

**STRATEGY OF STUDENTS' SPEAKING PRACTICE BASED ON GENDER
FOR THE TENTH GRADE OF SMA AL AMIN PALUR SUKOHARJO**

IN THE ACADEMIC YEAR 2019/2020

THESIS

Submitted as a Partial Requirements

For the Undergraduate Degree in English Language Education



By:

Ririn Septian Kustanti

SRN 13.32.2.1.039

ENGLISH LANGUAGE EDUCATION

CULTURES AND LANGUAGES FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

2020

ADVISOR SHEET

Subject: Thesis of Ririn Septian Kustanti

SRN : 13.32.2.1.039

To:

The Dean of Cultures and Languages Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr. Wb.

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

Name : Ririn Septian Kustanti

SRN : 13.32.2.1.039

Title : "STRATEGY OF STUDENTS' SPEAKING PRACTICE BASED ON GENDER FOR THE TENTH GRADE OF SMA AL AMIN PALUR SUKOHARJO IN THE ACADEMIC YEAR 2019/2020".

Has already fulfilled the requirements to be presented before The Board of Examiners (*Munaqosyah*) to gain Undergraduate Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, February 18th 2020


Advisor,





Dr. H. Givoto, M. Hum
NIP 19670224 200003 1 001

RATIFICATION

This is to certify the undergraduate degree thesis entitled "STRATEGY OF STUDENTS' SPEAKING PRACTICE BASED ON GENDER FOR THE TENTH GRADE OF SMA AL AMIN PALUR SUKOHARJO IN THE ACADEMIC YEAR 2019/2020" by Ririn Septian Kustanti has been approved by the Board of Thesis Examiners as the requirement for the undergraduate degree of English Language Education, Cultures and Languages Faculty in The State Islamic Institute of Surakarta.

Chairman : Hj. Fithriyah Nurul Hidavati, M. Pd ()
NIP 19820725 200912 2 006

Secretary : Dr. H. Givoto, M. Hum ()
NIP 19670224 200003 1 001


Main Examiner : Dr. Rochmat Budi Santoso, S. Pd., M. Pd ()
NIP 19691111 200212 1 001

Surakarta, February 18th 2020

Approved by

The Dean of Cultures and Languages Faculty



Prof. Dr. Toto Suharto, S. Ag., M. Ag ()
NIP 10403 199803 1 005

ADMISSION SHEET

Name : Ririn Septian Kustanti

SRN : 13.32.2.1.039

Study Program : English Language Education

Tittle : “STRATEGY OF STUDENTS’ SPEAKING PRACTICE
BASED ON GENDER FOR THE TENTH GRADE
STUDENTS OF SMA AL AMIN PALUR SUKOHARJO IN
THE ACADEMIC YEAR 2019/2020”

Here with, I state all statements, opinions, and analysis that I have written in this thesis are my original work. I optimally conducted my own research with the help of some references and suggestions. If any claim related to the analysis that I made persist the future, I would be fully responsible for the clarification.

Surakarta,
The Researcher,

Ririn Septian Kustanti

DEDICATION

This Thesis is especially dedicated to:

1. My beloved Father and Mother, **Kusmanto, S. Pd** and **Srimulyani**
2. My beloved Little Brother, **Rohmad Kusyairi**
3. **Everyone who still support and believes that I can finish my study until the last minutes**

MOTTO

“God will not change the condition of people until they change it by themselves.”

(QS. Ar-Ra'd: 11)

**“Life is like riding bicycle,
To keep your balance, you must keep moving”**

(Albert Einstein)

**“Coffee may be bitter taste, but not with your life.
Cause today is the tomorrow of yesterday.”**

(Anonim)

PRONOUNCEMENT

Name : Ririn Septian Kustanti
SRN : 13.32.2.1.039
Study Program : English Language Education
Faculty : Cultures and Languages Faculty IAIN Surakarta

I hereby sincerely state that the thesis titled “*Strategy of Students’ Speaking Practice Based on Gender for The Tenth Grade Students of SMA Al Amin Palur Sukoharjo in The Academic Year 2019/2020*” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Surakarta,
Stated by,

Ririn Septian Kustanti

SRN 13.32.2.1.039

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, mater of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “*Strategy of Practicing Speaking Skill Based on Gender for the Tenth Grade Students of SMAS Al Amin Palur Sukoharjo in The Academic Year 2019/2020*”. Peace be upon prophet Muhammad SAW, The great leader and good inspiration of world revolution.

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

1. Prof. Dr. H. Mudofir, S. Ag., M. Pd, as the Rector of the State Islamic Institute of Surakarta.
2. Prof. Dr. Toto Suharto, S. Ag., M. Ag, as the Dean of Cultures and Languages Faculty.
3. Budiasih, S. Pd., M. Hum as the Head the English Language Education.
4. Dr. H. Giyoto, M. Hum, as the consultant for his guidance, precious advises, corrections and help to revise the mistake during the entire process of writing thesis.

5. Sugiyarno, S. HI., S.H, as the Headmaster of SMA Al Amin Palur, Sukoharjo, for permitting the writer in doing the research.
6. Fitriya Rahmawati, S. Pd, as the English teacher of the tenth grade students in SMA Al Amin Palur Sukoharjo for permitting the writer in doing the research.
7. The researcher's friends who always helping give support and motivation to finish this thesis, the English Education Department students *BHE FAMS* class, for the unforgettable moments, nice brotherhood, sisterhood and I hope our friendship will never end.
8. Everyone who has helped the researcher to conduct the research and write this thesis that cannot mention one by one.

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

Surakarta,
The researcher

Ririn Septian Kustanti
SRN 13.32.2.1.039

TABLE OF CONTENT

TITLE	i
ADVISOR SHEET.....	ii
RATIFICATION	iii
ADMISSON SHEET	iv
DEDICATION	v
MOTTO	vi
PRONOUNCEMENT	vii
ACKNOWLEDGMENT	viii
TABLE OF CONTENT	x
ABSTRACT	xiv
LIST OF APPENDICES.....	xvi
LIST OF TABLES	xvii
LIST OF DIAGRAMS.....	xviii
LIST OF ACRONYMS.....	xix

CHAPTER I: INTRODUCTION

A. Background of the Study	1
B. Identification of the Problem	4
C. Limitation of the Problem	4
D. Problem Statements	5
E. The Objectives of the Study	6
F. The Benefits of the Study	6
1. Theoretical Benefits	6
2. Practical Benefit	7
G. The Definition of Key term.....	7

CHAPTER II: THEORETICAL REVIEW

A. Theoretical Description.....	9
1. Speaking	9
a. Definition of Speaking.....	9
b. Micro and Macro Skill in Speaking.....	10
c. Types of Speaking Performance.....	12
d. Speaking Competence.....	14
e. Characteristics of a Successful Speaking Activity.....	21
f. Problems of Speaking.....	22
g. Function of Speaking.....	23

2. Strategy	25
a. Definition of Strategy.....	25
b. Types of Teaching Strategy in Speaking.	26
c. Component of Teaching Strategy.....	40
3. Response	45
a. Definition of Response.....	45
b. Types of Response.	45
4. Gender	50
a. Definition of Gender.	50
b. Speaking Based on Gender	56
B. The Previous Study	57

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design	61
B. The Research Setting	61
1. Place of Research.....	62
2. Time of Research.	62
C. The Subject of the Research	62
D. The Technique of Collecting The Data	63
1. Observation.	64
2. Questionnaire.	65
3. Interview.	66

E. The Data Resource	67
F. The Technique of Analysis The Data	67
1. Reducing the data.....	68
2. Presenting the data.....	69
3. Drawing Conclusion.....	69
G. The Trustworthiness of The Data	70

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

A. Research Findings	74
B. Discussion	95

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusions	112
B. Suggestions	114

BIBLIOGRAPHY	116
--------------------	-----

APPENDICES	119
------------------	-----

ABSTRACT

RirinSeptianKustanti. 2020. *Strategy of Students' Speaking Practice Based on Gender for the Tenth Grade of SMA Al Amin Palur, Sukoharjo in the Academic Year 2019/2020*. Thesis. English Language Education, Cultures and Language Faculty, The State Islamic Institute of Surakarta.

Advisor: Dr. H. Giyoto, M. Hum.

Keywords: Teaching Speaking Practice, Students' Response, and Gender.

The objectives of this study were to know the strategy in practicing speaking skill for the tenth grade students at SMA Al Amin PalurSukoharjo in the academic year 2019/2020 and to know the students responses of the tenth grade to the strategies based on gender at SMA Al Amin PalurSukoharjo in the academic year 2019/2020.

This study used descriptive qualitative research that was called case study. The researcher used observation, open questionnaire and interview to collect the data. This study was conducted to the English teacher that taught at the tenth grade students of SMA Al Amin PalurSukoharjo in the academic year of 2019/2020 and the tenth grade students of SMA AL Amin Palur Sukoharjo in the academic year 2019/2020. The tenth grade students of SMA Al Amin PalurSukoharjo in the academic year 2019/2020 that consist of 18 students (Six male students and twelve female students). The researcher analyzed the qualitative data by reducing, displaying, drawing and verifying conclusion to know strategy in speaking practice for the tenth grade students and to know the students response to the strategy based on gender at SMA Al Amin PalurSukoharjo in the academic year 2019/2020. This study was using data triangulation to validate the data.

The result of the research shows that the strategies in speaking practice for the tenth grade students were role-play, drilling, and presentation. The three strategies usually used by the teacher to teach the students in speaking practice in the teaching learning process of foreign language (English) at SMA Al Amin Palur Sukoharjo in the academic year 2019/2020. From those strategies the students gave many responses. The result of the students' response based on gender toward the strategies did not have significant differences. The differences of the response just on the role-play strategy, the differences such as: for the female students, they felt that this strategy made the female students confidence, and easy in understanding the material. But for the male students the role-play strategy made the students interested in the teaching learning especially for speaking practice and the ability in speaking improved. However, there was same response in role-play makes creative too for them. For the other strategies such as: drilling and presentation had the same responses. The similar responses were those strategies made the female and male students improve their speaking ability and their confidence in speaking practice.

From those responses, in giving the response could be categorized that the students gave the positive response toward the strategies that the teacher used in speaking practice. Besides that, in responding the teacher in the classroom between male and female gave the different responses such as for the female students usually gave the verbal response and the male students gave non-verbal response. It means that the female students more active than the male students in responding the teacher in the classroom activity.

LIST OF APPENDICES

APPENDIX 1 THE FIELD NOTES OF THE OBSERVATION.....	
APPENDIX 2 THE LESSON PLANS.	
APPENDIX 3 THE QUESTIONNAIRE ANSWER OF THE TEACHER.....	
APPENDIX 4 THE INTERVIEW TRANSCRIPT OF THE TEACHER	
APPENDIX 5 THE INTERVIEW TRANSCRIPTS OF THE STUDENTS	
APPENDIX 6 THE DETAILS QUESTIONNAIRE	
APPENDIX 7. INTERVIEW GUIDELINE	

LIST OF TABLES

Table 2.1 the differences characteristics between male and female in language strategy.	53
Table 3.1 Time of the Research.	62
Table 4.1 The Students Responses to the strategies in speaking practice.	111

LIST OF FIGURES

Diagram 2.1 Diagram of classification of the oral language	12
Diagram 3.1 Diagram of data Analysis of Interactive Model	70

LIST OF ACRONYM

ET : English Teacher

N : Name of Male Student of the Tenth grade in SMA Al Amin Palur Sukoharjo.

JP : Name of Male Student of the Tenth grade in SMA Al Amin Palur Sukoharjo.

HMS : Name of Male Student of the Tenth grade in SMA Al Amin Palur Sukoharjo.

HS : Name of Male Student of the Tenth grade in SMA Al Amin Palur Sukoharjo.

JAS : Name of Male Student of the Tenth grade in SMA Al Amin Palur Sukoharjo.

R : Name of Male Student of the Tenth grade in SMA Al Amin Palur Sukoharjo.

FMS : Name of Female Student of the Tenth grade in SMA Al Amin Palur
Sukoharjo.

JS : Name of Female Student of the Tenth grade in SMA Al Amin Palur
Sukoharjo.

KMS : Name of Female Student of the Tenth grade in SMA Al Amin Palur
Sukoharjo

NS : Name of Female Student of the Tenth grade in SMA Al Amin Palur
Sukoharjo.

P : Name of Female Student of the Tenth grade in SMA Al Amin Palur
Sukoharjo.

SN : Name of Female Student of the Tenth grade in SMA Al Amin Palur
Sukoharjo.

YN : Name of Female Student of the Tenth grade in SMA Al Amin Palur
Sukoharjo

RU : Name of Female Student of the Tenth grade in SMA Al Amin Palur
Sukoharjo

SDF : Name of Female Student of the Tenth grade in SMA Al Amin Palur
Sukoharjo.

UH : Name of Female Student of the Tenth grade in SMA Al Amin Palur
Sukoharjo.

W : Name of Female Student of the Tenth grade in SMA Al Amin Palur
Sukoharjo.

YKK : Name of Female Student of the Tenth grade in SMA Al Amin Palur
Sukoharjo.

CHAPTER I

INTRODUCTION

This chapter presents a brief description of the whole content of the research. The chapter comprises background of the study, identification of the problem, limitation of the study, problem statements, objectives of the study, benefits of the study, a definition of the key term.

A. Background of Study

English is an international language. In Indonesia, English is one of several foreign languages learned by Indonesian students. Based on the curriculum of the government, English is a compulsory subject to learn. In addition, hundreds of countries use English as communication for various businesses. This is the reason why English is very important to learn. English itself has four skills that must be understood and mastered. The four basic skills are reading, speaking, writing and listening. In this study the researcher just focuses on speaking skill. Speaking skill is very often to be considered of an important mark to know whether he or she is good in English or not. Therefore, there is abundance of English researches that focus on speaking case. This is why the researcher is very interested to do a research concerning with the speaking case.

Speaking is ability to produce articulations sounds or sentences to express an idea or feeling (Taringan, 1990:15). It means that speaking is a way to share or give some informations or messages with several actions or expression about feeling to the others. In speaking skill we need some abilities to be successful speakers. Ur (1996:51) states that there are several characteristics that make us successful in speaking activity; Learning to talk a lot, participant is even, motivation is high, and language is of an acceptable level. Based on the opinion of Ur about characteristics of successful speaking, the speakers need to manage themselves to be more confidence and doubtless that they were able to do. Besides, they have to comprehending about the components which help them to be successful speakers. It lines with Syakur (1987:3), he states that components of speaking skill are concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. Based on the explanation, speaking is not learning of how to speak confidently only but also learning of how to understand about the grammar in making sentences that deliver the information to the receiver well.

In the real English learning in school, speaking sometimes make some of the students nervous to speaking. The main problem seems unconfident, they are not confident to speak in English because they were afraid of being wrong in pronunciation or sometimes they are afraid of speaking in front of many people. Hence, the teacher Strategy in teaching speaking is needed for the students here. There were many kinds or types of strategy that usually

used by the English teacher in teaching speaking skill. Based on the explanation of Anjani Putra (2013), Geroge (2017) and Ulfania (2019) they stated that there were 12 strategies that usually used in teaching speaking, they were namely; Cooperative Activities, Direct Learning Strategy, Drilling, Outdoor Activities, Role plays, Creative Task, Cooperative Activities, Discussion, Group Discussion, Communication Game, and Simulation.. A teacher usually has strategy to make their activity in teaching learning success. Because of this phenomenon the researcher interested to do a research related to speaking skill that has focus in teacher strategy.

Al Amin Senior High School (SMA) Palur Sukoharjo is one of Islamic High Schools in Sukoharjo. SMA Al Amin Palur Sukoharjo is a school based on boarding school. SMA AL Amin Palur sukoharjo is still one location with AL Amin Boarding school that has about five levels in education, start from playgroup, kindergarten, elementary school, junior high school, and senior high school.

SMA Al Amin Palur Sukoharjo established since around 2014. SMA Al Amin Palur Sukoharjo can be called new school, because it's been only six years. So, this school has many differences with the other school, because this school still has limited facility in teaching learning activity. For the example in this school just have 3 classes for every grade; tenth grade, eleventh grade, twelve grade. In every class the female students and male students in one place or class but separated with a hijab. The reason of the female and male

took in the same class or in one room because of the limited room in that school. Besides that, the teacher and staff in this school just 7 people. The students of tenth grade, eleventh students and twelve students were just around 54 students. It consists of 24 male students and 30 female students. Although the limited facility, SMA Al Amin Palur Sukoharjo was capable to compete with the other school in ordering to make the best alumnus. It were seen from applying the curriculum 2013, Apply the program of 5 days teaching learning activity in a week, some of them also get some appreciations in championship, but sometimes being a winner in some competitions. With all of the deficiency, it is not as the backstop to be better than before.

Therefore, the researcher interested in analyzing the strategy used by the English teacher in teaching speaking at SMA Al Amin Palur Sukoharjo. In addition, the researcher interested in analyzing the response of the students based on gender toward the teacher strategy in practicing speaking skill.

Response is an important element that cannot be separated in the interaction of teaching learning activity between the teacher and the students. A good interaction must be a response. Therefore, response in the teaching learning activity is certainly needed. In this study the researcher analyzes the response of the students about the strategy in speaking practice in the classroom.

Based on the information above, the researcher interested to analyzing ***“STRATEGY OF STUDENTS’ SPEAKING PRACTICE BASED ON***

***GENDER FOR THE TENTH GRADE OF SMA AL AMIN PALUR
SUKOHARJO IN THE ACADEMIC YEAR 2019/2020 “***

B. Identification of the Problem

Based on background study, here some reasons why the researcher identifies the strategy in practicing speaking skill based on gender. First, Speaking is the one of important skills in English or compulsory subject. Second, speaking skill is one of the difficult skills to be learnt in teaching and learning process especially in English class. Third, Teaching English in speaking skill need some strategies. Fourth, each student has different response about the teacher strategy especially in teaching speaking skill.

C. Limitation of the Problem

Limitation of the problem is intended to establish the limit problems are going to be observed. In this study, the researcher limits the problem on describing strategy of practicing speaking skill at SMA Al Amin Palur Sukoharjo for the tenth grade students in the academic year 2019/2020 and the response of the students based on gender. The aims of this study are; to describing about how is the strategy in practicing speaking skill by the teacher to teach the students based on gender and to describing about how are the responses of the students to the strategy in practicing speaking skill based on gender.

Speaking chose in this research because speaking skill is a compulsory subject for the tenth grader students in this school to learn and master. In this

research, the researcher just observed tenth grade students class of SMA Al Amin palur Sukoharjo in the academic year 2019/2020.

The tenth grade students chose because the tenth grade students are the first stage in senior high school which is as a transition period from the junior high school to the senior high school that certainly need some adaptations especially for the material or something else. Therefore, the teacher role is needed here to carrying out the students to achieving the learning goals, some strategies certainly are needed here. So, because of that reason, the researcher chooses the tenth grade students as the subject of this research.

SMA Palur Sukoharjo chose because this school has many interesting things to observe. In this case, the researcher just focused on the strategy in practicing the speaking skill for the students used or applied by the English teacher and also in this study the researcher observes the response based on gender toward the strategy in practicing speaking skill for the tenth grade students at SMA AL Amin Palur Sukoharjo in the academic year 2019/2020.

D. Problem Statements

Based on the background of study and limitation of problem study, the researcher formulated the problem as follows:

1. How is the teacher's strategy in teaching speaking for the tenth grade students of SMA Al Amin Palur Sukoharjo in the academic year 2019/2020?

2. How the students' responses to the strategy are based on gender for the tenth grade students of SMA Al Amin Palur Sukoharjo in the academic year 2019/2020?

E. The Objective of the Study

Based on the problem of the study, the objective of the study can be classified as follow:

1. To describe the teacher's strategy in teaching speaking for the tenth grade students of SMA Al Amin Palur Sukoharjo in the academic year 2019/2020.
2. To describe the responses of the Students in responding the teacher's strategy in teaching speaking for the tenth grade students of SMA Al Amin Palur Sukoharjo in the academic year 2019/2020 based on gender.

F. The Benefit of Study

In this research, the researcher hopes that this thesis can give advantages for the next research. There are two kinds of benefits in this research which can be explained, they are theoretically and practically:

1. Theoretical Benefits
 - a. The result of this research can enrich references in teaching learning process especially for teaching English in speaking skill.

- b. The result of this research can enrich information about the response of the students to the teacher in teaching learning process especially for teaching English in speaking skill based on gender.
 - c. The result of this research can be used as references for the next researchers especially for the research of English teaching in speaking skill based on gender.
2. Practical benefits
- a. Based on this research, the researcher expects that it can help and guide the English teacher in teaching process especially in teaching speaking practice using strategy.
 - b. Through this research, the researcher hopes that it can help someone who wants to be a English teacher. The research can be used as a guide of teaching student in speaking practice using strategy.

G. The Definition of Key Terms

To avoid misunderstanding of the meaning of the title of the research, it is very important to clarifying the meaning of the title at glance. It consists of six terms which are necessary to explain. They are as follows:

1. Speaking

Speaking is a productive skill that can be directly observed, the observed skill is invariably colored by accuracy and effectiveness of the test-takers speaking skill which necessarily compromise the reliability and validity of an oral production test (Brown, 2003)

2. Strategy

Strategy is a plan, method, or series of activities designed to achieve a particular education goal J.R David as cited in Hamruni, (2009:1)

3. Response

Response is a reaction to a question, experience, or some other types of stimulus (<https://www.vocabulay.com/dictionary/response>).

4. Gender

Gender is a basis for beginning the different contributions that man and woman make to the culture and collective life by distinction which they are as Man and Woman. (Wilson, 1989)

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter presents some reviews of relevant theories and studies. There are three reviews that will be discussed in the research. They are response, speaking and gender.

A. Theoretical Description

1. Speaking

a. Definition of Speaking

Speaking is one of English skills. Speaking skill has relation to the ability of human speaking, such as delivering the message by using the speech organ or expressing something. Taringan (1990:15) states that speaking is ability to produce articulations of sounds or sentences to express an idea or feeling. Fulcher (1997:67) added that speaking skill is defined as the ability to express oneself in live situation in percis word or the ability to converse to express sequence of ideas fluency. As supported by Brown (2001:257) states that speaking is literally to say things, express thought aloud, and uses the voice. Furthermore, Cameron ((2001: 40) in Rahayu (2018:14), added that speaking is the active use of language to express meanings so that other could make sense of them.

In addition, speaking also has different meaning based on several experts below such as: Nunan (1995: 2) states that speaking is interactive processing information. Meanwhile, Brown (2003:140) stated that speaking is a productive skill that can be directly observed, those observed skills are in variably colored by accuracy and effectiveness of a test-takers speaking skill which necessarily compromises the reliability and validity of an oral production. In futher, Nunan (1995:3) added that at the process of producing oral text, there are several elements which build up construction of speech such as: Vocabulary, Grammar, Pronunciation, Fluency, and Accuracy.

Based on the elaboration above, it can be concluded that speaking is the ability of producing words/sentences orally to communication with the others in daily life. Speaking skill can be categorized as a productive skill to use the language accurately to express the meanings of something to share the information to the others.

b. Micro and Macro Skill in Speaking.

1) Micro Skills of Speaking.

Brown (2004:142-143) stated that micro skills refer to producing the smaller parts of language such as phonemes morphemes, words, collocations, and phrasal units. Those Micro

skills produce some different smaller units of language. They are as follows;

- a) Produce differences among English phonemes and allophonic variants.
- b) Produce chunks of language of different lengths.
- c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor one's own oral production and using various strategic devices – pauses, fillers, self -corrections, backtracking – to enhance the clarity of the message.
- h) Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement and pluralisation), word order, patterns, rules, and elliptical forms.
- i) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.

- j) Express a particular meaning in different grammatical forms.
- k) Use cohesive devices in spoken discourse.

2) Macro Skill of Speaking.

The Macroskills of speaking, they are as follows.

- a) Appropriately accomplishing communicative functions according to situations, participants, and goals.
- b) Use appropriate styles, register, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting. And other sociolinguistic features in face-to-face conversations.
- c) Convey link and connections between events and communicating such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification.
- d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

c. Types of Speaking Performance

Speaking performance is an oral production in transferring the information to the listener by the speakers. Here students perform their speaking or produce a language orally in transferring the information. In this case, Brown (2001:251) was classifying the oral language into Monologue and Dialogue as the diagram below:

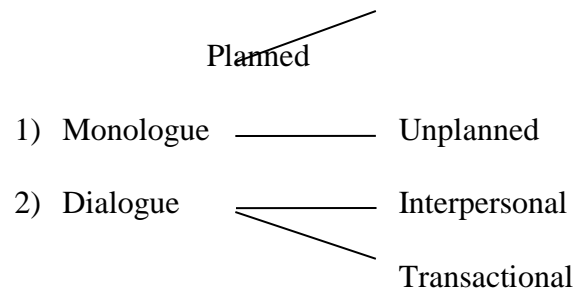


Diagram 2.1: Diagram of classification of the oral language.

Monologue here means that when one speaker uses spoken language, as in speeches, lectures, readings, and news broadcast, the listener must process long stretches of speech without interruption—the stream of speech will go on whether or not the hearer understands. In Planned as it opposed to unplanned, Monologue differs considerably in their discourse structures. While dialogue, involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

Then, Brown (2001:271) also provides types of classroom speaking performance, they are as follows:

1) Imitative

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

2) Intensive

Intensive speaking goes one-stop beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of the language. Intensive speaking can be self- imitated or it can even from part of some pair work activity, where learners are” going over” certain forms of language.

