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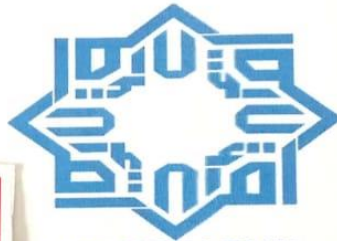
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**INVESTIGATING THE TEACHING OF SPEAKING: A
CASE STUDY OF ENGLISH TEACHERS' STRATEGY
BY USING SCIENTIFIC APPROACH AT MAN 1
PEKANBARU**

THESIS

Presented to State Islamic University of Sultan Syarif Kasim Riau
In Partial Fulfillment of the Requirements for the degree
of *Magister* in English Education



UIN SUSKA RIAU



BY:

ZALIA UTAMI
SRN: 21890125412

**THE POST GRADUATE PROGRAM
OF STATE ISLAMIC UNIVERSITY
SULTAN SYARIF KASIM RIAU
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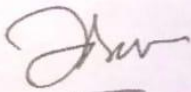

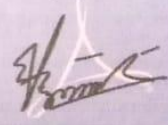
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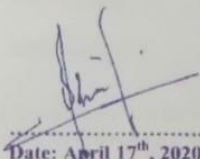
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
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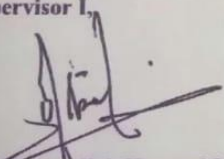
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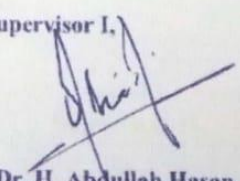
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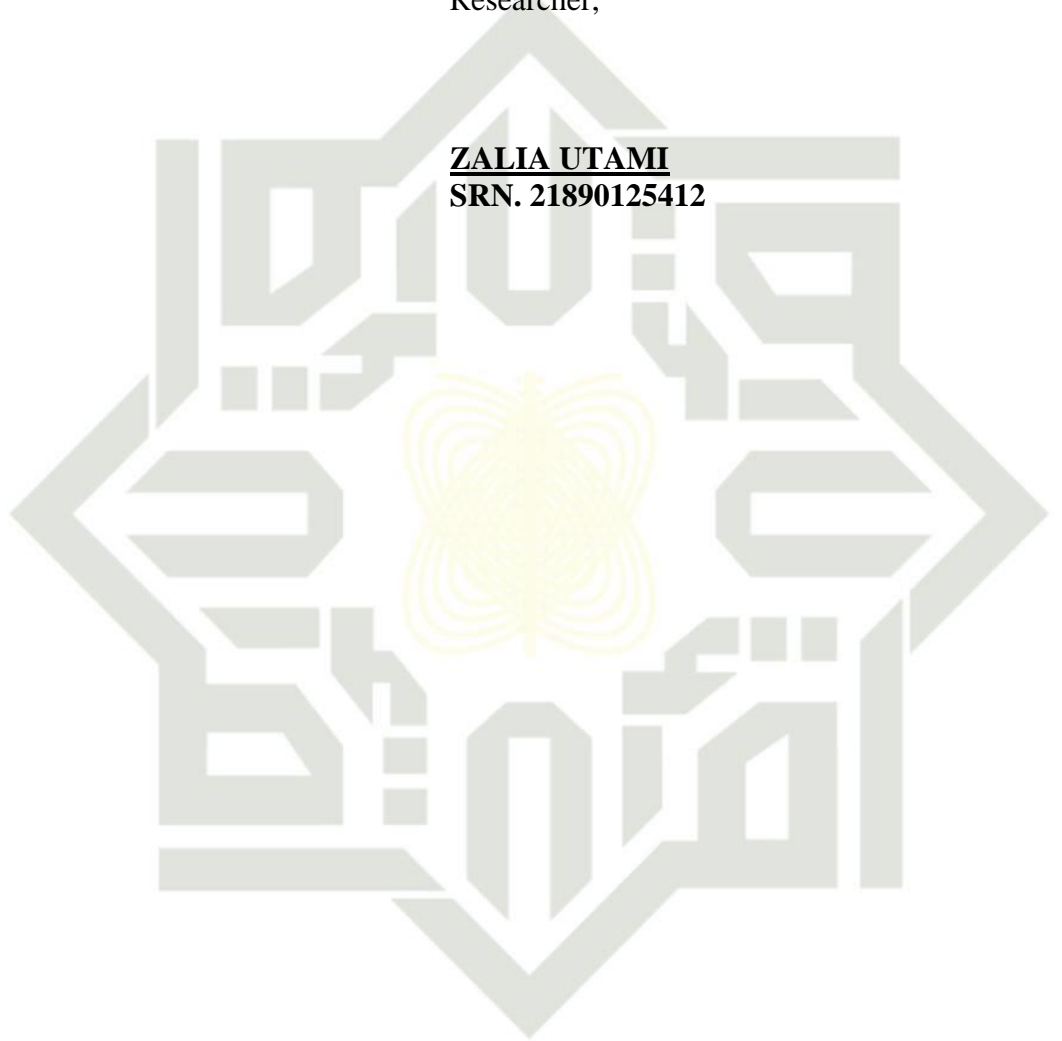
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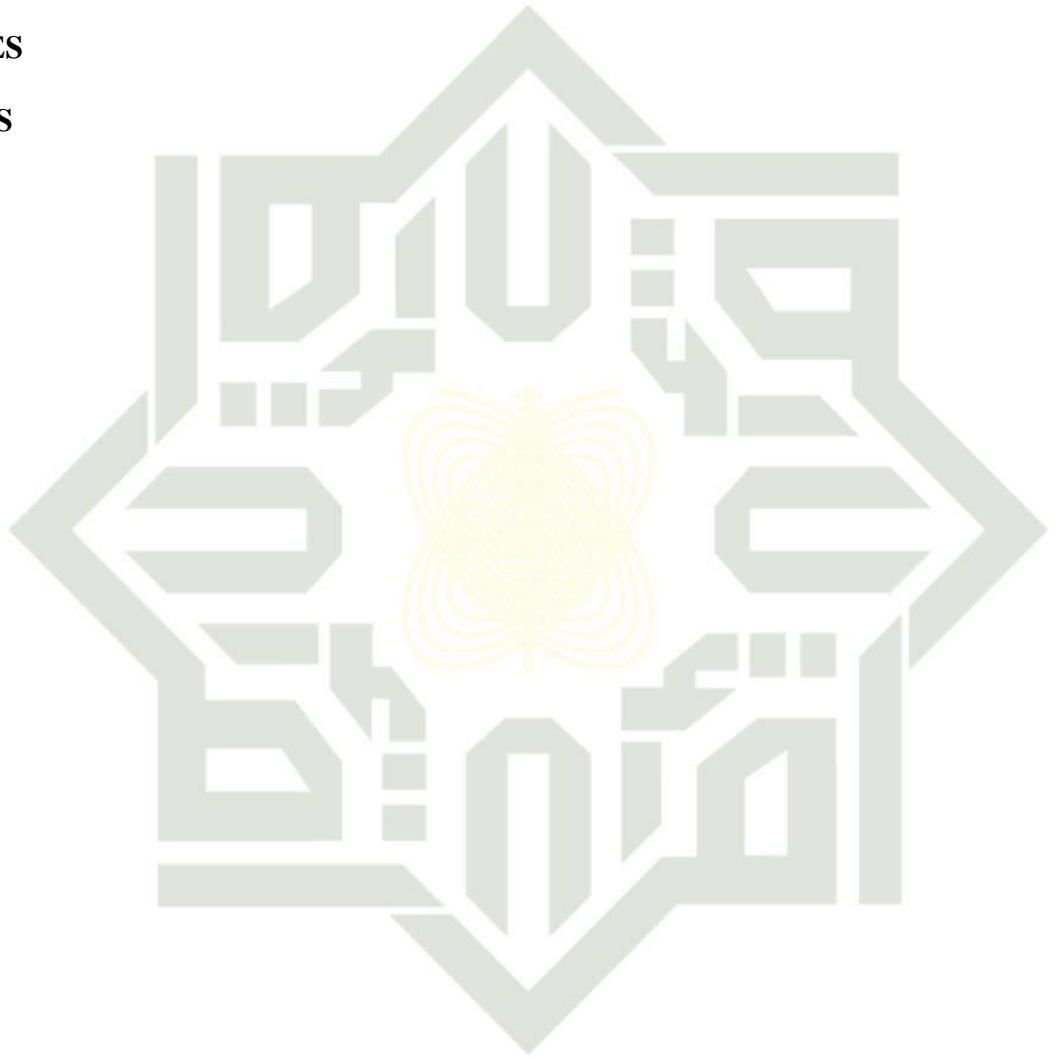
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UIN SUSKA RIAU

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	'ain	'
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	'
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance **العامه** written *al-ammah*.

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3. Short Vowel

Fathah is written *a*, for instance شريعة (Syari'ah), Kasrah is written *i*, for instance الجبال (*al-Jibali*) and dhommah is written *u*, for instance ظلوما (*zhuluman*).

4. Double Vowel

Wa is written *aw*, uwa is written *uw*, ay is written *ay*, and iy is written *i*.

5. Ta' Marbutah

The stopped Ta' Marbutah in the last verse h, for instance الشريعة is written *sharia'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic: الميتة

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, 'Abdullah (عبدالله).

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.

ABSTRACT

ZALIA UTAMI. (2020): “Investigating the Teaching of Speaking: A Case Study of English Teachers Strategy by Using Scientific Approach at MAN 1 Pekanbaru”

The purpose of this research was to describe the implementation of strategies in teaching speaking skill by using scientific approach in the classroom. The researcher focused to analyze (1) How was the implementation of strategy in teaching speaking skill by using scientific approach at the tenth grade of MAN 1 Pekanbaru, (2) What factors influencing the implementation of strategy in teaching speaking skill at the tenth grade of MAN 1 Pekanbaru and (3) what were the students’ responses toward the implementation of strategy in teaching speaking skill at the tenth grade of MAN 1 Pekanbaru. This research was descriptive qualitative research type of case study, because the researcher used descriptive method to analyze the data and the data was in the form of word. The populations of this research were the two English teachers at the tenth grade of MAN 1 Pekanbaru. The researcher used three techniques to collecting the data. Those were observation, interview and document. The observation was used to find out how the implementation of strategy in teaching speaking skill using scientific approach. The interview and documentation were used to find out the factors influencing the implementation of strategy and students’ responses toward the strategy in teaching speaking skill by using scientific approach. The research findings were (1) the implementation of strategy in teaching speaking skill by using the Scientific Approach at the tenth grade of MAN 1 Pekanbaru by two teachers were good, because was appropriate with the regulation and the strategies were discussion and dialogue. In applying scientific approach, the two teachers used five phases, those are observing, questioning, experimenting, associating, and communicating, (2) factors influencing the implementation of strategy in teaching speaking skill at the tenth grade of MAN 1 Pekanbaru were the teacher’s facilities in teaching learning process, (3) the students’ responses toward the implementation of strategy in teaching speaking skill the tenth grade of MAN 1 Pekanbaru was all students were happy and their ability in speaking more developed.

Key words: Scientific Approach, Strategy, Speaking Skill

ABSTRAK

ZALIA UTAMI. (2019): “Menyelidiki Pengajaran Berbicara: Studi Kasus Strategi Guru Bahasa Inggris dengan Menggunakan Scientific Approach di MAN 1 Pekanbaru”

Tujuan dari penelitian ini adalah untuk mendeskripsikan implementasi strategi dalam pengajaran keterampilan berbicara dengan menggunakan scientific approach di kelas. Peneliti fokus untuk menganalisis (1) Bagaimana penerapan strategi dalam pengajaran keterampilan berbicara dengan menggunakan scientific approach di kelas sepuluh MAN 1 Pekanbaru, (2) Faktor-faktor apa yang mempengaruhi penerapan strategi dalam pengajaran keterampilan berbicara di kelas sepuluh MAN 1 Pekanbaru dan (3) apa tanggapan siswa terhadap penerapan strategi dalam pengajaran keterampilan berbicara di kelas sepuluh MAN 1 Pekanbaru. Jenis penelitian ini adalah penelitian deskriptif kualitatif jenis studi kasus, karena peneliti menggunakan metode deskriptif untuk menganalisis data dan data tersebut berbentuk kata. Populasi penelitian ini adalah dua guru bahasa Inggris di kelas sepuluh MAN 1 Pekanbaru. Peneliti menggunakan tiga teknik untuk mengumpulkan data. Itu adalah observasi, wawancara, dan dokumen. Observasi digunakan untuk mengetahui bagaimana penerapan strategi dalam pengajaran keterampilan berbicara menggunakan pendekatan ilmiah. Wawancara dan dokumentasi digunakan untuk mengetahui faktor-faktor yang mempengaruhi implementasi strategi dan respons siswa terhadap strategi dalam pengajaran keterampilan berbicara dengan menggunakan pendekatan ilmiah. Temuan penelitian adalah (1) penerapan strategi dalam pengajaran keterampilan berbicara dengan menggunakan scientific approach di kelas sepuluh MAN 1 Pekanbaru oleh dua guru baik, karena sesuai dengan peraturan dan strategi diskusi dan dialog. Dalam menerapkan pendekatan ilmiah, kedua guru menggunakan lima fase, yaitu mengamati, bertanya, bereksperimen, mengasosiasi, dan berkomunikasi, (2) faktor-faktor yang mempengaruhi penerapan strategi dalam mengajar keterampilan berbicara di kelas sepuluh MAN 1 Pekanbaru adalah fasilitas guru dalam proses belajar mengajar, (3) tanggapan siswa terhadap penerapan strategi dalam keterampilan mengajar berbicara kelas sepuluh MAN 1 Pekanbaru adalah semua siswa senang dan kemampuan mereka dalam berbicara lebih berkembang.

Kata kunci: Scientific Approach, Strategi, Keterampilan Berbicara

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مستخلص

زاليا أوتامي (2019) "تحقيق تدريس الكلام : دراسة حالة عن إستراتيجية مدرس اللغة الإنكليزية علم المدخل العلمي في المدرسة العالية الحكومية الأولى ببيكان بارو.

من أهداف هذا البحث العلمي أن يتصور تطبيق إستراتيجية في تدريس مهارة الكلام باستخدام المدخل العلمي في الصف المدرسي. تركز الباحثة في تحليل ما يلي : (1) كيف يتم تطبيق إستراتيجية في تدريس مهارة الكلام باستخدام المدخل العلمي في الصف العاشر في المدرسة العالية الحكومية الأولى ببيكان بارو.

(2) ما هي العوامل التي تؤثر تطبيق الإستراتيجية في تدريس مهارة الكلام في الصف العاشر التابع للمدرسة العالية الحكومية الأولى ببيكان بارو. (3) ما هي استجابات طلاب الصف العاشر في المدرسة العالية الحكومية الأولى ببيكان بارو على تطبيق هذه الإستراتيجية في تدريسهم لمهارة الكلام. يعتبر هذا البحث وصفي كفي من نوع دراسة حالة، لأن الباحثة تستخدم المنهج الوصفي في تحليل بيانات أو كلمات ضمن البيانات. مجتمع هذا البحث مُدرّستان في الصف العاشر التابع للمدرسة العالية الحكومية الأولى ببيكان بارو. وفي جمع البيانات تستخدم الباحثة ثلاث أدوات ؛ الملاحظة والمقابلة و الوثائق. من خلال الملاحظة تعلم الباحثة كيفية تطبيق الإستراتيجية في تدريس مهارة الكلام باستخدام المدخل العلمي. ومن خلال المقابلة والوثائق تدرك الباحثة عوامل لها تأثير في تطبيق الإستراتيجية بالإضافة إلى استجابات الطلبة على الإستراتيجية في تدريس مهارة الكلام باستخدام المدخل العلمي. من خلال هذا البحث يكتشف ما يلي : (1) إن تطبيق الإستراتيجية في تدريس مهارة الكلام باستخدام المدخل العلمي حيث قامت به المدرستان في الصف العاشر التابع للمدرسة العالية الحكومية الأولى ببيكان بارو يتم بشكل جيد، لأنه ينطبق بموجب التعليمات وإستراتيجية المناقشة والحوار. عمل المدرستان في التطبيق خمس مراحل وهي المراقبة، طرح السؤال، العمل التحريبي، الانضمام العملي، والتواصل. (2) من العوامل المؤثرة في نجاح تطبيق الإستراتيجي هي توفير التسهيلات للمدرسين في عملية التعليم، (3) استجاب الطلبة على تطبيق الإستراتيجية في تدريس مهارة الكلام باستخدام المدخل العلمي التابع للمدرسة العالية الحكومية الأولى ببيكان بارو كانوا مسرورين ومرغوبين في ممارسة التطبيق وكانت إمكانياتهم في التحدث تنمو أكثر.

الكلمات الافتتاحية : المدخل العلمي، إستراتيجية، مهارة الكلام

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CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Curriculum is the main part of education system. It becomes the guidelines for teachers to understand what they should achieve on teaching and learning process. The curriculum is important because it is the education's success key in every country where every curriculum maps the needs and the possible outcomes of the education process.

In Indonesia, curriculum develops as well. The government always makes more efforts to fix and adjust the current curriculum especially to follow the latest demands and society. Some curriculums have already been developed and used in Indonesia, such as Basic School Curriculum, School Pioneer Development of Project Curriculum (PPSP), the 1984 Curriculum, the 1994 Curriculum, Competency Based Curriculum (KBK), School Based Curriculum (KTSP), and the latest Curriculum is the 2013. Curriculum which is relatively new in Indonesia. The implementation of this curriculum for some schools in Indonesia was started in the academic year of 2014-2015.

In Curriculum 2013, the approach used in teaching and learning process is Scientific Approach, in which the students become the subject of the learning process and the teachers become facilitators in teaching and learning process (Permendikbud 81A,20 2013). In the process of learning, the learners are

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facilitated to be actively involved in developing their potentials to be learning competencies.

With this approach, the government expects that the learners will be able to develop their critical thinking and apply the scientific method in solving any problems of life. With such critical thinking and problem solving skills, the students are expected to be able to respond today's life challenges. In order to make the students to be able actively develop their potentials, teachers are demanded to be able to apply Scientific Approach properly. The learning outcomes of a scientific approach can produce students to be productive, creative, innovative and effective through the integration of the strengths of attitude, skills and knowledge. Attitude aspects make students ready to change teaching materials to steer them "why to know"; and therefore the aspect of skills makes students ready to change teaching materials so students can "How to know"; aspects of knowledge make students ready to change teaching materials into "what to know"; and therefore the outcome is to enhance and make students have a balance between soft skills and hard skills that include aspects of attitude, skills and competence of knowledge. (2013 curriculum guidelines in Abdullah Hasan, 2018, p.88-89). However, in reality there are still some teachers who still get confused on how to apply the scientific approach to their teaching learning process.

English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies (Permendikbud, 2008, pp.20). Teaching English for speaking skill is one of the competences that the students should acquire in life and also in curriculum.

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English teachers need some abilities and strategies in improving the skill of students. Listening, speaking, reading and writing are aspects of English skills, while grammar, vocabulary and pronunciation are language components.. Therefore, those are needed by everyone especially the students. As well as writing, speaking used to be known of as a productive skill. Speaking cannot be separated from listening. In speaking, the speaker produces the meaningful words and there is also feedback inside it by the speaker (Brown, 1994, p.36). Therefore, speaking skill is a skill that the students must master it because it is one of curriculum demands and it is regarded as the most difficult task by the English learners. Speaking is one of the skills that is still neglected in teaching English as second language.

In teaching learning process, teachers play an important role to support, guide and motivate their students to achieve the teaching aims. As main persons in educational world, the teacher should have the required basic skill in teaching learning process. Richards (2000) said that there were four factors that provide for good of effectiveness teaching; those are the factors of institutional, teacher teaching and learner. In this research, writer focused on the teaching factors which concern about the strategy of teaching in the process of teaching and learning speaking in the classroom. The lack knowledge of teachers theoretically influences how and what to teach the students to speak English.

Ministry of education No. 22, 2006 states that the goal of teaching English at school is to organize the students to master English skill and English knowledge. It is clear that English is one among the themes that ought to be

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mastered by the scholars and when the scholars graduated from their education. The fact is that teaching and learning process of English in some schools is not always satisfying, especially for speaking competences or skill (Annisa, 2017, P.11). The students still do not have good ability in communicating with the English language in both oral and written, although they have learned it for long period. The majority of English learners in the class, especially in high school are lack and passive of speaking skill.

Dealing with the explanation above, the researcher conducted a qualitative research to investigate the classroom strategy used by the English teacher to develop students speaking skill by using scientific approach at MAN 1 Pekanbaru. Based on the phenomenon mentioned above, the writer is interested in conducting a research entitled **“Investigating the Teaching of Speaking: A Case Study of English Teachers’ Strategy by Using Scientific Approach at MAN 1 Pekanbaru”**.

1.2 Statement of the Problem

Many teachers realize that the best strategy is due to motivate the pupils to communication using English with change the class situation. Creating stimulating and motivating environment, the students are hoped to be immersed within the activities given by the teachers. Bailey (2003:48) said that ideal teachers should provide opportunities for the scholars to speak by using group works or pair works, and limiting the teacher’s talk. Therefore, the teacher should

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keep on motivating the scholars to participate during the teaching and learning process in class.

In order to make the students become confident and brave in speaking English, the teacher should use strategy which is appropriate with the skill. Using the process of teaching and learning strategy makes the pupils would not be bored and interested in English class especially in speaking skill. Referring to those points, it is crucial to pay more attention to the use of teacher's approach, method and strategy which can influence the students 'achievements and progress in learning language, especially speaking English (Brown, 2003, p.16).

For the achieving these goals, there is one of the teaching approaches that is suitable for the process of teaching and learning. It is scientific approach which can be applied in teaching speaking skill. This approach involves several points that can support teacher in teaching English and improve the students 'performance skill. In this case, the teacher can apply this approach in all strategies and activities, especially speaking, when teaching English in the class towards the students (Brown, 2003, p.16). However, the research on teacher strategy using scientific approach in teaching speaking skill Indonesia and the world is extremely limited . In this regard, there have been a lot of researchers on the implementation scientific approach generally (e.g. Sri Ratnaningsih, 2017; M. Zaim, 2017; Untari, 2017; Reni, 2015; Septi , 2014; Irma ,2015; Maria ,2017 & Rika, 2017). From these studies, there is only one study that focused on scientific approach and speaking skill. Therefore, exploring the teacher strategy in teaching

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speaking skill using scientific approach is needed to be investigated. This issue becomes the first gap between the current study and the previous studies..

Moreover, the studies on teacher strategy relied heavily on quantitative method (Arafah, 2016). Early studies on the teacher strategy in teaching speaking skill have been criticized for being over- dependent on survey methodology, single institutional design, together with technical limitations in research design, sample size and instrument quality s(M. Zaim, 2017) . Thus, in order to gain a more comprehensive picture of teacher strategy using scientific approach in teaching speaking skill, a qualitative research method is needed to collect in-deep information about individuals' subjective interpretation and the complexity of teacher motivation. Therefore, it needs to be investigated by the researcher what strategy used by the English teachers in teaching learning process in classroom and how effective the strategy is.

3 Limitation of the Problem

By considering the time, facilities and funding needed, it is necessary to limit the problems. This research focuses on what strategy used by the English teachers' and teachers activities in developing students' speaking skill using scientific approach at the tenth grade of MAN1 Pekanbaru. The subject of this study is limited at the tenth grade of English teachers at MAN 1 Pekanbaru.

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1.4 Purpose and Objectives of the Study

The purpose of this study is to describe the implementation of strategy in teaching speaking skill by using scientific approach in the classroom. Specifically, this study is conducted to fulfill the following objectives:

1. To describe the implementation of strategy in teaching speaking skill by using scientific approach at the tenth grade of MAN1 Pekanbaru.
2. To describe the factors influencing the implementation of strategy in teaching speaking skill by using scientific approach at the tenth grade of MAN1 Pekanbaru.
3. To describe the students' responses toward the implementation of strategy in teaching speaking skill at the tenth grade of MAN1 Pekanbaru.

1.5 Research Questions

Based on the purpose and objectives above, thus, the problems of this research are formulated into the following research questions:

1. How is the implementation of strategy in teaching speaking skill by using scientific approach at the tenth grade of MAN1 Pekanbaru?
2. What are the factors that influence the implementation of strategy in teaching speaking skill by using scientific at the tenth grade of MAN1 Pekanbaru?
3. What are the students' responses toward the implementation of strategy in teaching speaking skill at the tenth grade of MAN1 Pekanbaru?

1.6 Significance of the Study

This study is one of the first few attempts to describe the implementation of strategy in teaching speaking skill by using scientific approach at the tenth grade of MAN 1 Pekanbaru in the classroom. This study may provide benefit, especially in English teacher strategies in teaching speaking skill.

Practically, for the students of MAN 1 Pekanbaru, the significance of conducting this research is able to give positive contribution whether variations of strategies that are able to improve the students' speaking skill. In addition, this research is able to find out the outcomes of the problems that students face in speaking. Besides that, the result of this study can be used as a reference for future researchers whether they want to conduct the similar study like this research.

