

A THESIS

**CLASSROOM ACTIVITIES APPLIED BY EFL TEACHER IN
TEACHING SPEAKING SKILL DURING PANDEMIC
COVID-19 AT THE SEVENTH GRADE STUDENTS OF
SMP NEGERI 1 PINRANG**



By

**MASYITHA ADINDA PUTRI PERTIWI
Reg.Num: 18.1300.111**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022

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**MASYITHA ADINDA PUTRI PERTIWI
Reg.Num: 18.1300.111**

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in partial of Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd)

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to

**ENGLISH EDUCATION PROGRAM
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ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of the Thesis : Classroom Activities Applied By Efl
Teacher in Teaching Speaking During
Pandemic Covid-19 at the Seventh Grade
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Name of the Student : Masyitha Adinda Putri Pertiwi

Student Reg. Number : 18.1300.111

Study Program : English Education

Faculty : Tarbiyah

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty
Num: 1196 Tahun 2021

Approved by

Consultant Commission

Consultant : Dr. Arqam, M.Pd
NIP : 19740329 200212 1

Co-Consultant : Drs. Ismail Latif, M.M.
NIP : 19631207 198703 1 003

M. Arqam
(.....)

Ismail Latif
(.....)

Cognizant of,

Tarbiyah Faculty
Dean



Dr. Zulhah, M.Pd

NIP: 1983042020008012010

A THESIS

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Submitted by:

MASYITHA ADINDA PUTRI PERTIWI
Reg Num. 18.1300.111

Had been examined on July, July 21st 2022 and had been declared that it fulfilled the requirements

Approved by Consultant Commissions

Consultant : Dr. Arqam, M.Pd
NIP : 19740329 200212 1
Co- Consultant : Drs. Ismail Latif, M.M.
NIP : 19631207 198703 1 003

Mensyrial
.....
Ismail
.....

Cognizant of,

Tarbiyah Faculty

Dean



Dr. Zulfah, M.Pd

NIP 1983042020008012010

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : Classroom Activities Applied By Efl Teacher in Teaching Speaking During Pandemic Covid-19 at the Seventh Grade Students of SMP Negeri 1 Pinrang

Name of the Student : Masyitha Adinda Putri Pertiwi

Student Reg. Number : 18.1300.111

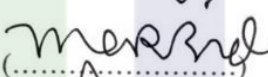



Faculty : English Education

Study Program : Tarbiyah

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty
Num: 1196 Tahun 2021

Date of Graduation : July 21st 2022

Approved by Examiner Commissions

Dr. Arqam, M.Pd	(Chairman)	
Drs. Ismail Latif, M.M.	(Secretary)	
Dra. Hj. Nanning, M.Pd	(Member)	
Kalsum, M.Pd	(Member)	

Cognizant of,

Tarbiyah Faculty



Dr. Zulfah, M.Pd
NIP. 083042020008012010

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Finally, researcher admit that their research is far from perfect. Therefore, expect suggestions and criticism from readers for this paper. Researcher hope that this research paper can provide benefits for everyone and can contribute to the world of education.

Parepare, June 20th 2022

Writer,



Masyita Adinda Putri Pertiwi
REG.18.1300.111

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

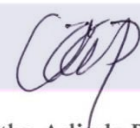
The writer who signed the declaration below:

Name : Masyitha Adinda Putri Pertiwi
Student Reg. Number : 18.1300.111
Place and Data of Birth : Pinrang 11 June 1999
Study Program : English Education
Faculty : Tarbiyah
Title of Skripsi : Classroom Activities Applied By Efl Teacher in Teaching Speaking During Pandemic Covid-19 at the Seventh Grade Students of SMP Negeri 1 Pinrang

Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, June 20th 2022

The Writer



Masyitha Adinda Putri Pertiwi
NIM.18.1300.111

ABSTRACT

Masyitha Adinda Putri Pertiwi, *Classroom Activities Applied By Efl Teacher In Teaching Speaking Skill During Pandemic Covid-19 At The Seventh Grade Students Of Smp negeri 1 Pinrang* (Supervised by Arqam and Ismail Latif)

This study was carried out to know Classroom Activities Applied By Efl Teacher In Teaching Speaking Skill During Pandemic Covid-19 At The Seventh Grade Students Of Smp negeri 1 Pinrang. What classroom activities do teachers use in teaching speaking during the covid-19 pandemic and How the teachers do classroom activities in teaching speaking by the EFL teachers during the covid-19 pandemic.

This method used in this study was descriptive qualitative. The data from this study were obtained from primary and secondary data with data collection techniques, namely interviews, observations, documentation and literature. The result of the Classroom Activities that teachers at SMP Negeri 1 Pinrang use include Small-Group Discussion. Basically both teachers only use one type of classroom activities and more often use conventional methods. Therefore, there are still many students who feel lazy to be enthusiastic about following the learning brought by their teacher.

This also underlies the occurrence of the lazy factor, and the lack of self-confidence of students in speaking actively in the classroom due to lack of motivation and the teacher also does not create or implement creative learning so that students can be enthusiastic about participating in learning well in order to improve students' speaking skills.

Teachers agree that classroom activities can improve students' English language skills, it also makes teachers more creative in creating diverse teaching methods so that students enjoy participating in learning. On the other hand, even though teachers are aware of the importance of implementing classroom activities in teaching, teachers prefer not to use them even if they apply them only occasionally.

Keywords: Classroom Activities, Student Speaking Skills, Pandemic Covid-19, English Teacher.

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CHAPTER I

INTRODUCTION

This chapter include some sections. They are background, Research Questions, the objective of the research, and the significance of the research.

A. Background

Speaking is the most important and interesting component of any language. It represents the most natural and common form of communication among humans. We can easily said that people speak more than they write, so speaking is also the main goal for anyone studying a foreign language. Despite so, it can be often obstructed by a series of factors, such as shyness, lack of self-confidence, fear of other people's judgement, laziness, and so forth. Sometimes it is not simple to overcome such difilcuties people may have with oral communication in a foreign language and this can often lead to stress, discouragement and lack of interest in learning.

Based on the researcher's personal experience when learning English during school, teachers usually only give assignments without giving more specific explanations and even very rarely do active activities in the classroom. Especially in learning to spoken in the class students will be more reluctant because basically they are very lacking in vocabulary mastery and sometimes feel afraid to speak in class because they do not master grammar which results in a lack of confidence.

This also resulted in many students even smart students in the class were not able to express themselves orally in English. Students are lacking in linguistic competence and communication in English, for example during conversations or

group discussions in class. It seems that even now this is still repeated, there are still many teachers who only give assignments without giving students teaching and explanation that can stimulate students to develop their English skills well.

The problems identified above could be as a result of various reasons advanced by scholars. First, due to lack of assessment of speaking skills, learners do not pay attention to it thus graduates have low oral skills . Researcher observe that speaking is the most difficult skill for most learners who learn it as a second or foreign language due to their low proficiency . identifies factors causing speaking difficulties as: Students are worried about making mistakes fearful of criticism, or simply shy¹.

Students have no motivation to express themselves... only one participant can talk at a time because of large classes and the tendency of some learners to dominate while others speak very little or not at all... learners who share the same mother tongue tend to use it because it is easier and because they feel less exposed if they speak their mother tongue².

In addition to the current conditions, Indonesia, even around the world, is experiencing a COVID-19 virus pandemic. All sectors of development, government, economy and education were completely paralyzed. Until the government took the initiative to enforcing work from home and online school programs.

¹ Benter Oseno Gudu, "Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya", *Journal of Education and Practice* Vol.6 No. 35 (2015), h. 56

² Benter Oseno Gudu, "Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya" h. 60

The temporary closure of all educational institutions as an effort to prevent the spread of an outbreak of Covid-19 worldwide has an impact on millions of students, including in Indonesia. Disturbances in the teaching and learning process directly between teacher and students as well as the termination of the assessment of learning have an impact on the psychological of students, causing a decrease in the quality of skills. This burden is the responsibility of all elements of education, in particular the government, in facilitating the continuity of schools for all stakeholders in education to conduct distance education. How should Indonesia plan, prepare for and overcome co-recovery 19, to reduce the loss of education in the future³.

This of course greatly affects/influential the teaching and learning process. Student's become less controlled and of course it makes educators overwhelmed, because all teaching and learning activities are carried out online using whatsapp groups, google classroom, google meet, zoom etc.

Students become increasingly difficult to understand the lessons given, because according to the experience of researcher when doing activities at home, the mind will be divided by various things and increasingly make students not focus on learning and make students trapped in a comfort zone.

The role of parents is also very necessary here because children need to be controlled and guided so that if they can arouse students' interest and enthusiasm for learning and motivate their children to be focused and serious in learning because it is very well understood that students have different learning abilities

³ Rizqon Halal Syah Aji, "Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran", *SALAM; Jurnal Sosial & Budaya Syar-i* Vol.7 No.5 (2020), h. 395

and understanding of learning things. This makes it more difficult for students to learn English, especially English if they are not accompanied by a teacher in learning, therefore the role of parents is needed to guide their children to learn.

Even though the current pandemic condition is experiencing a decline in cases, studying in school (offline) has begun to be held gradually. Of course, this does not only increase students' English skills. Offline learning that is now being held can be seen increasingly showing the lack of students' abilities in learning, especially learning English.

In the initial observations, the researcher found that the students' abilities had decreased compared to before the pandemic hit Indonesia. Even before the pandemic hit, student learning abilities in Indonesia had experienced a lot of decline and this was even worse when the COVID-19 pandemic entered Indonesia, which required students to study at home.

According to English language scholars, use of learner-centered classroom activities including group discussions, speeches, storytelling, drama, debates, poem recitation, songs, and tongue-twisters could alleviate the problem of low oral skills. These classroom activities improve student's active participation, motivate and expose students to authentic use of English language in context⁴.

Many researcher have also proven that students are much more ready to interact with each other with more complex responses than with their teacher, students feel comfortable working, interacting and making mistakes with their partners rather than with their teachers and corrective feedback from peers are

⁴ Benter Oseno Gudu, "Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya", *Journal of Education and Practice* Vol.6 No. 35 (2015), h. 58

found to be less daunting than the correction by teachers. This study therefore sought to establish classroom activities employed and how they are used by teachers in form three English lessons to enhance learners' active participation in secondary schools⁵.

The teacher should provide selective material and varied techniques or approaches which can help students speaking skill, to be more effective and efficient. One of the strategies that can be used to make student interested and easy in teaching and learning process by using Classroom Activities To Teach Speaking English Skill. Usually, the students will be interested learn if they see interesting thing. Based on the explanation above, the researcher is interested to conduct a research by the title Classroom Activities Applied By EFL Teacher in Teaching Speaking Skill During Pandemic Covid-19 at the Seventh Grade Students of SMP Negeri 1 Pinrang

B. Research Questions

Based on the background above, the researcher will formulate the research questions are,

1. What classroom activities do teachers use in teaching speaking during the covid-19 pandemic?
2. How the teachers do classroom activities in teaching speaking by the EFL teachers during the covid-19 pandemic?

C. Objective of the Research

Based on problem statement above, the research aims to know the student's speaking skills through classroom activities at the seventh of SMP 1 Pinrang, the

⁵ Benter Oseno Gudu, "Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya", Vol.6 No. 35 (2015), h. 56

researcher expect a progress in learning English is taught by teacher and the next researcher only.

D. The Significances of the Research

1. The Students

Using classroom activity strategies and techniques simultaneously, can effectively make students more active in the classroom by finding the right strategy, which can definitely improve students' speaking learning outcomes. With the classroom activity strategy, students will be encouraged to actively speak in class and practice so that the strategy can be successful. And they will be interesting for learning about English especially speaking because they are intertwined the other technique in learning.

2. The Teacher

Learning English, especially learning to speak is a difficult thing for students which will make students lazy and reluctant in learning. If the right strategy is not given, the teaching and learning process will not run conducive and will not provide maximum results. The student will know nothing. Therefore, the teacher in learning is recommended to use the strategy so that students are more active to learn in English class.

3. For The Next Researcher

It can help the researcher because this result of research will be reference to the next researcher. This research given is still discussing speaking although the next, the researcher conduct a new strategy or new technique in learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part covers, the researcher would like to discuss with some previous related research findings, some pertinent ideas, conceptual framework.

A. Previous Related Research Findings

Evi Puspitasari has done her research by title *Classroom Activities in Content and Language Integrated Learning* This study belongs to qualitative research. This study reveals classroom activities that facilitate the students in improving their new language and comprehension on content subjects. Not only types of activity implemented, this research also scrutinizes students' responses toward each of them. The evidence illustrates that quiz, group presentation, group teaching and group discussion are activities applied in dual-focused instruction of the English teacher training program, the place where this research was conducted. Students perceived that those activities are able to help them achieve the learning goal that is acquiring the language and theoretical subjects¹.

From the findings and discussion, it can also be concluded that the key factor determining the success of an activity is the teacher. Quiz will be a good activity to assist students in learning theories and a target language as far as the teachers choose the right type of quiz. The students show a positive response to the quiz that provides them sufficient opportunity to use the language, such as an essay instead of multiple-choice quiz. Similar to quiz, group presentation, group teaching, group discussion become a facilitative tool to gain the English skills

¹ Evi Puspitasari, "Classroom Activities in Content and Language Integrated Learning" *Journal Of Foreign Language Teaching & Learning* Vol.1 No.2, (2016), h.10

and content if the teachers help the students without making them dependent on the teacher' assistance².

In his journal stated that qualitative research focuses on exploring a phenomenon and investigating people's mind, feeling, and opinions about the issue. Meanwhile, this research put the center on types of activities used by teachers in CLIL classrooms and scrutinizing students' reactions and responses toward those activities. Classroom activities in a CLIL context is the phenomenon and how the students respond the activities implemented equals with the opinion toward the issue that Creswell addressed Creswell, in Evi 2016³.

Heli Agustin, Leff Noviyenti, Henny Septia Utami researched by a title *The Analysis of Classroom Activities Pursuant to Effective Technique Teaching English in Integrated Vocational Schools* This research used qualitative methods. A qualitative case study research design was considered appropriate in investigating this research inquiry. The aim was to examine the teaching process in-depth and the students' learning activity at schools within an organizational context.

