

**THE TEACHER'S STRATEGIES IN TEACHING SPEAKING
OF BILINGUAL CLASS IN INTENSIVE PROGRAM
AT 7 GRADE OF SMP MASYITHOH KROYA**



AN UNDERGRADUATE THESIS
Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S. Pd.) Degree

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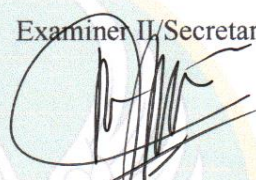
**THE TEACHER'S STRATEGIES IN TEACHING SPEAKING OF BILINGUAL
CLASS IN INTENSIVE PROGRAM AT 7th GRADE OF SMP MASYITHOH KROYA**

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Assalamu'alaikum Wr. Wb.

After conducting guidance, review, direction, and correction, the through this letter I convey that:

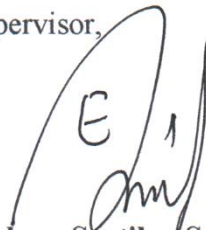
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Wassalamu'alaikum Wr. Wb.

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DEDICATION

I proudly dedicate this especially for:

1. My beloved parents (Mrs. Siti Mutmainah)
2. My little brother (Sayyid Farikh A)
3. My Great Step Family
4. All My Friends
5. My Almamater, The State Islamic University Prof. K.H. Saifuddin Zuhri
Purwokerto



Keep Moving with Your Great Heart”

Mom



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This thesis presented as a partial fulfillment of the requirement for obtaining undergraduate degree of education in the Faculty of Tarbiya and Teacher Training State Islamic University Prof. K.H Saifuddin Zuhri. This thesis would not be completed without helps, supports, and suggestions from several sides such guidance, advices, an encouragement from individuals and institutions.

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There is no sentence that is more appropriate with the deepest thanks for all helps, supports, and suggestions. Only Allah SWT who can give those kindness back to you. Hopefully this thesis be a beneficial for the writer and all readers.

Purwokerto, 4th November 2022



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THE TEACHER'S STRATEGIES IN TEACHING SPEAKING OF BILINGUAL CLASS IN INTENSIVE PROGRAM AT 7 GRADE OF SMP MASYITHOH KROYA

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Abstract: Teacher strategies are needed to improve students' speaking skills and basic learning materials, such as communicating or refuting opinions. This study aims to define the teacher's strategy and problem faced by teacher in teaching speaking in a bilingual class of intensive program at SMP Masyithoh Kroya. The writer used qualitative descriptive method in this research. The technique of collecting data is observation, interview, and documentation. Then, for analytical techniques are data collection, data reduction and data verification. The subject was an English teacher of bilingual class of intensive program at SMP Masyithoh Kroya. The research findings show that the teacher uses various strategies in teaching speaking of bilingual class in Intensive Program at 7th grade of SMP Masyithoh Kroya were drilling, role-play, discussion and simulation. Those strategies are appropriate for applied in teaching speaking. The problem in teaching speaking in bilingual class of intensive program is teachers struggle to get their pupils motivated to speak.

Keywords: *Teacher strategies, bilingual class, teaching speaking*

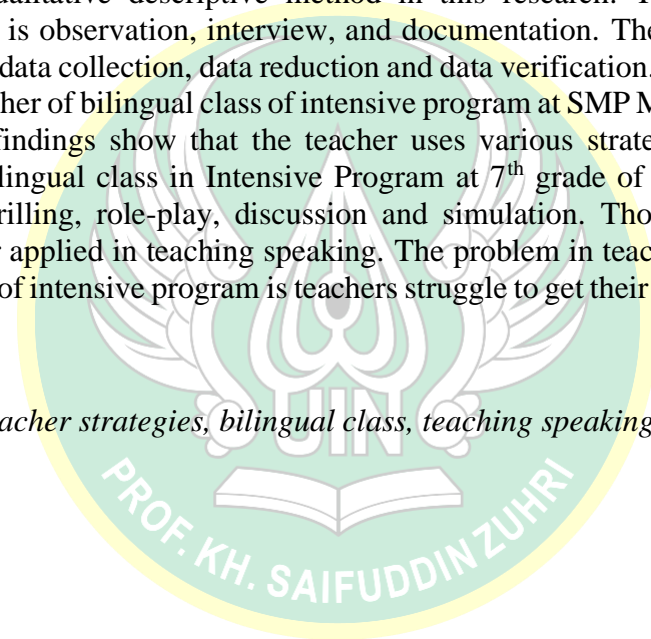


TABLE OF CONTENT

STATEMENT OF IROGINALITY	i
APPROVAL SHEET.....	ii
OFFICIAL NOTE OF SUPERVISOR.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF FIGURES	xi
LIST OF PICTURES.....	xii
LIST OF APPENDICES.....	xii
CHAPTER I : INTRODUCTION	1
A. Background of the Study.....	1
B. Conceptual Definition.....	4
C. Research Question.....	5
D. Objectives and Significances of the Research	6
E. Structure of the Research	6
CHAPTER II : THEORETICAL REVIEW	8
A. Speaking.....	8
B. Strategies in Teaching Speaking	9
C. The problem in Teaching Speaking	23
D. Review of Relevant Studies	25
CHAPTER III : RESEARCH METHOD.....	30
A. Type of the Research.....	30
B. Time and Place of the Research	30
C. The Object of the Research	31
D. Subject of the Research.....	31
E. Technique of the Data Collection	31
F. Technique of Data Analysis	33
CHAPTER IV : FINDING AND DISCUSSION	35
A. The Teacher Strategies that Used in Teaching Speaking of Bilingual Class in Intensive Program at SMP Masyithoh Kroya.....	35
B. The Problem Faced by Teacher in Teaching Speaking of Bilingual Class in Intensive Program at SMP Masyithoh Kroya.....	44

CHAPTER V : CONCLUSION AND SUGGESTION	47
A. Conclusion.....	47
B. Limitation of Study	47
C. Suggestions	48
BIBLIOGRAPHY	49
APPENDICES	52
CURRICULUM VITAE	71



LIST OF FIGURES

Table 1 Drilling Conversation.....	19
Table 2 Observations activity.....	32
Table 3 Interview Activity	33
Table 4 Vocabularies For 1st Year SMP Masyithoh Kroya	36
Table 5 Conversation at School	39



LIST OF PICTURES

Picture 1 Role-play activity.....	39
Picture 2 Simulation activity (indoor).....	43
Picture 3 Simulation activity (outdoor).....	44



LIST OF APPENDICES

Observation Guideline	53
Observation Result Sheet	61
Interview Guideline.....	64
Lesson Plan	69
Documentation	71
The Official Letter of Preliminary Research.....	72
The Official Letter of Observation Class	73
The Official Letter of Finished Research.....	74
The Official Letter of Thesis Proposal Guidance	75
The Official Letter of Thesis Proposal Seminar	76
The Letter of Comprehensive Examination	77
The Official Letter of Undergraduate Thesis Guidance.....	78
The Letter of Library Donation.....	79
Certificate of English Language Development.....	80
Certificate of Arabic Language Development	81
Certificate of Bta and Ppi.....	82
Certificate of Computer.....	83
Certificate of Macro Teaching	84
Certificate of KKN.....	85

CHAPTER I

INTRODUCTION

A. Background of the Study

English is the international language most often used by global society. In every aspect, English has become an essential new need for the community, especially for students at all levels. Johann Wolfgang von Goethe states, "Those who know nothing about foreign languages, they have nothing about their own."¹ Similarly, students read English book or attend an international class that uses English to communicate. As a result, English has become a compulsory subject even in schools and business.

Globalization influences the changes in communication in the global society through the internet, even in the academic environment. Many things are mostly available in English, including digital information from the internet, social media, electronic literature, and digital news.² Based on Mark Warschauer's article, globalization leads to the spread of English as an international language and the shift of authority to non-native speakers and dialects. This change challenges the basic concepts of language, culture, context, and the relationship between ESL and EFL.³ Individuals must learn English for their needs.

However, according to the English First English Proficiency Index (EF EPI) survey in 2021, Indonesia is ranked 80th out of 112 countries globally in the low proficiency category⁴. Indonesia ranks fifth under Vietnam in the same class at the ASEAN level. In case pupils have difficulty in the process of practicing speaking English. The fundamental problem is

¹ Goethe, J. W. V. *Maxims and reflections*. Trans. Elisabeth Stopp. Ed. Peter Hutchinson. (London: Penguin Books, 1998).

² Supriyanty, Nuri. *Why do our children need to learn English at Elementary School? A Critical review on the provision of English to the Indonesian Elementary School*. In TEYLIN Conference.

³ Warschauer, Mark. "The Changing Global Economy and the Future of English Teaching". *TESOL Quarterly*, 34(3), 511–535, 2000. <https://doi.org/10.2307/3587741>

⁴ Educational First. "Indonesia Proficiency" Retrieved from EF English Proficiency Index: <https://www.ef.com/wwen/epi/regions/asia/indonesia> (accessed on 28/03/2022, at 20:07)

the lack of an English-speaking environment. According to Ur, there are many problems when speaking activities, such as; 1. inhibition, 2. nothing to say, 3. low or uneven participation, and 4. other-tongue use.⁵ Thus, many students feel anxiety and lack of motivation was considered the most significant obstacle affecting their speaking ability.⁶

English is taught formally in Indonesia as a foreign language from the junior high school level. Based on the Ministry of Education and Culture (Kemendikbud) decision not to include English subjects in the local elementary school content. The former Minister of Education, Muhammad Nuh, emphasized that schools are not required to hold English subjects. "In the 2013 curriculum, there are no English subjects, so there is no elimination of those subjects because they do not exist," he said (12/16/2013)⁷.

In the writers' experience during the Field Development Practice program (PPL) from 24th January 2022 until 5th March 2022 at MTs Ma'arif NU 2 Cilogok, many problems were faced during teaching speaking. One of them is the Covid-19 Pandemic situation using an emergency curriculum. Teachers and students can meet in person at school during a pandemic, but only 25 minutes per lesson. For secondary-level English, it takes 2x50 minutes a week. However, it cannot fully support learning. The method used by teachers may not always be optimal due to time constraints. The majority of them are standing at their reading-level comprehension.⁸

As explained above, the teachers' role is necessary to overcome learning loss due to many factors as the pandemic situation. Teacher strategies are needed to improve students' speaking skills and basic learning

⁵ Nguyen Hoang Tuan, & Tran Ngoc Mai. "Factors affecting students' speaking performance at Le Thanh Hien high school". Asian journal of educational research, Vol. 3(2), 8-23. p.10, 2015.

⁶ Lia Istithoah. Thesis Abstract. *Students' English Speaking Anxiety at 9th Grade of SMP Muhammadiyah Sokaraja* (Purwokerto, IAIN Purwokerto, 2021).

⁷ Rini Marlina, "Hilangnya Mata Pelajaran Bahasa Inggris Pada Tingkat Sekolah Dasar", <https://www.kompasiana.com/rinimarliana0465/5dcc3119097f3639a73c20a4/hilangnya-mata-pelajaran-bahasa-inggris-pada-tingkat-sekolah-dasar> (accessed on 28/03/2022, at 20:07)

⁸ Ahmad Latif Mahruf & Diniyati Kesuma Sari, "Teachers' Strategies in Teaching Speaking at English Courses as a Foreign Language in Kampung Inggris", SAGA, Vol 3.1, 2022, P.42. <http://doi.org/10.2460/saga/2020.31.89>

materials, such as conveying ideas or refuting opinions. Teachers must have the courage to collaborate the variety of methods, techniques, and innovative instructional media in order to create an exciting and interesting learning.⁹ However, Speaking is a skill that both the speaker and the listener need. Speaking is one of many abilities that takes practice and includes more than just grammar and pronunciation and constructing sentences.¹⁰

Ironically, students do not implement English in their daily lives. The teacher only teaches English textually. Schools that answer to the essential needs of students become the target of parents placing their children in school. Parents want to place their children has learning intensively. One of them is a boarding school. The advantage of the boarding program is that it can train language better than ordinary schools. Particularly with the boarding program, parents do not have to worry about educating their children at home.

One of the exciting junior high schools in the Kroya District is SMP Masyithoh Kroya. This school is based on the Education and Culture Office curriculum combined with the Islamic Boarding School curriculum. SMP Masyithoh Kroya has intensive and regular programs. Students who desire to live in dormitories enter the intensive program. Meanwhile, students who have a house close to the school and live at home are in the Regular Program. These two programs have been running for at least several years, and in the 2022/2023 school year, they have a total of 30 classes.

Nowadays, schools implement Independent Curriculum (Kurikulum Merdeka) as the new paradigm.¹¹ Makarim as The Ministry of Education and Culture guarantee (Kemendikbud) to reduce loss gap learning. As a

⁹ Endang Sartika, an Thesis “The Effectiveness of Round Table Technique to Improve Students’ Speaking Skill in the First Grade Students of SMAN 3 Salatiga in the Academic Year of 2013/2014”, (STAIN Salatiga, 2014), P.4

¹⁰ Marriam, B, at al. “*Factor Effecting Students’ English-Speaking Skills.*” British Journal of Arts and Social Sciences. Vol. 2, No. 1, 2011, p. 36

¹¹ Indriani, Resinta Sulistiyanda, “Schools can start implementing Independent Curriculum: Makarim” <https://en.antaraneews.com/news/214705/schools-can-start-implementing-independent-curriculum-makarim> (accessed on Tuesday, 12/10/2022, at 19:23)

result, the Department revised the program to be more flexible, emphasizing essential materials and applications that provide a variety of references for teachers to further develop their teaching practice independently in the classroom.

Then, SMP Masyithoh Kroya is one of 2500 Schools that implemented an Independent Curriculum in the 2022-2023 academic year. In this transformation, SMP Masyithoh Kroya builds up two bilingual classes, one class in each program to support students learning. Schools that have bilingual programs become parents' choice. Hence bilingual education is needed, stimulates cognitive abilities, especially cognitive function, and motivates bilingual programs.¹²

Based on the description above, observing the English teacher' strategies in teaching speaking of bilingual class is necessary. Therefore, the writer is interested in conducting the research entitled: **"TEACHER'S STRATEGIES IN TEACHING SPEAKING OF BILINGUAL CLASS IN INTENSIVE PROGRAM AT 7 GRADE SMP MASYITHOH KROYA."**

B. Conceptual Definition

The following definition makes readers have the same understanding or perceive some terms used in this research. They also aimed to avoid ambiguity or misunderstanding. There are three key terms, as follows:

1. Teacher Strategies

According to Brown, strategies are a specific method of approaching a problem or task and modes of operation to achieve a particular and planned design for controlling and manipulating certain information.¹³ In Education, teacher strategy can be defined

¹² Dwi Jayanti & Anton Sujarwo, "Bilingual Education in Indonesia: Between Idealism and the Reality", Script Journal, Vol. 4 No. 1, P. 12-25, 2019.