Especially, in learning and teaching process, the results of this research hopefully can be used as a contribution for English teachers to be aware whether variations of strategies can improve the students' speaking skill. So, the teachers are able to use the result of the study as a feedback on English teacher strategies in teaching speaking skill.

Finally, for the school, it can be beneficial to describe the implementation of strategies or techniques in teaching speaking skill for the students at school. Besides, this school would be more aware how to use various strategies in teaching speaking skill to improve student's competence in speaking at MAN 1 Pekanbaru.

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1.7 Rational for the Study

The study was conducted to explore the implementation of strategy in teaching speaking skill by using scientific approach at the tenth grade of MAN1 Pekanbaru. Therefore, it is one of the most difficult tasks by the English learners. Speaking is one of the skills that is still neglected in teaching English as second language. The lack knowledge of teachers is theoretically influenced how and what to teach the students to speak English.

In teaching learning process, teachers play an important role to support, guide and motivate their students to achieve the teaching aims. As main persons in educational world, the teacher should have the required basic skill in teaching learning process. Therefore, Teacher should master the material to be taught, master do various activities and have competence in order that is easy to convey the material to their students.

Brown (1994, p.136) stated that speaking was that the ability to talk aloud sounds to precise or convey thoughts, ideas or feelings verbally. Speaking may be a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking includes the most important skill in learning the language, where speaking is one type of oral language skills that are productive performance skills, especially in English.

Speaking activities within the classroom should engage the scholars to urge involved, in order that they have experience the way to use the target language. While within the actual implementation within the classroom, the activities do not really help the scholars to talk up. The activities are monotonous and

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uncommunicative. The scholars often find themselves lost and bored when learning English due to this. To assist the scholars improve their speaking skills, the teacher should implement interesting, engaging and challenging strategies or techniques. Therefore, teachers' strategies are needed considerably in teaching speaking skill at school.

It can be assumed that an approach covers all of the methods and strategies in teaching and learning in the classroom. Brown (2003, p.16) said that activity is anything that learners actually do in the classroom undertaken by the students both inside and outside of the school in which these activities are under the responsibility of the school teacher, especially in speaking skill. In this case, the success and failure of the learning process, including whether or not the students can understand and receive the learning materials depends on the activities used. If the activities are well designed systematic, comprehensive, and integral towards all development and learning needs of the students to prepare for life, especially for speaking, surely the output or result would be satisfactory.

For the achieving these goals, there is one among the teaching approaches that is suitable for the teaching learning process. It is scientific approach which is often applied in teaching speaking skill. This approach involves several points which would support teacher in teaching English and improve the students' performance skill. During this case, the teacher can apply this approach altogether activity, especially speaking, when teaching English within the class towards the scholars.

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Rationally, strategies by using scientific approach in teaching speaking skill have big influences to the students' achievements in speaking. Because, besides as an international language, speaking skill is one of the skills that is integrated through scientific approach which must be required by the students and one of the issues in Education National Standard Board (*BSNP*). Learning outcomes of scientific approach can produce productive, creative, innovative and effective students through the integration of the strength attitude, skill and knowledge.

Therefore, if the teachers can do various strategies by using scientific approach in teaching speaking so the students' achievements would be improved in speaking, too.

1.8 Definition of the Key Terms

Based on the key terms of this research, five terms are defined to avoid misunderstanding and misinterpretation. The title of this research is investigating the teaching of speaking: a case study of English teachers' strategy by using scientific approach at MAN1 Pekanbaru. The definitions of the key terms are as follows:

a. Strategy

Brown (2003, p.16) states that strategy is activities which are implemented in the classroom which are suitable with method and harmony which approach. Strategies are exercise, activities and tasks variations used in classroom to realize lesson objectives. From those definitions above, in this study, the term strategy

deals with the exercise, activities, or tasks implemented in the class room which have purpose to achieve the objectives mentioned in curriculum.

In this study, strategy focuses on its application by English teachers to teach speaking skill by using scientific at the tenth grade of MAN1 Pekanbaru.

b. Teaching

Teaching is attending to people's needs, experiences and feelings process therefore, the people can study certain things and go beyond the given and guiding, facilitating learning, enabling the learner to learn, setting the condition of learning (Parker J.Palmer 1998, p. 4). In this study, teaching focuses on the process of giving experience and knowledge about speaking ability to the students at the tenth grade of MAN1 Pekanbaru.

c. Speaking

Chaney (1998, p. 13) said that speaking is building and sharing meaning process through the utilization of verbal and non-verbal symbols, during a sort of contexts. It is the method of constructing meaning that involves producing and receiving and processing information interactively (Brown, 1994, p.116). In this study, speaking is student's ability in sharing the ideas and opinions at the tenth grade of State Islamic Senior High School (MAN1) Pekanbaru.

d. Scientific approach

Brown (2003, p.16) said that an approach may be a point of view in looking teaching learning theoretically. It shows how and what language is learnt. An approach gives rise methods, the way of teaching something use classroom activities to help learners learn.

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Education ministry (2013) defines that Scientific approach is learning approach that can develop students attitudes, skill and cognitive. Scientific approach refers to investigation of some logic facts and phenomena to find out new knowledge or to combine it with the previous knowledge. It inspires and stimulates students think critically. It means that students can obtain and comprehend the teaching materials from various sources. The procedures of scientific approach are observing, questioning, experimenting, associating and communicating.

In this study scientific approach is an approach which is done by the teacher which covers methods, strategies and all activities undertaken by the students both inside and outside of the school in which these activities are under the responsibility of the school teacher in teaching speaking skill at the tenth grade of MAN1 Pekanbaru.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Concept of Scientific Approach

There are two parts in this chapter. The first part explains the definition of scientific approach and the second part explains its procedure.

2.1.1 Nature of Scientific Approach

The scientific approach is teaching a new language. The scientific approach is a learning process that guides students to unravel problems supported planning, accurate data collection and data analysis to create conclusions. The scientific approach is defined because the process of checking out information in science which involves testing ideas by conducting experiments and making decisions supported the results of the analysis (Longman, 2014). This suggests that a scientific approach may be a collection of techniques to investigate phenomena, gaining new knowledge, and correcting and integrating prior knowledge.

Tang et al. (2009) say that the scientific approach has the characteristics of "doing science". This approach allows teachers to enhance the training process by breaking the method down into steps or stages that contain detailed instructions for student learning. This approach requires students to act sort of a scientist (Abidin, 2014: 125). These two ideas form the idea of employing a scientific approach to be the idea for applying the 2013 curriculum.

In accordance with 2013 curriculum competency standards, learning objectives must include the development of the realm of attitude, knowledge, and

skills. Attitudes are obtained through activities: receiving, implementing, respecting, appreciating, and practicing. Knowledge is gained through the activities of remembering, understanding, applying, analyzing, evaluating, and creating. Skills are gained through observing, questioning, experimenting, and reasoning, associating, and creating (Kemdikbud, 2013a).

Based on all the explanations above, it can be inferred that the scientific approach is a learning approach to solve problems through a systematic procedural sequence. The procedure of scientific approach is to observe, question, experiment, associating and communicate.

2.1.2 Procedure of Scientific Approach

As stated in previous sub-sub-chapter, what makes scientific approach different from others is its procedure. There are five stages in the whilst-activity that must be done so that students would be able to learn and think more scientifically and critically. Abidin (2014:133) explains the detail procedures as follow:

a. Observing

The following are two main activities that have got to be administered to steer to the steps of observing. First, teachers give students ample opportunity to form observations. Observations are often made through reading, listening, or seeing objects (Daryanto, 2014, p. 61. Second, the teacher facilitates students to form observations and trains students to watch important things from objects. There are seven steps within the process of observing, (1) determining the thing to

be observed, (2) determining the aim, (3) determining the way of observation, (4) limiting the thing, (5) making observations carefully, (6) reporting observations, and (7) understand the results.

b. Questioning

Questioning functions to encourage students to actively learn and develop questions on and for themselves; to enhance students' speaking skills, ask questions, et al. can answer logically, systematically using appropriate and proper grammar; to encourage student participation in discussions, debates, developing the power to think and draw conclusions; and to develop an attitude of openness to offer and receive opinions, enrich vocabulary, and develop social tolerance in gratitude.

c. Experimenting

In experimenting, the steps are preparation, work and follow-up. According to Daryanto, (2014, p. 78) There are five activities which are administered in an experiment, (1) grouping students into groups, (2) asking students to debate, (3) accessing, (4) trying to find a learning process to make sure all students are involved, and (5) directing groups that require help.

d. Associating

Associating is that the ability to research and associate information that happens in groups. Associating is that the process of analyzing information to seek out relationships between information and other information and to seek out patterns of data interrelation in order that one can make conclusions from patterns found (Daryanto, 2014: 70).

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e. Communicating

Communicating is that the ability to deduce facts that are observed and tried.

Daryanto (2014, p. 80) there are four activities which would be wiped out communicating the steps, (1) asking students to read their add class, (2) asking each group to concentrate well and providing additional input associated with the work of every group, (3)) provide an evidence after the conference ends, and (5) arrange assignments and supply opportunities for college kids to point out attitudes, skills, and understanding of the substance of learning provided.

From the reason of the steps a scientific approach is required within the teaching and learning process above, it is often seen that by completing a scientific approach, the students are expected to be actively involved in school activities by integrating skills, attitudes, and knowledge.

2.1.3 Advantages and Disadvantages of Scientific Approach

Every teaching approach or method has advantages and disadvantages. Even scientific approach has been used widely in Indonesia, scientific approach also has benefits and weaknesses. According to Abidin (2014:148), the advantages and disadvantages of scientific approach can be seen below.

The advantages of scientific approach are:

- a. Improving students 'ability in mastering the training material.
- b. Developing students 'ability in solving problems.
- c. Building students 'sensitivity of the life context.

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- d. Improving students 'ability in communication.

The disadvantages of scientific approach are:

- a. The time to organize learning material and learning activities is sort of long.
- b. The implementation of scientific approach requires more energy and price.
- c. The creativity of both the teacher and therefore the students are required in applying scientific approach, improving students 'ability in mastering the learning material.

2.1 4 Procedure of Teaching Speaking with Scientific Approach

As explained before, there are five steps within the procedure of scientific approach especially within the whilst-activity; they are observing, questioning, experimenting, reasoning, and communicating (Abidin , 2014:148). During this sub-chapter, there would be drawn an example of complete procedure of teaching speaking with scientific approach; not only within the whilst-activity, but pre-activity and post-activity are included .

A. Pre-Activity:

1. Teacher greets the students.
2. Teacher activates background knowledge by connecting with previous materials or apperception
3. Teacher introduces the topic.

B. Whilst-Activity:

- a. Observing
 1. Teacher asks the students to make a group consisting of 4-5 students.
 2. Teacher distributes worksheet containing several questions to each group.
 3. Teacher shows a video related to the topic.
 4. Teacher asks the students to pay attention on the video, on their pronunciation and the grammar of what the people on video.
- b. Questioning
 1. Teacher asks the students to carry out questions and answer the questions among them that have been distributed before, and teacher's role as a facilitator..
 2. Teacher asks about the expressions used in asking for and giving opinions, then explains to the students. In this phase, teacher asks the students to study about vocabulary.
- c. Associating
 1. Teacher asks the students to associate what they have learnt by making their own written sentences related to the material.
 2. Teacher facilitates the students by correcting their work particularly on vocabulary, grammar, and their comprehension.
- d. Experimenting

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1. Teacher divides the class into big groups, small groups, or pairs depending on the need of the material. Each group will be given a topic to discuss.
 2. Each group should make conversation from the topic related to the materials. Because they work in group or pair, they could do peer correction especially on their pronunciation, vocabulary, grammar, and fluency.
- e. Communicating
1. Students present their work result in front of the class.
 2. Teacher gives feedback to the students.

C. Post-Activity:

1. Teacher asks students to reflect the lesson together.
2. Teacher concludes the lesson.

21.5 Scientific Approach towards Students Speaking Competence

Kemdikbud (2013) and Hosnan (2014) state that scientific approach refers to learning that adopts several processes in developing knowledge through scientific method. It's not only focusing on the learning results as the final goal, but also the learning process regarded very important. Therefore, scientific approach emphasizes on the skill processing which integrates science processing skills into the systems of delivering materials. In this case, the students are considered as the subjects of learning who need to be actively involved in the

learning activity. While, teacher is merely a facilitator who guides and coordinates student's learning process.

Learning using scientific method has the characteristics as follows:

1. Focused and centered on students.
2. Involves the cognitive potential in stimulating the student's intellect.
3. Stimulates the improvement on student thinking skills.
4. Develops student's character, problem solving and communicating ideas.
5. Able to develop student's self-concept and motivation.

In the teaching learning activity, the implementation of scientific approach brings good contributions, especially in the English as foreign language (EFL). By applying this approach, students speaking competency can be improved through several steps including observing, questioning, experimenting, associating, and communicating (Syah, 2004, p. 244).

Firstly, the activity of observing in the learning process is essential towards the involvement of learner's directly. by doing this method, the teacher encourages the students to seek information by seeing, reading, or hearing towards the objects they are being learned. Some other activities that can be done related to that method are watching visual materials, like movies or conventional videos, listening to the audio sources such as English songs from tape recorder, radio, etc. or reading any texts from newspaper, magazine, brochure and so on. By accomplishing this step of observing, students are able to enrich their vocabularies

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as the supporting points in training themselves to speak English confidently and fluently (Imas, 2014).

Secondly, the second step is questioning that can accomplished in the form of class discussion or group discussion in which the students have opportunities to ask questions among students or to their teacher. It aims not only to increase the understanding about the topic that is being learned, but also brings any other benefits. For example, questioning or asking can train students courage and self-confidence, making them become more active in the class activities. It also stimulates students to think critically what is learned can be developed and their academic result also will be better (Imas, 2014).

Moreover, if the students take part greatly in the learning process, it can support them in mastering English language, especially for the speaking aspect. Surely, to achieve all of those things, it requires attention and support from the class teacher as well. The teacher is expected to motivate his students to confidently raise hand for asking questions about what is being learned, not only listening to the teacher's explanation, but also needs to help the students in making questions in English so that they would be brave in asking. It is because commonly students do not want to ask questions since they do not know how to ask and making sentences in English.

After questioning, experimenting and associating in the process of teaching and learning English speaking is also important. By accomplishing these methods, students can get more understanding about what they have observed before. If the

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students are more comprehend, surely they will have better ability in communicating (Imas, 2014).

2.1.6 The Model Strategy in Scientific Approach

There are 3 model strategies which are supported in scientific approach.

a. Problem-Based Learning (PBL)

Problem-based learning (PBL) is an instructional method during which students learn through facilitated problem solving. In PBL, student learning centers on a post problem that doesn't have one correct answer. Students add collaborative groups to spot what they have to find out so as to unravel a drag. They engage in self-directed learning (SDL) then apply their new knowledge to the matter and reflect on what they learned and therefore the effectiveness of the strategies employed. The teacher acts to facilitate the training process instead of to supply knowledge. The goals of PBL include helping students develop 1) flexible knowledge, 2) effective problem-solving skills, 3) SDL skills, 4) effective collaboration skills, and 5) intrinsic motivation (Barrows and Tamblyn, 1980).

b. Discovery Learning

Discovery Learning is one of teaching methods in the 2013 Curriculum. This method requires the learners to become active in doing experiment, collecting the data, and analyzing the data. These activities are suitable to the implementation of student-centered learning that puts teachers as just a facilitator or expositor. It means that, the learners must be able to solve or guess the problems which are given by the teacher. It can make the learning process be more

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useful and effective because by giving the problem, the teacher tries to give stimuli for the students. The sentence is derived from Budiningsih (2005:39) states that on discovery problems, the problems are given to students which are created deliberately by the teacher, so that the students must think and express their opinion to get a discovery. In addition, Djamarah and Zain (1996:22), the teaching materials are not presented in the form of final result, but the students are given the opportunity to look for and to find themselves related to the materials. Mostly, solving problems is very necessary to have a guidance from the teacher, but solving the problem itself is done by the learners. The practice of solving this problem will be transferred in their public life.

Actually, discovery learning itself is firstly introduced by Jerome Bruner in 1960 (Thorsett, 2002, p.2). Holesinska (2006, p.1) stated that discover learning strategy is that the most practical and inspiring example of active learning strategy during which the scholars need to compute rules and find the text concept by themselves. Similarly, Thorsett(2002, P.1) defined that discovery learning was a learning situation during which the principle content what's to be learned isn't given, but must be independently discovered by the learner, making the scholar becomes a lively participant in his learning.

The solid definition comes from Balim (2009, p.2) who said that discovery learning may be a strategy that encourages students to reach a conclusion based on their own activities and observation. So, it are often concluded that discovery learning is a lively the strategy during which the facts or the contents of the subject aren't given by the teacher within the beginning of the lesson directly,

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but it must be discovered by the learners through observing and experimenting activities because the rules of discovery learning. In Indonesia, the stages of discovery learning strategy itself are divided into two steps namely preparation and implementation (stephanus, 2013). In preparation step, there are seven things that the teachers should do. Those seven things are: 1) establishing the goals, 2) identifying students' attitude (such as prior knowledge, interest and therefore the level of the scholars, or what the way of learning), 3) selecting learning material that ought to be learnt, 4) choosing topics, 5) elaborating the fabric, 6) rearranging the topics from the straightforward to the complex one and from abstract to concrete, and 7) preparing assessment.

c. Project Based Learning

Project-Based Learning (PBL) is an instructional methodology that encourages students to find out and apply knowledge and skills through an enticing experience. Project-based learning (PBL) may be a model that organizes learning around projects. consistent with the definitions found in PBL handbooks for teachers, projects are complex tasks, supported challenging questions or problems, that involve students in design, problem-solving, deciding, or investigative activities; give students the chance to figure relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999). PBL presents opportunities for deeper learning in-context and for the event of important skills tied to school and career readiness. Characteristics of Project-Based Learning activities that cause deeper student understanding:

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1. Inter-disciplinary

PBL focuses on engaging students with real-world problems. This is often an interdisciplinary approach because real-world challenges are rarely solved using information or skills from one discipline. Projects require students to interact in inquiry, solution building, and merchandise construction to assist address the real-world issue or challenge presented. As students do the work, they often use content knowledge and skills from multiple academic domains to successfully complete the project (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).

2. Rigorous

Project-Based Learning requires the appliance of data and skills, not only just recall but also recognition. Unlike rote that assesses one fact, PBL is more complex and may be to assess how students apply a spread of educational content in new contexts. Students engage within the work of a project they follow a process that begins with inquiry. Inquiry results in deeper learning, not just associated with academic content, but also associated with the utilization of content in world applications. Inquiry processes can help because the event of solutions that address the problem/challenge of the project and therefore the creation of products to speak solutions to an audience based upon the appliance of content and skills (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).

3. Student-centered

In PBL, the role of the teacher shifts from content-deliverer to facilitator/project manager. Students work more independently through the PBL process, with the teacher providing support only needed. Students are encouraged to form their own decisions about how best to try to their work and demonstrate their understanding. The PBL process fosters students independence, ownership of his/her work, and therefore the development of 21st century/workplace skills (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).

2.1.7 Teaching Strategies in 2013 Curriculum

Learning teaching strategies and methods became a practice. They are very prevalent and deeply rooted in schools, thus it is 'teacher-centered'. It is implemented within the following steps: the teacher explains concepts, rules, formulas, drawings, etc., and students taking note of understand. Students do the classroom also as homework to use their understanding, and, if possible the scholars apply to use it in real world then learning more likely textbook based. Traditional strategies and methods are certainly not appropriately applied in English subjects that use a competence-based approach, based on genre, and scientific. It is stated within the work of Garret (2008, p. 33), She said, for years, people's understanding of classroom management was rooted in behavioral theories of teaching and learning. Teachers seem to use the same strategies which have been becoming a culture. Unfortunately this classroom management during a

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behavioral model is that the use of techniques that bring students behavior under stimulus control (Cohen, 1996, P.3). It consists of traditional or transmission approach to instruction. However, the strategies require more student-centered instruction which can demand higher student autonomy for learning not only for exercises but also tests except for learning English to speak within the true sense of the word.

In contrast to traditional instruction, currently, the 2013 curriculum uses student center instruction for its teaching strategies. This strategy focuses on meaning making, inquiry and authentic activity (Garret, 2008, p. 33). the educational goal in student-centered classrooms, based on constructivist principles of learning, is to create a learning environment where knowledge is made by the teacher and students rather than transmitted directly by the teacher. Favez (2013, p. 6) emphasized that in the student-centered instruction, the students work together in groups or pairs as per the demand and purpose of the activity. By this manner, teaching and learning becomes a pleasant and friendly active and rewarding activity, hence making it easier for the students to understand the lesson since they are actively involved within the learning. Further, with the scholar centered approach, the teacher and the scholar are both active participants since they share the training responsibility of the learner, helping to identify how the students should use the language. It is more important within the learner-centered instruction, the category situation is busy and noisy since it's mainly in groups and discussions.

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In this approach, the teacher is compelled to be comfortable with the very fact that the scholars are more likely to form mistakes that he/she might not hear and proper. The student-centered approach has both the teaching and assessments are done together. As teaching continues, the scholars do exercises in pairs or groups. When it involves assessments, the student-centered approach uses assessments to watch the student's earning (Hayo, 2007). This way, the teachers are ready to discover the weaknesses of the students or areas they did not understand in the course of learning and they are therefore ready to find how of bringing the purpose home. As an overview, it is clearly suitable concept the strategy used in the 2013 curriculum fits to the idea strategy of learning language proposed by brown. Both strategy use different term Brown (2008, p. 145) call it as strategies based instruction, yet 2013 curriculum uses the term students centre strategies.

21.8 National Education and Scientific Approach

Law Number 20 Year 2013 about National Education System mentioned that the goal of national education is for the event of students' potentials to become a person's of data, skillful, and artistic. In achieving the tutorial goals, it certainly can't be separated from the tutorial curriculum. The curriculum may be a place which will determine the direction of education. During this context, the curriculum is defined as a series of attempts to succeed in educational goals.

Nowadays, Indonesia has been implementing the 2013 Curriculum as a revision of the previous curriculum, School-Based Curriculum (KTSP). In 2013

Curriculum, teaching learning process uses new approach that is called as Scientific Approach. The Scientific Approach adopted some principles and practices which are usually familiar in science class, like questioning, observing, associating, experimenting and networking.

The 2013 curriculum is implemented together with government's efforts to answer the challenges of the advancing technology and rapid globalization. The 2013 curriculum is hoped to understand the event of students' potential to make Indonesian citizens who are productive, creative, innovative, skillful, competitive, collaborative and independent through the integrated attitudes (students know "why"), skills (students know "how"), and knowledge (students know "what") (Education and Culture Ministry policy, No. 68 year 2013).

The 2013 curriculum emphasizes more on competences and character buildings, because characters have important values to run and form the moral and individual principles (Howard et al., 2004). The scholars attain academic benchmarks to construct and use their knowledge and skills and wish an equivalent time and opportunity to develop and conduct good characters (Stein et al., 2000).

The Ministry of Education (2013) states that the 2013 curriculum is often implemented successfully by using Scientific Approach. Scientific Approach may be a new approach in English Teaching because the term scientific is more conversant in science and management (Suharyadi, 2013, p.1). The training process adopts the scientist stages in building the knowledge through the science methods and characteristics (see Alfred De Vito: 1989; Government's file: 2013;

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Barringer, et al., 2010; Abidin, 2014). Thus, it's a challenge for teachers to know the stages and basic knowledge about Scientific Approach in 2013 curriculum to implement English teaching within the classrooms properly (Ayuni, 2015).

Scientific Approach doesn't only emphasize learning outcomes because the outcome, but also the training process because the important consideration. Therefore, this approach highlights the search of data instead of the knowledge itself. The scholars got to be actively involved within the learning process to present the knowledge which is acquired not only from the teachers but also from various resources.

According to Regulation of Ministry of National Education No. 65, Scientific Approach in 2013 curriculum trains the scholars to: (1) be the middle of learning, (2) involve the cognitive processes which is potential in stimulating intellectual development, specifically the high level of student; thinking skill, (3) give opportunities to the scholar to assimilate and accommodate concepts, laws and principles, (4) find knowledge through scientific process and use it in learning process, (5) learn from various sources, (6) promote acculturation and empowerment of scholars as lifelong learners, (7) apply values by giving exemplary things, build willingness, and develop creativity of the scholars within the learning process, (8) implement the principles during which most are teachers, students and everywhere are in class.

Therefore, it is important for teachers to possess a transparent understanding how it should be implemented. Furthermore, consistent with Kemendikbud (2013) Scientific Approach consists of 5 steps for all subjects. The primary step is

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observing. In observing students are trained about seriousness, thoroughness and checking out information. Second is questioning, students are expected ready to develop creativity, curiosity and therefore the ability to formulate questions. Third is associating, competencies that developed are honest, particular, disciplined, and hard working. Fourth is experimenting, here students need to communicate with other and practice to understand the opinion from other friends. The last is networking, students need to develop their ability to precise the thought and practice their ability to use language.