The title of the research project indicated a qualitative research method due to its nature to explore and discover the factors affecting teaching effectiveness. The techniques the teachers used in teaching English at vocational high school Islamic integrated Khoiru Ummah and vocational high school Islamic integrated Rabbi Radhiyyah. Based on the result of this research the researcher concludes that the teachers have implemented all the techniques in teaching English such as a class discussion, think pair share, a learning cell short written exercise,

² Evi Puspitasari "Classroom Activities in Content and Language Integrated Learning" h.12

³Evi Puspitasari, "Classroom Activities in content and language integrated learning" . h. 5

collaborative learning group, student debate, and class game. The teachers implemented that technique in classroom activities. Every meeting the teachers change the technique for make sure the process learning of the students very well by used that techniques. Second, the classroom activities the teachers used in implementation the technique teaching already good activities in teaching English by used several activities such as small group, whole involvement, reading and writing exercise. The classroom activities reflect the technique teaching English in the classroom, every classroom activities the teachers gives the students technique and activities based on the material they learn. Last the classroom activities pursuant to techniques suit the effective teaching theory. The teachers used the techniques and the classroom activities already pursuant with the elements of effective teaching such as about academic learning time, the use of positive reinforcement, cues and feedback, co-operative learning, classroom atmosphere, high order question, direct Instruction, and indirect teaching. From above teacher's techniques, activities that the teachers implemented very well by follow the elements of effective teaching⁴.

Durdagi AKAN and Murat BASAR conducted a research in, their research is *The effect of the classroom activities on classroom management in the teaching- learning process: The case of Uşak City* In order to investigate what kinds of classroom activities are done for constructing the classroom management and how they are conducted, the qualitatative research method was used in this study. About the activities' effects to teachers, all the teachers of the

⁴Heli Agustin, Leff Novianty, Henny Setia Utami, "The Analysis Of Classroom Activities Pursuant To Effective Technique Teaching English In Integrated Vocational School" *English Franca : Academic Journal Of English Language And Education* Vol.3 No.2 (2019), h. 177

middle standard school said that the activities help them improve themselves. They emphasized that they are motivated to learn more in order to execute the activities in the classroom. Based on the students' views, it can be said that they agree that they feel the similar things during the activities, the activities help them develop themselves and the activities arouse interest and they are enjoyable. They also think that the activities provides socialization and cooperation. One of the students noted his/her anxiety infront of the blackboard as the reason for his/her negative response. This finding is in agreement with Başar's findings. According to the that study, the activities promote students' committing to the teacher and the lesson besides being effective in their success. Another important finding was that similar to the students, the teachers mentioned the activities' contributions to their classes. This fact showed the consistency of the current study⁵.

Dian Sartin Tiwery and Threesje R.Souisa in their research *Inside-Outside Circle As The Way In Building Students' Motivation And Interaction In Speaking Classroom Activities* Classroom-based research was applied to conduct the study at SMK Negeri 6 Ambon. The students at the second grade of SMK Negeri 6 Ambon who were enrolled in Multimedia program were participated in this study. In collecting the data, some instruments were used such as classroom observation check list, field notes, in-depth interview, and review documents. In analyzing the data, qualitative and quantitative analyses were applied. In teaching speaking as a foreign language, the roles of teacher are very important in make students actively in classroom activities. There are such as: give students practice

⁵ Durdagi Akan, Murat Basar, "The Effect Of The Classroom Activities On Classroom Management In Teaching-Learning Process, The Case Of Usak City", *Mevlana International Journal of Education (MIJE)* Vol.3 No.4 (2013), h. 152

and use group work or pair work is very helping students be better in speaking skill. To engage students' speaking, students should be given enough opportunities to speak in the class. It is important for English teachers do not take up all the time. According to teacher' experience, in pair work and group work can be used to increase students' speak in the target language during the lesson. So, the students get chance to interact and practice the language with other students. In classroom activities, all the students (100%) believed that their speaking skill is improved. They argued that they can build good interaction with their friends within the group and also with the teacher. By sitting in inside and outside group, the students have more chance to be participated in communicating their thoughts, ideas and opinions. For that reason, they said that they like what they did in speaking classroom activities. In speaking classroom activities, the strategy that used by teacher is very crucial in motivating students to interact in classroom activity. Inside outside circle strategy gives the many opportunities to the students in practicing in speaking classroom activities. When students do practice or conversation with their friends, there is arise an interaction. Interaction can be start from the simple one. Inside outside circle is the solution to push students' motivation and interaction in speaking as well as to build students' confidence⁶.

At the first statement is research's Evi Puspitasari, she used a CLIL (Content and Language Integrated Learning) as a strategy. This study reveals classroom activities that facilitate the students in improving their new language and

⁶Dian Sartin Tiwery, Threesje R.Sousia, "inside-outside circle as the way in building student's motivation and interaction in speaking classroom activities", *International Journal of Language Education* Vol.3 No.1 (2019), h. 44

comprehension on content subjects. Meanwhile, the last research is research's Dian Sartin Tiwery and Threesje R.Sousia only focus on motivation and student's interaction on classroom activity in learning English especially speaking.

Actually the researcher has conducted a research about improving speaking skill using classroom activity and the finding is there are so many strategies and techniques in teaching learning. Therefore, the research in this time will conduct a research about speaking, too. But the difference by the other, the research will focus in using strategy classroom activity to improving student's speaking skill and want to know how the teacher's manage the classroom and motivate the student. The research try to simplify in speaking process. How take the respond and make a respond.

B. Some Pertinent Ideas

1. The Concept of Speaking

a. Definitions of Speaking

Before talking about speaking, it is important to know definition of speaking, in order to have concept about speaking, clearly some definition of speaking given by different writers will be presented below; speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words⁷.

Speaking is an oral language skill that is functional in everyday human life. How come because of speaking we can obtain and convey information. However, for Indonesian citizens, speaking fluent English is a challenge because we do not use the language as English.

⁷ Marriam Bashir et al., eds., "Factor Effecting Students' English Speaking Skills", *British Journal of Arts and Social Science* Vol.2 No.1 (2011), h.38

Speaking is a productive ability. Speaking cannot be separated from listening (listening). When we speak, we create a meaningful text. In communication, we can find speakers, listeners as well as messages and feedback (feedback).

In addition, speaking cannot be separated from pronunciation (pronunciation). Training and improving English skills for students in spoken language is one of the tasks of a teacher that is not easy. Lecturer who are experienced and creative will not have difficulty in choosing the right strategy for choosing the task⁸.

Harmer (in Tarigan, 1990:12). According to him, speaking skills can be obtained by applying three things, namely introducing a new language, training, and communicative activities. When speaking in English, a search and implementation process occurs. The introduction and use of this foreign language will increase diversity and communication skills.

According to Clark and Clark, it is defined as an instrumental act in which a speech will have an impact on the listener. Teaching speaking can be started by honing conversation skills in a foreign language. This conversational skill in teaching speaking in English is included in the expressions used. Success in learning and applying speaking in English is based on many factors⁹.

So according to the researcher speaking is the way someone issues or expresses his opinion so that we can listen, conclude and take the right attitude towards what they have said. Speaking skills are defined as the skills which allow

⁸Atik Rokhayani dan Agung Dwi Nur Cahyo, "Peningkatan Ketrampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate", *Refleksi Edukatika : Jurnal Ilmiah Kependidikan* 5.1 (2015), h.3

⁹ Kampung inggris, "Pengertian Speaking Menurut Para Ahli", (<https://kampunginggrisla.com/pengertian-speaking-menurut-para-ahli/>, diakses pada 28 November 2021)

us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.

Falling back on the definitions of speaking as presented above, we could then come to the conclusion in this part to say that listening as the activity of paying attention to and trying to explain and get meaning from something we see then we speak to explain what we see and telling our feeling in communicative interaction.

When we speak directly people who hear our speech receive and digest what we are talking about, speaking is definitely an active skill that requires the involvement of interpretation of all that we are talking about by bringing our own background knowledge and linguistic knowledge to bear the information contained in it. And need accuracy so that people who hear us speak can understand our speech well.

b. Types of Speaking

Here are some types of speaking, According to Brown (In Asramadhani, Sri M. Murni, 2012), there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive.

1) Imitative Speaking

Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence.

2) Intensive Speaking

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language.

3) Responsive Speaking

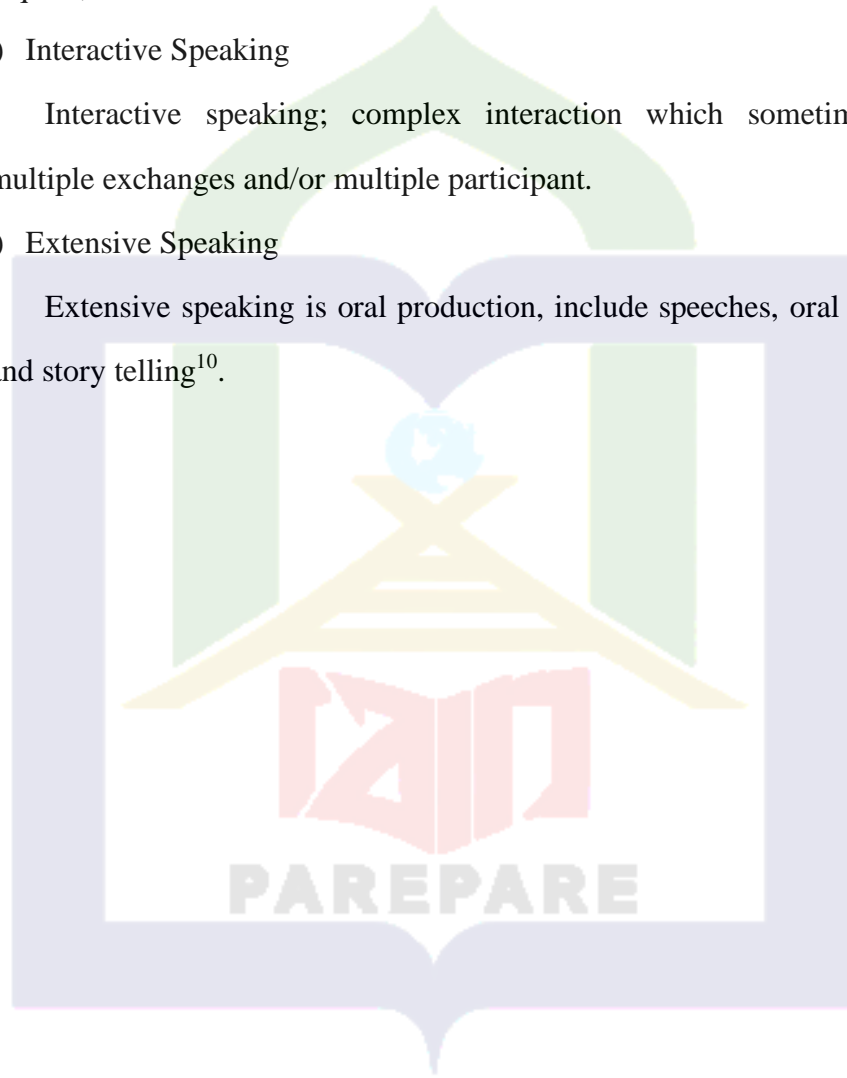
Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like.

4) Interactive Speaking

Interactive speaking; complex interaction which sometimes includes multiple exchanges and/or multiple participant.

5) Extensive Speaking

Extensive speaking is oral production, include speeches, oral presentation, and story telling¹⁰.



¹⁰Asramadhani dan Sri Minda Murni, “Improving Students’ Speaking Skill In Expressing Offering By Using Role Play Technique”, *Transform Journal of English Language Teaching and Learning* 2.2, (2013), h.3.

c. The Component of Speaking Skill

According to Vanderkevent (In Azlina K, Eliwarti, Novitri) there are three components in speaking.

1) The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

2) The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

3) The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

According to Harris (In Azlina K, Eliwarti, Novitri) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

1) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

2) Grammar

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 in

appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

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.

4) 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. From the statement above, the researcher concluded 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.

5) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a

language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on¹¹.

d. The Purpose of Speaking

There are three functions of speaking according to Brown and Yule (In Novia A, 2021) in which each of the speech activity is quite distinct in terms of form and function, and each requires different teaching approach, as follow:

4) Speaking as Interactions

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other. Speaking as interaction is perhaps the most difficult skill to teach since interactional talk is very complex and subtle phenomenon that takes place under the control of unspoken rules.

¹¹Azlina Kurniati, Eliawati, Novitri, "A Study On The Speaking Ability Of The Second Year Student Of SMK Telkom" (<https://media.neliti.com/media/publications/206186-none.pdf>, diakses pada 28 November 2021)

5) Speaking as Transaction

Speaking as transaction refers to situation where the focus is on what is said or done. In such transaction, speaking is associated with other activities. Speaking as transaction is more easily planned since current communicative materials are a rich resource of group activities, information gap, or role plays that can provide a source for practicing how to use talk for sharing and obtaining information.

6) Speaking as Performance

The last type of speaking is called performance speaking. This refers to public talks, talks that convey information in front of an audience, such as class presentations, public, and talk. Speaking because performances tend to be in the form of monologues rather than dialogues, often follow a recognizable format (e.g., say sayings, tell stories, present charts), and are also closer to language than conversational language¹².

e. Factors that Influence the Teacher Strategies in teaching speaking

According to Tuan and May (In Novia A, 2021) If teacher want to help learners overcome their difficulties in learning speaking skill, they should identify some factor that influence their speaking performance. Learners' speaking performance are influenced by factor like performance conditions, affective factors, listening skill and feedback during speaking tasks.

7) Motivation

Motivation greatly affects students' interest in learning speaking because if students do not have the motivation to learn English, students will be reluctant to

¹²Novia Andriyani, *Skripsi: "An Analysis On Teachers' Strategies In Teaching English Speaking At Senior High School 2 Tanjung Jabur Timur"* (Jambi: UIN Sutha Jambi), h. 15

learn English, so teachers must be clever to motivate students to be passionate about learning English especially speaking learning.

8) Learning Environment

The classroom learning environment has a unique and solid history that has survived for quite a long time, generally used throughout the birth and development of learning activities so far. According to learning in this context, it is different from the previous generation, where the needs of students in schools and their social communities are an important focus to be facilitated. Even the environment, models and effective pedagogical approaches to support learning are quite diverse.