¹³ Herlina Daddi, "Lecturer's Strategies in English Speaking Class", Exposure, Vol. 3, No. 1, 2014, p.60

as a plan method, or sequence activities to achieve a particular goal. In other word, teaching strategy is a teacher's plan in teaching and learning process to achieve which have planned.¹⁴

2. Teaching Speaking

Edmund Amidon defined teaching speaking as “an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities”.¹⁵ The goal of teaching speaking is communicative efficiency.¹⁶

3. Bilingual Program

A bilingual program is a learning program that uses the first language and a second language (e.g., English) as the language of instruction for various curriculum contents.¹⁷

4. Intensive Program

The intensive program is a program in SMP (SMP) Masyithoh Kroya, that provides boarding school facilities for students and more intensive learning than regular students, such as bilingual class and dormitory.¹⁸

C. Research Questions

Based on the background explained above, the research questions are formulated as follows;

1. What are the teacher's strategies to teach speaking in bilingual class of intensive program at SMP Masyithoh Kroya?

¹⁴ Fitri Nurdianingsih, “Teachers’ Strategies in Teaching Reading Comprehension”, *Professional Journal of English Education*, Vol. 4, No 2, Marcgh 2021, p. 285-289, p.286.

¹⁵ Edmund Amidon, Cited in Siti Fildati a thesis “English Teaching Strategies on Speaking Skill of Tahfidz Class at the Tenth Grade of SMA Al-Azhar Syifa Budi Solo in Academic Year 2019/2022”, (IAIN Surakarta, 2020), p.7.

¹⁶ Erik Yuda Pratama & Yani Awaliyah, “Teachers’ Strategies in Teaching Speaking to Young Learners”, *English Journal*, Vol, 17. No. 2, 19-31, p. 20.

¹⁷ Margana and Sukarno, “Pengembangan Model Pembelajaran Bilingual di Sekolah Menengah Kejuruan”, *Jurnal Kependidikan*, Vol. 41, No. 1, 2011, p.82

¹⁸ Based preliminary observation with headmaster of SMP Masyithoh Kroya.

2. What are the problems faced by the teacher in teaching speaking in bilingual class of intensive program at SMP Masyithoh Kroya?

D. Objectives and Significances of the Research

The goal of this study was to describe the speaking instruction strategies used by English teachers in the bilingual class of intensive program at SMP Masyithoh Kroya. Both theoretical and practical implications can be drawn from the findings.

1. The Objectives of the Research
 - a. To describe the strategies used by the teacher in teaching speaking of bilingual class at SMP Masyithoh Kroya.
 - b. To analyze the problems faced by the teacher in teaching speaking at SMP Masyithoh Kroya.
2. The Significances of the Research
 - a. With the help of this study, SMP Masyithoh Kroya teachers will be better able to creatively teach speaking and use a variety of speaking instruction strategies. In order to provide teachers with more speaking teaching strategies, it is hoped that this research would be useful as knowledge.
 - b. The purpose of this study is to increase the students' academic self in their ability to improve their speaking skill in future learning processes after they graduate from SMP Masyithoh Kroya.
 - c. The final result stimulates readers to consider the teacher' methods for developing speaking skill from a different angle.
 - d. As a result, the writer anticipates that this research will be thought about for future studies on a related subject.

E. Structure of the Research

In this systematic research, it is necessary to classify the structure of this research. This research will be divided into five chapters; they will explain as follows,

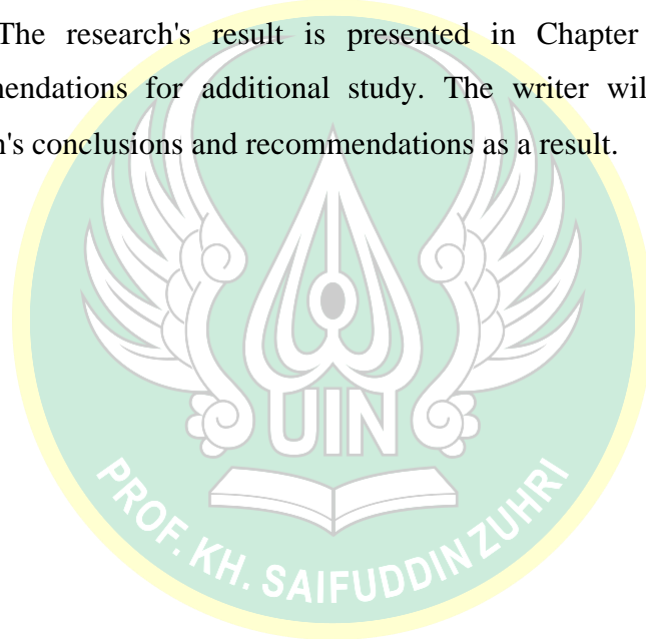
The introduction is briefly described in Chapter I. The research context, conceptual definition, research questions, objectives and relevance of the research, and research structure are its five subsections.

The theoretical framework and prior studies are the two sections of Chapter II that outline the theories that underpin the investigation.

The research methodology is covered in Chapter III. The subject and purpose of the study, a tool for gathering data, and an analysis technique are all included in this chapter.

The research's conclusions are expanded upon in Chapter IV, which also covers the data from observation, interview, and documentation.

The research's result is presented in Chapter V, along with recommendations for additional study. The writer will then give the research's conclusions and recommendations as a result.



CHAPTER II

THEORETICAL REVIEW

A. Speaking

1. Definition of speaking

Speaking, which can mean a multitude of things, is described as the way to utilize or the capacity to use a language for vocal communication.¹⁹ Speaking is the method of verbal communication with other individuals. Speaking is a talent that is necessary for both the speaker and the listener. Speech organs produce sounds when we speak, but ideas, feelings, and expression are also visible. Speaking is the act of communicating with another person by employing the impulse to speak to produce vocal signals in order to transmit information, knowledge, ideas, and opinions.²⁰

2. Speaking in English

Communicative language teaching in the EFL context is a more significant challenge for students and teachers.²¹ In the English classroom, speaking deserves more attention due to its importance in students' current lives. However, in students' context, they do not see English as a necessary but rather a curious task they want to pursue. It has a vital role in achieving the speaking class's goal: to master speaking appropriately since it is considered an output skill.

Speaking is a productive skill in oral performance. Among other skills, speaking is more complicated than it seems at first and involves more than just pronouncing words or making a sentence.²² Therefore, many students fumbled when asked to perform oral communication tasks as speaking requires more complex skills than other language

¹⁹ Jack C. Richard and Theodore S. Rodgers, "Approaches and Methods in Language Teaching, A Description and Analysis", (New York: Cambridge University Press, 1991), p. 90

²⁰ Bygate, M. Speaking. Oxford: Oxford University Press. 1987

²¹ Namaziandost, Ehsan et al., "The impact of opinion-gap, reasoning-gap, and information-gap tasks on EFL learners' speaking fluency", *Cogent Social Sciences*, Vol. 5, No. 1, 2019, p. 2

²² Marriam, B, at al. "Factor Effecting Students' English-Speaking Skills." *British Journal of Arts and Social Sciences*. Vol. 2, No. 1, 2011, p. 36

tasks. Classroom practice is intended to help learners develop their communicative competence.²³ So they should know how the language system works appropriately and effectively.

B. Strategies in Teaching Speaking

1. Teaching Speaking

The goal of teaching speaking is communicative efficiency.²⁴ Learners should be able to understand materials using their present competence to the highest. The learner should avoid confusion in the message due to a lack of pronunciation, grammar, or vocabulary and admire the social and cultural rules that apply in any communication situation.

Based on Nunan's perception, teaching speaking can be defined as teaching students to;²⁵

- b. Produce the English speech and sound patterns.
- c. Use words and sentences stress, intonation patterns, and the rhythm of the second language.
- d. Select the appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- e. Organize their thoughts in a meaningful and logical sequence
- f. Use language as a means of expressing values and judgment.
- g. Use the language quickly and confidently with a few unnatural pauses, called fluency.

2. Strategies in Teaching Speaking

According to Brown, strategies are a specific method of approaching a problem or task and modes of operation to achieve a particular and planned design for controlling and manipulating certain

²³ Kayaoglu, M. N., & Saglamel, H. (2013). "Students' perceptions of language anxiety in speaking classes." *Tarih Kültür ve Sanat Arasturmaları Dergisi*, 2(2), 142-16

²⁴ Erik Yuda Pratama & Yani Awaliyah, "Teachers' Strategies in Teaching Speaking to Young Learners", *English Journal*, Vol, 17. No. 2, 19-31, p. 20.

²⁵ David Nunan, "Practical English Language Teaching", (New York, McGraw Hill, 2003)

information.²⁶ A strategy is a way for people to achieve something related to the ultimate goal of something. In education and learning, strategy is the method teachers use to achieve a particular planned design. Teachers will select these exercises based on the students' personalities, level of enthusiasm for speaking, and the type of attempting to speak students need to practice.²⁷ Hence, the strategy is to help teachers transfer knowledge to the students they have acquired.

According to Banks, teaching strategies present instructional material or conduct instructional activities.²⁸ Therefore, teaching methods are the means by which teachers implement lesson plans and make optimal use of them. Maulidar, Gani, and Samad mention that teaching strategies are ways of deciding on a course, an individual class, or even an entire curriculum, beginning with analyzing the learners' characteristics, learning objectives, and instructional preferences of the teachers.²⁹ Teaching techniques can be presumed of as the teacher's tool for building knowledge in the process of learning and teaching by conducting activities that match the student's needs and defining the class topics. It is hoped that the educational and learning process goals will be achieved.

According to Harmer, there are several principles that teachers need to overcome any natural students' shyness and make them feel good about English as follows³⁰;

a. Making students feel relaxed

We should try our best to create a calm environment when we invite students to speak because they do occasionally

²⁶ Herlina Daddi, "Lecturer's Strategies in English Speaking Class", *Exposure*, Vol. 3, No. 1, 2014, p.60

²⁷ Jeremy Harmer, "The Practice of English Language Teaching", (London, Pearson, 2015,) p.384.

²⁸ James Banks, "Teaching Multicultural Literacy to Teachers", *Teaching Education*, Vol. 4, No. 1, 1991.

²⁹ Khaira, M., et.al., "Teachers' Strategies in Teaching Speaking for Cadets." *English Education Journal*, Vol. 10, No. 1, 2019. P. 84.

³⁰ Jeremy Harmer, "The Practice of English Language Teaching", (London, Pearson, 2015,) p.386-387.

have speaking anxiety. In Harmers' book, Cunningham state that she using music to create an environment where her students feel comfortable speaking, thus she plays background music to reflect and build the ambiance she wants to create, "*similar to a coffee shop, a genteel public house, or some other place where discussion flows.*" But regardless about whether we engage music or some other technique to help the students relax, our goal will be to lower the internal conflict that some of them feel.

b. Matching level and task

We sometimes ask students to accomplish tasks that are beyond their capacity, which may be one of the causes for their anxiety and unwillingness. When conducting speaking exercises, it's crucial to make sure that the students are given tasks that they feel confident completing.

c. Using pair work and groupwork

We appropriate to comply the rest of the class in "question and answer" speaking exercises. This tends to favor the more personality students and can be rather frightening for certain learners. Use of pair work and groupwork is necessary for this reason. Everyone has the opportunity to speak, including the shy students, and there is less pressure overall.

d. Preparation

Whenever students have time to consider what they will say and how they will say it, they will perform considerably better. Giving them some peace and quiet to deliberate their comments beforehand, as David Wilson was doing, might suffice. In any case, we should encourage our students to use their "inner voice" in this manner, and not merely to prepare for speaking tasks.

Sometimes, when students are preparing for a debate or a presentation, we might let them speak in their first language because it will be simpler for them to express their initial thoughts in this way. Their eventual presentation in English may therefore be more impactful. But a lot will rely on how we approach using the students' first language in the classroom.

e. Including fluency activities

Despite what we have said about preparation, another technique to help our students feel more at ease when speaking is to incorporate fast "immediate" fluency activities into every lesson. The students quickly adjust to them if we do this, and they gradually begin to feel more comfortable speaking. But Sonia Millett argues that it makes more sense to emphasize fluency as a goal for a shorter amount of time than to do this for an entire semester (say, four weeks).

f. Adopting appropriate teacher roles

During speaking exercises, we must choose how and when to provide feedback and correction. Should we join in when a student speaks? Should we wait till later and offer a "off line" correction if someone uses the wrong words during a communication activity? If we correct our students too much, they can return to "fear." A lack of it could result in us missing prime opportunities to work on our language.

g. Mandatory Participation

One of Littlewood's concepts is known as "numbered heads"; for example, in each group of four students are instructed to assign a number from 1 to 4 to each member while keeping the teacher in the dark as to who has which number. The teacher asks a student to report on what transpired after an activity by giving them a group and a number (1-4). Because

neither the teacher nor the students are aware of who will be called, all of the pupils are required to remain focused. The success of other strategies, such as fluency circles, depends on the involvement of all the students.

By assisting them in overcoming whatever natural shyness they may experience and by building confidence in them when speaking, teachers can help pupils progress toward the desired end of that cline.