2.2 Speaking Strategies and Activities in the Classroom

Speaking activities always involve students in the learning process. The speaking teacher should be creating the speaking atmosphere in the classroom. The EFL book course determines what the language learning is going on. Hughes (2006:175) confirmed that, EFL course-books rarely prepare learners to chat in order to pass the time, keeping the conversation going in groups in which nothing is happening at the time.

Regarding to (Harmer, 1998), there are four popular speaking activities that should be applied in the classroom.

a. Information Gaps

One type of speaking activity involves is called information gap in which the speakers have different part of information making up a whole. This activity is popularly called Describe and Draw'. It has many elements of an ideal speaking

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activities; highly motivating, real purpose for the communication taking place and almost any language can be used. This activity appears when the teachers:

- a. Put the class into a group and give each group pictures or questions. The groups have to memorize as much as they can about the pictures or questions.
- b. Tell the groups that one of them will put into another group as they have seen a different pictures or questions.
- c. Tell the groups to re-describe the pictures or questions into a text or story in what their version is.

b. Surveys

One way provoking conversation and opinion exchange is to get students to conduct questionnaires. This activity becomes even more useful if the students plan these questionnaires themselves. This activity appears when the teachers:

1. Talk about the topic
2. Tell the class to show him vocabularies about the topic
3. Tell the class in pairs to plan the questions for the topic
4. Tell the class to go round questioning their friends.

c. Discussion

Discussion is an excellent tool for developing students' reasoning skills because it gives them access to their thought processes and an opportunity to guide students to a higher level of thinking (Ozer, 2005). Kelly and Stafford (1993) say that a small discussion group can be an effective learning situation which students learn both through instructions from their teachers and from

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interaction with each other. The group also provides opportunities for individuals to speak in front of others and to receive feedback from teachers and peers. Oradee (2012) states that communicative activities such as discussion can be effectively used in the language classroom. According to Ozer (2005), there are some advantages of using discussion group for students' learning. First, it can increase students' comfort with the specialized language and methods of a field. Second, it develops critical thinking. Third, it also helps students to develop problem-solving skills. Hollander (2002) says using picture can reduce the students' shyness, nervousness and inhibition, stimulate a new way of thinking, and expand the students' knowledge, understanding of their strength and weakness.

Particularly, the opinions exchange can provoke spontaneous fluent language use. This can organize students' opinion and be applied in discussion session in the classroom. This activity appears when the teachers:

1. Start by asking individual students to the topic
2. Tell students to concentrate on the specific thing of the topic and let them build their ideas.
3. Ask them for questions and opinions.

d. Role-Play

Role - play technique is an excellent activity for speaking in relatively safe environment of the classroom (Nunan, 2003). Cameron (2001) states that role play is a learning activity that should be appropriate for students and social culture experience because the activity should give learners opportunities

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to use language they know and should start with simple dialogues before moving on to more advanced interactions.

According to Shi (2006), Role play is an appropriate method to get students to imagine they are someone else and play that part. Students pretend to be another person who involve in a particular situation. Furthermore, role play is any speaking activities in which when one acts as someone else, he/she has to put themselves into an imaginary occasion (Budden, 2006). Role-Play activities are those where students are asked to imagine that they are in different situations and act accordingly. This activity appears when the teachers:

1. Put the class into groups.
2. Tell each group to decide who is who and give each role.
3. Set the limited time and give students feedback.

3 Speaking

3.1 The Nature of Speaking Skill

Speaking in linguistic terms has various definitions. In Oxford Advance Learner's Dictionary, speak means saying something to precise ideas and opinion. There are many definitions of speaking that are proposed by some experts in learning. Speaking is one among productive skill taught in teaching of English. It means speaking is a capability of manufacturing a language orally that has got too mastered by the scholars.

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Speaking is that the key of communication. People communicate in two ways, speaking and writing. Additionally, Widdowson (1984) speaking is that the interactive productive skill and makes use of speech. While speaking as an interactive process of constructing meaning involves producing, receiving and processing information (Florez, 1991, p. 261).

In other definitions, speaking as a sort of communication, so a speaker must convey what he/she is saying affectively (Harmer, 1996, p. 14). In line with this definition it is one of sorts of composing language, the sort that's swift complicated, frequent and first, because the language itself is symbolic employed by communicators to construct and to convey information (Carter, 1997, p. 4).

In commonly, the communication is completed during a face-to-face interaction and there's an immediate dialogue between two people or more speakers and may be subdivided into exchanges that promote social relationship (interpersonal) and people that the aim is to convey propositional or factual information. Speaking is an interactive real time activity to precise aiming to interact with others that unplanned and just continues to support situation (Hornbury, 2005, p. 20).

The mastery of speaking skills in English may be a priority for several second-language or foreign-language learners. This skill is often done well if it's naturally out and must be supported by good language components as well; vocabulary, pronunciation, grammatical, fluency and comprehension (Jack C, 2000, p. 19).

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There are some features that make speaking a difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, the speed of delivery, stress, rhythm, the intonation of English and interaction (Brown, 2001, p. 270).

From those definitions, the author infers speaking skill as activities by the human to precise their ideas or thinking, feeling, opinion and also to exchange information by using utterance within the sort of communication. Therefore, speaking as a skill and tools of communication, it's necessary for people to possess good speaking skill.

2.3.2 The Basic Types of Speaking

There are five types of speaking or oral production that students are expected to carry out in the classroom (Brown, 2003, p. 141), they are:

a. Imitative

One end of a continuum of sort of speaking performance is that the ability to easily parrot back (imitate) a word or phrase or possibly a sentence. While this is often purely phonetic level of oral, variety of prosodic, lexical, and grammatical properties of language could also be included in criterion performance.

So, imitation of this type is administered not for the aim of meaningful interaction, except for that specialize in some particular element of language form.

b. Intensive

A second sort of speaking frequently employed during assessment contexts is that the production of short stretches of oral language designed to demonstrate

competence in a narrow band of grammatical, phrase, lexical, or phonological relationships (such as) prosodic elements-intonation, stress, rhythm, juncture).

It means intensive speaking is going one step beyond imitative to incorporate any speaking performance that's designed to practice some phonological or grammatical aspects of language.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and little talk, simple requests and comments, and therefore the like. Additionally, an honest deal of student speech within the classroom in responsive: short replies to teacher-or-student-initiated question or comments. So, these replies are usually sufficient and don't extend into dialogues.

d. Interactive

The difference between responsive and interactive speaking is within the length and complexity of the interaction, which sometimes includes multiple exchanges, which have purpose of maintaining social relationship.

Interactive is interactions that contains two forms. They are transactional language, which has the aim of exchanging specific information and interpersonal exchange. It is more complex than responsive.

e. Extensive

Extensive (monologue) oral production tasks include speeches, oral presentations, and story-telling, during which the chance for oral interaction from

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Listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

2.3.3 The Components of Speaking

In teaching speaking, there are some components which are considered by teacher. Brown (2001, p. 268-269) proposes four aspects of speaking skills. There are fluency, accuracy, pronunciation and vocabulary.

a. Fluency

The fluent language use involves the processing of language in real time. That is, learners demonstrate fluency once they participate in meaning-focused activity and roll in the height with speed and ease without holding up the flow of talk. There are observable signs which will be wanted to measure changes in fluency. These include speech rate number of filled pauses like um, ah, er, and number of unfilled pauses (Nation, 2009, p. 151). Fluency is that the extent to which students uses the language quickly and confidently, with the few hesitation or unnatural pauses, false starts, word searcher, Etc.

b. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features.

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Pronunciation includes the segmental features of vowel, consonants, stress, and intonation patterns. Pronunciation is that the way certain sound or sounds are produced. It covers their way for speakers to supply clear language once they speak. In successful communication process, the speakers got to be ready to deliver clear message for listener. Stress, rhythm, and intonation are vital in teaching pronunciation especially for speaking (Longman Dictionary, 2000, p. 429).

From the statement above, the researcher inferred that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

c. Vocabulary

One thing from another thing that vital in learning is vocabulary. Because vocabulary can determine students can speak fluently or not. It's impossible to talk fluently without having vocabulary mastery. In fact, some students have only limited vocabulary in order that they are getting difficulties once they want to talk. Vocabulary may be a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something (Longman Dictionary, 2002, p. 580), Nunan views that the acquisition of an adequate vocabulary is important for successful second language use because without an in depth vocabulary we'll be unable to use the structures and functions we may have learned for comprehensible communication. It means mastery one among the

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important components in communication process because the language exists by words and words added from vocabulary (Nunan, 1994).

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly. In the process of speaking, a speaker has to make a concept to express what he/she wants to say. As the consequence, the speaker must use sufficient of vocabulary and have a good understanding of the structure of the language. Therefore, the teacher must work to enhance students 'vocabulary. Nunan (2003) mentions four principles for teaching vocabulary to the scholars. They are following:

1. That specializes in the foremost useful vocabulary first.
2. That specializes in the vocabulary within the most appropriate way.
3. Giving attention to the high frequency words across the four strands of a course.
4. Encouraging learners to reflect on take responsibility for learning.

d. Grammar

Grammar is one among language components. It should be understood by students so as to be able in speaking English. Brown (2003) states that the

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grammar may be a system of rules governing the traditional arrangement and relationship of word in sentences.

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form inappropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. By using the right grammar the listener will know when the action happens, where the action takes place, which is that the audience, who is that the speaker etc. Although for the beginners, they're not forced to talk with correct grammar. Using correct grammar makes someone know the important meaning within the sentence (Brown, 1994). Grammar remains us the way to make the utilization of words: that's to mention, it teaches us the way to make the utilization them in proper manner, to be choose the words which need to be placed. We must be familiar with certain principles and rules constitute what's collect grammar (Nunan, 1991, p. 296).

2.4 TEACHING SPEAKING

2.4.1 The Nature of Teaching Speaking

In the world of globalization era, English has increasingly become the medium in every domain of communication, both local and global contexts. As a result, the demand for speakers using English effectively is important in every country. Teaching and learning English, apart from the language, is thus crucial for communicative purposes to satisfy the stress of worldwide economics and to

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deal with the growing local, national and international demands for English skills. In Indonesia, English is considered as a foreign language, and it is employed for the needs of educational advancement, career advancement, and therefore the others. To deal with the growing local and international demand, variety of efforts from all parties involved is made to the Indonesia educational system to assist the learner's English performance.

However, most of Indonesian still have poor or lack English especially on speaking. Therefore, attention on the event of literacy skills in English among Indonesia learners is central to language pedagogy. Of all four language skills, speaking is deemed to be the foremost important in learning a second or foreign language (Annisa, 2000).

Speaking skill may be a critical a part of learning and therefore the teaching process. In other words, it's extremely difficult for the learners to master English language in terms of speaking and listening. This is often caused by the medium of instruction within the classroom that refers to non-native English teachers. Speakers cause the utilization of unnatural language and create the failure of genuine interaction within the language classroom. Also, the learners generally have few chances to interact with English native speakers. The exposure to English learners is caused by limited aspects (Brown, 2003).

This encourages tons of popular programs and foreign teaching methods attempt to replicate the target language environment through immersion programs, bilingual school curricula, and computer-assisted teaching (Lapkin et al., 1990). However, the fact that a lot of non-native speakers use the rating criteria supported

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native speakers” standards to live learners ‘oral proficiency, consistent with Kim (2005), using this benchmark isn't appropriate for the particular use of English in a world context. Therefore, it's English Teaching important for teachers and educators generally, and test designers especially, to reconsider the needs of English speaking tests, and therefore the standards of assessing learner ‘speaking skills. Since variety of things are liable for limited success to speaking competence.

Generally, teaching is not easy for everybody to be administered. Teaching needs formal training and follows a number of discussion or seminar whether local or international to be professional teacher in other to understand what the important became an educator for the learner. supported the statement, the researchers have many experiences when to be an educator in 2010 until 2014 and associated with the Ambrose, Brridges, Lovett, Dipietro, and Norman stated teaching may be a complex activity and yet most folks haven't received formal training in pedagogy. Furthermore, teaching is much contextualized activity because it's shaped by the scholars, advancement in our field, changes in technology then on. Therefore, our teaching must adopt to vary parameters or strategies in teaching by using the power to point out good performances for the scholars.

Furthermore, teaching speaking may be a learning process which transfers the knowledge from the teacher to the learners to get the training goals must improve their performance in speaking skill. The teacher has got to push the

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scholars to desire their speaking skill to be an honest performance, intonation and its vital one in communication.

Based on above meaning, the teachers have several obligations for his or her students; one among them is to assist the scholars regarding performance in speaking skill. The teacher can make sure intervention like making the scholars practice to talk English and giving them feedback.

The intervention that would tend by the teacher as a logo of giving information, explaining materials, listening activity, questioning, answering activity, demonstrating speaking skill or the method of it and testing the scholars understanding and capacity using note taking, discussion, debating, presenting, simulation and practice.

2.4.2 Teaching and Learning Speaking

Teaching is a complex and controversial profession. Teaching speaking is not easy way as turning up our hand. It needs being professional, dealing with the teacher proficiency in mastering knowledge that related in and technique used.

Hasibuan (2007) said many language learners regard speaking ability because the measure of knowing a language, they regard speaking is that the most vital skill they will acquire, and that they assess their progress in terms of their accomplishment in speech. Teaching speaking is not merely asking the scholars to supply sound. Speaking is that the same as oral interaction which is conventional ways of presenting information, expression our ide and thought in our mind (Zunan, 1991, p. 40).

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In reality, speaking is not only expressing our ideas, but also presenting new information to others. And also, here we would like to undertake several strategies for teaching speaking which will not help language learners to gain practice in speaking in target language (Nunan, 2003).

Furthermore, some factors which will probably influence that success of learners are as follows (Edge in Nanda, 2013, p. 7):

1. They need a positive attitude about the language they need to find out and about the speaker of that language.
2. They need a robust personal motivation to find out the language.
3. They are confident that they're going to achieve success learners.
4. They are prepared to risk making mistakes and that they learn from their mistakes that they create.
5. They organize their own practice of language.

2.4.3 Goal of Teaching Speaking

The goal of teaching speaking skill is communicative efficiency. It means learners should be ready to make themselves understand, using their current proficiency to the fullest Kalayo (2007, p. 102). Today's world requires the goal of teaching speaking should improve students 'communicative skills because they can express themselves and find out how to use a language (Nanda, 2013, p. 6).

Based on explanation above, teaching speaking is crucial things that teacher teaches in learning process. Therefore the teacher should be ready to improve student's communicative skill.

2.4.4 Teacher's Problem in Teaching Speaking

In teaching speaking, teachers face some problems. It consistent with Greene and Preety (1967) teachers often face the issues form, the duration of teaching and learning process is restricted. The fabric on the text books is different from the lesson plan. Teacher's problems are the number of the scholars within the class because a far better class should have 12 to twenty students because young learners need more attention in learning. He also stated that another problem which is encountered by an educator came from the supply of the text books for the scholars.

Similar to the above opinion there are some problems faced by teachers in teaching English for speaking skill like teachers need more getting to plan the lesson or activities, the duration of teaching and learning process is restricted, the fabric on the text books is different from the lesson plan, the supply of the text books for the scholars, problems large or small classes and students' attitudes (Siddel, 2010, p.169 -170).

Learning a foreign language is very useful if the lesson material relate to our daily activity or using real media to increase their curiosity in motivating the students (Ningsih&Fata, 2015). While Hammalainen (1995) said that the way to increase students' motivation of learners in studying is using movies, body movement, globe, picture and tape recorder.

Others problems that are commonly faced by the teacher stated by Ur (1996) are associated with individual learners personalities and attitude to the training process and learning speaking especially. Inhibition, fear of creating mistakes,

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losing face, criticism, shyness. Nothing to mention learners have problems with finding motives to talk, formulating opinions or relevant comments. Low or uneven participation is often caused by the tendency of some learners to dominate within the group. Maternal language use particularly common in less disciplined or less motivated classes, learners find it easier or more natural to precise themselves in their language.

2.4.5 The Problem in Speaking Skills

Brown (2001, p.250-257) suggests some causes that speaking difficult as follows:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b. Redundancy

The speaker has opportunity to form meaning clearer through the redundancy of language. Learners can maximize this feature of speech.

c. Reduced Forms

Contractions, elisions, reduced vowel, etc., all are from special problems teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that turn stigmatized them.

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d. Performance Variables

One of the benefits of speech is that the method of thinking as you speak allows you to manifest a particular number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught the way to pause and hesitate. For instance, in English our ‘thinking time’ isn’t silent; we insert certain fillers such as *uh, um, well, you know, I mean, like, etc.* One among the foremost silent differences between native and nonnative speakers of a language is in their hesitation phenomena.

e. Colloquial Language

Make sure your students are reasonably well familiar with the words, idioms, and phrase of colloquial language and those they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluently is rate of delivery. One among your tasks in teaching spoken English is to assist learners achieve a suitable speed alongside other attributes of fluency.

g. Stress, Rhythm, and Intonation

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

h. Interaction

Learning to supply waves of language in vacuum-without interlocutors would speak skill of its richest component: the creativity of conversational

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negotiation. The students' interaction is far needed in teaching speaking clarifying five reasons:

1. Participation: it's difficult to find out language without engaging with the language. Languages primarily exist to facilitate communication, interaction therein language must have a crucial role to play in developing a learners' ability therein language.
2. Maximizing practice time: to achieve success, learners got to practice the maximum amount as possible.
3. Collaboration: collaborating learning, particularly the utilization of collaborative task, has been shown to foster language development since learners can see reasons to use language so as to interact.
4. Socialization: interaction doesn't only promote language development but it also fosters the event of social skill.
5. Motivation: it's fundamental aspect of social learning. Interaction gives learners the chance to use language successfully and to live their progress, which successively should cause increase in motivation.

Based on explanation above show how easily speaking can be accommodated within this particular view of language.

Teaching and Learning Speaking

25.1 Teaching Speaking in English as a Foreign Language

Teaching may be a complex and controversial profession. Teaching is guiding, facilitating learning, enabling the learners to find out and setting the

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condition of teaches (Brown, 2000, p.7). It means teaching isn't only process to transfer information or knowledge, and good models from teacher to the scholars. Teaching speaking isn't easy way as turning up our hand. It needs being professional, handling the teacher proficiency in mastering knowledge that related in and technique used.

In addition, Hasibuan (2007) said many language learners regard speaking ability because the measure of knowing a language, they regard speaking is that the most vital skill they will acquire, and that they assess their progress in terms of their accomplishment in speech.

Teaching speaking isn't merely asking the scholars to supply sound. Speaking is that the same as oral interaction which are conventional ways of presenting information, expression our idea and thought in our mind (Nunan, 1991, p. 40). In fact, speaking isn't only expressing our ideas, but also presenting new information to others. And also, here we'd like to undertake several strategies for teaching speaking which will not help language learners gain practice in speaking in target language (Nunan, 2003).

Furthermore, Edge up Nanda (2013, p. 7) also means that in some factors which will probably influence that success of learners are follows:

- a. They need a positive attitude about the language they need to find out and about the speaker of that language.
- b. They need a robust personal motivation to find out the language.
- c. They are confident that they're going to achieve success learners.

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- d. They are prepared to risk making mistakes and that they learn from their mistakes that they create.
- e. They organize their own practice of language.

2.5.2 Teacher's Role in Speaking Activities

In teaching and learning process, Brown (1994, p. 160) argues there are some roles of teacher in teaching English, they are as follows:

- a. The teacher as a controller

The teacher is demanded to be ready to control what the scholars do, once they should speak and what language forms they ought to use.

- b. The teacher as a director

In the classroom activities, the teacher is sort of a conductor of an orchestra or a director of drama. It means, the teacher keeps the training process running smoothly and efficiently.

- c. The teacher as a manager

The teacher plans lessons and modules and course in order that the objectives of teaching and learning are often achieved.

- e. The teacher as a facilitator

The teacher facilitates the method of learning, making learning easier for college kids, helping them to clear roadblock, finding shortcuts and negotiating rough terrain.

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f. The teacher as a resource.

The teacher advises and council the scholars, once they have something ask.

In implementing the teacher's role, it's closely associated with the teaching activities where the teachers and their students actually neutralize the classroom.

Teacher is one among the actors within the classroom. He/she plays some important roles in maintaining the classroom activities. Harmer (2001, p. 275) gives particular relevance of teacher's roles so as to assist students in speaking activities. The second role is an assessor. One thing that students expected from their teacher is a sign whether or not they are becoming their English right or not. This is often where the teacher has got to act as an assessor, offering feedback and correction, and grading them in various ways.

The next role is as a prompter. This is often where the teacher gives help and supports the scholars by offering discrete suggestion without disrupting the activity done by the scholars. The last role is as a participant. This is often where the teacher uses communicative language to speak with students.

Then, the teachers should be good animators when asking students to supply language. Sometimes this will be achieved by fixing an activity clearly and with enthusiasm. At other times, teachers might want to participate in discussion or role-plays themselves. However, teacher has got to take care that they are doing not participate an excessive amount of.

Besides, the teacher's feedback on the students' speaking depends on the teacher's act and situation. The teacher can give feedback on the content of the

activity and therefore the language used directly after the scholars complete an activity or later at the top of a gathering.

2.6 Factors Influencing the Teachers Strategy in Teaching Speaking Skill by Using Scientific Approach.

In learning a language, one of the aspects which often to be said is method. A teaching language program is often evaluated from method which is used because method will determine the content and the way in teaching a language and also success or unsuccessful a teaching language program.

Graves (2000, p.20) describes belief is factor that very influential to teaching. Graves (2000, p.20) states that belief is an abstract form and it is inside the body. It cannot be identified unless the teacher articulates and shows it in a concrete form (teaching).

Furthermore, Graves (2000, p.26) describes the importance of beliefs and experience. Beliefs arise from work experience and the discourse of the workplace. In addition, Hasibuan (2007, p.24) said that teacher's belief about language refers to his/her view of what language is or what being proficient in a language. It influences what a teacher teaches and how he or she teaches. The difference of view of language description will influence in material and the way of teaching.

A teacher who argues that language is written, of course, they will use the teaching time with the composition activities. Looking for the long written becomes short and simple written. In other hand, a teacher who argues that

language is speech, of course, the teacher will be more important the structure drill exercises and speech drill exercises.

Hence, it is clear that teachers' beliefs and teachers' experience in getting language will influence the way of teaching and attitude in teaching because teaching of language is based on the theories generally. In teaching speaking skill, of course the beliefs and the experience are factors that very influential to teaching. Therefore, the English teachers should implement various activities in teaching speaking skill in their work place. Furthermore, Graves (2000, p. 26) also describes the time available and the teachers' references are factors that influential to teaching.

2.7 Related Studies

Parmjit & Gurnamkaursidhu (2006, p.64) stated that related research refers to research studies that are relevant to the current study. It is required to observe some previous research conducted by other researchers in which they are relevant to our research itself. Besides it has to analyze what the point that will be focused on, inform the designs, finding and conclusion of the previous research. There are several studies which have relevant to this study, especially in English teachers' strategy by using scientific approach in teaching speaking skill.

Sri Ratnaningsih (2017) researched about scientific approach of the 2013 curriculum: teachers' implementation in English. This research was qualitative method. The sample of this study was one teacher. The researcher used observation, interview and lesson plan analysis questioner to gather the info. Sri

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Ratnaningsih study had almost like this study for instance, qualitative method. The differences were Sri Ratnaningsih focused on scientific only but during this study focused on speaking skill and scientific approach. Sri Ratnaningsih research finding showed that the teachers conducted all stages in scientific approach.

Then, M. Zaim (2017) also researched about implementing scientific approach to show English at senior high school in Indonesia. During this research was qualitative study research. The samples of this study were three English teachers and students at second grade of state senior high schools in Padang. The researcher used classroom observation and interviews were conducted to spot the implementing scientific approach to show English. M. Zaim's study had similar research from sorts of method, qualitative method. Zaim's study finding showed that among the five steps of scientific approach, the teachers were not able to implement the observing and questioning steps optimally yet. Meanwhile, in experimenting and associating the teachers have applied them well, and in communicating the teachers have applied them optimally. The difference was M. Zaim focused on scientific only but during this study focused on speaking skill and scientific approach also.

Next, the research was conducted by Septianah Diyah Untari (2017). She researched about the implementation of scientific approach in teaching reading comprehension for the tenth grade students of SMAN 2 karanganyar in 2016/2017 school year. This study was descriptive qualitative research design. The researcher used observation, interview and study documents. Septianah Diyah Untari's study had almost like this study for instance research about scientific approach. The

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Differences were Septianah Diyah Untari focused on reading while this study focuses on speaking skill. Septianah Diyah Untari's findings show that the Implementation of the Scientific Approach in the Teaching of Reading Comprehension for the Tenth Grade Students of SMAN 2 Karanganyar was good, because was appropriate with the regulation.