Classrooms have been called children's experimental laboratories, they spend many years in school so it is important to pay attention to the role of classroom management in the dynamics of experience and successful learning. This view highlights the effort and importance of a learning concept framework that is adapted to a learning environment where students are not only focused on the classic classroom dimension but the real and digital environment is an important medium today that will strengthen the existence of the classroom environment. Do not miss the view that the important element in the learning environment is freedom, seeking meaning¹³.

The context of the learning environment in this discussion describes the learning classroom environment and smart learning environments as issues that must always be adapted along with the importance of learning, a solid learning environment and a new paradigm have different concepts and various efforts to

¹³ Novia Andriyani, *Skripsi: "An Analysis On Teachers' Strategies In Teaching English Speaking At Senior High School 2 Tanjung Jabur Timur"* h.18

adapt. the learning environment for the creation of good learning. Learning environment (learning environment) in the context of psychology has a high complexity so that it requires effective design and arrangement in order to make learning fun (Umar Umar, 2018).

9) Student Age

A factor that will play a huge role in what materials you should use is the student's age. Teaching a preschool child is very different than teaching an adult. The child's attention span is much shorter; therefore the teacher will need a greater variety of materials to keep the child interested. The material will also need to have a theme that interests kids, such as cartoon characters. Adults, on the other hand, will quickly tire of such simplicity and will want something more practical and stimulating. In short, try to match the material to the interests someone of the student's age might expect to have (In Novia A, 2021).

f. Principles for Teaching Speaking

According to Davin Nunan, (In Ulfania D, 2019) there are five principles for teaching speaking :

- 1) Be aware of difference between second language and foreign language in learning context.
- 2) Give student chance to practice with both fluency and accuracy.
- 3) Provide opportunities for students to talk by using group work or pair work.
- 4) Plan speaking task that involve negotiation for meaning.
- 5) Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

2. Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

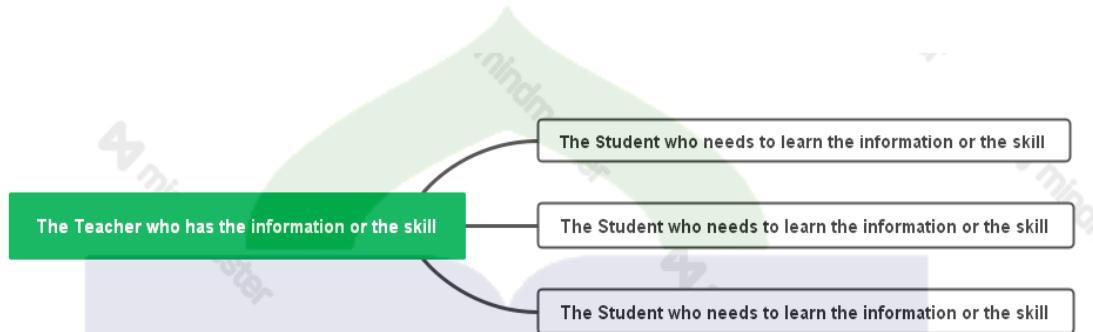
Language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation (Marriam B, Muhammad A, Dr. Ashiq H, 2011).

3. The Concept of Teaching

The concept of teaching is simple. It's all about passing information from person to another. Have a look at this simple diagram:



However, the actual process of getting the information or the skill from the teacher to the students is a much more complicated process. In the case of teaching a language there are many things to consider.

There are many ways to teach something. Which of the following methods do you think would be good to use when teaching English foreign language? (Note that not all of them are particularly good or useful.)

Tell them:

That is, literally model the structure of the English language to them and let them learn by imitating from you and your natural, native-speaking, dialect tones.

Write it down for them:

So many of us learn visually so you could write it down for them and let them learn English by seeing it.

Show them:

You could do this through body language and role-play.

Use the best text books available:

Borders and Waterstones bookshops have whole TEFL sections which contain the latest EFL books to use with your students.

Get them to work it out:

Don't be too hasty to tell them why don't you elicit the English language structures from your students?

Memory techniques:

Derren Brown's *tricks of the mind* (2007), a superb book, has a huge chapter on memory techniques that are easy to use and learn, which may help your students to remember lists of vocabulary and language structure.

Practice over and over again:

Pair work and drilling structure over and over again so that your students can speak using the natural rhythms of the English language.

Translation:

Using the student's native language may help your students to learn English much faster than any other method.

Explain the intricacies of English grammar to them:

Many students may wish to use grammatical rules to help them to speak or write English structures correctly.

Using a recording device:

You could encourage your students to record their English classes, take them home and listen to them. Alternatively, you could encourage your learners to use learn English using the many tapes, phones and CDs that are available¹⁴.

4. The Concept of Classroom Activities

Classroom activities are activities done by student inside the class as part of applying or doing the practical part of the lesson after listening to the theoretical part which is presented by the teacher. Activities outside class enable learners to explore more knowledge through visiting libraries , responding to and using the environmental realia, using electronic programs and accessing to the relevant sites of the internet . The term "Classroom activities" applies to a wide range of skill-based games, strategies and interactive activities that support students' educational development. he goal of all activities is to enhance students' understanding, skill or effectiveness in a specific area by engaging multiple styles of learning. School activities also serve to infuse fun into learning as well as bolster student confidence and the ability to think critically¹⁵.

In classroom speaking activities, a teacher should design tasks and activities in which students can be trained to be actively involved in constructing meaning, producing, receiving, and processing messages or ideas. For that reason, teachers need to consider some factors before they select appropriate teaching strategy to help students to develop their speaking ability. The factors such as students background knowledge of speaking skill, their level of English competency, their' attitude towards the speaking itself', and the materials that should be

¹⁴ Mark Dunford, *"The TEFL Book, A Manual For The New TEFL Teacher"*,(UK: tefl.org.uk),3.

¹⁵GirgisHanna Haroun, *"Classroom Activities"*, (<http://www.bchmsg.yolasite.com/classroom-activities.php>, 29 November 2021).

determined based on students' needs, interest, contexts, and competency (Dian Sartin Tiwery, Threesje R.Souisa, 2019, p. 33).

According to Dian S, and Threesje 2019 In teaching speaking as a foreign language, the roles of teacher are very important in make students actively in classroom activities. There are such as: give students practice and use group work or pair work is very helping students be better in speaking skill. To engage students' speaking, students should be given enough opportunities to speak in the class. It is important for English teachers do not take up all the time. According to teacher' experience, in pair work and group work can be used to increase students' speak in the target language during the lesson. So, the students get chance to interact and practice the language with other students.

In speaking classroom activities, the strategy that used by teacher is very crucial in motivating students to interact in classroom activity. When students do practice or conversation with their friends, there is arise an interaction. Interaction can be start from the simple one. Classroom activity is the solution to push students' motivation and interaction in speaking as well as to build students' confidence. Indirecly when teacher using classroom activity, students more be active than teacher. In helping them to speak well, they were trying to write important points that will be saying to avoid mistakes when they were nervous.

5. Classroom Activities That Teacher Can Use in the Classroom

The thing that we must always remember when teaching is the fact that they have different abilities, different learning motivations, some have high levels of learning motivation, some are low and moderate, have different mindsets, knowledge and learning styles. So therefore we must vary the learning approach

and provide as many opportunities as possible for all students to find their preferred learning style in order to be motivated to improve their learning abilities and achieve the desired learning outcomes. To develop the ability to learn English, especially speaking, teachers need to look closely in order to know the learning needs of students so that they find the right guidelines to direct students to be involved and interested in learning to speaking.

Tuan and Mai 2015 (In Benter O, 2015) pinpoint the factors that affect students' speaking performance such as motivation, confidence, anxiety, time, planning, amount of support, standard performance, listening ability and feedback during speaking activities. For students to have a successful conversation, they must have good listening skills in order to understand what is said to them. The Communicative Language Teaching (CLT) approaches require that learners actively participate by sharing ideas, speaking freely, thus every speaker plays the role of listener and speaker.

According to English language scholars, use of learner-centered classroom activities including group discussions, speeches, storytelling, drama, debates, poem recitation, songs, and tongue-twisters could alleviate the problem of low oral skills. These classroom activities improve student's active participation, motivate and expose students to authentic use of English language in context. Many researcher have also proven that students are much more ready to interact with each other with more complex responses than with their teacher 'students feel comfortable working, interacting and making mistakes with their partners rather than with their teachers and corrective feedback from peers are found to be less daunting than the correction by teachers. This study therefore sought to

establish classroom activities employed and how they are used by teachers in form three English lessons to enhance learners' active participation in secondary schools (Benter O, 2015).

a. Small-Group Discussions

If you have more than three students you may find it convenient to schedule small-group discussions from time to time. This is an excellent way to give students opportunities to speak English, especially if the class is a large one. To supervise group work, you can circulate from one group to another group and offer advice where necessary. Discussion techniques for use in small groups or “buzz groups” are outlined as follows:

- 1) Divide the class into small groups of three to six people each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group write down these points as they emerge from discussion by group members
- 2) Allow the groups to discuss their respective topics for at least 10 minutes. When group members have finished their discussion, they should elect a spokesman who will report on the groups' collective thoughts to the entire class.
- 3) Call on the spokesman of one of the groups. After he gives a short presentation (five minutes or so), class members should question him or anyone else in his group on view points expressed. You can help this general discussion along by addressing your own questions to members of the group.

- 4) Follow the same procedure with the remaining groups until all groups have given their presentation.

Some discussion topics that lend themselves particularly well to this kind of activity are listed below:

- a) Global warming
- b) What makes Korean boy groups so popular in almost all parts of the world
- c) The impact of using cellphones on children without parental supervision
- d) Which Mobile Legends and PUBG games are more popular
- e) How to increase millennial children's interest in reading
- f) The role of books in our lives

Rather than giving each group a different topic, you may sometimes substitute a very short reading selection on a topic of general interest. After group members have read the selection (each student should have his own copy), they can list the main ideas and discuss why they agree and disagree with the viewpoint expressed in the selection. A spokesman can then address the entire class by summarizing the selection and describing the group's reaction to it. You can generate further discussion of the topic at this point by asking other class members to give their views on the subject.

6) Song

Singing is a popular activity throughout the world and EFL/ESL students often delight in learning English songs. You may find that teaching an English

song has the following benefits: (a) As you sing or play a recording of an English song, the students are apt to listen attentively, thereby improving their aural comprehension. (b) The vocabulary, sentiments, and cultural background of the song can serve as discussion material. (c) Singing allows the students a chance to relax from the pressure of conversation. (d) group spirit is fostered through singing. (e) The student can carry the song beyond classroom doors and sing for family and friends. This, in turn, tends to reinforce the students interest in learning English. (f) Singing is suitable for small and large groups alike.

Occasionally, you may have a students who are not interested in singing. Generally, however, students are so eager to sing that they may even demand song when you want to schedule other activities. Song, of course, should not monopolize your sessions. They are the best used sparingly once or twice a week and in ten to twenty minute periods.

Teacher may recognize the merits of songs but lack confidence in leading one because he feels he is not a good singer. While it is true that most of us cannot sing well without some kind of musical accompaniment, there are solutions to this problem. Teacher can use a instrument such a guitar or piano, or just using youtube and speaker.

Sometimes one or more students in the class are better than average singers. Teacher may to teach this student first then, they can lead the rest of students in singing later on. Occasionally, however, no one in the class is a particularly good singer, so the best way we can do is to have everyone listen and sing along with a recording of song.

The kinds song that teacher can use is entirely on the age and interest of student group. Teenagers usually want and really like to learn about the current “hit” songs. The students can often tell the teacher to sing their popular songs, so in the classroom teacher may to using youtube as alternative to find the song and then sing together in the classroom.

To make the most of any song that teacher can choose, teachers may find the following procedures helpful:

- 1) Be sure that you know the words and melody if you plan to sing it yourself or sing along with a tape or record.
- 2) If you do not sing well, have someone else sing the song or using youtube to find song which will be sing. Because from youtube we can find another version from the hard song to sing until the easy one to sing.
- 3) Prepare a copy of the lyric for each student. It is very easy to find song lyrics that teenagers like, so when you have determined the song to be sung, the teacher can search for the lyrics of the song on Google and then print it and then give it to each student to make it easier for students to read and understand the lyrics of the song.
- 4) Read each line in the song with the class following in choral repetition. Correct any problems in pronunciation that occur.
- 5) Explain the meaning of the new words and poin out cases of elision and linking. Then have the class say each line again in choral repetition.
- 6) Have the students listen to the melody two or three times before they sing it.

- 7) Lead the students in singing the song. They should not sing so loudly as to disturb neighboring classes.
- 8) If the students have trouble with the melody, draw a facsimile of the melody line on the blackboard/whiteboard as a visual aid.
- 9) Correct problems in pronunciation or phrasing that may have occurred during singing.
- 10) Have the students practice the song several times so that they learn it well. Do not permit them to sing the song too slowly student are likely to sing a foreign language unless you urge them on.
- 11) Once the song is learned, make it departure point for conversation. Ask questions with vocabulary items from the song or have students use the vocabulary in original sentence. If it is a folksong, talk about its historical background, its particular meaning in its cultural context, and so forth.
- 12) Review the song from time to time. Student enjoy singing song they have previously learned it gives them sense of mastery, and enthusiasm for learning other song.

A final word about song: some commercial companies produce phonograph records with song especially written for students learning English as a foreign or second language. These songs generally have carefully controlled vocabulary and grammar forms in the lyrics and the tunes are cleverly fashioned for use in the manipulative stage of language learning, you may find them useful in your conversation session¹⁶.

¹⁶Julia M. Dobson “*Effective Techniques For English Conversation Groups*” (Washington, D.C: office of English language program united states department of states,2005)63-95.

7) Drama/Drama Musical

Learning English will be absorbed more quickly if you use art performances. Because students will enjoy singing in English more. Likewise with dancing and dialogue because they feel it is like learning while playing and free to express as freely as they want.

Therefore, teaching English using art is faster than face-to-face in the usual way. Through performing arts, students will be more enthusiastic and interested in learning. It also provides a learning experience for students and teachers to focus on what they are doing. One of them is that students have to study and prepare for the show.