Thornbury suggests optimizing speaking opportunities and increasing the likelihood that students will engage in autonomous language use as follows;³¹

a. Productivity

Creative speaking needs to be as language-productive as possible for the optimum conditions for autonomous language usage. The activities may hardly be worth the time spent setting them up if students can complete an information gap task by merely exchanging isolated words or if only a few students participate in a group discussion.

b. Purposefulness

Making sure the speaking creativity has a clear conclusion can frequently increase language production, especially when it calls for learners to collaborate to accomplish a group purpose. Another efficient strategy for guaranteeing a higher level of attention to the assignment is to require students to report back to the class on their conversation. It can also be helpful to add a competitive element, such as making the task into a race.

c. Interactivity

Activities should assist students in considering the impact they are having on their audience. If not, they scarcely

³¹ Scott Thornbury, "How to Teach Speaking", (Longman, 2011), p.90-91

qualify as practical language learning exercises. Even formal, monologist speaking tasks like speeches and presentations should be carried out in settings where there is at least a chance of contact.

d. Challenge

The challenge of the activity should push the students to use their available communicative resources to conduct it. Using the challenge will enable children to feel the pride and excitement of using a language independently.

e. Safety

While students should be challenged, they also need to feel confident that they can do so without so much risk when meeting those challenges and attempting autonomous language use. The classroom should provide the right conditions for experimentation, including a supportive classroom dynamic and a non-judgmental attitude to an error on the part of the teacher.

f. Authenticity

Speaking tasks should be connected to how language is used in everyday life. If not, they are inadequately preparing for independence. Many classroom exercises, such as drills and language games, can be excused because they promote awareness or cultural appropriation. Students must have communication in the classroom that is fundamentally equivalent to the conversation outside the classroom. It implies that the themes, genres, and contexts were chosen for speaking assignments have some bearing on the learners' perceived needs and interests.

3. Kind of Strategies in Teaching Speaking

There are some speaking strategies the writers find from Brown and Harmer^{32, 33}

h. Direct Learning Strategies

The cognitive processing of the language involves precise learning techniques. The primary goal of this learning is to deliver instruction that can be applied at all levels of complexity, from the simple to the natural. The teacher-directed method of instruction is known as direct learning. Teachers who apply the direct strategy mix it with other teaching methods to effectively determine information for developing abilities step-by-step. In order to associate the meaning and the target of language directly, the teacher demonstrates the meaning with realia, pictures, or pantomime. Students can communicate with the language target if they are in real situations.³⁴

i. Discussion

Discussion can be held for various reasons. The students may aim to conclude, share ideas about an event, or find the solution in their discussion groups.³⁵ Before the discussion, it is essential that the teacher set the discussion activity's purpose. The discussion topics are relevant to the research topic in this way, avoiding the students from wasting time chit-chatting about other topics.

³² H. Douglas Brown, "Language Assessment Principles and Classroom Practice" (Ney York, Pearson Education, 2004), p.147-182

³³ Jeremy Harmer, "The Practice of English Language Teaching" (London, Pearson Education, 2015), p. 388-405

³⁴ Novia Andriyani, a thesis "An Analysis on Teachers' Strategies in Teaching English Speaking at Senior High School 2 Tanjung Jabung Timur (UIN Sultan Thaha Saifudfin Jambi, 2021) p.8

³⁵ H. Douglas Brown, "Language Assessment Principles and Classroom Practice" (Ney York, Pearson Education, 2004), p.175

There are several types of discussion;³⁶

1) Buzz groups (Brainstorming)

These (often brief and informal) conversations can perform various functions. For instance, we might ask students to guess what a reading book will contain or ask them to discuss their feelings after reading it. We might ask them to quickly discuss what should be included in a newscast or debate the appropriate music for a wedding or party.

Buzz groups effectively get students to consider more significant, formal assignments, such as a prepared talk or debate.

2) Formal debates

Students prepare arguments for or against several propositions previous to a formal debate.

Individuals have chosen to serve as "panel speakers" when the debate begins to provide well-rehearsed, "writing-like" arguments. Meanwhile, as the discussion progresses, the rest of the audience participates with their own (less scripted) viewpoints on the problem. Similar to other types of presentations, preparation is essential for practical discussions. Students should be given time to prepare their arguments before the debate's motions are proposed and contested. They may accomplish this in teams.

3) Unplanned discussion

³⁶ Jeremy Harmer, "The Practice of English Language Teaching", (London, Pearson Education, 2015), p. 390-391

Some debates spontaneously burst in the middle of lectures; the teacher unplanned them, but if supported, they may guide to some of the most pleasurable and valuable speaking in language classes. Their success will depend on our capacity to stimulate, encourage, and shift our perspective on faults and failures from moment to moment.

4) Reaching a consensus

Offering activities that make students make decisions, frequently due to selecting between particular possibilities, is one of the finest methods to promote debate. A situation where a student is copying from hidden notes by an examiner during a public exam illustrates this behavior (particularly relevant to schools).

j. Role Play

Role-playing is another technique for encouraging students to talk. Students pretend to be in different social situations and to play different social roles. As with simulations, the students are given a situation and a problem or assignment. However, they are also assigned individual roles, which may be listed on cards.³⁷ During role-playing exercises, the teacher provides the students with information about themselves and their thoughts and feelings.

k. Simulations

Role-plays and simulation are nearly identical, yet simulation differs from role-plays in that it is more complex. However, students can bring items to class during simulations to create a realistic setting. For instance, the student might

³⁷ Penny Ur, "A Course in Language Teaching: Practice of Theory", (Cambridge University Press, 2012) p.55

carry a microphone if they are singing on stage. Each participant speaks and behaves as they usually would in a simulation, but the group role, circumstance, and work are all made up.³⁸ They usually work in small groups with no audiences.

l. Storytelling

In other words, the ability to tell a story is essential for every language user, and language learners can benefit significantly from it for various reasons. First, it reflects the type of human behavior we have discussed and is, therefore, very stimulating for the kids. Second, it uses a talent that almost everyone possesses, so it is not as out of the ordinary as certain language learning activities can seem. However, narrative's most significant benefit for language learning is one of its primary real-world attributes. That is, we continually tell the same tales. We get better at it every time we relate one of our favorite anecdotes. If repetition is a critical component of learning a language successfully, as we have stated, then telling and recounting stories would seem to be the optimal method for doing so.³⁹

m. Interviews

Students have the option to interview persons or choose their own topics. The teacher should give the students a rubric so they know what kinds of questions they can ask and what direction to go in, but the students should also prepare their own questions.

³⁸ Penny Ur, "A Course in Language Teaching: Practice of Theory", (Cambridge University Press, 2012) p.55

³⁹ Jeremy Harmer, "The Practice of English Language Teaching", (London, Pearson Education, 2015), p. 393

n. Story Completion

A teacher begins to narrate a story for this task, but stops after a few sentences. Following that, each pupil begins to narrate from the point where the one before them left off.

o. Picture Describing

Every group has a picture that each member can see. They must describe it in as many words as possible in two minutes. A secretary puts a tick next to a piece of paper that represents each sentence. Groups report the number of ticks they have after the two minutes.

p. Drilling

The students copied and repeated individual words, sentences, or complete statements. Since it focuses on information that students might not otherwise have noticed, it may be a valuable noticing approach. Furthermore, after students have listened to recorded dialogue and examined the transcript, the teacher might pick out particular phrases or utterances and request that they repeat them.⁴⁰

Thornbury has strategy in using drilling strategy;

- 1) The students play a recording of an interaction which is formulated to expressing speech art. After understanding the dialogue, the teacher gives the transcript to students. Then the recording played again and paused in strategic topic and repeat again in only key phrases, not the whole dialogue. The example of dialogue

Table 1 Drilling Conversation

Recording	Student
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⁴⁰ Scott Thornbury, "How to Teach Speaking", (Longman, 2011), p.68

A: Hey, Barry what a great tie	
B. Thaks. Actually, I've had it for ages, but I never wear it	
A: It's suits you [pause]	(Chorus) it's suit you (Individual 1) it's suits you (Individual 2) it's suits you

2) Chanting can make a point more remembered than in regular drills. Many students are familiar with catchphrases and idiomatic one-liners since they learned them while playing video games or listening to popular music.

3) Milling activities can be filling out a survey or locating a close match. This strategy involves students walking around and interacting with everyone else. For example, each learner first prepares three of four questions that fit this frame to find out how adventurous the class is.⁴¹

Furthermore, according to the British Council in Wahyudi's study⁴², in casual classes, the teacher might employ useful techniques to help students' speaking and communication abilities. They are listed below:

a. Watch Films That Model Conversation Skills

The conversation is one of the most basic and essential communication skills. It enables people to share thoughts,

⁴¹ Scott Thornbury, "How to Teach Speaking", (Longman, 2011), p.65-67

⁴² Agung Wahyudi, a thesis "English Teaching Speaking Strategies Applied by Teachers at Gama English Course in Academic Year 2018/2019". (IAIN Surakarta, 2020), p. 22

opinions, and ideas and receive them. Although it may appear simple on the surface, effective conversations include a give-and-take exchange that consists of elements such as:

- 1) body language
- 2) eye contact
- 3) summarizing
- 4) paraphrasing
- 5) responding

Here, students can learn the foundational elements of conversation by watching films or videos of these interactions. Pause the video and ask questions such as, "What message is the listener sending by crossing his arms? What else can you tell by observing people's expressions and body language in the conversation?"

b. Use Technology

From audiobooks to apps, the teacher can use many technological resources to improve student communication skills. Students can listen to or read along with audiobooks to hear how the speaker pronounces and enunciates different words or phrases. Some great free apps that improve student communication skills are VoiceThread (suitable for kindergarteners through adults) and Paper Telephone.

c. Reinforce Active Listening

Communication is not just about speaking; it is also about listening. Teachers can help their students develop listening skills by reading a selection of text aloud and then having the class discuss and reflect on the content.

Active listening also means listening to understand rather than reply. Reinforce building good listening skills by encouraging students to practice asking clarifying questions to understand the speaker's intended message fully.

d. Offer Group Presentations and Assignments

Team-building exercises can also help students sharpen both oral and written communication skills. It offers students the chance to work in small groups, thereby reducing some of the pressure, but it also allows them to debate their opinions, take turns, and work together towards a common goal.

e. Ask Open-Ended Questions

Because they require more than a one- or two-word response, open-ended questions are vital for inspiring discussion and demonstrating that there are multiple ways to perceive and answer a question. The teacher might set a timer for short informal conversations and challenge students to use open-ended questions.

For example, the teacher might show children the difference in how much more information they can obtain by asking, "what did you like best about the song?" rather than "did you like the song?"

f. Use Tasks and Activities That Foster Critical Thinking

Another task-based method for improving student communication skills is through critical thinking exercises. These can be done verbally or through written assignments that give students the chance to answer questions creatively using their own words and expressions. Get a head start with the communication-based critical thinking activities and games in our most popular resource, the Critical Thinking Companion.

g. Offer Reflective Learning Opportunities

Recording students reading selected text or videotaping group presentations is an excellent method for assessing their communication strengths and weaknesses. Students can reflect on their oral performance in small groups. Then, ask each

student to critique the others so that they can get used to receiving constructive criticism.

h. Find Teachable Moments

Whatever the age group you are working with, maximize the everyday happenings in the classroom environment. For example, if a student answers a question in a complicated way, you might ask that they rephrase what they said or challenge the class to ask clarifying questions. An unfamiliar word pops up in a text or on a film, pause for the class to search for the word in the dictionary.

Based on the above explanation, it can be concluded that in the informal courses, teachers can apply some strategies in teaching English speaking and improving their communication skills.

C. The problem in Teaching Speaking

Students find it difficult to speak English because they have to work hard in class and learn more vocabulary in order to be fluent and have good comprehension. Wahyudi's research reveals certain issues with speaking instruction⁴³;

a. Lack of Pronunciation

Students frequently struggle with pronunciation. Because of how English is written and pronounced, they believed that some words were difficult to say. Even if a student has impeccable grammar, it might be challenging to understand them if they mispronounce words.

b. Lack of Vocabulary

The words that speakers employ when they want to talk are referred to as their vocabulary. A student's fear of using the wrong words will prevent them from speaking English with confidence. Consequently, they found it challenging to acquire

43

English due to their limited vocabulary. Students need a wide vocabulary in this situation in order to communicate effectively. Students require a wide range of vocabulary in order to engage in conversation effectively.

c. Lack of Self-confidence

In this instance, the student is the main contributing component. Even if they are fluent in English, they will worry about being laughed at by those around them. Their ability to talk confidently will decline, and they will become fearful of being laughed at by their friends. Additionally, the language must be expressive for the listener to understand what is being said. However, if a student's attitude is unwavering, it will affect whether or not they are inclined to speak up.

Similar to Wahyudi, Thornbury state that the difficulties that learner-speaker faces break down into two main areas⁴⁴:

a. Knowledge factors: The learners do not yet know aspects of the language that enable production.

However, the issue might not be so much a knowledge gap as it is a knowledge gap in access. It is still difficult to retrieve because it has not yet assimilated well enough into their already existing linguistic knowledge or because they have not used it frequently enough. Grammar organization and word retrieval are not yet automatic processes. They then experience similar feelings as the student who searches for words in despair.

b. Skill factors: the learner's knowledge is not sufficiently automated to ensure fluency.

There may not be much difference between L2 and L1 in terms of mental processing stages. Like L1 speakers, L2

⁴⁴ Scott Thornbury, "How to Teach Speaking", (Longman, 2011), p.39

speakers produce speech by thinking, constructing, and finally articulating while self-monitoring. They will simultaneously pay attention to their interlocutors, change their message as necessary, and discuss how to handle conversational twists. As a result, speaking is practically the same in both languages and should, in principle, be transferred from one to the other. Despite their knowledge of syntax and vocabulary, many students feel underprepared for speaking in situations outside of the classroom. The problem is due to the lack of real speaking chances.⁴⁵

D. Review of Relevant Studies

Related to the present study, the writer needs to review previous studies on similar topics to find the similarities and differences between the previous study. For the previous study, the writer learns some theses that have similarities and differences with the writer's thesis. The writer uses five previous pieces of research.

1. Novia Andriyani (2021) conducts the first previous research on teaching in speaking English, the student State Islamic University of Sulthan Thaha Saifuddin Jambi, with her paper entitled "*An Analysis on Tutors' Strategies in Teaching English Speaking at Senior High School 2 Tanjung Jabung Timur*". She used descriptive qualitative research to determine the tutors' teaching strategies to improve English speaking skills. Her research is the English teacher in Senior High School 2 Tanjung Jabung Timur. According to her research, the teaching strategies used to help students be confident and motivated are; picture-to-picture, drilling, role play, and giving motivation.