Then, the research was conducted by Reni Trisnawati (2015) about The Implementation of Scientific Approach in Teaching English Speaking (A Descriptive Study to the Seventh Grade Students of SMP Nurul Islam Ngeplak in 2014/2015 Academic Year). This study was descriptive qualitative research. Reni Trisnawati's study had almost liked the study for speaking skill. The difference was Reni Trisnawati's study used study document while during this study used observation, interview and documentation to gather the info. Reni Trisnawati research finding showed that the Implementation of the Scientific Approach in Teaching English Speaking within the good, because was appropriate with the regulation and in applying scientific approach, the teacher used five phases, those are observing, questioning, experimenting, associating, and communicating using various activities would improve the students 'achievement in speaking skill.

The research was conducted by Septi Utami (2014) researched about A Descriptive Study of the Implementation of Curriculum 2013 in the Teaching and Learning of Reading at the Seventh Grade Students of MTs Negeri Pedan in 2014/2015 Academic Year. Septi Utami's study and this study had difference such focused on speaking skill and scientific approach in generally.

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Irma Nurhasanah (2015) also researched about the implementation of 2013 curriculum by English teacher and its barriers (a case study at the tenth grade of SMAN 1 Rembang in 2014/2015 academic year). The themes of the study were English teachers. Irma Nurhasanah's study and this study had difference that focused on implementation of scientific approach only while this study focused on speaking skill and also scientific approach. The similarity of the research is from collecting the info used observation, interview and documentation. The research shows that the implementation of 2013 curriculum by the English teacher on the three dimensions has the barriers. The barriers of the teaching learning planning affects the other two dimensions. The barriers are finding the right method and the right instrument of authentic assessment. They both are important to support the success of Core and Basic Competence realization in the learning.

Then, the research was conducted by Lestari Apriauny, Afrianto, Mangihut Nababan also researched about the implementation of scientific approach in teaching English in senior high school school pekanbaru. The themes of this study were 3 English teachers. Lestari Apriauny, Afrianto, Mangihut Nababan's study had similar topic was about implementation of scientific approach in senior high school. While the difference was Lestari Apriauny, Afrianto, Mangihut Nababan's study was on implementation curriculum generally and this study focused on speaking skill and implementation of scientific approach.

Maria Tyasti G.C.(2017) researched about The Implementation of Scientific Approach on Speaking Skill at The Second Grade Students supported Learning

Styles in SMAN 1 Pringsewu. This research was quantitative method. The research design was pre-experimental research. The research finding showed that the implementation of scientific approach could improve the scholars' speaking skill since the students actively participated within the learning process by speaking through drills and repetitions in meaningful context. Maria Tyasti G. C. study had almost liked this study for instance, speaking skill. The differences were Maria Tyasti G. C. study used questionnaire in collecting the info while this study uses observation. The results suggest that scientific approach facilitates the scholars to enhance their English proficiency. Additionally, learning style preferences also contributed to the students' success in acquiring language.

After that, Rika Rahma Annisa(2017) also researched about the Scientific Approach for Enhancing Speaking Competence in EFL Classroom. This research was quantitative method. The research design was experimental research. The research finding showed that the scientific approach was simpler to enhance the speaking competence compared to the utilization of KTSP. Rika Rahma Annisa study had almost liked this study for instance, speaking skill. The differences were Rika Rahma Annisa study used questionnaire in collecting the info while this study uses observation. The results suggest that the teacher can implement scientific approach to enhance students speaking competence in speaking English.

The last is the research that was conducted by Reni Trisnawati (2015) about The Implementation of Scientific Approach in Teaching English Speaking (A Descriptive Study to the Seventh Grade Students of SMP Nurul Islam Ngeplak 2014/2015 Academic Year). This study was descriptive qualitative research.

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Reni Trisnawati's study had almost like the study for speaking skill. The difference is Reni Trisnawati's study used study document while during this study uses observation, interview and documentation to gather the info. Reni Trisnawati research finding showed that the Implementation of the Scientific Approach in Teaching English Speaking within the good, because was appropriate with the regulation and in applying scientific approach, the teacher used five phase, those are observing, questioning, experimenting, associating, and communicating using various activities would improve the students 'achievement in speaking skill.

Most of the research talked about the implementation of scientific approach in Indonesia. Only one of them discussed about the scientific approach and teaching speaking skill together. The second gap was because the last study did in junior high school while this study did in senior high school. All findings above have led the researcher to this following conclusion that investigating the implementation of English teachers strategy in teaching speaking skill might be good thing in developing students' speaking skill. The difference point of view of this research with the previous research provided before, is that the previous research focused scientific only. While this research, researcher focused in two things, scientific approach and speaking skill.

2.8 Conceptual Framework

Based on the theoretical concept and relevant studies, the conceptual framework of this researcher can be conceptualized into the following theoretical framework.

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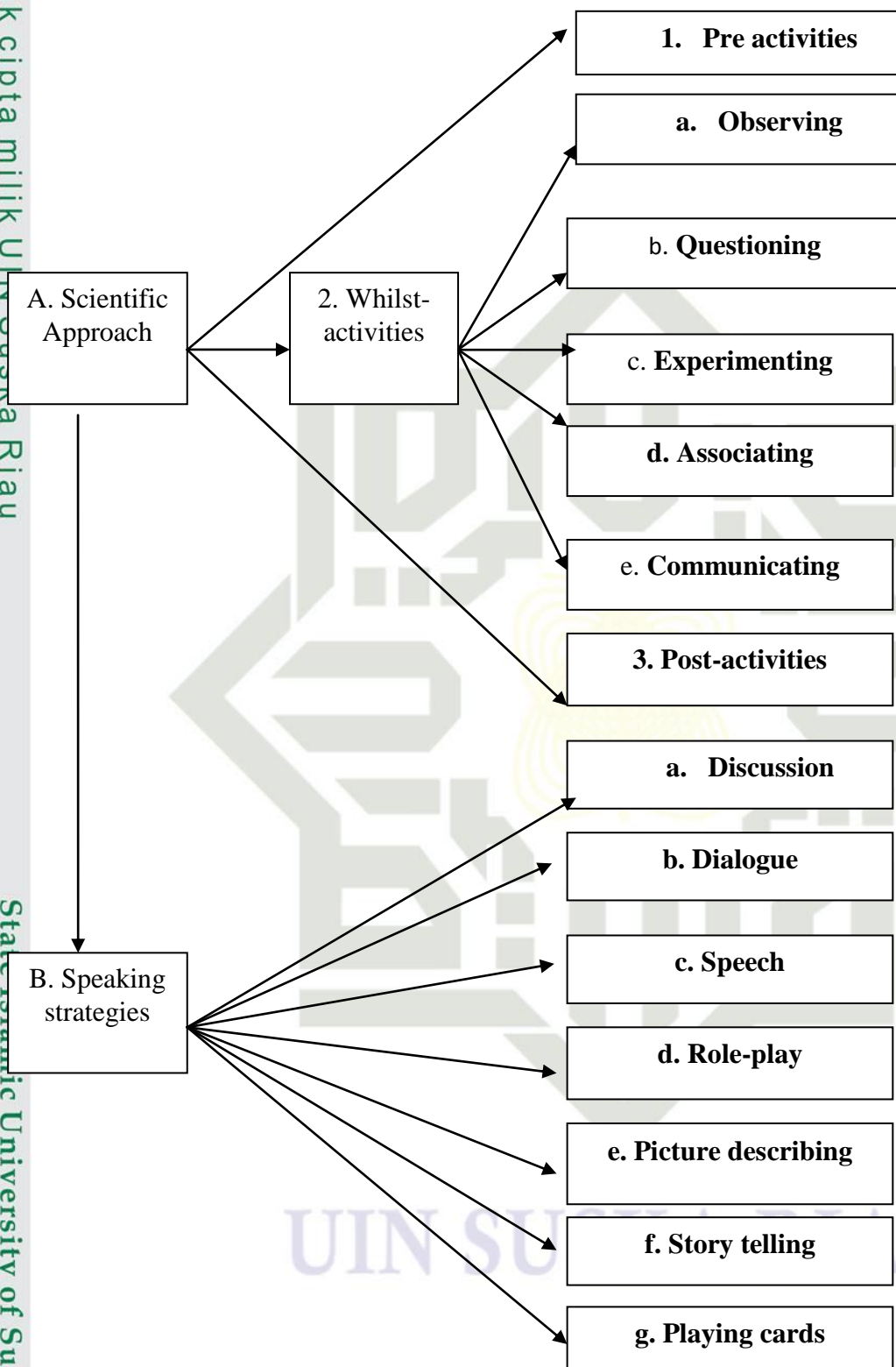


Diagram 2.1 Conceptual Framework for investigating English teachers strategy in teaching speaking skill using scientific approach

As seen in diagram 2.1, due to looking for the implementation of teachers' strategy in teaching speaking skill by using scientific approach at MAN1 Pekanbaru. The researcher investigated the teaching learning process in the classroom. The researcher observed the process of teaching learning from pre-activities, whilst- activities: observing, questioning, experimenting, associating , communicating and post –activities. And also researcher investigated the strategy mostly used by the English teachers. This comprehensive understanding of conceptual frameworks is needed as the foundation to address the research methodology of this study, which would be discussed in chapter 3.

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CHAPTER III

METHODOLOGY

3.1 Research Design

Research design was very important to the writer to conduct the research in appropriate way. This research was qualitative research. It had been counting on the collecting of qualitative data. Qualitative research might be stated as a search relying totally on the gathering of qualitative data (Christensen & Johnson, 2000: 17). This was a study which wanted to draw meaning from observation taken in natural context (Bramble and Masson, 1997: 334). Therefore, the aim of qualitative data was to explain, to decode, and to draw meaning naturally toward phenomena.

Adler, et al (1989) as quoted in Iheanacho (2013:57) said that the appropriate methodology was going to determine the material we could study and the possible conclusion we could acquire. The writer conducted this study by using qualitative approach in the type of case study. Merriam (1998, p.27) stated a case study is an intensive, holistic description and analysis of a single instance, phenomenon, or social unit. By applying it, the writer can investigate the phenomenon, single instance, or social unit. Furthermore, Merriam (1998, p.29) stated that case study has some attributes. The attributes are as follows:

1. It is the process of investigating the phenomenon.



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The process can be seen in two ways as stated by Reichardt and Cook in Merriam (1998, p.33). The first way of process is monitoring and the second one is causal explanation.

Monitoring, here, consists of describing context and population, discovering the extent to which the treatment or program has been implemented, providing immediate feedback or feedback of a formative type and the like. The second meaning of the process is causal explanation: discovering or confirming process by which the treatment had the effect that it did.

It is particularistic, descriptive and heuristic.

Particularistic may be a case study emphasizes on certain situation, event, program or phenomenon. Descriptive is that the product of the research is rich and thick description of phenomenon. Additionally, heuristic may be a case study focuses on illuminating understanding of phenomenon.

The researcher conducted the qualitative approach to the present study within the form of case study. Merriam (1998, p.33) defined that case study was appropriate to the study, which focused on process. During this study, the author described the results of interview process about what factors influencing the implementation of strategy by using scientific approach in teaching speaking skill and what are student's responses toward the implementation of strategy in teaching speaking skill.

3.2 Time and Location of the Research

The location of this research was at (MAN1) Pekanbaru, which is located Bandeng Street Pekanbaru. The duration of this study was within two months.

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3.3 Participants

The participants of this research were the tenth grade teachers of MAN1 Pekanbaru and students. There were 2 teachers who taught at the tenth grade of MAN1 Pekanbaru. The teachers graduated from English education. The teachers have taught at this school more than ten years. They have experienced in teaching English in education.

TABLE III.1
Participants of The Research

NO.	NAME	EDUCATION	GRADUATION
1.	NURHASANAH	S1	UIN SUSKA RIAU
2.	ERNI YUSNITA	S1	UIR

3.4 Instrumentation

In collecting the data, the researcher used some instruments. The instruments that were used as a tool to collect the info or data and information were the field notes, the interview guidelines and document.

3.5 Technique of Collecting Data

The data collection technique was purposed to get data from the participants. This writer did observation and interview as the main data collection techniques.

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1. Observation

Observation was carried out to get data from the data sources. According to Stake (2010:90), many qualitative writers prefer observation data to other kinds. The information from observation can be seen, heard, or felt directly. Furthermore, he defines that the eyes see a lot and misses a lot, simultaneously when, where, and why as newspaper people a particularly relating them to the story or the as that is, to the research question. It is supported by Vanderstoep and Johntson. Vanderstoep and Johntson said that observation especially direct observation becomes the common qualitative research technique (in Cresswell, 2009). Direct observation was a way to collect data where the writer did the observation directly by herself or himself (Cresswell, 2009).

In this study, the writer had the role as passive participant. The writer only observed and recorded the teaching learning process without involving in the teaching learning activities. Every teacher was observed at least three times and each observation was conducted in three lesson hours (3 x 45 minutes).

2. Interview

Interview was one among the foremost important data collection techniques in qualitative research. Fraenkel, Wallen, & Hyun (2011, p. 450) said that it had been useful to see the accuracy, to verify and refute the data which was gathered from observation. Interview usually did face to face on one-to-one basis to explore information deeply especially for the most sources.

Creswell (2012, p. 132) suggested that during a qualitative research, the interview questions might be open ended which was meant that in the interview

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session, the participants were released to offer their opinions without disturbing by writer's perspective. So during this study, the researcher recorded the interview to get the important perspective of the participants that was went to get information which was useful to write down the outline text.

The technique was used to get some data by asking some questions directly to the English teacher. This was used to identify English teachers' strategy by using scientific approach in teaching speaking skill. The primary objectives of the interview were to find out deeper information about teaching learning process of English speaking skill from the teachers and students.

The interview's rule was the researcher gave some questions to the teachers. Interviews' questions were supported the research questions on factors influencing the implementation of strategy in teaching speaking skill by using scientific approach. The interview used audio recorder. The aim of it had been not missing all information.

The interview was done to understand the perspective of every teacher about their strategy in classroom. The teacher's interview, which named Interviewer I, is completed to understand the purpose of view about factors influencing the teachers' strategy by using scientific approach in teaching speaking skill while the students' interview, referred to as Interview R, was to understand their respond about the teacher's strategy in teaching within the class. The interview was included informal semi-structured interview which meant that the interview included open-ended questions. It creates space for new ideas to be mentioned during the interviews as a result of what two interviewees have mentioned.

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The interview was done to the tenth grade of the English teachers and the students. Jennifer Mason (2002, p. 62) stated that although the large variations of styles and tradition, all qualitative and semi-structured interviewing have certain contents features in common:

- a. The interactional exchange of dialogue (between two or more participants, in face-to-face or other contexts)
- b. A thematic, topic-centered, where the researcher has topics, themes or issues they want to cover, but with a fluid and flexible structure.
- c. A perspective related to knowledge as situated and contextual, requiring the researcher to sure that relevant contexts are brought into focus so as that the situated knowledge are often produced. Meanings and understandings are created in an interaction, which is effectively a coproduction, involving the event or reconstruction of knowledge.

Interview occurred when researcher asked one or more participant's general, open-ended questions record their answers (Creswell, 2012, p. 217). Rea and Parker (1992) in Nana Syaodih (2006:84), states there are several advantages from direct interview. They are:

- a. Flexibility; the question can be asked verbally or within and answered forthwith and some question which are not clear or doubt can be clarified directly.
- b. Greater complexity; the researcher can be asked the complex questions.

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- c. Ability to contact hard-to-reach populations; enabling to collect the data from the samples which are difficulties to be contacted by telephone or letter.
- d. High responses; possibility to give bigger answer than equate through post.
- e. Assurance that instructions are followed; possibility the responder gives the answer which is expected by the researcher.

3. Documentation

According Moleong (2004:161), documentation is constructed from word “document” that means something either written or film which researcher does not prepare before or researcher does not take role documentation of this research includes; lesson plan, syllabus, and handbook.

3.6 Data Analysis Technique

After collecting the data, the data would be analyzed by the researcher. The tactic of analyzing the information would do continually as long because the research was conducted. The information was analyzed in qualitative research involves three things namely; the data reduction, the data presentation/data display, and therefore the conclusion drawing/verification (Sugiyono, 2008: 337).

a. The Data Reduction

Moleong (2000, p. 190 in research method in language learning) defines that it is a process of creating summary from the most point, arranging it and categorizing it based classification. Data reduction was started by explaining,

selecting the essential things, that specialize in something important to the content of data which derives from the field. The researcher categorized data taken from the interview and observation. During this step, the researcher interviewed the subjects of this study. The researcher also conducted observation within the class and took notes in process of succeeding the data or information.

b. The Data Presentation/Data Display

Miles and Huberman (1984) in Sugiyono (2008: 341) state the foremost frequent sort of display data for qualitative research data within the past has been narrative text. In qualitative research, the info display might be wiped out the shape of short narration, chart, flowchart, etc. watching the info display would help to know what was happening and to try to some things-further analysis or caution thereon understanding (Miles and Huberman (1984) in Sugiyono, (2008:341).

Then, after selecting and taking the information supported some criteria, the researcher presented and described the data. Data display showed that the data are reduced within the form patterns. It helped the researcher to know the data.

c. The Conclusion Drawing/Verification

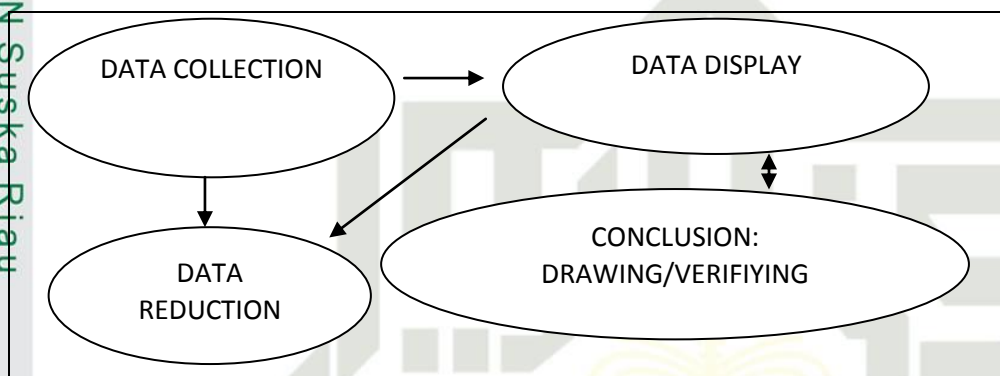
After describing and interpreting, the researcher made general view toward the results of the interpretation. The conclusion then made supported the overall view. The conclusion of this research would be the outline of the teacher strategy by using scientific approach in teaching speaking skill at MAN 1 Pekanbaru. Shortly, the steps in analyzing the info were the researcher collected the data through. Then, the researcher selected, identified, and focused on the data by

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referring to formulation of the research problem. Then, after selecting the info, the researcher displayed those data into good sentences. And therefore the last after displaying data, the conclusion was drawn.

Table III.2
The Scheme of Interactive Model Analysis



3.7 Ethical Consideration

In social science like this research, an ethical issue is essential for doing any research. Welling ton in Absor (2016:78) argued that ethic is an important aspect in all forms of research. Bryman supports this point by stating ethical issues cannot be ignored as they relate to the integrity of a piece of research and of the discipline that is involved. Therefore, this research is conducted in such an ethical way:

Before taking the data of this research, approvals from related institutions are obtained respectively. The Post Graduate Program (PPs) of UIN Sultan Syarif Kasim Riau administers some administration procedures and endorsed formal letters related to the local government office to get consents. PPs issue an official letter send to Public Service Office located in Pekanbaru, and then Public Service

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Office would formally grant the recommendation and forwarded to the office of PPs UIN Suska Riau. The approval is used to gain the intended data instructed by the director of PPs UIN Suska and then the researcher would approach the principal of the selected school. She gives her approval for this study to be conducted in his school. After getting permission from the principal, and when the research plan has been exposed and negotiated well, the researcher begins the data collection interviews and documentation. Before, conducting the observation and the interview, the participant consents forms are required for this research. This consent form also clearly informed that the data collect will be recorded and stored safely, confidentially and only used for this research.

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Appendix 1: Indicators of strategies by using scientific approach

1. Teacher activities in pre- teaching in implementation strategy by using scientific approach in teaching speaking skill in the classroom.
2. Teacher activities in while- teaching in implementation strategy by using scientific approach in teaching speaking skill in the classroom.
3. Teacher activities in post - teaching in implementation strategy by using scientific approach in teaching speaking skill in the classroom.

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Appendix 2: Observational Field notes

Setting	: Classroom X MIA 2(The first Meeting)
Time	: Thursday, August 29, 2019 (10.30-12.30 a.m)
Topic	: Congratulation expressions
Length of Observation	: 120 minutes

(Pre - activities)

Minutes 00.00- 15.00 (Pre - activities)

At 10.30 a.m. the class started. The chairman of the class prepared his classmates to greet the teacher and pray together. And continued with all of the students read one of the surah from al qur'an together. The teacher enrolled all the students. The teacher checked the student's attendance list while asked the condition of the students .The class consists of thirty two students, sixteen males and sixteen females. Then, the teacher reviewed the last materials had given to the students before continuing the new topic. The teacher gave some questions related to the last materials and asked the students to answer the questions related to the last materials.

At this stage, the teacher did apperception related to the materials that would be learned at that day. The teacher asked some questions to the students related to the new materials. The teacher asked about the student's experience about the new materials. The material that day was about KD 3.2. Congratulation expressions. The teacher directed ask question, *'what do you do when your friend's birthday?'* all of the students replied, *'congratulation, mam.*

Observational Field notes

Setting	: Classroom X MIA 2(The Second Meeting)
Time	: Thursday, September, 5, 2019 (10.30-12.30 a.m)
Topic	: Compliment expressions
Length of Observation	: 120 minutes

(Pre - activities)

Minutes 00.00- 15.00 (Pre - activities)

At 10.30 a.m. the class started. The chairman of the class prepared his classmates to greet the teacher and pray together. And continued with all of the students read one of the surah from al qur'an together. The teacher enrolled all the students. The teacher checked the student's attendance list while asked the condition of the students. The class consists of thirty two students, sixteen males and sixteen females. Then, the teacher reviewed the last materials had given to the students before continuing the new topic. The teacher gave some questions related to the last materials and asked the students to answer the questions related to the last materials.

At this stage, the teacher did apperception related to the materials that would be learned at that day. The teacher asked some questions to the students related to the new materials. The teacher asked about the student's experience about the new materials. The material that day was about KD 3.2. Compliment expressions. The teacher directed ask question, *'what do you say when your friend use beautiful dress?'* all of the students replied, *'beautiful, mam.* And then the teacher directed question again, *'means that you give compliment to your friend.'*

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Then, the teacher delivered the topic would be learned, goals of the learning, what the students were going to do and character that would be assessed by the teacher during the learning process.

(Whilst – activities)

Minutes 15.00 - 30.00 (observing)

At the beginning, teacher asked students to open the module which had been given to students and observed some pictures about the material in the module with some guidance questions, ‘*What do you see from this picture?*’ One student answered *some people are talking*. Then the teacher directed the students with another questions, ‘*what are they talking?*’ some of the students said *compliment*. The teacher asked them to spell the letter in word ‘*Compliment*’ and wrote down on the white board. After that, the teacher questioned the class what compliment is. One of the students answered, *compliment is we give praise*. The teacher praised and appreciated every student which gave answer and response.

Minute 31.00 -50.00 (questioning)

The students asked about what probably the topic that we were going to learn, and the students enthusiastically answered, it was about compliment expressions. After that, the teacher encouraged the students to ask anything that related to congratulation expressions in order to know the level of her students background knowledge about the topic. She made the students to give explanation about the topic. Otherwise, the students also asked the teacher some terminologies that have mentioned in their module.

Minute 51.00 -80.00 (collecting information)

Then, the teacher asked a student to share the module others. The students are requested to look at many kinds of compliment expressions and the example of it in sentences. The teacher divided the students into some groups. After the members have arranged, then the students sit based on their groups. In groups, the teacher asked the students to read aloud the examples of formal and informal congratulation expressions in the module. Together with the teacher, the students discussed the contextual meaning of formal and informal compliment expressions. It was related to its’ social function, text structure and language features. They discussed each case of formal expression. The teacher gave applause to students who has finished read the expressions. They also discoursed about what kinds of words included in the compliment expressions, such as adjectives.

Minute 81.00 – 01.11 (associating)

They started to discuss how to response the expressions, whether we accept or refuse it. In their groups, students were asked to understand and complete the conversation in the module. They were requested to complete what is the suitable response to each incomplete conversation. So, in two minutes; the

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teacher let the students to discuss the assignment in their groups. After that, the teacher asked the answer from the students. The teacher pointed out one of the member of each groups to answer of each questions based on their group discussion while the teacher corrected the answer of each student. After that, the teacher gave task to make a conversation about compliment expression. The teacher gave fifteen minutes to the students for finishing their assignment. While the students were doing their tasks, the teacher walked around in the class and checked whether her students have difficulties or found any problems about it. She also encouraged the students in finishing their task in time. The students were very calm and serious in doing their assignment.

