or not. Students are asked to read with focus, because when reading the text they are allowed to bring books and they are also allowed to bring cell phones. There are students who are fluent and whose pronunciations are still lacking. Students still have difficulty in pronunciation reading their words, so that reading still stutters when students read their respective roles that they have written.

When they finished reading the dialogue, the two students in one group were asked the meaning of the words, the meaning of difficult words, and what the student's dialogue was about. Even though students smile shyly when reading dialogue in front of the teacher, students have

the mentality and self-confidence. After the students read, the teacher assesses the students by checking the student's score list. This task aims to find out what is running smoothly or not. After everyone had progressed in reading their dialogue, at home time, before going home the teacher gave motivation.

3. Field Note Observation I

Place : Class XI-F8

Day and Date : Thursday, January 18th, 2024

Time : 07.00 - 08.30

Before learning begins, students are expected to do murojaah first before learning takes place. Followed by greetings and introductions. The teacher collects assignments and then assesses the assignments from students. After that the teacher took attendance of the students one by one. The teacher explains material about Environmental Story. Where the teacher gives examples of environmentalism related to the word nature, namely tree rivers, livelihoods, and protecting the ecosystem. After that the teacher and students describe the environment.

The teacher gives a text in the worksheet book about an artist, namely Nadine and Chandrawinata. Teachers relate it to everyday life. Related to life (love of nature) and the surrounding environment, namely caring for the environment. The teacher also gives parables and tells stories about daily life according to the environmental theme. Students pay close attention and actively ask and answer questions from the teacher, in the context of their daily life environment. The teacher also provides examples of good environmental descriptions in water areas. By connecting geography according to each region.

In the midst of learning, the teacher intersperses humor so that students don't get bored. Teachers continue to try to ensure that students always concentrate by interspersing them with various information. The teacher asks students to read the text to improve students' speaking skills, then the teacher also asks students to interpret together. After that

the teacher explains the meaning of the sentences read by the students. Students are asked to note down and write the meaning in their respective student books or worksheets.

The teacher also asks students to do task 2 with the following conditions: provide a conclusion to a dialogue, with their own words (their own language), correct language, they can use Google Translate, one environmental sentence (about Zain and Harry's dialogue).

While the students are working, the teacher assesses and checks the students' work from last week or the students' homework that has been collected. After all students have finished working on the assignment given by the teacher, the teacher asks the students to read out the results of the work that has been completed. Students actively volunteer to read their results and the teacher also appoints students to read.

The teacher explains in a mixture of Indonesian and English the reading and the meaning of each sentence of the reading. The teacher explains daily life related to problems and provides solutions. An example in everyday life is in villages regarding air pollution. Burning rubbish in the morning, the solution is to burn rubbish in the afternoon so that it doesn't interfere with activities or events in the morning. For example, when you dry your clothes in the morning, if they are exposed to pollution the clothes will smell musty, and what was previously fragrant will become smelly. At the end of the lesson, the teacher gave quotes and motivation about caring about the environment and ourselves. The teacher suggests to students to open the listening logo in the QCR code in books to study at home.

4. Field Note Observation II

Place : Class XI-F7

Day and Date : Monday, January 29th, 2024

Time : 13.00 - 14.30

Before learning takes place, the teacher greets students and checks attendance. After that the teacher provides motivation and suggestions

by relating it to everyday life. The students remained enthusiastic even though it was the last hour of learning, because the teacher started with a relaxed chat before going into the lesson material. The teacher explains that language includes the social field, because it is used to communicate with society. So the theme in the material is about the environment. There is a task from the teacher related to describing conditions in the surrounding environment.

The theme in this lesson is about an environmental figure, namely Mbah Sadiman. The teacher reads, explains and interprets with the students. The teacher asks students to read the text. If someone disturbs a friend while reading the text, the teacher will ask the disturbing student to read. The teacher motivates students if there are errors in reading then the teacher will say "it's okay". After the students have finished reading, the teacher checks and corrects the students' pronunciation by providing some feedback and justification for how to read along with the meaning of the words or sentences. As long as the teacher explains using slang in Indonesian and English. The teacher invites students to observe phenomena around them. Apart from that, students also answered questions from the teacher about vocabulary. The teacher also asks students to look for vocabulary that starts with "re-" which means return, examples of words are reforestation and reforestation.

APPENDIX 3

Interview Transcript

A. Teacher 1

Teacher : Kuswahyuningsih, S. Pd., M. Pd.
Code : T1
Class : XI-F1 to XI-F6
Day and Date : Tuesday, January 23rd, 2024
Time : 09.40 until finished
Place : Library
Skill : Speaking
Interviewer : Nandhita Ayun Puspita

1. Approach (Pendekatan)

The Researcher: Pendekatan apa yang Anda gunakan dalam menerapkan strategi pengajaran berbicara?

The Teacher: Kalau itu kan di kurmer to Mbak, kurmer itu menggunakan GPA (genre based approach). Itu sudah memang rekomendasi arahannya dari apa itu dirjen Kemendikbud seperti itu. Ceramah nggak, jarang. Pakai itu Genre Based Approach itu, teorinya Halliday.

The Researcher: Dari pendekatan-pendekatan tersebut, mengapa Anda menggunakan pendekatan ini?

The Teacher: Ya karena ada apa itu arahannya dari apa itu peraturan pemerintah terkait di kurikulum 2013 menggunakan genre based approach.

The Researcher: Dalam menggunakan pendekatan ini, apakah ada kelebihan dan kekurangan dari pendekatan yang Anda gunakan?

The Teacher: Ada, kalau kelebihan kan kita secara bertahap apa itu mengantarkan siswa untuk bisa mencapai apa itu keterampilan berbicara. Tapi kekurangannya itu kadang take time membutuhkan waktu yang banyak untuk apa itu untuk menyampaikan materi pembelajaran.

2. Method (Metode)

The Researcher: Metode apa yang Anda gunakan untuk menerapkan

strategi pengajaran berbicara?

The Teacher: Kalau metodenya biasanya pakai roleplay. Iya kadang memakai direct method, kalau audio lingual misal ada video, itu kalau kurmer kan tidak apa ya tidak rekomen. Kita manut yang itu aja di apa disampaikan. Listeningnya itu pakai audio tetapi pakai dari HP.

The Researcher: Dari metode-metode tersebut, mengapa anda menggunakan cara tersebut?

The Teacher: (Sudah terjawab)

The Researcher: Dalam menggunakan metode ini, apakah ada kelebihan dan kekurangan dari metode yang anda gunakan?

The Teacher: Ya, pastinya ya ada kelebihannya. Kelebihannya untuk lebih memahami siswa. Tetapi kalau kekurangannya, kekurangannya kadang ya membutuhkan waktu, sementara ketersediaan waktu dalam pembelajaran itu terbatas.

3. Teachers Strategies (Strategi Guru)

The Researcher: Apakah Anda mengajar berbicara sesuai modul ajar?

The Teacher: Kan sekarang tidak ada silabus, ndak ada RPP. Adanya capaian pembelajaran sama modul ajar, iya sesuai modul ajar.

The Researcher: Mengenai strategi pengajaran. Menurut anda, seberapa pentingkah strategi pengajaran dalam berbicara terhadap keaktifan siswa?

The Teacher: Iya, ini strategi ya. Strateginya itu apa sangat penting ya karena itu bisa menjadikan guidance atau petunjuk bagi guru agar Guru itu bisa mencapai. Sekarang kalau kurikulum merdeka namanya KKTP.

The Researcher: Faktor apa saja yang mempengaruhi strategi guru dalam mengajar berbicara?

The Teacher: Iya ada faktornya. Faktor intern misalnya dari siswa sendiri. Faktor ekstern dari keluarga, lingkungan, dan teman.

The Researcher: Strategi apa yang Anda gunakan untuk meningkatkan keaktifan siswa dalam pengajaran berbicara untuk siswa kelas sebelas?

The Teacher: Endak karena kita kan berbasis kurikulum merdeka ya, itu strateginya rata-rata menggunakan kooperatif learning. Kalau di kurikulum

merdeka ndak ada assignment adanya assessment. Adanya formative assessment dan summative assessment. Itu kan sudah menggunakan kooperatif learning itu, otomotif dikoooperatif learning itu kan ada tahapan-tahapannya. (Showing and telling menjelaskan materi dan mengartikan) oh ndak, kalau kurikulum merdeka ndak, nggak ada yang seperti itu. Udah itu zaman dulu. Kalau kurikulum merdeka biasanya kita berbasis apa esensi. Feedback strateginya speaking ngecek e kan kita dari pronunciationnya itu. (Feedback dari apa yang mereka tulis, sebelum mereka membacakannya di depan kelas), oh, berarti ketika memberikan apa feedback itu, kita ya kita membenarkan saja. Lewat biasanya lewat vn, cara membacanya yang benar bagaimana gitu. (Memeriksa pemahaman siswa secara lisan) pemahaman siswa dalam speaking misalnya dari membaca teks kemudian mereka disuruh mengulang atau menyimpulkan kembali gitu), itu biasanya langsung roleplay itu. Iya berarti masuknya ke role play.

The Researcher: Bagaimana Anda menerapkan strategi ini dalam pengajaran berbicara?

The Teacher: Jadi kegiatan inti, kelompok di kegiatan inti. Biasanya dibentuk suatu kelompok itu, kelompoknya berdasarkan tempat duduk, diacak juga pernah, pokoknya gantian gitulah.

The Researcher: Dari berbagai strategi yang Anda gunakan, mengapa Anda memilih strategi tersebut?

The Teacher: Itu adalah acuan dari kurikulum merdeka, gitu hoo. Rujukan untuk kurikulum merdeka.

The Researcher: Dalam menggunakan strategi tersebut, apakah ada kelebihan dan kekurangan dari strategi yang Anda gunakan?

The Teacher: Ada, ada kelebihanannya tadi tak sampaikan kelebihanannya itu kita bisa membantu siswa dalam mencapai pembelajaran. Kekurangannya itu kita membutuhkan banyak waktu untuk itu, untuk apa untuk menerapkan.

The Researcher: Hambatan apa yang Anda alami ketika menggunakan strategi pengajaran berbicara terhadap keaktifan siswa?

The Teacher: (Sudah terjawab)

The Researcher: Menurut Anda dari berbagai strategi yang digunakan. Adakah strategi yang paling sering Anda gunakan dan paling efektif?

The Teacher: Yang ya kooperatif itu, hoo kooperatif learning.

The Researcher: Evaluasi seperti apa yang dilakukan ketika siswa mencapai target dan tidak mencapai target pembelajaran speaking?

The Teacher: Kalau evaluasi secara umum, evaluasinya berarti pakai evaluasi akhir semester. Bukan namanya evaluasi, tapi namanya assessment akhir semester dan assessment akhir pembelajaran. Kalau ada tugas itu namanya assessment formative, wes iku.

The Researcher: Mengenai tujuan pembelajaran speaking dalam meningkatkan keaktifan siswa, apa saja aspek yang ingin dicapai?

The Teacher: Yang jelaskan pronunciation, kemudian fluency, kemudian apa intonation, ya pokok e yang ada three micro skill untuk speaking itu.

4. Students Activeness (Keaktifan Siswa)

The Researcher: Keaktifan siswa seperti apa yang ada ketika Anda mengajar berbicara mengenai strategi yang Anda gunakan?

The Teacher: Ya ada yang aktif ada yang tidak. Ada yang apa cepat ada yang lambat gitu. Aktifnya ya ketika apa itu responnya tepat, kemudian dia secara proaktif menjawab gitu.