3) Responsive

The students’ speech in the classroom is responsive short replies to teacher or students- initiated questions or comment. These replies are usually sufficient ad do not

extend into dialogues. Such speech can be meaningful and authentic.

4) Transactional (dialogue)

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

5) Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information e.g. the conversations are little trickier for leaner because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slag, ellipsis, sarcasm, and a covert “agenda”.

6) Extensive (monologue)

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

d. Speaking Competence

The component of speaking must be attention of speaker because it helps them to become a good speaker. Syakur (1987: 3) states that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. They are the explanation for the components;

1) Comprehension

Comprehension is the ability to understand and get the meaning about something to make a response about it. It means that the speakers have to give speech clearly; it makes a response about what the speakers said to learners to get the point about the speech. In conclusion, the comprehension is an important competence in speaking skill.

2) Grammar

Grammar is the one of the most important parts, which has to be mastered when studying English. Grammar deals with language structure. Richards, Platt and Weber ((1985) in Nunan (1999:96)) stated that:

“Grammar is a description of the structure of a language and the way in which linguistics units such as words and phrases are combined to produce sentences in the language”

The grammar could generate well-formed syntactic structure of a language and fail the wrong one (Jones, 1956:4). There are two classifications in viewing grammar. Those are formal grammar and function grammar. The formal grammar tends to see grammar as the form or structure of language and focus on a set of rules to build well-formed sentence or utterance. Therefore, Grammar is being as the studying and practicing of the rules by which words change their forms and are combined into sentences (Longman Dictionary of contemporary English, 1978).

In the other hand, the functional grammar tends to describe how a sentence, phrase, or other linguistic form of language is more appropriate to convey meaning in communication.

Furthermore, English sentence can be divided into two parts, subject and predicate. This division can be broken into several parts of speech which is classified based on the function, namely nouns, pronouns, verbs, adjectives, adverbs, preposition, and conjunctions.

“The words that form the central core of the sentence – around which all the other words “cluster” – are the parts of speech known as nouns (or pronouns) and verbs; the words that modify the central

core words are the parts of speech called adjectives and adverbs: words that show a particular kind of connecting relationship between these four parts of speech are called prepositions and conjunctions” (Frank, 1972:1).

In fact, verb as one of parts of speech is generally categorized into twelve tenses types. Those types are classified based on time forms. The time forms in English are divided into three categories, such as: past, present, and future. The past tense is used for telling event occurred in the past tense. The present tense is used to show events in daily activity. The future tense is used to tell events which will occur or do in future (Azar, 2002:2-10).

The use of grammar in speaking is different form the use of grammar in writing. In speaking, it is possible to use only one word to express our feeling. It is also possible to tolerate the use of ellipsis in speaking. Therefore, grammar in speaking is not as complex and rigid as in writing.

3) Vocabulary

Vocabulary is the one of the important element in speaking. Hornby (1995:1331) stated that vocabulary is the total number of words in a language and vocabulary as a list of

words with their meanings. In addition, John (2000:16) added that:

“Vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with synonym, a dictionary-tape definition, or an equivalent word in their own language”.

There are some classifications of vocabulary, one of categorize vocabulary into two types; function and content word (Fromkin, 2003). Function word belongs to grammatical feature. For instance, articles, prepositions, pronouns, conjunctions, auxiliaries. In addition, the content words are referred to words which have meanings. There are three classes of words included the type of content word. First is noun, words for things, ideas or entitles. Second is verb, words naming actions. And the last is adjectives and adverbs; words which are used to describe the qualities of nouns and verbs (Rahayu, 2016:13).

In addition, there are some ways of how English vocabulary is developed. Some of words are derived from other languages, such as Latin, Germanic, or French. This is related to the historical background of English which has gradual interaction with the country from where the languages

are. Another way is by some process of word formation such as coinage, borrowing, compounding, blending, clipping, backformation, conversation, acronym, and derivation.

Based on those definitions, in learning a language especially for the foreign language, the learners need to know the meaning of words themselves in order to make a correct sentence. Speaking itself is producing text orally in a language, in this case is English as the foreign language in Indonesia. Therefore, Vocabulary is much-needed here.

4) Pronunciation

Hornby (1974:669) states that Pronunciation as the way in which a language is a spoken way in which a word is pronounced. It means that the correct stressing and intonation of utterance of the words are needed in pronouciation.

In addition, Thonrburg (2005: 127) stated that pronunciation refers to the students' to produce clearer language when they speak. In addition Richards, *et al.* (1992:296) stated that pronunciation is the way a certain sound or sounds are produced. Based on those definitions, it means that pronunciation is the way of the people produce sound of words in a language correctly.

Therefore, Pronunciation is an essential aspect of learning to speak especially in foreign language. When the people do not pronounce a word correctly, it can be difficult to understand the others. So, if you want to be a good speaker in a foreign language you should to understand the pronunciation of that language correctly

5) Fluency

Fluency is the property of a person or of a system that delivers information quickly and with expertise (<https://en.m.wikipedia.org> Accessed on 31 October 2018). In the other definition Fluency in language means speaking easily, reasonably quickly, and without having stop and pause a lot (www.Learnenglishteens.britishcouncil.org Accessed on 31 October 2018). However, the speed in speaking is not the only one focus on fluency. The use of pause in speaking is more influential in determining someone's fluency. Pause can be opportunity to take breath or to formulate speaking material. However, the long frequently pauses will be different matter. It tends to be sign of not fluent speaking. Therefore, the use of pause needs to be managed in order to produce natural and flowing speaking activity. There are four features of pauses proposed by Thorbury as cited in Rahayu (2017:14);

- a) Pauses may be long but not frequent
- b) Pauses Are usually filled
- c) Pauses occur at meaningful transition points
- d) There are long runs of syllables and words between Pauses.

In addition, Fluency is used to measuring capable or incapable someone in using the language (Tri, 2018:25). Nunan (2003:55) stated that fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, or natural pauses, false start, word search, etc.

In the other hand, Honrby (1974:427) stated that fluency is an ability to speak or write a language or perform an action smoothly or expressed smoothly and accurately. Therefore, Spratt, Pulverness and William (2005:34) highlights that speaking at a normal speech, without hesitation, repetition, or self-correction and worth smooth use connected speech. As specifically, Thorbury (2005) in Tri (2018:26) stated that there are some points out of the criteria for assessing fluency. They are namely:

- a) Lack of Hesitation: students speak smoothly, at a natural speech, they do not hesitate long and it is easy to follow what they are saying. In this criterion

the students speak natural as usual, not too slow not too fast.

- b) Length: students can put ideas together to form message or an argument. They can make not only the simplest of sentence pattern but also complex ones to complete the task. In this criterion the speakers speak of what he has to speak. It means that he arranges the word, the sentence and says it as it needed.
- c) Independence: students are able to express their ideas in a number of ways, keep talking an ask question, a many more to keep the conversation going.
- d) Appropriateness: appropriateness is related to the level of formality when someone speaks to others. Appropriate in speaking shows the different levels of formality that is more or less relaxes ways of saying things.

In addition, the ability to speak fluently is not enough because speaker need to consider the accuracy as well. Accuracy is related to the use appropriate grammar, vocabulary

ad pronunciation in speaking. Brown (2001:268) stated that both fluency and accuracy need to be achieved simultaneously.

Based on the definitions above, it could be concluded that fluency can be an initial goal of speaking and accuracy can be learned in some extent of study which allows students to focus in the aspect of grammar, pronunciation, phonology, etc.

e. Characteristics of a Successful Speaking Activity

The characteristics of success in speaking have several elements, based on Ur (1996:51) there are some characteristics of a successful speaking activity, namely;

1) Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk pauses.

2) Participants are even

Classroom discussion is not dominated by a minority of talk active participants; all get a chance to speak and contributions are fairly evenly distributed.

3) Motivation is high

Learners are eager to speak; because they are interested in the topic and have something new to say about it, or

because they want to contribute to achieving a task objective.

4) Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily, comprehensible to each other, and of an acceptable level of language accuracy.

f. Problems of Speaking

English is a foreign language in Indonesia. It becomes difficult because English is not the mother tongue or daily language of Indonesian people. Therefore, there are several problems to learn English especially in speaking skill. Brown H (2000:270) States that the problems of speaking are as follows:

1) Clustering

Fluent speech is Phrasal not word by word. Learner can organize their output both cognitively and physically through such a clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Colloquial Language

Make sure the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice producing these forms.

4) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of students' tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

5) Stress, Rhythm, and Intonation

This is the most characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation pattern convey important messages.

6) Interaction

Learning to produce waves of language in a vacuum-without- interlocutors would rob speaking skill of its richest components the creativity of conversational negotiation.

g. Function of Speaking

Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relation, then the transactional function which

focuses on the exchange of information. Those functions of speaking are as follows:

1) Talk as Interaction.

Richards (2008:22) as cited by Pratiwi (2014) summarizes the main feature of talk as interaction as follows; has primary social function, reflect speakers' identity, may be formal or casual, uses conventional register and it's jointly constructed. Based on the explanation we can conclude that talk as interaction is an activity when the people meet the other people and getting conversions it can be in formal or casual situation. This is as serves a primarily social function.

2) Talk as Transaction.

Talk as transaction refers to situations where the focus situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Burns (1998) as cited by Pratiwi (2014) distinguishes two different types of talk interaction:

- a) The first type involves situation where the focus is on giving and receiving information and where the

participants is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions).

b) The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

3) Talk as Performance

Talk as performance refers to public talk that is, talks that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in front of monolog rather than dialog. It is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

2. Strategy

a. Definition of Strategy

The word strategy as cited in Silver, Strong, and Perini (2007) as the next term comes from two ancient Greek roots: “*Stratos*”, meaning “Multitude” or “that which is out”, and *again*, meaning “to lead” or, we might say, “to bring together” (as cited by Indah (2016:11)).

Strategy is a plan, method, or series of activities designed to achieve a particular education goal J.R David as cited in Hamruni, (2009:1). Strategy is the art and science of planning and marshaling resources for their most efficient and effective use (www.businessdictionary.com accessed on 31 october 2018.).

In addition, Majid (2014: 3-4) stated that strategy is a pattern that is planned and determined intentionally to carry out activities or actions. The strategy includes the objectives of the activity, who is involved in the activities, the process of activities and the means of supporting activities (Ulfania, 2019:37).

Based on the explanation above, the researcher concludes that strategy as the specific plan of some activities or methods that were designed to achieving the learning goals. Specifically, Silver et al, as cited Ulfania (2019:38-39) there are several reasons of strategies that become as the important part in education as follows:

- 1) Strategies are tools for designing thoughtful lesson and units.
- 2) Strategies make the work of differentiating instruction manageable for the teachers and motivating for the students.
- 3) Strategies provide the tools needed to bring thoughtful programs alive in the classroom.
- 4) Strategies build the skills needed for success on state tests.

- 5) Frequent use of strategies leads to consistent and significant gains in the student achievement.
- 6) Strategies build different kind of knowledge.

Teaching strategy is a teaching activities that must do by the teacher and the student so that the purpose of teaching reached effectively and efficiently (Kemp (as cited in Haruni, 2009:2)). Kozma as cited in Hamruni (2009:2) He stated that Teaching Strategy means an every selected activity that can give a facility or assistance to the reach certain teaching purpose. In the other hand, Dick and Carey (1985) also said that teaching strategy was a set of material and produce for teaching that work together to reach the students' learning goals (in Indah, 2016:20).

Based on the several definitions above, it can be concluded that the definition of teaching strategy was a plan of the educator to reach the education goal for the learner in teaching learning activities that include the use of methods and techniques.

b. Types of Teaching Strategy in Speaking

According Ulfania (2019:39), there are many types of strategies that usually used by the teacher, they are as follows:

1) Giving Motivation

Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is

rather complex, there are many diverse ways of promoting it -
/+ in fact, almost any influence a person is exposed to might potentially affect his/her behavior (Dornyei (2001: 28)). Motivation is argued as an integral toward the learning process. In addition, motivation also means as a mental state that encourages people actions and activities. To achieve the learning goals, the students' motivation is one of the vital matters until higher education especially bringing the worth of academic performance in their performance in their professional life.

Motivation has variety of perception in which the elements are interconnected. Afzal et al., summarize the source of motivation into two categories,

a) Intrinsic

(1) Self-exploration

- (a) Students have their own learning interest and want to interest and want to investigate more ideas in full motivation.
- (b) They have their own belief that they can do better and influence in good outcome.
- (c) For example: students choose the department subject because of their interest.

(2) Altruism

- (a) Students have a desire to learn according to their own pleasure, their intended meaning being good people in their ways in resolving the issues.
- (b) They are truly motivated which can achieve the better products.
- (c) For example: students enroll the college because actively in their environment.

b) Extrinsic

(1) Rejection of Alternative Option

- (a) Students concern on finishing their degree to get a better job in their better future.
- (b) They go on their studies for staying away from getting a job or because they do not have the exact things what they will do.
- (c) They trust in de-motivated and are not be able to maintain a constant performance academically.
- (d) For example: students enroll in the college because do not understand what they should do.

(2) Carrier and Qualifications

- (a) Students give more attention to their carries I order to finish their degree to have a better profession latter.
- (b) Concerned with getting the degree but not for learning sake
- (c) They can demonstrate belter performance in a short-term or when the reward is not available any longer.
- (d) For example: students enroll the college or university to develop their occupation.

(3) Social Enjoyment

- (a) Students consider the college or university as a place for finding fun and getting more friends to socialize with many people.
- (b) Less academic performance is often shown by students who have low motivations.
- (c) For example: students enroll the university or college because of enjoyable feeling on the social life.

(4) Social Pleasure

- (a) Students consider the social needs, family, friends and others.

- (b) They try find out other hopes.
- (c) The authentic interest is not owned by the students studies in inconsistency
- (d) For example: students enroll the university because of another hope to reach the degree.

2) **Direct learning Strategy**

Direct learning is generally designed specifically to develop students learning activities related to aspects of procedural knowledge (knowledge of how to do something) and declarative knowledge (knowledge of something that can be in the form of facts, concepts, principles or generalizations) that is well structured and can be learned step by step. The main focus of this learning is training that can be applied from the real state of the simple to the more complex.

Direct teaching is teacher centered, and must ensure the involvement of students. In this case, the teacher delivers academic content / material in a structure format, translates students 'activities, and test students skill through exercises under the guidance and direction of the teacher. so, the environment must be created that was oriented the task-task that were given by the students.

The direct learning strategy is learning that is directed by the teacher. The strategy is effective for determining information or building skills step by step. The advantages of this strategy are easy to plan and use, while the main weaknesses are in developing the abilities, processes, and attitudes needed for critical thinking and interpersonal relationships and group learning. In order for the students to develop attitudes and critical thinking, direct leaning strategies are combined with other learning strategies. (Majid, 2014:72-73).

Teachers who use the direct strategy believe students need associated meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the realia, pictures, or pantomime: he never translate sit in to the students' native language. Students speaking the target language a great deal and communicate as if they were in real situations (Larsen, 1986:29). There were five stages of direct learning strategies, as follows:

- a) Stages 1: Deliver goals and prepares students
- b) Stages 2: demonstrate knowledge and skills
- c) Stages 3: Guiding training

- d) Stages 4: Check understanding and give feedback
- e) Stages 5: Provides opportunities for advanced practice and application of concepts.

3) Drilling

Drilling is a strategy to improve pronunciation (Thornbury, 2005). In the other hand, Senel (2006) added that drilling is useful in teaching pronunciation since it can create correct and accurate pronunciation. Therefore, applying this strategy in English foreign class can make students able to pronounce words accurately. By repeating words or sentences, students automatically memorize the words or the sentence. Therefore drilling can improve students speaking skill. There are steps in drilling activity; First students are students are asked to repeat what the teacher says accurately and quickly. There were types of drilling that usually used by the teacher such as: (Ulfania, 2019:52).

a) Repetition drill

Students are asked to repeat the teacher model as accurately and as quickly as possible. This drill often used to teach the lines of the dialog.

b) Chain Drill

A chain drill gets the name from the chain of conversation that forms around the room as students, one-by-one ask and answer question of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. The first student greets or asks question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drills also the teacher an opportunity to check each student's speech.

c) Single-slot substitution drill

The teacher says a line, usually from the dialog. Next the teacher says a word or a phrase-s-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in the proper place. The major purpose of this drill

is to give the students practice in finding and filling in the slots of a sentence.

d) Multiple-slot substitution drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, which fit in to different slots in the dialog line. The students must recognize what part of speech each cue is, or at least where it fits in to the sentence, and make any other changes, such as subject-verb agreement. Then, they say the line, fitting the cue phrase into the line where it belongs.

e) Transformation drill

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example: students are asked to transform this sentence into negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive

one or direct into reported speech (Larsen, 1986:48-49).

4) Outdoor Activities

Outdoor learning can provides a range of opportunities for children and young people to develop skills for learning life and work. Stepping out of the classroom gives access to a range of real-world learning experiences that allow learners to understand the relevance of their existing skills and enable them to understand areas for develop. The outdoor environment opens up opportunities for practitioners and learners to work in new ways. For example, the greater space available outside, the availability of new and natural materials, the freedom to make mess and noise all, it means that some of barriers activities inside are removed. As the example: practical challenges outside that require learners to sole problem can provide opportunities to develop thinking skills by providing a context that requires learners to analyze the issues, understand the problem, crate potential solutions and evaluate those which may be successful before applying them to sole a particular challenge.

There are significant advantages to using school and Centre grounds as a place for learning. It is usually the first

outdoor space beyond the building and thus is quick to access on a planned or spontaneous basis and the connection between indoor and outdoor learning can be immediate. Becoming familiar with leading learning in your school or Centre grounds can also give opportunities to develop the skills and confidence that will allow the use of outdoor spaces further afield. Children and young learners can develop a more intimate relationship with their grounds than almost any other outdoor space, exploring it at break times as well as in class. Young learners view school grounds as their space and could be given opportunities to be stewards of their environment.

5) Role-play

Role-play its self as a strategy to play a role in a story or certain situation. It means that someone as a model of someone else in a certain situation related to the context or story. So, it called that the role-play strategy is strategy that make the students imagine about something, as the example: students play a role as a guest at a party, or travel agents answering customer question or participants in a public meeting. Here, the students decide who is who in each group (Harmer, 2001:92).

In applying role play strategy, the teacher does not focus on certain students. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. Hammer (2001) stated that the simulation and role plays increase the students 'self-confidence because the students asked to speak with the others.

There were advantages using role-plays strategy, they are as follows (Safrianti, 2018:12);

- a) Use these strategies make the students motivated in learning the material because these strategy are entertaining.
- b) They can increase self-confidence of timid students, because in role-play and simulation activities, they will have a different role and do not have spoken for themselves, which means they do not have to take the same responsibility.

Based on the explanation above, it could be conclude that in teaching speaking skill there are five strategies that usually used by the teacher, such as; giving motivation, direct learning strategy, drilling, outdoor activities and role-play.

In the other hand Anjaniputra (2013) added that besides those strategies above, there are other strategies that often used in teaching speaking such as: Cooperative activities and creative task.

1) Cooperative Activities

Brown (2001) stated that Cooperative activities provide the students with contextual and meaningful topics. In teaching learning activities is being important to relate new material with what has been learned and experienced by the students. Because it makes the students learn the material easily. Hence the more students are exposed to the language item and contextually meaningful activities emphasizing on oral production, the more they helped to speak English.

2) Creative Task

Solcova (2011) as cited by Safrianti (2018: 2013) stated that creative task assert that students develop their fluency best, if engages in tasks where all their concentration focuses on producing something. Instead of thinking language, the students focus on making procedure of making food or drink, so that the activity is to develop fluency. It based on principle that teachers bear in mind what a student needs, from language based focus

accuracy to message-based focus on interaction, meaning, and fluency (Brown, 2001) as cited by Safrianti (2018:3).

George (2017:17) also added that there are kinds of speaking teaching strategy such as: Discussion, Group-Discussion, Communicative Games, Presentation, and Simulation.

1) Discussion

Discussion is a strategy that involves a topic or issue to be discussed together in a group. Thornbury (2005) stated that the best discussion is when it happens spontaneously because of something personal of students or the learning topic even raising a debate. In addition, this strategy has aims to make a conclusion, share ideas about topic, or find solution in their group discussion (Kayi, 2006).

2) Group Discussion

Group discussion as a group of some student's number where they work together to overcome particular given issue by sharing ideas (Amy, 2007) The types of group discussion commonly used for class activity are buzz group and brainstorming (Rahardja, 2007). In buzz group, students are given a chance to discuss a certain topic with time limitation finish the discussion (George, 2017:14).

Hammer (2001) stated that group discussion benefits especially for the students to enhance the amount of talking for each students encouraging cooperation and negotiation, and as rehearsal to increase students problem-solving.

3) Communicative Games

Communicative Games is an activity usually used by the teacher to cover and deliver the speaking content in enjoyable way (George, 2017:14). Hadfield (1990) stated that communicative game emphasize on communication aspect rather that the language correctness. In addition, Littlewood (1994) mentioned that communicative game gives students an opportunity to feel the need the real-life language function to communicate with others. The one of the examples of the activity of the communication games is Fish Bowl. It mentions by Hammer (2001) that the one of the example activity in communicative games was fish bowl. The activity of the fish bowl is two of students speak any topic they like, then at the pre-arranged signal, students each the fishbowl and take pieces of many paper phrases, sentences, and questions that they have written before and arrange it into conversation.

4) Simulation

Simulation is an activity imitating certain real-world environment (George,2017:17). Kayi (2003) defined simulation as

an activity outside classroom with purpose to show students how English can be useful in certain situation. It lines with Nurviana, Nadrum, & Mukrim (2013) that mentioned whether simulation enrichs students' communicative skill as the language use in simulation is representing certain reality in their life by creating the imitative environment.

From definitions above, it can be said that simulation facilitates students to recognize and practice particular real-life languages use based on the situation they play (George, 2017:17). In addition, in this strategy make the students to be creative, because in simulation they encouraged to perform the role as the real life.

5) Presentation

Wilson & Brooks (2014) defined presentation as an activity providing student's opportunity to interact in English with other students. Al-Qubtan & Al-Issa (2010) also defined oral presentation as an activity that gives students to use language creatively, purposefully, and interactively in the EFL classroom. It demands students to keep talking and facilitates them for sharing ideas (George, 2017). Thornbury (2005) stated that oral presentation helps students to enhance their English language ability. In addition, Girard, Pinar, & Trapp (2011) added that oral presentation helps students to improve their communication skill

and boosting students' interest to learn as it facilitates them interact with other students.

Based on the explanation above, it could be conclude that strategy is a specific plan, or activity or method that was designed to achieve the learning goals. Based on the statements above, it could be concluded that there were several strategies that usually used by the English teacher, those strategies namely:

- 1) Giving motivation
- 2) Direct learning strategies
- 3) Drilling
- 4) Outdoor activities
- 5) Role-play
- 6) Creative task
- 7) Cooperative activity
- 8) Discussion
- 9) Group discussion
- 10) Communicative game
- 11) Presentation
- 12) Simulation

c. Component of Teaching Strategy

Component is a part of larger whole. It means that component is important things of something that must exist. For this study, the researcher was classifying the component of teaching strategy based on Hamruni's theory. Hamruni (2009:10-12) he state that the components of teaching strategy are consisting of:

1) Teacher

Teacher is a person who helps others to acquire knowledge, competence or value. Because of it here teacher is the important point. In this matter the teacher usually manipulates in the teaching learning as the strategy to make variation in order to reach the goal of the process teaching learning process. The purpose of teaching by the teacher is to make students' environment to be expected environment from teaching from teaching learning process, that finally make students reach an expectation standard competence.

2) Student

Student is a person who learning something. In this matter, the student is the component that does learning activity to improve the ability to reach the learning purpose.

3) Purpose

Purpose is base to determine of the strategy, the material, the media, and the evaluation of teaching activity.

4) Teaching Material

Teaching material is the media to reach the teaching purpose that consist of the material that systematically arrange and dynamist appropriate with the learning purpose, era progress, and also in society. In her book, Suharsini (1990) stated that teaching material is core component in learning process.

5) Learning Activity

Learning activity are activities designed or deployed by teacher to bring about or create the conditions for learning. In order to reach the learning propose optimal, in determine the teaching strategy need to selected the component of learning activity appropriate with the standard of learning process.

6) Method

Method is a particular form of procedure for accomplishing or approaching something. Hamruni (2009: 23) stated that Method is a way used to reach the learning purpose. Methods tend to be concerned primarily with the teacher and student roles, and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials (Indah, 2017:39).

7) Media

Brown (1977:2-3) stated that media as the tools or the physical things used by the teacher to facilitate the instruction. Media is tools that

used to help in teaching learning activity. Using the media increase the probability that students will learn more and the knowledge will retain better in their mind. Based on the description it could be conclude that Media is a tools that used in teaching learning activity.

Arsyad((2006:33-34) in Wulan (2017:15)) stated that types of media based on technology development can be classified into two categories. There are as follows:

(a) Traditional Media

Traditional media are the things that can be used to transmit a message from the sender to receiver traditionally.

There are namely:

(1) Silent Visual that was projected

Example: Slide and filmstrip

(2) Visual that was not projected

Example: poster, picture, and diagram

(3) Audio

Example: cassette, reel, and cartridge

(4) Multimedia presentation

Example: slide plus sound (tape) and multi-image.

(5) Visual dynamic that was projected

Example: movie, television, and video.

(6) Published

Example: textbook, workbook, and handout

(7) Games

Example: simulation, puzzle, and flashcard.

(8) Realita

Example: model, specimen, manipulative (doll, car, etc)

As the researcher experience, the traditional media is usually used in Indonesia on the teaching learning activity such as: elementary school; junior high school, or senior high school.