The similarity between the writer's and Novia's research is examining the teacher's strategy in learning to speak. The author also

⁴⁵ Scott Thornbury, "How to Teach Speaking", (Longman, 2011), p.28

finds drilling and role-play strategies as the same strategy in learning. However, these two types of research have different place settings. Novia's research focuses on learning at the high school level. In contrast, the author is researching at the intermediate level. In her research, Novia also states the teacher strategies in teaching speaking only.

2. The subsequent research is from Siti Fildati Nur Khasanah (2020), a student of the English Education Department at The State Islamic Institute of Surakarta, with her graduate research entitled "*English Teaching Speaking Strategies on Speaking Skill of Tahfidz Class at the Tenth Grade of SMA Al-Azhar Syifa Budi Solo in Academic Year 2019/2020*". She has two objectives there are to describe; (1) the strategies applied by English teachers in teaching speaking and (2) the problems faced by teachers in teaching speaking at the tenth grade of SMA Al-Azhar Syifa Budi Solo. She used the descriptive-qualitative design, where the technique of collecting data was collected by interviewing the English teacher. According to his research, teachers use three strategies: brainstorming, discussion, and role-play. Moreover, he finds that students' problems in learning to speak are low self-confidence, and the teacher has a problem motivating the student to speak up.

Siti Fildati has the same research question as the writer, conducted in descriptive qualitative methods "What are the teacher's strategies in teaching speaking, and what problems are faced by the teacher during teaching speaking." Then, the research was also conducted in a unique school program, which is just different in the name of the program; the tahfidz class and the writers are in the bilingual class in the intensive program. The writer finds two similar strategies in Fildati's research: discussion and role-play. Then, the problems faced during teaching speaking are students' low confidence, and the teacher must motivate students to speak up.

3. Re Tali Amani conducts the third previous research (2020) as a student of English Department Education who graduated from State Institute of Islamic Studies Purwokerto with her graduating paper entitled *"Teachers' Strategies in Teaching Speaking at 8th Grade SMP Al Irsyad Al Islamiyah Purwokerto"*. This research used qualitative description and gained two classes at school as an object of her research, 8E, and 8J. According to her research, various teaching strategies are used there; Storytelling, role play, discussion, games, brainstorming, video-vlog, memorizing, vocabulary, and presentation. She said those strategies are appropriate for raising students' enthusiasm and speaking skills.

Re Tali's studies focus on teachers' strategies in teaching speaking at SMP Al-Irsyad Purwokerto. Using the descriptive qualitative method, she found nine strategies in her research on two classes. Meanwhile, the writers only found four strategies in one class for teaching speaking at SMP Masyithoh Kroya. Role-play and discussion are the same strategies for teaching speaking between SMP Al-Irsyad Purwokerto and SMP Masyithoh Kroya. However, Re Tali was not researching the problem faced by the English teacher.

4. Next is the research from Lavani Satya Cristie and Listyani (2018), with their research entitled *"Teachers' Strategies to Improve Students' Self-Confidence in Speaking."* This research aims to find the teachers' strategies to improve students' self-confidence at SMK 1 and 2 in Tamiyang Layang, Central Borneo. They used qualitative research and interviewed four teachers from two different schools. As a result, they found four strategies used in teaching speaking. Those strategies are; role-play, small group discussion, storytelling, and songs. The advantages of these strategies are to help students increase their vocabulary and pronunciation, build interaction between passive and active students and make the class more fun.

Lavani and Listiyani conduct the strategies in teaching speaking by descriptive qualitative, similar to the writer's research. In this study, Lavani and Listiyani focus on the effect of teaching to build students' confidence in speaking. They gain the data from two schools, Vocational High School 1 and 2, in Tamiyang Layang, Gorontalo. Meanwhile, the writer' only gain the data from one school at SMP Masyithoh Kroya. The strategies for teaching speaking were role-playing, small group discussion, and storytelling—Role-play and small group discussion similar to the writer's research in teaching speaking at SMP Masyithoh Kroya. Unlike the writers' study, Lavany and Listiyani found the effect of using strategies in teaching speaking. The effect is to make the interaction between passive and active students and make the class more fun.

5. The last, the writer takes from a journal article related to this study which concerns teachers' strategies in teaching speaking. The article from Helfany Amsa (2022), in the International Journal of Pedagogical Novelty. Her research is entitled "*The Strategies Used by English Teacher in Teaching Speaking at SMPN 8 Rokan IV Koto*". The study aims to know the teachers' strategies for developing speaking skills and why students find it challenging to learn to speak. The strategies used by the teacher were role-playing, group discussion, and doing the creative task. The problems in teaching speaking at SMPN 8 Rokan were; a lack of student vocabulary, shyness, and low motivation to speak.

Helfany conducted this study in a descriptive qualitative method, similar to the writers' study. Then, Helfany researched the problem faced in learning to speak. Similar to the writers' study, there is a lack of vocabulary, shyness, and low motivation to speak. Next is the research in junior high school named SMP Negeri 8 Rokan. The final is research funding; English Teachers used three strategies at

SMPN 8 Rokan; role-play and discussion are the same strategies as in SMP Masyithoh Kroya.

The previous study takes from several sources. So, to ensure the previous study, the writer wants to show the differences and similarities between the previous study and this thesis. The first is the difference between the five previous studies. The background of the research place is the most prominent thing. Previous research is from Novia, and Siti conducted research at a senior high school. Then, Re Tali and Helfany's research took place in Junior High School. In contrast, Lavani and Listyani are in Vocational High School.

Role play and discussion strategies were found throughout previous studies, although they have different places in terms of school level. Then, the problems English teachers face are also the same: the lack of students' motivation to speak English and the lack of vocabulary.

The similarity of the previous research with the writers' research is reviewing the teacher's strategy in teaching speaking. From the five studies, the writer will compare the strategies applied at SMP Masyithoh Kroya. Previous research has become a bridge for writers to describe teacher strategies in teaching speaking at SMP Masyithoh Kroya.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

The writer uses a descriptive qualitative method. Descriptive qualitative systematically describes the fact and characteristics of a given population of interest, factually and accurately.⁴⁶ This method has a natural environment, is descriptive, pays attention to the process rather than the results, and relies on human observation to analyze the data inductively. Understanding social phenomena and offering detailed linguistic descriptions of contexts, situations, and participants are the main goals of qualitative research. According to Creswell, who was cited in the Wahyudi thesis, qualitative research uses a variety of techniques, including ethnography, case studies, naturalistic observations, concentrated interviews, and historical analysis.⁴⁷

The author primarily conducted direct descriptive research. To investigate this phenomenon, from teacher tactics in teaching speaking of bilingual class at SMP Masyithoh Kroya, qualitative research is required. An essential notion, idea, or procedure taken into account in qualitative research was the primary phenomena.⁴⁸

B. Time and Place of the Research

This research took place in SMP Masyithoh Kroya, located in Jalan Merak No.28, Bajing Kulon, Kroya, Cilacap, Central Java. This school has two programs: the boarding program, called the intensive program, and the regular school, as usual. The writer has chosen SMP Masyithoh Kroya because it is one of the best Islamic junior high school in Kroya because they have much classes. There are a total of 30 classes with details; classes

⁴⁶ Isaac S. & Michael W.R. "Handbook in Research and Evaluation", (San Diego, California: EDITS Publishers, 1981), p. 42.

⁴⁷ Agung Wahyudi, a thesis "English Teaching Speaking Strategies Applied by Teachers at Gama English Course in Academic Year 2018/2019", (, IAIN Surakarta, 2020), p. 45.

⁴⁸ Jhon W Creswell & J. David Cresswell, "Research Design; Second edition", 1994, p.22

in seventh grade are ten classes, eighth grade is ten classes, and ninth grade is nine classes.

The writer focused on the teachers' strategies in teaching speaking especially in bilingual class in intensive program. Bilingual class is class is create at seventh-grade bilingual class in SMP Masyithoh Kroya academic year 2022/2023. This research was conducted on 30 August until 30 October 2022.

C. The Object of the Research

The object of this research is the teacher's strategy in teaching speaking in bilingual class of intensive program. The writer chose this topic because the strategies in teaching speaking English became fundamental in Independent Curriculum (Kurikulum Merdeka), which every school at least has one a bilingual class.

D. Subject of the Research

The subject of this research was the English Teacher of SMP Masyithoh Kroya especially in bilingual class of intensive program. There are four English teachers at SMP Masyithoh Kroya that are divided into two programs which are; intensive and regular. Each program has two English teachers. One of them is the responsible person in the bilingual class. In this research, the writer gained information from Teacher A, as the responsible person in the bilingual class of the intensive program.

E. Technique of the Data Collection

The data collection steps include setting the boundaries for the study, collecting information through observations and interviews, documents, and visual materials, and establishing the protocol for recording information.⁴⁹ The writer used structured observation, open-ended interviews, and documentation (visual materials) to gain the data in this research.

⁴⁹ Jhon W Creswell & J. David Cresswell, "Research Design; Second edition", 1994, p.21

1. Observation

A qualitative observation is when the writer fills out an observation form regarding the actions and behaviors of people at the research site. The researcher records actions at the research location using these observation checklists. In this study, the writer observes the actual teaching in speaking at SMP Masyithoh Kroya. The data gain in four observations.

Table 2 Observations activity

No	Date	Activity
1	15 October 2022	Observation 1
2	20 October 2022	Observation 2
3	29 October 2022	Observation 3

2. Interview

An interview is an interaction and communication process in which several components can influence and determine the outcome of an interview. Based on Sharan and Tisdell., Interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them.⁵⁰ These interviews feature limited, unstructured, and usually open-ended questions that are meant to elicit ideas and opinions from the participants. The component included: a). Interviewer b). Respondent c). Interviews material d). Interviewer and Respondent.

The participant in this research is only the English teacher of the bilingual class, as the responsible in Intensive program at SMP Masyithoh Kroya. The interviews were conducted for 10 or 20

⁵⁰ Sharan B. Mariam, & Elizabeth J. Tisdell. "Qualitative Research; A Guide to Design and Implementation", Jossey-Bass. p.108

minutes, and this research uses face-to-face interviews. The data gained in two Interviews

Table 3 Interview Activity

No	Date	Activity
1	7 October	Interview 1
2	12 October	Interview 2

3. Documentation

The documentation collected during class observation resulted from the lesson plan and materials used during a classroom observation. The lesson plan and materials were analyzed to know how the use of authentic materials in writing descriptive text is.

Thus the documentation method is a methodology for gathering data that is indirectly provided to the research subject. Pictures make up the file. This method was used by the writer to assist in gathering information via interviews and observation..

F. Technique of Data Analysis

The data in this research were analyzed by using a descriptive study. It is based on the fact that the writer has limited the research before conducting it. Qualitative data analysis found and organized data from observations, interviews, and documentation. According to Miles and Huberman, the data analysis consists of three current activity flows⁵¹:

1. Data Reduction

Reduction of data means choosing, centering, attention, abstracting, and transforming the complex data taken from the field of research. This process has been run since the research happened, from the beginning until the end of the research. In data reduction, the writer has to find accurate, valid data. When the writer knows the

⁵¹ Mathew B Miles & Michael Huberman A. "An Expanded Sourcebook: Qualitative Data Analysis". (London, Sage Publication, 1994) P.21-23.

trustworthiness of the data is still less, the data will be rechecked with another informant as the source of data.

Data reduction is made by selecting, focusing, shortening, and abstracting the data collected from the research location. Making a note, summarizing, coding the data source, and focusing on collecting data are needed when doing research. It means that its process aims to reduce, shorten, and reject which one is essential data and which is not. Then the writer analyses it in detail to get the conclusion of the data.

2. Display

Presentation of data is arranged information that gives occasions to conclude and do an action. This step is an effort to rearrange and reintegrate all of the data collection from the research field. Then the data is selected, shorted, and coded in the data reduction step. The data presentation is done by systematically arranging the information in a description that explains the writers' conclusion. The writer's conclusion is in a logical and systematic sentence so that the reader can understand it.

3. Conclusion

In this step, firstly, the writer makes a formulation of propositions related to the logical principle, becoming the proposition as the finding of the research, and then doing so deep analysis of the data for times. The writer reports his research finding in detail for the next step, showing the new findings different from the other research.

CHAPTER IV

FINDING AND DISCUSSION

The writer offered research findings and ideas in this chapter. Answering the research questions from the first chapter is the goal. The issues English teachers encounter in the seventh-grade bilingual class at SMP Masyitoh Kroya are discussed in this chapter along with statistics on an English teaching technique on speaking skills. Research findings provide the answers to research questions, and conversations bring them to a conclusion. There are various components to these two explanations.

A. The Teacher Strategies that Used in Teaching Speaking of Bilingual Class in Intensive Program at SMP Masyithoh Kroya

This section contains the study findings that the author discovered while conducting fieldwork through observation and interview. Following an investigation of teacher strategies for teaching speaking, the writer eventually obtained some information that was relevant to the English teachers' strategies in SMP Masyithoh Kroya.

1. Drilling

The foremost strategy used by the English teacher in teaching speaking at bilingual class of SMP Masyitoh Kroya is drilling. Long utilized in international schools, According to Novianto in Qoniatur research drilling is a method in teaching speaking that make students practice by repeating what the teachers said to gain s specific competence.⁵²

At SMP Masyithoh Kroya, the English teacher gives vocabulary related to topics on the weekday in the bilingual class using drilling method. The issues are chosen from a formal book, school program, or phenomenon. The words are provided from

⁵² G.C. Noviyanto in Qoni'atur Rofi'ah, a thesis "Students' Perception Toward Drilling Technique in Speaking Skill at Mahesa Institute Pare Kediri" (UIN Prof. K.H. Saifuddin Zuhri, 2022), p.16

Monday to Thursday, consisting of 3-5 words daily which have to be memorized by each student. Then on Friday, students compose sentences from the words that has been given. In addition, students are required to memorize the vocabulary. On Saturday, the teacher assesses students' memorization as in the following interview with the English Teacher in Bilingual Class.

“Setiap hari setelah pulang sekolah, siswa yang kelas bilingual mendapatkan pelajaran tambahan selama 60 menit yaitu pemberian kosa kata. Tujuannya itu membentuk bank kosa kata. Sehingga dalam pembelajaran Bahasa Inggris khususnya speaking siswa tidak mengalami kesulitan belajar. Apalagi di kelas bilingual, hampir seluruh Bahasa pengantar sudah memakai Bahasa Inggris” (Interview with the English teacher, 7 Oktober 2022)

Since the main objective of the English program is for students to be able to use English in everyday activities, the teacher uses this method to increase the vocabulary levels of the class. According to the findings of an interview the writer had with an English teacher in a class with bilingual students. The first phase in this technique is for students to practice pronouncing the sentences written by students with the teacher, she added, *"I used a drilling strategy to build a vocabulary bank."* Then the teacher gives an illustration, and the students copy it.