By practicing musical drama, students can learn various kinds of traits and characters from the characters being played. In addition, it can also develop the non-academic achievements of these students. And of course it will improve students' speaking ability. The following is an example of a classroom activity using Musical Drama. Learning steps:

- 1) Before practicing Frosen's musical film drama in the first class, the teacher first explained what musical drama is, the history of musical drama and how theater combines song, speech dialogue, acting, and dance to form a musical drama.
- 2) Second, the teacher opens a question and answer session for students who want to ask questions about musical dramas before continuing to explain the next material.
- 3) The third, the teacher begins to distribute roles to students, all students will play multiple roles and will do five to four sessions according to how

many characters and the number of students are in the class greeting. Each student will play the main cast of the film Frosen and also serve as a supporting role to complement other classmates' sessions when it is their turn to perform a musical drama.

- 4) The fourth is showing the Frosen film which has been cut into pieces which have previously been determined which part the students will play later. Previously, the teacher had provided LCD and speakers.
- 5) Note the film and ost parts that will be displayed:
 - <https://www.youtube.com/watch?v=X0VQ03zh-mY> (part film)
 - https://www.youtube.com/watch?v=TeQ_TTyLGMs (ost)
 - <https://www.youtube.com/watch?v=SoFa-4YQp0k> (part film)
 - <https://www.youtube.com/watch?v=nLGBEETtEPc> (part film)
 - <https://www.youtube.com/watch?v=Dr57W6R1qVE> (ost)
- 6) The fifth is the division of groups, the division of groups will be determined based on the number of students, then students are allowed to choose two videos to study, one video contains film dialogue and the other is an ost film, both of which will be shown two weeks from the day of the division of parts.
- 7) The sixth practice session where all students will learn dialogue in English, acting, and also in the musical drama appearance, students not only say the dialogue in the film but also sing the official soundtrack in the Frosen film.

- 8) Furthermore, to ensure that all students practice the English dialogue script and the song, the teacher will check the level of fluency one by one and correct the students' pronunciation of English words.
- 9) One way to ensure that students are enthusiastic about participating in musical drama exercises is to remind them from the start that the practice is a substitute for UTS or UAS, explain in detail the procedures for dialogue and pronounce words in English and motivate students to be enthusiastic about participating in lessons and learning English.
- 10) Practice learning dialogue, songs will take as much as two weeks of the meeting then at the next meeting there will be practice.

8) Tongue Twisters

Tongue twister are wonderful way to practice pronunciation and have fun at the same time. Because they are difficult, even for native speakers, no one feels dreadfully upset at making mistakes, yet there is a huge challenge to do well. Most tongue twisters contrast similar sounds. Longer ones can be used to practice sentence rhythm. A favorite for the /θ, s, f/ contrast is *Theophilus Thistledown, the successful thistle sifter, in sifting a sieve of unsifted thistles, thrust three thousand thistle through the sick of his thumb*. For the /s, š/ contrast there is *She sells seashells by the seashore*. These can be shared with partners, small groups, or the whole class.

9) Rhythm and Rhyme

A feature of English which causes much difficulty to some students is the regular placement of stressed syllables in a sentence. English has a regular beat. Song and poetry are very popular aids in establishing this. What is more regular

than a limerick? Have students tap or clap the beat as a poem is read or as they read in chorus. Better still, have them walk, putting a foot down on each beat.

Not only poems and song have rhythm; so do large numbers. Read large numbers and have students walk, putting a foot down each time you snap your fingers. Keep the speed fast and the beat regular. For example, read the following number, snapping your fingers on each underline syllable: *Three hundred and seventy five million, eight hundred and thirty-three thou and, two hundred and four.*

Song and poems may be used to teach rhyme as well as rhythm. Here students must learn to match stressed vowels and following consonants in different words. Give students the lyrics to a song with the rhyming words omitted. Have them listen carefully for the missing words and say them for you¹⁷.

10) Plays/Role Play

Dialogues and improvisations are, in effect, forms of role-playing, which is an engaging device to stimulate students to use their newly acquired English. Thus far, we have spoken of role playing involving two students only, but of course several people can interact in a role-playing situation. This brings us to the matter of plays.

Plays are especially popular activity in conversation clubs where the group has sufficient time to devote to the study, practice, and staging of a play. Generally speaking, plays require too much time to work with conveniently in just one class hour. However, a teacher may wish to schedule a short skit or skits

¹⁷Michael H. Long, Jack C. Richards, *Methodology In TESOL: A Book Of Reading*, (U.S.A: Heinle & Heinle Publisher, 1987) h. 196-197

during a class period to give several students a chance to participate in role-playing.

Many teachers would like to use role-playing exercises such as the one above but are afraid to try. They say, “My students would think role-playing is too childish or embarrassing. They just wouldn’t cooperate!” Sometimes it is, in fact, difficult to convince students that role-playing in the language classes is beneficial and entertaining. If teachers have established good group spirit, however, the students may be more willing to try this activity, and role-playing may turn into a great source of satisfaction for everyone, one initial reserve is dispelled.

A colleague in Bolivia tried out a role-playing exercise during which her students, who had been until then relatively passive in English conversation activities, revealed unsuspected talents in both drama and English. The students agreed that they would impersonate members of an imaginary film troupe, comprising a tyrannical director, a temperamental actress, two male actors, an aged make-up lady, and a camera man. In these assumed roles the students interacted convincingly in English, and the exercise was so satisfying to them that they clamored for more.

This illustrates once again that role-playing helps overcome the inhibitions of self-consciousness which, more often than we may think, are the underlying obstacles in conversation practice. It would appear that through impersonation, the student temporarily divests himself of the responsibility for personal mistakes. In broader terms, one might say that, as he improves his ability to converse in English, the student gradually acquires almost a new personality.

Thus, role-playing and language learning may be very intimately connected, and role-playing exercises should be given the importance they deserve.

If the students feel they are not ready for role-playing on an impromptu basis, teacher might find reading and enactment of established plays a suitable activity, provide that the group has the time. The following suggestions may be of help in choosing and working with a given play:

- a. Select a short modern play one that is a simple comedy or family drama.
- b. See that each student receives a copy of the play. They can read it and look up any unfamiliar words at home.
- c. Discuss the play in class. First, make sure that everyone understand the structure and vocabulary. Then, analyze with the students setting of the play, the characters, the plot, and the author's message.
- d. Seat the students in a circle. Assign roles and have them go through the play using the play using what Richard Via calls the "talk-and-listen system." In this system *only the person who is going to speak looks at his script.*
- e. Do not ask the students to memorize the play. Use the "talk-and-listen" method instead for listening lines.
- f. Encourage the students to speak their lines with feeling. To do this, they must *get involved* in the situation.
- g. Stage the play if you the students can devote time to the project¹⁸.

6. The Related English Teaching Method Teacher Can Using in the Classroom Activities

¹⁸Julia M. Dobson, "Effective Techniques For English Conversation Groups", (Washington, D.C: office of English language program united states department of states,2005) h. 63-95.

According to Moumita Ghosh 2020 “Classroom”, a word that brings to our mind a setting wherein a teacher stands in front of a class of 30 to 40 students, delivering a lecture with a specific gravity in his/her voice. This is the method of teaching that was prevalent when we were in school some two decades ago. However, things have changed over the years, and though it was one of the most effective methods of teaching English to young students, it no longer considered the same now.

Language teaching, like any other topic, has undergone a lot of changes. It has shifted to role-plays, interactive games, short visuals, etc. from the traditional ways, such as lectures by facilitators with only a blackboard to support and spell repetition and grammar worksheets, have shifted to role-plays.

In general, everything you teach needs to be relevant to the students’ environment, as students are the focal point of the teaching and learning process.

Natural Method

This method of teaching English, also known as the direct method, seems to be a response to the Grammar translation technique. It required the teacher to strictly prohibit the student from using his/her native language. The learner is supposed to perfectly express himself/herself in English, with proper accent and usage of grammatical skills. As the student thinks and talks in English in real-life situations, they learn the language accurately, and there is no rote learning or translation.

Audio Lingual

This method of teaching English was initially called ‘the Army Method,’ as it was devised during the second world war when it became necessary for soldiers to learn the language of their opponents. It resembles a direct method in a way. To sum up, the process of the audio-lingual method is characterized by conventional drilling of set phrases which are used in daily communication, and grammatical rules are not emphasized upon, the vocabulary taught is contextual, the technique uses audiovisual aids. The method of teaching English is used until now and is suitable for learning to communicate properly in English or any other second language. Still, extensive relearning and memorization led to a lack of routine learning of English, which developed an obstacle in diverse communication¹⁹.

Communicative Language Teaching (CLT)

The idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves in. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few.

Total Physical Response (TPR)

Total Physical Response, otherwise known as TPR is an approach that follows the idea of ‘learning by doing’. Beginners will learn English through a

¹⁹Moumita Ghosh, “9 Different Methods of Teaching the English Language in 2021” (<https://www.henryharvin.com/blog/different-methods-of-teaching-english/>, diakses 29 November 2021)

series of repetitive actions such as “Stand up”, “Open your book”, “Close the door”, and “Walk to the window and open it.” With TPR, the most important skill is aural comprehension and everything else will follow naturally later.

The Silent Way

The Silent Way emphasises learner autonomy. The teacher acts merely as a facilitator trying to encourage students to be more active in their learning. The main of this way of teaching is for the teacher to say very little, so students can take control of their learning. There’s a big emphasis on pronunciation and a large chunk of the lesson focuses on it. This method of learning English follows a structural syllabus and grammar, vocabulary and pronunciation are constantly drilled and recycled for reinforcement. The teacher evaluates their students through careful observation, and it’s even possible that they may never set a formal test as learners are encouraged to correct their own language errors.

Community Language Learning

This is probably one of the English teaching methods where the student feels the safest as there’s a great emphasis on the relationship and bond between the student and teacher. Unlike a lot of the other methods and approaches of teaching English as a Second Language, a lot of the L1 (mother tongue) is used for translation purposes²⁰.

7. The Teachers Strategies Can Used in the Classroom Activity During the Pandemic covid-19

Teaching and learning processes and procedures during the COVID-19 pandemic are certainly, very different from teaching and learning before the

²⁰INTESOL Teach Abroad, “*English Teaching Method*”, (<http://www.huntesl.com/a-brief-look-at-the-different-esl-teaching-approaches-and-methods/>, diakses 29 November 2021).

pandemic. the government was forced to change the learning system and curriculum to make it more concise and easier to use because all the learning process will be done online/study at home.

Even though the current condition is getting better, the government is finally trying to open learning in the classroom as usual, however, of course there are many rules that must be obeyed by both students and teachers. For example, the gem hours of lessons that were previously two hours were changed to just one hour.

this is certainly one of the things that will have an impact on the quality of learning. very many students who while studying at home become very lazy and reluctant to study so that their learning abilities decrease, however, after entering the class their abilities decrease. One of the causes is the lack of intensity and quality of learning. This will be further exacerbated if the time to study in schools which will generally be guided by teachers does not have much time to teach.

therefore based on a relatively short time in teaching because they have to comply with the rules that have been set by the government and the principal, teachers are challenged on how to develop students' speaking skills in a relatively short learning period.

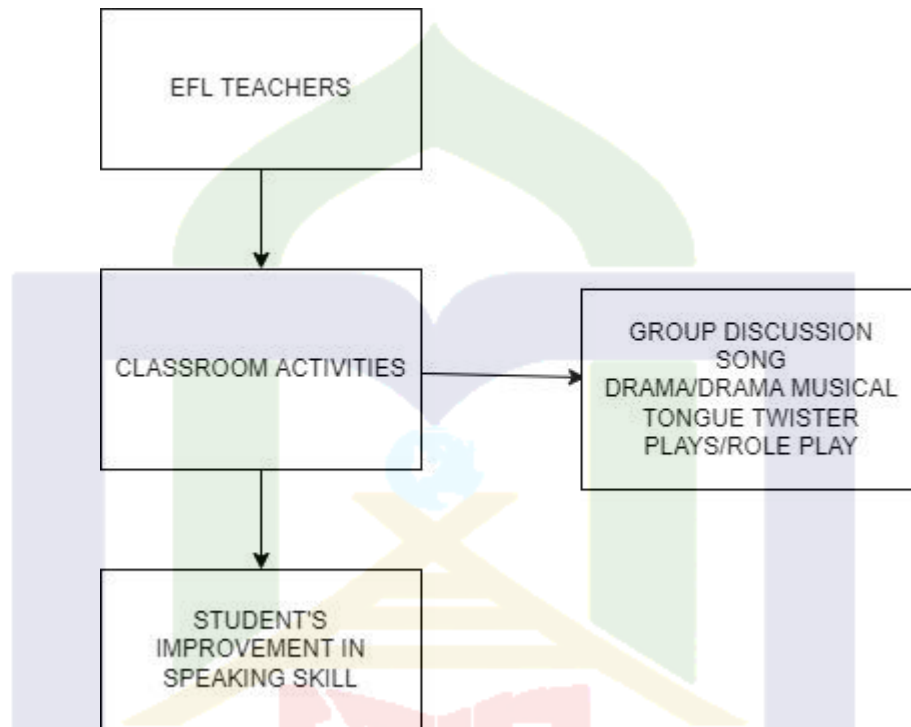
The teacher must determine the right strategy in teaching speaking with a short teaching duration, even though it can still develop students' learning abilities and motivation in learning speaking. teachers can design learning by using classroom activities, however, teachers must always adjust the duration of learning so that the classroom activity can be carried out properly. This will be a

big challenge for all professional teachers who will try to find the best way to develop students' learning abilities and get the desired learning outcomes.



C. Conceptual Framework

The conceptual framework underlying will be given in the following diagram:



The researcher would take population at SMP Negeri 1 Pinrang. Then, the researcher choose random technique to take the sample. They are VIII class. The respondents is taken as many as 40 respondent. first, the researcher collects student and teacher data through observation. During the observation period, researcher will see directly the teaching and learning process in schools and see the actual conditions of teaching and learning, researcher will see how the teacher's methods of learning, how teachers bring material in teaching and how students react and respond during the teaching and learning process.

Second, researcher conduct interviews, researcher give questions to teachers and students to obtain information about the things that will be included in the data to be analyzed.

And the last is evaluation. After conducting observations and interviews, the researcher will then collect the data obtained and then analyze the existing data to obtain conclusions.



CHAPTER III

RESEARCH METHOD

The section preceded with the description of the research method, location and duration of the research, population and sample, instrument of the research, data collecting procedure, and technique of data analysis.

A. Research Design

This research used qualitative research methods, in which this method relies on human observation, on the grounds that it has a natural setting, is descriptive in nature, pays more attention to the process rather than the results and analyzes the data inductively, which is essential. In the process the researcher used direct descriptive research. A qualitative research study is needed to explore this phenomenon from the perspective of distance education students. A central phenomenon was the key concept, idea, or process studied in qualitative research¹.