(b) ICT (Internet Communication Teachnology) Media.

ICT (Internet Communication Teachnology) Media are the opposite of the traditional media. There are two kinds of ICT Media. They are as follows:

(1) Telecommunication media

Example: teleconference, facebook, blog, twitter, etc.

(2) Microprocessor media

Example: computer-assisted instruction, computer game, compact (video), etc.

It is no different with the traditional media on the previous explanation, the ICT Media sometimes used by the

teacher in the activity in teaching learning. Using media here has function to make the students easy to understand the material.

8) Learning Source

Learning source are texts, videos, software, and other materials that teacher use to assist students to meet the expectations for learning defined by provincial or local curricula. It means that everything that can be used as a place or reference to getting learning materials.

9) Evaluation

Evaluation is making judgment about something. Evaluation is component that has function to knowing the purpose can be reach or not. Evaluation in speaking depends on the types of speaking assessed. The types of speaking assessed such as; the grammar, vocabulary, comprehension, fluency, pronunciation, and task (Nunan, 1999) .

Like all the test score, speaking score must be dependable, fair, and above all useful for the intended purposes (Louma, 2004). To ensure speaking skill assessment is trustworthy, there are factors that should

come into consideration (Hughes, 2003; Louma, 2004; Nunan, 1999): Practically, Validity, Reliability, Authentically.

10) Situation or environment

The environment is very influence for the teacher in decided the learning strategy. For this point situation means situations in around of teaching learning palace or the eligibility to do teaching learning activity or maybe physical condition of the students and the teacher. Therefore, need to know the condition around before doing teaching strategy.

3. **Response.**

a. Definition of Response

Response is a reaction to a question, experience, or some other types of stimulus (<https://www.vocabulay.com/dictionary/response> accessed on 31 October 2018). McKchnie (1981:1935) as cited in Erstentia (2016:11) stated that Response is an act or action of responding (as by an answer), a responsive or corresponding act or feeling, or a responding act to motivating force or situation. In the other definition, Hulse (1975:38) defines the psychological response as the action of nerve cells or the action of single muscle movements that go into some complicated bit of behavior like walking, closing the

door, operating a crane or saying the word psychology. More commonly, the psychologist uses the term response to label the function or the end result that can be described as behavior.

Based on the description above it can be concluded that response is an action or reaction to question or experience in a certain situation or real condition. Related with this theory, in this study the researcher doing research that has relation with response, in this study the researcher focused on students' response about the strategy do by the teacher in teaching activity of practicing speaking skill.

b. Types of Response

Borich (1996) as cited in Erstentia (2016:12) states that responses are typically divided in verbal and nonverbal response. In addition, in the practice of response, there are seven different modes of response:

1) Explanation

Explanation is explained by the response of something to make clear.

“When I got to this part I wanted to hear more about your relationship with your brother.”

Based on the example above, we can see explanation is the mode of the response about the statement that needs explanation to make clear.

2) Advise

Advice is the response about offering suggestion for the best course. For the example:

“Before writing your next draft, you might try listing as many things you can think of that are legal and that are also dangerous....”

Based on this sentence we can see if this sentence has function to advising or give suggestion to do something better than before.

3) Praise

Praise is the response of approval or admiration of something. For the example:

*“your vivid language here really conveys how beautiful that landscape was.”
You’ve manage to very effectively counter his argument.”*

Based on the example we can see, praise is a response for the people who did something well.

4) Open Question

Open Question is the response for the question that cannot answer with a yes or no response. The example:

“These really interest me. How did you grow up? How did you change? Is there some representative incident you can share with your reader to demonstrate your change?”

Based on the example above, open question or open problem which can be accurately stated, and which is assumed to have an objective and verifiable solution but which has not yet been solved.

5) Closed question

Closed question is question for the respondent to give response and statement. For the example:

“Is this paragraph really necessary?”

Based from the sentence above, we can see, to response this question we need to answer with detail explanation; the reason, the evidence, the example, etc. it makes the people who give question believe in your judgment/ your statement.

6) Commands

A command is the response of giving an authoritative order.

“Place this argument at the end.”

Based on the example sentence above, we can see the mode of the response that has function to give command or an authoritative order.

7) Criticism

Criticism is the response of disapproval about something.

“This conclusion is too repetitive.”

Based on the example above, we can see the mode of response that has function to give critics because of disapproval about something.

In the other hand, Borich, McKechnie as recited in Jelita (2015) Response is an act or action of responding act to a motivating force or situation. Students' Response are divided into desired response and undesired responses (Borich as cited in Jelita (2015)).

- 1) **Desire response** is the response when the teacher “want” certain to be done by the students and the students can fulfill it. The response is desired by the teacher since it can support the teaching and learning process.

- 2) **Undesired response** is the response that is not desirable by the teacher since the response can destruct the teaching and learning process or the response is not related to the teaching and learning process.

Besides that, Borich as cited in Jelita (2015) stated that responses typically are divided into verbal and nonverbal responses.

- 1) **Verbal Response** is when the students respond the teachers by the students' utterance which can be answering or saying something, or when students are answering question, performing speaking and chatting with friends.
- 2) **Nonverbal Response** is when students are paying attention, reading the book/ handout, keeping silent, walking in the room, and disturbing other friends.

Based on the explanation above, Borich as cited in Jelita (2015) concludes that the responses are typically divided into verbal and nonverbal but he also states types of response are called positive responses and negative responses caused by their influence to the teaching learning process.

- 1) **Positive Responses** is desired by the teacher since it can support the teaching learning process.
- 2) **Negative Responses** is the response is not desired by the teacher since the response can destruct the teaching and

learning process or the response is not related to the teaching and learning process or the response is not related to the teaching and learning process.

In the other hand Yelon (1977:175) added as cited in Jelita (2015) stated that a response is not only desirable, it is essential as an indication that learning has taken place, that behavior has been modified. If the students do not respond, indicated by performance that they have learned, we have no way of knowing whether learning has taken place.

In this research, the researcher wants to show of how the response of the teacher or the students in English teaching learning proses especially in speaking skill. The response will be determined based on gender, such as; how the response of female/male students to male/female teacher and the response of male/female teacher to the female/male students and also observing the condition of this class in practicing speaking skill

4. Gender

a. Definition of gender

Gender is a concept of sexes based on social culture and psychology. Gender roles are sets of expectations that prescribe how females or males should act, think, or feel (Santrock, 2009:217). Gender divided into two kinds of sexes that include on

biologist dimension from female and male. There are categories of sexes; female and male. Both, have own weakness or strength (Halimah, 2010). There are some differences between male and female based on some theory:

1) Sex differences in physiological field

Heaton (1976:98) as cited in Halimah (2010) in all human societies, men are bigger and stronger than women on the average the male is about 6 percent taller and 20 percent heavier, with larger bones and with greater bulk and strength of muscle. So, men have a highest metabolic rate, produce more physical energy and require more food, male heart beats more strongly and male blood is richer in red corpuscles to extent of some 300.000 more cubic millimeters. Based on the explanation above, it can be conclude that according to physiological side male and female are mostly different.

2) Sex differences in nervous system

In this part, there is significant difference between male and female. Male tend to be better at analyzing system (better systemizes) and Female tend to be better at reading the emotions of other people (better empathizers). Male and

female have brain differences; it can be seen from explanation below:

(a) Brain's Size

Male has larger size than female. Female has smaller brain size because of their anatomy structure is small (Bastable, 2002:193)

(1) Cell numbers

Men have 4% more brain cell than women, and above 100 grams more of brain tissue.

<http://www.cerebromente.org.br/nll/mente/einstein/cerebio-humens-html-female-braindifferences>. Accessed on December, 23, 2018)

(2) Temporal Lobe

Bastable (2002:193) Says that Male in normal cognitive, part of quarter on temporal lobe has 10% neuron smaller than female. Whereas the neuron on female that located in temporal, it makes female master in verbal communication than male because

here the location of language, melody and intonation more understood.

(3) Corpus Collosum

Corpus Collosum is the bridge between the left and the right sides of brain that contain of neuron that transmitting neural message between both the right and left hemisphere (Bastable, 2002:193). Volume of male's corpus callosum smaller than female; it means that communication between both hemispheres is small. Whereas female has bigger corpus callosum in the back side; it means that the reason female uses two of the brain side for language.

(4) Hemisphere of the brain

Hemisphere in the left side of brain has function to handle the language, and the right side is the place of emotion. Male is dominant on hemisphere in the right side but female uses two hemisphere simultaneously (Bastable, 2002:193).

(5) Limbic size

Limbic system is the proportion of the brain that deals with three key functions; emotions, memories, and arousal (or stimulation). Female has a larger deep limbic system than male. It makes female more in touch with their feelings and because of this female susceptible to depression.

3) Sex differences in learning style.

Male tends to be deductive in their conceptualizations, sharing their reasoning process frequently from general principle and applying it to individual cases. Female on the other hand, tends to favor inductive thinking, adding more and more to their based on conceptualization. They tend to begin with concrete examples (<http://languagelog.idc.open.edv/myl/hodgins.pdf>. Accessed on December, 23, 2018).

There are different characteristics between female and male in language learning strategy as follows;

Table. 2.1 The table of the differences characteristic between male and female in language learning strategy.

Female	Male
Global	Analytic
Subjective	Objective
Feeling	Thinking
Dependent	Independent
Right and left brain balance	Left brain dominant
Extroverted	Introverted
Cooperative	Competitive

(Defleuf, 2005:125)

Based on the description box above we can conclude that between male and female have different characteristics and different way to learn language. Male tends to favor more objectivity, they have tendency to learn the rule, facts, and logic to the language they are learning. Female in learning a new language are usually subjective. They put priority in using their feeling, cultural sensitivity and empathy.

Besides different in characteristics, between male and female also have the other factor:

1) Biological Factor

Male and female have apparent distinction, from their body structure until another aspects related with it. The distinction is not only restricted to their sex primer organ like ova, uterus, vagina and the other of female organ and etc. but also influence or effect of hormones on side of sex different.

There is an assumption say that:

“Hormones are powerful and highly specialized chemical substances that interact with cells that are able to receive the hormonal message and respond to it. Hormones organize the psychological and biological predisposing to be masculine or feminine in the prenatal period, and the increase n hormones during puberty activities these early predispositions determined in the organization phase.” (Graw-Hill:630 as cited by Halimah (2010))

Based on statement above it can be concluded the hormones of male like androgen and testosterones, and the female’s hormones like estrogen and progesterone have been involved in the study of sex differences.

2) Cognitive factor,

The social cognitive theory emphasizes that children sex development occurs through observation and imitation of gender behavior, as well as through reinforcement and punishment of gender behavior.

3) Social and situational factor

Social and situational factor are influenced by family, peers, and school. The school also plays a major role in sex typing. From the moment of the birth of boys and girls is exposed to different sex-role standards and treatment by the significant people around them. Sex role standards and pressure adoptt from sex typed behavior pattern and cconverge on the developing child from a variety of than sources from family, teacher, friends, television, and children's books.

Actually, the factor that can answer why women underrepresented in mathematics is social and situational factor. Because, parents especially fathers, are more likely to stress the important of career or occupational success for son instead of daughter. Differences from treatment of boys and girls in particularly are marked in the area of

mathematical achievement. In teaching and problem solving situation, fathers of boy are more attuned to achievement and the cognitive aspects of the situation. Fathers of girls seem to be less concerned with performance and more concerned interpersonal interaction with their daughters.

b. Speaking based on Gender

Mostly Indonesian schools have different sexes of male and female. Both of female and male learn in the same class and also get in same lesson at the time of lesson without discrimination. Aslan (2009) states that there are the differences of the gender condition in learning English process. The differences are found in their achievement and their strategies in English language use that has different condition, in this case female is superior to male (Aslan, 2009:72-79). In the other hand Carli (1990: 948) added Female that uses tentative speech is more influential in communication with male than with the same gender (female). The superior condition of female in language is also found in the other researcher, the research did by Ling (2010) states that female is superior to male in grammar and the male make more mistake than female. It lines with Ling, Swann (1992:5) states that verbal ability dominated by girl meanwhile spatial ability

dominated by the boy. Girl learns little earlier than boys to talk, to use a greater variety of words. They also speak clearly, read and consistently better than boys in test of spelling and grammar.

Based on the description above it can be concluded basically between male and female has different ability in language. Viriya and Sapsirin (2014:2) say that male tend to be visual and female tend to be auditory. Basically, male and female have their own style in a learning process which relates to their ability. Therefore, language and gender have a big contribution in the learning process since male and female have different achievement in speaking English.

B. The Previous Study

The Researcher takes two previous studies that are related to her research. There are the details explanations are below:

The First research was conducted by Lina Safitri. Her research entitled **“TEACHERS’ STRATEGIES IN TEACHING SPEAKING SKILLS AND STUDENTS’ PERCEPTION TOWARD TEACHERS’ STRATEGIES AT AN EDUCATION DEPARTMENT”**. This research focused on the strategies of the teacher in teaching speaking skill and the students’ perception toward the teachers’ strategies in teaching speaking skill at an English Education Department. This research adopted descriptive study. These subjects of this research were two English Teachers that teach students

of batch 2016 and three students that joining the subject of Listening and Speaking for Daily Conversation. The aims of this research were to know the teachers' strategies in teaching speaking skills at English Education Department and to investigate the students' perceptions on the teacher strategies in teaching speaking skills at English Education Department. In collecting the data the researcher used interview. The research findings and conclusion of this research were as follows: 1. the strategies used by the teacher (lecturers) were group discussion, group presentation, brainstorming, and role-play, 2. The students' perception toward the strategies were the strategies can make the students improved their confident, the strategies can make the students felt easier to share their ideas, the students vocabulary mastery becomes enhanced, the strategies can make the students active in class, the strategies can make the students know about how to be a good teamwork, and the strategies can make the students easier to do the task.

The second research was conducted by Muhaddar Fazil. His research entitled **“A STUDY OF GENDER DIFFERENCES IN SPEAKING ABILITY AT ELEVENTH GRADES STUDENTS OF SMKN 1 LANGSA”**. This research focused on the differences gender, between male and female in speaking ability. This research used purposive sampling to choose the subject of this research. This study took the eleventh grades students in 2013/2014 academic year as the subject of this research. The reason of using the class is because the heterogenic class. This research used

two research methods in getting the data, library research and field research. In library research, the writer read many books and articles from the internet which had connected with the topic. In field research the writer conducted interview and test. Test was given to 39 students as the sample of this research. Kinds of samplings used by the writer are purposive sampling. Based on the observation, after the researcher gives same question for all students, the researcher found if the students had limited vocabulary, facility to study, and lack of practice time. For the interview the writer took two teachers who represented the sample. The writer collected the data from the teacher in the form of students' activity and score. From this research the writer concluded that there are not significant differences about the speaking ability between male and female. The significant differences are located in student's vocabulary and the facility to their study. Most of students limited in vocabulary and have the limited facility; based on the research the students just have the learning source of book.

As the conclusion, this research is different from the others. Based on the two of previous studies there are similarities and differences with this research. The similarities of this research with the previous studies are similar in analyzing speaking ability, similar in analyzing strategy in teaching speaking, similar in analyzing the students' response or perception toward the strategy, similar in analyzing gender. Then, the differences of this study with the previous studies are: 1. in this research focused on analyze the strategies in

teaching speaking were used by the English teacher for the tenth grade at SMA Al Amin Palur Sukoharjo in the academic year 2019/2020 but in the previous study (for the first research) focused on analyze the strategies of the teacher in speaking skill for the students of batch 2016 at English department of Muhammadiyah University of Yogyakarta, 2. In this research focused on analyze the response of the tenth grade students of SMA Al Amin Palur Sukoharjo in the academic year 2019/2020 toward the strategy in speaking practice but in the previous study (for the first research) focused on analyze the Muhammadiyah University of Yogyakarta students perception to the teacher strategy in speaking class at English Department batch 2016, 3. In this research focused on analyze the responses of the students based on gender but in the previous study (for the first research) focused on analyze the responses of the all gender students, 4. in this research focused on analyze the gender differences in responding the strategy in speaking practice but in the previous study (for the second research) focused on analyze the gender differences in speaking ability.

So, this research is different with the previous studies, although have some similarities too. But actually this research is different with the previous studies because the different participants, the different results of study, the different location and condition. Therefore in this research, the researcher focuses on analyzing on Strategy of Students' Speaking Practice Based on

gender for the tenth grade of SMA Al Amin Palur Sukoharjo in the academic year 2019/2020.

CHAPTER III

RESEARCH METODHOLOGY

The research methodology applied in this study was discussed in this chapter. The discussion of this chapter scopes research design, research setting, the subject of the research, technique of collecting the data, data resource, technique of analysis of the data, and trustworthiness of the data.

A. Research Design

Research design is process, which is a step used by the researcher structurally with questions (Suryabrata, 2009;11). From the explanation the research design is important thing in the research and as a tool to analyze the data from the research.

In accordance with the objective of the research, it describes the process of teaching learning on English Subject class at the tenth grade students in real condition of the class especially for teaching speaking. The design of this research is descriptive with qualitative approach and the point of descriptive qualitative is to accumulate the basic data descriptively and qualitatively. Qualitative approach is used to describe how is the strategy on practicing speaking skill for the tenth grade students of SMA Al Amin Palur Sukoharjo in the academic year 2019/2020 and the students response about the strategy in

practicing speaking skill based on gender for the tenth grade students of SMA Al Amin Palur Sukoharjo in the academic year 2019/2020.

B. The Research Setting

There are two research settings that will be discussed here, they are place and time or schedule of the research.

1. Place of Research

This research was conducted in SMA Al Amin Palur, Sukoharjo. It is located at Palur Wetan RT 03 RW 05 Palur, Mojolaban, Sukoharjo, Jawa Tengah.

2. Time of Research

Table 3.1 Time of the research Details

No	Activities	Month		
		January- April	April- May	Jun-Nov
1.	Submitted the title			
2.	Determination the title with the advisor			
3	Prepare to writing proposal			
4	Writing proposal			
4	Permission and Observing			

5	Analyzing The data			
6	Interpretation and conclusions			
7.	Writing the report			

C. The Subject of the Research

The study is conducted in SMA AL Amin Palur, Sukoharjo. This research was conducted in SMA Al Amin Palur, Sukoharjo. It is located at Palur Wetan RT 03 RW 05 Palur, Mojolaban, Sukoharjo. The main subject of this study focuses on the English teacher who was teaching in the tenth grade students at SMA AL Amin Palur Sukoharjo in the 2019/2020 academic year and the tenth grade students of SMA AL Amin Palur Sukoharjo in the 2019/2020 academic year. The English teacher who teaches in that class is Mrs Fitriya Rahmawati, S. Pd. There were 18 students at the tenth grade of SMA AL Amin Palur Sukoharjo in the 2019/2020 academic year. That consists of twelve students of female and six students of male.

They were taken as the sample of this study. In taking the sample, the researcher used population sampling. The population sampling was used because of the population of the research subject less than 100. Arikunto (2006:134) stated that if the subject less than 100, it should be take the sample for all of the population and it would be categorized as the

population research. In this study the sample consist of the English teacher and the students of the tenth grade of SMAS Al Amin Palur, Sukoharjo .

The English teacher is choose as the research subject in order to gained the data about the strategy and the tenth grade students at SMA AL Amin Palur Sukoharjo in 2019/2020 academic year to gain the data about the students responses based on gender to the strategy in practicing speaking skill. Speaking was choosen by the researcher because speaking is the one of the important skill that was learn in English. In addition, some of students feel that speaking become the difficult skill in learning English. So, with this research the researcher wants to know the strategies that the teacher used in speaking practice and the responses of the students based on gender to the strategies.

D. The Technique of Collecting The Data

The technique of collecting the data for this study used three instruments, namely; Observation, Questioner, and Interview. The researcher used those instruments as the source of the study because they are supposed to lead to deeper understanding of phenomena in which the researcher was studying. It lines with Bogdan and Biklen (2003) they stated many sources are better than a single source in a study because multiple sources lead to deeper understanding.

1. Observation

Observation is the action of collecting the data on the performance based on an object using five senses those are sight, smelling, hearing, touching and taste (Arikunto, 2006 :256-257). Besides that, observation can called as the activity of watching something carefully for a period of time, especially to learn something that has been seen, heard or read (Simon and Wayne in Arta (2018:33)). So, observation can said as the research method which can be used to obtaining the data real based on the real condition of the field.

In this research the researcher collects the data by using observation as the one of the instrument to obtaining the data. Observation used to obtaining the data about the strategy of the teacher used in the tenth grade students of SMA AL Amin Palur Sukoharjo in the academic year 2019/2020.

In this research, the process of observation the researcher used non-participant observation. It means that the researcher as the passive participant because the researcher just watches or listens to the social situation/ the real condition in the field without being an active participant. So, the researcher came to the classroom then observe without interact or participate in the teaching learning of the tenth grade of SMA Al Amin Palur Sukoharjo in the academic year 2019/2020. The aims of this research is to knowing the process of teaching learning

process in real time, to knowing the responses of the students between male and female during the lesson in the classroom, and for the main point of this the observation is to knowing the teacher strategy in teaching speaking practice for the tenth grade students of SMA AL Amin Palur Sukoharjo in the academic year 2019/2020.

2. Questionnaire

Questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of a kind of written interview. More (1992:24) stated that questionnaire is collecting the data in which the researcher call on students to examine themselves and react to a series of statement about their attitudes, feeling, and opinion. Questionnaire is divided into open questionnaire and closed questionnaire.

In this research the researcher used open questionnaire. This instrument used to get the data about strategy of the English teacher in speaking practice of the tenth grade students of SMA Al Amin Palur Suoharjo in the academic year 2019/2020. So, the respondent who has responsibility to answering this instrument is the English teacher (Mrs. Fitriya Rahmawati, S. Pd). Open questionnaire followed by any questions and the questions based on the components of teaching strategy. Here the participant must answer the questions with their own appropriate opinion or response about the teaching learning process

especially in practicing speaking skill and follow with the example. The questionnaire wrote in Indonesia. The researcher though it would be easier when the respondent express their opinion with own sentences.

3. Interview

Interview is a conversation with specific purposes which is done by person acting as the interviewer and the interviewee (Moleong, 2009:35). In the other hand Gorden in Hardiansyah (2013:29) added that interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose.

This study, the interview conducted to those who participate in teaching learning activity for speaking practice. In this research, the researcher interviews the students and the teacher. They were taken as the sample of this study. In taking the sample, the researcher used purposive sampling technique. So, the sample would consist of the English teacher and the students of the tenth grade at SMA Al Amin Palur, Sukoharjo in the academic year 2019/2020.

In this study the interview has function as the supported the data based on the result of colleting the data from the observation and questionnaire to answering the problem statement number one about the strategy of the teacher for the tenth grade students of

SMA AL Amin Palur Sukoharjo in the academic year 2019/2020 in the speaking practice activity. Besides that interview used as the one of instrument in this research because also has function to collecting the data and to answering the problem statement number two about the responses of the students based on gender to the teacher strategy in teaching speaking practice for the tenth grade students of SMA AL Amin Palur Sukoharjo in the academic year 2019/2020. Therefore, to collecting the data by interview the researcher interviewed the teacher and the students.

E. The Data Resource

Sutopo (2002 : 50-54) states that the data source in the descriptive qualitative research can be humans, events, or activities, place or locations, thing, various picture and records, documents and archives. Lofland added from Moleong's quote (2001:112) states that the main source of data in qualitative research are words and actions, and other things are as the additional data like documents and many others.

The data of this research are the teachers' strategy in teaching speaking skill and the students' responses in speaking practice based on gender. The data collected to solve the problem statement. The source of the data in this research is some of documents that get from the participants by the questionnaire and interview. The participants of this research were the English

teacher and the tenth grade students of SMA Al Amin Palur, Sukoharjo in the academic year 2019/2020.

F. The Technique of Analysis Data

The technique of analysis data is the way of the reasearcher in analyzing the data. The techniques of analysis data in this research are descriptive qualitative method. Moleong (2009 : 248) Qualitative Data analysis is effort which committed by working with data, organizing data, classifying to be ones which can managed, and seeking and finding pattern which significant to be told to other people. In the qualitative research, the researcher used an interactive model of analysis involving collecting the data, reducing the data, and presenting the data and also drawing conclusions (Sutopo, 2002:95).

In this research the researcher collected the data by reducing and presenting the data result. In reducing the data, the researcher rejected the meaningless data, so she got the important points of findings. It is followed by presenting the data; it means that the researcher presented the data systematically and logically, so that the meaning of every point is clear. In the

end of collecting the data, the researcher verified the data based on reduction and presentation.

1. Reducing the Data

Data reduction is a process of selecting, focusing, simplifying, abstracting and transforming the data that appears in written field notes or transcriptions. In this research, there are some steps for processing of reducing the data: 1. The researcher collected the data through questionnaire and observation. 2. The researcher selected processing of reducing the data; the researcher selected, focused, simplified, and abstracted the data in the field note. The data reduction was done during the research activities. In this case, the researcher reduced the information from the research activities if there were unimportant data or they did not support the data as the researcher needed such as:

- a. To describe about the strategy that the teacher used in teaching speaking skill based on gender.
- b. To describe about the response of the male students to the strategy of the English teacher in speaking practice.

- c. To describe about the response of the female students to the strategy English teacher in speaking practice.