By using this strategy, the students can memorize the word quickly. It can also emphasize good pronunciation in the English classroom activity. This way, all the students are together, making them more spirit and not shy to speak

Table 4 Vocabularies For 1st Year SMP Masyithoh Kroya

NO	WORD	MEANING
1	Attendance Book	Buku Kehadiran
2	Backpack	Ransel
3	Bag	Tas

4	Answer	Menjawab
5	Announce	Mengumumkan

The Sentences:

- The teacher advises me to study hard
- The chief of class announces the new schedule
- I answer the quiz correctly

The writer next inquired about the use of these tactics. There are steps, the teacher clarified. The first was a weekly vocabulary lesson that ran from Monday through Thursday. Based on the information in the students' books, the theme has been separated. The strategy's rules were provided by the teacher. In the group, the students started to assign roles. Students occasionally had to answer a test case or problem which the teacher had presented. As a result, there was discussion. The preparation step came next; students had to comprehend, memorize, and practice with their groups.

The following step involved performing and marking groups for advancement to the next level. Students who did well in the final simulations were required to perform in front of the class. Students wrap up or summarize the outcomes of the performance by the opposing group. The teacher then provided the students with feedback. She recorded the simulation exercise once the lesson was over and posted the films to the SMP Masyithoh Kroya YouTube channel.

Harmer argues that students should prepare, notably for speaking classes. Students do noticeably better when allowed to prepare their remarks in advance—allowing them some peace to think about what to say.⁵³ Thornbury continues by saying that learning must be challenging. The activity's difficulty should encourage pupils to use their available communicative resources to

⁵³ Jeremy Harmer. "The Practice of English Language Teaching" USA: Pearson, 2015, p. 386.

carry it out. By using the challenge, students will experience the joy and pride of using their own language.⁵⁴

This drilling technique was discovered by the author while conducting research at SMA 2 Tanjung Jabung Timur. Drilling is effective, according to Novia's studies, in helping pupils memorize vocabulary and practice pronunciation.⁵⁵ But it's also the same as the English teacher at SMP Masyithoh Kroya, she chooses a drilling approach to make practicing daily conversation simpler.

The language development of EFL students benefits from strategy drills. Drills helps in memorization, highlight word intonation, and demonstrate proper pronunciation for students. Once more, a lot of students need to work on improving their memory.

2. Role-play

The next strategy used by English teacher at bilingual class to keep speaking the target language is role play. According to Brown, role play is a standard educational activity in classes that teach communicative language⁵⁶. It gives students the freedom to be somewhat creative in their linguistic output within the limitations imposed by the rules. Students pretend to be in different social situations and assume different social roles. In role-plays, teachers provide information to learners. Who they are, what they think, and what they feel. Teachers also observe students' interest in speaking English when implementing role-play strategies.

Role play takes part in the process of training students' speaking. The English teacher said it was an activity to assess students' speaking skills. Through role-play, the teacher would be able to measure students' vocabulary, intonation, pronunciation, and

⁵⁴ Scott Thornbury, "How to Teach Speaking" Longman", 2005, p.11.

⁵⁵ Novia Andriyani, a thesis "An Analysis on Teachers' Strategies in Teaching English Speaking at Senior High School 2 Tanjung Jabung Timur (UIN Sultan Thaha Saifudfin Jambi, 2021), p.36

⁵⁶ H. Douglas Brown, "Language Assessment: Principles and Classroom Practice", (New York, Pearson Education, 2004). p.174

fluency. Role play becomes a strategy that can reduce students' boredom in learning speaking skills. The English Teacher at bilingual class believes that role play is very helpful in training students' speaking skills. During the writer's observations, teachers raised the issue of introducing new students.

The teacher said:

“Saya mengangkat tema perkenalan sangat relevan dengan kehidupan siswa yang baru masuk sekolah sekaligus masuk pondok. Kebetulan siswa sekolah ini tidak hanya dari daerah Kroya saja, ada yang dari Jawa Timur, ada pula Jawa Barat, dan Jakarta.” (Interview with the English teacher, 7 Oktober 2022)

In the writers' observation, there are practice of using role play strategy. The teacher gives a script to students because they were studying at SMP Masyithoh Kroya only for three months. So, this script helps students to practice speaking especially in daily conversation. The script is about conversation at school can be seen in the following table.

Table 5 Conversation at School

Student A	Hello, I am Ariana
Student B	Hi Ariana, I am Bella (hold-out hand to shake)
Student A	Nice to meet you Bella, where are you from?
Student B	Karang Lewas, Purwokerto. And you?
Student A	I am from Wonosobo. I live in Kretek near the mountain
Student B	Wonosobo!? Wow. I have always wanted to go there. How long have you been in here?
Student A	I just arrived this week. It is my first day of school.
Student B	Really? I think you will love this city. It is not too hot and not too cool.



Picture 1 Role-play activity

The application of the role-playing strategy by the English teacher at Masyithoh Kroya SMP, especially the Bilingual Class program, is very relevant to the theory presented by Thornbury. That learning to speak must pay attention to authentic principles. Speaking exercises should be related to language use in daily life.⁵⁷ Harmer adds that the role-play method can be used because the discussion can be conducted through group work. Thus, group and joint projects are required. Overall, there is less pressure, and everyone, including the shy students, has the opportunity to speak.⁵⁸

The role play strategy is an interesting educational strategy for active learning. The writer finds that almost the previous study has role play in their research finding. Based on Novia, role-playing games promote effective interpersonal and social interaction between participants.⁵⁹ In line with Novia, Fildati⁶⁰ and Re Tali⁶¹

⁵⁷ Scott Thornbury, "How to Teach Speaking" Longman", 2005, p.91

⁵⁸ Jeremy Harmer, "The Practice of English Language Teaching" USA: Pearson, 2015, p. 386.

⁵⁹ Novia Andriyani, a thesis "An Analysis on Teachers' Strategies in Teaching English Speaking at Senior High School 2 Tanjung Jabung Timur (UIN Sultan Thaha Saifudfin Jambi, 2021), p.36

⁶⁰ Siti Fildati N K, "English Speaking Strategies on Speaking Skill of Tahfidz Class at the Tenth Grade of SMA Al-Azhar Syifa Budi Solo in Academic Year 2019/2022" (a thesis IAIN Surakarta, 2020)

⁶¹ Re Tali Imani, "Teachers' Strategies in Teaching Speaking at 8th Grade of SMP Al-Irsyad Al-Islamiyah Purwokerto", (a thesis IAIN Purwokerto, 2020).

said that role play could help students because there is acting, and college students can also pour their creativity.

Brown state that role play is a popular pedagogical activity in communicative language-teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output.

3. Discussion

The other strategy in teaching speaking at SMP Masyithoh Kroya is Discussion. Discussion is the most momentous thing for English teachers to build students' grounds to speak English. In this approach, the teacher prioritizes questions that encourage students to speak. In the interview with the English teacher,

"Siswa perlu berdiskusi apa saja untuk membuat percaya diri. Siswa akan malu jika berbicara dengan guru. Namun, kami masih berusaha membuat kelas diskusi untuk meningkatkan keterampilan berbicara." (Interview with the English teacher, 12 Oktober 2022)

By involving discussion, the teacher can comprehend students' difficulties in speaking, and students can also overcome problems. As for implementing the discussion, the teacher arranges learning topics related to daily activities, such as greeting friends and asking about school subjects.

The first step in using this strategy is motivating the students the warm-up. Then the teacher giving topic will be discussed. The students arrange to sit opposite because there are twenty-two students in this class. After opening and reviewing last week's material, the teacher gives students a change to discuss the improvement for this class. They can say anything about their feelings or ideas. The aim is to keep students speaking the target language. In note, if students do not know the terms in English, they will say "How to say...".

“Hampir di setiap tugas yang saya berikan, siswa saya bikin menjadi kelompok, baik kecil maupun besar.” (Interview with the English teacher, 12 Oktober 2022)

Harmer also agrees that students will be able to practice speaking, not only active students. Harmer also added that students should relax. However, discussing allows students to follow the learning according to the teacher's directions easily⁶². Then Thornbury also told students wanting to increase and optimize learning opportunities that learning activities must be interactive, so there would be mutuality for students.⁶³

This strategy is not to improve students' abilities but to motivate students to want to talk. In groups, students discuss the information and share ideas to accomplish the task. In learning, the teacher certainly conveys instructions and materials as they should. However, if students cannot respond well, it could be due to a misunderstanding or not understanding the instructions from the teacher. Like Siti in her thesis, the discussion is an activity where people talk together to share information about a topic or problem or look for possible evidence for a solution⁶⁴.

4. Simulation

The last strategy in teaching speaking of bilingual class at SMP Masyithoh Kroya which similar to the role-playing strategy is simulation. Simulation is a strategy to apply the actual situation as if it were pretending. Applying this strategy describes various things, both social and physical, in a simple way. So, students will not feel

⁶² Jeremy Harmer, “The Practice of English Language Teaching” USA: Pearson, 2015, p. 386.

⁶³ Scott Thornbury, “How to Teach Speaking” Longman”, 2005, p.91

⁶⁴ Siti Fildati N K, “English Speaking Strategies on Speaking Skill of Tahfidz Class at the Tenth Grade of SMA Al-Azhar Syifa Budi Solo in Academic Year 2019/2022” (a thesis IAIN Surakarta, 2020)

worried or nervous because it is not much different from the student's home state.⁶⁵

Every two weeks, the teacher uploads the progress of students' speaking on a YouTube Channel. Due to the rule of dormitory learning, there is no smartphone in students' daily activities. Before recording the video, there were many simulations about students' activities, like the student meeting a tourist in a tourist attraction. In the writers' observations, the English Teacher makes the writer a foreign person or tourist in their school, and students can ask the biodata of writers using English.

Based on this application of simulation in teaching speaking. It is similar to the tips from the British Council that students need the role model in conversation during learning language especially speaking⁶⁶ Furthermore, student can ask open-ended with the model for make the students with the small discussion, also demonstrate the conversation to them.

The aim of using simulation is based on the interview with the English teacher:



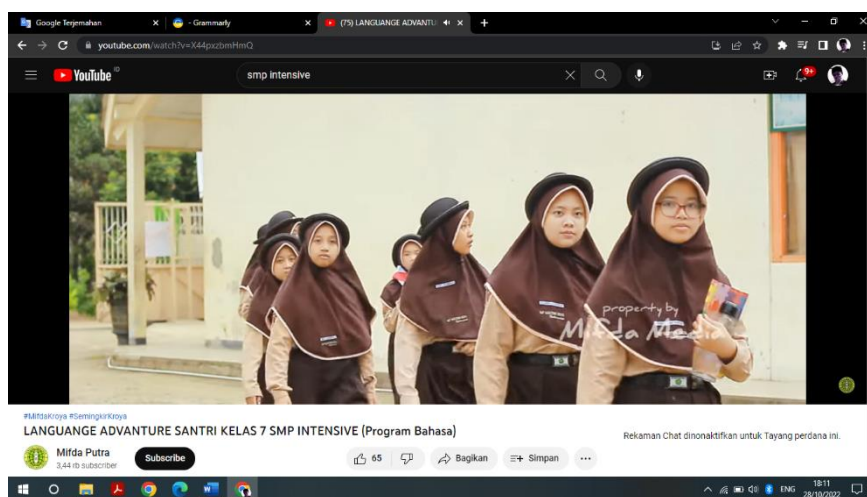
Picture 2 Simulation activity (indoor)

⁶⁵ Penny Ur "A Course in Language Teaching: Practice of Theory", (Cambridge University of Press, 2012) P. 55

⁶⁶ Agung Wahyudi, a thesis "English Teaching Speaking Strategies Applied by Teacher at Gama Course in Academi Year 2018/2019" (IAIN Surakarta, 2020) P.22

“Di setiap dua minggu, kami mengadakan perekaman hasil belajar siswa, jika tidak ada halangan. Dan kebetulan anda datang, jadi nanti kita lakukan simulasi kedatangan tamu seperti turis dari luar negeri.” (Interview with the English teacher, 7 Oktober 2022)

Then, the teacher records students’ activities and upload it on YouTube Channel. It makes students feel challenged to make a good video.



Picture 3 Simulation activity (outdoor)

In this last strategy, the writers compare Re Tali⁶⁷, who used video-vlog as a teacher strategy at SMP Al-Irsyad Purwokerto. Re Tali, the only one who states video-vlog as the strategy in teaching speaking is used as the final assignment. It can be challenging to apply in SMP Masyithoh Kroya because the students are prohibited from operating any gadget, such as a smartphone. So, the teacher is the only one bringing a smartphone to the class. However, students still enjoy it because they like watching the video even if they do not make it themselves.

B. The Problem Faced by Teacher in Teaching Speaking of Bilingual Class in Intensive Program at SMP Masyithoh Kroya

⁶⁷ Re Tali Imani, “Teachers’ Strategies in Teaching Speaking at 8th Grade of SMP Al-Irsyad Al-Islamiyah Purwokerto”, (a thesis IAIN Purwokerto, 2020).

The problem faced by teacher during teaching speaking in bilingual class of intensive program is motivate to students. The teacher finds it difficult to encourage the students to speak up. Speaking with confidence is often lacking among students. They worry about making mistakes. Therefore, the teacher must inspire students to overcome their fear. Students' motivation is crucial to them.

However, the teacher occasionally has trouble inspiring the students to speak up. The solution is for the teacher to design a task that encourages greater student interaction. Students are more likely to speak up during this activity. The students that talk more actively must also be appreciated by the teacher. Students feel good about themselves because of it. As a result of feeling satisfied, individuals will have more confidence in their ability to complete a task.

At SMP Masyithoh Kroya, the youngest students are those in the bilingual classes. There is only one bilingual class offered in each program, among other classes. The linguistic setting still presents a rather significant and protracted issue with a 1:7 ratio. Students in bilingual classes lack the confidence to create a bilingual environment since they follow different language utilization standards than other students in their class.