The Researcher: Tingkat pencapaian apa yang harus dicapai dalam pembelajaran berbicara?

The Teacher: (Sudah terjawab)

The Researcher: Bagaimana keaktifan siswa ketika menerima pelajaran berbicara yang Anda ajarkan? Apakah siswa aktif selama pembelajaran?

The Teacher: (Sudah terjawab)

The Researcher: Saat Anda mengajar berbicara, bagaimana kondisi siswa selama proses pembelajaran?

The Teacher: Iya kondusif, memperhatikan.

The Researcher: Hambatan apa yang dihadapi siswa Anda ketika berbicara bahasa Inggris?

The Teacher: Hambatannya siswa itu tidak terlalu pede ketika apa itu menyampaikan apa ketika akan berbicara pronunciation-nya, ya 75% bagus. Kosakata yang mereka pahami itu paling ya, ya pronunciation-nya sekitar 75%.

The Researcher: Menurut anda bagaimana cara membangun keaktifan siswa dalam proses pembelajaran agar selalu aktif?

The Teacher: Ya diberi motivasi bahwasanya bahasa Inggris itu merupakan bahasa yang kekinian dan milenial dan harus dikuasai untuk dunia kerja, maupun untuk mencapai pendidikan tinggi.

The Researcher: Menurut anda faktor apa saja yang mempengaruhi aktif atau tidak aktifnya siswa?

The Teacher: Intern dan ekstern, tadi sudah saya jawab, sama. Intern dari diri siswa, excellent dari keluarga, dari apa orang tua, dari teman. (Kalau dari siswa kira-kira misalnya kalau pembelajaran bahasa Inggrisnya itu di akhir jam pelajaran kan itu kan ada yang banyak yang ngantuk atau bagaimana) endak, itu karena saya mesti tak suruh berdiri berkelompok di depan papan depan kelas itu. Berarti harus selalu aktif.

The Researcher: Bagaimana peningkatan kemampuan berbicara dan keaktifan siswa di kelas dengan penggunaan strategi ini?

The Teacher: Ya baguslah, kebanyakan bagus.

B. Teacher 2

Teacher : Eko Budi Utomo, S. Pd.

Code : T2

Class : XI-F7 and XI-F8

Skill : Speaking

Interviewer : Nandhita Ayun Puspita

Pre-Research Interview

Day and Date : Friday, October 13th, 2024

Time : 09.00 until finished

Place : Teacher's Room

The Researcher: Strategi apa saja yang digunakan oleh anda untuk keaktifan

siswa dalam mengajarkan speaking?

The Teacher: Untuk meningkatkan siswa, saya sering memakai beberapa. Setiap kelas mempunyai keaktifan masing-masing. Jadi, setiap kelas tidak sama dengan kelas lainnya. Berbeda-beda tergantung peserta didiknya. Kelas digital proaktif berbeda dengan kelas yang lain atau kelas reguler. Tetapi untuk meningkatkan menggunakan strategi yang sama atau stimulusnya sama untuk merangsang anak-anak yaitu metode ceramah, tanya jawab untuk mengetahui anak tersebut paham atau tidak. Untuk masalah speaking biasanya guru melakukan menggunakan reward, contoh: siapa yang berani maju ke depan untuk berbicara atau membaca sebuah teks di depan teman-teman nanti saya akan memberi reward. Reward tersebut bisa berupa nilai, tambahan nilai, snack atau makanan. Untuk menambah anak yang awalnya malu-malu atau yang lainnya karena ada rangsangan sedikit "oh nanti kita kasih reward" itu juga menjadi pemicu juga anak-anak menjadi semangat. Di situ biasanya murid merespon "saya Pak!" Seperti itu. Itu salah satu sekian strategi saya yang digunakan untuk menguji kearifan atau mengajar siswa aktif, tetapi untuk yang tambahan nilai itu yang sering sekali. Jadi memang anak itu kalau ada sesuatu yang menguntungkan dia itu lebih banyak maunya. Tetapi kalau hanya monoton paling semisal diam kelasnya, kadang guru memberikan stimulus atau rangsangan anak-anak seperti memberikan reward salah satunya.

The Researcher: Apa saja alasan Anda menggunakan strategi tersebut untuk keaktifan siswa dalam mengajarkan speaking?

The Teacher: Mungkin banyak kalau kita mencari di buku, artikel, YouTube atau yang lainnya. Banyak sekali untuk meningkatkan keaktifan siswa di dalam kelas. Mungkin banyak sekali caranya. Tetapi saya menggunakan yang paling mudah dan yang guru mengirakan setiap tahun, walaupun peserta didik perkembangan zaman beda pemikiran. Anak sekarang sama dulu beda, tetapi untuk masalah nilai, memberikan reward itu memang anak-anak sampai sekarang masih bisa, masih mau, dan masih aktif. Kecuali untuk anak zaman sekarang kalau diberi seperti itu sudah tidak menarik, mungkin baru nanti mencari metode yang lain. Tetapi, sampai sekarang itu masih efektif untuk

mengajak anak-anak untuk aktif masih efektif sekali untuk masalah mengasih reward, terutama tambahan nilai, nanti kalau mau maju guru memberi nilai tambahan, seperti itu rata-rata anak masih mau.

The Researcher: Bagaimana respon siswa terhadap strategi yang Anda gunakan dalam mengajarkan speaking untuk keaktifan siswa?

The Teacher: Rata-rata secara garis besar anak-anak memang semuanya aktif setelah seperti itu, ada sesuatu yang mereka inginkan dan menguntungkan mereka rata-rata memang mau dan mengajukan diri seperti "saya Pak!". Biasa saja juga mereka saling berebut terutama kelas-kelas yang sangat aktif. Kalau ada hal seperti itu lebih aktif lagi, karena memang dasarnya mereka sudah aktif. Ada sesuatu reward atau apapun, sehingga mereka tambah aktif, tetapi secara keseluruhan tanggapan anak-anak baik tetapi tergantung gurunya yang menyampaikan juga. Kadang guru juga menggunakan seperti itu ada anak yang mungkin penyampaian guru kurang pas, jadi anak kurang tertarik. Tetapi awalnya kalau saya agak humoris, jadi biasanya diajak guyonan terlebih dahulu baru masuk materi, nanti diplesetkan sedikit tetapi alurnya masih sama di pembelajaran. Cuma nanti saya kadang mengambil contoh-contoh di luar. Contoh yang kemarin mungkin pas di kelas observasi yang pertama. Saat di charger observasi guru kadang keluar konteks contoh-contohnya masuk ke bidang agama dan yang lain. Tetapi intinya masih ke materi yang disampaikan guru, dan anak-anak bisa menerima. Kadang anak-anak itu kalau dikasih penjelasan tentang materi tidak paham, tetapi dikasih contoh yang kehidupan mereka sehari-hari yang mereka bisa terima, nah nanti bisa menyimpulkan "oh maksudnya seperti ini" seperti itu. Jadi memang kadang diselingi humoris setelah itu nanti untuk mengetes tingkat masih fokus atau tidaknya, ice breaking untuk menstimulus anak-anak lagi untuk kembali ke materi lagi. Rata-rata memang banyak yang aktif, tetapi juga ada yang anaknya yang tidur, karena banyak faktor di dalam kelas itu kan abcd sampai z. Semua anak-anaknya tidak bisa dipikul rata, tidak semua aktif semua. Pasti ada satu atau dua yang memang tidak aktif, pasti ada faktor tersendiri kenapa anak seperti itu. Jadi ketemuan di kelas yang lain kemarin juga ada setiap malam membantu ibunya membuat

dagangan, di kelas dia sering mengantuk, tidur itu juga ada. Tetapi, selama tugasnya tidak telah dikumpulkan, saya tidak masalah. Yang penting dia paham. Bisa jadi juga karena faktornya karena jam terakhir juga karena mungkin jam juga mempengaruhi. Karena bahasa Inggris materi bahasa asing yang memerlukan konsentrasi yang tinggi sebenarnya. Mata pelajaran bahasa Inggris dan matematika harus fokus tinggi karena pelajaran yang menurut saya pribadi memang susah. Harus fokus tinggi, kalau pas jam terakhir memang rawan anak sudah pada lelah, sehingga mempengaruhi tingkat konsentrasi pada anak. Tetapi sekali lagi itu biasanya saya memang menggunakan mereka dengan humor terlebih dahulu. Seperti menarik mereka, nanti merangsang satu dua ketawa setelah itu saya melanjutkan materi lagi, humor lagi. Jadi biar anak tidak jenuh karena kalau kita ceramah terus tentang materi kalau mereka tidak paham sehingga kebanyakan mereka jenuh. Jadi, kadang saya pesetkan untuk pengalihan anak biar tetap tidak tidur.

The Researcher: Apa saja keaktifan siswa dalam menggunakan strategi tersebut saat Anda mengajarkan speaking?

The Teacher: Untuk pembelajaran terutama di kelas guru bahasa Inggris keaktifannya anak bermacam-macam. Ada anak yang aktif sekali, jika guru memberikan tugas atau arahan atau memberikan perintah, kalau dia tidak paham langsung bertanya biasanya "Pak ini bagaimana?", "Pak ini seperti apa?", "Pak kalau begini, boleh tidak?". Itu contoh anak yang aktif. Kalau anak yang tidak aktif dia hanya mengerjakan, terkadang baru setelah mengerjakan tanya "ini bagaimana Pak?". Jadi keaktifannya ada yang langsung, ada yang memang terlambat, ada yang sekali susah sekali merespon. Karena mungkin kembali ke beberapa faktor anak tadi mungkin di rumah dia ngapain atau kebiasaannya apa yang mempengaruhi, sehingga kalau di sekolahan dia kurang fokus. Tetapi rata-rata aktifnya bertanya, kalau tidak langsung maju menanyakan atau mungkin kalau dia sudah mengerjakan sekali lagi tanya. Mental emotional saya mencarinya di situ, karena memang anak-anak itu kalau tidak kita rangsang, apalagi pelajaran bahasa Inggris itu memang menurut kita, metodenya kebanyakan harus ceramah dan menerangkan. Karena bahasa asing kalau kita

tidak menerangkan tidak menjelaskan secara detail mereka tidak tahu. Jadi mau tidak mau memang guru bahasa menurut saya harus setiap pembelajaran ngomong, ngomong dan ngomong. Karena mereka kalau tidak begitu nanti pasti tidak mau mencoba, Tetapi kalau kita ngomong-ngomong paling tidak mereka tahu walaupun masih belum 100%, Tetapi saya yakin nanti di suatu saat pasti anak-anak kelingan apa yang dibilang gurunya. Paling tidak ya kita menyampaikan sesuai kewajiban kita. Strategi yang paling efektif menurut saya yaitu ceramah. Menurut saya pribadi dengan karakter saya sukanya ceramah, juga bisa memakai role play. Jadi ada permainan sedikit juga bisa atau based learning (PBL), tetapi saya rata-rata pasti di setiap kelas saya ceramah karena tidak lepas dari itu. Tetapi kalau yang lainnya di samping ceramah didukung dengan bahan ajar dan yang lainnya yang menghubungi, mendukung. Walaupun saya ceramah pasti saya juga memberikan perumpamaan, kalau tidak benda ya semisal tergantung materinya apa, semisal materinya tentang deskriptif teks atau apa, saya kalau di kelas yang ada LCD digitalnya saya menampilkan sebuah foto atau sebuah apa, saya menyuruh anak-anak untuk mengamati, lalu saya menanya ciri-ciri apa yang menonjol dari gambar tersebut. Di samping saya ceramah, pasti saya juga membawa benda yang bisa mereka amati. Tergantung materi yang diajarkan nantinya. Menurut saya pribadi memang sesuai karakter saya suka ngomong, berarti saya pasti seringnya metodenya ceramah menurut saya pribadi metode tersebut masih efektif.