2. Presenting the Data

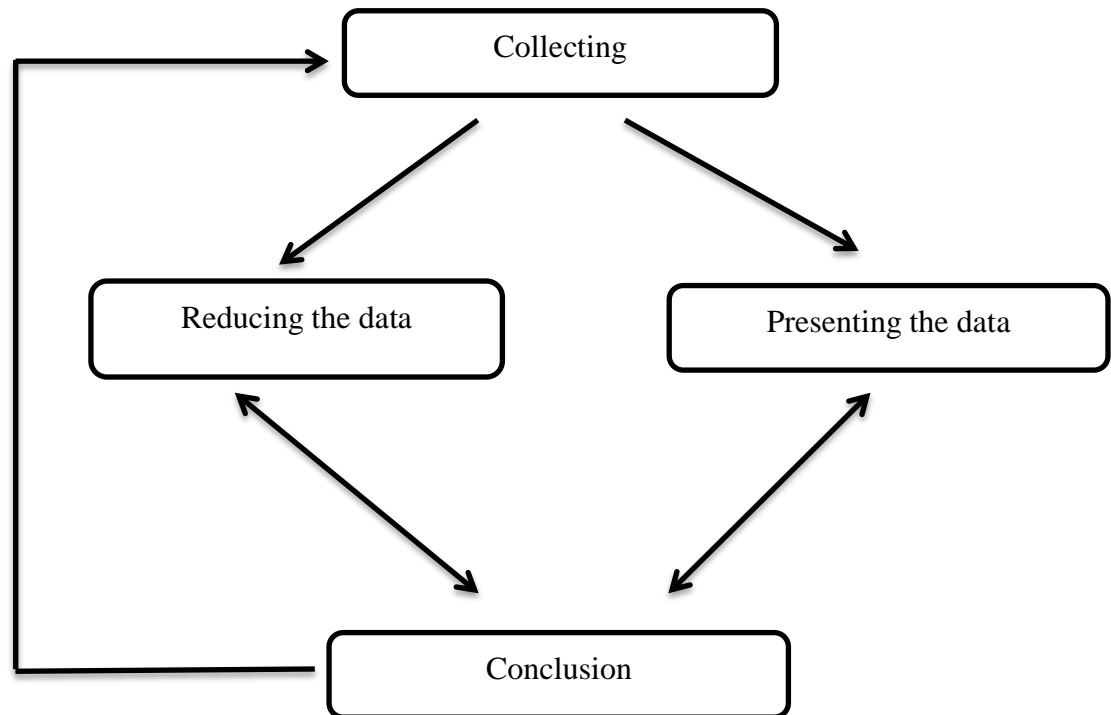
Presenting the data means describing the data in form of description or narration. As the second component in analyzing the data, this technique is used in arranging the information, description, or narration to draw the conclusion based on the experience while doing research. By presenting the data, the researcher considered what she should do; she can analyze or take the other actions based on her understanding.

3. Drawing conclusion.

The researcher tends to accumulate and formulate her interpretations as she goes along. She wants to write up not only what she saw each day but also her interpretation of those observation.

The explanation above can be showed in the following diagram:

Diagram 3.1: Diagram of data Analysis of Interactive Model



G. The Trustworthiness of the Data

In analyzing the data, researcher also needs to analyze the validity of the data sources to get the validity data. To prove and to check the trustworthiness of the data, the researcher used triangulation as the technique in this research. Based on Moleong (2002:178) triangulation technique is the technique of examining the trustworthiness of the data which uses things

outsides the data in order to examine the data and to be the comparer of the data.

Patton (in Sutopo, 2002:78) stated there are four techniques of triangulation. They are;

1. Triangulation of data (source)

In this technique the researcher will compare and check the credibility of the information based on the observation with the data interview and compares it with the related documents.

2. Triangulation of method

In this technique the researcher will check the credibility of the data of research and the data resources by using several data collection techniques and analyze them by the same method.

3. Triangulation of investigator

This technique used more than one investigator, interviewer, observer, researcher or data analyst in a study. It is an ability to confirm findings across investigators, without prior discussion or

collaboration between them. It can significantly enhance the credibility of the findings.

4. Triangulation of theory.

This technique is examining the data by finding standard of comparison from an analysis explanation as a supporting the data to get a valid evidence of the research result.

While Sugiyono (2006:372) there are three types of triangulation they are;

1. Triangulation of source
2. Triangulation of techniques
3. Triangulation of time.

Based on the explanation above, in this research the researcher used triangulation method as the validity of the data by comparing the data research and data resources such as: the questionnaire, and interview. In addition, The data would be analyzed with the same method. In this technique the researcher will recheck the information from the observation by the data from relevant documents of questionnaire and interview result. It is made in order

to get the trustworthiness of the data being examined. The sources of the data are the English teacher and the class X IPA female and male students of SMAS Al Amin Palur Sukoharjo.

The techniques are Observation, Questionnaire and Interview. The observation used as the techniques to watch the phenomenon in the real time. Then, to make sure the phenomenon in the field (classroom) the researcher also use questionnaire and interview.

The questionnaire (open questionnaire) is as technique to observing the process of teaching speaking and to know the condition of the teaching learning activity. In addition, the interview is as the next technique to find out the strategy of the teacher used in teaching speaking skill and as the technique to find out the responses of the students to the strategy that used by the teacher in practicing speaking skill based on gender .

After gained the data from the observation and the questionnaire, then the researcher interviewed the participants and gives specific question based on the observation and questionnaire to the participants. In this technique, there are specific questions which have function to gain and to answer the

research problem number two. The research problem is about the response of the students to the strategy that the teacher use for them in speaking practice based on gender. In addition, it shows the reasons of the teacher use the strategies for the students in practicing speaking.

In this study, the researcher used one of the classrooms at SMA Al Amin Palur Sukoharjo to observation is the tenth grade students. This class consists of the female and male students that separated on the *Hijab* as the boundary of the both students; female and male. After that, the researcher analyzed the research finding and rechecked several data sources and data research to get validity.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and the discussion of this research based on the data findings during investigation. The purpose is to answer the research problem in the first chapter of this research. This chapter will present the data description of teacher strategies in teaching speaking skill and the Students responses toward the strategies in the teaching speaking skill. In this chapter the data of the research findings will be divided into some points of view.

A. Research Findings

In the previous chapter, it has been explained that the aims of this research are to describe the strategy that used by the teacher in teaching speaking skill at the tenth grade students of SMA AL Amin Palur, Sukoharjo in the 2019/2020 academic year and the responses of the students based on gender toward the strategy by the teacher in teaching speaking skill at the tenth grade students of SMA AL Amin Palur, Sukoharjo in the 2019/2020 academic year.

In this research, the researcher conducted the observation at the tenth grade students of SMA AL Amin Palur, Sukoharjo in academic year 2019/2020. The subject/participants in this research consist of an English teacher (Mrs. Fitriya Rahmawati, S. Pd) and 18 students that consist of 12 female students and 6 male students. In collecting the data, the researcher

used Observation, Questionnaire, and Interview. The observation of teaching learning activity conducted in 3 times (8th November 2019, 15th November 2019, and 22nd November 2019). The distributing of the questionnaire was conducted on Friday, 8th November 2019. The interview with the English teacher was conducted on Friday, 22nd November 2019 and the interviews with the students were conducted on Friday- Saturday (22nd - 23rd November 2019).

In these research findings, the researcher explained the data found in the field based on observation, questionnaire and interview as bellows:

1. The Strategies in Teaching Speaking Skill for the tenth grade students by the English teacher at SMA Al Amin Palur, Sukoharjo in the academic year 2019/2020.

Speaking is the most important skill in learning English. But in some cases speaking becomes a difficult skill to learn. The effect of that case, the students or learners was being passive while in teaching learning especially in speaking practice. Some of the students felt shy/unconfident to speak in front of many people, some of students felt afraid to speak because they have problem/difficulty in pronunciation, etc. So, based on those phenomenons, the researcher found that the teacher used some strategies in the teaching speaking skill especially in speaking skill practice for the students.

In the previous chapter it has been explained that kinds or types of strategy in speaking skill divided into some categorize they were; Giving Motivation, Direct Learning Strategies, Drilling, Outdoor Activities, Role-play, Creative Task, Cooperative Activity, Discussion, Group Discussion, Communicative Game, Presentation, and Simulation

Based on the observation, the researcher found that the teacher used three strategies in teaching speaking skill for students practice. There were some strategies that the teacher used in speaking practice.

a. Role-play

This research finding, that was founded by the research while conducted the field observation in the classroom. The field observation conducted on Friday, 8th November 2019. In this field observation, the researcher joined in the classroom activity from the beginning until the last section (closing). In this activity the teacher applied three stages that were Opening-Main Activity-Closing.

The activity in that day was practicing about expression of giving congratulating and Complimenting Others using role-play. This assignment was created last week but practiced in the next meeting (8th November 2019). In this activity the

students divided into 5 groups, 3 groups for the female students that consist of 4 students for each group and 2 Groups from the male students that consist of 3 students for each group.

Opening

The teacher opened the meeting in that day by saying *Salam* to the students. Then, the teacher asks to the students about their feeling in that day. After that, the teacher checked students' attendant. In teaching learning activity to deliver the material the teacher used two languages such as: English and *Bahasa*. There were 18 students attending in that meeting.

Main Activity

The teacher gave instruction to preparing for the activity of that day. The Five groups that were created preparing before performing and the process of performing based on the lottery. Each students of each group took the number on the lottery. Then the students performed based on the number that was chosen.

In this activity, the students should be present about the expression of giving congratulating and complimenting others and how to respond. This activity

was conversation between three students in a situation. Each group had different situation. The teacher divided the situation into eighteen situations, the situations such as: Speech contest, Math Olympiad, Drawing Competition, Writing Competition, Graduation, Best students, haircut, jacket, new bag, new house, new book, talented singer, best model, best writer, successful business, create new robots, got driver's license, and new baby. Each group should be present three situations. The process of choosing the situation based on lottery. One situation took one student, so in a group had three situations. After that, one by one group presented their work in front of the class. That activity used 65 minutes. (Observing)

After the activity was done, the teacher asks to the students how the students felt after practiced especially for understanding the material after practice (Questioning). Then the teacher asked to analyzing the meaning of "congratulating and complimenting" how to express and how to respond (Associating). Then, the students shared their opinion congratulating and complimenting and how to giving the expression and

the responses about that (Communicating). After that the teacher gave conclusions and explained about congratulating and complementing others.

Closing

Ten minutes the lesson would be ended. In this time, the teacher used the latest minutes as the time to review the lesson in that day. The teacher reviewed about the pronunciation of the students that found when the students performed. The teacher wrote the words on white board, and then the teacher gave the example of the correct pronunciation, after that the students repeated. Finally, the time was over, the teacher closed the meeting in that day at 11.30 a.m.

Those data are also supported by the interview result. The teacher also explains in the interview section if role –play was one of strategy that used in teaching speaking skill for the tenth grade students of SMA Al Amin Palur Sukoharjo in the 2019/2020 academic year. There was the quotation of teacher statements in the interview as follows:

“saya sering pakai role-play, menurut saya sih pakai ini lebih mudah digunakan untuk mengajar speaking

terutama untuk siswa disini mbak. adu aktivitasnya biasanya siswa saya kasih tugas untuk bikin dialog lalu dipraktekkan di depan teman teman sekelas, waktu itu saya pakai itu pas di materi congratulating and complementing, jadi dialog itu sebisa mungkin bisa menggambarkan bagaimana ekspresi congratulation and complimenting others in several situations then give the response. didepan teman teman mereka. Terus nanti dinilai sama teman teman sekelasnya berdasarkan 4 kategori penilaian; mulai dari pengucapan, kelancaran, isi, dan penampilannya. nanti nilai disatukan dengan nilai saya. “

So, the research finding from the data findings above show that Role-Play was one of strategies that used by the English teacher in teaching speaking practice for the tenth grade students of SMA AL Amin Palur Sukoharjo in the academic year 2019/2020.

b. Drilling.

In this research finding, the researcher finds that while conducted the field observation in the classroom, the teacher used drilling as the strategy in teaching speaking skill

for students practice in the tenth grade at SMA Al Amin Palur Sukoharjo in the academic year 2019/2020. The field observation conducted on Friday, 15th November 2019.

In this field observation, the researcher joined the classroom activity from the beginning until the last section (closing). The activity of this class applied three stages that were: Opening-Main Activity-Closing.

Opening

At 10.20 a.m the teacher went to the tenth grade students' classroom followed by the researcher. The teacher opened the meeting in that day by saying *Salam* to the students. Then, the teacher asks to the students about their feeling in that day. After that, the teacher checked students' attendant. In the teaching learning process the teacher used two languages in delivering the material; the languages were English and *Bahasa*. There were 18 students attending in that meeting.

Main Activity

The material in that day was about descriptive text. The teacher asked to the students read a text in the handbook entitled "*Mount Halimun Salak National Park*"(Observing). In this activity the

students were chosen by the teacher randomly. In the reading of the text, one student had responsibility read one paragraph. There were five paragraphs in that text, so there were five students in reading the text completely. During this activity, the teacher always monitored the pronunciation of the students. When the teacher found a mistake pronunciation, the teacher gave correction and the students repeated in correct pronunciation.

After the students finished in reading the text, the teacher gave question to the students about the kind of text that was read (Questioning). After that the teacher gave the explanation about the material (descriptive text). After that, the teacher asked the students to finding the other example of descriptive text in the students hand book (Experimenting). Then the teacher asked the students to read the text. Then, the teacher and the students analyzing the general structure of the text, and the language feature together (Associating).

After that, the teacher asked the students to share their opinion about what is descriptive text

about place. One of students answered that descriptive text is “a text to give information to the readers about a place or to introducing a place”. Then the teacher asked again “for the example?”. The other students added that “kaya tadi miss di text tajung putting national park, terus great pyramid pizza, yaitu miss pokokke menjelaskan tentang suatu tempat”. Then the teacher asked again “kalau yang lain gimana? Nadia? siska? nurdin? Gimana ayo coba ngomong!” One by one student that was mentioned by the teacher tried to answering “ada yang mau menambahkan lagi?” (teacher), “enggak miss” (communicating). Then, the teacher with the student gave the conclusion about definition of the descriptive text together.

Closing

Ten minutes the lesson would be ended. In this time, the teacher used the latest minutes as the time to reviewing the lesson in that day. In addition, the teacher also gave the assignment for the next meeting to finding and visiting the Ecotourism around their house (hometown), for the example: for the students who

lived in Karanganyar regency, they could visit Grojogan Sewu Waterfall, or the other places. Then the students make a description about that location and presented their work in front of the class one by one.

Then the meeting closed at 11.30 a.m.

The data above supported with the teacher statement in interview. The teacher said that the students did the drilling strategy in order to make sure the students understand how to speaking in foreign language, in this case the teacher drilled in pronunciation. Therefore, drilling can be the one of the good strategy that can help the students increase their speaking ability. The teacher statements based on the interview as follows:

“.....Siswa disini saya drill sampai bisa mengucapkan dengan benar. Karena speaking itu wajibnya adalah ngomong kan? Nah ngomongnya ya harus bener gak boleh asal asalan. Jadi saya harus pastikan di akhir pembelajaran siswa itu paham, mudeng jadi tu ada hasilnya gitu lo.” (ET)

From the descriptions and explanations above, it shows that besides the role-play, the teacher also used drilling as the strategy in practicing speaking skill for the tenth grade students of SMS Al Amin Palur Sukoharjo in 2019/2020 academic year.

c. Presentation

The next research finding was founded by the researcher while conducted the field observation on the third observation in the classroom. The field observation conducted on Wednesday, 22th November 2019 (10.20 a.m – 11.30 a.m). In this field observation, the researcher joined the classroom activity from the beginning until the last section (closing). In this activity the teacher applied three stages that were Opening-Main Activity-Closing.

Opening

The teacher opened the meeting in that day by saying *Salam* to the students. Then, the teacher asked the students about their feeling in that day. After that, the teacher checked students' attendant. In teaching learning activity the teacher used two languages to deliver the material; the languages were English and *Bahasa*.

Main Activity

The material in that day was still about descriptive text with the same theme "*Describing a Tourist Attraction*". The activity in that day was presentation about the description of the ecotourism destination in

their hometown. The presentation did individually. But before starting that activity, the teacher gave some questions to the students about last meeting material. (Questioning).

After that, the teacher explained the role of that activity. The role of the activity were the students should be presented using English as can as possible during that activity, when one of the student was presenting their work in front of the classroom, the other students should be gave comment or some questions related to the presentation. Then the teacher started with mentioning the name of the students one by one to presenting their work. In this assignment, there are four assessments such as: performance, pronunciation, content, and fluently.

After finished the presentation, the teacher showed in the screen two texts. Here the students asked by the teacher to analyzing the different of those texts in front of the class and if the answer is correct they could gave extra scored by the teacher. In that time just three of students that have opportunity to getting extra score by the teacher. Then tree of students that had opportunity

explained their answer (associating). Then, the teacher with the students gave the conclusions about the differences about those texts together (communicating).

Closing

Ten minutes the lesson would be ended. In this time, the teacher used the latest minutes as the time to reviewing the lesson in that day. The review section was about reviewing the student's comprehension in this theory, besides that the teacher also gave correction about the student's pronunciation. After the teacher reviewed the lesson in that day, the teacher closed the meeting in that day with saying *Hamdallah*. The meeting in that day closed at 11.30 a.m.

The data above also supported with teacher statement in interview. The teacher statements based on the interview as follows:

“.....ex: Siswa saya suruh untuk mencari salah satu lagu kemudian siswa diminta untuk menjelaskan makna lagu tersebut dengan bahasa inggris.” (ET)

From the Explanation above that there was the activity of speaking practice used presentation strategy. Based on the description and explanation above it shows that besides role-play and drilling, the teacher also used presentation as the strategy in practicing speaking

skill for the tenth grade students of SMA Al Amin Palur Sukoharjo in 2019/2020 academic year.

2. The Students Responses based on Gender toward the Strategies that used by the English teacher in Teaching Speaking Skill.

a. The research finding about the students respond toward the Role-play-strategy in speaking practice.

To answer the research question number two, it would be explained in this following explanation about the students' response to the strategies that the teacher used in teaching speaking practice to the students (role-play).

1) Female Students

Based on the result interview, the researcher found several responses from the students about the role-play strategy, they were as follows:

The female students feel that role play strategy made the students confident in speaking. It was showed based on the quotations from many students in the interview section below:

“.... Dengan menggunakan role-play siswa jadi lebih percaya diri dalam speaking, bisa mengasah skill speaking kita didepan orang banyak...” (FMS)

“Bagus mbak, bikin praktik speaking jadi lebih menyenangkan, dan bisa mengurangi rasa tidak percaya diri atau bisa maki PD gitu mba”. (P)

“...lebih bisa membangun komunikasi dengan teman, meningkatkan kepercayaan diri.”(YKL)

“Menurut saya role-play bagusa ya mba, membuat saya jadi lebih aktif dalam berbahasa inggris, dan lebih percaya diri.”(RU)

In addition the female students felt that the role-Play strategy could make the students easy to understanding the material. There were the students' responses about this strategy:

“.... Informasi atau materi bisa lebih paham karena disertai dengan praktik langsung”. (SN)

“... .effectnya materinnya mudah diserap gtu lo mbak”. (SDF)

“... pokoknya kalau pkai ini saya jadi lebih paham mba. Karena kita terlibat langsung atau kita praktikkan jadi bukan hanya dari teori saja dan dibayangkan tetapi juga ada prakteknya”. (FMS)

“Emm, role-play..Yang tadi pas dikelas itu ya mba? Ya menurut aku sih bagus mba, mempermudah kita dalam mempelajari materi gtu mba...”(UH)

In the other hand, the female students felt that this strategy make the students easy to improving their speaking ability and creativity. There were some quotations about that response:

“... bisa mengasah skil speaking kita didepan orang banyak...” (FMS)

“ bagus mbak, memudahkan siswa dalam meningkatkan skill speaking...”(JS)

“... dengan digunakannya strategi ini siswa jadi lebih meningkatkan skill speakingnya..” (NS)

“... sangat bagus untuk meningkatkan skill speaking..” (SDF)

“Em, kalau menurut saya role-play itu bisa mengasah kemampuan siswa dalam berinteraksi menggunakan bahasa inggris dan juga bisa mengembangkan kreatifitas siswa,..”(W)

“Menurut say role-play membuat saya jadi lebih mengasah kemampuan saya dalam berbicara bahasa inggris.”(KMS)

“Menurut saya untuk role-play ini, selain bisa mengasah kemampuan siswa dalam speaking, dengan diterapkannya strategy ini siswa mengasah siswa dalam hal berinteraksi dalam bahasa inggris...”(YN)

Based on the data above, it could be concluded that the female students' responds to the role-play

strategy were make the students' confidence, easy to understanding the material, and to improving/increasing the speaking ability of the students.

2) Male students

Based on the interview result, the researcher found several responses from the students about the role-play strategy, they were as follows:

The male students felt that the role play strategy make the students increased the speaking ability and be creative more. It could be seen based on the quotations of many students in the interview section as follows:

The role play strategy makes the students increased their ability and creative in speaking:

"...gimana cara berkomunikasi dengan baik, selain itu kita juga bisa lebih kreatif..."(HS)

"....saya jadi lebih paham, gimana cara berkomunikasi dengan baik dalam bahasa inggris, selain itu kita juga bisa lebih kreatif."(HMS)

"Menurut saya dengan penggunaan strategy ni, bisameningkatkan kemampuan speaking kita dalam berkomunikasi."(JAS)

" Penerapan strategy ini membuat siswa lebih kreatif,.."(R)

In addition, the male students also give the response that by applying role-play strategy make the students interested to the lesson. Those statements can see based on the interview with the students below:

"...selain itu dengan cara seperti ini pembelajaran jadi lebih menyenangkan dan membuat siswa tertarik untuk belajar bahasa inggris lebih jauh lagi."(JP)

"dengan diaplikasikannya strtegi ini bisa membuat siswa jadi lebih tertarik untuk belajar bahasa inggris karena pembelajarannya tidak monoton."(N)

"...membuat suasana belajar di kelas menjadi menyenangkan. Ketika kondisi belajar menyenangkan bisa ber effect kepada hasil yang bagus. Dan siswa tidak merasa jenuh."(R)

Based on the explanation above, it could be seen that the male students felt this strategy make the male students increased their speaking ability, creative and interest in learning English especially in speaking. They felt this strategy was useful and helpful the students in speaking practice.

b. The research finding about the response toward the Drilling strategy in speaking practice.

To answer the research question number two, it would be explained in this following explanation about the students' respond to the strategy that the teacher used in teaching speaking skill strategy for the students' practice (drilling).

1) Female Students

Based on the interview result, the researcher found several responses from the students to the role-play strategy, they were as follows:

The female students felt that drilling strategy make the students easy in memorizing and pronouncing the vocab which is can help them in speaking practice. It seen from the quotations from many students in the interview section below:

“....Bagus mbak, kalau pakai driliing siswa jadi cepat hafal vocab, dan tau pengucapan yang benar ...” (FMS)

“Sangat terbantu dengan adanya drilling, karena kita langsung diberikan pemahan tentang pengucapan yang benar, sekaligus gampang inget mbak, karena diulang ulang.” (JS)

“Bagus mbak, sangat terbantu dengan diterapkannya strategi ini oleh guru, saya merasa terbantu sekali karena

dengan ini saya jadi mudah hafal vocab...”.(NS)

“Bagus mbak, karena dari situ kita dapat belajar langsung mengenai pronunciation yang benar.”(SN)

“Drilling sangat bagus mbak, karena siswa langsung tahu pronunciation yang benar seperti apa. Selain itu siswa jadi mudah hafal.” (SDF)

“Bagus mba, buat meningkatkan kemampuan pronunciation kita dan gampang hafal kata katanya” (UH)

“...sepertihalnya dalam pengucapan kata atau kalimatnya saja deh, sudah berbeda, penekanan kata nya juga beda, jadi tuh biasanya untuk melatih siswa supaya bisa mengucapkan pronunciation dengan benar...”(W)

“Kalau ini bisa membantu saya dalam menghafalkan words dalam bahasa inggris. Mudah gtu lo mbak mengingatkanya”.YN)

“Bagi saya drilling membantu saya mengingat vocab dengan baik, karena dengan drilling biasanya katanya diulang diulang jadi saya mudah hafaal. Hehe”(RU)

“Kalau drilling menurut saya bisa meningkatkan kemampuan saya dalam mengingat kata, yang mana bisa membantu saya dalam speaking ...”(KMS)

In addition, different with the other female students, one of the female students feels that the

drilling strategy can help the female students in speaking practice. The statement as follows:

“Kalau menurut saya bagus ya mba, bisa meningkatkan kemampuan kita dalam berbicara...”(YKK)

Based on the data above, it could be concluded that almost the female students gave the response if the drilling strategy is the strategy helped them in pronunciation and helped in memorizing the vocabulary which has effect their speaking ability were improved.

2) Male students

Based on the interview result, the researcher found several responses from the male students about the drilling strategy, they were as follows:

The male students felt that drilling strategy helped the students in memorizing the vocab. It shows in the quotations from many students in the interview section below:

“Bagus banget mbak, Membantu siswa dalam cepat menghafalkan vocab. Saya sudah buktikan mbak...” (HS)

“Membantu untuk cepat menghafalkan vocab.”(HMS)

“Drilling bisa membuat siswa lebih epat hafal vocab karena diulang ulang terus hehe.”(JAS)

“Bagus banget mbak, Membantu siswa dalam cepat menghafalkan vocab.”(JP)

“Bagus sih mbak, strategy mudah hafal vocab. Apalagi buat speaking skill membant banget. ” 06

” kita jadi cepat hafal vocab” (N)

“Bagus mbak membantu saya dalam menghafalkan vocab”(R)

Based on the explanation above, from the six male students gave the same response that the drilling strategy could helped the male students in memorizing the vocabulary. Overall, there is no differences response.

c. The research finding about the response toward the presentation strategy in speaking practice.