With qualitative research, it is necessary to do descriptive analysis. The descriptive analysis method provides a clear, objective, systematic, analytical and critical description and description of the classroom activity. The qualitative approach is based on the initial steps taken by collecting the required data, then clarification and description are carried out.

¹Jhon W Creswell, “*Research Design qualitative, quantitative, and mixed method approaches. Research Design qualitative, quantitative, and mixed method approaches*”, (2009), h. 162-165.

B. Location and Duration of the Research

The researcher took location in SMP Negeri 1 Pinrang that concern at the second year students and the English teachers. In the field research, the writer observed the second grade students and the teachers of SMP 1 Pinrang and the researcher required time for \pm in a month.

C. Researcher Role

Qualitative researcher collect data themselves through examining documents, observed behavior, or interviewed participants. Researcher might use a protocol an instrument for collecting data but the researcher was the ones who actually gather the information. Researcher did not tend to use or rely on questionnaires or instruments developed by other researcher².

Qualitative research takes place in the natural setting. The qualitative researcher often goes to the site (home, office) of the participant to conduct the research. This enables the researcher to develop a level of detail about an individual or place and to be highly involved in actual experiences of the participants. In this research, the researcher as a key instrument, as an observer, recording of what happens in the setting field notes and interview notes by collecting other kinds of documentary evidence Beverly Hancock 2007 (In Novia A, 2021).

²Jhon W Creswell, *“Research Design qualitative, quantitative, and mixed method approaches. Research Design qualitative, quantitative, and mixed method approaches”*, (2009), h. 162-165.

D. Population and Sample of the Research

1. Population

“Population is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher”³. The population of this research was the second year students of SMP 1 Pinrang in academic year 2021/2022. To be clear, this population is to put on the table as follow:

NO	Class	Sex		Total
		Male	Female	
1	VII.1	19	23	42
2	VII.2	21	21	42
3	VII.3	19	22	41
4	VII.4	22	20	42
5	VII.5	20	21	41
6	VII.6	21	20	41
7	VII.7	17	24	41
8	VII.8	18	23	41
9	VII.9	20	21	41
10	VII.10	20	20	40
11	VII.11	18	24	42
12	VII.12	16	23	39
TOTAL		231	262	493

(Source from SMP Negeri 1 Pinrang)

³Hasnawati, “Promoting Listening Comprehension Through Bottom-Up Strategy By Using Picture Cues Technique At The Second Year Students Of SMP NEGERI 1 PINRANG”, (Skripsi Sarjana; Jurusan Pendidikan Bahasa Inggris: Parepare, 2014).

2. Sample

Sample is the selected elements (people or objects) chosen for participation on a study; people are referred to as subjects or participants. The researcher used random sampling. The researcher chose 30 students as respondents besides making it easier. The researcher also chose 2 English teachers as respondents. The researcher used random sampling technique. By the Random Sampling technique, the writer took six classes from VII class. Because the researcher needs a class that can represent the characteristics of the population. As the object of research because the class is considered able to represent desired population characteristics.

E. The Instrument of the Research

The instrument of this research is using observation and interview.

1. Observation

Observation of qualitative research is observed individual behavior or situation. In this checklist of observations, the researcher notes, in an unstructured or semi-structured form structure (using some previous questions that the questioner wants to know), activities at the research site. Qualitative observers can also be involved in roles that vary from nonparticipants become complete participants. Observing in field research is often a detailed, boring job. Instead of a quick flash, motivation arises from a deep curiosity about details. In this research, observation observed the real teaching in teaching speaking to the seventh grade students of SMP Negeri 1 PINRANG.

2. Interview

Researcher conducted interviews to collect information from respondents through verbal interaction. Previously, researcher prepared structured questions

that would be asked of respondents related to research for 10 or 15 minutes and in this research is using the face to face interview. The interview is a form of data collection in which questions were asked orally and subjects' responses were Audio recorder.

3. Documentation

During process of the research, the researcher may collecting a qualitative document. Examples of documentation can be in the form of student assessment documents, photos, and other document files found and used in this research.

F. Research Procedure

This study used descriptive qualitative research methods procedures to analyze the use of classroom activities in teaching speaking whether it is effective in using it during the transition period and can develop or improve students' speaking skills.

The analysis involves, first, the researcher collected the students and teachers data through observation. During the observation period, researcher will see directly the teaching and learning process in schools and see the actual conditions of teaching and learning, researcher will see how the teacher's methods of learning, how teachers bring material in teaching and how students react and respond during the teaching and learning process.

Second, researcher conducted interviews, researcher gave questions to teachers and students to obtain information about the things that be included in the data to be analyzed.

And the last is evaluation. After conducted observations and interviewed, the researcher then collected the data obtained and then analyze the existing data to obtain conclusions.

G. Technique of Data Analysis

After the data have been collected, the researcher turns to the task of analyzing them. Qualitative data analysis was a process of searching and arranging the data taken from the observation, interview, and documentation. Qualitative data analysis consists of three current flows of activity: data reduction, data display, and data verification (Miles and Huberman) :

1. Data Reduction

Reducing data means summarizing, choosing the main things, focus on important things, look for patterns and themes contained in it. Therefore, researcher can reduce the data takes place continuously during the study until obtaining data that fits the focus of the problem. Thus the data has been reduced gave a clear picture, and make it easier for researcher to carry out further data collection. Data reduction in this study focused on results observation and interviews with teachers and students refers to the teacher's teaching strategy in teaching using classroom activity and how the teacher increases the motivation of students in learning speaking.

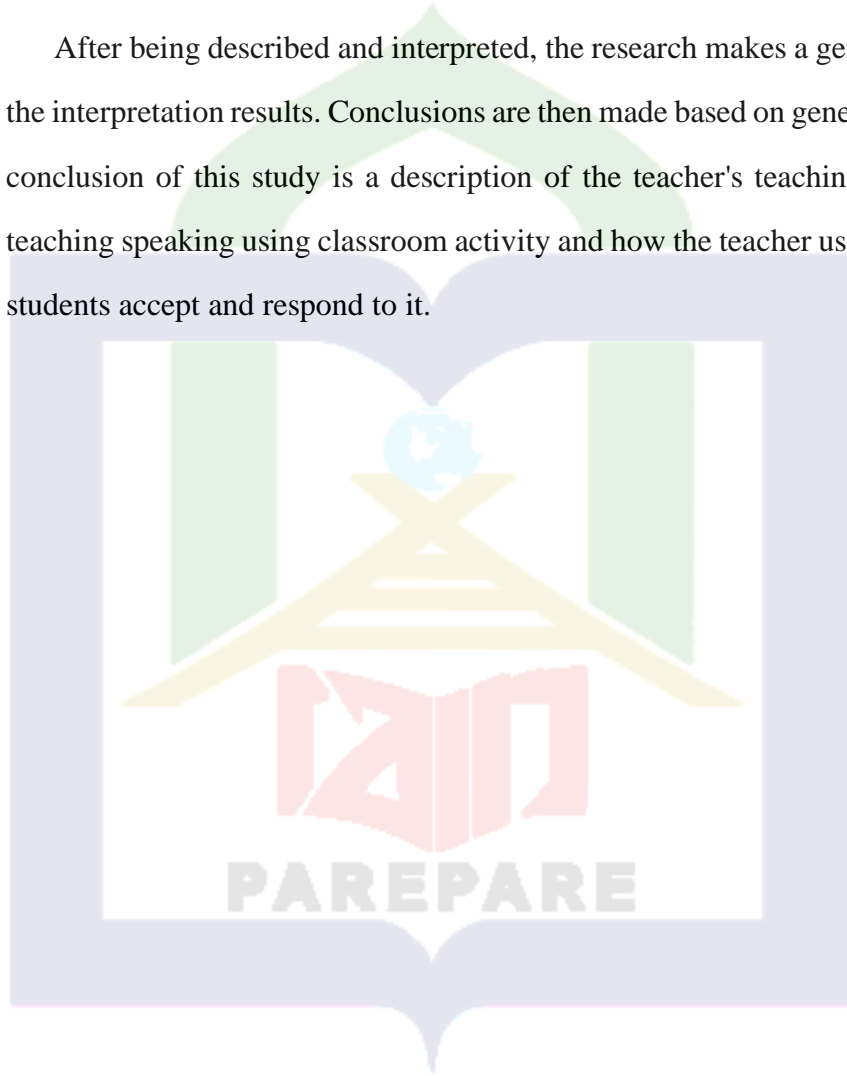
2. Data Display

After the data is reduced, the next step is display data form of a brief description and in the form of a chart. According to Miles and Huberman suggests presenting the data in qualitative research is with narrative text. The data is appropriate with the focus of the research problem grouping and taking

understanding to come to a conclusion. In presented this data equipped with data analysis which included analysis of observation results, analysis of documentation results and analysis of interview results.

3. Data Verivication

After being described and interpreted, the research makes a general view of the interpretation results. Conclusions are then made based on general look. The conclusion of this study is a description of the teacher's teaching strategy in teaching speaking using classroom activity and how the teacher uses it and how students accept and respond to it.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter presents finding and discussion of the research about Classroom Activities Applied by EFL Teacher in Teaching Speaking skill During Pandemic Covid-19 at the Seventh Grade Students of SMP Negeri 1 Pinrang, researcher have divided their research into two parts: research results and discussions. The findings consist of what kinds of classroom activities do teachers use in teaching speaking during the covid-19 pandemic and how how the teachers do classroom activities in teaching speaking during the covid-19 pandemic. The findings were obtained from the observation and interview result documentation and followed by discussion. The data from that instrument are discussed in the finding and discussion below.

A. Research Findings

In speaking classroom activities, the strategy that used by teacher is very crucial in motivating students to interact in classroom activity. When students do practice or conversation with their friends, there is arise an interaction. Interaction can be start from the simple one. Classroom activity is the solution to push students' motivation and interaction in speaking as well as to build students' confidence. Indirecly when teacher using classroom activity, students more be active than teacher. In helping them to speak well, they were trying to write important points that will be saying to avoid mistakes when they were nervous.

But, in real learning process, most of the students are still rigid in speaking English in the class, for example, in learning speaking in the class, there are still many students who are shy and not confident in answering questions from the teacher. And also feel less motivated to be active in the classroom activities and

choose to be quiet and pay attention to other friends interacting with their teachers in the class.

This is caused by the lack of student motivation in learning due to the lack of students' vocabulary skills, feeling discouraged and embarrassed in speaking in class and afraid of mispronouncing.

Based on the interview and class observation with the English teachers and the students of SMP Negeri 1 Pinrang, the researcher presents the finding if the study.

Researcher obtained data through interview and observation. Researcher made interviews to obtain statements from the teachers and students about classroom activities. Researcher interviewed 2 English teachers for grades VII 1,2,3 and VII 7,11,12 from SMP Negeri 1 Pinrang on Monday-Tuesday, 16-17 May 2022 after school. And the researcher also interviewed 5 students of SMP Negeri 1 Pinrang from each of the English language teachers on Wednesday-Thursday, 18-19 May 2022 after school. The interview was used by researcher to get the data about what kinds of classroom activities do teachers use in teaching speaking during the covid-19 pandemic and how the teachers do classroom activities in teaching speaking during the covid-19 pandemic and to know the benefit of classroom activities of SMP Negeri 1 Pinrang.

Based on interview conducted with English teacher class VII of SMP Negeri 1 Pinrang, The two teachers interviewed by the researcher said that they used classroom activities in their teaching and learning process. The teachers use classroom activities as a learning method because they consider that classroom activities can increase students' learning motivation to actively participate in class

learning and can also improve students' English language skills. English teachers say that they use a variety of activities in the classroom so that students are always actively learning and participating in every learning activity. Even though the learning duration is very short because of the regulations made due to the impact of the covid-19 pandemic, they still try to use classroom activities so that students can be active in the classroom.

According to students who have been interviewed, the students like face-to-face learning, even though their learning duration is short, learning is still fun because they can learn directly and understand better because their teacher can directly explain the material without being disturbed by bad signals. for grade VII 1,2,3 students who were taught by the first teacher the students said that they liked the learning brought by the first teacher because the learning sometimes was creative and innovative even though they did not always use classroom activities, most of them said that their teacher's learning was good and fun. Although sometimes there is a language that they do not understand but it does not reduce their enthusiasm for learning.

Meanwhile, the students from grade VII 7,11,12 who were taught by the second teacher said that the teacher's learning was not really fun because the teacher rarely used classroom activities, their teacher usually only used textbooks as a tool/media for teaching. some of them said the learning was still fairly good and understood, some said that the learning was a bit difficult to understand, sometimes there was a language they didn't understand and sometimes they were reluctant to ask again.

From the interview, it can be concluded that the first and second teachers have the same opinion about classroom activities that it is important to use classroom activities in the classroom so that students become more motivated and actively learn in class and of course can improve students' English language skills. However, students have different statements about the way their teachers teach.

Students from the first teacher stated that their teacher was a teacher who was classified as creative in bringing learning materials although it was not always like that but most of them were still eager to learn in their English teacher's class, meanwhile the students from the second teacher stated that their teacher included teachers who only focus on textbooks very rarely use classroom activities or create learning activities that make them eager to learn, even though they still state that their teacher is still a teacher who can teach well even though sometimes they do not understand the explanation from their teacher and sometimes are reluctant to ask.

The education-learning process, as a teacher can explore the materials by classroom activities and make an interacting, communicating with their students, and it is very meaningful to support students during learning process by implementing material with classroom activities. So teachers really need classroom activities to make students more active and motivated to learn in class. It is very meaningful if the teacher can provide better learning tools for students in learning and improve students' English learning skills with the opportunity to interact more between teachers and students and students with friends and with both using classroom activities.

The researcher made observations to obtain data on offline classroom activities. Researcher met with English teachers of SMP Negeri 1 Pinrang and with their permission researcher can observed teaching and learning process in the classroom with directly. From Wednesday 18 May 2022 to Saturday 21 May 2022, researcher conducted a observation in Juni of SMP Negeri 1 Pinrang in 7th Grade.

Based on the observation, the researcher wrote everything that happened in the class, all activities in class VII 1,2,3 and class VII 7,11,12. Discovered through observation researcher in the classroom teaching and learning process it is the types and how the teacher applied classroom activities in teaching and learning English class.