Research of Interview

Day and Date : Saturday, January 20th, 2024

Time : 13.00 until finished

Place : Teacher's Room

1. Approach (Pendekatan) and Method (Metode)

The Researcher: Pendekatan dan Metode apa yang Anda gunakan dalam menerapkan strategi pengajaran berbicara?

The Teacher: Iya, untuk pendekatan Saya memang saya pribadi memang banyak metode ya dalam pendekatan, tapi saya pribadi memang sukanya sering ke komunikasi. Jadi memang dalam saya menerangkan materi

ataupun bertanya sama anak sering saya yang aktif juga, biar anak juga mau mendengarkan. Jadi emang saya sendiri sering menggunakan metode yang itu sering tanya jawab, sering ngomong lah tetap setiap ini seringnya juga saya pakai metodenya pasti ceramah seringnya gitu sering aja seperti itu dari saya.

The Researcher: Dari pendekatan-pendekatan dan metode-metode tersebut, mengapa Anda menggunakan pendekatan dan metode ini?

The Teacher: Iya, Nek kalau menurut saya pribadi untuk melihat anak-anak yang sekarang ini untuk melatih keaktifan mereka. Karena ini nek anak-anak karena pelajaran bahasa menurut saya tidak aktif sendiri dalam menerangkan anak-anak juga tidak, anak-anak sekarang ya terutama ini susah sekali untuk mau mencoba, suruh bawa kamus saja juga susah. Nah, jadi sekarang nek apa saya tidak aktif nanti anak-anak juga takutnya bagaimana gitu. Saya aktif pun juga kadang banyak yang masih tidak tahu gitu. Tapi paling tidak iftiar saya di situ, saya sering menerangkan mesti saya sering ngomong gitu, nah seperti itu.

The Researcher: Dalam menggunakan pendekatan dan metode ini, apakah ada kelebihan dan kekurangan dari pendekatan dan metode yang Anda gunakan?

The Teacher: Iya nek kelebihanannya mungkin anak ini ya rata-rata emang lebih memperhatikan menurut saya pribadi, tapi kekurangannya emang kadang anak-anak ini ada yang merasa bosan, ada yang merasa karena saya sering ngomong, ya jadi mungkin anak-anak "dari pagi pembelajarannya pak guru ngomong, ini ngomong lagi". Mungkin ada satu dua anak yang merasa bosan dengan seperti itu. Tapi di samping itu untuk melengkapi kekurangan itu ya saya sering kadang pakai celetukan-celetukan yang ya masih masuk akal lah seperti untuk inilah menggugah anak gitu. Tapi kadang juga nek perlu sekali saya ini pakai apa ya namanya ice breaking sedikit biar anak-anak mengembalikan fokus mereka. Tapi nek tidak ya jarang sih saya menggunakan, ya kadang saja gitu. Melihat kondisi kelas anak kadang ada kelas yang ini emang susah, ada kelas yang emang aktif

seperti itu.

2. Teachers Strategies (Strategi Guru)

The Researcher: Apakah Anda mengajar berbicara sesuai modul ajar?

The Teacher: Iya, jadi saya mengajar itu juga sebelumnya kan membuat namanya ATP. Nah, sekarang kan kurikulum merdeka pakai KTP. Pakai ya kalau dulu silabus, seperti itu ya RPP ya. Dalam saya juga melihat nanti apa yang bahan yang saya ajarkan jadi saya buat sesuai dengan LKS, semisal materinya ini sama ini ya saya juga membuat RPP nya sesuai dengan bahan ajar saya. Jadi takut saya nanti saya membuat buku materinya ini, ini, ini, ternyata bahan ajar untuk mendukung saya di situ malah tidak itu. Jadi saya ya sesuaikan dengan LKS, jadi bab apa dan apa seperti itu. Ning rata-rata emang saya mesti metodenya seringnya ceramah pasti itu. (Pasti saya ceramah) itu menurut saya karena bahasa mau nggak mau harus ngomong sih.

The Researcher: Mengenai strategi pengajaran. Menurut anda, seberapa pentingkah strategi pengajaran dalam berbicara terhadap keaktifan siswa?

The Teacher: Iya Nek menurut saya ini ya, menurut saya penting sekali karena memang untuk melatih kadang ini keaktifan anak walaupun 12 ya ada yang aktif ada yang bicara. Tipikal anak juga bawaan mereka juga ada yang pendiam sekali. Mau nggak mau saya juga harus muter nih, harus muter kadang kalau saya berikan ini "Siapa yang mau jawab?" Kadang anak-anak juga tidak ngomong. Mau nggak mau saya harus nunjuk "iya, coba si ini". Nah itu kadang baru mau. Planet strategi ya seperti ini menurut saya ya tergantung kondisi ya, menurut saya sampai sekarang saya menggunakan ini masih ini sih masih berjalan-jalan aja. Kecuali nanti menemukan suatu masalah yang metodenya sudah tidak relevan untuk sekarang. Mau nggak mau saya juga harus mengupgrade ya. Tapi untuk sekarang saya menggunakan metode ini masih ini sih, masih bisa diterima anak, seperti itu. Mereka masih bisa paham, seperti itu.

The Researcher: Faktor apa saja yang mempengaruhi strategi guru dalam mengajar berbicara?

The Teacher: Mungkin satu ini ya karena materi Bahasa mau nggak mau ya saya emang harus ngomong, satu itu. Yang kedua di sini kan ada beberapa kelas yang ada yang digital, ada yang reguler. Kalau yang digital emang saya terbantu sedikit dengan adanya media pakai bisa nanti buka YouTube dulu atau buka ada beberapa untuk meningkatkan fokus anak. Kadang anak-anak sekarang kalau diberikan sebuah media atau memperhatikan hal yang lain mereka lebih tertarik gitu, daripada yang mungkin keras kelas reguler saya yang ngomong, nulis itu, ini. Anak itu ya ada yang mau memperhatikan ada yang kurang, seperti itu ya. Nek menurut saya emang seperti itulah gitu.

The Researcher: Strategi apa yang Anda gunakan untuk meningkatkan keaktifan siswa dalam pengajaran berbicara untuk siswa kelas sebelas?

The Teacher: Oh iya, saya pernah menggunakan emang saya kadang melihat babnya yang diajarkan ya. Kalau babnya diajarkan ini rata-rata kan bab untuk semester satu dua, ini untuk kelas 11 ini masalah ini ya kemarin bikin poster sama semester 1 itu kalau nggak salah letter tentang surat. Jadi emang jarang yang speaking. Tapi nek untuk masalah yang kemarin kan yang kedua ini tentang teks exposition yang membuat sebuah teks eksposisi. Lah nanti biasanya di situ ya saya akan membuat kelompok diskusi beberapa orang anak. Nanti saya mengangkat sebuah masalah satu. Nanti saya suruh memecahkan di kelompok itu. Na, nanti setelah itu kita akan memberikan ini, masukkan ataupun sanggahan dari masing-masing kelompok terhadap topik yang saya berikan seperti itu. Tapi saya juga menggunakan tergantung ini sih materinya apa gitu, seperti itu. Nek tugas emang kadang iya, kadang tidak. Tapi emang nek saya masih sering sih menggunakan. Sering menggunakan tugas karena ini juga supaya melihat tanggung jawab anak apa yang saya berikan mereka paham nggak gitu. Karena kalau babakan ini ya speaking anak-anak itu kadang masih malu-malu, beda mungkin di universitas sudah anak-anak percaya dirinya berbeda. Nek anak-anak di sini suruh ngomong itu masih pada malu "Nanti nek salah piye Pak, nanti ngomongnya aku nggak bisa", rata-rata nah.

Untuk ya saya melihat tanggung jawab anak dari sisi salah satunya ya dari tugas sih, ini anak yang tanggung jawab atau anak paham ndak ini yang saya sampaikan, salah satunya ya saya lihat dari tugas yang saya berikan.

The Researcher: Bagaimana Anda menerapkan strategi ini dalam pengajaran berbicara?

The Teacher: (Sudah terjawab - menyesuaikan materi)

The Researcher: Dari berbagai strategi yang Anda gunakan, mengapa Anda memilih strategi tersebut?

The Teacher: Oh ya, ya saya emang secara pribadi, saya orangnya saya suka ngomong emang pribadi saya suka ngomong dan dalam menyampaikan materi atau menyampaikan suatu hal apa saya emang suka sekali untuk menjelaskan. Ya tipikal guru atau orang mungkin beda-beda, mereka menggunakan metode ya sesuai dengan kondisi kelas sama kondisi gurunya ingin seperti apa. Nek sayap sendiri emang lebih condong tertarik ke bagian ceramah atau sering ngomong, karena menurut saya ini saya suka sekali berkomunikasi dengan anak jadi saya ngomong nanti saya tanya. Saya ngomong, saya tanya. Ya sampai sekarang saya menggunakan ini itu anak-anak masih ini sih tingkat fokusnya masih bisa. Tapi emang kalau bisa di kelas reguler emang kalau ada bahan ini untuk menunjang saya lebih baik lagi emang pakai LCD paling tidak itu jadi di sela saya menerangkan saya memberikan contoh video, itu anak-anak lebih ini lebih menarik lagi gitu karena rata-rata di kelas digital juga seperti itu. Saya juga masih ceramah nanti saya bukakan materi di YouTube ataupun di apa yang sudah saya buat, nah. Bisa di Line itu di selang itu saya memberikan game mungkin game yang sekarang berbasis komputer dan banyak ini untuk melatih fokus anak, nah itu. Juga mereka lebih ini sih lebih tertarik daripada ngomong terus. Tapi untuk sampai saat ini saya metode ceramah atau ngomong itu masih diterima anak dan kondisinya menurut saya masih relevan, masih bisa tapi tidak menutup kemungkinan saya juga ke depannya akan menggunakan metode-metode yang banyak, seperti itu.

The Researcher: Dalam menggunakan strategi tersebut, apakah ada

kelebihan dan kekurangan dari strategi yang Anda gunakan?