To answer the research question number two, it would be explained in this following explanation about the students' respond to the strategy that the teacher used in teaching speaking skill for students practice (presentation).

1) Female Students

Based on the interview result, the researcher found several responses from the students about the presentation strategy, they were as follows:

The female students felt that the presentation strategy make the students improved their confidence and the ability in speaking practice. It seen from the quotations from many students in the interview section below:

“...dengan ini bisa melatih kepercayaan diri kita untuk ngomong didepan orang banyak..”(FMS)

“...Bagus sih mbak, manambah tingkat kepercayaan diri siswa , dan meningkatkan skill speaking kita” (JAS)

“...lewat strategy ini saya jadi lebih percaya diri...”(P)

“....tetapi kita juga bisa belajar untuk lebih percaya diri (SN)

“...menurut saya dengan penggunaan strategy ini siswa jadi lebih percaya diri, bisa meningkatkan kemampuan speakingnya.”(SDF)

“Menurut saya dengan stategy bisa meningkatkan kepercayaan diri kita.”(UH)

“Presentasi itu menurut saya sih bagus mba buat melatih kepercayaan diri

siswa buat ngoong didepa orang banyak..” (W)

“Menurut saya sih bagus ya mbak, bisa meningkatkan kepercayaan diri siswa..”(YN)

“Menurut saya presentasi bisa mningkatkan kepercayaan disri saya..”(RU)

In addition, different with the other female students, one of the female students felt that the presentation strategy makes the students had new knowledge about how to be a good presenter in a presentation especially in using foreign language.

That statement of the quotation as follows:

“bisa bikin siswa jadi bisa belajar gimana cara presentasi deidepan kelas, maksudnya itu gini, kalau presentasi tu kan diawal perlu ada pembukaan, terus juga kita bisa belajar gimana cara meyampaikan dengan baik kepada audience nya supaya apa yang kita sampaikan bisa diterima dengan baik oleh audience, yaa saya piker dengan penggunaan strtagey ini ita bisa dapat ilmu baru..” (NS)

Based on the data above, it could be concluded that almost the female students had response if the presentation strategy was strategy that could helped them in handling their confident and in increasing their speaking ability.

2) Male students

Based on the interview result, the researcher found several responses from the students about the presentation strategy, they were as follows:

The male students felt that presentation strategy make the students increased their confidence and speaking skill. It shows in the quotations from many students in the interview section below:

“menurut saya bagus sih mbak bisa ngelatih kepercayaan diri siswa dalam speaking. Tapi kalau tugas presentasi yang tugasnya secara individu kadang saya merasa gugup mbak, malu kalau mau ngomong, takut salah gtu mbak ” (HS)

“..melatih keberanian bicara didepan orang banyak,terlebih kalau presenstasisecara individual... ”. (HMS)

“Dengan stategy ini kita jadi melatih kepercayaan diri berbicara didepan orang banyak, bisa meningkatkan kemampuan speaking kita.”. (JAS)

“Kalau menurut saya bagus mbak, memalui strategi ini saya jadi lebih percaya diri ngomong didepan orang banyak, selain itu bisa meningkatkan kemampuan kita dalam berbicara bahasa inggris”(JP)

“Response nya bagus mba,membantu siswa lebih percaya diri.” (N)

“Bagus juga mbak, dengan menggunakan strategy ini kita bisa meningkatkan kemampuan kita dalam speaking, selain itu juga bisa membuat melatih kepercayaan diri dan kemandirian siswa mbak.” (R)

Based on the explanation above, mostly students gave responses that this strategy makes the students increased their confidence and their speaking ability in speaking practice.

B. Discussion

This section discussed about the research findings related to the statements and suggestion from the experts. There were two research question proposed in this study. The discussion focused on the findings of the two proposed research questions. The first discussion is about the strategy of the teacher in teaching speaking practice for the tenth grade students of SMA AL Amin Palur, Sukoharjo in the academic year 2019/2020. The second discussion focused on the students respond based gender toward the strategy in teaching speaking skill for the tenth grade students of SMA AL Amin Palur Sukoharjo in the academic year 2019/2020.

1. **The strategy of the teacher in teaching speaking practice for the tenth grade students of SMA AL Amin Palur Sukoharjo in the academic year 2019/2020.**

In the teaching learning activity especially in teaching foreign language, definitely it would not be easy and would be a challenge for every English teacher. As we know, in Indonesia English was not the mother tongue for Indonesian, So, to help the teacher to share the knowledge, They need some strategies in the teaching learning activity in order to achieve the learning goals. Strategy is the specific plan of activity or method that was designed to achieve the learning goals. Related with that, some experts gave the definitions too as follows: J.R David as cited by Hamruni, (2009:1) he mentioned that strategy is a plan, method, or series of activities designed to achieve a particular education goals. Then Majid (2014:3-4) added and emphasized that strategy is a pattern that is planned and determined intentionally to carry out activities or action. Besides that, Silver at al, as cited by Ulfania (2019:38-39) also gave emphasized that there are reasons of strategies become as the important part in education, He mentions that:

- “a. Strategies are tools for designing thoughtful lesson and units.
- b. Strategies make the work of differentiating instruction manageable for the teachers and motivating for the students.
- c. Strategies provide the tools needed to bring thoughtful programs alive in the classroom.

- d. strategies build the skills needed for success on state tests.
- e. Frequent use of strategies leads to consistent and significant gains in the students' achievement.
- f. Strategies build different kind of knowledge.”

So, it could be called if using strategy in the teaching learning activity is important because strategy as the one of the important parts in education. English had 4 skills that had to be learned and mastered by the students or learner. In this case the researcher would be focused on speaking skill. So, in this study the researcher would be discussed about some research findings of the strategies that used by the English teacher for the tenth grade students of SMA AL Amin Palur Sukoharjo in the academic year 2019/2020.

In the teaching speaking had several strategies that usually used by the English teacher in teaching speaking. The strategies that usually used by the teacher namely: Giving motivation, Direct learning strategy, Drilling, Outdoor activities, Role-play, Creative task, Cooperative Activities, Discussion, Group Discussion, Communicative game, Presentation, and Simulation. Those strategies were clustered of some definitions by experts.

Based on the field observation, the researcher found some research findings. The researcher found that from the several strategies that were mentioned above, the English teacher at SMA Al Amin Palur Sukoharjo used three strategies. The strategies used by the English teacher namely: Role-play, Drilling, and Presentation.

a. Role-play

Role-play is a strategy to play a role in a story or certain situation. Besides that role –play it could be called as the strategy that make the students imagine of something such as the students play a role as a guest at a party, or travel agents answering customer question or participants in a public meeting. Here, the students decide who is who in each group (Hammre, 2001:92).

Based on the research finding, the teacher used Role-play as the one of strategies for the tenth grade students at SMA AL Amin Palur Sukoharjo in the academic year 2019/2020 in speaking practice. Speaking skill is the one of important skill in English that had to be mastered, but some of students feel that this skill is the hard skill. Sometime, the students feel afraid, unconfident, and shy when they were speaking in English especially in front of the others.

So, because of that phenomenon, the teacher applied this strategy in teaching speaking especially in speaking practice. The teacher feels that this strategy was a good strategy to apply for the tenth grade students especially in speaking practice. In applying this strategy the teacher was divided the students in several groups. Then, the students make a dialog for a conversation, after that practiced in front of the class with their own group. This strategy usually used for the material that need simulation or visual illustration or something else in order to make the learning purpose can be achieved. Based on the research findings role-play strategy used in the material on the chapter two of the text book that were talking about Congratulating expression ad complimenting others.

b. Drilling

Drilling is a strategy to improve pronunciation (Thornbury, 2005). In the other hand, Senel (2006) added that drilling is useful in teaching pronunciation since it can create correct and accurate pronunciation. Therefore, in applying this strategy in English foreign language class could make the students be able to pronounce the words accurately. By repeating words or sentences, students

automatically could memorize the words or the sentence. Therefore drilling improved the students in speaking skill.

Based on the research findings, the teacher used drilling as the strategy in teaching speaking practice. Using this strategy was expected to make sure the students can speak English correctly and accurately. Most of the students had difficulty in speaking because they cannot speak correctly or accurately. So, because of that phenomenon the teacher was applied this strategy in teaching speaking practice for the students in the tenth grade students at SMA Al Amin Palur Sukoharjo in the Academic year 2019/2020.

Based on the research finding of the field observation, drilling strategy was applied in the material on chapter 3 on the text book that was talking about describing a Tourist Destination. In this activity, the teacher pushed and encouraged the students to spoke. When the teacher found some mistakes or miss- pronunciation, the teacher directly gave correction and drilled the students till the students can pronounced the words or sentence accurately.

According Ulfania (2019:52) Drilling have several types, they were: Repetition Drill, Chain Drill, Single-slot Drill, Multiple-slot substitution drill, Transformation Drill.

Based on the research finding of the field observation, the teacher used Repetition Drill. It could be seen when the teacher gave correction to the students while the students getting mistake in pronouncing words or sentence. The teacher repeated the words or sentences directly and the students should be followed until they could be pronouncing the words or sentences correctly.

c. Presentation

Presentation is an activity providing students' opportunity to interact in English with other students (Wilson & Brooks (2014)). Oral presentation help the students to improve their communication skill and boosting students' interest to learn as it facilitates them interact with the other students (Girrad, Pinar, & Trappy (2011)). Besides that, Thornbury (2005) added oral presentation helps students to enhance their English language ability.

Related to the experts define, the teacher also used presentation as the strategy in teaching speaking for the tenth grade students practice at SMA AL Amin Palur Sukoharjo in the academic year 2019/2020. Based on the research finding of the field observation, using this strategy had function to understanding the ability of every student.

Based on the research finding, in applying this strategy was practice individually. It means that the students speaking practice individually. In applying this strategy the students were given assignment to presenting their work about describing eco-tourism destination in their hometown. Then the other students gave comments/questions to the presenter and they could also give score to their friend that was performing. As the information, the criteria of the speaking assessment had four categorizes, they were namely: pronunciation, performance, fluently, content. Each categorize had score: 25.

2. The students' response based on gender to the strategy for the tenth grade students of SMA AL Amin Palur Sukoharjo in academic year 2019/2020.

Hulse (1975:38) defines the psychological response as the action of nerve cells or the action of single muscle movements that go into some complicated bit of behavior like walking, closing the door, operating a crane or saying the word psychology. Therefore, McKchnie (1981:1935) as cited in Erstentia (2016:11) added that Response is an act or action of responding (as by an answer), a responsive or corresponding act or feeling, or a responding act to

motivating force or situation. As briefly, Response is a reaction to a question, experience, or some other types of stimulus (<https://www.vocabulay.com/dictionary/response> accessed on 31 October 2018).

Therefore, Borich as cited in Jelita (2015) mentioned that there are typical responses that divided into two types, such as Verbal and non-verbal.

- a. Verbal response is when the students respond the teacher by the students' utterance which can be answering or saying something or when students are answering question, performing speaking and chatting with friends.
- b. Nonverbal Response is when students are paying attention, reading the book/ handout, keeping silent, walking in the room and disturbing other friends.

Related to the types of students' response above, based on the observation, while in the teaching learning speaking practice in the tenth grade students of SMA Al Amin Palur Sukoharjo in the academic year 2019/2020, the responses that were given by the students between female students and male students were different.

As the example was described and explained on the theory above, the verbal response was usually respond by

students' utterance such as answering question, performing speaking, saying something, etc. Related to that explanation, in the tenth grade students the verbal response usually has on the female students. It means that in giving the response while the teaching learning activity the female students always answer the teachers' questions without chose.

But the different response got from the male students; they gave the nonverbal responses such as: must be chosen while in answering the teachers' question, keeping silent (it means that male students are passive). But, actually they understand the answered of the teacher question, but they keep silent till the teacher chose and mentioned their name to answer. This phenomenon also agreed by the teacher and gave statement that the male students were more passive than female students. That statement based on the answer of the teacher on the questionnaire, she said that while in the classroom especially in the process of teaching learning the male students were passive.

Generally, the response of the students in the classroom while in the teaching learning activity were different, The female students Always gave the verbal response then the male students give the nonverbal response. It lines with Ling,

Swann (1992:5) states that Verbal Ability dominated by girl meanwhile spatial ability dominated by the boy. .

Related with the theory above, this study focuses on the students' response based on gender to the strategies used by the English teacher in teaching speaking skill for the tenth grade students at SMA Al Amin Palur Sukoharjo in the academic year 2019/2020. Based on the result of the interview, there were some responses that were given by the students as follows:

- 1) The role-play,

Role-play is a strategy to play a role in a story or certain situation. Role-play is one of strategy that used by the English teacher for the tenth grade students of SMA AL Amin Palur Sukoharjo in the academic year 2019/2020. The male and female gave the same responses if the role -play make them became creative. It means that creative in making a dialog in the role-play practice. In the task of the applying the role-play strategy in this class, the teacher gave assignment to make a dialogue then the students asked to practice the dialogue with the partner/ group in front

of the class. The material is about expression of congratulating and complimenting others.

Besides that, there were differences response too, the female student gave response to the role-play strategy if the Role-play make the female students improved their self-confidence and easy in understanding the material. It means that when the teacher was applying those strategies the students become confidence more than before. For the example, when the teacher was applying the role-play strategy, some of them (female students) said that in practicing speaking skill their confidence were improved, because they can exercise their self in speaking in the different way.

In the role-play strategy the students usually practice the speaking skill in a group that consists of two or more students. That activity makes the students pressed their anxiety in the speaking practice, because they do not practice individually but in a group. It lines with Based on the Hammer (2001) mentioned that the simulation and the role-plays increase the students'

self-confidence because the students asked to speak with the others.

But the male students felt that this strategy makes them improved their speaking ability. Based on their responses, this strategy exercises them in speaking actively.

The other response, the female students gave the response in this strategy that the female students said they felt the role-play strategy make the female students easy in understanding the material. In understanding foreign language material for the Indonesian was not easy or it called difficult. So, need a way to make the Indonesian learner easy in understanding the material. The role-play strategy that was applied in the tenth grade student, make the female students easy in understanding the material, because there was a material practiced / simulated.

Then the male students felt the role-play strategy make the male students interesting in learning English. Because there was a practice and not only read the material but also practiced. It makes the male students were not bored.

The differences in giving response to the strategy between male and female above related with the theory by Defleuf (2005: 125) he gave statement that between male and female had differences in learning style. Based on that theory, naturally in learning style between male and female students had different characteristics, such as the male students were analytic, objective, thinking, field independent, dominant in using the left brain, introvert, and competitive. But the female had opposite characteristics to the male such as: the female were global, subjective, feeling, field dependent, balance in using the left and right brain, extrovert, and cooperative. So, it would be categorized if the male students had characteristics based on thinking and the male had characteristics based on feeling. As the example of the phenomenon in Indonesia some of Indonesians said that the female had characteristic in choosing or in handling the problem or anything usually used their feeling but different with male they used their brain. Therefore, in Indonesia the female can be categorized as the weaker and the male as the stronger.

Besides that, based on the theory of gender differences between male and female have some differences, such as: Sex differences in physiological filed, sex differences in nervous system, and sex differences in learning style (<http://languagelog.idc.open.edv.my/hodgins.pdf>, accessed on December, 23, 2018). Besides that, there were some factors that make female and male were different, they were namely: biological factor and cognitive factor

2) The Drilling Strategy.

Drilling is the other strategy besides the role-play strategy that was applied in the tenth grade students at SMA AL Amin Palur Sukoharjo in the academic year 2019/2020. Drilling is the strategy that has function to improve pronunciation (Thorbury, 2005). Besides that, Senel (2006) added that drilling is useful in the teaching pronunciation. Based on those explanations, it could be conclude that drilling is one of strategy that can help the students in improving the ability in speaking. As we

known, pronunciation was a thing that cannot be separated with speaking ability.

So, because of that reasons in this school (SMA AL Amin Palur Sukoharjo) especially in the tenth grade students applied this strategy to helping the teacher in teaching speaking practice to the students.

Based on the result of the Interview, the researcher found some research findings that were given by the female student. The responses that were given by the students to the drilling strategy, such as: make their pronunciation were improved and easy to memorizing the vocabulary.

As we know, in the activity of drilling strategy the teacher usually make the students repetition the words or sentences which had difficulty to pronounce. Ulfania (2019:52) mentioned that there were some types of drilling that usually used by the English teacher, such as; Repetition Drill, Chain Drill, Single slot Substitution drill, Multiple-slot substitution drill, and Transformation Drill. Related to the theory, based on that the observation, in the

SMA AL Ami Palur Sukoharjo especially in the tenth grade students the teacher applied the Repetition Drill type.

So, the activities of the drilling strategy (in this case the teacher used repetition strategy) that was applied in the tenth grade students make the students automatically learned about pronunciation. Because in the repetition drill the activity is the students asked to repeat the teacher as accurately and as quickly as possible, it makes the students easy to improving their pronunciation.

Besides that, with applying this strategy the students feels that easy to memorize the vocabulary. As in the explanation on the previous theory, the drilling activity especially in the repetition drill type the teacher said the words or sentences and the students asked to repeat as accurate and as quickly as possible. Based on the theory of *Daya* psychology stated that learning is the way to exercise of some of the human ability in observing, receiving, remembering, dreaming, feeling, and thinking

([http://widyareinventing.blogspot.com/2011/12/prinsip-pengulangan -dalam-pemelajaran.html](http://widyareinventing.blogspot.com/2011/12/prinsip-pengulangan-dalam-pemelajaran.html)). By conducting repeat activities, make the ability would be improved. It same with the repetition drill activity that was applied in the tenth grade students of SMA Al Amin Palur Sukoharjo. By applying this strategy the effect the students could be memorized well.

Related to that theory, the response of the male students to the drilling strategy, it was not different with the female students; the male students gave the same response about the drilling strategy. The drilling strategy, make the male students easy to memorize the vocabulary.

Based on the explanation above, it could be concluded that between female and male students had the same responses to the drilling strategy. There is no differences response between male and female for this strategy, the drilling strategy make the male student and female students easy in memorizing the vocabulary.

3) The presentation Strategy

Presentation is the process of presenting a topic to the audience. In the other hand, Presentation is an activity providing student's opportunity to interact in English with other students (Wilson & Brooks, 2014). Besides that, oral presentation is as an activity that gives students to use language creatively, purposefully, and interactively in the EFL classroom. Therefore Thornbury (2005) stated that oral presentation help enhance their English language ability.

As the conclusion to the theory above, Presentation strategy was an activity of the process presenting a topic to the audience as the way to develop their ability in speaking used a language.

Related to the theory, in the tenth grade students of SMA AL Amin Palur Sukoharjo in the academic year 2019/2020 also applied this strategy in practicing speaking skill. Based on the result of the interview, the researcher concluded some research findings of the responses of the students based on gender.

The responses of the female students to the presentation strategy was improved their self-confidence, it was improved their speaking ability. The female students feel that the presentation could make the students improve their self-confidence because in the activity of presentation strategy the students do it by their self it means individual/independence. As we known, speaking used the other language (foreign language) that was not our mother tongue was difficult, especially in front of the others. It would become as the big challenge for someone. So, when applied this strategy the female students felt their self-confidence are improved.

It is not much different with that, the male students was given the same responses. The male students feel this strategy make the male students improved their self-confidence and improved the speaking ability. For the male students it becomes the hard thing to speak especially using foreign language. So, by applying this strategy push the anxiety and the effect is they can develop the self-confidence by this strategy. When the self-

confidence was improved, they can improve their speaking ability easily.

Based on Borich in Jelita (2015) said that there are two type of response they are namely: Positive Response and Negative response. Positive is desired by the teacher since it can support the teaching learning process. Then Negative is not desired by the teacher since the response can destruct the teaching and learning process or the response related to the teaching learning process or the response is not relate to the teaching learning process. In responding to the three strategies between male and female gave positive responses.

Table 4.1: The Students Responses to the strategies in speaking practice

No.	Strategy	Response	
		Female	Male
1	Role-play	<ul style="list-style-type: none"> a. The role-play strategy makes the female students confident b. The role-play strategy makes the female students easy to understand the material c. The role-play strategy makes the female students increased their creativity. 	<ul style="list-style-type: none"> a. The role-play strategy makes the ability in speaking practice improved. b. The role-play strategy makes the male students interested to the teaching learning especially in speaking practice c. The role-play strategy makes the male students increased the creativity..

2	Drilling	a. the drilling strategy helped the female students in memorizing the vocabulary	a. the drilling strategy helped the male students in memorizing the vocabulary
3	Presentation	a. Help in handling the female student confident. b. The presentation Strategy helped the female students increased the speaking ability.	a. this strategy make the students increased their confident b. The presentation strategy makes the male students increased the speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher elaborates the summary of this research. It is divided into two parts Conclusions and suggestions. The conclusions of the research were drawn based of the result and discussions from the data gathered from the answer of research questions. Suggestions from some parties are followed afterwards.

A. Conclusions

This study aimed to describe the strategy used by the English teacher for the tenth grade students at SMA AL Amin Palur Sukoharjo in the academic year 2019/2020 and to describe the responses of the students based on gender toward the teachers' strategies in teaching speaking for the tenth grade of SMA AL Amin Palur Sukoharjo in the academic year 2019/2020. Regarding with the objectives, the researcher get two conclusions. The detail explanations about the conclusions were presented as follows:

1. The strategies in practicing speaking skill for the tenth grade students of SMA Al Amin Palur Sukoharjo in the academic year 2019/2020 that used by the teacher

The ability to speak English fluently was perceived as the key success for the students in academic and future career. Therefore, need some strategies in the classroom especially in teaching speaking by the

English teacher to realize. In the first explanation reveals the strategies used by the English teacher for the tenth grade students of SMA AL Amin Palur Sukoharjo in the academic year 2019/2020. Based on the observation, questionnaire and supported some statements by interview, the researcher gained some informations that the teacher used three strategies for all gender, they were namely: Role-play, Drilling, and Presentation. Those strategies used by the teacher because suitable in applying for the tenth grade students of SMA Al Amin Palur Sukoharjo in the academic year 2019/2020 and can improve their speaking ability.

2. The response of the students based on gender toward the strategies.

The Students' responses based on gender toward the strategies used by the English teacher reveal positive response as the responses given to the Role-play, Drilling, and Presentation strategy. Here, they respond those strategies help the students become creative, help in increasing the ability in speaking skill and improving their self-confidence. However there was similar response, but in the role-play strategy they gave different response. The differences of the response were in applying the role-play strategy, it makes the female students confident and easy in understanding the material, while the male students felt in applying this strategy makes the ability of the male

students in speaking improved and it makes the male students interested to the teaching learning activity especially in speaking.

As the conclusion, there are no significant differences between male and female in responding the teacher strategies. The different response between female and male students to the strategies in practicing speaking skill was just on the role-play strategy. Besides, in responding the teacher in the classroom between male and female have different responses. The male students usually gave the nonverbal response but female usually gave the verbal response. It means that male students more passive than female students in the classroom activity.

B. Suggestions

Based on the findings of the research, the researcher provides some suggestions related to the teachers' strategies in teaching speaking skill. The suggestions are given for prospective teacher, students, and the further researchers.

1. Teacher

In this study found some strategies that used in the teaching practicing speaking skill. It can be done through several ways. Here the researcher has some suggestions for the English teacher, the English teacher should use those strategies in teaching speaking practice especially use those strategies appropriate with the material, it

would be support the students to speak up and help the teacher in assessing the ability of the students. Besides that, need some variations strategy in the teaching speaking practice in order to make the students interesting in the learning foreign language especially in order to increase the students' ability in speaking skill.

2. Students

In here researcher has some suggestion for the students. First, pay attention to the teacher when in teaching learning activity. Second, don't forget to always practicing what the teacher taught in order to make easier in improving the ability in speaking skill.

3. Further researchers.

For the further researchers, there are some suggestions who want to conduct research about speaking skill this research can be used as the additional reference or as the guiding for further researchers with different discussion domain. The first suggestion for the further researcher who want conducted the research should be explore more strategies in the teaching speaking skill. Second, the next further researchers can find out more detail about strategies in the teaching speaking skill. And the third, the other researchers can use different methodology and instruments to conduct the research in the future.

BIBLIOGRAPHY.