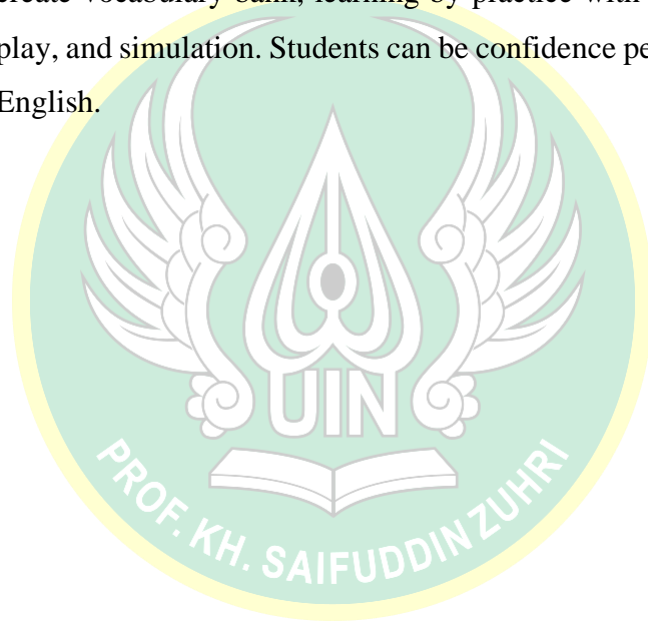
The main issue in any school is the pupils' low self-esteem and vocabulary. The writers draw the conclusion that SMP Masyithoh Kroya pupils feel shy and less confident speaking depending on the following interview;

“Siswa di kelas bilingual cenderung tidak aktif di luar kelas sebab memiliki aturan berbahasa yang berbeda dengan kelas lain”. (Interview with the English teacher, 7 Oktober 2022)

They also worry about making mistakes in class. Since speaking is one of the students' most difficult language abilities,

teachers should design communication activities, have fun, and select relevant educational themes to urge students to speak. Teachers must be pleasant with the students. To help students present, generate, and use the language more, teachers should speak more.

This problem is similar to Thornburry, the lack of knowledge and language skills resulted in a low level of students' self-confidence.⁶⁸ But, during the writers' interview, the teacher believe that they can faced the problem because with drilling method that create vocabulary bank, learning by practice with discussion, role-play, and simulation. Students can be confidence person in speaking English.



⁶⁸ Scott Thornburry, "How to Teach Speaking" Longman", 2005, P.39.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions related to the writer's analysis and discussion.

A. Conclusion

The teachers' strategy in teaching speaking in bilingual class of intensive program at SMP Masyithoh Kroya are drilling, role-plays, discussions, and simulations. Students are very active in the teaching and learning process. They are enthusiastic about their lessons. Student response to these strategies has been very positive. They want a significant moment in their class because the school facilitates uploading on Youtube. The students enjoy the lessons.

The problem for English teachers speaking to Grade 7th in SMP Masyithoh Kroya's bilingual class in an intensive program lies with the students and the teachers. The problem with students is that they are the youngest class and the only ones in the intensive program. So, they are not confident speaking English in public. Teachers have problems motivating students to speak. There are some solutions to solve the problem. Speaking is one of her considerably challenging language skills, so teachers should create fun activities that facilitate communication and choose appropriate lessons for their topics to motivate students to speak. Teachers should also be kind to their students. Teachers must practice speaking more so students can better present, create and practice the language.

B. Limitation of Study

The writer was aware of the study's limitations for this analysis to increase the study's effectiveness, guide, and validity. The writer decided to acknowledge the limitations of the study. The writer has limited time for doing observations, interviews, and documentation. Except for the midterm exam, the supplied research runs from 30 August to 30 October. Additionally, changes to the curriculum impact how learning administration is modified. The writer must also grow acclimated to spending such a

constrained time. The writer also really tries to divide his time between his career and education, so the writer loves and respects time so that everything can run as it should.

C. Suggestions

Based on the result of the research findings, the writer would like to give some recommendations for the following people:

1. For the teachers

To encourage children to talk confidently and without fear, the teacher needs to motivate them more. The teaching-learning process must be made engaging and appealing by the teacher. to encourage pupils to participate more actively in speaking up.

2. For the students

Higher levels of student confidence in the teaching-learning process are especially important in speaking classes. They don't need to be uncomfortable or afraid to make mistakes when speaking.

3. For the other researcher

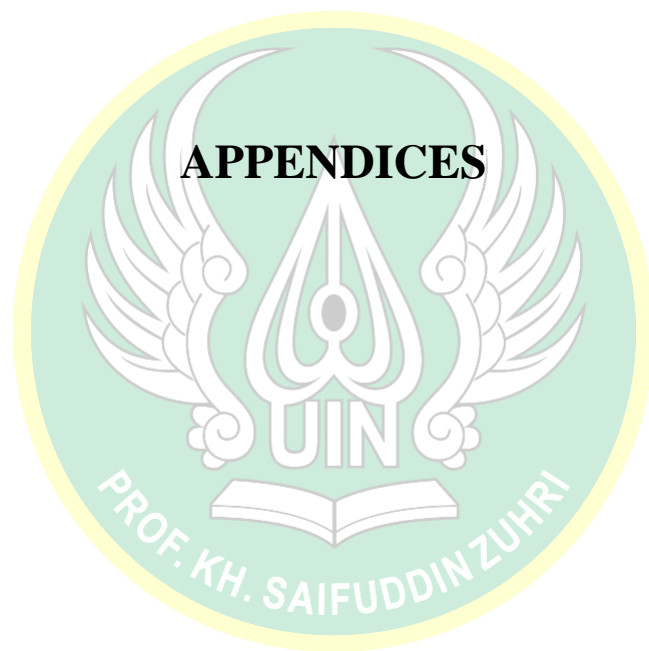
It might serve as one of the references for creating a better study for a different researcher who wants to address the same research question. Even though the researcher was aware that the study needed more work.

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OBSERVATION CHECKLIST

A. First Observation

Date :
 Observer :
 Start of time :
 Class :

No	Pertanyaan	Y/T	Catatan
A. Perencanaan Pembelajaran			
1	Memiliki kejelasan tujuan Pembelajaran		
2	Memilih dan mengorganisir materi ajar untuk Pembelajaran		
3	Memilih sumber atau media pembelajaran yang sesuai dengan kebutuhan siswa		
4	Memilih sumber pembelajaran yang disesuaikan dengan kurikulum		
5	Memiliki rincian skenario pembelajaran/RPP		
6	Intrument (alat peraga/media/sumber belajar) dalam pembelajaran kurang lengkap		

B. Second Observation Checklist

Date :
 Observer :
 Start of time :
 Class :

No	Pertanyaan	Y/T	Catatan
B. Pelaksanaan Pembelajaran			
7	Memeriksa kesiapan siswa.		
8	Membuka Pembelajaran dan mengecek kehadiran siswa.		
9	Membuat ice breaking/pre activity sebelum pembelajaran dimulai.		

10	Memberikan penjelasan tentang tujuan pembelajaran sebelum memulai materi.		
11	Menyampaikan materi pembelajaran sesuai dengan tujuan pembelajaran		
12	Bertanya kepada siswa dengan menggunakan Bahasa Inggris.		
13	Memberikan sanksi kepada siswa yang tidak berbicara menggunakan Bahasa Inggris.		
14	Memberikan hukuman kepada siswa yang kurang aktif bertanya di dalam kelas.		
15	Menggunakan metode mengajar yang monoton.		
16	Tidak memanfaatkan lingkungan sekitar sebagai media pembelajaran		
17	Menutup kesempatan siswa untuk bertanya dan menjawab pertanyaan.		
18	Menutup pembelajaran tanpa memberikan kesimpulan/ ringkasan materi yang telah dibahas sebelumnya.		
C. Strategi Pembelajaran			
19	Mengajak siswa untuk melihat film yang menggunakan Bahasa Inggris untuk memahami dan menjadi fasih dalam pengucapan Bahasa Inggris (pronunciation)		
20	Menggunakan teknik learning native speaker dalam Pembelajaran bahasa Inggris		
21	Menggunakan teknik discussion untuk memecahkan suatu masalah dalam kelompok		
22	Memberikan games berupa bermain peran (role play) dimana siswa memainkan karakter dalam latar fiksi untuk meningkatkan keterampilan berbicara siswa.		

23	Menggunakan teknik simulations dalam Pembelajaran Bahasa Inggris		
24	Menggunakan teknik information gap untuk memberikan kesempatan pada siswa praktik berbicara secara langsung menggunakan Bahasa Inggris		
25	Melatih keterampilan berbicara siswa dengan menggunakan teknik brainstorming yaitu dengan melontarkan suatu masalah ke siswa oleh guru, kemudian siswa menyatakan pendapatnya.		
26	Melatih kemampuan berbicara siswa dengan menggunakan story telling		
27	Menggunakan teknik interview yaitu antara siswa dengan siswa secara berkelompok untuk melatih kemampuan berbicara		
28	Menggunakan story completion untuk melatih kemampuan berbicara siswa		
29	Menggunakan teknik reporting untuk melatih kemampuan berbicara siswa		

C. Third Observation

Date :
Observer :
Start of time :
Class :

No	Pertanyaan	Y/T	Catatan
D. Evaluasi Pembelajaran			
30	Melakukan tes awal berupa pretes		
31	Memberikan post tes setiap pelajaran selesai		
32	Memberikan tes lisan kepada siswa satu kali dalam seminggu		

33	Tes yang diberikan tidak sesuai dengan tujuan yang diberikan pada awal Pembelajaran		
34	Membiarkan siswa yang mendapat nilai kurang tanpa memberikan motivasi		
35	Tidak ada remedial jika siswa mendapat nilai yang kurang		



OBSERVATION CHECKLIST

A. First Observation

Date : 15 October 2022
 Observer : Zidni Choiron Nafi
 Start of time : 02.00 P.M
 Class : Bilingual Class of Intensive Program

No	Pertanyaan	Y/T	Catatan Lapangan
A. Perencanaan Pembelajaran			
1	Memiliki kejelasan tujuan Pembelajaran	Y	Tujuan pembelajaran speaking untuk menyiapkan siswa dalam program bilingual yang baru dirintis
2	Memilih dan mengorganisir materi ajar untuk Pembelajaran	Y	
3	Memilih sumber atau media pembelajaran yang sesuai dengan kebutuhan siswa	Y	Sumber pembelajaran diperoleh dari buku materi yang disediakan oleh sekolah dan buku guru semasa menempuh pendidikan pesantren di Jawa Timur.
4	Memilih sumber pembelajaran yang disesuaikan dengan kurikulum	Y	
5	Memiliki rincian skenario pembelajaran/RPP	T	Penerapan strategi pembelajaran tanpa menggunakan RPP, masih menunggu arahan mengenai pembuatan RPP Kurikulum Merdeka
6	Intrument (alat peraga/media/sumber belajar) dalam pembelajaran kurang lengkap	T	

B. Second Observation Checklist

Date : 20 October 2022
Observer : Zidni Choiron Nafi
Start of time : 02.00 P.M
Class : Bilingual Class of Intensive Program

No	Pertanyaan	Y/T	Catatan
B. Pelaksanaan Pembelajaran			
7	Memeriksa kesiapan siswa.	Y	
8	Membuka Pembelajaran dan mengecek kehadiran siswa.	Y	
9	Membuat ice breaking/pre activity sebelum pembelajaran dimulai.	Y	Kondisional ketika siswa sudah tidak fokus belajar
10	Memberikan penjelasan tentang tujuan pembelajaran sebelum memulai materi.	Y	
11	Menyampaikan materi pembelajaran sesuai dengan tujuan pembelajaran	Y	
12	Bertanya kepada siswa dengan menggunakan Bahasa Inggris.	Y	
13	Memberikan sanksi kepada siswa yang tidak berbicara menggunakan Bahasa Inggris.	Y	
14	Memberikan hukuman kepada siswa yang kurang aktif bertanya di dalam kelas.	Y	
15	Menggunakan metode mengajar yang monoton.	T	
16	Tidak memanfaatkan lingkungan sekitar sebagai media pembelajaran	T	
17	Menutup kesempatan siswa untuk bertanya dan menjawab pertanyaan.	T	
18	Menutup pembelajaran tanpa memberikan kesimpulan/ ringkasan materi yang telah dibahas sebelumnya.	T	

C. Strategi Pembelajaran			
19	Mengajak siswa untuk melihat film yang menggunakan Bahasa Inggris untuk memahami dan menjadi fasih dalam pengucapan Bahasa Inggris (pronunciation)	T	
20	Menggunakan teknik learning native speaker dalam Pembelajaran bahasa Inggris	T	
21	Menggunakan teknik discussion untuk memecahkan suatu masalah dalam kelompok	Y	
22	Memberikan games berupa bermain peran (role play) dimana siswa memainkan karakter dalam latar fiksi untuk meningkatkan keterampilan berbicara siswa.	Y	
23	Menggunakan teknik simulations dalam Pembelajaran Bahasa Inggris	Y	
24	Menggunakan teknik drilling untuk memberikan kesempatan pada siswa praktik berbicara secara langsung menggunakan Bahasa Inggris	Y	
25	Melatih keterampilan berbicara siswa dengan menggunakan teknik brainstorming yaitu dengan melontarkan suatu masalah ke siswa oleh guru, kemudian siswa menyatakan pendapatnya.	T	
26	Melatih kemampuan berbicara siswa dengan menggunakan story telling	T	
27	Menggunakan teknik interview yaitu antara siswa dengan siswa secara berkelompok untuk melatih kemampuan berbicara	T	
28	Menggunakan story completion untuk melatih kemampuan berbicara siswa	T	
29	Menggunakan teknik reporting untuk melatih kemampuan berbicara siswa	T	

C. Third Observation

Date : 29 October 2022
Observer : Zidni Choiron Nafi
Start of time : 02.00 P.M
Class : Bilingual Class of Intensive Program

No	Pertanyaan	Y/T	Catatan
D. Evaluasi Pembelajaran			
30	Melakukan tes awal berupa pretes	T	
31	Memberikan post tes setiap pelajaran selesai	Y	
32	Memberikan tes lisan kepada siswa satu kali dalam seminggu	Y	Tes lisan diadakan setiap sabtu dalam jam tambahan agar tidak mengganggu kegiatan formal siswa.
33	Tes yang diberikan tidak sesuai dengan tujuan yang diberikan pada awal Pembelajaran	T	
34	Membiarkan siswa yang mendapat nilai kurang tanpa memberikan motivasi	T	
35	Tidak ada remedial jika siswa mendapat nilai yang kurang	T	

INTERVIEW GUIDELINE I

Date : 7 October 2022
Interviewer : Zidni Choiron Nafi
The Object : English Teacher at Bilingual Class of Intensive Program

1. Menurut ibu, teaching speaking yang baik itu seperti apa?

Teaching speaking yang baik menggunakan metode role play yang diimbangi dengan pengetahuan kosa kata yang mumpuni. Jadi ketika guru ingin siswanya bisa melakukan ‘speaking’, guru harus mau menyediakan fasilitas yang memadai dan juga konsisten seperti bank kosakata. Siswa juga tidak merasa berat untuk belajar Bahasa Inggris.