The Teacher: Oh iya, ya sama seperti tadi ya untuk kelebihannya emang ini ya anak-anak emang mau nggak mau mereka pasti juga satu memperhatikan ya pasti karena saya tidak hanya mbegegek (diam saja) di depan, kadang saya juga di tengah-tengah mereka karena kondisi ruang kelas juga kita harus melihat, kadang ada tataan kursi yang seperti ini biasa yang membujur ke belakang yang kelas kemarin kan itu letter U. Jadi emang anak bisa fokus ke satu titik tengah tidak jagongan dengan teman depan belakangnya itu juga mempengaruhi, sebenarnya bagi kondisi kelas. Tapi nek kelas kemarin yang saya ajarkan kan berpapasan mejanya kan letter U. Jadi saya di tengah-tengah itu anak-anak memandangnya langsung ke saya. Jadi saya tidak usah muter ke banyak tempat di situ anak-anak bisa fokus dan sampai apa yang saya omongkan mereka kan bisa terdengar. Jadi mereka pun juga nek mau tidur atau apa kan kelihatan. Jadi rata-rata emang salah satu metode untuk menambah fokus anak ya penataan tempat itu juga salah satu faktor juga sih untuk menambah. Untuk kekurangannya ya itu tadi nek ini ya nek masih di jam pagi jadwal saya semisal bahasa Inggris jamnya dapatnya pagi itu tingkat fokus anak masih tinggi sih. Tapi kalau jadwal saya bahasa Inggris siang itu emang rata-rata anak tingkat fokusnya juga berbeda dengan saat pagi. Karena bahasa Inggris ini salah satu mapel yang ini menurut anak-anak juga susah. Juga apa mata pelajaran yang kalau ditanya rata-rata kurang begitu menyukai. Jadi emang mau nggak mau saya juga harus aktif biar anak-anak juga paham dan suka. Nek salah satunya faktor kekurangan ya itu sih. Nek jam mengajar saya di siang itu emang saya ekstra ini, karena habis dzuhur itu rata-rata anak-anak sudah lelah, tingkat konsentrasinya juga menurun, mau nggak mau di jam siang saya harus lebih aktif lagi nggih. Tapi nek di jam pagi anak-anak masih ini sih rata-rata masih fresh, masih tingkat fokusnya tinggi dan rata-rata untuk menyampaikan materi ya enak. Itu menurut saya dari psikologis anak di campaki sama jam siang itu juga salah satu kekurangan juga bagi saya. Itu juga menjadi hambatan dalam menggunakan strategi tersebut.

The Researcher: Hambatan apa yang Anda alami ketika menggunakan strategi pengajaran berbicara terhadap keaktifan siswa?

The Teacher: (Sudah terjawab)

The Researcher: Menurut Anda dari berbagai strategi yang digunakan. Adakah strategi yang paling sering Anda gunakan dan paling efektif?

The Teacher: Ya nek saya seringnya emang strategi saya ini ya tanya jawab, komunikatif, ya ceramah itu pasti di setiap kelas saya seperti itu. Karena ini apa saya sering menyampaikan ke anak karena mapel saya adalah mapel bahasa dan ini bahasanya bahasa asing mau nggak mau anak juga apa namanya belajar bahasa asing harus pakai alat bantu salah satunya kamus, kalau nggak di dalam pembelajaran saya kalau memang ada hal yang harus dicari diterjemahkan saya mengizinkan untuk translate pakai Google Translate. Ya tujuan saya adalah semisal satu anak ini hari ini dia menterjemahkan kata "go". "Go" itu artinya pergi. Dia menterjemahkan beberapa kali nanti lama-lama sudah terbiasa, anak-anak sudah tidak harus menterjemahkan kata "go" karena mereka secara tidak langsung kadang sudah paham tersendiri. Ya niat saya boleh mentranslatekan seperti itu, tapi kadang juga ini sih kelemahannya kadang anak juga kadang menyalahgunakan ya, suruh saya translate untuk materi malah buka yang lain seperti itu. Ya itu perlu pantauan juga dari gurunya. Biasanya saya mubeng kalau saja nanti saya menemukan hal seperti itu biasanya hp-nya juga saya ambil karena sudah keluar dari mata pelajaran, seperti itu.

The Researcher: Evaluasi seperti apa yang dilakukan ketika siswa mencapai target dan tidak mencapai target pembelajaran speaking?

The Teacher: Ya, biasanya di akhir materi yang saya sampaikan emang saya jarang sekali ulangan ya untuk mengetahui tingkat anak atau keterpuasan saya terhadap materi yang saya sampaikan, pas sepaham apa mereka, rata-rata saya kasih tugas sih, saya kasih tugas, saya kasih tugasnya kadang individu juga kelompok. Saya juga ingin tahu mana anak yang aktif sekali, yang tahu pelajaran saya, mana yang tidak. Kadang saya mengukurnya dari situ. Tapi tidak menutup kemungkinan kadang saya juga

menggunakan ulangan juga, ini untuk juga mengetahui "ini anak ini pahamnya sampai mana to?, Materi yang saya sampaikan kemarin paham tidak ya?", tapi nek dari rata-rata tugas anak-anak ini sih mereka paham. Karena tugas yang saya berikan biasanya kadang jarang saya memberikan PR. Jadi setelah menerangkan saya suruh mengerjakan. Jadi saya tahu nih kan pada saat itu masih hangat-hangatnya. Mereka tidak bisa browsing terlalu banyak. Jadi saya tahu "oh, mereka paling tidak sudah paham". Tapi kalau untuk PR kan bisa nih di rumah dikerjakan siapa atau tanya siapa saya tidak tahu itu kemampuannya pribadi atau dibantu orang atau dibantu media, kan gitu. Tapi nek pada saat itu masih di jam pelajaran saya tahu nih mana anak yang paham betul, mana yang masih belum, gitu.

The Researcher: Mengenai tujuan pembelajaran speaking dalam meningkatkan keaktifan siswa, apa saja aspek yang ingin dicapai?

The Teacher: Oh iya, ya emang ini ya dalam bahasa Inggris itu emang yang paling susah itu buat anak-anak memang suruh ngomong terkait dengan speaking itu karena berpengaruh juga dengan mental anak. Kadang anak itu nek suruh ngomong bahasa asing juga mereka pedenya emang kurang. Tapi saya juga ini untuk menekankan anak paling tidak nanti di mata pelajaran ada namanya nanti sebuah lagu, bikin lagu nah ada materi song kalau nggak salah di kelas 11 apa anu saya lupa. Nah tapi di lain itu saya juga nek saya ambil materi song gitu aja ya, di materi itu emang mau nggak mau ada sebuah lagu nanti per anak atau kelompok saya suruh menyanyikan satu buah lagu. Lagunya lagu bahasa Inggris tentunya. Jadi saya ingin tahu nih hafalan mereka bagaimana, intonasinya dalam baca bagaimana, ini untuk ya saya tahu nih speakingnya mana yang bagus mana yang tidak. Kalau tidak saya juga cukup ini kadang ini sih saya suruh membuat teks, saya suruh ngapalin nanti ngomong di depan, atau tidak bikin sebuah dialog nanti percakapan seperti itu juga saya ingin tahu speakingnya, nah seperti itu. Nek masalah reading, InsyaAllah ini nggih apa ya nek cuma baca kan mereka masih bisa. Nek speaking emang rata-rata susah gampang emang untuk anak masalah speaking. Tapi target saya

ya paling tidak mereka berani dulu. Nah, nek masalah benar tidaknya dalam pelafalan itu saya nomor dua. Yang penting mereka berani ngomong sek gitu. Nah, mungkin itu sih target saya.

3. Students Activeness (Keaktifan Siswa)

The Researcher: Keaktifan siswa seperti apa yang ada ketika Anda mengajar berbicara mengenai strategi yang Anda gunakan?

The Teacher: Ya emang sekali lagi saya melihat juga ada kelas yang aktif ada yang tidak. Nek di kelas yang aktif emang seperti apa itu saya tidak perlu banyak ngomong banyak atau memberikan sebuah ini apa penekanan terhadap materi. Kalau ada pertanyaan apa atau saya memberikan acuan pertanyaan mereka emang yang kelas yang aktif itu emang rata-rata sudah ini sih banyak yang tanya, banyak yang nggak paham langsung "Pak, ini bagaimana, kok pak atau ini bisa seperti ini" seperti itu. Tapi nek kelas yang ada yang satu kelas emang kurang aktif ya saya yang harus aktif gitu. Nah, jadi kembali lagi tergantung ini sih metode saya yang saya sampaikan saya gunakan ini, anak bisa nggak ini menangkap nih, gitu kan. Jadi di kelas yang aktif sama tidak saya juga harus ini membedakan. Nek di kelas yang aktif saya emang tidak terlalu banyak tenaga, tapi ndak di kelas yang kurang aktif emang saya mau nggak mau harus aktif. Nah, tapi di dua kelas yang berbeda ini saya menggunakan pendekatan komunikatif nih mereka masih bisa menerima sih, rata-rata seperti itu belum yang blas terus ra nggatekke enggak, rata-rata masih bisa gitu. Oh iya untuk semisal saya memberikan sebuah pertanyaan di papan tulis atau memberikan tugas nanti yang sudah maju ke depan ditulis gitu ya, rata-rata emang anak mau sih mau apa itu menuliskan jawaban mereka. Iya jadi tidak harus saya paksa atau saya tunjuk rata-rata di setiap kelas ada yang pasti maju ada gitu, tapi kadang juga ada yang saya tunjuk dulu gitu baru nanti ada yang maju. Kadang ada juga yang tidak maju ya saya tunjuk lagi, nanti ya maju. Tapi rata-rata sampai saat ini, ini sih nek suruh maju anak-anak juga excited-nya sih tertarik gitu memberikan jawaban di papan tulis.

The Researcher: Tingkat pencapaian apa yang harus dicapai dalam

pembelajaran berbicara?

The Teacher: Tingkat pencapaiannya ya nek dalam saya, dalam bahasa Inggris emang satu yang satu emang yang paling penting menurut saya adalah speakingnya sih, menurut saya itu penting sekali. Karena kenapa ya bahasa-bahasa itu nek nggak ngomong wong kita orang bahasa, kita kesehariannya ngomong. Nah, di pekerjaan pun guru ataupun pusat informasi atau menjadi tour guide atau apa itu menurut saya dari 4 sub ini yang paling tidak paling dikuasai nek bisa speaking sih. Karena speaking ini paling susah. Nek masalah listening, masalah writing itu bisa dipelajari di rumah. Tapi nek speaking ini kan berkaitan dengan kepercayaan diri, mental mereka. Menurut saya yang paling susah memang speaking. Dalam pencapaiannya emang 4 itu penting semuanya. Tapi emang saya penekanannya emang speaking, masalah breeting kan ini sudah InsyaAllah yang paling mudah ya cuma suruh menulis rata-rata anak-anak bisa tidak perlu dipaksa, tidak perlu di anu mereka bisa, seperti itu. Mungkin capaian yang dimaksud, seperti itu. Iya mungkin nek dalam speaking emang paling tidak ini sih mereka mau ngomong menurut saya ya. Nek masalah pronunciation, masalah intonasi, masalah itu saya nomor 2. Dan satu ini percaya diri dulu menurut saya ya berani ngomong itu sudah menurut saya niku plus bagi saya. Karena tidak semua anak dalam satu kelas itu nek suruh ngomong itu mau itu jarang sekali. Tapi nek sudah ada yang berani ngomong menurut saya itu sudah nilai plus bagi saya. Nek masalah pronunciation, pengucapannya, pelafalannya, banyak kekurangan ya saya masih maklum, nah di situ. Dalam hal menulis sih ya saya tidak ini ya tidak diragukan lagi rata-rata semuanya emang bisa. Nah, nek listening di sini juga punya lab bahasa, tergantung saya pakai, bawa ke lab bahasa. Karena di sini bahasa-bahasanya ada 3 ya bahasa Inggris, bahasa Arab, bahasa Indonesia. Kadang juga gantian. Ning jarang sekali memang menggunakan listening seperti itu. Paling saya memutarkan sebuah rekaman aja. Nanti untuk mengisi halaman yang kosong itu melatih ini sih tingkat pendengaran anak bagaimana. Tentang pelafalan orang ini mereka paham nggak, apa

yang diomongkan, nah itu.

The Researcher: Bagaimana keaktifan siswa ketika menerima pelajaran berbicara yang Anda ajarkan? Apakah siswa aktif selama pembelajaran?