Minutes 01.12 – 01.17 (communicating)

After fifteen minutes has already passed, the teacher called the group one by one to present their work, meanwhile other groups paid attention to their friend's performance. The students spoke aloud in front of the class to present their group conversation. The students did role play in their group. The teacher directed takes their score in speaking practice. After all performances have already performed in front of the class, the teacher and all students applauded their class performance that day.

(Post – Activities)
Minutes 01.18 -01.23 (Reflection)

At the end of meeting the teacher and students tried to conclude what they have learned just now. She also encouraged the students to give their own conclusion about what were the formal and informal and many more and asks the students to bring some things for the next meeting. Then, the teacher closed the meeting. She said sorry if she made a mistake in delivering the lesson today and told the students if they were wondering to know what are different between formal and non-formal, so the students must be here on next meeting. Then, the chairman led his classmates to say thank you to the teacher and prayed together. The class has already done.

Classroom Observation with Teacher A, 05/09/2019 (Meeting 2)

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Observational Field notes

Setting : Classroom X MIA 2(The Third Meeting)
 Time : Thursday, September 12, 2019 (10.30-12.30 a.m)
 Topic : Congratulation and Compliment expressions (creating a congratulation and compliment card)
 Length of Observation: 120 minutes

(Pre - activities)

Minutes 00.00- 15.00 (Pre - activities)

At 10.30 a.m. the class started. The chairman of the class prepared his classmates to greet the teacher and pray together. And continued with all of the students read one of the surah from al Qur'an together. The teacher enrolled all the students. The teacher checked the student's attendance list while asked the condition of the students. The class consists of thirty two students, sixteen males and sixteen females. Then, the teacher reviewed the last materials had given to the students before continuing the new topic. The teacher gave some questions related to the last materials and asked the students to answer the questions related to the last materials about congratulation and compliment. The teacher also asks to the students about the things that the students should bring today.

Then, the teacher delivered the topic would be learned, goals of the learning, what the students were going to do and character that would be assessed by the teacher during the learning process.

(Whilst - activities)

Minutes 15.00 - 30.00 (observing)

group discussion while the teacher corrected the answer of each student. After that, the teacher gave task to make a conversation about congratulation and compliment expression. The teacher gave fifteen minutes to the students for finishing their assignment. Then the teacher asked the students to continue made congratulation and compliment card as portfolio task. While the students were doing their tasks, the teacher walked around in the class and checked whether her students have difficulties or found any problems about it. She also encouraged the students in finishing their task in time and decorating the cards. The students were very calm and serious in doing their assignment.

Minutes 01.12 – 01.17 (communicating)

After fifteen minutes has already passed, the teacher called the group one by one to present their work, meanwhile other groups paid attention to their friend's performance. The students spoke aloud in front of the class to present their cards. The teacher directed takes their score in speaking practice. After all performances have already performed in front of the class, the teacher and all students applauded their class performance that day.

(Post – Activities)

Minutes 01.18 -01.23 (Reflection)

At the end of meeting the teacher and students tried to conclude what they have learned just now. She also encouraged the students to give their own conclusion about what those materials. Then, the teacher closed the meeting. She said sorry if she made a mistake in delivering the lesson today and told the students if we're going to do daily test for the next meeting. so the students must be here on next meeting. Then, the chairman led his classmates to say thank you to the teacher and prayed together. The class has already done.

Classroom Observation with Teacher A, 12/09/2019 (Meeting 3)

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Observational Field notes

Setting : Classroom X IIS 2(The first Meeting)
 Time : Tuesday, September 3, 2019 (10.30-12.30 a.m.)
 Topic : Congratulation expressions
 Length of Observation : 120 minutes

(Pre - activities)

Minutes 00.00- 15.00 (Pre - activities)

At 10.30 p.m. the class started. The teacher came in the classroom and say Salam. Then, the teacher asked the students attendances. The students greeted the classroom to the teacher and then review one of surah Qur'an. After the teacher attendances students name, the teacher was asking the students about their condition today. The students answered her question then the teacher asked about the last materials and some students answer that question directly.

At this stage, the teacher did apperception related to the materials that would be learned at that day. The teacher asked some questions to the students related to the new materials. The teacher asked about the student's experience about the new materials. The material that day was about KD 3.2. Congratulation expressions. The teacher directed ask question, *'what do you say when your friend's birthday?'* all of the students replied, *'congratulate, mam.'*

Then, the teacher delivered the topic would be learned, goals of the learning, what the students were going to do and character that would be assessed by the teacher during the learning process.

(Whilst – activities)

Minutes 15.00 - 30.00 (observing)

The teacher told the class that they were going to learn about congratulation expression. She requested the chairman to divide his friends into some groups, where each groups consist of four people. She explained about social function of the topic. The students were able to use some expressions congratulation such on *congratulation on your successful*. The teacher gave some statement about expressions and asked students to determine in their group which was included the congratulation expression. The students discussed with their group and tried to find and match the expression. There were 32 students at that day.

Minute 31.00 -50.00 (questioning)

The students determined which was included the congratulation expression. Before the students started to have a discussion, they asked some things about congratulation to the teacher. After they got the answer, then the students began to discourse the topic with their groups. When the students worked in group, the teacher walked around from one group to another group and asked them whether any difficult things needed to be questioned. The students were given twenty minutes to do the assignment by the teacher. The teacher tried to facilitate the student's discussion by leading them some information about the congratulation expression. The task was the students must find and match the expression with the questions.

Minute 51.00 -80.00 (collecting information/experimenting)

Then, the teacher explained the topic after the group have elaborated their thought about the first assignment. The students also asked the teacher about some unfamiliar terminologies that they have found. The teacher attempted to answer those difficulties words by asking the students and giving them some examples so that they were able to find out the answer by themselves. She also cherished each student who answered the question and motivated them in learning. While they were doing their task, the teacher enrolled the students.

Minute 81.00 – 01.11 (associating)

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In groups, the students tried to determine what the congratulation expressions. They shared their ideas and thought on piece of paper. Each member of the group worked actively to accomplish their assignment. The students listened the examples from the teacher and tried to make their own. Some students worked individually, while the students were studying and doing their assignment, the teacher facilitated them and help them. The teacher also asked the students to make a dialogue or conversation about the topic based on the situation given. Each of them was so active and tried to give idea and suggestion to their group. They could look at their cell phone to search in the internet. They also asked their teacher while they were getting problem or difficulties. The teacher reminded the students about the result of their discussion, the group discussion result must correct in grammar and the content has to suitable with the situation they have got. Those activities made the students had critical thinking.

Minutes 01.12 – 01.17 (communicating)

Then, each group presented their discussion result to the class. Before that, all groups submitted their tasks to the teacher. Finally, all groups have collected their assignment and the teacher accepted that and checked it. At the end, the teacher allowed the students to perform their tasks and elaborated their ideas and thought. One group voluntary showed discussion and role play their dialogue. After all groups presented their discussion and dialogue, the students discussed with their teacher whether they made mistake or not. They wrote down in a piece of paper. The students were very active and have high spirit in doing their assignment.

(Post – Activities)
Minutes 01.18 -01.23 (Reflection)

The teacher asked the students what they have learned just now and requested the students to make a conclusion from it, whether every student paid attention t the discussion or not. The teacher closed the class and reminded the students to accomplish their assignment in the module. The students said thank you to the teacher and said goodbye. The chairman led his classmates to say than you the teacher. The class has already done.

Classroom Observation with Teacher B, 03/09/2019(Meeting 1)

Observational Field notes

Setting	: Classroom X IIS 2 (The Second Meeting)
Time	: Tuesday, September 10, 2019 (10.30-12.30 p.m.)
Topic	: Compliment expressions
Length of Observation	: 120 minutes

(Pre - activities)

Minutes 00.00- 15.00 (Pre - activities)

The class began at 01.30 p.m. in the afternoon. The chairman prepared his classmates to greet the teacher and pray together. The teacher called the student's name one by one and checked whether someone who was not coming student's answered ' *yet, present or here mam.*' Some of them came late to the class and they said sorry to the teacher.

At this stage, the teacher did apperception related to the materials that would be learned at that day. The teacher asked some questions to the students related to the new materials. The teacher asked about the student's experience

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about the new materials. The material that day was about KD 3.2. Compliment expressions. The teacher directed ask question, *'what do you say when your friend's birthday?'* all of the students replied, *'congratulate, mam.'*

Then, the teacher delivered the topic would be learned, goals of the learning, what the students were going to do and character that would be assessed by the teacher during the learning process.

(Whilst – activities)

Minutes 15.00 - 30.00 (observing)

The teacher recalled the previous topic that the students have learned at the last meeting and asked them about it. It was about congratulation expression. The students answered that they still remember about the topic, congratulation expression. The teacher questioned some example of congratulation expression which was related to previous topic. She also requested the students to open their module. It was an example of our new material or topic.it was about compliment expression. They discusses about that topic. The students and their teacher observed the examples of how to give compliment to the people.

Minute 31.00 -50.00 (questioning)

There were some statements in their module. The students were pointed by the teacher to read the statements, the expression of compliment. The teacher also asked about the kinds of compliment that the students knew. She also cherished each student who answered the question and motivated them in learning. There were some words or terminologies that the students got confuse. The teacher attempted to answer those difficult words by asking the students and giving them some examples, so that they were able to find out the answer by themselves.

Minute 51.00 -80.00 (collecting information/experimenting)

After all the statements were discoursed, teacher said to the students to had some conversation in their module. Then, the teacher requested to the students to analyze and find out some compliment expressions in the conversation or dialogue in their group discussion. While they were working in their group discussion, the teacher walked around in the classroom to make sure they did not have difficulties in doing their job.

Minute 81.00 – 01.11 (associating)

The students discussed with their teacher whether they made mistake or not. They came in front of the teacher to check and recheck their group discussion result. Then, the teacher and students checked together the result of discussion. The teacher also asked the students to make a dialogue or conversation about the topic based on the situation given. Each of them was so active and tried to give idea and suggestion to their group. They could look at their cell phone to search in the internet. They also asked their teacher while they were getting problem or

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difficulties. The teacher reminded the students about the result of their discussion, the group discussion result must correct in grammar and the content has to suitable with the situation they have got. Those activities made the students had critical thinking.

Minutes 01.12 – 01.17 (communicating)

Each student prepared herself or himself to present and submit their dialogue. Then, each group presented their discussion result to the class. Before that, all groups submitted their tasks to the teacher. Finally, all groups have collected their assignment and the teacher accepted that and checked it. At the end, the teacher allowed the students to perform their tasks and elaborated their ideas and thought. One group voluntary showed discussion and role play their dialogue. After all groups presented their discussion and dialogue, the students discussed with their teacher whether they made mistake or not. They wrote down in a piece of paper. The students were very active and have high spirit in doing their assignment.

(Post – Activities)

Minutes 01.18 -01.23 (Reflection)

At the end of meeting the teacher and students tried to conclude what they have learned just now. She also encouraged the students to give their own conclusion about what were the formal and informal and many more and ask the students to learn about the next material in the module. Then, the teacher closed the meeting. She said sorry if she made a mistake in delivering the lesson today and told the students if they were wondering to know what are different between formal and non-formal, so the students must be here on next meeting. Then, the chairman led his classmates to say thank you to the teacher and prayed together. The class has already done.

Classroom Observation with Teacher B, 10/09/2019(Meeting 2)

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Observational Field notes

Setting	: Classroom X IIS 2 (The Third Meeting)
Time	: Tuesday, September 11, 2019 (01.30-03.30 p.m.)
Topic	: Congratulation Card
Length of Observation	: 120 minutes

(Pre - activities)

Minutes 00.00- 15.00 (Pre - activities)

At 01.30 p.m. the class began. The teacher arranged the students' seat to make them sit in order. Then, she asked how the students were that day. After that, the chairman prepared his classmates to greet the teacher and pray together. The teacher enrolled all the students. The students consist of thirty two students. Then, the teacher recalled the previous topic, it was about congratulation and compliment expressions.

(Whilst – activities)

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Minutes 15.00 - 30.00 (observing)

At the beginning, teacher showed a congratulation card to the students with the questions, “*Have you ever seen the card?*” One student answered no and the other said *yes*. Then, the teacher directed students with another questions, *when we have a friend who won the champion, what will you say?* , they said, *congratulation mam. ‘If we send by using a card?,’ greeting card mam.it is about congratulation card.*’. The teacher praised and appreciated every students.

Minute 31.00 -50.00 (questioning)

The students asked about what probably the topic that we were going learn, and the students enthusiastically answered, it was about congratulation card. After that, the teacher encouraged the students to ask anything that related to congratulation card in order to know the level of his student’s background knowledge about the topic. She made the students to give an explanation about the topic. Then the teacher asked students to open the module and showed some examples of congratulation card.

Minute 51.00 -80.00 (collecting information/experimenting)

Then, the teacher asked a student to share the module others. The students are requested to look at many kinds of congratulation card and the example of it. The teacher divided the students into some groups. After the members have arranged, then the students sit based on their groups. In groups, the teacher asked the students to read aloud the examples congratulation cards in the module. Together with the teacher, the students discussed the contextual meaning of the cards. It was related to its’ social function, text structure and language features. They discussed each case of formal expression. The teacher gave applause to students who has finished read the expressions. They also discoursed about what kinds of things included in the congratulation expressions, such as vocabularies related to the quality of job, achievement and performance.

Minute 81.00 – 01.11 (associating)

They started to discuss how to response the expressions the cards , whether we accept or refuse it. In their groups, students were asked to make some congratulation card with some themes. The students worked in group discussion in making the cards. While the students were doing their tasks, the teacher walked around in the class and checked whether her students have difficulties or found any problems about it. She also encouraged the students in finishing their task in time. The students were very calm and serious in doing their assignment.

Minutes 01.12 – 01.17 (communicating)

Then, the teachers asked the students to show their creation in making congratulation cards and read in front of the class. The teacher gave the score directly and showed the best cards to all students.

(Post – Activities)

Minutes 01.18 -01.23 (Reflection)

At the end of meeting the teacher and students tried to conclude what they have learned just now. Then, the teacher closed the meeting. She said sorry if she made a mistake in delivering the lesson today. Then, the chairman led his classmates to say thank you to the teacher and prayed together. The class has already done.

Classroom Observation with Teacher B, 17/09/2019 (Meeting 3)

Appendix 3 : Interview Transcript

Transcript of interview with English Teacher A

A. The Teachers' Education and Experience in Teaching a Language

Interviewer : How long have you been teaching English?

Respondent : Around 15 years.

Interviewer : What is your educational background?

Respondent : I was graduated from UIN SUSKA RIAU English education.

Interviewer : Have you ever followed some training in implementing scientific approach in teaching speaking skill?

Respondent : for specific for speaking skill no but as general scientific approach in MAN 1 several times conducted workshop for scientific approach.

B. The View of Time Available and Implementing Scientific Approach Is By The Teacher

Interviewer : How is your opinion of implementing scientific approach in teaching speaking skill?

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- Respondent : Hmm... actually scientific approach can be applied any kinds of skill in English, a... it is depend on how we have ideas about how to teach them by chronological order like in scientific approach wanted.
- Interviewer : How do you implement strategy by using scientific approach in teaching speaking skill?
- Respondent : First of all we need to give them the fact for example by video or by pictures to stimulate the students' awareness and hmmm giving them the ideas about what they are going to study and then after that giving them questions and answer about the picture or videos or the fact that we give too them and then ask them to make their own discussion after that we are going to ask them to do research about the material that we have already given for the first time through the fact by pictures or videos.
- Interviewer : You think that you need extra time to teach speaking skill using scientific approach?
- Respondent : A.. sometimes in a ... very a... for some KD we need more times for speaking but for most KD because it is only focus on reading text sometime speaking is not really concern in some KD.

C. The Teachers' Facilities.

Interviewer : How are the facilities of teaching at this school?

Respondent: I think we have limited projector so that is why some teachers cannot use their laptop to share the knowledge to the students. A... that is the lack of this day in MAN 1.

Interview with Teacher A, 29/08/2019

Interview Transcript

Transcript of interview with English Teacher B

A. The Teachers' Education and Experience in Teaching a Language

Interviewer : How long have you been teaching English?

Respondent : May be 24 years.

Interviewer : What is your educational background?

Respondent : From UIR and Elementary School in Bangkinang, Junior High School in 1 Bangkinang and Senior High School in Bangkinang.

Interviewer : Have you ever followed some training in implementing scientific approach in teaching speaking skill?

Respondent : Hmm... yes ever. Ha... many times maybe and implementation in Jakarta maybe 5 times and Padang.

B. The View of Time Available and Implementing Scientific Approach Is By The Teacher

Interviewer : How is your opinion of implementing scientific approach in teaching speaking skill?

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Respondent

: Ha... I think hmmm... it is very good because ha... if we use strategy may be to make students active in the class maybe we can know what is we call PAKEM that is suitable strategy.

Interviewer

: How do you implement strategy by using scientific approach in teaching speaking skill?

Responden

: Ha... may be I always used many times in the teaching speaking skill but only in KTSP curriculum but ha... what's curriculum 13, national curriculum because in KTSP may be the curriculum divide 3 KD may be based on the skill listening skill, speaking skill, writing skill and different but and then national curriculum not divide, they combine and not divide speaking, reading, writing and what is listening, speaking, reading and writing combine all. Mix : You think that you need extra time to teach speaking skill using scientific approach?

Interviewer

Respondent

: Hmm... wait the moment ya... hmm... I think ha... Yes. In the what about the club, It is suitable for the... we need extra time to teach for the national 13 curriculum I think enough because we have only 5 KD only but in KTSP may be not enough time.

C. The Teachers' Facilities.

Interviewer

: How are the facilities of teaching at this school?

Respondent

: The facilities may be ha... can you see may be not facilities, not in focus ...not book. We must make module every time, every KD and before teaching we must preparation about our module. Ha... my school not prepare ha... book, no prepare in focus and no anything, no facilities. You can see.

Interview with Teacher B, 03/09/2019

Appendix 4: Interview Transcript with students

I. The interview Result of Students 1

Interviewer : What is your reason to learn English?

Respondent : My reasons to learn English are first, it is an international language in the world. Second is my future goal wants to study abroad.

Interviewer : What is your opinion about teacher strategy in teaching and learning in the classroom?

Respondent : I think some of the teachers are easy to be understood the way in teaching. Hmm... most of the teachers are good in teaching. If the teachers teach speaking good sometimes, the teachers are angry. That's it.

Interviewer : Do you feel happy with teacher's strategy in teaching in the classroom?

Respondent : I am happy with teacher's way in teaching in classroom. By Speaking English make me more study English

Interviewer : Do you often have speaking activities in class?

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Interviewer : Do you think those activities have developed your speaking skill?

Respondent : yes, since I follow an English course my English is more develop.

Student (ST 4), 29/08/2019, X IIS 2

The interview Result of Students 5

Interviewer : What is your reason to learn English?

Respondent : Hmm... my reason to learn English is English as international language.it will be useful in future to get job.

Interviewer : What is your opinion about teacher strategy in teaching and learning in the classroom?

Respondent : The way of teacher in teaching in the classroom is not bad. The teacher likes giving story for each material. The story that gives motivation to the students to study harder. The way of teaching is not boring.

Interviewer : Do you feel happy with teacher's strategy in teaching in the classroom?

Respondent : yes, I am happy enough moreover if the teacher teaches full English it will help the students to understand the world language.

Interviewer : Do you often have speaking activities in class?

Respondent : Ha...sometimes

Interviewer : What kind of speaking activities you often do in a class?

Respondent : the activities are story, dialog and conversation.

Interviewer : Do you think those activities is fun for learning speaking skill?

Respondent : yes, of course. We can listen each other and add knowledge.

Interviewer : Do you think those activities have developed your speaking skill?

Respondent : yes, if the activities are often to be done, it will be faster to understand English language.

Student (ST 5), 29/08/2019, X IIS 2

The interview Result of Students 6

Interviewer : What is your reason to learn English?

Respondent : in order to be able to speak English.

Interviewer : What is your opinion about teacher strategy in teaching and learning in the classroom?

Respondent : I think the teacher teach using English from beginning until the end of the lesson so, it was fun.

Interviewer : Do you feel happy with teacher's strategy in teaching in the classroom?

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Respondent : I am happy because the teacher uses English from beginning until the end of the lesson so that we can use English.
 Interviewer : Do you often have speaking activities in class?
 Respondent : yes such as dialog with friends using English.
 Interviewer : What kind of speaking activities you often do in a class?
 Respondent : the activity is dialog.
 Interviewer : Do you think those activities is fun for learning speaking skill?
 Respondent : fun. It is very fun.
 Interviewer : Do you think those activities have developed your speaking skill?
 Respondent : yes, because it can develop my ability in speaking English. The teacher often uses English during the lesson thus, it is fun.

Student (ST 6), 04/09/2019, X MIA 2

7 The interview Result of Students 7

Interviewer : What is your reason to learn English?
 Respondent : My reasons to learn English are in order to be able to speak English and go to abroad.
 Interviewer : What is your opinion about teacher strategy in teaching and learning in the classroom?
 Respondent : I think the teacher teach using English from beginning until the end of the lesson so, it was fun.
 Interviewer : Do you feel happy with teacher's strategy in teaching in the classroom?
 Respondent : I am happy because the teacher uses English from beginning until the end of the lesson so that we can use English.
 Interviewer : Do you often have speaking activities in class?
 Respondent : yes such as dialog with friends using English.
 Interviewer : What kind of speaking activities you often do in a class?
 Respondent : The activity is dialog.
 Interviewer : Do you think those activities is fun for learning speaking skill?
 Respondent : fun. It is very fun.
 Interviewer : Do you think those activities have developed your speaking skill?
 Respondent : yes, because it can develop my ability in speaking English. The teacher often uses English during the lesson thus, it is fun.

Student (ST 7), 04/09/2019, X MIA 2

8 The interview Result of Students 8

Interviewer : What is your reason to learn English?
 Respondent : English is international language, thus we have to learn it. it is be an obligation for us if we want to introduce our culture to the world. Because most of the people around the world understand English language.

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- Interviewer : What is your opinion about teacher strategy in teaching and learning in the classroom?
- Respondent : I think it is enjoy. The teacher does not force the students to speak English all the time in the classroom. Because our English is still not fluently yet.
- Interviewer : Do you feel happy with teacher's strategy in teaching in the classroom?
- Respondent : I am happy because I am easy to understand what the teacher teaches. And then the teacher is also fun to us in teaching.
- Interviewer : Do you often have speaking activities in class?
- Respondent : yes such as dialog with friends using English.
- Interviewer : What kind of speaking activities you often do in a class?
- Respondent : the activities are talking to the teacher and practice in front of the class.
- Interviewer : Do you think that strategy is fun for learning speaking skill?
- Respondent : yes, because it helps very much in making more confidence in speaking.
- Interviewer : Do you think those strategies have developed your speaking skill?
- Respondent : yes, in other words, if we often speak with friends, teachers and practice it in front of the class our ability will be more develop and our knowledge also the same.

Student (ST 8), 04/09/2019, X MIA 2

9. The interview Result of Students 9

- Interviewer : What is your reason to learn English?
- Respondent : Because English is international language, thus if we want to go abroad it will be easier to communicate with other people.
- Interviewer : What is your opinion about teacher strategy in teaching and learning in the classroom?
- Respondent : I think it is good. The way of her teaching is easy to be understood.
- Interviewer : Do you feel happy with teacher's strategy in teaching in the classroom?
- Respondent : I am happy because teacher's speaking is easy to be understood.
- Interviewer : Do you often have speaking activities in class?
- Respondent : sometimes, such as dialog with friends using English.
- Interviewer : What kind of speaking activities you often do in a class?
- Respondent : the activities are dialog and tasks.
- Interviewer : Do you think that strategy is fun for learning speaking skill?
- Respondent : yes, because it helps very much in improving speaking and vocabularies.
- Interviewer : Do you think those strategies have developed your speaking skill?
- Respondent : yes. When we speak we try to arrange the vocabularies.

Student (ST 9), 04/09/2019, X MIA 2

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10. The interview Result of Students 10

Interviewer : What is your reason to learn English?
 Respondent : Because English is international language, thus if we want to go abroad it will be easier to communicate with other people.
 Interviewer : What is your opinion about teacher strategy in teaching and learning in the classroom?
 Respondent : good. The way of her teaching is easy to be understood and we can catch easily the knowledge.
 Interviewer : Do you feel happy with teacher's strategy in teaching in the classroom?
 Respondent : I am happy because teacher is friendly.
 Interviewer : Do you often have speaking activities in class?
 Respondent : sometimes, such as dialog with friends using English.
 Interviewer : What kind of speaking activities you often do in a class?
 Respondent : the activities are dialog and tasks.
 Interviewer : Do you think that strategy is fun for learning speaking skill?
 Respondent : yes, because it helps very much in improving speaking and vocabularies.
 Interviewer : Do you think those strategies have developed your speaking skill?
 Respondent : yes. It helps in order to speak fluently.