2. Apa saja yang ibu persiapkan sebelum kegiatan mengajar?

Mempersiapkan materi dan langkah pembelajaran.

3. Materi apa yang ibu gunakan untuk bahan mengajar?

Materi banyak sekali meliputi pemberian kosakata, membuat kalimat, menirukan pelafalan dan setoran hafalan. Berawal dari background pendidikan saya di pondok pesantren, saya kembali menerapkan beberapa materi yang dapat saya sesuaikan dengan kondisi siswa di SMP Masyithoh.

4. Apakah ada perbedaan pengajaran Bahasa Inggris di kelas bilingual khususnya speaking di kelas yang lain?

Perbedaan pengajaran hanya di jam pertemuan yang lebih intens. Kelas bilingual memiliki porsi jam materi kosakata yang lebih banyak. Pada hari senin hingga kamis, saya biasanya memberikan kosakata kepada siswa satu jam setelah kelas terakhir yaitu di jam 13.30 sampai 14.30, Dan khusus pada hari Sabtu, siswa di kelas bilingual wajib mengikuti ekstrakurikuler yang berfokus pada kemampuan *speaking* siswa.

5. Strategi apa yang ibu gunakan untuk mengajar speaking?

Learning by practicing.

6. Sesuai dari strategi tersebut apakah ada media yang ibu gunakan?

Menggunakan audio visual dengan perantara ppt

7. Bagaimana prosedur bapak dalam menerapkan strategi tersebut?

Pada hari Senin dan Kamis, saya memberikan 3 kosa kata setiap harinya dengan cara mempraktikkan pengucapan setiap kata. Kemudian pada hari jum'at saya meminta siswa untuk menyusun kalimat dari kosakata yang telah di dapat sebelumnya. Kemudian pada hari sabtu, siswa bersama guru mempraktikkan setiap kalimat yang sudah didapatnya. Guru mencontohkan lalu murid menirukan

8. Bagaimana respon siswa dengan strategi tersebut?

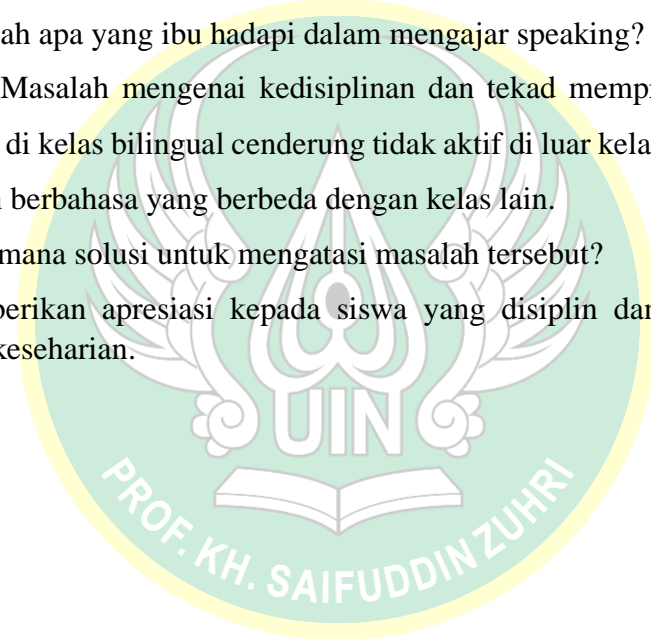
Sangat membantu di aplikasi keseharian.

9. Masalah apa yang ibu hadapi dalam mengajar speaking?

Masalah mengenai kedisiplinan dan tekad mempraktikkan Bahasa. Siswa di kelas bilingual cenderung tidak aktif di luar kelas sebab memiliki aturan berbahasa yang berbeda dengan kelas lain.

10. Bagaimana solusi untuk mengatasi masalah tersebut?

Memberikan apresiasi kepada siswa yang disiplin dan mempraktekan dalam keseharian.



INTERVIEW II

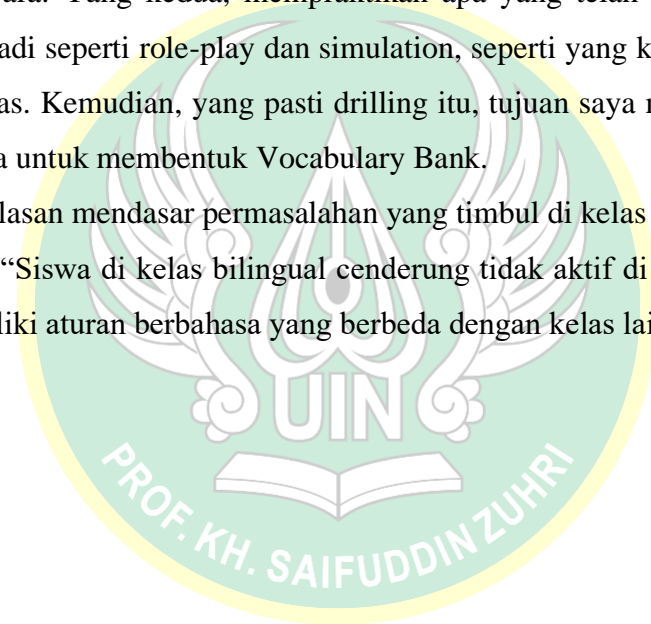
Date : 12 October 2022
Interviewee : Zidni Choiron Nafi
Object : English Teacher at Bilingual Class of Intensive Program

1. Learning by practice yang ibu praktikan itu seperti apa?

Yang pertama, siswa perlu berdiskusi apa saja untuk membuat percaya diri. Siswa akan malu jika berbicara dengan guru. Namun, kami masih berusaha membuat kelas diskusi untuk meningkatkan keterampilan berbicara. Yang kedua, mempraktikkan apa yang telah saya sampaikan. Bisa jadi seperti role-play dan simulation, seperti yang kemarin mas lihat di kelas. Kemudian, yang pasti drilling itu, tujuan saya memakai drilling karena untuk membentuk Vocabulary Bank.

2. Apa alasan mendasar permasalahan yang timbul di kelas bilingual?

“Siswa di kelas bilingual cenderung tidak aktif di luar kelas sebab memiliki aturan berbahasa yang berbeda dengan kelas lain”



LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Masyithul Kreya
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / Ganjil
Judul Bab : This is me
Materi Pokok : Memberi dan meminta informasi terkait jati diri
Alokasi Waktu : 160 Menit

A. Tujuan Pembelajaran

- Setelah mengikuti proses pembelajaran, peserta didik dapat:
- Menyebutkan seluruh anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya
 - Menyebutkan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya dengan pengucapan yang benar

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- Media: Worksheet atau lembar kerja (siswa), Lembar penilaian
- Alat/Bahan: Penggaris, spidol, papan tulis, Laptop & infocus
- Sumber Belajar: Buku Peranjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi sebelumnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya.</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (90 Menit)	
Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya.</i>
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya.</i>
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya.</i>
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya.</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- Penilaian Pengetahuan berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta pengucapan
- Penilaian Keterampilan berupa penilaian uraian kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui
Kepala Sekolah SMP Masyithul Kreya

Efi Kurnia, S.P.
NIP/NIKK

Cilacap, 15 Juli 2022

Guru Mata Pelajaran

Istiana, S.P.
NIP/NIKK

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Masyithoh Kroya
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII / Garjit
 Judul Bab : This is me
 Materi Pokok : Memberi dan menerima informasi terkait jati diri
 Alokasi Waktu : 160 Menit

A. Tujuan Pembelajaran

- Setelah mengikuti proses pembelajaran, peserta didik dapat:
- Menyebutkan seluruh anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya
 - Menyebutkan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya dengan pengucapan yang benar

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ Media: Worksheet atau lembar kerja (siswa), Lembar penilaian
- ❖ Alat/Bahan: Penggaris, spidol, papan tulis, Laptop & infocus
- ❖ Sumber Belajar: Buku Perancang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VII, Kemendikbud, Revisi Tahun 2016

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi sebelumnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan merevisikannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya</i> .
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasikan sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya</i> .
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya</i> .
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- Penilaian Pengetahuan berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- Penilaian Keterampilan berupa penilaian uraian kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui
Kepala Sekolah SMP Masyithoh Kroya


Efi Kurniati, S.P.
NIP/NIKK

Glasag, 19 Juli 2022

Guru Mata Pelajaran


Istiana, S.P.
NIP/NIKK

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Masyithoh Kroya
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII / Ganjil
 Judul Bab : Good morning. How are you?
 Materi Pokok : Menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapiya
 Alokasi Waktu : 160 Menit

A. Tujuan Pembelajaran

- Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Memahami unsur kebahasaan ungkapan sapaan, berpamitan, berterima kasih dan meminta maaf
 - Melakukan tindak tutur berpamitan dalam bahasa Inggris dengan percaya diri
 - Melakukan tindak tutur ungkapan sapaan dalam bahasa Inggris dengan percaya diri
 - Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
- ❖ **Alat/Bahan:** Penggaris, spidol, papan tulis, Laptop & infokus
- ❖ **Sumber Belajar:** Buku Penunjang Kurikulum: 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VII, Kemendikbud, Revisi Tahun 2016

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Unsur Kebahasaan; Ungkapan-ungkapan yang lazim digunakan, termasuk Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Unsur Kebahasaan; Ungkapan-ungkapan yang lazim digunakan, termasuk Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i>
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Unsur Kebahasaan; Ungkapan-ungkapan yang lazim digunakan, termasuk Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i>
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Unsur Kebahasaan; Ungkapan-ungkapan yang lazim digunakan, termasuk Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i>
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Unsur Kebahasaan; Ungkapan-ungkapan yang lazim digunakan, termasuk Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- Penilaian Pengetahuan berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta pengisian
- Penilaian Keterampilan berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui
Kepala Sekolah SMP Masyithoh Kroya

H. Murni S.D

Gilacap, 15 Juli 2022

Guru Mata Pelajaran

H. Murni S.D

Pengetahuan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Masyithoh Kroya
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII / Ganjil
 Judul Bab : Good morning, How are you?
 Materi Pokok : Menyapa, berpanitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapi nya
 Alokasi Waktu : 160 Menit

A. Tujuan Pembelajaran

- Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat
- Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris
 - Mengidentifikasi ungkapan yang digunakan untuk berpanitan
 - Mengidentifikasi ungkapan yang digunakan untuk melakukan sapaan dalam bahasa Inggris

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ Media: Worksheet atau lembar kerja (siswa), Lembar penilaian
- ❖ Alat/Bahan: Pengemis, spidol, papan tulis, Laptop & infocus
- ❖ Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VII, Kemendikbud, Revisi Tahun 2016

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Menyapa, berpanitan, berterima kasih, meminta maaf, dan menanggapi nya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Menyapa, berpanitan, berterima kasih, meminta maaf, dan menanggapi nya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i>
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Menyapa, berpanitan, berterima kasih, meminta maaf, dan menanggapi nya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i>
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Menyapa, berpanitan, berterima kasih, meminta maaf, dan menanggapi nya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i>
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Menyapa, berpanitan, berterima kasih, meminta maaf, dan menanggapi nya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	

D. Penilaian Hasil Pembelajaran

- Penilaian Pengetahuan berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- Penilaian Keterampilan berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui
Kepala Sekolah SMP Masyithoh Kroya.


Eri Kurniati, S.P.
NIP/1983.

Cilacap, 15 Juli 2022

Guru Mata Pelajaran


Isti'arah, S.Pd.
NIP/1983.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Masyithoh Kroya
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / Ganjil
Judul Bab : Good morning, How are you?
Materi Pokok : Menyapa, berpanitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapi nya
Alokasi Waktu : 160 Menit

A. Tujuan Pembelajaran

- Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat
- Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris
 - Mengidentifikasi ungkapan yang digunakan untuk berpanitan
 - Mengidentifikasi ungkapan yang digunakan untuk melakukan sapaan dalam bahasa Inggris

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ Media: Worksheet atau lembar kerja (siswa), Lembar penilaian
- ❖ Alat/Bahan: Pengemis, spidol, papan tulis, Laptop & infocus
- ❖ Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VII, Kemendikbud, Revisi Tahun 2016

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Menyapa, berpanitan, berterima kasih, meminta maaf, dan menanggapi nya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Menyapa, berpanitan, berterima kasih, meminta maaf, dan menanggapi nya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i>
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Menyapa, berpanitan, berterima kasih, meminta maaf, dan menanggapi nya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i>
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Menyapa, berpanitan, berterima kasih, meminta maaf, dan menanggapi nya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i>
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Menyapa, berpanitan, berterima kasih, meminta maaf, dan menanggapi nya, untuk menjaga hubungan interpersonal dengan guru dan teman.</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	

D. Penilaian Hasil Pembelajaran

- Penilaian Pengetahuan berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- Penilaian Keterampilan berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui
Kepala Sekolah SMP Masyithoh Kroya.


Eri Kurniati, S.P.
NIP/NRK.

Cilacap, 15 Juli 2022

Guru Mata Pelajaran


Isti'arah, S.Pd.
NIP/NRK.