The Teacher: Oh iya tentunya seperti itu emang kondisi kelas tidak semuanya aktif. Semua anak tidak emang dalam satu kelas itu ada anak yang aktif, ada yang tidak, ada yang blast juga ada lah gitu. Tapi setidaknya nek di sini nek blas banget ya tidak, paling tidak aktif sama pasif sih. Nah, tetapi untuk apa tingkat, ada juga anak yang pasif, dia tidak sok aktif ada yang tidak nanya, tidak anu, tapi dalam yang saya sampaikan paham juga ada. Ada anak yang aktif sekali emang bals ora paham tanya terus itu juga ada gitu. Tapi rata-rata emang apa yang saya berikan saya lihat dari tugas mereka. Mereka rata-rata mengerti apa yang saya maksudkan seperti itu. Tapi setiap kelas rata-rata emang ada anak yang aktif ada yang tidak.

The Researcher: Saat Anda mengajar berbicara, bagaimana kondisi siswa selama proses pembelajaran?

The Teacher: Oh iya, jadi ini memang saya juga harus memantau anak-anak kadang ada yang ngomong di depan mereka bicara sendiri-sendiri juga ada. Apa itu ada yang mendengarkan juga ada. Memang kembali satu ke faktor ini ada dalam kelas itu, satu kelas itu terdiri dari 30 anak juga ada, itu menurut saya termasuk kelas yang besar. Jadi jumlah anak juga menurut saya mempengaruhi konsentrasi anak. Kalau yang kelas kemarin yang saya ajar itu kan jumlah siswanya cuma sedikit tuh, ada 23 atau 21 anak itu untuk mengejar mereka lebih enak, daripada kelas yang besar yang jumlah anak lebih banyak itu emang tingkat konsentrasinya, pengawasannya luas sekali. Jadi itu salah satu juga untuk ini mempengaruhi kekurangan dalam kondisi kelas juga sih, nek jumlah siswa ini loh. Nek kelas kemarin yang mungkin mbaknya datengin ini jumlahnya anaknya sedikit, jadi rata-rata mereka ini sih kalau ada apa yang ngomong di depannya, minimal semua memperhatikan, tidak ada yang tidur atau apa. Tapi nek kondisi kelasnya ada yang kelas besar muridnya 32 satu kelas itu 33 itu menurut saya emang saya menguasai kelasnya agak ini apa itu susah juga karena 30 anak itu

kalau masuk itu penuh gitu loh biasanya. Nah kadang ada anak yang maju di sini yang paling belakang sana ngomong sendiri itu juga ada. Paling saya muter, kadang saya kalau ada yang maju ke depan saya di belakang, biar anak-anak memperhatikan yang ada di depan. Itu juga salah satu metode saya menghadapi anak-anak yang tidak konsentrasi tadi.

The Researcher: Hambatan apa yang dihadapi siswa Anda ketika berbicara bahasa Inggris?

The Teacher: Oh iya, ya satu ini emang rata-rata karena di sini orangnya atau anak-anaknya di sini adalah orang Jawa dan bahasa kesehariannya Jawa. Untuk suruh speaking bahasa asing itu emang susah sekali anak-anak itu. Emang mau nggak mau di kelas aktif pun tidak semua yang aktif mau ngomong gitu ya. Jadi emang mau nggak mau harus saya berikan ini dulu berikan perintah, baru mereka baru mau ngomong. Semisal nih "ayo Jihan maju ngomong!, ayo Bambang maju ngomong!". Itu baru mereka mau nggak mau mereka ngomong. Tapi kalau saya memberikan kesempatan "ayo siapa yang mau untuk ke depan secara sukarela?". Itu emang sedikit sekali dari kasus beberapa kelas cuma mungkin berapa anak yang memiliki mental yang mau maju gitu ya. Jadi emang masalah speaking ini menurut saya di dalam bahasa Inggris emang sub yang paling tinggi menurut saya.

The Researcher: Menurut anda bagaimana cara membangun keaktifan siswa dalam proses pembelajaran agar selalu aktif?

The Teacher: Oh iya, ya menurut saya satu emang tadi saya harus komunikatif. Sekali lagi saya sebagai pengajar ya harus komunikatif terhadap peserta didik biar mereka mau memperhatikan. Karena kalau ada siswa yang di kelas yang tidak memperhatikan, kita tidak perhatikan, kita tidak tegur, mereka lama-lama nanti akan menyepelkan. Mau nggak mau kita harus menegur. Karena ini ya mau nggak mau karena mapel bahasa kita juga harus ngomong, menjelaskan sampai anak paham. Beda mungkin dengan materi atau mata pelajaran salah satunya mungkin bahasa Indonesia atau fiqih dan sebagainya, mereka menggunakan bahasa kita kesehari-hari. Jadi tidak terlalu kita berat mereka sudah bisa memaknai. Lah karena kita

bahasa asing, mereka pun kadang nek tidak pakai alat bantu untuk menerjemahkan sebuah kalimat mereka kadang tidak tahu, tidak paham, karena kesehariannya emang tidak pakai bahasa Inggris. Ya di rumah mungkin pakai e Indonesia atau Jawa. Salah satunya itu sih kebiasaan anak yang harus dibangun sebenarnya. Nah, kadang pun juga untuk mengetahui tingkat vocab anak pun berapa yang diketahui juga minim ternyata. Semisal satu kelas di dalam ruang kelas banyak benda. Kadang saya tanya "ini lemari bahasa Inggrisnya apa?". Itu juga hampir banyak juga anak yang tidak tahu. Jadi, emang tingkat kebiasaan ini menurut saya penting sekali kalau mau bisa ya harus terbiasa ya. Menurut saya ada satu kata yang baik ya terbiasa. Karena bisa, bisa, karena terbiasa, itu. Jadi, saya sering menyampaikan ke anak "kalau kamu mau bisa bahasa Inggris, ya kamu harus terbiasa dulu, kalau sudah terbiasa pasti bisa", seperti itu. Itu menurut saya ya.

The Researcher: Menurut anda faktor apa saja yang mempengaruhi aktif atau tidak aktifnya siswa?

The Teacher: Ya, faktornya emang banyak mungkin ada dari faktor pribadi, faktor mereka mungkin dari rumah ada suatu masalah juga bisa. Kadang anak juga ini ya, dari rumah itu kadang juga ada faktor yang dari luar mungkin, saya juga kurang tahu. Ada masalah keluarga atau apa itu juga menurut saya mempengaruhi konsentrasi anak. Terkadang saya juga menemukan beberapa kasus di kelas "kadang anak ini biasanya aktif, kok tidak aktif kenapa?", saya tanya. Ternyata emang baru ada suatu masalah, jadi itu faktor dari luar juga mempengaruhi ya. Yang kedua mungkin faktor kondisi kelas juga. Ini menurut saya juga sangat penting kalau kondisi kelasnya nyaman, aman semisal dalam ruangan kelas ini kan kadang musim kemarau, la nek di dalam kelas itu kipasnya kurang, hawanya sangat panas, itu juga menurut saya konsentrasi anak sangat terpecah, gitu. Karena panas, mereka mau nggak mau wes memperhatikan susah, wah itu juga saya juga ini salah satu hambatan saya juga ini. Jadi, kondisi kelas yang panas saya pun juga kadang merasa, wes sudah nerangke gerah. Itu juga ini juga anak

wes namanya nek orang ini ya kepanasan atau anu mereka pasti mau fokus juga susah. Karena kondisi badannya ya, seperti itu. Tapi kalau kondisi kelas yang ini ada kipasnya, kalau digital kan ada ac nya. Dingin, anak-anak rata-rata di situ tidak ini sih, tidak sering mengeluh, gitu ya. Ya jadi perhatiannya masih bisa. Tapi kalau ada yang kelas reguler yang kadang dapat jam siang, kondisi kelasnya panas, tidak ada kipas, ya menurut saya wes konsentrasi mereka susah sekali untuk didapat, menurut saya seperti itu.

The Researcher: Bagaimana peningkatan kemampuan berbicara dan keaktifan siswa di kelas dengan penggunaan strategi ini?

The Teacher: Iya mungkin ini ya, saya tidak mengatakan semuanya bisa, tapi paling tidak ada peningkatan dari anak yang awalnya mungkin di kelas 10 mereka blas tidak mau ngomong. Nah, lama-kelamaan mau nggak mau dia terbiasa ngomong. Juga ada peningkatan, paling tidak mereka salah satunya mentalnya, percaya dirinya dulu mereka berani ngomong. Karena mereka terbiasa membaca itu kadang ejaannya ejaan bahasa Indonesia. Kadang menggunakan huruf abjadnya kalau bahasa Indonesia kan ABeCeDe, kalau bahasa Inggris kan EiBiSiDi. Nah, karena mereka sering menggunakan logat Indonesia, kadang membaca itu mereka pakainya intonasinya intonasi abjad bahasa Indonesia. Tapi menurut saya tidak masalah, yang penting yang pertama mentalnya dulu, yang kedua masalah pronunciation dan intonasi dan yang pengucapan tadi itu nomor 2 bagi saya. Tapi untuk peningkatan rata-rata anak-anak ini sih pasti mengalami peningkatan, walaupun tidak signifikan langsung jauh, tapi ada beberapa anak yang tingkat kecerdasan anak kan beda-beda nih, pemahaman anak ada yang ini paham langsung, ada yang tidak. Tapi anak-anak yang aktif atau paham langsung itu emang rata-rata mereka ini speakingnya banyak sih meningkat. Karena ternyata di rumah mereka suka nonton film berbasis bahasa Inggris, mungkin ada adiknya juga yang suka diajak komunikasi. Saya tanya emang beberapa anak jawabannya seperti itu. "Saya suka pak mendengarkan lagu Inggris di rumah, saya sering nyanyi-nyanyi bahasa

Inggris". Itu ternyata juga salah satu faktor juga untuk ini nih kebiasaan anak jadi ngomongnya lancar, itu juga.

C. Interview Student 1

Student : Aulia
Code : S1
Class : XI-F1
Day and Date : Wednesday, January 24th, 2024
Time : 13.30 until finished
Place : Classroom
To Teacher : Kuswahyuningsih, S. Pd., M. Pd.
Skill : Speaking
Interviewer : Nandhita Ayun Puspita

1. Approach (Pendekatan)

The Researcher: Berdasarkan apa yang anda ketahui, pendekatan apa yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Pas kita ini diajar sama bu kus berarti hitungannya mau masuk semester 2, Bu kus sejauh ini itu sih kak variatif, soalnya sempat beberapa kali ada ice breaking, terus kelompok juga ada, ada praktik depan untuk latihan reading nya, terus masih banyak lagi sih kak, tapi itu yang paling sering, kemudian kelompok dan menjelaskan juga iya.

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan dengan menggunakan pendekatan tersebut?

The Student: (Sudah terjawab)

The Researcher: Menurut Anda, apakah pendekatan yang digunakan guru dalam mengajar berbicara untuk aktivitas siswa sangat efektif?

The Student: Iya efektif menurut saya karena dengan cara gurunya itu bisa menghadapi siswa kan apalagi caranya belajarnya seru. Kalau misalkan seru kan otomatis materinya tuh jadi gampang nyerap ke siswa gitu loh kak, nah iya.

The Researcher: Apakah ada kelebihan dan kekurangan dari pendekatan yang digunakan guru? Apakah mereka?

The Student: Nggak, kalau bosan nggak mungkin. Seru sih kak karena kan banyak gamesnya juga beberapa kali juga pernah ada games, nggak ada sih, nggak bosan. Kelemahannya mungkin kadang kan namanya ada materi kan pasti ada yang gampang masuk sama enggak. Ya tentang pemahamannya aja sih kak.