- Anjaniputra, 2013. *Teacher's strategies in Teaching Speaking to Students at Secondary Level. Journal of English and Education*, 1(2),1-8.
- Azar, Betty Schramfer. 2002. *Understanding and Using English Grammar (3rd ends)*. New York: Pearson Education.
- Brown, H. Douglas. *Teaching by Principles: An Interactive to language Pedagogy* (2nd eSd.). Longman.
- _____. 2000. *Principles of Language Learning and Teaching* (4th ed.). San Francisco : Longman
- Brown, Gilliam & George Yule. 1983. *Duscourse Analaysis*. Cambridge: Cambridge University Press.
- Brown, H Douglas. 2001. *Teaching By Principle :An Interactive Approach to Language Pedagogy*, San Francisco:Longman.
- Brown, H. Douglas.2003. *Language Assessment – principle and classroom Practice*. San Francasco University: Longman.
- Dornyei, Z. 2001. *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Frank, Marcella. 1972. *Modern English: A Practical Reference Guide*. New Jersey: Pentice-Hall,Inc.
- Handayani, Ulfania Dwi. 2019. *English Teachers' Strategy in Teaching Speaking*. Ponorogo: IAIN Ponorogo.
- Harmer, Jeremy. 1998. *How To Teach English: An introduction to the practice of English language teaching*. New York: Longman.
- Heaton, JB. 1978. *The Components of Speaking Ablity* Retrieved from: <http://beddebah-haterulez.blogspot.com/2012/08/the-componens-of-speaking-ability.html>. (Access on 31 October 2018)
- Heren Puspita Wati. 2013. *Konsep teori dan Analisis Gender*. Bogor: Inst. Pertanian Bogor Press

- Indah, Gili Nur. 2017. *Teacher' Strategies in Teaching English Vocabulary to Young Learners (Descriptive Study on teaching Vocabulary at the Third Grade Stidents of MI Kedungharjo in Academic Year 2015/2016)*. Surakarta: Pendidikan Bahasa Inggris IAIN.
- Jones, Daiel. 1956. *The Pronunciation of English*. Cambridge: University Press.
- Kayi, H. 2006. *Teaching Speaking: Activities to promote Speaking in A Second language*. TheInternetTESLJournal, 11.0c. retrieved from: <http://iteslj.org/Techniques/kayi-TeachingSpeaking.html>.
- Larsen, Diane- Freeman. 1986. *Techniques and Principles in Language Teaching 2ed*. New York: Oxford University Press.
- Lippa, Ricard A. 2005. *Gender, Nature, and Nurture*. London: Lawrence Erlbaum Associates.
- Majod, Abdul. 2014. *Learning Strategy*. Bandung: PT Remaja Rosdakarya.
- Moleong, Lexi J. 2007. *Methodology Penelitian Kualitatif*. Bandung: Remaja Rosda Karya
- Penny ur. 1996. *A Course in Languange Teaching*. Cambridge University Press. .
- Richards, Jack C. 2008. *Teaching Listening & Speaking*. New York: Cambridge University Press.
- Rohmah Dwi Yuniarti. 2014. *Pengaruh Sikap dan Gender Terhadap Prestasi Belajar Bahasa Indonesia pada Siswa SMP Negeri Kelas VII di Kecamatan Sleman Yogyakarta 2013/2014*. Yogyakarta: Program Studi Pendidikan Bahasa dan Sastra Indonesia UNY.
- Rossmann, Grechen B & Rallis, Sharon F. 2012. *Learning In the Field: An Introduction to Qualitative Research* (3rd ed.). University of Massachusetts Amherst: Sage Publication.
- Rudi Hartono, S.S., M.Pd. 2005. *Genres of Texts*. Semarang: Universitas Negeri Semarang.
- Sarwono, Jonathan. 2006. *Metode Penelitian Kuantitatif dan Kulaitatif*. 2006. Yogyakarta: Graha Ilmu.

- Sasongko, Sri Sundari. 2009. *Konsep dan Teori Gender: Pusat Pelatihan dan Peningkatan Perempuan Badan Koordinasi Keluarga Berencana Nasional, BKKBN* (Cet. 2).
- Scrivener, Jim. 2006. *Learning Teaching: A guidebook for English Language Teachers* (2nd ed.). Macmilan.
- Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Sutopo, HB. 2002. *Metode Penelitian Kualitatif*. Bandung: PT. Remaja Rosda Karya.
- Suryabrata, Sumadi. *Psikologi Pendidikan*. Jakarta: Rajawali.
- Taringan, Henry Guntur.1990. *Berbicara sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Taylor, J Steven., Bogdan, Robert & Marjorie I Devault. 2016. *Introduction to Qualitative Research Methods: A guidebook and Resource* (4th ed.). Wiley Press.

APPENDICES

APPENDIX 1
THE FIELDNOTES OF THE OBSERVATION

FIELD NOTE

Code : FN01
Time : Wednesday, 8 May 2019
Topic : The Chief of Boarding School's Permission
Participant : The Security
Place : The Security's Room

The researcher came to the school on Wednesday, 8 May 2019. First of all the researcher came to the security room. The researcher asked him where the chief of PPMI AL Amin Palur Sukoharjo, and the researcher told him about the meaning of arrival from the researcher at the day. Then, security said if the chief of boarding school doesn't be in place so the security gives suggestion to come again on Friday, 10 May 2019.

FIELD NOTE

Code : FN02
Time : Friday, 10 May 2019
Topic : The Chief of Boarding School's Permission
Participant : K.H. Hartono A I, S. Ag., M.M
Place : The Chief of Boarding School's Room

After The security gives suggestion to the researcher to come again on Friday, the researcher came to the school on Friday, 8 May 2019 to get the permission of the chief of boarding school (PPMI AL Amin Palur Sukoharjo). First of all the researcher came to the security room. The researcher asked him where the chief of PPMI AL Amin Palur Sukoharjo, and the researcher told him about the meaning of arrival from the researcher at the day. Then, security accompanies the researcher to the Chief of Boarding School's Room. The Chief of Boarding School accosted the researcher friendly. Then the researcher expressed the meaning of her arrival. The researcher expressed that she want to do the research in that boarding school especially in the Senior High School. Then, the Chief of Boarding School (PPMI AL Amin Palur Sukoharjo) gave permission for the researcher. Then, He gave suggestion to meet the Headmaster of the Senior High School, Mr. Sugiarno, S.HI., SH. But, at that day the activity of teaching learning is off because of the beginning of fasting month. So, the senior high school will be active in teaching learning on Thursday. Then, the chief of PPMI AL Amin Palur Sukoharjo gave the phone number of the

Headmaster and gave suggestion to direct communication to meet the Headmaster of the Senior High School at PPMI AL Amin Palur Sukoharjo.

FIELD NOTE

Code : FN03
Time : Monday, 13 May 2019
Topic : The Headmaster's Permission
Participant : Sugiarno, S. HL., SH
Place : The Headmaster's Room

After direct communication by phone, the researcher and the headmaster meet on Monday, 12 May 2019. First of all, the researcher went the headmaster's room, then, the headmaster accosted the researcher friendly. Then, the researcher expressed that she want to do the research in that senior high school. The headmaster gave permission for the researcher. Then the headmaster gave suggestion to meet the English teacher firstly and gave the English teacher's phone number. The English teacher is Mrs. Fitriya Rahmawati, S. Pd.

FIELD NOTE

Code : FN04
Time : Tuesday, 14 May 2019
Topic : Introducing with the English Teacher
Participant : Fitriya Rahmawati, S. Pd
Place : The Teacher's Office

After direct communication by phone, the researcher and the English teacher meet on Tuesday, 14 May 2019. First of all, the researcher went the Teacher's Office, then, the English teacher accosted the researcher friendly. Then, the researcher expressed that she wants to do the research in her class focused on practicing speaking at tenth grade students. The English teacher gave permission and agrees with the plan from the researcher. Then, the English teacher gave the schedule of her teaching learning activity in tenth grade student. Then, the researcher and the English teacher discuss about the time of the researcher doing the research. Finally, the teacher gave suggestion doing the researcher next day at 9 a.m.

FIELD NOTE

Code : FN05
Time : Saturday, 22 November 2019
Topic : Interview
Participant : The English Teacher (Mrs. Fitriya Rahmawati, S. Pd)
Place : Teacher Office

After make an agreement with the English Teacher to interview after class activity in that day, the permission was given by the teacher to interview. The reasercher sart to interview and the interview focused on their Strategy of the teacher in teaching Speaking Practice for the tenth grade students. Finally, the researcher done interviewed the teacher.

FIELD NOTE

Code : FN06
Time : Saturday, 22 November 2019
Topic : Interview
Participant : Male Students
Place : Musholla at PPMI Al Amin Palur Sukoharjo

After make an agreement with the English Teacher the students, the Researcher gave permission by the teacher to interview the male students. The interview focused on their responses about the strategies that used by the English teacher in speaking practice for the tenth grade students. Finally, the researcher done in doing interview with the students, it is about four day.

FIELD NOTE

Code : FN07
Time : Saturday, 23 November 2019
Topic : Interview
Participant : Female Students
Place : Female Students' Boarding School

After make an agreement with the English Teacher the students, the Researcher gave permission by the teacher to interview the female students. The interview focused on their responses about the strategies that used by the English teacher in speaking practice for the tenth grade students. Finally, the researcher done in doing interview with the students, it is about four day.

FIELD NOTE

Code : FN08
Time : Friday, 8th November 2019
Topic : 1th Observasi
Participant : Mrs. Fitriya Rahmawati, S. Pd
Place : Classroom

After make an agreement with the English Teacher, the Researcher gave permission by the teacher to observation in the tenth grade students. Mrs Fitriya Rahmawati, S. Pd allowed the researcher to entering the class, the researcher sat on the back of lassroom to observe the teaching learning process. The material in that day was about How to express the congratulating and complimwnting others.

In the beginning of the teaching learing proses, the teacher opened the meeting in that day by saying *Salam* to the students. Then, the teacher asks to the students about their feeling in that day. After that, the teacher checked students' attendant. In teaching learning activity the teacher used two languages to deliver the material; the languages were English and *Bahasa*. There were 18 students attending in that meeting. The activity in that day was practicing about expression of giving congratulating and Complimenting Others using role-play. This assignment was created last week but it was practiced in this meeting. In this activity the students divided into 5 groups, 3 groups for the female students that consist of 4 students for each group and 2 Groups from the male students that consist of 3 students for each group.

(Opening) The teacher opened the meeting in that day by saying *Salam* to the students. Then, the teacher asks to the students about their feeling in that day. After that, the teacher checked students' attendant. In teaching learning activity to deliver the material the teacher used two languages such as: English and *Bahasa*. There were 18 students attending in that meeting. The teacher gave instruction to preparing for the activity of that day. The Five groups that were created preparing before performing and the process of performing based on the lottery. Each students of each group took the number on the lottery. Then the students performed based on the number that was chosen.

(Main activity) In this activity, the students should be present about the expression of giving congratulating and complimenting others and how to respond. This activity was conversation between three students in a situation. Each group had different situation. The teacher divided the situation into eighteen situations, the situations such as: Speech contest, Math Olympiad, Drawing Competition, Writing Competition, Graduation, Best students, haircut, jacket, new bag, new house, new book, talented singer, best model, best writer, successful business, create new robots, got driver's license, and new baby. Each group should be present three situations. The process of choosing the situation based on lottery. One situation took one student, so in a group had three situations. After that, one by one group presented their work in front of the class. That activity used 65 minutes. (Observing)

After the activity was done, the teacher asks to the students how the students felt after practiced especially for understanding the material after practice

(Questioning). Then the teacher asked to analyzing the meaning of “congratulating and complimenting” how to express and how to respond (Associating). Then, the students shared their opinion congratulating and complimenting and how to giving the expression and the responses about that (Communicating). After that the teacher gave conclusions and explained about congratulating and complementing others.

(Closing) Ten minutes the lesson would be ended. In this time, the teacher used the latest minutes as the time to review the lesson in that day. The teacher reviewed about the pronunciation of the students that found when the students performed. The teacher wrote the words on white board, and then the teacher gave the example of the correct pronunciation, after that the students repeated. Finally, the time was over, the teacher closed the meeting in that day at 11.30 a.m.

FIELD NOTE

Code : FN09
Time : Friday, 15th November 2019
Topic : 2nd Observation
Participant : Mrs. Fitriya Rahmawati, S. Pd
Place : Classroom

The second observation, the researcher did the observation on On Friday, 15 Noember 2019. Mrs Fitriya Rahmawati, S. Pd allowed the researcher to entering the class, the researcher sat on the back of lassroom to observe the teaching learning process. the material for that day about Describing a Tourist Attraction.

(Opening) At 10.20 a.m the teacher went to the tenth grade students' classroom followed by the researcher. In the beginning of the teaching learing prosess, the teacher opened the meeting in that day by saying *Salam* to the students. Then, the teacher asks to the students about their feeling in that day. After that, the teacher checked students' attendant. In the teaching learning process the teacher used two languages in delivering the material; the languages were English and *Bahasa*. There were 18 students attending in that meeting.

(Main Activity)The material in that day was about descriptive text. The teacher asked to the students read a text in the handbook entitled "*Mount Halimun Salak National Park*"(Observing). In this activity the students were chosen by the teacher randomly. In the reading of the text, one student had responsibility read one paragraph. There were five paragraphs in that text, so there were five students in

reading the text completely. During this activity, the teacher always monitored the pronunciation of the students. When the teacher found a mistake pronunciation, the teacher gave correction and the students repeated in correct pronunciation.

After the students finished in reading the text, the teacher gave question to the students about the kind of text that was read (Questioning). After that the teacher gave the explanation about the material (descriptive text). After that, the teacher asked the students to finding the other example of descriptive text in the students hand book (Experimenting). Then the teacher asked the students to read the text. Then, the teacher and the students analyzing the general structure of the text, and the language feature together (Associating).

After that, the teacher asked the students to share their opinion about what is descriptive text about place, one of students answered that descriptive text is “a text to give information to the readers about a place or to introducing a place”. Then the teacher asked again “ for the example?”. The other students added that “kaya tadi miss di text tajung putting national park, terus great pyramid pizza, yaitu miss pokokke menjelaskan tentang suatu tempat”. Then the teacher asked again “ kalau yang lain gimana? Nadia? siska? nurdin? Gimana ayo coba ngomong!” One by one student that was mentioned by the teacher tried to answering “ ada yang mau menambahkan lagi?” (teacher), “ enggak miss” (communicating). Then, the teacher with the student gave the conclusion about definition of the descriptive text together.

(Closing) Ten minutes the lesson would be ended. In this time, the teacher used the latest minutes as the time to reviewing the lesson in that day. In addition, the

teacher also gave the assignment for the next meeting to finding and visiting the Ecotourism around their house (hometown), for the example: for the students who lived in Karanganyar regency, they could visit Grojogan Sewu Waterfall, or the other places. Then the students make a description about that location and presented their work in front of the class one by one. Then the meeting closed at 11.30 a.m

FIELD NOTE

Code : FN10
Time : Friday, 22nd November 2019
Topic : 3th Observation
Participant : Mrs. Fitriya Rahmawati, S. Pd
Place : Classroom

After make an agreement with the English Teacher the students, the Researcher gave permission by the teacher to observation in the tenth grade students. Mrs Fitriya Rahmawati, S. Pd allowed the researcher to entering the class, the researcher sat on the back of lassroom to observe the teaching learning process. The material in that day is about Describing a Tourist Attraction.

(Opening) In the beginning of the teaching learing proses, the teacher opened the meeting in that day by saying *Salam* to the students. Then, the teacher asked to the students about their feeling in that day. After that, the teacher checked students' attendant. In teaching learning activity the teacher used two languages to deliver the material; the languages were English and *Bahasa*.

(Main Activity)The material in that day was still about descriptive text with the same theme "*Describing a Tourist Attraction*". The activity in that day was presentation about the description of the ecotourism destination in their hometown. The presentation did individually. But before starting that activity, the teacher gave some questions to the students about last meeting material. (Questioning).

After that, the teacher explained the role of that activity. The role of the activity were the students should be presented using English as can as possible during that activity, when one of the student was presenting their work in front of the classroom, the other students should be gave comment or some questions related to the presentation. Then the teacher started with mentioning the name of the students one by one to presenting their work. In this assignment, there are four assessments such as: performance, pronunciation, content, and fluently.

After finished the presentation, the teacher showed in the screen two texts. Here the students asked by the teacher to analyzing the different of those texts in front of the class and if the answer is correct they could gave extra scored by the teacher. In that time just three of students that have opportunity to getting extra score by the teacher. Then tree of students that had opportunity explained their answer (associating). Then, the teacher with the students gave the conclusions about the differences about those texts together (communicating).

(Closing)_Ten minutes the lesson would be ended. In this time, the teacher used the latest minutes as the time to reviewing the lesson in that day. The review section was about reviewing the student's comprehension in this theory, besides that the teacher also gave correction about the student's pronunciation. After the teacher reviewed the lesson in that day, the teacher closed the meeting in that day with saying *Hamdallah*. The meeting in that day closed at 11.30 a.m.

APPENDIX 2
THE LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA AL-AMIN Palur
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/ Ganjil
 Materi Pokok : Teks Interaksi Interpersonal; Ucapan Selamat dan Memuji Bersayap
 (*Extended*)
 Alokasi Waktu : 4 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>) • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>) • Memahami unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>)
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Menyusun kalimat memberikan ucapan selamat dan memuji bersayap (<i>extended</i>) • Menanggapi ucapan selamat dan memuji bersayap (<i>extended</i>) yang diajukan kepadanya

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan memberikan ucapan selamat dan memuji bersayap (extended)
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)
- Memahami unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)
- Menyusun kalimat memberikan ucapan selamat dan memuji bersayap (extended)
- Menanggapi ucapan selamat dan memuji bersayap (extended) yang diajukan kepadanya

D. Materi Pembelajaran

- Fungsi Sosial
Menjaga hubungan interpersonal dengan guru, teman dan orang lain.
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
 - Ungkapan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya
 - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Media
 - ❖ Worksheet atau lembar kerja (siswa)
 - ❖ Lembar penilaian
2. Alat/Bahan
 - ❖ Penggaris, spidol, papan tulis
 - ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ● Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran ● Memeriksa kehadiran peserta didik sebagai sikap disiplin ● Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ● Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ● Mengingat kembali materi prasyarat dengan bertanya. ● Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ● Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ● Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended)</i> ● Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ● Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ● Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ● Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ● Pembagian kelompok belajar ● Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) ● Pemberian contoh-contoh materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) untuk

	<p>dapat dikembangkan peserta didik, dari media interaktif, dsb</p> <p>→ Membaca. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan ungakapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended)</p> <p>→ Menulis Menulis resume dari hasil pengamatan dan bacaan terkait ungakapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended)</p> <p>→ Mendengar Pemberian materi ungakapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) oleh guru.</p> <p>→ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended)</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi : <i>ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended)</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian Mengamati dengan seksama materi ungakapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks</p>

Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) yang sedang dipelajari.

→ **Aktivitas**

Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) yang sedang dipelajari.

→ **Wawancara/tanya jawab dengan nara sumber**

Mengajukan pertanyaan berkaitan dengan materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) yang telah disusun dalam daftar pertanyaan kepada guru.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

→ **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended)

→ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

→ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) sesuai dengan pemahamannya.

→ **Saling tukar informasi** tentang materi :

ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended)

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

Data
processing

COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)

(pengolahan Data)	<p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> → Berdiskusi tentang data dari Materi : <i>ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended)</i> → Mengolah informasi dari materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended)
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended)</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> → Menyampaikan hasil diskusi tentang materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended)</i> → Mengemukakan pendapat atas presentasi yang dilakukan tentang materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) dan ditanggapi oleh kelompok yang mempresentasikan.

- Bertanya atas presentasi tentang materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

- Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
Laporan hasil pengamatan secara *tertulis* tentang materi :
ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended)
- Menjawab pertanyaan tentang materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) yang akan selesai dipelajari
- Menyelesaikan uji kompetensi untuk materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended)
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran ungkapan-ungkapan dalam memberikan ucapan selamat dan memuji bersayap (extended) kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

2. Pertemuan Ke-2 (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ● Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran ● Memeriksa kehadiran peserta didik sebagai sikap disiplin ● Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ● Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ● Mengingat kembali materi prasyarat dengan bertanya. ● Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ● Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ● Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap</i> ● Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ● Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ● Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ● Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ● Pembagian kelompok belajar ● Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap ● Pemberian contoh-contoh materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap untuk dapat

	<p>dikembangkan peserta didik, dari media interaktif, dsb</p> <p>→ Membaca. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap</p> <p>→ Menulis Menulis resume dari hasil pengamatan dan bacaan terkait konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap</p> <p>→ Mendengar Pemberian materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap oleh guru.</p> <p>→ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi : <i>konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian Mengamati dengan seksama materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks</p>

	<p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap yang sedang dipelajari.</p> <p>→ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap yang sedang dipelajari.</p> <p>→ Wawancara/tanya jawab dengan nara sumber</p> <p>Mengajukan pertanyaan berkaitan dengan materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ Mendiskusikan</p> <p>Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap</p> <p>→ Mengumpulkan informasi</p> <p>Mencatat semua informasi tentang materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> <p>→ Mempresentasikan ulang</p> <p>Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap sesuai dengan pemahamannya.</p> <p>→ Saling tukar informasi tentang materi :</p> <p><i>konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p>

(pengolahan Data)	<p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> → Berdiskusi tentang data dari Materi : <i>konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap</i> → Mengolah informasi dari materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> → Menyampaikan hasil diskusi tentang materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap</i> → Mengemukakan pendapat atas presentasi yang dilakukan tentang materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap dan ditanggapi oleh kelompok yang mempresentasikan.

- Bertanya atas presentasi tentang materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

- Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
Laporan hasil pengamatan secara *tertulis* tentang materi :
konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap
- Menjawab pertanyaan tentang materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap yang akan selesai dipelajari
- Menyelesaikan uji kompetensi untuk materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran konteks pengucapan dan cara pengucapan ucapan selamat dan memuji bersayap kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

3. Pertemuan Ke-3 (2 x 45 Menit)

Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) dengan cara :</p> <ul style="list-style-type: none"> → Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. → Mengamati <ul style="list-style-type: none"> ● Lembar kerja materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) ● Pemberian contoh-contoh materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) untuk dapat dikembangkan peserta didik, dari media interaktif, dsb

	<p>→ Membaca. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</p> <p>→ Menulis Menulis resume dari hasil pengamatan dan bacaan terkait struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</p> <p>→ Mendengar Pemberian materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) oleh guru.</p> <p>→ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi : <i>struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian Mengamati dengan seksama materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi struktur teks ungkapan</p>

	<p>memberikan ucapan selamat dan memuji bersayap (extended) yang sedang dipelajari.</p> <p>→ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang sedang dipelajari.</p> <p>→ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</p> <p>→ Mengumpulkan informasi Mencatat semua informasi tentang materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> <p>→ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) sesuai dengan pemahamannya.</p> <p>→ Saling tukar informasi tentang materi : <i>struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p>

<p>Verification (pembuktian)</p>	<p>→ Berdiskusi tentang data dari Materi : <i>struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</i></p> <p>→ Mengolah informasi dari materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</p> <p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Menyampaikan hasil diskusi tentang materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p> <p>→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</i></p> <p>→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) dan ditanggapi oleh kelompok yang mempresentasikan.</p> <p>→ Bertanya atas presentasi tentang materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang dilakukan dan peserta didik lain diberi kesempatan untuk</p>

menjawabnya.

CREATIVITY (KREATIVITAS)

- Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
Laporan hasil pengamatan secara *tertulis* tentang materi :
struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)
- Menjawab pertanyaan tentang materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang akan selesai dipelajari
- Menyelesaikan uji kompetensi untuk materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

4. Pertemuan Ke-4 (2 x 45 Menit)

Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) dengan cara :</p> <ul style="list-style-type: none"> → Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. → Mengamati <ul style="list-style-type: none"> ● Lembar kerja materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) ● Pemberian contoh-contoh materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) untuk dapat dikembangkan peserta didik, dari media interaktif, dsb

	<p>→ Membaca. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</p> <p>→ Menulis Menulis resume dari hasil pengamatan dan bacaan terkait unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</p> <p>→ Mendengar Pemberian materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) oleh guru.</p> <p>→ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi : <i>unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian Mengamati dengan seksama materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks</p>

Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang sedang dipelajari.

→ **Aktivitas**

Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang sedang dipelajari.

→ **Wawancara/tanya jawab dengan nara sumber**

Mengajukan pertanyaan berkaitan dengan materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang telah disusun dalam daftar pertanyaan kepada guru.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

→ **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)

→ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

→ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) sesuai dengan pemahamannya.

→ **Saling tukar informasi** tentang materi :

unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

Data
processing

COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)

(pengolahan Data)	<p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> → Berdiskusi tentang data dari Materi : <i>unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</i> → Mengolah informasi dari materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> → Menyampaikan hasil diskusi tentang materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</i> → Mengemukakan pendapat atas presentasi yang dilakukan tentang materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) dan ditanggapi oleh kelompok yang mempresentasikan.

- Bertanya atas presentasi tentang materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

- Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
Laporan hasil pengamatan secara *tertulis* tentang materi :
unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)
- Menjawab pertanyaan tentang materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang akan selesai dipelajari
- Menyelesaikan uji kompetensi untuk materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) yang baru diselesaikan.
- Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended)
- Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				

4	...	100			
---	-----	-----	--	--	--

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)**2. Penilaian Pengetahuan***Tabel Penilaian Aspek Pengetahuan*

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:**MAHIR** mendapat skor 3

MEMUASKAN mendapat skor 2
TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris
 Alokasi Waktu : 1 Semester
 Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____
 : _____

Kelas

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
		.... dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
		.... dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan	Keruntutan teks sangat tepat	5	4	

	Teks	Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar	5	4	
		Lancar	4	3	
		Cukup lancar	3	2	
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat	5	4	
		Tepat	4	3	
		Cukup tepat	3	2	
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Palur..... Juli 2020

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

Sugiarno, S.HI, S.H.....
NIP/NRK.

Fitriya Rahmawati, S.Pd
NIP/NRK.

Catatan Kepala Sekolah

.....
....

Catatan Kepala Sekolah

.....
....
.....
.....
.....
.....
.....
.....

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA AL-AMIN Palur
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/ Ganjil
 Materi Pokok : Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan
 Alokasi Waktu : 4 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Menyusun kalimat pernyataan niat melakukan suatu tindakan/kegiatan • Menanggapi pernyataan niat melakukan suatu tindakan/kegiatan yang ditujukan kepadanya.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Menyusun kalimat pernyataan niat melakukan suatu tindakan/kegiatan
- Menanggapi pernyataan niat melakukan suatu tindakan/kegiatan yang ditujukan kepadanya.