Student (ST 10), 04/09/2019, X MIA 2

Appendix 5: Interview Transcript

Nama : ST 1

Jenis Kelamin : Perempuan

Kelas : X IIS 2

Interviewer : Apa alasan kamu mempelajari bahasa inggris?

Respondent :Alasan saya mempelajari bahasa inggris pertama karena bahasa inggris itu bahasa internasioanl ha... ke semua Negara kita pakai. Ke dua cita cita saya ingin kuliah di luar negeri.Insyallah.

Interviewer :Apa pendapat kamu tentang cara mengajar guru di dalam kelas?

Respondent :Pendapat saya ada beberapa guru yang mudah di pahami cara mengajarnya, ada yang kurang ha...hmm... semuanya baik cara

mengajarnya.kalau speaking gurunya bagus kadang – kadang miss nya marah marah .itu aja.

Interviewer :Apa kamu merasa senang dengan cara guru mengajar di dalam kelas?

Respondent :ya saya senang dengan mengajar guru di dalam kelas dengan speaking bahasa inggris itu lebih membuat saya lebih belajar bahasa inggris.

Interviewer : Apa kamu sering mempunyai kegiatan speaking di dalam kelas?

Respondent :Kadang – kadang. Kadang- kadang kami speaking, kadang – kadang gak.

Interviewer :Apa kegiatan speaking yang sering kamu lakukan di dalam kelas?

Respondent :berdialog, pernah kemaren drama... itu aja. Untuk sementara ini.

Interviewer :Apa strategi itu menyenangkan menurut kamu?

Respondent :Ya, menurut saya menyenangkan lebih mengasah saya untuk speaking lebih friendly gitu.

Interviewer :Menurut kamu apa strategi itu mengembangkan kemampuan kamu dalam berbicara bahasa inggris?

Respondent :seperti yang sudah saya katakan tadi itu bisa mengembangkan saya dalam bahasa inggris.

Student (ST 1), 29/08/2019, X IIS 2

Interview Transcript with students

Nama : ST 2

Jenis Kelamin : Perempuan

Kelas : X IIS 2

Interviewer : Apa alasan kamu mempelajari bahasa inggris?

Respondent : supaya kalau misalnya saya kan pingin jadi traveller kan kalau di setiap Negara kan itu kan sudah bahasa kedua yang harus di pelajari gitu. Jadi gampang kalau mau speaking tanpa harus kayak apa namanya tour guide.

Interviewer : Apa pendapat kamu tentang cara mengajar guru di dalam kelas?

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- Respondent : lumayan membantu untuk mengasah speaking bahasa inggris haa. Gitu.
- Interviewer : Apa kamu sering mempunyai kegiatan speaking di dalam kelas?
- Respondent : ya saya senang dengan mengajar guru di dalam kelas dengan speaking bahasa inggris itu lebih membuat saya lebih belajar bahasa inggris
- Interviewer : Apa kamu merasa senang dengan cara guru mengajar di dalam kelas?
- Respondent : senang. Karena gitu kan kita bisa terbiasa berbicara bahasa inggris, membantu juga.
- Interviewer : Apa kegiatan speaking yang sering kamu lakukan di dalam kelas?
- Respondent : hmm... kegiatannya seperti drama, dialog yang di kasih sama guru di suruh praktekin gitu.
- Interviewer : Apa kegiatan itu menyenangkan menurut kamu?
- Respondent : menyenangkan karena kan kadang kalau misalnya di rumah kalau mau speaking tidak ada kawannya di rumah gitu. Kalau di sekolah karna ada teman teman jadi lebih senang saja belajarnya.
- Interviewer : Menurut kamu apa kegiatan itu mengembangkan kemampuan kamu dalam berbicara bahasa inggris?
- Respondent : sangat membantu , soalnya ha... skillnya jadi lebih ke asah terus makin terbantulah pokoknya.

Student (ST 2), 29/08/2019, X IIS 2

Interview Transcript with student

- Nama : ST 3
- Jenis Kelamin : Laki- Laki
- Kelas : X IIS 2
- Interviewer : Apa alasan kamu mempelajari bahasa inggris?
- Respondent : bahasa inggris itu mudah di pelajari, kosa katanya mudah di hafal jadi kalau bisa di bilang pelajarannya simple.
- Interviewer : Apa pendapat kamu tentang cara mengajar guru di dalam kelas?

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Respondent	:Pendapat saya speakingnya bagus dapat mengajak kelas untuk mengikuti speakingnya dengan baik. Maksudnya kayak lebih menghidupkan kelas.
Interviewer	:Apa kamu merasa senang dengan cara guru mengajar di dalam kelas?
Respondent	:lumayan, karena ibuk itu sering berbicara di bandingkan materi yang di tulis di papapn tulis.
Interviewer	:Apa kamu sering mempunyai kegiatan speaking di dalam kelas?
Respondent	:jarang. Karena pelajaran bahasa inggris harinya berdekatan dan jauh dari hari biasa.
Interviewer	:Apa kegiatan speaking yang sering kamu lakukan di dalam kelas?
Respondent	:ha... membaca cerita, dialog, ha... habis tu membuat cerita deskriptif.
Interviewer	:Apa kegiatan itu menyenangkan menurut kamu?
Respondent	:bisa di bilang menyenangkan karena dapt melatih skill bahasa inggris lebih fasih atau lebih paham atau bisa memperbaiki ha... kosa kata yang rumit atau kosa kata yang sulit di pahami bisa di pahami dengan mudah.
Interviewer	:Menurut kamu apa kegiatan itu mengembangkan kemampuan kamu dalam berbicara bahasa inggris?
Respondent	: ia menurut saya ia. Semenjak saya belajar bahasa inggris setelah saya dari les ha...ilmu bahasa inggris saya lebih berkembang, karena selalu materi itu di ulang ulang.

Student (ST 3), 29/08/2019, X IIS 2

Interview Transcript with students

Nama	: ST4
Jenis Kelamin	: Laki- Laki
Kelas	: X IIS 2
Interviewer	: Apa alasan kamu mempelajari bahasa inggris?
Respondent	: alasan saya karena ketika saya TK itu saya sudah menyukai bahasa inggris . ketikamitu saya mendengarkan lagu bahasa inggris seperti lagu westlife jadi ketika itu saya meminta ke orang

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tua saya untuk memasukkan saya les bahasa inggris supaya bahasa inggris saya bisa berkembang waktu itu saya masih SD.

Interviewer : Apa pendapat kamu tentang cara mengajar guru di dalam kelas?

Respondent : Hmm... lumayan tidak terlalu banyak memberikan materi sering memberikan seperti berbicara gitu supaya ha... dialog supaya murid ini bisa mengerti.

Interviewer : Apa kamu merasa senang dengan cara guru mengajar di dalam kelas?

Respondent : ya lumayan, tapi kalau bisa materinya itu bisa di tambahkan sedikit agar semua murid ini bisa paham takutnya kalau materi sedikit takutnya mereka tidak paham dan bisa stress dalam bahasa inggris.

Interviewer : Apa kamu sering mempunyai kegiatan speaking di dalam kelas?

Respondent : ha... kadang –kadang. Kadang-kadang saya menggunakan bahasa inggris atau bahasa Indonesia. Jadi kalau saya menggunakan bahasa inggris, bahasa inggrisnya saya belum terlalu fasih gitu.

Interviewer : Apa kegiatan speaking yang sering kamu lakukan di dalam kelas?

Respondent : ha... dialog, cerita. Itu saja saya ingat.

Interviewer : Apa kegiatan itu menyenangkan menurut kamu?

Respondent : ya tentu saja menyenangkan. Kalau kita melakukan secara baik dan dengan niat kita sendiri maka itu akan menyenangkan. Jika kalau tidak seperti tidak serius atau main main gitu, tidak mendengarkan apa yang guru katakana mungkin tidak akan paham.

Interviewer : Menurut kamu apa kegiatan itu mengembangkan kemampuan kamu dalam berbicara bahasa inggris?

Respondent : ia,sepertinya sebelum saya masuk SMA saya coba masuk les di EF ya Alhamdulillah sudah mulai berkembang gitu, tentunya belum berkembang pesat kali.

Student (ST 4), 29/08/2019, X IIS 2

Interview Transcript with students

Nama : ST5

Jenis Kelamin : Laki- Laki

Interviewer : Apa alasan kamu mempelajari bahasa inggris?

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- Respondent : Hmm... alasan saya itu mempelajari bahasa inggris karena menurut saya bahasa inggris itu a... bahasa internasional.bahasa inggris di masa depan akan sangat banyak di gunakan dalam mencari pekerjaan dalam hal apapun banyak sangat d gunakan.
- Interviewer : Apa pendapat kamu tentang cara mengajar guru di dalam kelas?
- Respondent : cara mengajar guru bahasa inggris di kelas itu ya... lumayan asik seringmemberikan cerita kadang materi di selipkan cerita sedikit. Cerita yang membuat motivasi siswa.
- Interviewer : Apa kamu merasa senang dengan cara guru mengajar di dalam kelas?
- Respondent : ya cukup senang apalagi kalau gurunya itu full bahasa inggris kan lebih mambantu siswa untuk lebih dekat ke bahas ainggris dan lebih mudah memahami bahasa dunia.
- Interviewer : Apa kamu sering mempunyai kegiatan speaking di dalam kelas?
- Respondent : ha... kegiatannya itu jarang sih karena kalu speaking di dalam kelas it mungkin saya sebenarnya mau- mau aja tetapi kawan nanti di yang ajak berkegiatan sama sama ini mungkin nanti kurang ngerti. Jadi agak jarang di gunakan.
- Interviewer : Apa kegiatan speaking yang sering kamu lakukan di dalam kelas?
- Respondent : ya... conversation, dialog dan berbagi cerita di kehidupan nyata.
- Interviewer : Apa kegiatan itu menyenangkan menurut kamu?
- Respondent : ya... menyenangkan . karena bisa saling mendengarkan satu sama lain. Dengan cerita itu cerita ini jadi banyak mungkin jadi bisa menambah pengetahuan kita.
- Interviewer : Menurut kamu apa kegiatan itu mengembangkan kemampuan kamu dalam berbicara bahasa inggris?
- Respondent : ia mungkin kalau kegiatan itu sering di lakukan lebih cepat memahami bahasa inggrisnya terus lebih bisa mengembangkan bahasa inggris.

Student (ST 5), 29/08/2019, X IIS 2

Interview Transcript

Transcript of interview with student

- Nama : ST 6
- Jenis Kelamin : Perempuan
- Kelas : X MIA 2

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Interviewer : Apa alasan kamu mempelajari bahasa inggris?
 Respondent : supaya bisa pandai bahasa inggris.
 Interviewer : Apa pendapat kamu tentang cara mengajar guru di dalam kelas?
 Respondent : menurut saya guru mempelajarinya dengan enjoy dari awal sampai akhir pakai bahasa inggris, jadi suka.
 Interviewer : Apa kamu merasa senang dengan cara guru mengajar di dalam kelas?
 Respondent : senang, karena gurunya dari awal sampai akhir juga pake bahasa inggris jadi supaya pandai bahasa inggris juga.
 Interviewer : Apa kamu sering mempunyai kegiatan speaking di dalam kelas?
 Respondent : ya, seperti dialog dengan teman pake bahasa inggris.
 Interviewer : Apa kegiatan speaking yang sering kamu lakukan di dalam kelas?
 Respondent : ha...tadi dengan dialog dengan teman, terus saling memperkenalkan diri dengan bahasa inggris.
 Interviewer : Apa kegiatan itu menyenangkan menurut kamu?
 Respondent : menyenangkan. Sangat menyenangkan.
 Interviewer : Menurut kamu apa kegiatan itu mengembangkan kemampuan kamu dalam berbicara bahasa inggris?
 Respondent :iya, karena dapat mengembangkan kemampuan saya dalam berbahasa inggris karena dalam pelajaran itu sering harus berbicara pake bahasa inggris jadi menyenangkan.

Student (ST 6), 04/09/2019, X MIA 2

Interview Transcript

Transcript of interview with student

Nama : ST 7
 Jenis Kelamin : Perempuan
 Kelas : X MIA 2

Interviewer : Apa alasan kamu mempelajari bahasa inggris?
 Respondent : Alasan saya mempelajari bahasa inggris agar lebih mudah berbicara dengan orang asing lebih enjoy untuk kemana mana ke luar negeri ha... atau lebih mudah masuk ke universitas, kerja.

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Interviewer : Apa pendapat kamu tentang cara mengajar guru di dalam kelas?

Respondent : hmm... cara mengajarnya tu enjoy enak gitu tidak terlalu memaksakan anak- anak untuk bahasa inggris tapi di anjurkan.

Interviewer : Apa kamu merasa senang dengan cara guru mengajar di dalam kelas?

Respondent : senang. Karena gak terlalu di tekan untuk bahasa inggris di ajarin step by step.

Interviewer : Apa kamu sering mempunyai kegiatan speaking di dalam kelas?

Respondent : ya sering hamper di setiap pertemuan di ajarin kegiatan speaking.

Interviewer : Apa kegiatan speaking yang sering kamu lakukan di dalam kelas?

Respondent : a... kayak dialog sama teman, terus kayak cerita dalam bahasa inggris, pengalaman pribadi a... perkenalkan diri.

Interviewer : Apa kegiatan itu menyenangkan menurut kamu?

Respondent : a... menyenangkan karena membiasakan kita untuk lebih sering memakai bahasa inggris.

Interviewer : Menurut kamu apa kegiatan itu mengembangkan kemampuan kamu dalam berbicara bahasa inggris?

Respondent : a... ia karena kitakan hamper setiap hari pakai bahasa inggris jadi kayak lama-lama bahasa inggris itu jadi lebih lancar. A... terus kita lebih fasih gitu mungkin dalam berbahasa inggris dan ngomong dengan orang tu lebih pede.

Student (ST 7), 04/09/2019, X MIA 2

Interview Transcript

Transcript of interview with student

Nama : ST 8

Jenis Kelamin : Perempuan

Kelas : X MIA 2

Interviewer : Apa alasan kamu mempelajari bahasa inggris?

Respondent : biar kalau misalkan itu kan dah menjadi bahasa internasional jadi kita tu harus mempelajarinya itu udah menjadi suatu

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kewajibkan jadi kalau kita ingin memperkenalkan budaya kita ke orang lain terus kita bisa menggunakan bahasa inggris. Jadi kita gak terpaksa ke bahasa Indonesia saja karena kalau bahsa inggris semua orang ngerti. Kalau bahasa Indonesia kita kita aja yang ngerti.

Interviewer : Apa pendapat kamu tentang cara mengajar guru di dalam kelas?

Respondent :enjoy karena a... di dalam kelas itu kayak gak terlaly di paksa untuk berbicara bahas ainggris dan kami itu belajarnya pun jadi enjoy karena tidak ada pemaksaan kayak misaknya Cuma untuk speaking ke gurunya pun tidak mesti bahasa inggris kalau misalkan setidaknya kami kalau bisa sedikit sedikit pun boleh kalau gak bisa gak apa.

Interviewer :Apa kamu merasa senang dengan cara guru mengajar di dalam kelas?

Respondent : ia karena saya mudah mengerti apa yang di ajarkan terus gurunya juga fun ke kami jadi kami mudah menerima pelajaran yang di kasih.

Interviewer : Apa kamu sering mempunyai kegiatan speaking di dalam kelas?

Respondent :speaking kalau di dalam bahasa inggris mungkin jarang tapi kalau kayak ngomong sama teman tentu ya gak mungkin kita diam aja kan dalam kelas mungkin bahasa inggris kurang tapi bahasa Indonesia sering.

Interviewer : Apa kegiatan speaking yang sering kamu lakukan di dalam kelas?

Respondent :Ngomong sama teman atau ngomong sama guru misalkan kalau ada praktek praktek ke depan berarti praktek ke depan gitu.

Interviewer :Apa kegiatan itu menyenangkan menurut kamu?

Respondent : ia karena itu sangat membantu dalam menerima pelajaran terus melatih percaya diri juga a... biar kita tu gak grogi kalau ngomong di depan umum.

Interviewer :Menurut kamu apa kegiatan itu mengembangkan kemampuan kamu dalam berbicara bahasa inggris?

Respondent : dengan kita sering berbicara bahasa inggris dengan teman dengan guru sering praktek di depan berarti kita tu a... bahasa inggris tu makin luas, wawasan kita tentang bahsa inggris tu makin luas.

Student (ST 8), 04/09/2019, X MIA 2

Interview Transcript

Transcript of interview with student

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Nama : ST 9

Jenis Kelamin : Laki -laki

Kelas : X MIA 2

Interviewer : Apa alasan kamu mempelajari bahasa inggris?

Respondent : Karena bahasa inggris bahasa internasional jadi kalau ke Negara lain mudah berkomunikasi.

Interviewer : Apa pendapat kamu tentang cara mengajar guru di dalam kelas?

Respondent : Pendapat saya bagus, cara menerangkannya mudah di pahami.

Interviewer : Apa kamu merasa senang dengan cara guru mengajar di dalam kelas?

Respondent : Senang, karena speakingnya mudah di tangkap dan di mengerti.

Interviewer : Apa kamu sering mempunyai kegiatan speaking di dalam kelas?

Respondent : Kalau speaking jarang, paling pas tugas dialog.

Interviewer : Apa kegiatan speaking yang sering kamu lakukan di dalam kelas?

Respondent : Melakukan dialog sama teman, dikasi tugas.

Interviewer : Apa kegiatan itu menyenangkan menurut kamu?

Respondent : Menyenangkan karena bisa melatih

Interviewer : Menurut kamu apa strategi itu mengembangkan kemampuan kamu dalam berbicara bahasa inggris?

Respondent : Dapat karena kita belajar cara speakinng kita, menyusun kosa kata kita .

Student (ST 9), 04/09/2019, X MIA 2

Interview Transcript

Transcript of interview with student

Nama : ST 10

Jenis Kelamin : Laki -laki

Kelas : X MIA 2

Interviewer : Apa alasan kamu mempelajari bahasa inggris?

Respondent : Ingin mempelajari lebih dalam bahasa asing supaya kita nanti kalau ketemu orsng asing tidak grogo bisa barbahasa dia.

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- Interviewer : Apa pendapat kamu tentang cara mengajar guru di dalam kelas?
- Respondent :Baik, belajarnya tidak terburu buru dekali. Santai, sehingga kita cepat menangkap dalam pelajaran itu.
- Interviewer :Apa kamu merasa senang dengan cara guru mengajar di dalam kelas? Jawab Jawab: ia saya senang. Gurunya friendly dan asik dalam mengajarnya.
- Interviewer : Apa kamu sering mempunyai kegiatan speaking di dalam kelas?
- Respondent :Kalau kegiatan speaking saya jarang jarang karena kurang fasih dalam bahas inggris.
- Interviewer :Apa kegiatan speaking yang sering kamu lakukan di dalam kelas?
- Respondent :Kegiatan itu seperti dialog, berbicara dengan teman dengan bahasa inggris, yang awalawalnya saja.
- Interviewer :Apa kegiatan itu menyenangkan menurut kamu?
- Respondent :Ia itu menyenangkan bagi sayaa, soalnya itu bisa melatih kita agar lancar dalam bahas ainggris.
- Interviewer :Menurut kamu apa kegiatan itu mengembangkan kemampuan kamu dalam berbicara bahasa inggris?
- Respondent : Ia itu sangat membantu bagi kita supaya lancar berbahasa inggris.

Student (ST 10), 04/09/2019, X MIA 2

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<p>dan lula pendek dan sederhana yang melibatkan tindakan memberi dan menerima informasi terkait jati diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapiya, sesuai dengan konteks penggunaannya</p> <p>Fungsi sosial Menyaga hubungan interpersonal dengan guru, teman dan orang lain</p> <p>Struktur teks Tuti: Is this your new bag? Tito: Yes Tuti: It looks strong. It must be expensive. Wawa: You did it well. You must be very happy. Susi: Yes, I am. Thank God I could finish it. Sahar: You passed your test to enter the best school in town? Congratulation! I'm happy for you. Siti: Thanks. What about you? Evi: Congratulations! You won the first prize in the story telling competition. We are proud of you! Johan: Thank you.</p> <p>Unsur kebahasaan (1) Kosak kata: adjective terapan dengan kualitas pekerjaan, penampilan, prestasi. (2) Tata bahasa: simple past tense, present perfect tense.</p>	<p>Berdaya berdaya secara lisan dengan ucapan lisan yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>Mencirikan permasalahan yang ditemui dalam kehidupan sehari-hari yang berkaitan dengan bahasa Inggris dan menuliskannya dalam bentuk jurnal belajar sederhana dalam bahasa Indonesia</p>	<p>peran (role play) dalam bentuk interaksi dengan memperhatikan dan menanyakan jati diri (permainan yang bertujuan untuk memberikan balikan secara lebih cepat).</p>	<p>3 TM / 9 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan ahli komunikasi interpersonal di dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: www.dailymotion.com
<p>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 (extended) serta menanggapiya, sesuai dengan konteks penggunaannya</p> <p>4.2. Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait ruiat masalah dan suatu tindakan/kegiatan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Tertasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain memuji bersayap (extended) dan ungkapan congratulation (selamat) serta meresponnya, dalam bahasa Inggris, bahasa Indonesia dengan unsur kebahasaan yang dipilih untuk mendeskripsikan hubungan interpersonal dengan siswa (keteladanan). Dituntut untuk mencontoh keteladanan tersebut dengan memuji bersayap (extended) ungkapan selamat serta meresponnya, dalam bahasa Inggris dan bahasa Indonesia. <p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan memuji bersayap (extended), dengan ungkapan selamat dalam bahasa Inggris dan bahasa Indonesia. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Mendengarkan dan menyaksikan banyak contoh interaksi dengan memuji bersayap (extended) dan ungkapan selamat serta responnya dalam bahasa Inggris dan video gambar dan buku teks, dan Memahami contoh-contoh interaksi dengan memuji bersayap (extended), dan ungkapan selamat serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi memuji bersayap (extended), serta responnya. Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk memuji bersayap (extended), dan 	<p>Tingkat keterampilan fungsi sosial memuji bersayap (extended), serta responnya</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur ungkapan memuji bersayap (extended), serta responnya Tingkat ketepatan untuk kebahasaan: tata bahasa, kosak kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan memuji bersayap (extended), serta responnya. <p>Sikap:</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memuji bersayap (extended) ketika muncul kesempatan di dalam dan di luar kelas. Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan Observasi terhadap keaktifan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. 	<p>peran (role play) dalam bentuk interaksi dengan memperhatikan dan menanyakan jati diri (permainan yang bertujuan untuk memberikan balikan secara lebih cepat).</p>	<p>3 TM / 9 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan ahli komunikasi interpersonal di dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: www.dailymotion.com

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RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : MAN 1 PEKANBARU
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : X /1 (GANJIL)
MATERI POKOK : UCAPAN SELAMAT DAN MEMUJI
ALOKASI WAKTU : 3 Pertemuan / 9 JP

A Kompetensi Inti (KI)

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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.
KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B Kompetensi dasar KD

KD pada KD 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 (extended), serta menanggapi, sesuai dengan konteks penggunaannya

KD pada KD 4.2.

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

C Indikator KD pada KD 3.2.

- 3.2.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya
3.2.2. Mencontohkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan

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memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya

- 3.2.3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya

D pada KD 4.2.

- 4.2. 1. **Menirukan** fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya

- 4.2. 2. **Mencoba** fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya

- 4.2.3. **Menampilkan** fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya

D. Materi Pembelajaran

Fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya

	COMPLIMENTS	RESPONSE
State Islamic University of Sultan Syarif Kasim Riau	<ul style="list-style-type: none"> ▪ That's lovely cake ▪ That was a nice lunch ▪ You look nice i the dress ▪ What a lovely garden! ▪ You're really a good cook ▪ You've done a great job ▪ You did it very well ▪ Well done! ▪ You're doing just fine ▪ You're doing great 	<ul style="list-style-type: none"> ▪ Thank you ▪ I'm glad you enjoyed it ▪ Do you really think so? ▪ It's nice of you to say so ▪ Thank you very much ▪ Thanks ▪ I'm glad you like it ▪ Thanks a lot
	PRAISE CREDIT	REQUESTING PRAISE CREDIT
	<ul style="list-style-type: none"> ▪ Nice work, Alice ▪ That was a great game,Jack ▪ You deserve a lot of credit for all the work you've done, Fred 	<ul style="list-style-type: none"> ▪ Don't I get any credit ▪ Don't I deserve some credit fot what I did? ▪ Wasn't what I did worth anything

CONGRATULATING	RESPONDING
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<ul style="list-style-type: none"> ▪ I'd be the first to congratulate you on ... ▪ I'd like congratulate you on ... ▪ Please accept my warmest congratulations ▪ My I congratulate you on ... ▪ I must congratulate you great ▪ It was great to hear about ▪ Congratulations ▪ Congratulations on ... ! ▪ Well done / Fantastic! 	<ul style="list-style-type: none"> ▪ It's very good of you to say so ▪ How nice of you to say so ▪ Thank you very much for say so ... ▪ I'm glad you think so ▪ Oh, It's nothing special actually ▪ Oh, I have a lot to learn yet ▪ Oh not really ▪ Oh, nothing to it, actually ▪ Oh, thank you
--	--

Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman dan orang lain dengan selalu memberi pujian

Atas keberhasilan. Maka expressing, “ compliment and congratulation “ tidak bisa dipisahkan begitu saja karena mereka sering terkaitan satu sama lainnya yang diresponse dengan expreeing attirude “ ucapan terimakasih.