1. Types of Classroom Activities

This part presents the research result which the researcher found in the field by doing interview and observation. It related to the english teacher applied classroom activities in teaching speaking skill. Researcher will lay out the results of the research that researcher obtained during a direct research at the SMP Negeri 1 Pinrang.

The first teacher said on his interview That a classroom activities plays a vital role in teaching English especially speaking because with the use of a classroom activities, students will be active-and motivated to participate in the study because with the classroom activities can be packed into interesting and attractive so that students are interested in participating in English classes. Based on the interview, First teacher said The types of classroom activities that he usually implements in the classroom are discussion, group study and role play

and games. however, because of a limited time constraints due to the rules of learning duration during covid-19 the first teacher said that he did not always use it due to time constraints, therefore he did not always use classroom activities in the class. even so the first teacher agreed that classroom activities can significantly improve students' English language skills and also students' interest in learning because various classroom activities can encourage students to be active in class so that they can improve their ability to speak English, increase vocabulary and speak fluently. And classroom activities are also effective in teaching English, especially speaking because these activities prioritize the ability to speak English so that they brave to speak English in class during the pandemic. because previously, during online learning, students of course lacked understanding and practice speaking English, therefore, since offline school was implemented, even though it was constrained by the duration of learning, classroom activities could significantly improve students' English skills.

Based on the statement as a teacher have to be creative, that way students will not be bored following learning in the class and become more active in learning English that their teacher brings. Likewise, students can improve their English language skills, especially speaking skills because with classroom activities there are many activities that can increase students' vocabulary and pronunciation.

The student's from the first teacher class said that said their teacher sometimes apply classroom activities in learning English in the classroom. however, not often, only sometimes, usually their teacher only explains the material briefly and then gives assignments, their teachers more often just give

assignments in textbooks and are instructed to do them. Regarding the teacher's explanation, sometimes they understand, sometimes they don't understand. if their teacher is implementing classroom activities, their teacher usually uses paper media containing pictures of animals, plants and objects around to be used as learning materials. Usually students are given time to go out looking for items that they will explain individually or in groups and then discussed together in class.

Students also said that the classroom activities that their English teachers usually used were fun and made them enthusiastic in learning, even though their teachers did not often use classroom activities for the reason of limited learning time due to the rules imposed as a result of the covid 19 pandemic.

The second teachers said on her interview Classroom activities are very effective in learning in the classroom because students will be encouraged to actively speak in class. In addition, with classroom activities, learning will be diverse and interesting so that it will make students interested in learning.

Based on the interview the second teachers said that the types of classroom activities that she usually use in the classroom are group discussion, song and role play. despite that the second teachers said that she did not use classroom activities too often, usually she only explained the material in the book and then gave her students assignments to do in class or homework. sometimes she also gives dialogue activities to his students using the dialogues already in the textbook.

Even so the second teachers agreed that classroom activities can significantly improve students' English language skills and also students' interest in learning

because various classroom activities can encourage students to be active in class so that they can improve their ability to speak English, increase vocabulary and speak fluently. And classroom activities are also effective in teaching English, especially speaking because these activities prioritize the ability to speak English so that they brave to speak English in class during the pandemic. because previously, during online learning, students of course lacked understanding and practice speaking English, therefore, since offline school was implemented, even though it was constrained by the duration of learning, classroom activities could significantly improve students' English skills.

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Students will be more active and motivated in learning if their teachers can create a pleasant learning atmosphere and also teachers must be able to create various kinds of creative teaching media in order to increase students' interest in learning.

The students from the second teachers class said that their teacher sometimes apply classroom activities in learning English in the classroom.

Their teachers more often just give assignments in textbooks and are instructed to do them. Regarding the teacher's explanation, sometimes they understand, sometimes they don't understand, even though the students said they

did not deny that there were times when their teacher's learning was fun when their teacher implemented classroom activities in the classroom in the form of discussing together or being given singing assignments. This kind of learning makes students more enthusiastic and motivated in participating in learning in the classroom.

Based on observations made by researcher on the first teacher and students in the class the researcher found that the first teacher used the discussion method. The teacher conducts a brief discussion about the subject matter that was brought that day then practice reading the dialogues in the textbook. After that the teacher instructs the students to do the assignments in the student's textbook.

Almost the same thing also happened to the second teacher and the students when the researcher made observations in the classroom. The researcher found that the second teacher only explained the material in the textbook then practiced reading the dialogue after that the students were finally directed to do the tasks in their textbook.

This was found by researcher from the beginning of the observation to the end of the observation and this was also in line with the statements of the students who stated that their teachers usually only used conventional learning methods rather than implementing classroom activities in the classroom.

2. How the Teacher Applies Classroom Activities in the Classroom

In teaching the teacher certainly requires the right and varied methods to be more varied in teaching the material to be presented. Therefore, it is necessary for teachers to be demanded to be teachers who have high creativity so that students can be excited to follow every lesson that is brought by the teacher.

The main key factor in the success of teachers in teaching is when teachers can improve student learning abilities both in terms of academic value and in terms of motivation and self-confidence of a student, namely by how the teacher teaches, how does the teacher apply a method so that it can motivate students' enthusiasm for learning so also what happened at the SMP Negeri 1 Pinrang. Classroom activities used by teachers at SMP Negeri 1 Pinrang are based on the results of interviews and observations made by researcher to teachers and grade VII students at SMP Negeri 1 Pinrang. In general, classroom activities used are small-group discussions, teacher also do role play, games and songs although it is rarely used.

In this section the researcher will explain how teachers at SMP Negeri 1 Pinrang implement classroom activities in the classroom. Based on the results of interviews and observations of researcher to teachers and students of SMP Negeri 1 Pinrang, the following is how the teacher applies classroom activities in the classroom.

Based on the results of interviews, the first teacher has mentioned that he usually uses classroom activities such as group discussions, role playing and games, however, based on observations made by the researcher, the researcher found that the first teacher usually only uses the method of brief discussions about the learning materials in the textbook then directing students to work on the questions in the textbook.

This was also stated by students from the first teacher that usually their teachers only used the discussion method in class, rarely did classroom activities, usually only conventional methods, even though implementing classroom

activities and even then just playing guessing games, the rest just doing assignments in textbooks.

Students also said that their teacher was still a fun teacher when teaching in the classroom although sometimes there were some things that were difficult for them to understand from their teacher's explanation.

based on the results of interviews, the second teacher has also mentioned that he usually uses classroom activities such as group discussions, role playing or games or songs, however, based on observations made by the researcher, the researcher found that the second teacher also usually only uses the method of short discussions about the existing learning materials. in the textbook then directs students to work on the questions in the textbook.

This was also stated by students from the second teacher that usually their teachers only used the discussion method in class, rarely did classroom activities, usually only conventional methods, even though implementing classroom activities was just discussing or practicing reading dialogues in books. their teacher also gave the task of analyzing song lyrics.

Basically both teachers only use one type of classroom activities and more often use conventional methods. Therefore, there are still many students who feel lazy to be enthusiastic about following the learning brought by their teacher.

This also underlies the occurrence of the lazy factor, and the lack of self-confidence of students in speaking actively in the classroom due to lack of motivation and the teacher also does not create or implement creative learning so that students can be enthusiastic about participating in learning well in order to improve students' speaking skills.

B. Discussion

Classroom activities have an important role in facilitating students in developing their English language skills as well as their confidence and motivation in learning in the classroom. With various classroom activities in making students enthusiastic in learning various things, for example learning to discuss, expressing opinions and new ideas that they find and with classroom activities can help students in developing their speaking skills.

The teacher also has an important role in carrying out classroom activities well in the classroom, because it will be useless if the methods and strategies already exist, but the teacher in fact cannot implement classroom activities properly, therefore the teacher must be smart and creative in processing teaching materials. And implementing classroom activities for the development of students' English skills, especially students' speaking skills in English.

As stated by Dian Sartin Tiwery and Threesje R. Souisa in their research that in speaking classroom activities, the strategy that used by teacher is very crucial in motivating students to interact in classroom activity. Classroom activities strategy gives the many opportunities to the students in practicing in speaking classroom activities. When students do practice or conversation with their friends, there is arise an interaction. Interaction can be start from the simple one. classroom activities is the solution to push students' motivation and interaction in speaking as well as to build students' confidence.

The success or failure of the teacher in teaching English, especially speaking, is determined by the teacher's strategy in teaching. it can be said that the teacher's role is very important in the teaching and learning process in the classroom

because the teacher knows better what strategies are appropriate to be applied in the classroom to develop students' skills in speaking English, especially speaking.

The teacher must also be able to manage his class well, if the teacher applies classroom activities then the teacher should be able to organize his class to be more efficient and more organized. as stated by Durdagi Akan and Murat Basar regarding class management in classroom activities is About the classroom activities manajemen effects to teachers, all the teachers of the middle standard school said that the activities help them improve themselves. They emphasized that they are motivated to learn more in order to execute the activities in the classroom.

Based on the students' views, it can be said that they agree that they feel the similar things during the activities, the activities help them develop themselves and the activities arouse interest and they are enjoyable. They also think that the activities provides socialization and cooperation.

The activities promote students' committing to the teacher and the lesson besides being effective in their success. Another important finding was that similar to the students, the teachers mentioned the activities' contributions to their classes. This fact showed the consistency of the current study.

Based on the results of interviews and observations of teachers and students from SMP Negeri 1 pinrang the researcher found that teachers are still adjusting to teaching in the classroom as a result of the short duration of learning as a result of the rules issued by the government due to the covid-19 pandemic outbreak, due to the short learning time That is one of the reasons why teachers rarely

implement classroom activities in the classroom, but researcher believe that teachers have done their best. With good classroom management, teachers can organize classes, teachers can adjust the duration of learning using classroom activities to be more efficient so that students can get an accurate understanding of the learning material that is presented and can develop students' learning abilities in English, especially speaking.

One of the main factors is the teacher's ability to create a creative learning environment so that students can be more motivated in learning, especially improving their ability to speak English in the classroom. Teachers should be more creative in creating creative teaching materials using classroom activities and also a fun learning environment for students.

And the last is the motivation of teachers to their students to always be diligent and participate in all learning activities in class. Providing motivation can complement the existing learning process with the motivation of students to be enthusiastic in teaching and students also believe that the teacher is a good, friendly and caring teacher. Based on interviews and observations made by researcher at SMP Negeri 1 Pinrang the teachers have different ways of motivating their students.

With the implementation of classroom activities which are accompanied by good classroom management and also providing motivation to students, it will be a collaboration in improving student achievement in learning English, especially speaking and can also develop students' confidence and enthusiasm in learning.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the research and discussion in chapter IV, that the following conclusion :

1. The classroom activities that teachers at SMP Negeri 1 Pinrang use include Small-Group Discussion, Games, Song and Role Play. The teacher chooses these types of classroom activities to implement because they are relatively easy to implement in the current pandemic moment, due to limited teaching time, the teacher also tries to adjust the duration of learning well so that it can be maximized. Classroom activities are also quite fun to implement in the classroom because students can play while learning inside so students will not be bored and of course can understand the learning material that is brought in a fun way.

Based on the results of research obtained by researcher which include interviews and observations of teachers agree that classroom activities can improve students' English language skills, it also makes teachers more creative in creating diverse teaching methods so that students enjoy participating in learning. On the other hand, even though teachers are aware of the importance of implementing classroom activities in teaching, teachers prefer not to use them even if they apply them only occasionally.

2. Teachers prefer to use teaching methods that are usually only focused on brief explanations and then give students directions to do assignments from so many pages, this could be based on the teacher's lack of motivation in

creating creative teaching methods or it could be because the atmosphere and conditions are not conducive due to a pandemic that requires the duration of learning to be shortened.

3. By implementing classroom activities in the classroom, students become active and enthusiastic about learning in the classroom. Therefore, teachers should be able to realize the importance of the quality and quality of learning in order to create students who are not only smart and knowledgeable but also have courage and confidence high self-esteem in speaking inside and outside the classroom.

B. Suggestion

Based on the finding and discussion, implementation of classroom activities in teaching speaking influence many aspect such as teacher, student and school. for detail the researcher give suggestions as follow :

1. Teacher

teachers are suggested to be more creative and innovative in teaching speaking, for example using classroom activities. the classroom activities in this research can be their alternative to teach speaking skills. its will be better if the teacher chooses the method based on what students like and considers the success of students in determining teaching methods.

2. Student

Students are also expected to look for alternative learning methods that they can use in learning to speaking in order to develop their English skills, especially speaking.

3. It is expected for the other researcher that the result of this study can be used as references for the new research about classroom activities in other source.