D. Materi Pembelajaran

- Fungsi Sosial
Menyatakan rencana, menyarankan, dsb.
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan atau di luar dugaan)
- Unsur Kebahasaan
 - Ungkapan pernyataan niat yang sesuai, dengan modalbe going to, would like to
 - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

3. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

4. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ● Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran ● Memeriksa kehadiran peserta didik sebagai sikap disiplin ● Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ● Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ● Mengingat kembali materi prasyarat dengan bertanya. ● Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ● Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ● Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i> ● Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ● Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ● Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ● Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ● Pembagian kelompok belajar ● Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan

	<ul style="list-style-type: none"> ● Pemberian contoh-contoh materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p> <p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p> <p>→ Mendengar</p> <p>Pemberian materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan oleh guru.</p> <p>→ Menyimak</p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <p><i>ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian</p> <p>Mengamati dengan seksama materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks</p>

	<p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang sedang dipelajari.</p> <p>→ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang sedang dipelajari.</p> <p>→ Wawancara/tanya jawab dengan nara sumber</p> <p>Mengajukan pertanyaan berkaitan dengan materi ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ Mendiskusikan</p> <p>Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p> <p>→ Mengumpulkan informasi</p> <p>Mencatat semua informasi tentang materi ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> <p>→ Mempresentasikan ulang</p> <p>Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan sesuai dengan pemahamannya.</p> <p>→ Saling tukar informasi tentang materi :</p> <p><i>ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p>

Verification (pembuktian)	<p>→ Berdiskusi tentang data dari Materi : <i>ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>→ Mengolah informasi dari materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p> <p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p><i>ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Menyampaikan hasil diskusi tentang materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p> <p>→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dan ditanggapi oleh kelompok yang mempresentasikan.</p> <p>→ Bertanya atas presentasi tentang materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p><u>CREATIVITY (KREATIVITAS)</u></p>

	<p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :</p> <p>Laporan hasil pengamatan secara <i>tertulis</i> tentang materi :</p> <p><i>ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>→ Menjawab pertanyaan tentang materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</p> <p>→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang akan selesai dipelajari</p> <p>→ Menyelesaikan uji kompetensi untuk materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.</p>
<p>Catatan : Selama pembelajaran ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p>Kegiatan Penutup (10 Menit)</p>	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ● Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang baru dilakukan. ● Mengagendakan pekerjaan rumah untuk materi pelajaran ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang baru diselesaikan. ● Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ● Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan ● Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas ● Memberikan penghargaan untuk materi pelajaran ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	

2. Pertemuan Ke-2 (2 x 45 Menit)

Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran

- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p style="color: blue; text-decoration: underline;">KEGIATAN LITERASI</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan ● Pemberian contoh-contoh materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan</p> <p>→ Menulis</p>

	<p>Menulis resume dari hasil pengamatan dan bacaan terkait konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan</p> <p>→ Mendengar</p> <p>Pemberian materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan oleh guru.</p> <p>→ Menyimak</p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <p><i>konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian</p> <p>Mengamati dengan seksama materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks</p> <p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan yang sedang dipelajari.</p> <p>→ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan yang sedang dipelajari.</p> <p>→ Wawancara/tanya jawab dengan nara sumber</p>

	<p>Mengajukan pertanyaan berkaitan dengan materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> → Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan → Mengumpulkan informasi Mencatat semua informasi tentang materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan sesuai dengan pemahamannya. → Saling tukar informasi tentang materi : <i>konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan</i> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> → Berdiskusi tentang data dari Materi : <i>konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan</i> → Mengolah informasi dari materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil</p>

	<p>pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <p><i>konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> → Menyampaikan hasil diskusi tentang materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan</i> → Mengemukakan pendapat atas presentasi yang dilakukan tentang materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> → Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : <i>konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan</i> → Menjawab pertanyaan tentang materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. → Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan yang akan selesai dipelajari → Menyelesaikan uji kompetensi untuk materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan yang baru diselesaikan.
- Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan
- Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran konteks pengucapan dan cara pengucapan niat melakukan suatu tindakan/kegiatan kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

3. Pertemuan Ke-3 (2 x 45 Menit)

Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat)</p> <p style="padding-left: 20px;">Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan ● Pemberian contoh-contoh materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p> <p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p> <p>→ Mendengar</p> <p>Pemberian materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan oleh guru.</p> <p>→ Menyimak</p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <p style="padding-left: 20px;"><i>struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p style="padding-left: 20px;">untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/ identifikasi)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p>

masalah)	<p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian</p> <p>Mengamati dengan seksama materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks</p> <p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang sedang dipelajari.</p> <p>→ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang sedang dipelajari.</p> <p>→ Wawancara/tanya jawab dengan nara sumber</p> <p>Mengajukan pertanyaan berkaitan dengan materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ Mendiskusikan</p> <p>Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p> <p>→ Mengumpulkan informasi</p> <p>Mencatat semua informasi tentang materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p>

	<p>→ Mempresentasikan ulang</p> <p>Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan sesuai dengan pemahamannya.</p> <p>→ Saling tukar informasi tentang materi :</p> <p><i>struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi :</p> <p><i>struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>→ Mengolah informasi dari materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p>
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p><i>struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p>

kesimpulan)	<p>→ Menyampaikan hasil diskusi tentang materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p> <p>→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dan ditanggapi oleh kelompok yang mempresentasikan.</p> <p>→ Bertanya atas presentasi tentang materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p><u>CREATIVITY (KREATIVITAS)</u></p> <p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : <i>struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>→ Menjawab pertanyaan tentang materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</p> <p>→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang akan selesai dipelajari</p> <p>→ Menyelesaikan uji kompetensi untuk materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.</p>
<p>Catatan : Selama pembelajaran struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p align="center">Kegiatan Penutup (10 Menit)</p>	
<p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang baru dilakukan. • Mengagendakan pekerjaan rumah untuk materi pelajaran struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang baru diselesaikan. 	

- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

4. Pertemuan Ke-4 (2 x 45 Menit)**Kegiatan Pendahuluan (10 Menit)****Guru :****Orientasi**

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)**Sintak Model Pembelajaran****Kegiatan Pembelajaran**

<p>Stimulation (stimulasi/pemberian rangsangan)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat)</p> <p>Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan ● Pemberian contoh-contoh materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p> <p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p> <p>→ Mendengar</p> <p>Pemberian materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan oleh guru.</p> <p>→ Menyimak</p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <p><i>unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan</p>

	merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> → Mengamati obyek/kejadian <p>Mengamati dengan seksama materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> → Membaca sumber lain selain buku teks <p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang sedang dipelajari.</p> → Aktivitas <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang sedang dipelajari.</p> → Wawancara/tanya jawab dengan nara sumber <p>Mengajukan pertanyaan berkaitan dengan materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> → Mendiskusikan <p>Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p> → Mengumpulkan informasi <p>Mencatat semua informasi tentang materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> → Mempresentasikan ulang <p>Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan sesuai dengan pemahamannya.</p> → Saling tukar informasi tentang materi : <i>unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i>

	<p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
<p>Data processing (pengolahan Data)</p>	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> → Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> <i>unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i> → Mengolah informasi dari materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
<p>Verification (pembuktian)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> <i>unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> → Menyampaikan hasil diskusi tentang materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :

unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan

- Mengemukakan pendapat atas presentasi yang dilakukan tentang materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dan ditanggapi oleh kelompok yang mempresentasikan.
- Bertanya atas presentasi tentang materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

- Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
Laporan hasil pengamatan secara *tertulis* tentang materi :
unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Menjawab pertanyaan tentang materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang akan selesai dipelajari
- Menyelesaikan uji kompetensi untuk materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (10 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan

- Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran

6. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

- Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
- Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
- Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
- Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
- Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C

2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...
 Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

7. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

8. Penilaian Keterampilan

f. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

g. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik

Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi
-------------------	---	--	---

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

h. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas

: _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
		.... dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
		.... dst					

i. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian	Isi sangat sesuai dengan judul	5	4	

	isi dengan judul	Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan	Tulisan rapi dan mudah terbaca		5	4

	Tulisan	Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

j. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3

		Cukup tepat	3	2
		Kurang tepat	Hampir tidak tepat	1
		Tidak tepat		1

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

9. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

10. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Palur..... Juli 2020

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

Sugiarno, S.HI, S.H.....
NIP/NRK.

Fitriya Rahmawati, S.Pd
NIP/NRK.

Catatan Kepala Sekolah

.....
....

Catatan Kepala Sekolah

.....
....
.....
....

.....
....
.....
....
.....

APPENDIX 3

**THE QUESTIONNAIRE ANSWER OF THE
TEACHER**

GURU

ANGKET PENELITIAN

ANGKET PERTANYAAN UNTUK GURU DALAM STRATEGY PEMBELAJARAN
SPEAKINGA. Petunjuk

1. Isilah data pribadi saudara dengan benar!
2. Baca serta Pahamiilah dengan baik untuk setiap butir pertanyaan dibawah, Setelah itu berikan jawaban yang disertai dengan alasan di kolom yang telah disediakan!
3. Angket ini hanya untuk keperluan penelitian saja, dan tidak berpengaruh terhadap apapun termasuk pekerjaan anda, serta jawaban anda akan kami jamin kerahasiaannya oleh sebab itu kami mengharap anda menjawab setiap butir pertanyaan yang kami ajukan dengan sejujur-jujurnya sesuai dengan kejadian sebenarnya dan sesuai dengan yang saudara alami.
4. Atas kesediaan dan kejujuran saudara dalam pengisian angket ini, peneliti ucapkan terima kasih.

B. Data Respondent

Nama : Fitriya Rahmawati
 Jenis Kelamin : Perempuan

C. Tanggapan mengenai strategy dalam pembelajaran speaking

Berikan pendapat/ tanggapan anda tentang beberapa pertanyaan dibawah ini:

1. Bagaimana pendapat anda sebagai guru mengenai penggunaan strategy dalam pembelajaran bahasa inggris, Perlukah guru menggunakan strategy dalam mengajar terkhusus dalam speaking? dengan kondisi pemisahan kelas (perempuan & laki laki)?

Jelaskan dan berikan contohnya!

Strategy pembelajaran khususnya pada pelajaran Bahasa Inggris sangat penting dan sangat diperlukan.

Untuk strategy pembelajaran speaking dengan pemisahan siswa Pa & Pi mgkn sangat bagus, mengingat selama pengalaman saya

2. Bagaimana pendapat anda mengenai tujuan pembelajaran Bahasa Inggris khususnya Speaking, apakah sudah sesuai dengan apa yang anda ajarkan dikelas?

Jelaskan dan berikan contohnya!

Tujuan Pembelajaran dlm skill speaking sudah sesuai dengan yg saya ajarkan dikelas.

ex: Misal pada materi How to express Love and Sadness, Guru menyuruh siswa untuk membuat dialogue & siswa mempraktekkan dialogue tersebut untuk meningkatkan kemampuan siswa dlm skill speaking

Siswa Pa cenderung lebih pasif dibandingkan siswa Pi dlm skill speaking.

3. Darimana saja sumber belajar yang anda gunakan dalam pembelajaran Speaking?

Jelaskan dan berikan contohnya!

Buku model, LKS, Video & Youtube, Lagu dll

ex. Siswa dituntut untuk mencari salah satu lagu

Kemudian siswa diminta untuk menjelaskan makna lagu tersebut & bisa lng.

4. Berkaitan dengan materi, selain dari buku apakah anda juga menggunakan sumber lain untuk pengambilan materi?

Jelaskan dan berikan contohnya!

Selain dari buku sumber lain yg saya pakai Lagu & Video.

ex:

5. Metode seperti apakah yang sering anda gunakan dalam pembelajaran speaking? Apakah anda menerapkan metode yang sama untuk kedua kelas?

Jelaskan dan berikan contohnya!

Metode yg saya pakai dalam pembelajaran speaking

biasanya dengan Role play, kmn saya pikir itu cara yg mudah diterapkan untuk siswa SMA.

Metode yg saya gunakan bervariasi terkadang sama terkadang berbeda, kalau untuk tingkatan kelas yg lebih tinggi bisa dengan media film.

6. Bagaimana dengan media pembelajaran, apakah anda juga menggunakan media dalam pembelajaran? Apakah ada perbedaan dalam penggunaan media antar kedua kelas?

Jelaskan dan berikan contohnya!

Kadang. kadang menggunakan media dlm pembelajaran, & antara kelas satu dengan yg lain biasanya sama.

7. Bagaimanakah aktivitas yang anda terapkan pada pembelajaran speaking (praktek speaking) dikelas? Apakah ada perbedaan aktivitas antar kedua kelas?

Jelaskan dan berikan contohnya!

Aktivitas yg saya terapkan dalam pembelajaran speaking biasanya, role play, dialogue antar siswa, game dll.

Untuk aktivitas setiap kelasnya kadang sama, terkadang beda tergantung Materi yg akan disampaikan.

8. Bagaimanakah respon siswa terhadap guru? Apakah ada perbedaan respon siswa antara kelas laki laki dan perempuan?

Jelaskan dan berikan contohnya!

Respon siswa tentu berbeda, untuk yg putra biasanya cenderung lebih suka game ex: Guessing Game, Kalau siswa putri lebih tertarik pada speech / dialogue

9. Bagaimanakah cara pengambilan nilai dalam speaking, apakah ada perbedaan pengambilan nilai antar kedua kelas?

Jelaskan dan berikan contohnya!

Biasanya saya buat 4 skill

fluently	: 25	Point
Pronunciation	: 25	per
Content	: 25	per
Performance	: 25	per

10. Bagaimana pendapat anda mengenai kondisi kelas anda mengajar (baik kelas laki-laki ataupun perempuan)? Apakah sudah sesuai, fasilitas atau mungkin kenyamanan dalam penyampaian materi?

Jelaskan dan berikan contohnya!

Kondisi kelas karena 1 kelas Pa Pi, atmosfirnya aja yg berbeda, terkadang siswa Pa lebih suka pasif dr pd putri

Untuk kenyamanan saya kira cukup & untuk penyampaian materi karena setiap kemampuan anak berbeda-beda jadi materi yg sampai ke anak pun berbeda-beda.

APPENDIX 4

**THE INTERVIEW TRANSCRIPT OF THE
TEACHER**

WAWANCARA DENGAN GURU

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti
 Informan : Miss. Fitriya Rahmawati, S. Pd
 Tempat : Di Kator Guru
 Tanggal : 22 November 2019

Pewawancara	Informan
Assalamualaikum, bu... Boleh minta waktunya sebentar?	Waalaikumsalam mbak, boleh mbak
Jadi begini bu, guna untuk melengkapi data dalam penelitian saya, saya mohon ijin untuk nterview dengan ibu berkaitan dengan strategy pembelajaran speaking di sekolah ini khususnya untuk kelas X IPA. Apakah ibu bersedia untuk saya interview?	Iya mbak, siap. Monggo silahkan...
Saya Mulai nggih bu?	Iya, silahkan
Strategi apa yang biasanya anda gunakan dalam mengajar	Ada beberapa sih mba ya disesuaikan dengan

speaking?	<p>materi yang sedang dipelajari aja sih..</p> <p>Saya biasanya pakai role-play, menurut saya sih pakai ini lebih mudah digunakan untuk mengajar speaking terutama untuk siswa disini mbak. jadi aktivitasnya biasanya siswa saya kasih tugas untuk bikin dialog lalu dipraktekkan di depan teman teman sekelas, waktu itu saya pakai itu pas di materi congratulating and complementing, jadi dialog itu sebisa mungkin bisa menggambarkan bagaimana ekpresi congratulation and complimenting others in several situations then give the response didepan teman teman mereka. Terus nanti dinilai sama teman teman se kelasnya berdasarkan 4 kategori penilaian; mulai dari pengucapan, kelancaran, isi, dan penampilannya nya. nanti nilai disatukan dengan nilai saya</p> <p>Selain role-play ada lagi sih yang kadang juga saya pakai buat nglatih speakingnya anak anak mbak, sekaligus melihat kemampuan masing masing siswa biasanya tak suruh presentasi, Jadi, kaya kemaren itu lo mbak, tugas yang terakhir sebelum mereka test, tak suruh mempresentasikan yang berisi diskripsi tentang wisata di daerah mereka. Jadi menurut saya tu ya presentasi itu bisa melatih mereka untuk</p>
-----------	---

	<p>lebih PD ngomong didepan kelas dan juga dengan cara ini mereka bisa dikatakan latihan untuk aktif ngomong bahasa inggris karena bukan hanya presentasi saja tetapi ada sesi dimana mereka harus menjawab pertanyaan yang diajukan oleh temen mereka. Dan tentunya saya minta mereka bertanya atau menjawab menggunakan bahasa inggris, ya walaupun masih sulit dan gak mudah sih buat murid jadi perlu pendampingan. But it's ok. yang penting mereka sudah mau mencoba.</p> <p>Nah mungkin itu si mbak untuk sementara ini, oh iya ada satu lagi si mbak, drilling. Drilling biasanya saya pakai ketika mereka ada kesalahan pengucapan, atau ketika mereka meneemukan kata baru yang masih asing buat mereka biasanya langsung saya drill. Jadi untuk drilling ini sifatnya hanya membantu mereka dan memastikan mereka bisa paham tentang pronounciationnya.</p> <p>Ya kurang lebih seperti itu mbak,</p>
<p>Ohh... baik miss, lalu apa alasan anda menggunakan strategi itu bu?</p>	<p>Ya menurut saya sih itu yang paling cocok dan mudah terapkan untuk siswa SMA, terlebih untuk siswa disini. jadi biar ngurangin bosen, biar siswa tertarik buat belajar bahasa inggris terutama speaking. Selain itu dengan praktek presentasi bisa menambah kepercayaan diri,</p>

	karena kan sering disuruh ngomong di depan kelas dan juga bisa meningkatkan skill speaking mereka Selain itu materi bisa tersampaikan dengan baik karena disertai prakteknya.
Ohh.. baik ibu, mungkin cukup untuk interview nya... sekali lagi terima kasih banyak atas waktunya serta informasi yang sudah diberikan.	Iya mbak sama sama...

APPENDIX 5
THE INTERVIEW TRANSCRIPT OF THE
STUDENTS

WAWANCARA DENGAN SISWA LAKI-LAKI

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti

Informan : Hafidz Syaifullah

Tempat : Musholla PPMI AL Amin Palur Sukoharjo

Tanggal : 22 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Walaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Oke mbak.
Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play? Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Menurut saya dengan penggunaan strategy ni, saya jadi lebih paham dalam memahami kalimat dalam bahasa inggris, gimana cara berkomunikasi dengan baik, selain itu kita juga bisa lebih kreatif. Selain itu membuat belajar jadi lebih menyenangkan.
Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling?	Bagus banget mbak, Membantu siswa dalam cepat menghafalkan vocab. Saya sudah buktikan mbak... hehe

<p>Driling itu strategy dengan aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	
<p>Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p><i>menurut saya bagus sih mbak bisa ngelatih kepercayaan diri siswa dalam speaking. Tapi kalau tugas presentasi yang tugasnya secara individu kadang saya merasa gugup mbak, malu kalau mau ngomong, takut salah gitu mbak</i></p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Saya lebih suka strategy drilling dan role plays and simulation mbak, menurut saya strategy ini yang benar benar bisa dan gampang dipraktekkan dan mudah untujk diingat terutama materinya.</p>
<p>Waduhh, gitu ya... hehe. Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..</p>	<p>Sama sama mbak. Semoga bisa membantu</p>

WAWANCARA DENGAN SISWA LAKI-LAKI

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti

Informan : Hanif Mohammad S

Tempat : Musholla PPMI AL Amin Palur Sukoharjo

Tanggal : 22 Noember 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Oke mbak.
Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play? Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Menurut saya dengan penggunaan strategy ni, saya jadi lebih paham, gimana cara berkomunikasi dengan baik dalam bahasa inggris, selain itu kita juga bisa lebih kreatif..
Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling? Driling itu strategy dengan	Membantu untuk cepat menghafalkan vocab.

<p>aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	
<p>Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p><i>melatih keberanian bicara didepan orang banyak,terlebih kalau presenstasisecara individU. .</i></p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Saya lebih suka strategy drilling dan role plays and simulation mbak, menurut saya strategy ini yang benar benar bisa dan gampang dipraktekkan dan mudah untujk diingat terutama materinya.</p>
<p>Waduhh, gitu ya... hehe. Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..</p>	<p>Sama sama mbak. Semoga bisa membantu</p>

WAWANCARA DENGAN SISWA LAKI-LAKI

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti

Informan : Jiyah Alfiyan Sah

Tempat : Musholla PPMI AL Amin Palur Sukoharjo

Tanggal : 22 Noember 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Oke mbak.
Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play? Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Menurut saya dengan penggunaan strategy ni, bisameningkatkan kemampuan speaking kita dalam berkomunikasi.
Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling? Driling itu strategy dengan	Drilling bisa membuat siswa lebih epat hafal vocab karena diulang ulang terus hehe.

<p>aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	
<p>Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p><i>Dengan strategy ini kita jadi melatih kepercayaan diri berbicara didepan orang banyak, bisa meningkatkan kemampuan speaking kita.”.</i></p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Saya lebih suka strategy drilling dan role plays and simulation mbak, menurut saya strategy ini yang benar benar bisa dan gampang dipraktekkan dan mudah untujk diingat terutama materinya.</p>
<p>Waduhh, gitu ya... hehe. Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..</p>	<p>Sama sama mbak. Semoga bisa membantu</p>

WAWANCARA DENGAN SISWA LAKI-LAKI

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti

Informan : Joko Prihatin

Tempat : Musholla PPMI AL Amin Palur Sukoharjo

Tanggal : 22 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Oke mbak.
Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play? Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	dengan cara seperti ini pembelajaran jadi lebih menyenangkan dan membuat siswa tertarik untuk belajar bahasa inggris lebih jauh lagi.
Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling	<i>Bagus banget mbak, Membantu siswa dalam cepat menghafalkan vocab.</i>

dalam speaking?	
Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam speaking?	<i>Kalau menurut saya bagus mbak, melalui strategi ini saya jadi lebih percaya diri ngomong didepan orang banyak, selain itu bisa meningkatkan kemampuan kita dalam berbicara bahasa inggris</i>
Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?	Saya lebih suka strategy drilling dan role plays and simulation mbak, menurut saya strategy ini yang benar benar bisa dan gampang dipraktekkan dan mudah untujk diingat terutama materinya.
Waduhh, gitu ya... hehe. Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..	Sama sama mbak. Semoga bisa membantu

WAWANCARA DENGAN SISWA LAKI-LAKI
CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti

Informan : Nurdin

Tempat : Musholla PPMI AL Amin Palur Sukoharjo

Tanggal : 22 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Oke mbak.
Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play ?Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	dengan diaplikasikannya strtegi ini bisa membuat siswa jadi lebih tertarik untuk belajar bahasa inggris karena pembelajarannya tidak monoton.
Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling?	Kita jadi cepat hafal vocab

<p>Driling itu strategy dengan aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	
<p>Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p>Response nya bagus mba,membantu siswa lebih percaya diri..”</p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Saya lebih suka strategy drilling dan role plays and simulation mbak, menurut saya strategy ini yang benar benar bisa dan gampang dipraktekkan dan mudah untujk diingat terutama materinya.</p>
<p>Waduhh, gitu ya... hehe. Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..</p>	<p>Sama sama mbak. Semoga bisa membantu</p>

WAWANCARA DENGAN SISWA LAKI-LAKI

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti

Informan : Rifky

Tempat : Musholla PPMI AL Amin Palur Sukoharjo

Tanggal : 22 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Oke mbak.
Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Menurut saya Penerapan strategy ini membuat siswa lebih kreatif, dan membuat suasana belajar di kelas menjadi menyenangkan. Ketika kondisi belajar menyenangkan bisa ber effect kepada hasil yang bagus. Dan siswa tidak merasa jenuh.
Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling? Driling itu strategy dengan	Bagus mbak membantu saya dalam menghafalkan vocab.