The Researcher: Apakah Anda dapat memahami dan menerima materi yang disampaikan guru dengan pendekatan tersebut? Mengapa demikian?

The Student: InsyaAllah iya, karena seru juga itu tadi menjelaskannya jelas.

2. Method (Metode)

The Researcher: Menurut pengetahuan anda, metode apa yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Kalau ini lebih seringnya kelompok sama diskusi sih kak (sesuai dengan observasi)

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan dengan menggunakan metode tersebut?

The Student: (Sudah terjawab)

The Researcher: Menurut Anda, apakah metode yang digunakan guru dalam mengajar berbicara untuk aktivitas siswa sangat efektif?

The Student: Iya efektif kak karena seru itu tadi

The Researcher: Apakah ada kelebihan dan kekurangan dari metode yang digunakan guru? Apakah mereka?

The Student: Kekurangan dan kelebihan sama aja sih kak. Kurang lebih ya jawabannya sama kayak gitu.

The Researcher: Apakah Anda dapat memahami dan menerima materi yang disampaikan guru dengan menggunakan metode tersebut? Mengapa demikian?

The Student: Iya (kurang lebih sama juga penjelasannya)

3. Teachers Strategies (Strategi Guru)

The Researcher: Menurut Anda, apa saja yang dipelajari dalam belajar bahasa Inggris, khususnya speaking?

The Student: Bu Kus itu lebih ke kosa katanya itu kak. Karena kalau

misalkan dikasih tugas untuk membaca dicari kosakata yang sulit, baru nanti bisa didiskusikan bareng-bareng.

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan?

The Student: Mudah diterima sih kak, karena caranya juga bisa diterima dari guru ke siswa gitu.

The Researcher: Apa saja strategi yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Dari yang kakak sebutin tadi kebanyakan udah pernah dilakuin sama bu kus itu sih kak kita semuanya, masuk semua.

The Researcher: Menurut Anda, apakah strategi yang digunakan guru dalam pengajaran speaking untuk keaktifan siswa sudah sangat efektif?

The Student: Iya efektif kak, karena speaking kan untuk buat yang belum lancar itu kan karena penting ya kak. Jadi efektif aja karena kalau dipakein Bu Kus kan seringnya praktik, kalau praktik jadinya misal yang awalnya yang belum bisa, jadi bisa gitu.

The Researcher: Apakah ada kelebihan dan kekurangan strategi yang digunakan guru? Apakah mereka?

The Student: Ya, kelebihan pasti ada itu kak. Kalau kelemahan nggak ada sih kak, karena sejauh ini memang seru. Jadi kelebihannya meningkatkan siswa.

The Researcher: Apakah anda memahami dan dapat menerima materi yang disampaikan guru? Mengapa demikian?

The Student: InsyaAllah bisa karena cara atau strategi yang digunakan oleh guru ya bervariasi dan bermacam-macam pastinya.

The Researcher: Menurut anda, apa saja yang anda kuasai dan apa yang belum anda kuasai dalam pembelajaran speaking? Mengapa demikian?

The Student: Kalau dari aku sih kan aku kurang suka bahasa Inggris ya kak. Jadi aku suka kesulitan gitu loh, ada kosakata baru jadi suka kagok/kurang lancar. Iya kayak gitu jadi InsyaAllah ada kemajuan sih kalau misalkan cara belajarnya kayak gitu. Oh iya, bisa menerima kosakata-kosakata yang baru,

karena dapat kosakata tambahan, berarti kayak muda hafal.

The Researcher: Bagaimana kemajuan (speaking) kemampuan berbicara Anda?

The Student: Ya, menurut saya sendiri udah ada kemajuan sedikit sih kak dalam speakingnya lebih lancar lagi.

4. Students Activeness (Keaktifan Siswa)

The Researcher: Apakah Anda sangat tertarik dan antusias mempelajari speaking bahasa Inggris dan strategi yang digunakan oleh para guru? Mengapa demikian?

The Student: Tertarik sih kak, karena mungkin speaking itu kan nomor satu dalam bahasa Inggris. Carikan penting buat dipelajari untuk kehidupan sehari-hari kayak percakapan keseharian kita di dalam masyarakat. Karena kan itu menurut saya speaking kan basic-nya bahasa Inggris ya kak. Jadi kalau misalkan memang mau mempelajari lebih lanjut, speakingnya harus lancar dulu.

The Researcher: Apakah Anda selalu aktif saat belajar? Mengapa?

The Student: Sebenarnya kalau yang aktif banyak sih kak yang aktif. Tapi mungkin di sini sering lebih banyak responsif pada saat pembelajaran, bukan hanya saya juga, teman-teman saya juga banyak responsif dalam pelajaran Bahasa Inggris karena banyak juga beberapa kali pada saat games diselingi dengan pertanyaan-pertanyaan

The Researcher: Menurut Anda, keaktifan apa saja yang pernah Anda lakukan saat belajar English Speaking

The Student: Pernah sih waktu itu tebak gambar pakai bahasa Inggris, iya itu. Tebak gambarnya itu dari kita sendiri yang praktekin. Iya nanti waktu itu sempetnya nama tempat sih kak, kayak air terjun tuh apa, nanti peragain air terjun terus teman-teman nebak. Saya meragain air terjun nanti teman-teman nebak bahasa Inggrisnya air terjun apa gitu.

D. Interview Student 2

Student : Melinda
Code : S2
Class : XI-F3
Day and Date : Saturday, February 3rd, 2024
Time : 21.06 until finished
Place : WhatsApp
To Teacher : Kuswahyuningsih, S. Pd., M. Pd.
Skill : Speaking
Interviewer : Nandhita Ayun Puspita

1. Approach (Pendekatan)

The Researcher: Berdasarkan apa yang anda ketahui, pendekatan apa yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Lebih sering menggunakan pendekatan kooperatif, pendekatan komunikatif jarang jarang

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan dengan menggunakan pendekatan tersebut?

The Student: (Sudah terjawab)

The Researcher: Menurut Anda, apakah pendekatan yang digunakan guru dalam mengajar berbicara untuk aktivitas siswa sangat efektif?

The Student: Ya efektif, karena siswa diharuskan untuk bisa memahami apa yang dipelajari, bukan hanya sekedar mendengarkan

The Researcher: Apakah ada kelebihan dan kekurangan dari pendekatan yang digunakan guru? Apakah mereka?

The Student: Sudah bagus, terkadang dalam pendekatan kooperatif ini siswa harus berfikir lebih lama dibanding dengan pendekatan komunikatif.

The Researcher: Apakah Anda dapat memahami dan menerima materi yang disampaikan guru dengan pendekatan tersebut? Mengapa demikian?

The Student: Ya saya memahami, karena saya lebih paham dengan praktek langsung, dibanding teori saja.

2. Method (Metode)

The Researcher: Menurut pengetahuan anda, metode apa yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Agar siswa aktif menurut saya guru dapat memberikan teks bahasa Inggris lalu meminta siswanya untuk mengartikan dan menuliskannya di papan tulis, selain itu dapat juga dengan kerja kelompok membuat sebuah produk seperti poster berbahasa Inggris

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan dengan menggunakan metode tersebut?

The Student: (Sudah terjawab)

The Researcher: Menurut Anda, apakah metode yang digunakan guru dalam mengajar berbicara untuk aktivitas siswa sangat efektif?

The Student: Ya efektif, karena siswa akan lebih banyak bertanya kepada guru dan bekerjasama dengan teman

The Researcher: Apakah ada kelebihan dan kekurangan dari metode yang digunakan guru? Apakah mereka?

The Student: Guru mengajar sudah sesuai dengan kurikulum merdeka, kekurangannya terkadang guru memberikan tugas yang sebelumnya belum pernah dijelaskan

The Researcher: Apakah Anda dapat memahami dan menerima materi yang disampaikan guru dengan menggunakan metode tersebut? Mengapa demikian?

The Student: Ya saya dapat memahami

3. Teachers Strategies (Strategi Guru)

The Researcher: Menurut Anda, apa saja yang dipelajari dalam belajar bahasa Inggris, khususnya speaking?

The Student: Menurut saya sendiri untuk speaking bisa dengan sering belajar pronunciation, ataupun conversation sehari-hari. Selain itu juga perlu untuk menambah vocabulary

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan?

The Student: Sangat baik, dan mudah diterima oleh saya dan teman teman

The Researcher: Apa saja strategi yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Pada saat di ajar Bu Kus lebih sering mengaitkan materi dengan kehidupan sehari-hari, pembelajaran aktif, menceritakan/menampilkan materi - guru yg menjelaskan.

The Researcher: Menurut Anda, apakah strategi yang digunakan guru dalam pengajaran speaking untuk keaktifan siswa sudah sangat efektif?

The Student: Sudah efektif, karena guru menjelaskan dengan penuh sehingga para siswa mudah untuk memahaminya, selain itu mengajarnya juga santai

The Researcher: Apakah ada kelebihan dan kekurangan strategi yang digunakan guru? Apakah mereka?

The Student: Strategi yang diajarkan sudah sesuai dengan kurikulum merdeka

The Researcher: Apakah anda memahami dan dapat menerima materi yang disampaikan guru? Mengapa demikian?

The Student: Ya saya dapat menerima materi yang disampaikan, karena saya memperhatikan betul saat guru menjelaskan

The Researcher: Menurut anda, apa saja yang anda kuasai dan apa yang belum anda kuasai dalam pembelajaran speaking? Mengapa demikian?

The Student: Saya senang mempelajari pronunciation dan conversation, vocabulary tetapi saya masih terkendala pada materi present tense

The Researcher: Bagaimana kemajuan (speaking) kemampuan berbicara Anda?

The Student: Kalau itu sebenarnya penilaian orang, tapi saya percaya diri dengan kemampuan speaking saya. Jadi saya rasa semakin hari semakin baik.

4. Students Activeness (Keaktifan Siswa)

The Researcher: Apakah Anda sangat tertarik dan antusias mempelajari speaking bahasa Inggris dan strategi yang digunakan oleh para guru?

Mengapa demikian?

The Student: Saya sangat senang karena memang saya menyukai bahasa Inggris

The Researcher: Apakah Anda selalu aktif saat belajar? Mengapa?

The Student: Ya aktif, karena tentu mendapat nilai yang baik itu yang saya cari

The Researcher: Menurut Anda, keaktifan apa saja yang pernah Anda lakukan saat belajar English Speaking

The Student: Saya berpidato bahasa Inggris pada saat upacara bendera

E. Interview Student 3

Student : Sasa
Code : S3
Class : XI-F6
Day and Date : Monday, March 11th, 2024
Time : 13.21 until finished
Place : WhatsApp
To Teacher : Kuswahyuningsih, S. Pd., M. Pd.
Skill : Speaking
Interviewer : Nandhita Ayun Puspita

1. Approach (Pendekatan)

The Researcher: Berdasarkan apa yang anda ketahui, pendekatan apa yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Biasanya kooperatif dan mengasih tugas

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan dengan menggunakan pendekatan tersebut?

The Student: (Sudah terjawab)

The Researcher: Menurut Anda, apakah pendekatan yang digunakan guru dalam mengajar berbicara untuk aktivitas siswa sangat efektif?

The Student: Cukup efektif karena metode pendekatan yg digunakan sangat menyenangkan dan tidak membosankan

The Researcher: Apakah ada kelebihan dan kekurangan dari pendekatan

yang digunakan guru? Apakah mereka?