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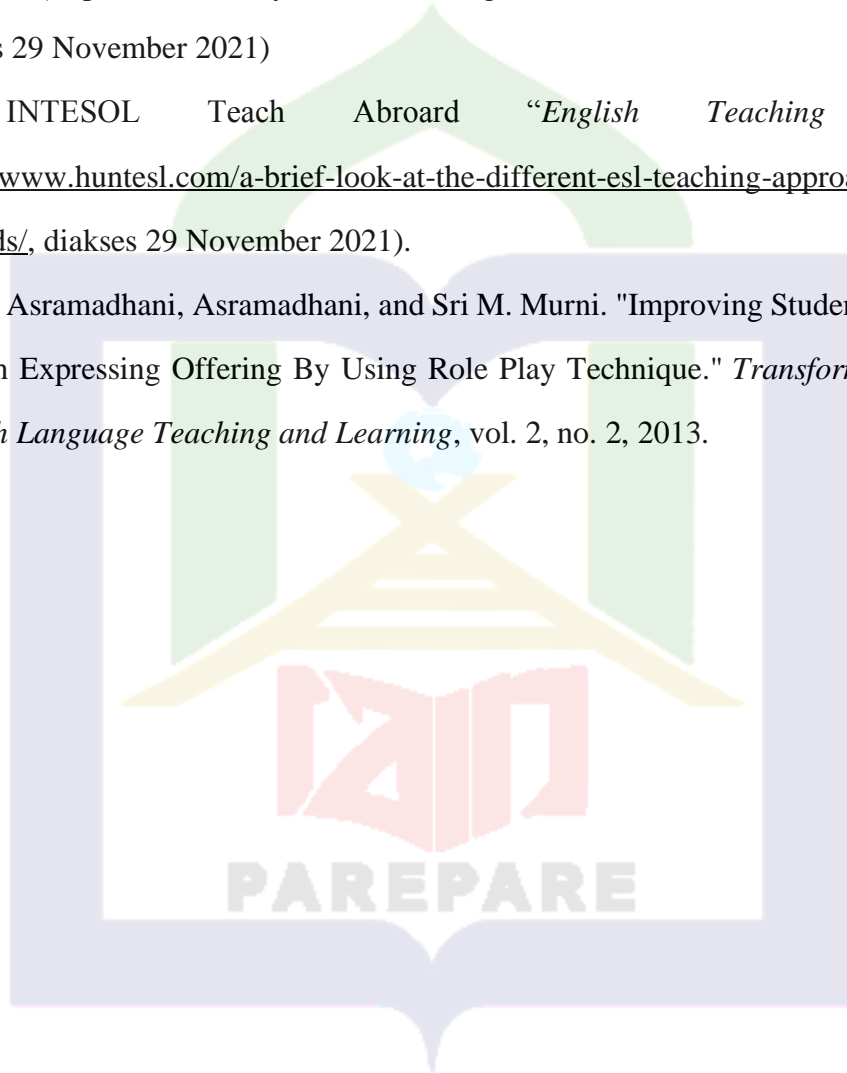
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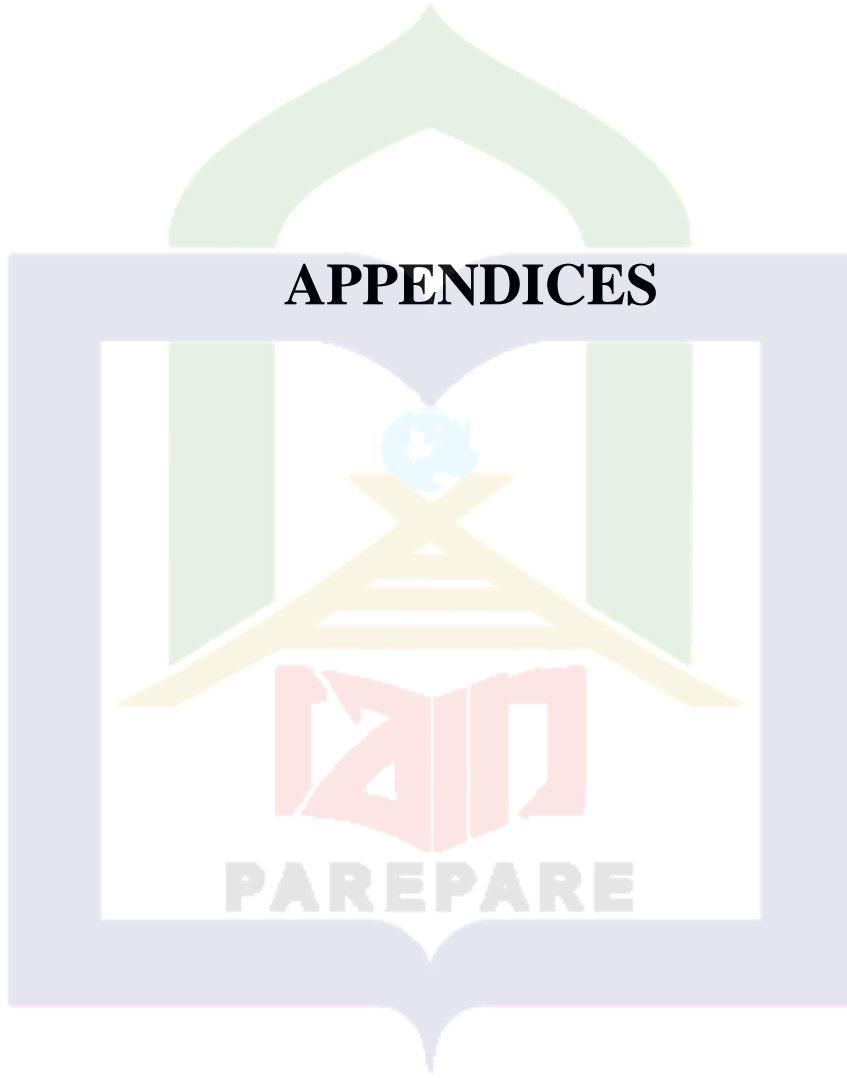
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Appendix 1. Instrument Research

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS SYARIAH DAN ILMU HUKUM ISLAM Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307, Faksimail(0421)2404</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

RESEARCH INSTRUMENT

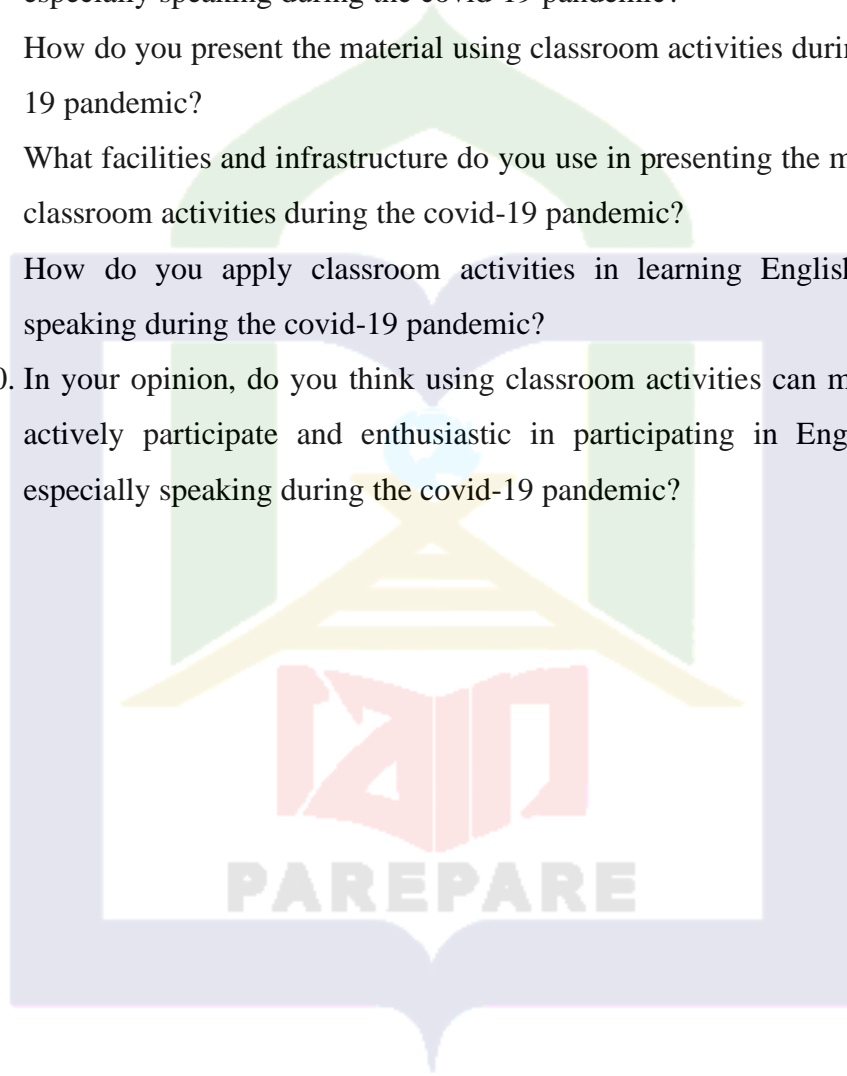
NAME OF THE STUDENT : MASYITHA ADINDA PUTRI PERTIWI
 STUDENT REG. NUMBER : 18.1300.111
 STUDY PROGRAM : ENGLISH EDUCATION
 FACULTY : TARBIYAH
 THE TITTLE OF THE RESEARCH : Classroom Activities Applied By Efl Teacher
 in Teaching Speaking During Pandemic
 Covid-19 at the Seventh Grade Students of
 SMP Negeri 1 Pinrang

INTERVIEW GUIDELINES

List of known questions to the interviewees:

1. Did you use classroom activities during the covid-19 pandemic?
2. What classroom activities do you use in class during the covid-19 pandemic?
3. When in class do you only use one type of activity or more during the covid-19 pandemic?
4. In your opinion, is it important to use classroom activities in teaching English, especially speaking during the covid-19 pandemic?

5. In your opinion, do you think using classroom activities in teaching English, especially speaking, can significantly improve students' speaking skills, especially during the covid-19 pandemic?
6. In your opinion, is it effective to use classroom activities in teaching English, especially speaking during the covid-19 pandemic?
7. How do you present the material using classroom activities during the covid-19 pandemic?
8. What facilities and infrastructure do you use in presenting the material using classroom activities during the covid-19 pandemic?
9. How do you apply classroom activities in learning English, especially speaking during the covid-19 pandemic?
10. In your opinion, do you think using classroom activities can make students actively participate and enthusiastic in participating in English lessons, especially speaking during the covid-19 pandemic?



Appendix 2. Tentative Interview Protocol

Questions List For Interview (Instrument)

(For Teacher)

Indonesian version:

1. Interview terfokus mengenai persepsi guru terhadap penggunaan classroom activities selama pandemic covid-19

- a) Apakah pembelajaran bapak/ibu menggunakan classroom activities selama pandemic covid-19?
- b) Classroom activities apa sajakah yang bapak/ibu gunakan di dalam kelas selama pandemic covid-19?
- c) Ketika di dalam kelas apakah bapak/ibu hanya menggunakan satu macam kegiatan atau lebih selama pandemic covid-19?
- d) Menurut bapak/ibu apakah penting menggunakan classroom activities dalam mengajar bahasa inggris terutama speaking selama pandemic covid-19?
- e) Menurut bapak/ibu apakah menggunakan classroom activities dalam pengajaran bahasa inggris terutama speaking dapat secara nyata meningkatkan kemampuan speaking siswa terutama selama pandemic covid-19?
- f) Menurut bapak/ibu apakah efektif menggunakan classroom activities dalam mengajar bahasa inggris terutama speaking selama pandemic covid-19?

2. Interview terfokus mengenai tata cara pelaksanaan guru membawakan materi menggunakan classroom activities selama pandemic covid-19

- a) Bagaimana cara bapak/ibu dalam membawakan materi menggunakan classroom activities selama pandemic covid-19?

- b) Sarana dan prasana apa sajakah yang bapak/ibu gunakan dalam membawakan materi menggunakan classroom activities selama pandemic covid-19?
- c) Bagaimana cara bapak/ibu menerapkan classroom activities dalam pembelajaran bahasa inggris terutama speaking selama pandemic covid-19?

3. Interview terfokus mengenai dampak penggunaan classroom activities bagi guru meliputi technical knowledge, pedagogical skill, interpersonal skill, personal qualities

- a) Menurut bapak/ibu apakah dengan menggunakan classroom activities dapat membuat siswa aktif berpartisipasi dan semangat dalam mengikuti pelajaran bahasa inggris terutama speaking selama pandemic covid-19?
- b) Apakah penggunaan classroom activities adalah pilihan yang tepat untuk digunakan dalam pengajaran bahasa inggris terutama speaking selama pandemi covid-19?
- c) Menurut bapak/ibu adakah tantangan yang bapak/ibu dapatkan ketika melakukan pembelajaran menggunakan classroom activities selama pandemic covid-19?
- d) Upaya apa sajakah yang telah bapak/ibu usahakan ketika melakukan pembelajaran menggunakan classroom activities selama pandemic covid-19?
- e) Adakah kendala yang bapak/ibu dapatkan/rasakan ketika melakukan pembelajaran menggunakan classroom activities selama pandemi covid-19?
- f) Apakah penggunaan classroom activities berdampak besar pada keberhasilan pengajaran bapak/ibu selama pandemic covid-19?

(For student)

4. Interview terfokus mengenai dampak penggunaan pengajaran classroom activities terhadap speaking skill siswa

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
- Siapa guru bahasa inggris anda?

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
- b. Apakah anda tahu tentang classroom activities?
- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?
- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?
- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
- f. Apakah guru dalam mengajar sudah sesuai harapan?
- g. Apakah ada kendala yang anda saat proses pembelajaran?
- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?

Questions List For Interview (Instrument)

(For Teachers)

English version:

1. Interview focused on the teacher's perception of the use of classroom activities during the covid-19 pandemic

- a) Did you use classroom activities during the covid-19 pandemic?
- b) What classroom activities do you use in class during the covid-19 pandemic?
- c) When in class do you only use one type of activity or more during the covid-19 pandemic?
- d) In your opinion, is it important to use classroom activities in teaching English, especially speaking during the covid-19 pandemic?
- e) In your opinion, do you think using classroom activities in teaching English, especially speaking, can significantly improve students' speaking skills, especially during the covid-19 pandemic?
- f) In your opinion, is it effective to use classroom activities in teaching English, especially speaking during the covid-19 pandemic?

2. Interview focused on the procedure for implementing the teacher in presenting material using classroom activities during the covid-19 pandemic

- a) How do you present the material using classroom activities during the covid-19 pandemic?
- b) What facilities and infrastructure do you use in presenting the material using classroom activities during the covid-19 pandemic?

c) How do you apply classroom activities in learning English, especially speaking during the covid-19 pandemic?

3. Interview focused on the impact of using classroom activities for teachers including technical knowledge, pedagogical skills, interpersonal skills, personal qualities

a) In your opinion, do you think using classroom activities can make students actively participate and enthusiastic in participating in English lessons, especially speaking during the covid-19 pandemic?

b) Is the use of classroom activities the right choice to use in teaching English, especially speaking during the covid-19 pandemic?

c) In your opinion, are there any challenges that you get when you study using classroom activities during the covid-19 pandemic?

d) What efforts have you made when you study using classroom activities during the covid-19 pandemic?

e) Are there any obstacles that you get/feel when you study using classroom activities during the covid-19 pandemic?

f) Did the use of classroom activities have a major impact on the success of your teaching during the covid-19 pandemic?

(For students)

4. Interview focused on the impact of using classroom activities teaching on students' speaking skills

Opening questions:

- a. What do you think about learning English in schools during the covid-19 pandemic?
- b. Who is your English teacher?