<p>aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	
<p>Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p><i>Bagus juga mbak, dengan menggunakan strategy ini kita bisa meningkatkan kemampuan kita dalam speaking, selain itu juga bisa membuat melatih kepercayaan diri dan kemandirian siswa mbak,...”.</i></p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Saya lebih suka strategy drilling dan role plays and simulation mbak, menurut saya strategy ini yang benar benar bisa dan gampang dipraktekkan dan mudah untuk diingat terutama materinya.</p>
<p>Waduhh, gitu ya... hehe. Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..</p>	<p>Sama sama mbak. Semoga bisa membantu</p>

WAWANCARA DENGAN SISWA PEREMPUAN

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti
 Informan : Fatimah Mar'atus S
 Tempat : Musholla PPMI AL Amin Palur Sukoharjo
 Tanggal : 23 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Walaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Iya mbak.
Bagaimana pendapatmu terhadap strategi role-play yang digunakan guru dalam mengajar speaking? Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Bagus mbak, dengan menggunakan role-play ini siswa jadi lebih percaya diri dalam speaking, bisa mengasah skill speaking kita didepan orang banyak. Selain itu speaking dengan cara berdialog membuat kita jadi lebih gampang memahami materi dan juga belajar bagaimanacara berkomunikasi yang baik dan benar dengan orang lain seperti halnya bagaimana kita menggunakan kata yang sopan untuk bertanya, mengungkapkan-nya seharusnya seperti apa... ya gitu lah mbak banyak yangbisa kita pelajari. Pokonya kalau pake ini saya jadi lebih paham. Karena kita terlibat langsung atau kita praktikkan jadi

	bukan hanya dari teori saja dan dibayangkan tetapi juga ada praktiknya.
Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling? Driling itu strategy dengan aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?	Bagus mbak, kalau pakai drilling siswa jadi cepat hafal vocab, dan tau pengucapan yang benar.
Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?	Bagus mbak, dengan ini bisa melatih kepercayaan diri kita untuk ngomong didepan orang banyak. Dalam berapa tugas selain presentasi kelompok, guru juga memberikan tugas presentasi secara individu. Saya rasa ketika kita diberikan tugas presentasi secara individu dapat secara langsung tahu kemampuan masing masing siswa dalam speaking, tapi kalau presentasi kelompok gitu ysa mba biasanya sih <i>do njagakke alias</i> yang kerja hanya beberapa orang, kadang malah yang presentasi itu itu aja, jadi ya gak seimbang gitu mbak, hanya salah satu saja.
Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa	Semuanya mbak, ketiga strategy memudahkan saya dalam belajar speaking terutama untuk kepercayaan diri saya dalam speaking. Karena

<p>membantu kamu dalam belajar speaking?</p>	<p>speaking kebanyakan Pratik dan dan dalam bentuk presentasi didepan kelas jadi bisa melatih keberanian ngomong depan orang banyak.</p>
<p>Waduhh, gitu ya... hehe. Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..</p>	<p>iya mbak, sama sama.</p>

WAWANCARA DENGAN SISWA PEREMPUAN

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti
 Informan : Jihan Salsabila
 Tempat : Musholla PPMI AL Amin Palur Sukoharjo
 Tanggal : 23 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Iya mbak.
Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play? Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Bagus mbak, memudahkan siswa dalam meningkatkan skill speaking, selain itu juga menambah kreativitas siswa.
Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling?	Sangat terbantu dengan adanya drilling, karena kita langsung diberikan pemahan tentang pengucapan yang benar, sekaligus gampang

<p>Driling itu strategy dengan aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	<p>ingat mbak, karena diulang ulang.</p>
<p>Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p>Bagus sih mbak, manambah tingkat kepercayaan diri siswa , dan meningkatn skill speaking kita.</p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Ketiga tiganya sangat bagus mbak, strategi yang diberikan guru terhadap siswa membuat siswa terbantu dalam pengembangan skil speaking, selain itu dengan menggunakan beberapa cara dan media membuat suasana belajar jadi lebih menyenangkan dan tidak membuat bosan.</p>
<p>Waduhh, gitu ya...Yaudah mungkin cukup itu dulu kali ya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..</p>	<p>Iya mbak sama sama.</p>

WAWANCARA DENGAN SISWA PEREMPUAN

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti
 Informan : Nadia Saputri
 Tempat : Musholla PPMI AL Amin Palur Sukoharjo
 Tanggal : 23 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Iya mbak.
Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play? Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Menurut saya dengan digunakannya startegi ini siswa jadi lebih meningkatkan skill speakingnya. Selain itu suasana kelas juga jadi menyenangkan gak monoton harus liat buku terus, tanpa praktik.
Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling? Driling itu strategy dengan aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai	Bagus mbak, sangat terbantu dengan diterapkannya strategi ini oleh guru, saya merasa terbantu sekali karena dengan ini saya jadi mudah hafal vocab. Jadi kalau disuruh ngomong didepan kelas udah PD gak takut lagi kalau salah ucap hehe...

<p>penggunaan strategy itu dalam speaking?</p>	
<p>Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p>Bagus mbak, bisa bikin siswa jadi bisa belajar gimana cara presentasi deidepan kelas, maksudnya itu gini, kalau presentasi tu kan diawal perlu ada pembukaan, terus juga kita bisa belajar gimana cara meampaikan dengan baik kepada audience nya supaya apa yang kita sampaikan bisa diterima dengan baik oleh audience, yaa saya piker dengan penggunaan strtagey ini ita bisa dapat ilmu baru. Krena di ketika kita maju presentasi, ketika kita ada keaalahan guru biasanya langsung memberikan pembedulan, nah dari situ kita tahu.. oo.. spert ini, oo harusnya begini, gtu... kalau saya seneng banget mbak, bisa mengshah kemampuan saya dan bisa tahu apa yang harusnya diperbaiki.</p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Saya lebih suka ke drilling mbak, sama role-play mbak, soale gampang diinget. Dan kalao pakai dua strategy ini kita jadi lebih banyak berbicara, jadi lebih membantu untuk meningkatkan skill speaking.</p>
<p>Waduhh, gitu ya, Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih</p>	<p>Iyaa mbak sama sama.</p>

banyak sudah mau menyempatkan waktunya. Ya dik..	
--	--

WAWANCARA DENGAN SISWA PEREMPUAN

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti
 Informan : Poniwati
 Tempat : Musholla PPMI AL Amin Palur Sukoharjo
 Tanggal : 23 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Iya mbak.
Apa response/pendaptmu kamu mengenai strategi guru dalam speaking dengan menggunakan role-play? Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Bagus mbak, bikin praktik speakingnya jadi lebih menyenangkan. Dan bisa mengurangi rasa tidak percaya diri atau bisa makin PD gitu mba.
Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling? Driling itu strategy dengan aktivitas menirukan/mengulang apa yang guru ucapkan. Nah	Kalau yang ini sangat bagus mbak, karena bisa meningkatkan skill speaking kita.

<p>gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	
<p>Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p>Suka mbak, bagus mbak, lewat strategy ini saya jadi lebih percaya diri, kenapa? Karena ketika kita presentasi kita bisa mengetahui sejauh mana sih kemampuan speaking kita selain itu bisa menacaji latihan kita buat public speaking mbak kan kita komunikasinya sama banyak orang, maksudnya tu gini semisal kalau tugas dialog gitu kita kan berdua majunya otomatis kita komunikasi denga pasangan kita, nah kalau presentasi ini kan kita komunikasinya sama audience mbak, jadi bisa kaya schock therapy biar gak gugup gitu kalau ngomong didepan heeheheh.... Apalagi kalau tugas mandiri, kerasa banget efeknya, misalnya nih nya ada salah guru langsung ada pembetulan, nah itu tu bikin aku jadi bisa inget terus gitu loh, inget perkataan gurunya , karena kan langsung ditegor gitu.</p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Ketiga tiganya suka mbak ,karena semuanya sangat membantu kita untuk memperdalam keahlian ngomong bahasa inggris secara baik dan benar. Dan juga membuat kita jadi lebih PD berbicara bahasa inggris karena dibiasakan guru untuk berbicara dengan bahasa inggris.</p>

<p>Waduhh, gitu ya... hehe. Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..</p>	<p>iya mbak, sama sama. Semoga bisa membantu</p>
---	--

WAWANCARA DENGAN SISWA PEREMPUAN

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti
 Informan : Siti Nuraeni
 Tempat : Musholla PPMI AL Amin Palur Sukoharjo
 Tanggal : 23 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Iya mbak.
Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play? Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Menurut saya dengan menggunakan stretgy ini siswa dapat dengan mudah praktik speaking karena menggunakan cara yang berbeda. Selain itu informasi atau materi bisa lebih paham karena disertai dengan pratik langsung.
Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling? Driling itu strategy dengan aktivitas menirukan/mengulang	Bagus mbak, karena dari situ kita dapat belajar langsung mengenai pronounciation yang benar.

<p>apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	
<p>Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p>Sangat bagus mbak, kita tidak hanya belajar dan meningkatkan skill speaking aja tetapi kita juga belajar tetapi kita juga bisa belajar untuk lebih percaya diri.</p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>ketiganya mbak, karena menurut pengalaman saya ketiga strategy ini berefecct sangat besar, dulu sangat sukar sekali kalau ngomong pakai bahasa inggris tapi dengan adanya pembiasaan presentasi menggunakan bahasa inggris saya jadi terbiasa ngomong menggunakan bahasa inggris. Apalagi dengan guru menerapkan cara drilling membuat saya jadi mudah ingat pengucapan kata kata dalam bahasa inggris yang benar.</p>
<p>Waduhh, gitu ya... hehe. Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..</p>	<p>iya mbak, sama sama.</p>

WAWANCARA DENGAN SISWA PEREMPUAN

CATATN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti
 Informan : Siska Diyah Feronika
 Tempat : Musholla PPMI AL Amin Palur Sukoharjo
 Tanggal : 23 November 2019

Pewawancara	Informan
<p>Assalamualaikum, dik.</p> <p>Boleh minta waktunya sebentar buat wawancara?</p>	<p>Waalaikumsalam mbak, boleh mbak</p>
<p>Baik langsung dimulai ya?</p>	<p>Iya mbak.</p>
<p>Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play? Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.</p>	<p>Sangat effective mbak, penggunaan strategi ini sangat bagus untuk meningkatkan skill speking. Dan effectnya materinya mudah diserap gitu lo mbak,</p>
<p>Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling?</p> <p>Driling itu strategy dengan aktivitas menirukan/mengulang apa yang guru ucapkan. Nah</p>	<p>Drilling sangat bagus mbak, karena siswa langsung tahu pronunciation yang benar seperti apa. Selain itu siswa jadi mudah hafal.</p>

<p>gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	
<p>Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p>Sangat bagus mbak, menurut saya dengan penggunaan strategy ini siswa jadi lebih percaya diri, bisa meningkatkan kemampuan speakingnya.</p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Ketiganya mbak, karena menurut pengalaman saya ketiga strategy ini beeffect sangat besar, dulu saya sangat sukar sekali kalao ngomong pakai bahasa inggris tapi dengan adanya pembiasaan presentasi menggunakan bahasa inggris, saya jadi terbiasa ngomong menggunakan bahasa inggris. Apalagi dengan guru menerapkan cara drilling membuat saya jadi mudah ingat pengucapan kata kata dalam bahasa inggris yang benar..</p>
<p>Waduhh, gitu ya... hehe. Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..</p>	<p>Iya. Sama –sama mbak.</p>

WAWANCARA DENGAN SISWA PEREMPUAN

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti

Informan : Uswatun Hasanah

Tempat : Musholla PPMI AL Amin Palur Sukoharjo

Tanggal : 23 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Iya mbak.
Bagaimanakah Pendapatmu terhadap strategi Role-play yang digunakan guru dalam mengajar? Khususnya ketika praktik speaking?	Emm, role-play..Yang tadi pas dikelas itu ya mba? Ya menurut aku sih bagus mba, mempermudah kita dalam mempelajari materi gitu mba, semisal tadi tu kia belajar tentang ekspresi ya? Nah dari praktek ini kita lebih paham dari sebelumnya mba, dan jadi mudah ingat mba, kan biasanya sesuatu yang Cuma dibaca tanpa ada pratiknya kan bakalan lewat gitu aja mba, gt sih mbak pendapat ku.
Oh iya tadi tuh kan sempet saya lihat bu fit selalu mengulang beberapa kata, atau kalimat	

<p>yang sulit ya atau bebrapa dari kalian yang salah pengucapannya, nah merunut kamu strategi yang diterapkan guru</p>	
<p>Drilling itu strategy dengan aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	<p>Bagus mba, buat meningkatkan kemampuan pronunciation kita dan gampang hafal kata katanya.</p>
<p>Oh okey, lalu pertanyaan selanjutnya, Bagaimanakah pendapatmu terhadap strategi presentasi yang digunakan guru dalam mengajar speaking?</p>	<p>Menurut saya dengan strategy bisa meningkatkan kepercayaan diri kita.</p>
<p>Mmm begitu, jadi dari ketiga strategi diatas manakah yang menurutmu bisa membantu dalam pembelajaran speaking?</p>	<p>Mmm , kalau menurut aku sih lebih cenderung ke drilling sama role play mbak, drilling kan kita jadi bisa cepat membuat kita bisa dan tahu pengucapan yang benar, kalo role play, aktivitasnya menyenangkan kan karna praktiknya gak sendiri jadi lebih tenang kalo suruh bicara didepan kelas.. hehe..</p> <p>Saya soale grogian mbak kalo bicara didepan kelas, apalagi pake bahasa inggris, takut salah... tapi kalau ada temennya walaupun salah</p>

	tapi tetep tenang gak sendirian gitu berdiri didepannya. Ahahah...
Waduhh, gitu ya, Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..	iya mbak, sama sama.

WAWANCARA DENGAN SISWA PEREMPUAN

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti

Informan : Wulandari

Tempat : Musholla PPMI AL Amin Palur Sukoharjo

Tanggal : 23 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Iya mbak.
Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Em, kalau menurut saya role-play itu bisa mengasah kemampuan siswa dalam berinteraksi menggunakan bahasa inggris dan juga bisa mengembangkan kreatifitas siswa, yang mungkin sperti itu sigh mba pendapat saya mengenai role-play.
Oh, seperti itu... lalu kalau pendapatmu mengenai	Kalau untuk drilling sih menurut saya bagus ya mba, dari beberapa aktiitas dikelas menurut

<p>penerapan strategy drilling?</p> <p>Biasannya dengan aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	<p>saya sering banget guru menggunakan ini mba, terlebih dalam pelajaran bahasa ingris, sepertihalnya dalam pengucapan kata atau kalimatnya saja deh, sudah berbeda, penekanan kata nya juga beda, jadi tuh biasannya untuk melatih siswa supaya bisa mengucapkan pronunciation dengan benar. Cukup membantu sekali sih mba kalau dalam bahasa inggris khususny untuk praktik speaking.</p>
<p>Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p>Presentasi itu menurut saya sih bagus mba buat melatih kepercayaan diri siswa buat ngoong didepa orang banyak, ya kan tau sendiri lah mba, ngomong pakai bahasa Indonesia aja masih suka belepotan dan gugup juga apalagi ini pakai bahasa inggris yang mana bukan bahasa kita sehari hari. Ada rasa wasa was sih, ini yang tak ucapin bener gak ya, intonati pengucapannya sudah benar belum ya? Ya semacam itu lah mba. Saya pribdai sih sering merasa gugup gitu.</p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Buat saya ketiga strategi bagus diterapkan dalam pembelajaran bahasa inggris, karena masing masing dari strategi itu punya dampak dan fungsi sendiri sendiri, jadi ya bagus bagus aja sih. Tapi menurut saya akan lebih baiknya lebih ditingkatkan lagi/ di variasikan lagi strategynya supaya siswa siswa lebih aktif dan</p>

	tertarik dalam mempelajari bahasa inggris.
Waduhh, gitu ya... hehe. Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..	Sama sama mbak, semoga bisa membantu. .

WAWANCARA DENGAN SISWA PEREMPUAN
CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti

Informan : Yuliana Khusnul K

Tempat : Musholla PPMI AL Amin Palur Sukoharjo

Tanggal : 23 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalamwarahmatullahiwabarakatuh mbak, boleh mbak silahkan.
Baik langsung dimulai ya?	Iya mbak.
Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play? Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Roleplay, emmm... menurut saya role-play itu bagus mba, yang jelas kita bisa belajar tentang materi yang dipelajari lebih baik lebih paham gitu, lebih bisa membangun komunikasi dengan teman, meningkatkan kepercayaan diri.
Oh, seperti itu... lalu kalau pendapatmu mengenai	Kalau menurut saya bagus ya mba, bisa meningkatkan kemampuan kita dalam berbicara, maksudnya tu begini, kan drilling seperti yang

<p>penerapan strategy drilling?</p> <p>Driling itu strategy dengan aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	<p>sudah mba katakana tadi, drilling biasanya aktivitasnya seperti mengulang mengucapkan kata sampai benar. Sepertihalnya yang dilakukan guru dan menyuruh muridnya untuk mengikuti, sejauh ini yang saya rasakan sangat bagus mbak, dari sini saya bisa belajar gimana cara membaca kata/kalimat dalam bahasa inggris dengan benar jadi lebih cepat mengingat gitu mba. Kadang tu suka buka buka kamus penasaran gimana sih bacannya tapi kadang suka belum paham juga, tapi sampai disekolah saya tanyakan pada bu guru dan buguru dengan senang hati memberi tahu, dan entah diakhir atau diawal pertemuan biasanya dibahas, ya membant sekali sih mba menurut saya.</p>
<p>lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p>Kalu untuk presentasi menurut saya bisa melatih mentalitas siwa untuk aktif ngomong didepan kelas mba, terlebih menggunakan bahasa inggris. Mungkin it si ya mba kalau menurut saya.</p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Bagi saya semua startegy yang diterapkan guru membantu saya dalam meningkatkan skill saya dalam speaking. Ya mungkin perlu ada variasi lain supaya siswa tidak bosan. Itu saja sih mba menurut saya.</p>
<p>Emm begitu, baik mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya</p>	<p>Baik mba, sama sama hehe.</p>

saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..	
--	--

WAWANCARA DENGAN SISWA PEREMPUAN

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti

Informan : Kunthi Mega Sari

Tempat : Musholla PPMI AL Amin Palur Sukoharjo

Tanggal : 23 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Iya mbak.
Apa response/pendaptmu kamu mengenai strategi guru dalam speaking dengan menggunakan role-play Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Menurut say role-play membuat saya jadi lebih mengasah kemampuan saya dalam berbicara bahasa inggris.
Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling?	Kalau drilling menurut saya bisa meningkatkan kemampuan saya dalam mengingat kata, yang mana bisa membantu saya dalam speaking. Biasanya guru meberikan aktivitas ini ketika

<p>Driling itu strategy dengan aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	<p>menemukan murid yang sulit mengungkapan/mengucapkan kata dalam bahasa inggris dengan benar, jadi guru meberikan koreksi lalu menyruruh murid (semua murid) untuk menirukan beliau.</p> <p>Berdasarkan pengalaman saya strategy ini benar benar bisa membuat saya mengingat kata atau kosat kata dalam bahasa inggris dengan baik. Jadi saya dapat ilmu baru tentang pronounciation.</p> <p>Itu sih mba menurut saya.</p>
<p>Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p>menurut saya ketika melalkukkan aktivitas ini saya jadi lebih bisa mengathaui sejauh mana kemampuan speaking saya dan juga mengasah perbendaharaan kata yang sudah saya kuasai, selain itu juga meningkatkan rasa percaya diri dalam diri saya ketika speaking didepan kelas secara mandiri.</p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Emm menurut saya semuanya membantu saya dalam meningkatkan skill speaking saya.</p>
<p>Waduhh, gitu ya... hehe. Yaudah mungkin cukup itu dulu kaliya wawancaranya.</p>	<p>Baik mba, sama sama . semoga bisa membatu.</p>

Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..	
--	--

WAWANCARA DENGAN SISWA PEREMPUAN

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti

Informan : Yustisia Novi

Tempat : Musholla PPMI AL Amin Palur Sukoharjo

Tanggal : 23 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Iya mbak.
Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play? Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Menurut saya untuk role-play ini, selain bisa mengasah kemampuan siswa dalam speaking, dengan diterapkannya strategy ini siswa mengasah siswa dalam hal berinteraksi dalam bahasa inggris. Misalnya kaya yang sudah dikatakann mbak tadi, bahwa role-play itu berkaitan dengan dialog antar siswa kan? Nah biasanya itu tugasnya suruh memperagkan dalam suatu kondisii, kaya kemarin aja ketika kita praktek tentang ekspresi congratulating and apaya ya kemarin saya lupa , pokoknya disuruh mengekpresikan contoh contoh ucapan

	<p>selamat terhadap orang nah otomatis kan kita disuruh melalkukann komunikasi dengan lawan kita, kita harus bisa tu mengkodisikan atau mengatur suapaya apa yang kita praktikkan sesuai dengan hrapan dan bisa merepresentasikan. Nah gtu lah mba, semoga mba bisa paham apa yang saya maksud hehe..</p>
<p>Oh, seperti itu... lalu kalau pendapatmu mengenai penerapan strategy drilling?</p> <p>Driling itu strategy dengan aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	<p>Kalau ini bisa membantu saya dalam menghafalkan words dalam bahasa inggris. Mudah gtu lo mbak mengingatnya.</p>
<p>okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p>Menurut saya sih bagus ya mbak, bisa meningkatkan kepercayaan diri siswa, juga meningkatkan kemampuan berbicara kita di depan orang banyak.</p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Menurut saya semua strategy yang diterapkan guru bagus, hanya saja perlu adanya vasiasi lagi supaya siswa tidak merasa jenuh.</p>

<p>Baik, mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya dik..</p>	<p>Baik mba, sama sama. Semoga bisa membantu</p>
---	--

WAWANCARA DENGAN SISWA PEREMPUAN

CATATAN LAPANGAN HASIL WAWANCARA

Pewawancara : Ririn Septian Kustanti

Informan : Retno Ulansari

Tempat : Musholla PPMI AL Amin Palur Sukoharjo

Tanggal : 23 November 2019

Pewawancara	Informan
Assalamualaikum, dik. Boleh minta waktunya sebentar buat wawancara?	Waalaikumsalam mbak, boleh mbak
Baik langsung dimulai ya?	Iya mbak.
Apa response kamu mengenai strategi guru dalam speaking dengan menggunakan role-play? Yang aktivitasnya seperti yang sudah kalian lakukan kemarin waktu kalian praktik berdialog dengan teman sebangku.	Menurut saya role-play bagus ya mba, membuat saya jadi lebih aktif dalam berbahasa inggris, dan lebih percaya diri.
Oh, seperti itu... lalu kalau pendapatmu mengenai	Bagi saya drilling membantu saya mengingat vocab dengan baik, karena dengan drilling

<p>penerapan strategy drilling?</p> <p>Driling itu strategy dengan aktivitas menirukan/mengulang apa yang guru ucapkan. Nah gimana pendapatmu mengenai penggunaan strategy itu dalam speaking?</p>	<p>biasannya katanya diulang diulang jadi saya mudah hafaal. hehe</p>
<p>Oh okey, lalu pertanyaan selanjutnya Bagaimana pendapatmu mengenai strategi Presentasi yang digunakan guru dalam mengajar speaking?</p>	<p>Menurut saya presentasi bisa mningkatkan kepercayaan disri saya dalm kegiatan speaking terutama didepan orang banyak. Perlu membutuhkan keberanian, kalau tidak bisa gugup dan apa yang ingin disampaikan jadi hilang.</p> <p>Dengan makai ini, bisa melatih saya untuk harus percaya diri.</p>
<p>Mmm begitu, jadi dari ketiga strategy diatas mana yang menurut kamu paling bisa membantu kamu dalam belajar speaking?</p>	<p>Menurut saya semua strategy membantu saya dalam meningkatkan kemampuan saya dalam speaking mba.</p>
<p>Yaudah mungkin cukup itu dulu kaliya wawancaranya. Sebelumnya saya ucapkan terimakasih banyak sudah mau menyempatkan waktunya. Ya</p>	<p>Iya mba, sama sama.</p>

APPENDIX 6
THE DETAILS OF QUESTIONNAIRE

The Details of the Questionnaire

The Teacher Questionnaire
1. <i>Bagaimaimana Pendapat anda sebagai guru mengenai penggunaan strategy dalam pembelajaran bahasa inggris, perlukah guru menggunakan strategy dalam mengajar terkhusus dalam speaking?dengan kondisi pemisahan kelas (perempuan dan laki-laki)? Jelaskan dan berikan contohnya!</i>
2. <i>Bagaimana pendapat anda mengenai tujuan pembelajaran Bahasa Inggris khususnya speaking, apakah sudah sesuai dengan apa yang anda ajarkan di kelas? Jelaskan dan berikan contohnya!</i>
3. <i>Dari mana saja sumber belajar yang anda gunakan dalam pembelajaran speaking? Jelaskan dan berikan contohnya!</i>
4. <i>Berkaitan denga materi, selain dari buku apakah anda juga menggunakan sumber lain untuk pengambilan materi? Jelaskan dan berikan contohnya!</i>
5. <i>Metode seperti apakah yang sering anda gunakan dalam pembelajaran speaking? Apakah anda menerapkan metode yang saa untuk kedua kelas/ jelaskan dan berikan contohnya!</i>
6. <i>Begaimana dengan media pembelajaran, apakah ada juga menggunakan media dalam pembelajaran? Apakah ada pebedaan dalam penggunaan media antara kedua kelas? Jelaskan dan berikan contohnya!</i>
7. <i>Bagaimana aktivitas yang ada terapkan pada pembelajaran speaking (praktek speaking) di kelas? Apakah ada perbedaan aktivitas antar kedua kelas? Jelaskan dan berikan contohnya!</i>
8. <i>Bagaimana reponse siswa terhadap guru/ apakah ada perbedaan response siswa antara kelas laki laki dan perempuan? Jelaskan dan berikan contohnya!</i>
9. <i>Bagaimana cara pengambilan nilai dalam speaking, apakah ada perbedaan pengambilan nilai antar kedua kelas? Jelaskan dan berikan contohnya!</i>
10. <i>Bagaimana apendapat anda mengenai kondisi kelas anada mengajar (baik kelas laki laki maupun perempuan)/ apakah sudah sesuai, fasilitas atau mungkin kenyamanan dalam penyampaian materi? Jelaskan dan berikan contohnya!</i>

APPENDIX 7
INTERVIEW GUIDELINE

Interview Guideline

Problem Statements	Question
1. How is the teacher Strategy in teaching speaking for the tenth grade students of SMA Al Amin Palur Sukoharjo in the academic year 2019/2020?	a. Strategi apa yang anda gunakan dalam mengajar speaking? b. Apa alasan anda menggunakan strategi tersebut?
2. How are the students' responses to the strategy based on gender for the tenth grade students of SMA Al A min Palur Sukoharjo In The Academic Year 2019/2020i	a. Bagaimanakah Pendapatmu terhadap strategi Role-play yang digunakan guru dalam mengajar speaking? b. Bagaimanakah pendapatmu terhadap strategi presentation yang dignakan guru dalam mengajar speaking? c. Bagaimanaakah Pendapatmu terhadap strategi drilling yang digunakan guru dalam mengajar speaking? d. Dari ketiga strategi diatas manakah yang menurutmu bisa membantu dalam pembelajaran speaking?