The Student: Kelebihan, menyenangkan, mudah untuk dipahami, dan menjadikan murid lancar dalam berbicara bahasa inggris. Kekurangan, terkadang guru lebih sibuk memainkan hp nya dibanding memperhatikan murid itu sendiri

The Researcher: Apakah Anda dapat memahami dan menerima materi yang disampaikan guru dengan pendekatan tersebut? Mengapa demikian?

The Student: Cukup memahami dan menerima dgn baik apa yg telah disampaikan oleh guru karena menyenangkan

2. Method (Metode)

The Researcher: Menurut pengetahuan anda, metode apa yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Terkadang guru menyuruh untuk kelompok terkadang juga menyuruh menerjemahkan dan mencoba untuk membacanya

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan dengan menggunakan metode tersebut?

The Student: (Sudah terjawab)

The Researcher: Menurut Anda, apakah metode yang digunakan guru dalam mengajar berbicara untuk aktivitas siswa sangat efektif?

The Student: Cukup efektif karena metode yg digunakan sangat menyenangkan dan tidak membuat murid mengantuk ataupun bosan

The Researcher: Apakah ada kelebihan dan kekurangan dari metode yang digunakan guru? Apakah mereka?

The Student: Kelebihan, menyenangkan, mudah untuk dipahami, dan menjadikan murid lancar dalam berbicara bahasa inggris. Kekurangan, terkadang guru lebih sibuk memainkan hp nya dibanding memperhatikan murid itu sendiri

The Researcher: Apakah Anda dapat memahami dan menerima materi yang disampaikan guru dengan menggunakan metode tersebut? Mengapa demikian?

The Student: Cukup memahami dan menerima dgn baik apa yg telah

disampaikan oleh guru.

3. Teachers Strategies (Strategi Guru)

The Researcher: Menurut Anda, apa saja yang dipelajari dalam belajar bahasa Inggris, khususnya speaking?

The Student: Ya, terkadang guru menyuruh mencari kosa kata dan mengartikannya, dan belajar cara pengucapan.

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan?

The Student: Cukup baik dan mudah dipahami

The Researcher: Apa saja strategi yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Kelompok, pembelajaran aktif, mengasi tugas, narasi gambar

The Researcher: Menurut Anda, apakah strategi yang digunakan guru dalam pengajaran speaking untuk keaktifan siswa sudah sangat efektif?

The Student: Cukup efektif karena cara mengajarnya santai, tidak membosankan dan menyenangkan

The Researcher: Apakah ada kelebihan dan kekurangan strategi yang digunakan guru? Apakah mereka?

The Student: Kelebihan, menurut aku sendiri si kelebihannya mudah dipahami dan menyenangkan aja. Kekurangan, terkadang guru mengajar masuk ga masuk gitu (maksutnya kadang faham kadang kaga)

The Researcher: Apakah anda memahami dan dapat menerima materi yang disampaikan guru? Mengapa demikian?

The Student: cukup memahami terkadang juga ga terlalu faham tergantung guru mengajar dgn metode” yg digunakan

The Researcher: Menurut anda, apa saja yang anda kuasai dan apa yang belum anda kuasai dalam pembelajaran speaking? Mengapa demikian?

The Student: Aku sudah menguasai cara pengucapan kata yg benar, dan blm menguasai materi & kosa kata yg telah diberikan dari guru

The Researcher: Bagaimana kemajuan (speaking) kemampuan berbicara Anda?

The Student: Semakin hari semakin bagus

4. Students Activeness (Keaktifan Siswa)

The Researcher: Apakah Anda sangat tertarik dan antusias mempelajari speaking bahasa Inggris dan strategi yang digunakan oleh para guru? Mengapa demikian?

The Student: Sedikit tertarik karena caranya yg menyenangkan

The Researcher: Apakah Anda selalu aktif saat belajar? Mengapa?

The Student: Terkadang aktif terkadang tidak karena tergantung cara guru mengajar juga

The Researcher: Menurut Anda, keaktifan apa saja yang pernah Anda lakukan saat belajar English Speaking

The Student: Membaca teks

F. Interview Student 4

Student : Nuri

Code : S4

Class : XI-F8

Day and Date : Thursday, January 11th, 2024 and January 21st, 2024

Time : 07.30 and 09.13 until finished

Place : Classroom and WhatsApp

To Teacher : Eko Budi Utomo, S. Pd.

Skill : Speaking

Interviewer : Nandhita Ayun Puspita

1. Approach (Pendekatan)

The Researcher: Berdasarkan apa yang anda ketahui, pendekatan apa yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Pendekatan yang digunakan guru saat mengajar adalah komunikatif, karena pada saat pak eko mengajar lebih sering dengan menjelaskan dan berdialog.

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan dengan menggunakan pendekatan tersebut?

The Student: (Sudah terjawab)

The Researcher: Menurut Anda, apakah pendekatan yang digunakan guru dalam mengajar berbicara untuk aktivitas siswa sangat efektif?

The Student: Menurut saya sendiri kurang efektif, karena jika hanya dengan melakukan pendekatan komunikatif dengan menyimak, diajak berdialog, dan membaca saja siswa akan merasa jenuh dan bosan dengan pelajaran sehingga tidak peduli dengan bab yang diajarkan.

The Researcher: Apakah ada kelebihan dan kekurangan dari pendekatan yang digunakan guru? Apakah mereka?

The Student: Kelebihan dari pendekatan komunikatif yang digunakan oleh guru adalah bagi siswa yang memiliki gaya belajar audio maka pembelajaran akan lebih cepat masuk dan paham, tetapi jika hanya menggunakan pendekatan komunikatif saja maka siswa lain yang memiliki gaya belajar visual, kinestetik, dll akan susah untuk menangkap pembelajaran. Serta menurut saya kekurangannya adalah pendekatan komunikatif hanya akan membuat siswa bosan apabila tidak diselingi dengan pendekatan yang lain spt kooperatif (karena pendekatan kooperatif lebih condong kepada siswa lah yang bekerja).

The Researcher: Apakah Anda dapat memahami dan menerima materi yang disampaikan guru dengan pendekatan tersebut? Mengapa demikian?

The Student: Untuk saya sendiri saya bisa memahami dan menerima pembelajaran yang disampaikan, karena gaya belajar saya adalah audio.

2. Method (Metode)

The Researcher: Menurut pengetahuan anda, metode apa yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Komunikasi secara langsung dengan siswa agar siswa dapat bagian untuk lebih komunikatif, bisa juga dengan berkelompok.

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan dengan menggunakan metode tersebut?

The Student: (Sudah terjawab)

The Researcher: Menurut Anda, apakah metode yang digunakan guru dalam mengajar berbicara untuk aktivitas siswa sangat efektif?

The Student: Tidak, karena menurut saya apabila hanya menjelaskan saja tidak efektif. Kembali lagi ke jawaban pertanyaan sebelumnya, siswa akan merasakan bosan jika hanya dijelaskan secara lisan saja.

The Researcher: Apakah ada kelebihan dan kekurangan dari metode yang digunakan guru? Apakah mereka?

The Student: Kelebihan dari pendekatan komunikatif yang digunakan oleh guru adalah bagi siswa yang memiliki gaya belajar audio maka pembelajaran akan lebih cepat masuk dan paham, tetapi jika hanya menggunakan pendekatan komunikatif saja maka siswa lain yang memiliki gaya belajar visual, kinestetik, dll akan susah untuk menangkap pembelajaran. Serta menurut saya kekurangannya adalah pendekatan komunikatif hanya akan membuat siswa bosan apabila tidak diselingi dengan pendekatan yang lain spt kooperatif (karena pendekatan kooperatif lebih condong kepada siswa lah yang bekerja).

The Researcher: Apakah Anda dapat memahami dan menerima materi yang disampaikan guru dengan menggunakan metode tersebut? Mengapa demikian?

The Student: Tidak, saya tidak dapat memahami

3. Teachers Strategies (Strategi Guru)

The Researcher: Menurut Anda, apa saja yang dipelajari dalam belajar bahasa Inggris, khususnya speaking?

The Student: Pronounce atau pengucapan kata/kalimat dan mahir percakapan

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan?

The Student: Sejujurnya jika dijelaskan saya kurang paham

The Researcher: Apa saja strategi yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Strategi yang digunakan pak eko adalah dengan tugas", menceritakan materi guru, bercerita.

The Researcher: Menurut Anda, apakah strategi yang digunakan guru

dalam pengajaran speaking untuk keaktifan siswa sudah sangat efektif?

The Student: Sudah efektif, tetapi belum 100% karena pak eko tipenya mengajar dengan santai tetapi sedikit membosankan

The Researcher: Apakah ada kelebihan dan kekurangan strategi yang digunakan guru? Apakah mereka?

The Student: Kelebihan dari strategi yang digunakan oleh pak eko menurut saya kita sebagai siswa mendapatkan space untuk lebih banyak mendengarkan cerita, dan belajar dengan santai. Namun kekurangan strategi yang digunakan yaitu siswa tidak memiliki bagian untuk memecahkan masalah dan bergantung kepada penjelasan guru saja.

The Researcher: Apakah anda memahami dan dapat menerima materi yang disampaikan guru? Mengapa demikian?

The Student: Tidak, karena saya tidak bisa belajar dengan dijelaskan saja

The Researcher: Menurut anda, apa saja yang anda kuasai dan apa yang belum anda kuasai dalam pembelajaran speaking? Mengapa demikian?

The Student: Yang saya kuasai adalah pengucapan kata-kata dalam bahasa inggris, namun masih belum lancar. Serta saya bisa berbicara dalam bahasa inggris dan membuka obrolan dengan bahasa inggris namun tidak se mahir itu.

The Researcher: Bagaimana kemajuan (speaking) kemampuan berbicara Anda?

The Student: Kayaknya semakin hari semakin baik, hehe In Syaa Allah...

4. Students Activeness (Keaktifan Siswa)

The Researcher: Apakah Anda sangat tertarik dan antusias mempelajari speaking bahasa Inggris dan strategi yang digunakan oleh para guru? Mengapa demikian?

The Student: Sangat antusias dan mood-moodan. Gurunya enjoy mengajar dan tidak galak, bawaan dalam mengajar santai, beliau mengaitkan materi pelajaran ke dalam kehidupan sehari-hari.

The Researcher: Apakah Anda selalu aktif saat belajar? Mengapa?

The Student: Selalu aktif, karena bawaannya memang aktif. Ketika guru

bertanya ke semua siswa saya selalu aktif menjawab pertanyaan tersebut. Seperti ketika guru bertanya tentang arti kata dalam dialog tersebut, saya langsung menjawab. Dan karena tergantung mood, karena tidak setiap hari juga, kadang juga diam saja, kadang menjawab.

The Researcher: Menurut Anda, keaktifan apa saja yang pernah Anda lakukan saat belajar English Speaking

The Student: Keaktifan dalam menjawab pertanyaan guru aktif menjawab dan dari tempat duduk jika disuruh.

G. Interview Student 5

Student : Fatia
Code : S5
Class : XI-F7
Day and Date : Thursday, February 1st, 2024
Time : 08.42 until finished
Place : WhatsApp
To Teacher : Eko Budi Utomo, S. Pd.
Skill : Speaking
Interviewer : Nandhita Ayun Puspita

1. Approach (Pendekatan)

The Researcher: Berdasarkan apa yang anda ketahui, pendekatan apa yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Untuk guru yang udah lama ngajar/mohon maaf uda tua , lebih sering menjelaskan, mencatat dan kasih tugas kak. Tapi kalo guru² baru yg masih muda, biasanya kerja kelompok, juga di kasih tugas.

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan dengan menggunakan pendekatan tersebut?