RESEARCH ACTIVITIES

A. Observation in Class



B. Interview with English Teacher



CURRICULUM VITAE

A. Personal detail

1. Name : Zidni Choiron Nafi
2. Student number : 1817404091
3. Place, date of birth : Banyumas, 10 November 1998
4. Address : Jl Menur, Kuripan Kidul, Kesugihan,
Cilacap
5. Name of father : Lukito Hardiman
6. Name of mother : Siti Mutmainah

B. Educational detail

1. Formal Education
 - i. SD Negeri Kroya 07
 - ii. SMP VIP Al-Huda Kebumen
 - iii. SMK Ma'arif 1 Kroya
 - iv. UIN K.H. Saifuddin Zuhri Purwokerto
2. Non formal Education
 - i. Pondok Pesantren Al-Huda Kebumen

C. Organization Experience

1. HMJ Tadris Bahasa Inggris 2019
2. Javelin Communit



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.325/Un.19/D.FTIK/PP.05.3/04/2022
Lamp. : -
Hal : Permohonan Ijin Observasi Pendahuluan

22 April 2022

Kepada
Yth. Pengelola Kampung Inggris Cilacap
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Zidni Choiron Nafi
2. NIM : 1817404091
3. Semester : 8 (Delapan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2021/2022

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Tutor Bahasa Inggris
2. Tempat / Lokasi : Kampung Inggris Cilacap
3. Tanggal Observasi : 20-04-2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.1561/Un.19/D.FTIK/PP.05.3/08/2022
Lamp. : -
Hal : Permohonan Ijin Riset Individu

22 Agustus 2022

Kepada
Yth. Kepala Sekolah SMP Masyithoh Kroya
Kec. Kroya
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|---|
| 1. Nama | : Zidni Choiron Nafi |
| 2. NIM | : 1817404091 |
| 3. Semester | : 9 (Sembilan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Kuripan Kidul RT 7 RW 2, Kesugihan, Cilacap |
| 6. Judul | : Teacher' Strategies in Teaching Speaking in |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|-----------------------------|
| 1. Obyek | : Guru Bahasa Inggris |
| 2. Tempat / Lokasi | : SMP Masyithoh Kroya |
| 3. Tanggal Riset | : 23-08-2022 s/d 23-10-2022 |
| 4. Metode Penelitian | : Kualitatif Deskriptif |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah



**YAYASAN MIFTAHUL HUDA KROYA
SEKOLAH MENENGAH PERTAMA
SMP MASYITHOH KROYA
TERAKREDITASI**

Alamat: Jl. Merak No. 28 Kroya Telp (0282) 494388 Kroya Cilacap 53282

SURAT KETERANGAN

Nomor : F2.1.393/SMP.MK/08.XI/2022

Yang bertanda tangan dibawah ini Kepala SMP Masyithoh Kroya, :

- | | |
|---------------|-------------------------|
| 1. Nama | : EFI KURNIATL.S.P |
| 2. Jabatan | : Kepala Sekolah |
| 3. Unit Kerja | : SMP Masyithoh Kroya |
| 4. Alamat | : Jl. Merak No 28 Kroya |

Menerangkan bahwa :

- | | |
|--------------------|---|
| 1. Nama | : ZIDNI CHOIRON NAFI |
| 2. NIM | : 1817404091 |
| 3. Semester | : IX (Sembilan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Universitas | : Universitas Prof. KH Saifuddin Zuhri Purwokerto |

Adalah benar-benar telah melaksanakan penelitian di SMP MASYITHOH KROYA dari tanggal 23 Agustus sampai dengan 23 Oktober 2022 guna penelitian dengan judul " **TEACHER STRATEGIES IN TEACHING SPEAKING OF BILINGUAL CLASS IN INTENSIVE PROGRAM AT SMP MASYITHOH KROYA**"

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Dikeluarkan di : Kroya
pada Tanggal : 9 November 2022
Kepala SMP Masyithoh Kroya





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UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
UPT PERPUSTAKAAN**

Jalan Jenderal A. Yani No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
Website: <http://lib.uinsaizu.ac.id>, Email: lib@uinsaizu.ac.id

SURAT KETERANGAN SUMBANGAN BUKU

Nomor : B-3984/Un.19/K.Pus/PP.08.1/11/2022

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama : ZIDNI CHOIRON NAFI
NIM : 1817404091
Program : SARJANA / S1
Fakultas/Prodi : FTIK / TBI

Telah menyumbangkan buku ke Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto dengan judul dan penerbit ditentukan oleh perpustakaan. Sumbangan buku tersebut dilakukan secara kolektif atau gabungan dengan menitipkan uang sebesar :

Rp 40.000,00 (Empat Puluh Ribu Rupiah)

Uang terkumpul dibelanjakan buku yang kemudian buku hasil pembeliannya diserahkan secara sukarela sebagai koleksi perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Demikian surat keterangan ini dibuat untuk menjadi maklum dan dapat digunakan seperlunya.



Purwokerto, 4 November 2022

Kepala,

Aris Nurohman



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 835624 Faksimili (0281) 638553
www.uinsaizu.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. B.3390/Un.17/FTIK.JTBI/PP.00.9/7/2022

Yang bertanda tangan di bawah ini, Ketua Jurusan/Prodi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul:

“The Strategies to Build Speaking Confidence in Kampung Inggris Cilacap.”

Sebagaimana disusun oleh:

Nama : Zidni Choiron Nafi
NIM : 1817404091
Semester : 8
Jurusan/Prodi : FTIK/Tadris Bahasa Inggris


Benar-benar telah diseminarkan pada tanggal : 20 Mei 2022

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Mengetahui,
Koordinator Prodi
Tadris Bahasa Inggris


Desi Wijayanti-Maruliah, M.Pd.
NIP: 199212152018012003

Purwokerto 6 Juli Juni 2022
Penguji


Desi Wijayanti-Maruliah, M.Pd.
NIP: 199212152018012003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

SURAT KETERANGAN

No. B-3641/Un.19/WD1.FTIK/PP.05.3/8/2022

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Zidni Choiron Nafi
NIM : 1817404091
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Jum'at, 12 Agustus 2022
Nilai : B

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 18 Agustus
2022 Wakil Dekan Bidang
Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635924 Faksimili (0281) 638555
www.uinszu.ac.id

BLANKO BIMBINGAN SKRIPSI

Nama : Zidai Choiron Nafi
NIM : 1817404091
Jurusan/Prodi : Tadris Bahasa Inggris
Pembimbing : Endang Sartika, S.Pd.I., M.A
Judul : The Teachers' Strategies in Teaching Speaking of Bilingual Class in Intensive Program at 7 Grade of SMP Masyitoh Kruya

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1	24 Mei	Pasca Seminar Proposal Lay out penulisan skripsi		
2	6 Juli	Bimbingan Menyempurnakan Latar Belakang dan Interview Guidance		
3	8 Agustus	Bimbingan Observation Checklist		
4	27 Agustus	Pemindaian latar tempat penelitian		
5	6 September	Bimbingan korelasi teori dan tempat penelitian baru		
6	13 September	Hasil Observasi pertama & bab 2		
7	7 Oktober	Hasil Interview pertama & bab 3		
8	12 Oktober	Hasil Observasi kedua dan interview kedua		
9	26 Oktober	Penulisan bab 4 diskusi hasil penelitian		
10	29 Oktober	Penulisan bab 5 dan penyempurnaan kepenulisan		
11	3 November	Revisi penulisan / ACC Masyitoh Kruya		

Dibuat di : Purwokerto
Pada tanggal : 3 November 2022
Dosen Pembimbing

Endang Sartika, S.Pd.I., M.A
NIDN. 2030109101



YAYASAN MIFTAHUL HUDA KROYA
SEKOLAH MENENGAH PERTAMA
SMP MASYITHOH KROYA
TERAKREDITASI

Alamat: Jl. Merah No. 28 Kroya Telp (0282) 494388 Kroya Cilacap 53282

SURAT KETERANGAN

Nomor : F2.1.393/SMP.MK/08.XI/2022

Yang bertanda tangan dibawah ini Kepala SMP Masyithoh Kroya, :

1. Nama : **EFI KURNIATI,S.P**
2. Jabatan : Kepala Sekolah
3. Unit Kerja : SMP Masyithoh Kroya
4. Alamat : Jl. Merah No.28 Kroya

Menerangkan bahwa :

1. Nama : **ZIDNI CHOIRON NAFI**
2. NIM : **1817404091**
3. Semester : **IX (Sembilan)**
4. Jurusan / Prodi : **Tadris Bahasa Inggris**
5. Universitas : **Universitas Prof. K.H Saifuddin Zuhri Purwokerto**

Adalah benar-benar telah melaksanakan penelitian di SMP MASYITHOH KROYA dari tanggal 23 Agustus sampai dengan 23 Oktober 2022 guna penelitian dengan judul “ **TEACHER STRATEGIES IN TEACHING SPEAKING OF BILINGUAL CLASS IN INTENSIVE PROGRAM AT SMP MASYITHOH KROYA**”

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Dikeluarkan di : Kroya
Pada Tanggal : 9 November 2022
Kepala SMP Masyithoh Kroya





MINISTRY OF RELIGIOUS AFFAIRS
INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO
LANGUAGE DEVELOPMENT UNIT

Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iainpurwokerto.ac.id

EPTIP CERTIFICATE

(English Proficiency Test of IAIN Purwokerto)

Number: In.17/UPT.Bhs/PP.009/11957/2020

This is to certify that

Name : ZIDNI CHOIRON NAFI
Date of Birth : BANYUMAS, November 10th, 1998

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on July 23rd, 2018, with obtained result as follows:

1. Listening Comprehension : 43
2. Structure and Written Expression : 54
3. Reading Comprehension : 38

Obtained Score : 450



The English Proficiency Test was held in IAIN Purwokerto.



ValidationCode



Purwokerto, October 3rd, 2020
Head of Language Development Unit,

H. A. Sangid
H. A. Sangid, B.Ed., M.A.
NIP: 19700617 200112 1 001



وزارة الشؤون الدينية
الجامعة الإسلامية الحكومية بوروكرتو
الوحدة لتنمية اللغة

حرفاء: شارع حنرال احمد باني رقم: ٥٠ بوروكرتو ٥٣١٦ هاتف ٠٢٨١ - ٤٣٤٧٢٠ www.iainpurwokerto.ac.id

الشهادة

الرقم: ان.١٧ / UPT.Bhs / PP.٠٠٩ / ٢٠٢٠/١١٩٥٧

منحت الى

الاسم : زذني خيران نافع
المولود : بيانيوماس، ١٠ نوفمبر ١٩٩٨
الذي حصل على
فهم المسموع : ٥٥ :
فهم العبارات والتركيب : ٥٠ :
فهم المقروء : ٥٢ :
النتيجة : ٥٢٤ :



في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ ٤
مايو ٢٠١٩

بوروكرتو، ٣ أكتوبر ٢٠٢٠
رئيس الوحدة لتنمية اللغة

الحاج أحمد سعيد، الماجستير
رقم التوظيف: ١٩٧٠٠٦١٧٢٠٠١١٢١٠٠١



Validation Code



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH

Alamat : Jl. Jend. A. Yani No. 40 A Purwokerto 53126
Telp : 0281-635624, 628250, Fax : 0281-636553, www.iaipurwokerto.ac.id

SERTIFIKAT

Nomor: In.17/UPT.MAJ/Sti.005/010/2018

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

ZIDNI CHOIRON NAFI
1817404091

MATERI UJIAN	NILAI
1. Tes Tulis	74
2. Tartil	70
3. Tahfidz	70
4. Imla'	80
5. Praktek	70

NO. SERI: MAJ-2018-MB-251

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI).

Purwokerto, 10 Oktober 2018
Mudir Ma'had Al-Jami'ah,

Drs. H. M. Mukti, M.Pd.I
NIP. 19570521 198503 1 002

SERTIFIKAT

APLIKASI KOMPUTER

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-635624 Website: www.iainpurwokerto.ac.id Purwokerto 53126



IAIN PURWOKERTO

No. IN.17/UPT-TIPD/4507/X/2022

SKALA PENILAIAN

SKOR	HURUF	ANGKA
86-100	A	4.0
81-85	A-	3.6
76-80	B+	3.3
71-75	B	3.0
65-70	B-	2.6

Diberikan Kepada:

ZIDNI CHOIRON NAFI
NIM: 1817404091

Tempat / Tgl. Lahir: Banyumas, 10 November 1998

Sebagai tanda yang bersangkutan telah menempuh dan **LULUS** Ujian Akhir Komputer pada Institut Agama Islam Negeri Purwokerto Program **Microsoft Office®** yang telah diselenggarakan oleh UPT TIPD IAIN Purwokerto.

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	90 / A
Microsoft Excel	90 / A
Microsoft Power Point	80 / B+



Purwokerto, 25 Oktober 2022
Kepala UPT TIPD

Dr. H. Fajar Hardoyono, S.Si, M.Sc
NIP. 19801215 200501 1 003



KEMENTERIAN AGAMA
 UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
 LABORATORIUM FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2022

Diberikan Kepada :

ZIDNI CHOIRON NAFI
1817404091

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan
 Praktik Pengalaman Lapangan (PPL) II Semester Genap Tahun Akademik 2021/2022
 pada tanggal 24 Januari sampai dengan 5 Maret 2022

Mengetahui,
 Dekan Fakultas Tarbiyah dan Ilmu Keguruan



Dr. H. Suwito, M.Ag.
 NIP. 19710424199903 1 002

Purwokerto, 21 Maret 2022
 Laboratorium FTIK
 Kepala,



Dr. Nurfuadi, M.Pd.I.
 NIP. 19711024200604 1 002



SERTIFIKAT

Nomor: 252/K.LPPM/KKN.47/05/2021

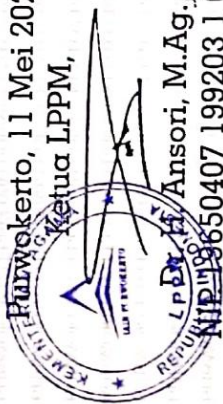
Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Institut Agama Islam Negeri Purwokerto menyatakan bahwa :

Nama : ZIDNI CHOIRON NAFI
NIM : 1817404091
Fakultas / Prodi : FTIK/TBI

TELAH MENGIKUTI

Kuliah Kerja Nyata (KKN) Angkatan Ke-47 IAIN Purwokerto Tahun 2021
dan dinyatakan LULUS dengan Nilai 88 (A).

Purwokerto, 11 Mei 2021
Ketua LPPM,



Dr. H. Ansoni, M.Ag.,
NIP. 19650407 199203 1 004