Struktur teks

Structure tidak ada aturannya. Tergantung dari apa kalimat atau ucapan yang ingin kita ucapkan. Hanya tergantung pada situasi dan kondisi

Contoh **expressing compliment dan congratulation**

Compliment	Congratulation
A. I want to follow debate competition. I have prepared for 6 month. B. Good idea, I believe, you can be a winner. Success for you. A. Thank you for your support.	Wina: <i>You did it well. You must be very happy.</i> Susi: <i>Yes, I am. Thank God, I could finish it.</i> <u>Gamal</u> : <i>You passed your test to enter the best school in town? Congratulations!</i> I'm <i>happy for you.</i> Siti: <i>Thanks. What about you?</i>
Tuti: <i>Is this your new bag?</i> Tibo: <i>Yes.</i> Tuti: <i>It looks strong. It must be expensive.</i>	<u>Evi</u> : <i>Congratulations! You won the first prize in the story telling competition. We are proud of you!</i> <u>Johan</u> : <i>Thank you.</i>

Unsur kebahasaan

- 1) Kosakata adjective terkait dengan kualitas pekerjaan, penampilan, prestasi.
- 2) Tata bahasa: simple past tense, present perfect tense,.

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- (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
 - (4) Ucapan, tekanan kata, intonasi
 - (5) Ejaan dan tanda baca
 - (6) Tulisan tangan
- unsur kebahasaan kadangkala terkait pada **simple past tense dan present perfect tense**

<i>simple past tense</i>					
<p>▪ simple past tense talk about past event</p> <p>Nona : your blouse was very beautiful color, I like it It looks strong They had new beautiful dresses I give you a new book</p> <p>The formula of Simple present tense is</p>					
	Subject		V2	object	time
	I They We You		V2 studied	O English	Time
-	Subject	Did not (didn't)	V1	object	time
?	Did	Subject	V1	object	time
	Subject		V1	object	time
	She He It Nona Andi		studied	- English	
	Subject	Did not (didn't)	V1	object	time
	Did	Subject	V1	object	Time

Topik

Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. terkait dengan kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun, peduli, percaya diri, dan cinta damai.

Kegiatan Pembelajaran

1. Pertemuan Pertama: (3 JP)

a. Kegiatan Pendahuluan (15 Menit)

1. mengondisikan suasana belajar yang menyenangkan;
2. menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari;
3. menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan
4. menyampaikan lingkup dan teknik penilaian yang akan digunakan.

b. Kegiatan Inti (110 Menit)

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Mengamati (observing/mengindra)

- Guru menyajikan sebuah gambar
- siswa secara individu dapat mengamati dari ungkapan selamat dan pujian untuk mengetahui fungsi sosialnya, struktur teks dan unsur kebahasaannya
- Siswa menirukan kembali setiap kalimat yang diucapkan oleh guru

Menanya

- Dengan bimbingan dan arahan guru siswa membentuk kelompok 4-5 Orang
- Dalam kelompok siswa saling bertanya tentang konsep dari ungkapan selamat dan pujian untuk mengetahui fungsi sosialnya, struktur teks dan unsur kebahasaannya
- Dalam kelompok siswa saling bertanya tentang cara pengungkapan selamat dan pujian

Mengumpulkan informasi/mencoba

- siswa secara kelompok mendiskusikan sambil membaca buku teks dan dapat menemukan konsep tentang ungkapan selamat dan pujian dari buku dan sumber lain
- Dengan bimbingan dan arahan guru siswa berdiskusi dalam kelompok untuk mengidentifikasi mengetahui fungsi sosialnya, struktur teks dan unsur kebahasaannya
- Siswa mencoba membuat kalimat sederhana untuk selamat dan pujian

Menalar/mengasosiasi

- siswa secara individu menyimpulkan hasil pengamatan, hasil diskusi dan menggali informasi membaca sumber lain tentang fungsi sosialnya, struktur teks dan unsur kebahasaannya ungkapan selamat dan pujian
- siswa secara berkelompok mendiskusikan kategori dari ungkapan pemaparan selamat dan pujian
- siswa secara berkelompok menerapkan ungkapan pemaparan selamat dan pujian dan membuat dialogue singkat yang menunjukkan hubungan terkait dengan fakta

Mengkomunikasikan

1. Siswa secara kelompok mempresentasikan hasil dialogue mereka didepan kelas
2. Guru memberi nilai tentang speaking mereka

Kegiatan Penutup (10 Menit)

Kegiatan guru bersama siswa yaitu:

- (a) membuat rangkuman/kesimpulan pelajaran;
- (b) melakukan refleksi terhadap kegiatan yang sudah dilaksanakan; dan
- (c) memberikan umpan balik terhadap proses dan hasil pembelajaran

2) Kegiatan guru yaitu:

- (a) melakukan penilaian;
- (b) merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran layanan konseling dan/atau memberikan tugas individual untuk memperkenalkan diri dan keluarga dalam bentuk paragraph singkat
- (c) menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan Kedua: (3 JP)

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a. Kegiatan Pendahuluan (15 Menit)

1. mengkondisikan suasana belajar yang menyenangkan;
2. mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan;
3. menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari;
4. menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan
5. menyampaikan lingkup dan teknik penilaian yang akan digunakan. .

b. Kegiatan Inti (110 Menit)

Mengamati

1. Guru menyajikan sebuah gambar
2. siswa secara individu dapat mengamati fungsi sosial dari gambar tersebut
3. guru menyajikan sebuah text yang terkait dengan gambar tersebut
4. siswa secara individu dapat mengamati struktur teks fungsi sosial dari text tersebut

Menanya

1. siswa membentuk kelompok dan mendiskusikan hasil pengamatan mereka pada gambar dan text tersebut
2. siswa saling bertanya tentang tujuan gambar dan text tersebut
3. Guru memberikan materi tambahan tentang penggunaan simple past tense pada teks tersebut

Mengumpulkan informasi

1. siswa secara individu membaca lebih cermat teks tulis contoh teks ungkapan selamat dan pujian
2. siswa secara kelompok mencoba menggunakan ungkapan yang biasa digunakan dalam teks ungkapan selamat dan pujian dalam tanya jawab
3. siswa secara kelompok mencoba menyusun ungkapan selamat dan pujian digunakan dalam teks dalam bentuk dialogue

mengkomunikasikan

- o siswa mempresentasikan dialogue hasil karya mereka di depan kelas

kegiatan Penutup (10 menit)

kegiatan guru bersama peserta didik adalah :

- o membuat rangkuman atau kesimpulan
- o membuat refleksi terhadap kegiatan yang telah diberikan
- o memberikan umpan balik terhadap proses dan hasil pembelajaran
- o memberikan PR untuk membuat atau mencari bentuk lain dari teks siswa secara kelompok yang menggunakan ungkapan selamat dan pujian

Kegiatan guru yaitu:

- (a) melakukan penilaian;
- (b) merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- (c) menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan Ketiga: (3 JP)

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a. Kegiatan Pendahuluan (15 Menit)

1. Mengkondisikan suasana belajar yang menyenangkan;
2. Mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan;
3. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari;
4. Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan
5. Menyampaikan lingkup dan teknik penilaian yang akan digunakan. .

b. Kegiatan Inti (110 Menit)**➤ Mengamati /observing**

- Guru menyajikan kembali sebuah gambar yang berbeda dari pertemuan kedua
- Siswa mengamati gambar tersebut dengan sekama sambil memperhatikan fungsi sosialnya
- Guru menyajikan sebuah text tentang selamat dan pujian
- Siswa secara individu dapat mengamati, fungsi sosial, struktur text, dan unsur kebahasaan dari text tersebut
- guru memberikan materi tambahan tentang unsur kebahasaannya penggunaan, present perfect tense

➤ Menanya / questioning

- siswa secara kelompok mendiskusikan hasil pengamatannya .
- guru memberikan contoh kalimat/text tentang ungkapan selamat dan pujian
- siswa saling bertanya tentang perbedaanungkapan selamat dan pujian

➤ Mengumpulkan Informasi ./ mencoba /Exprimenting

- siswa secara individu membaca lebih cermat teks/kalimat dalam bentuk penggunaan kata tanya present perfect continous tense
- siswa secara kelompok mencoba menulis kalimat atau dialogue yang berbentuk dialogue dengan menggunakan " simple past tense, present perfect tense, present perfect continous tense

➤ Menalar/Mengasosiasi / associating

- Siswa membuat perbedaan ungkapan selamat dan pujian
- Siawa mengkalsifikasikan fungsi sosial ketiga tenses tersebut
- Siawa mengkalsifikasikan penggunaan kalimat ketiga tenses tersebut
- Siawa mengkalsifikasikan unsur kebahasaan dari ketiga tenses tersebut

Mengkomunikasikan / Communicating

- Siswa mempresentasikan dialogue tentang ungkapan selamat dan pujian

c. kegiatan Penutup (10 menit)**kegiatan guru bersama peserta didik adalah :**

- membuat rangkuman atau kesimpulan
- membuat refleksi terhadap kegiatan yang telah diberikan
- memberikan umpan balik terhadap proses dan hasil pembelajaran
- memberikan PR untuk membuat contoh lain dari penggunaan ungkapan selamat dan pujian "dan unsur kebahasaan yang terkandung didalamnya

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2) Kegiatan guru yaitu:

- (a) melakukan penilaian;
- (b) merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; dan
- (c) menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Penilaian pembelajaran, remedial dan pengayaan**I. instrument penilalan pertemuan pertama**

1. Teknik penilaian
 - a. penilaian sikap :
 - observasi (terlampir)
 - penilaian diri
 - b. penilaian pengetahuan
 - tes tertulis
 - i. pilihan ganda'
 - ii. uraian
 - penugasan
 - c. penilaian keterampilan
 - unjuk kerja (Praktik)
 - produk
 - d. penilaian keterampilan
 - portofolio
- G. Media/alat, bahan dan sumber belajar
 1. Media/alat
 - a. media : gambar, text
 - b. alat : spidol, papan tulis, infocus, computer, lektob, tape recorder
 2. Bahan : isi buku yang berhubungan dengan materi, internet
 3. Sumber belajar : buku paket
 - a. Th. M. Sudarwati dan Eudia Grace. 2016. *Pathway To English For SMA/MA Grade X*. Jakarta: Erlangga.
 - b. Widiati, Utami, dkk. 2017. *Bahasa Inggris SMA/MA/SMK/MAK Kelas X*. Kemendikbud RI.
 - c. Benyamin, Herman. 2017. *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Kelompok Wajib*. Bandung: Masmmedia. Grafindo Media Pratama.
 - d. Dardjis, Desmal, dkk. *Let's Learn English SMA/MA Grade X*. Jakarta: Bumi Aksara.

penilaian pembelajaran, remedial dan pembelajaran pengayaan

- a. pembelajaran remedial

Bagi siswa yang belum mencapai batas ketuntasan belajar < 76 maka kepadanya diberikan remedial dengan teknik

 1. pembelajaran ulang dengan skenario pembelajaran yang berbeda untuk kompetensi pada indikator yang belum tercapai ketuntasan atau
 2. pembelajaran ulang melalui penugasan atau
 3. tutor sebaya
- b. pembelajaran pengayaan

- c. Bagi siswa yang mencapai batas ketuntasan belajar => 78 maka kepadanya diberikan remedial dengan teknik
 1. pemberian modul pengayaan atau
 2. memajukan hasil kesimpulan pembelajaran sebelumnya yang telah diperbaiki/ disempurnakan atau
 3. penugasan
- e. pembelajaran Remedial dan Pengayaan pembelajaran Remedial dilakukan segera setelah kegiatan penilaian

Mengetahui

Pekanbaru, Juli 2019

Kepala MAN 1 Pekanbaru

Guru Mata Pelajaran

H. MARZUKI, M.Ag

NIP : 197004161998031007

NUR HASANAH MS, S.Pd.I

NIP :150 386 087

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RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : MAN 1 PEKANBARU
 MATA PELAJARAN : BAHASA INGGRIS
 KELAS/SEMESTER : X /1 (GANJIL)
 MATERI POKOK : UCAPAN SELAMAT DAN MEMUJI
 ALOKASI WAKTU : 3 Pertemuan / 9 JP

C. Kompetensi Inti (KI)

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya 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.
 KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

D. Kompetensi dasar KD

D pada KD 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 (extended), serta menanggapi, sesuai dengan konteks penggunaannya

D pada KD 4.2.

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

E. Indikator KD pada KD 3.2.

- 3.2.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya
 3.2.2. Mencontohkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan

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memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya

- 3.2.3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya

D pada KD 4.2.

- 4.2. 1. **Menirukan** fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya

- 4.2. 2. **Mencoba** fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya

- 4.2.3. **Menampilkan** fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya

E. Materi Pembelajaran

Fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya

	COMPLIMENTS	RESPONSE
State Islamic University of Sultan Syarif Kasim Riau	<ul style="list-style-type: none"> ▪ That's lovely cake ▪ That was a nice lunch ▪ You look nice i the dress ▪ What a lovely garden! ▪ You're really a good cook ▪ You've done a great job ▪ You did it very well ▪ Well done! ▪ You're doing just fine ▪ You're doing great 	<ul style="list-style-type: none"> ▪ Thank you ▪ I'm glad you enjoyed it ▪ Do you really think so? ▪ It's nice of you to say so ▪ Thank you very much ▪ Thanks ▪ I'm glad you like it ▪ Thanks a lot
	PRAISE CREDIT	REQUESTING PRAISE CREDIT
	<ul style="list-style-type: none"> ▪ Nice work, Alice ▪ That was a great game,Jack ▪ You deserve a lot of credit for all the work you've done, Fred 	<ul style="list-style-type: none"> ▪ Don't I get any credit ▪ Don't I deserve some credit fot what I did? ▪ Wasn't what I did worth anything

CONGRATULATING	RESPONDING
----------------	------------

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

<ul style="list-style-type: none"> ▪ I'd be the first to congratulate you on ... ▪ I'd like congratulate you on ... ▪ Please accept my warmest congratulations ▪ My I congratulate you on ... ▪ I must congratulate you great ▪ It was great to hear about ▪ Congratulations ▪ Congratulations on ... ! ▪ Well done / Fantastic! 	<ul style="list-style-type: none"> ▪ It's very good of you to say so ▪ How nice of you to say so ▪ Thank you very much for say so ... ▪ I'm glad you think so ▪ Oh, It's nothing special actually ▪ Oh, I have a lot to learn yet ▪ Oh not really ▪ Oh, nothing to it, actually ▪ Oh, thank you
--	--

Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman dan orang lain dengan selalu memberi pujian Atas keberhasilan. Maka expressing, “ compliment and congratulation “ tidak bisa dipisahkan begitu saja karena mereka sering terkaitan satu sama lainnya yang diresponse dengan expreeing attirude “ ucapan terimakasih.

Struktur teks

Structure tidak ada aturannya. Tergantung dari apa kalimat atau ucapan yang ingin kita ucapkan. Hanya tergantung pada situasi dan kondisi

Contoh **expressing compliment dan congratulation**

Compliment	Congratulation
A. I want to follow debate competition. I have prepared for 6 month. B. Good idea, I believe, you can be a winner. Success for you. B. Thank you for your support.	Wina: <i>You did it well. You must be very happy.</i> Susi: <i>Yes, I am. Thank God, I could finish it.</i> <u>Gamal</u> : <i>You passed your test to enter the best school in town? Congratulations!</i> I'm <i>happy for you.</i> Siti: <i>Thanks. What about you?</i>
Tuti: <i>Is this your new bag?</i> Tibo: <i>Yes.</i> Tuti: <i>It looks strong. It must be expensive.</i>	<u>Evi</u> : <i>Congratulations! You won the first prize in the story telling competition. We are proud of you!</i> <u>Johan</u> : <i>Thank you.</i>

Unsur kebahasaan

- 7) Kosakata adjective terkait dengan kualitas pekerjaan, penampilan, prestasi.
- 8) Tata bahasa: simple past tense, present perfect tense,.

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- 9) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
 - 10) Ucapan, tekanan kata, intonasi
 - 11) Ejaan dan tanda baca
 - 12) Tulisan tangan
- unsur kebahasaan kadangkala terkait pada **simple past tense dan present perfect tense**

<i>simple past tense</i>					
<p>▪ simple past tense talk about past event</p> <p>Nona : your blouse was very beautiful color, I like it It looks strong They had new beautiful dresses I give you a new book</p> <p>The formula of Simple present tense is</p>					
	Subject		V2	object	time
	I They We You		V2 studied	O English	Time
-	Subject	Did not (didn't)	V1	object	time
?	Did	Subject	V1	object	time
	Subject		V1	object	time
	She He It Nona Andi		studied	- English	
	Subject	Did not (didn't)	V1	object	time
	Did	Subject	V1	object	Time

Topik

Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. terkait dengan kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun, peduli, percaya diri, dan cinta damai.

Kegiatan Pembelajaran

Pertemuan Pertama: (3 JP)

b. Kegiatan Pendahuluan (15 Menit)

5. mengondisikan suasana belajar yang menyenangkan;
6. menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari;
7. menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan
8. menyampaikan lingkup dan teknik penilaian yang akan digunakan.

b. Kegiatan Inti (110 Menit)

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Mengamati (observing/mengindra)

- Guru menyajikan sebuah gambar
- siswa secara individu dapat mengamati dari ungkapan selamat dan pujian untuk mengetahui fungsi sosialnya, struktur teks dan unsur kebahasaannya
- Siswa menirukan kembali setiap kalimat yang diucapkan oleh guru

Menanya

- Dengan bimbingan dan arahan guru siswa membentuk kelompok 4-5 Orang
- Dalam kelompok siswa saling bertanya tentang konsep dari ungkapan selamat dan pujian untuk mengetahui fungsi sosialnya, struktur teks dan unsur kebahasaannya
- Dalam kelompok siswa saling bertanya tentang cara pengungkapan selamat dan pujian

Mengumpulkan informasi/mencoba

- siswa secara kelompok mendiskusikan sambil membaca buku teks dan dapat menemukan konsep tentang ungkapan selamat dan pujian dari buku dan sumber lain
- Dengan bimbingan dan arahan guru siswa berdiskusi dalam kelompok untuk mengidentifikasi mengetahui fungsi sosialnya, struktur teks dan unsur kebahasaannya
- Siswa mencoba membuat kalimat sederhana untuk selamat dan pujian

Menalar/mengasosiasi

- siswa secara individu menyimpulkan hasil pengamatan, hasil diskusi dan menggali informasi membaca sumber lain tentang fungsi sosialnya, struktur teks dan unsur kebahasaannya ungkapan selamat dan pujian
- siswa secara berkelompok mendiskusikan kategori dari ungkapan pemaparan selamat dan pujian
- siswa secara berkelompok menerapkan ungkapan pemaparan selamat dan pujian dan membuat dialogue singkat yang menunjukkan hubungan terkait dengan fakta

Mengkomunikasikan

3. Siswa secara kelompok mempresentasikan hasil dialogue mereka didepan kelas
4. Guru memberi nilai tentang speaking mereka

Kegiatan Penutup (10 Menit)

Kegiatan guru bersama siswa yaitu:

- (a) membuat rangkuman/kesimpulan pelajaran;
- (b) melakukan refleksi terhadap kegiatan yang sudah dilaksanakan; dan
- (c) memberikan umpan balik terhadap proses dan hasil pembelajaran

2) Kegiatan guru yaitu:

- (a) melakukan penilaian;
- (b) merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran layanan konseling dan/atau memberikan tugas individual untuk memperkenalkan diri dan keluarga dalam bentuk paragraph singkat
- (c) menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan Kedua: (3 JP)

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c. Kegiatan Pendahuluan (15 Menit)

1. mengkondisikan suasana belajar yang menyenangkan;
2. mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan;
3. menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari;
4. menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan
5. menyampaikan lingkup dan teknik penilaian yang akan digunakan. .

d. Kegiatan Inti (110 Menit)

Mengamati

5. Guru menyajikan sebuah gambar
6. siswa secara individu dapat mengamati fungsi sosial dari gambar tersebut
7. guru menyajikan sebuah text yang terkait dengan gambar tersebut
8. siswa secara individu dapat mengamati struktur teks fungsi sosial dari text tersebut

➤ **Menanya**

4. siswa membentuk kelompok dan mendiskusikan hasil pengamatan mereka pada gambar dan text tersebut
5. siswa saling bertanya tentang tujuan gambar dan text tersebut
6. Guru memberikan materi tambahan tentang penggunaan simple past tense pada teks tersebut

➤ **Mengumpulkan informasi**

4. siswa secara individu membaca lebih cermat teks tulis contoh teks ungkapan selamat dan pujian
5. siswa secara kelompok mencoba menggunakan ungkapan yang biasa digunakan dalam teks ungkapan selamat dan pujian dalam tanya jawab
6. siswa secara kelompok mencoba menyusun ungkapan selamat dan pujian digunakan dalam teks dalam bentuk dialogue

mengkomunikasikan

- o siswa mempresentasikan dialogue hasil karya mereka di depan kelas

kegiatan Penutup (10 menit)

kegiatan guru bersama peserta didik adalah :

- o membuat rangkuman atau kesimpulan
- o membuat refleksi terhadap kegiatan yang telah diberikan
- o memberikan umpan balik terhadap proses dan hasil pembelajaran
- o memberikan PR untuk membuat atau mencari bentuk lain dari teks siswa secara kelompok yang menggunakan ungkapan selamat dan pujian

Kegiatan guru yaitu:

- (a) melakukan penilaian;
- (b) merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- (c) menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan Ketiga: (3 JP)

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a. Kegiatan Pendahuluan (15 Menit)

1. Mengkondisikan suasana belajar yang menyenangkan;
2. Mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan;
3. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari;
4. Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan
5. Menyampaikan lingkup dan teknik penilaian yang akan digunakan. .

b. Kegiatan Inti (110 Menit)**➤ Mengamati /observing**

- Guru menyajikan kembali sebuah gambar yang berbeda dari pertemuan kedua
- Siswa mengamati gambar tersebut dengan sekama sambil memperhatikan fungsi sosialnya
- Guru menyajikan sebuah text tentang selamat dan pujian
- Siswa secara individu dapat mengamati, fungsi sosial, struktur text, dan unsur kebahasaan dari text tersebut
- guru memberikan materi tambahan tentang unsur kebahasaannya penggunaan, present perfect tense

➤ Menanya / questioning

- siswa secara kelompok mendiskusikan hasil pengamatannya .
- guru memberikan contoh kalimat/text tentang ungkapan selamat dan pujian
- siswa saling bertanya tentang perbedaanungkapan selamat dan pujian

➤ Mengumpulkan Informasi ./ mencoba /Exprimenting

- siswa secara individu membaca lebih cermat teks/kalimat dalam bentuk penggunaan kata tanya present perfect continous tense
- siswa secara kelompok mencoba menulis kalimat atau dialogue yang berbentuk dialogue dengan menggunakan " simple past tense, present perfect tense, present perfect continous tense

➤ Menalar/Mengasosiasi / associating

- Siswa membuat perbedaan ungkapan selamat dan pujian
- Siawa mengkalsifikasikan fungsi sosial ketiga tenses tersebut
- Siawa mengkalsifikasikan penggunaan kalimat ketiga tenses tersebut
- Siawa mengkalsifikasikan unsur kebahasaan dari ketiga tenses tersebut

Mengkomunikasikan / Communicating

- Siswa mempresentasikan dialogue tentang ungkapan selamat dan pujian

d. kegiatan Penutup (10 menit)**kegiatan guru bersama peserta didik adalah :**

- membuat rangkuman atau kesimpulan
- membuat refleksi terhadap kegiatan yang telah diberikan
- memberikan umpan balik terhadap proses dan hasil pembelajaran
- memberikan PR untuk membuat contoh lain dari penggunaan ungkapan selamat dan pujian "dan unsur kebahasaan yang terkandung didalamnya

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2) Kegiatan guru yaitu:

- (a) melakukan penilaian;
- (b) merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik; dan
- (c) menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Penilaian pembelajaran, remedial dan pengayaan**II. instrument penilalan pertemuan pertama**

2. Teknik penilaian
 - f. penilaian sikap :
 - observasi (terlampir)
 - penilaian diri
 - g. penilaian pengetahuan
 - tes tertulis
 - i. pilihan ganda'
 - ii. uraian
 - penugasan
 - h. penilaian keterampilan
 - unjuk kerja (Praktik)
 - produk
 - i. penilaian keterampilan
 - forto folio