The Student: (Sudah terjawab)

The Researcher: Menurut Anda, apakah pendekatan yang digunakan guru dalam mengajar berbicara untuk aktivitas siswa sangat efektif?

The Student: Buat siswa yang cara belajar nya cenderung auditori, itu lebih efektif kak. Tapi kalo untuk yang cara belajar visual dan kinestetik, kurang

efektif. (kalo aku visual kak, jadi kurang efektif klo guru dalam pengejaran nya cuma ngejelasin terus, kya semisal hari ini inget materinya besok udah lupa)

The Researcher: Apakah ada kelebihan dan kekurangan dari pendekatan yang digunakan guru? Apakah mereka?

The Student: Kelebihan nya kalo guru nya asik kita lebih enjoy belajarnya walau di kasih tugas+catatan banyak pun ga masalah. Tapi kalo guru nya nyeremin/agak galak, kita nya ngerjain sambil batin kak

The Researcher: Apakah Anda dapat memahami dan menerima materi yang disampaikan guru dengan pendekatan tersebut? Mengapa demikian?

The Student: Aku lebih paham kalo cara nyampein materi nya lewat cerita/gambaran, sama nyatet lebih masuk materinya. Soalnya maaf ya kak, kalo dengerin penjelasan terus terusan aku bosan

2. Method (Metode)

The Researcher: Menurut pengetahuan anda, metode apa yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Menurut ku, menjelaskan/speaking nya di buat seru, juga kalo bisa kaya ada sesi tanya jawab gitu kak, kalo ada kerja kelompok aku berharap nya guru juga ikut bantu/ngasi saran bagus/tidak nya gimana. Soalnya kadang di kasih tugas kerja kelompok tapi guru nya ga di kelas

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan dengan menggunakan metode tersebut?

The Student: (Sudah terjawab)

The Researcher: Menurut Anda, apakah metode yang digunakan guru dalam mengajar berbicara untuk aktivitas siswa sangat efektif?

The Student: Efektif banget kalo seru, maksud dari seru itu setiap guru nya ngejelasin juga di selipin becanda becanda sedikit kak, jadi ga ngebosenin

The Researcher: Apakah ada kelebihan dan kekurangan dari metode yang digunakan guru? Apakah mereka?

The Student: Kelebihannya, siswa bakal lebih enjoy belajar dan sekolahnya. Kalo kekurangannya, untuk guru yang lebih sering ngejelasin

teruss, siswa bosan dan ngantuk kak

The Researcher: Apakah Anda dapat memahami dan menerima materi yang disampaikan guru dengan menggunakan metode tersebut? Mengapa demikian?

The Student: Aku bisa paham dan masuk materinya kalo gurunya asik

3. Teachers Strategies (Strategi Guru)

The Researcher: Menurut Anda, apa saja yang dipelajari dalam belajar bahasa Inggris, khususnya speaking?

The Student: Kalo sama Pak Eko, lebih sering cerita kak. Cerita yang di lks dijelaskan, sama diterjemahin langsung, jadi sini paham. Tapi juga kadang mengerjakan soal² yang di lks.

The Researcher: Bagaimana cara guru menyampaikan materi yang diajarkan?

The Student: Alhamdulillah kalo Pak Eko yang nerangin aku bisa paham, soalnya sama di selingin becanda

The Researcher: Apa saja strategi yang digunakan guru dalam mengajar berbicara agar siswa aktif?

The Student: Mengaitkan materi dengan kehidupan sehari-hari, menceritakan/menampilkan materi -guru yang menjelaskan, mengecek pemahaman siswa, tugas² tapi ga sering, brain storming, bercerita, narasi gambar

The Researcher: Menurut Anda, apakah strategi yang digunakan guru dalam pengajaran speaking untuk keaktifan siswa sudah sangat efektif?

The Student: Sudah sangat efektif, ngajar nya bagus, tapi yang paling mantap karena santai, bisa becanda juga, jadi ga bosan

The Researcher: Apakah ada kelebihan dan kekurangan strategi yang digunakan guru? Apakah mereka?

The Student: Kelebihan : senang karena asik, dan jarang di kasih tugas.
Kekurangan : sering jamkos

The Researcher: Apakah anda memahami dan dapat menerima materi yang disampaikan guru? Mengapa demikian?

The Student: Dapat memahami materi, tapi besoknya lupa. Bisa inget materinya lagi kalo belajar lagi

The Researcher: Menurut anda, apa saja yang anda kuasai dan apa yang belum anda kuasai dalam pembelajaran speaking? Mengapa demikian?

The Student: Jujur aku gatau kak udah menguasai atau belum. Tapi setiap nyanyi lagu inggris itu bisa lancar nyanyi nya. Tapi kalo speaking takut salah dalam pengucapan nya, jadi ga berani

The Researcher: Bagaimana kemajuan (speaking) kemampuan berbicara Anda?

The Student: Semakin hari semakin medok, karena ngikutin speaking Pak Eko. Karena kaya pas kemarin ada kaka² nya liat pas Pak Eko ngajar di kelas, siswa² nya pas baca mau salah/ bener pengucapannya, tetep "gapapa". Jadi aku gatau udah bener apa belum

4. Students Activeness (Keaktifan Siswa)

The Researcher: Apakah Anda sangat tertarik dan antusias mempelajari speaking bahasa Inggris dan strategi yang digunakan oleh para guru? Mengapa demikian?

The Student: Sangat tertarik dan antusias, karena belajar bahasa itu menyenangkan (bahasa apa aja). Dan Pak Eko juga asiikk, itu aja kak yang aku suka.

The Researcher: Apakah Anda selalu aktif saat belajar? Mengapa?

The Student: Aku aktif kalo soal nanya nanya terus, tapi kalo mengerjakan tugas/kelompok kurang aktif.

The Researcher: Menurut Anda, keaktifan apa saja yang pernah Anda lakukan saat belajar English Speaking

The Student: Membaca teks (tapi ga sering), lebih sering aku nanya nanya pas Pak Eko lagi menjelaskan. Tapi mungkin ga di itung sebagai aktif saat belajar kak, karena kadang nanya yang bukan tentang pelajaran.

APPENDIX 4

Photo Documentation

A. Teacher 1

Teacher : Kuswahyuningsih, S. Pd., M. Pd.

Code : T1

Class : XI-F1 to XI-F6

Skill : Speaking

Observer & Interviewer : Nandhita Ayun Puspita

1. Research (Observation)

a) Class XI-F1

Day and Date : Wednesday, January 24th, 2024

Time : 13.00 - 14.30



b) Class XI-F2

Day and Date : Monday, February 12th, 2024

Time : 07.45 - 09.15



c) Class XI-F3

Day and Date : Tuesday, January 30th, 2024

Time : 09.30 - 11.00





d) Class XI-F3

Day and Date : Friday, February 2nd, 2024

Time : 08.45 - 10.10





e) Class XI-F4

Day and Date : Friday, January 26th, 2024

Time : 07.45 - 09.15



f) Class XI-F5

Day and Date : Monday, January 15th, 2024

Time : 13.00 - 14.30





2. Research (Interview)

Day and Date : Tuesday, January 23rd, 2024

Time : 09.40 until finished

Place : Library



B. Teacher 2

Teacher : Eko Budi Utomo, S. Pd.

Code : T2

Class : XI-F7 and XI-F8

Skill : Speaking

Observer & Interviewer : Nandhita Ayun Puspita

1. Pre-Research (Observation)

a) Class XI-F7

Day and Date : Tuesday, October 31st, 2023

Time : 13.00 – 14.30



b) Class XI-F8

Day and Date : Tuesday, October 10th, 2023

Time : 13.20 – 14.30



2. Research (Observation)

a) Class XI-F7

Day and Date : Monday, January 29th, 2024

Time : 13.00 – 14.30



b) Class XI-F8

Day and Date : Thursday, January 18th, 2024

Time : 07.00 – 08.30





3. Pre-Research (Interview)

Day and Date : Friday, October 13th, 2024

Time : 09.00 until finished

Place : Teacher's Room

4. Research (Interview)

Day and Date : Saturday, January 20th, 2024

Time : 13.00 until finished

Place : Teacher's Room



C. Interview Student 1

Student : Aulia

Code : S1

Class : XI-F1

Day and Date : Wednesday, January 24th, 2024

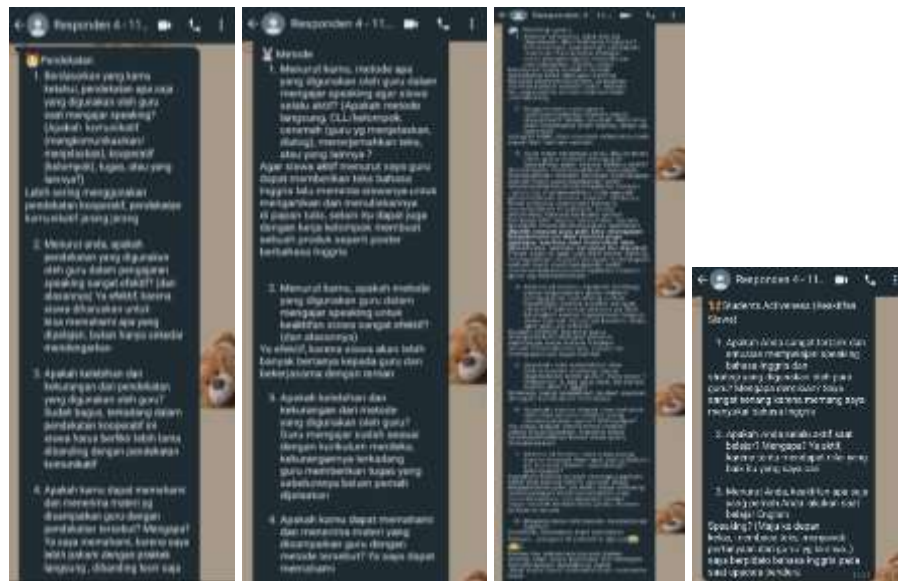
Time : 13.30 until finished

Place : Classroom
To Teacher : Kuswahyuningsih, S. Pd., M. Pd.
Skill : Speaking
Interviewer : Nandhita Ayun Puspita



D. Interview Student 2

Student : Melinda
Code : S2
Class : XI-F3
Day and Date : Saturday, February 3rd, 2024
Time : 21.06 until finished
Place : WhatsApp
To Teacher : Kuswahyuningsih, S. Pd., M. Pd.
Skill : Speaking
Interviewer : Nandhita Ayun Puspita



E. Interview Student 3

Student : Sasa
 Code : S3
 Class : XI-F6
 Day and Date : Monday, March 11th, 2024
 Time : 13.21 until finished
 Place : WhatsApp
 To Teacher : Kuswahyuningsih, S. Pd., M. Pd.
 Skill : Speaking
 Interviewer : Nandhita Ayun Puspita



F. Interview Student 4

Student : Nuri

Code : S4

Class : XI-F8

Day and Date : Thursday, January 11th, 2024 and January 21st, 2024

Time : 07.30 and 09.13 until finished

Place : Classroom and WhatsApp

To Teacher : Eko Budi Utomo, S. Pd.

Skill : Speaking

Interviewer : Nandhita Ayun Puspita



G. Interview Student 5

Student : Fatia

Code : S5

Class : XI-F7

Day and Date : Thursday, February 1st, 2024

Time : 08.42 until finished

Place : WhatsApp

To Teacher : Eko Budi Utomo, S. Pd.

Skill : Speaking

Interviewer : Nandhita Ayun Puspita