Media/alat, bahan dan sumber belajar

4. Media/alat
 - c. media : gambar, text
 - d. alat : spidol, papan tulis, infocus, computer, lebtob, tape rekorder
5. Bahan : isi buku yang berhubungan dengan materi, internet
6. Sumber belajar : buku paket
 - e. Th. M. Sudarwati dan Eudia Grace. 2016. *Pathway To English For SMA/MA Grade X*. Jakarta: Erlangga.
 - f. Widiati, Utami, dkk. 2017. *Bahasa Inggris SMA/MA/SMK/MAK Kelas X*. Kemendikbud RI.
 - g. Benyamin, Herman. 2017. *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Kelompok Wajib*. Bandung: Masmedia. Grafindo Media Pratama.
 - h. Dardjis, Desmal, dkk. *Let's Learn English SMA/MA Grade X*. Jakarta: Bumi Aksara.

penilaian pembelajaran, remedial dan pembelajaran pengayaan

- d. pembelajaran remedial

Bagi siswa yang belum mencapai batas ketuntasan belajar < 76 maka kepadanya diberikan remedial dengan teknik

1. pembelajaran ulang dengan skenario pembelajaran yang berbeda untuk kompetensi pada indikator yang belum tercapai ketuntasan atau
2. pembelajaran ulang melalui penugasan atau
3. tutor sebaya
- e. pembelajaran pengayaan
- f. Bagi siswa yang mencapai batas ketuntasan belajar => 78 maka kepadanya diberikan remedial dengan teknik
 4. pemberian modul pengayaan atau
 5. memajukan hasil kesimpulan pembelajaran sebelumnya yang telah diperbaiki/ disempurnakan atau
 6. penugasan
- j. pembelajaran Remedial dan Pengayaan
pembelajaran Remedial dilakukan segera setelah kegiatan penilaian

Mengetahui
Pekanbaru, Juli 2019
Kepala MAN 1 Pekanbaru

Guru Mata Pelajaran

H. MARZUKI, M.Ag
NIP : 197004161998031007

ERNI YUSNITA, S.Pd.
NIP : 197201042002122002

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A. Interview with Teacher A



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B. Observation in Teacher A Classroom



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C. Observation in Teacher B Classroom



an Syarif Kasim Ria

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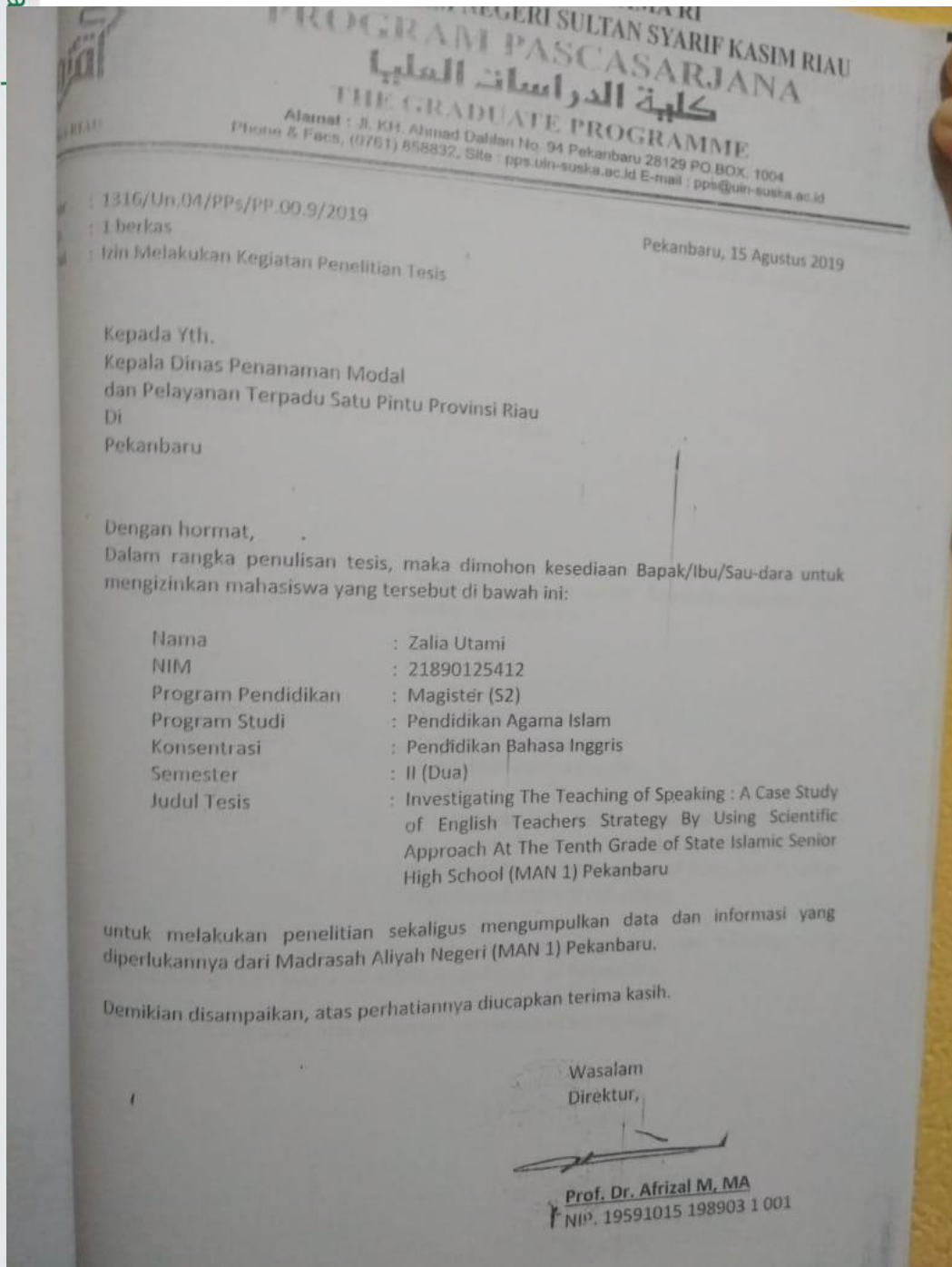
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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
 Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
 Email : dpmpstp@riau.go.id Kode Pos : 28126


 032010

REKOMENDASI
 Nomor : 503/DPMPSTP/NON IZIN-RISET/25358
 TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : n.04/PPs/PP.00.9/2019 Tanggal 15 Agustus 2019**, dengan ini memberikan rekomendasi kepada:

1. Nama	: ZALIA UTAMI
2. NIM / KTP	: 21890125412
3. Program Studi	: PENDIDIKAN AGAMA ISLAM
4. Konsentrasi	: PENDIDIKAN BAHASA INGGRIS
5. Jenjang	: S2
6. Judul Penelitian	: INVESTIGATING THE TEACHING OF SPEAKING : A CASE STUDY OF ENGLISH TEACHERS STRATEGY BY USING SCIENTIFIC APPROACH AT THE TENTH GRADE OF STATE ISLAMIC SENIOR HIGH SCHOOL (MAN 1) PEKANBARU
7. Lokasi Penelitian	: MAN 1 PEKANBARU

dan ketentuan sebagai berikut:


1. Melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai dari tanggal rekomendasi ini diterbitkan.

3. Pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

4. Rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 21 Agustus 2019



Ditandatangani Secara Elektronik Melalui :
 Sistem Informasi Manajemen Pelayanan (SIMPEL)
**DPM
 PTIP**
 DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU



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KANTOR WILAYAH KEMENTERIAN AGAMA
PROVINSI RIAU
 Jalan Jenderal sudirman No. 235 Kotak Pos 11311 Pekanbaru (28011)
 Telepon (0761) 24224; Faksimile (0761) 242242
 Website : riau.kemenag.go.id

REKOMENDASI
 Nomor : B-101 /Kw.04.1/2/Kp.01.1/08/2019

Berdasarkan Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Pemerintah Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISSET/25358 tanggal 21 Agustus 2019 perihal Rekomendasi Tentang Pelaksanaan Kegiatan Riset/penelitian dan Pengumpulan Data Untuk Bahan Tesis, dengan ini Kepala Kantor Wilayah Kementerian Agama Provinsi Riau Memberikan Rekomendasi Penelitian kepada :

Nama	: ZALIA UTAMI
NIM	: 21890125412
Program Studi	: PENDIDIKAN AGAMA ISLAM
Konsentrasi	: PENDIDIKAN BAHASA INGGRIS
jenjang	: S2
Judul Penelitian	: INVESTIGATING THE TEACING OF SPEAKING : A CASE STUDY OF ENGLISH TEACHERS STRATEGY BY USING SCIENTIFIC APPROACH AT THE TENTH GRADE OF STATE ISLAMIC SENIOR HIGH SCHOOL (MAN 1) PEKANBARU
Lokasi Penelitian	: MAN 1 PEKANBARU

Rekomendasi Riset/penelitian diberikan dengan ketentuan :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini;
2. Adapun Rekomendasi Riset/penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan serta membantu kelancaran kegiatan penelitian dalam pengumpulan data ini, sekian terima kasih.

Pekanbaru, 22 Agustus 2019

Kepala
Pj. Kepala Bidang Pendidikan Madrasah

ALYAS, M.Ag
NIP. 197408272005011003

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No.	Uraian Kegiatan	Pembimbing / Promotor	Penyempitan	Keputusan
1.	19/5	Chapter 1-3		
2.	20/5	Chapter 1-3		improved
3.	19/5	Chapter 1-5		improved
4.	1/2019 1/16	Indikator o recessed material		improved
5.	11/17 12/2019 11/2019	instrumen instrumen		improved acc 12/17
6.	14/12 12/19	Chapter 1-5 Chapter 1-5		improved acc 12/19

No.	Uraian Kegiatan	Pembimbing / Promotor	Penyempitan	Keputusan
1.	20/8-19	Title, background description of problem		
2.	17/6-19	Programs, formula kita problem		
3.	24/6-19	Teori, speaking		
4.	4/7-19	Indikator penelitian		
5.	8/11-19	BAB IV - V		
6.	20/12-19	BAB IV - V acc.		Acc

Catatan:
 "Crest yang tidak penuh"

Pekanbaru, 14 DESEMBER 2019
 Pembimbing / Promotor
 Dr. H. AHMAD HANAN, M.Sc
 NIP. 195401201978031002

Pekanbaru, 20 Dec 2019
 Pembimbing / Promotor
 Dr. Hj. Helaniati, M.A

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

2019
2019/2020
Pascasarjana
P21
Pendidikan Bahasa Inggris

NO. DAFTAR	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1	Investigating Pragmatic of Apology Strategy: A case study of the sixth semester English education students at Institut Pendidikan Tapanuli Selatan Padang Sidempuan		Rafika Saradah Siragar
2	An Analysis of Readability Level of Text in English Text for First Grade of Senior High School		Dzulhijjah Yekti
3	Teachers' efforts to improve students listening comprehension at SMAN 1 Teluk Kuantan		Yozy Fernandes
4	The contribution part of speech knowledge and syntactical comprehension to ward student ability of writing narrative essay at the English education department of UIN Suska Riau.		Husni Fathu Syafii

Pekanbaru, 2 - 11 - 20.19
Direktur

Pro. Dr. Atrizal, M., MA
NIP. 19591015 198903 1001

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

Nama : Zalia Utami
NIM : 21890125412
Program : Pascasarjana
Pembelajaran Agama Islam
Konsentrasi : Pendidikan Bahasa Inggris.

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	26 / 9 / 2019 Kamis	Explains problems faced by Teacher on the use of ICT: A case study of English teachers at Islamic boarding school in Kampar		Titik Huda
2				
3				
4	26 / 9 / 2019	Teacher perception of using mobile phone in teaching and learning process at SMA 1 Bangkinang kota.		Rizki Ananda
5				
6				
7	26 / 9 / 2019	Explains the characteristics of an Effective EFL Teachers Based on Junior High School Students' and Teacher's perception in Kuantan Singingi		Rizki Utami
8				
9				
10				
11	26 / 9 / 2019	Explains Indonesian EFL Teachers' Motivation Teaching English: A case study of English Teacher		Titik Wahyuni
12				
13				
14				
15				

Pekanbaru, 26 September 2019
Direktur,

Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Zaha Utami
NIM : 21890125412
PROGRAM : Pasca Sarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	24-7-19 RABU	The Comparison Between LRD		Helen
2		and KWL strategies on Students		Albya
3		Reading Comprehension at SMAN 1		Saputra
4		Kanpar Kiri.		
5				
6	24-7-19 RABU	The Effect of Using Interviews		Fitria
7		Worst Walls Strategy and Motivation		Indira
8		on Students' Vocabulary Mastery		
9		at SMPs IT Husua Kanpar		
10		Regency.		
11				
12	24-7-19 RABU	The Effects of Using Wordless		Susanto
13		Picture Books Strategy on		
14		Students Writing Ability and		
15		Motivation at State Senior High		
		School 1 Tangurai Utara Rokot,		
		Pekanbaru,		20....
		Direktur,		
		Prof. Dr. Afrizal, M, MA		
		NIP. 19591015 198903 1 001		

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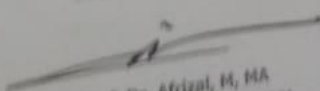
PARTI KENTRAL BERSAMA-SAMA MELAKUKAN KEGIATAN TERBUKA
 PENGHARGAIAN PASTORALISASI DAN KEMAJUAN KEMAJUAN RIAU

2019/2020
 11/01/2020
 11/01/2020
 11/01/2020
 11/01/2020

TOL/HARI	JUDUL/TEMA/DISERTASI	PARAF SEKRETARIS	KET
11/01/2020	The Influence of Game Online		Herbanyak
	toward Student's Motivation and		Libis
	Vocabulary Mastery in Junior High		
	School Intra Urban Pekanbaru		
11/01/2020	Using Integrative Method On Teachers		Asu
	Speaking		baca Pratiy
11/01/2020	Descriptive Analysis on P2B Program	of Dr. Nur Fusi	Darajat
	at IAIN Padang Sidempuan		
11/01/2020	The use of Code Switching As a		Sham
	Teaching Strategy by Comprehension		Gladya
	(a Case Study at Senior High School)		Rulita

Petamburu,
 Direktur,

20...


 Prof. Dr. Afrizal, M, MA
 NIP. 19591015 198903 1 001

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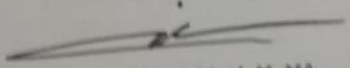
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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Zalia Utari
 NIM : 21890129412
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : ISL

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	1 Juli 2015 / Senin	Strategi dan Implementasi Pembentukan		Khaas
2		Karakter Asyikin Santriwati di		Jazali
3		Pondok Modern Darussalam		
4		Gontor Putri Kampus 7		
5				
6	1 Juli 2015 / Senin	Pengaruh tingkat Kemampuan		Yuli
7		Manajemen kepala Sekolah Iktin		Helmi
8		Kerja dan Motivasi Kerja		
9		terhadap Guru di SMPN 1		
10		Kecamatan Kuok Kabupaten Kampar		
11				
12	1 Juli 2015 / Senin	Manajemen Kepala Desa Dalam		Johans
13		Meningkatkan Motivasi Pemuda		
14		Sakai Untuk melanjutkan Pendidikan		
15		ke Perguruan Tinggi di Desa Kenalan		

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

: 2 ALIA UTAMI
 : 21800125412
 : PASCA SARJANA
 : PAI
 : PBI

TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
10-15 ANIS	The Influence of reading interest and efficiency on reading comprehension of the tenth grade students at Al-Shofar Islamic senior high school Pekanbaru	24	Ranashan Arip
12-19 ANIS	The effect of using graffiti strategy and prior knowledge on student's reading comprehension at SMA Nur Bina BAWORA PEKANBARU		Rafica Putri H
1-15 ANIS	The effect of using creative problem solving strategy and student's learning participation and their reading comprehension of narrative text at SMA 3 Mandor		Khairunnisa
1-15 ANIS	Core switching English to Arabic in teaching english at Jannah Firdaus Degeren Islamic boarding school Sabulurraban Aceh		Agus syah

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Direktur

Prof. Dr. Afrizal, M.Pd, MA

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Zalia Utami
 NIM :
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	12/12 / Selasa	Student's Motivation And Engagement		Inda
2		In Reading Case Study At SMPN 1		Liana
3		Bangkalan Kota		
4				
5	12/12 / Selasa	The Comparison Between Drawing To		Arora
6		Remember Strategy and Sketch To		Nayanti
7		Stretch Strategy On Students'		
8		Reading Comprehension At Vocational		
9		High School Abdurrah Pekanbaru		
10				
11	12/12 / Selasa	Grammatical and Mechanical Error		Tina
12		In Writing Narrative Test : A case		Panduwina
13		Study of Students' Writing At		
14		Two Senior Secondary Schools in		
15		Siak		

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NAMA : Zaini Utami
NIM : 21890125412
PROGRAM : PIPA Injane
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	11/12 - 18/12/2012	Polisasi Perspektif Muthanna Albuluk Dan Relevansinya Dengan UU Perkawinan No. 1 Tahun 1974		Ubraha
2				
3				
4				
5	11/12 - 18/12/2012	Penaksanaan Pernikahan Suku Duan di Kecamatan Tanah Merah Kabupaten Indragiri Hilir Menurut Perspektif Hukum Islam		Angga Prasetya Putra
6				
7				
8				
10	11/12 - 18/12/2012	Stua Terhadap Kebijakan Pemasalahan Azas, Terhadap Kabupaten Indragiri Hilir Tentang Pedestrian Hak Nafkah Nafkah Istri Yang A Cerai		Syaiful Bahri
11				
12				
13				
14				
15				

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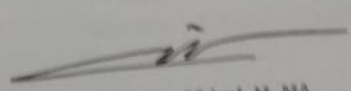
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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Zaha Utami
NIM : 21890125412
PROGRAM : Pasca Sarjana
PRODI : PAI
KONSENTRASI : RBL

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Rabu / 12/12 '18	The Comparison Between The Effect of Using 'Stop and Dare' And 'Let		Pikayah
2		Strategies on Student's writing		Hidayat
3		Ability At MA-AL Munawaroh		
4				
5				
6	12/12 '18 / Rabu	An Item Analysis of The English Summative Test At Language Development Centre Of UIN Suska Riau		Hani
7				Rahai
8				
9				
10				
11		The Comparison Between KWL And 3-2-1 Strategies On Student's Reading Comprehension At Vocational High School Abdurrab Pekanbaru		Amir
12				Rizkiyah
13				Amat
14				
15				

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : ZALIA UTAMA, S.P.
NIM : 21890125412
PROGRAM : PASCA SARJANA
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	8 April 2019 Senin	Investigating Student's Academic Listening Comprehension :	Z Marni	Nina Nuryana
2	"	A case study at English Study Program at Islamic University of Riau		
3	"			
4	"	Exploring leisure reading habits English text book :		Nuraini Fitri
5		A case study at student's Achievement in Junior high school Benai		
6				
7		Investigating in teaching speaking skill :		ZALIA UTAMA
8		A case study of English teachers activities at MAN-1 Pekanbaru		
9				
10		Exploring Bottom up and Top-down strategies in listening Comprehension		Fitriati Pokemi
11		A case study at Senior high school in DUBAI		
12				
13				
14				
15				

Pekanbaru, 8 April 2019
Direktur,

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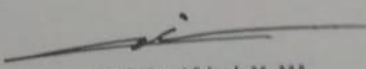
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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Zalia Utami
 NIM : 21890125412
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDULTESIS/DISERTASI	PARAF SEKRETARIS	KEY
1	24 Juli 2019 / Rabu	The Comparison between Product		Hilma
2		O Gram and Rally Table Strategy		Julita
3		on Student's Reading Comprehension		Jufri
4		at Vocational		
5				
6	24 Juli 2019 / Rabu	The Effects of Flash Cards on		Husnan
7		the Student's Vocabulary Mastery		Rahmat
8		and Their Speaking Ability at		Hastuti
9		Mrs W Sibuhuan Padang Lawas		
10		Regency North Sumatra		
11				
12	24 Juli 2019 / Rabu	The Student's Activities in		Riski
13		English Club at University of		Mahabbah
14		Riau (Case Study of English		
15		Club at University of Riau)		

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 NIP. 19591015 198903 1 001

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BIOGRAPHY

PERSONAL INFORMATION

Name : Zalia Utami
 Place/date of birth : Pekanbaru/ August 9th, 1988
 Sex : Female
 Religion : Islam
 Nationality : Indonesia
 Marital Status : Married

ADDRESS

Address : Jl. Neraca No.25, Pekanbaru
 Phone Number : 085278741836
 Email : zaliautami88@gmail.com

EDUCATION

Formal

1. 1992-1994 : TK Shandy Putra
2. 1994 -2000 : SDN 013 Pekanbaru
3. 2000-2003 : MTsN Pekanbaru
4. 2003-2006 : MAN 1 Pekanbaru
5. 2006-2010 : English Department State Islamic University of Sultan Syarif Kasim Riau

WORK EXPERIENCE

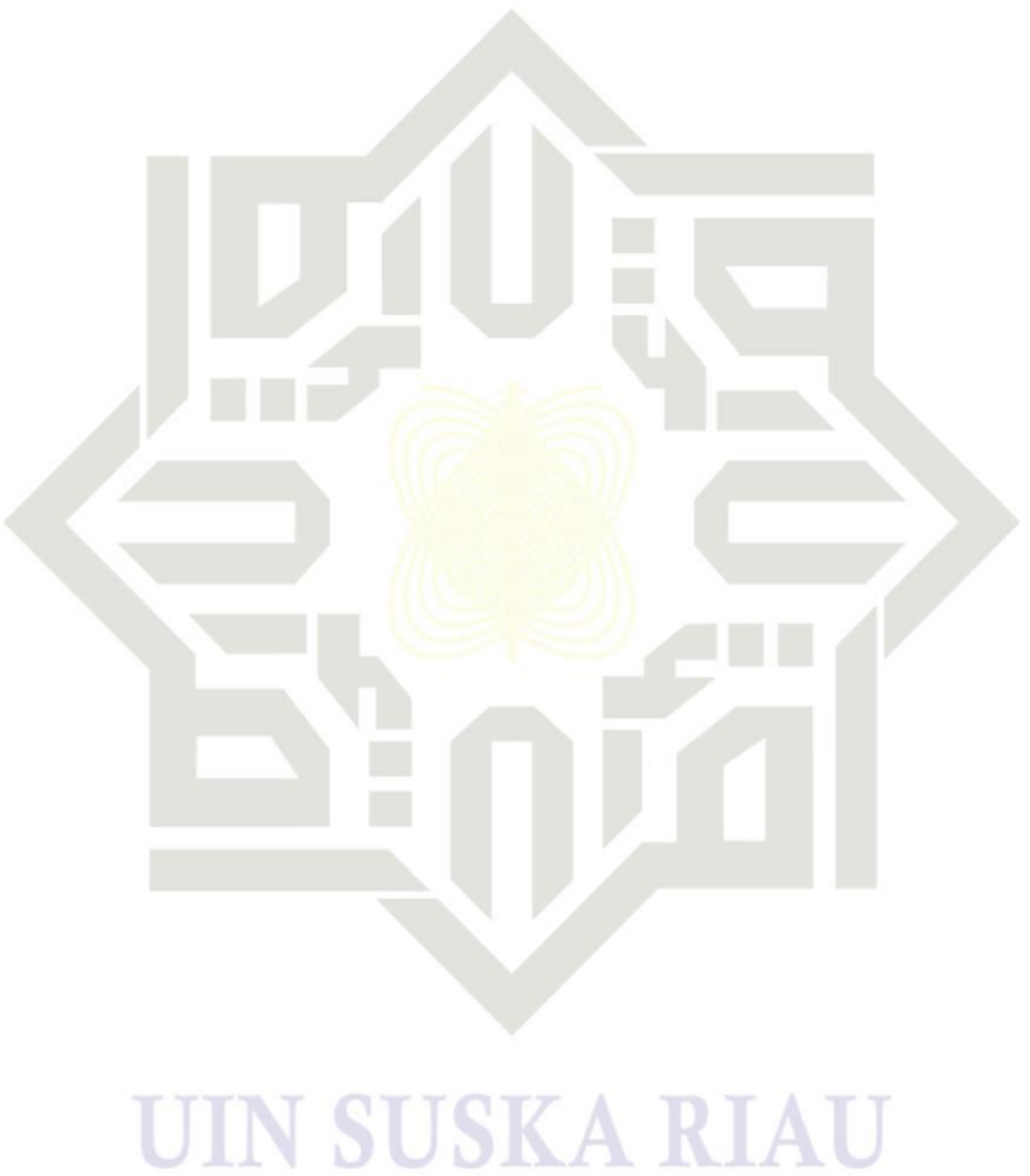
1. 2011- present : English teacher at SMP PGRI Pekanbaru
2. 2011 – present : Lecturer at Language Development Center UIN SUSKA RIAU

Pekanbaru, January
02nd, 2020

Zalia Utami

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