Core:

- a. How do you teach your English teacher?
- b. Do you know about classroom activities?
- c. Does your teacher apply classroom activities during learning?
- d. Does your teacher use media during the lesson, if so what?
- e. Are you excited to follow the lessons taught by your teacher?
- f. Is the teacher in teaching according to expectations?
- g. Do you have any problems during the learning process?
- h. Did you catch the message your teacher conveyed in the lesson?
- i. Is there an interesting learning activity that you like that has been brought by your teacher?
- j. Do you feel that these learning activities will improve your English skills?
- k. Do you have any suggestions for what your teacher will teach you in the future?

Teacher interview answer sheet

First Teachers

Teacher for class VII.1 VII.2 VII.3

- a) Apakah pembelajaran bapak/ibu menggunakan classroom activities selama pandemic covid-19?

(Did you use classroom activities during the covid-19 pandemic?)

Answer : selama pandemic covid-19 kami tetap menjalankan pembelajaran seperti biasa dengan dua pendekatan yaitu kelas online dan offline dan saya juga menggunakan classroom activities dalam pembelajaran.

- b) Classroom activities apa sajakah yang bapak/ibu gunakan di dalam kelas selama pandemic covid-19?

(What classroom activities do you use in class during the covid-19 pandemic?)

Answer : ada beberapa bentuk kegiatan pembelajaran classroom activities yang kami terapkan di dalam kelas diantaranya, melakukan role play dengan menggunakan model dialog dan diskusi kelompok didalam kelas.

- c) Ketika di dalam kelas apakah bapak/ibu hanya menggunakan satu macam kegiatan atau lebih selama pandemic covid-19?

(When in class do you only use one type of activity or more during the covid-19 pandemic?)

Answer : yah tentu saja tidak, kami menyesuaikan dengan keadaan jadi selama pandemic ada berbagai macam kegiatan yang kami terapkan untuk mencapai tujuan pembelajaran. Bisa dalam bentuk atau misalkan ada tema yang berbeda kami menyesuaikan.

- d) Menurut bapak/ibu apakah penting menggunakan classroom activities dalam mengajar bahasa inggris terutama speaking selama pandemic covid-19?

(In your opinion, is it important to use classroom activities in teaching English, especially speaking during the covid-19 pandemic?)

Answer : sangat penting karena kami di tuntut untuk kreatif untuk mencapai tujuan pembelajaran yang diharapkan.

- e) Menurut bapak/ibu apakah menggunakan classroom activities dalam pengajaran bahasa inggris terutama speaking dapat secara nyata meningkatkan kemampuan speaking siswa terutama selama pandemic covid-19?

(In your opinion, do you think using classroom activities in teaching English, especially speaking, can significantly improve students' speaking skills, especially during the covid-19 pandemic?)

Answer : saya yakin dengan penggunaan classroom activities yang saya terapkan siswa dapat meningkatkan kemampuan berbicaranya atau speaking dengan melalui classroom activities dapat meningkatkan semangat dan motivasi yang tinggi khususnya dalam melakukan keterampilan bahasa inggris misalnya saja role play, dialog, atau diskusi untuk mengasah kemampuan bahasa inggris mereka.

- f) Menurut bapak/ibu apakah efektif menggunakan classroom activities dalam mengajar bahasa inggris terutama speaking selama pandemic covid-19?

(In your opinion, is it effective to use classroom activities in teaching English, especially speaking during the covid-19 pandemic?)

Answer : sangat efektif baik secara online maupun offline, kami menggunakan berbagai macam aplikasi sangat memungkinkan untuk di praktekkan materi atau tugas didalam kelas secara daring. Dengan kondisi offline kami lebih bersamangat lagi karena bisa berinteraksi serta berkomunikasi secara langsung dengan menggunakan model pembelajaran classroom activities secara langsung didalam kelas jadi mereka bisa berinteraksi menggunakan role play, dialog atau diskusi bersama dan membangun kerjasama didalam kelas.

- g) Bagaimana cara bapak/ibu dalam membawakan materi menggunakan classroom activities selama pandemic covid-19?

(How do you present the material using classroom activities during the covid-19 pandemic?)

Answer : cara yang saya gunakan untuk melakukan pembelajaran classroom activities itu bisa dikategorikan atau dibedakan berdasarkan keadaan karena dimasa pandemic sebelumnya berbasis online kemudian offline jadi kami berupaya untuk memaksimalkan dan menyesuaikan pembelajaran classroom activities sesuai dengan kondisi yang ada sekarang.

- h) Sarana dan prasana apa sajakah yang bapak/ibu gunakan dalam membawakan materi menggunakan classroom activities selama pandemic covid-19?

(What facilities and infrastructure do you use in presenting the material using classroom activities during the covid-19 pandemic?)

Answer : sarana dan prasana yang kami gunakan di kondisikan dengan pembelajaran, jika pembelajaran daring kami menggunakan internet dan aplikasi pembelajaran, adapun pembelajaran offline kami menggunakan dua macam pembelajaran secara umum baik belajar didalam kelas maupun diluar kelas dimana di pembelajaran offline kami secara umum mengajak mereka untuk menggunakan contoh dialog menggunakan lembar kerja dan buku paket dan fasilitas yang ada didalam kelas tentang warna atau benda-benda.

- i) Bagaimana cara bapak/ibu menerapkan classroom activities dalam pembelajaran bahasa inggris terutama speaking selama pandemic covid-19?

(How do you apply classroom activities in learning English, especially speaking during the covid-19 pandemic?)

Answer : karena di masa pandemic durasi pembelajaran sangat terbatas jadi kami hanya menyesuaikan langkah langkah pembelajaran kami sesuai durasi yang ditetapkan dengan kurikulum yang ada di sekolah kami, jadi caranya kami memberikan satu model percakapan anak anak diminta untuk menggunakan role play dan setelah menggunakan role play kami mengevaluasi kembali mulai dari kosa kata yang digunakan dan pengucapan kemudian kami diskusikan kembali agar kami mendapatkan feedback yang diinginkan.

- j) Menurut bapak/ibu apakah dengan menggunakan classroom activities dapat membuat siswa aktif berpartisipasi dan semangat dalam mengikuti pelajaran bahasa inggris terutama speaking selama pandemic covid-19?

(In your opinion, do you think using classroom activities can make students actively participate and enthusiastic in participating in English lessons, especially speaking during the covid-19 pandemic?)

Answer : saya pikir classroom memberikan dampak kepada siswa khususnya dalam mengikuti pembelajaran didalam kelas dengan kegiatan yang bervariasi didalam kelas entah itu role play yang terfokus pada speaking kami juga menerapkan berbagai strategi dan teknik pembelajaran yang sifatnya untuk mengarah kepada peningkatan motivasi belajar mereka.

- k) Apakah penggunaan classroom activities adalah pilihan yang tepat untuk digunakan dalam pengajaran bahasa inggris terutama speaking selama pandemi covid-19?

(Is the use of classroom activities the right choice to use in teaching English, especially speaking during the covid-19 pandemic?)

Answer : tentu saja dengan berbagai classroom activities yang kami terapkan dalam pembelajaran efektif dan tepat untuk meningkatkan pemahaman dan kemampuan berbahasa inggris siswa.

- l) Menurut bapak/ibu adakah tantangan yang bapak/ibu dapatkan ketika melakukan pembelajaran menggunakan classroom activities selama pandemic covid-19?

(In your opinion, are there any challenges that you get when you study using classroom activities during the covid-19 pandemic?)

Answer : tantangan yang kami hadapi selama pembelajaran di masa pandemic ini dengan menggunakan classroom activities adalah minat, menumbuhkan minat siswa agar bisa terlibat langsung secara aktif didalam kelas karena seperti yang kita ketahui minat siswa didalam kelas berbeda beda sehingga untuk menyakinkan dan meningkatkan motivasi belajar mereka agar bisa terlibat langsung secara aktif dalam pembelajaran didalam kelas.

- m) Upaya apa sajakah yang telah bapak/ibu usahakan ketika melakukan pembelajaran menggunakan classroom activities selama pandemic covid-19?

(What efforts have you made when you study using classroom activities during the covid-19 pandemic?)

Answer : usaha yang saya lakukan adalah bagaimana meningkatkan minat siswa dengan menggunakan kegiatan having fun activities dengan itu kami bisa mengevaluasi bahwa dengan melakukan kegiatan having fun diawal pembelajaran semangat siswa akan mulai terbangun maka kami menerapkan berbagai jenis classroom activities yang berdasarkan dengan ketertarikan siswa yang telah kami evaluasi.

- n) Adakah kendala yang bapak/ibu dapatkan/rasakan ketika melakukan pembelajaran menggunakan classroom activities selama pandemi covid-19?

(Are there any obstacles that you get/feel when you study using classroom activities during the covid-19 pandemic?)

Answer : dari segi kendala bahwa dikalangan siswa memiliki latar belakang karakter yang berbeda serta kemampuan mereka yang berbeda oleh sebab itu kami berusaha menarik perhatian mereka untuk melibatkan langsung dalam kegiatan pembelajaran menggunakan classroom activities. Selanjutnya dengan masa pandemic ini penggunaan durasi pembelajaran yang singkat ini kami dibatasi dengan adanya masa pandemic ini kurangnya durasi pembelajaran yang menjadi kendala baru dalam pembelajaran secara offline khususnya pada mata pelajaran bahasa inggris.

- o) Apakah penggunaan classroom activities berdampak besar pada keberhasilan pengajaran bapak/ibu selama pandemic covid-19?
(Did the use of classroom activities have a major impact on the success of your teaching during the covid-19 pandemic?)

Answer : penggunaan classroom activities saya yakini sangat berdampak besar pada pembelajaran yang saya lakukan didalam kelas karena meskipun dengan adanya pandemic yang membuat durasi pembelajaran lebih minim kami tetap berusaha maksimal untuk memberikan pembelajaran yang baik sehingga siswa bisa merasakan pengalaman belajar dan pengetahuan yang baru dari pengelolaan kelas yang di lakukan oleh guru dalam menerapkan classroom activities.

PAREPARE

Students interview answer sheet

Student's 1

From VII.1

➤ **Pertanyaan pembuka:**

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : mudah di mengerti selama pelajaran offline dan pada saat online saya jarang masuk zoom dan kerja tugas karena kurang paham.

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Mr. Rahman

➤ **Inti**

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : mudah di pahami, bagus cara penjelasannya, seru

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : kegiatan kelas seperti diskusi

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : iya menerapkan

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : berupa buku dan kertas gambar

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?

(Are you excited to follow the lessons taught by your teacher?)

Answer : bersemangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?

(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?

(Do you have any problems during the learning process?)

Answer : biasanya ada tapi akhir akhir ini sudah jarang biasanya salah grammar dan kurang kosakata

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?

(Did you catch the message your teacher conveyed in the lesson?)

Answer : iya terkadang

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?

(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : semacam games tapi tidak sering dilakukan

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?

(Do you feel that these learning activities will improve your English skills?)

Answer : iya meningkat

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?

(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada saran, secara umum pengajarannya bagus



Students interview answer sheet

Student's 2

From VII.1

➤ **Pertanyaan pembuka:**

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : selama offline merasa lebih mengerti kalau online saya kesusahan.

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Mr. Abdul Rahman

➤ **Inti**

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : kadang muda di mengerti kadang tidak dan tidak berani bertanya jika tidak mengerti

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : baru mengerti saat kaka menjelaskan

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : iya menerapkan sering berdialog saya mengerti karena awalnya dijelaskan terlebih dahulu

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : kertas bergambar pernah di contohkan beberapa

e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?

(Are you excited to follow the lessons taught by your teacher?)

Answer : tergantung sama pembelajarannya misalnya tentang outdoor classroom activities untuk mencari benda diluar kelas

f. Apakah guru dalam mengajar sudah sesuai harapan?

(Is the teacher teaching in accordance with expectations?)

Answer : iya saya mengerti

g. Apakah ada kendala yang anda saat proses pembelajaran?

(Do you have any problems during the learning process?)

Answer : terkadang kurang mengerti tapi berani bertanya kadang kadang

h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?

(Did you catch the message your teacher conveyed in the lesson?)

Answer : iya karena biasanya penjelasannya diulang dahulu

i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?

(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : contohnya pembelajaran diluar kelas kalau didalam kelas contohnya kita di kasih gambar dan main tebak tebakan

j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?

(Do you feel that these learning activities will improve your English skills?)

Answer : iya meningkat karena di bantu bimbel juga

k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?

(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : semoga kedepannya semoga lebih kreatif dalam membawakan materi



Students interview answer sheet

Student's 3

From VII.1

➤ **Pertanyaan pembuka:**

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : baik meskipun tidak belajar full durasinya karena pandemi

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Abdul Rahman

➤ **Inti**

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : baik dan jelas

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : iya menerapkan kadang kadang

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : kertas gambar untuk pembelajaran mencari arti benda
benda

- e. Apakah anda bersemangat mengikuti pembelajaran yang
dibawakan oleh guru anda?

(Are you excited to follow the lessons taught by your teacher?)

Answer : bersemangat karena bagus pembelajaran dan dapat
dimengerti

- f. Apakah guru dalam mengajar sudah sesuai harapan?

(Is the teacher teaching in accordance with expectations?)

Answer : sesuai saya mengerti pembelajarannya

- g. Apakah ada kendala yang anda saat proses pembelajaran?

(Do you have any problems during the learning process?)

Answer : kadang kadang mengerti kadang kadang tidak tetapi
akan di jelaskan kembali saya tidak berani bertanya ketika
tidak mengerti materi

- h. Apakah anda menangkap pesan yang disampaikan guru anda
dalam pembelajaran?

(Did you catch the message your teacher conveyed in the lesson?)

Answer : iya

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang
telah dibawakan oleh guru anda?

(Is there an interesting learning activity that you like that has been
brought by your teacher?)

Answer : pembelajaran berkelompok

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut
membuat kemampuan bahasa inggris anda meningkat?

(Do you feel that these learning activities will improve your
English skills?)

Answer : meningkat

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : harus lebih bagus dalam menjelaskan meskipun sudah bagus akan tetapi lebih baik kalau diperbagus karena kadang tidak mengerti



Students interview answer sheet

Student's 4

From VII.1

➤ **Pertanyaan pembuka:**

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : menyenangkan saat offline tidak menyenangkan saat online

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Pak Abdul Rahman

➤ **Inti**

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : bagus

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : kadang menerapkan

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : tidak ada

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : bersemangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai harapan

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : ada, kadang tidak mengerti

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : menangkap

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : tidak ada

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : tidak ada yang menarik

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 5

From VII.1

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : lumayan bagus saat offline karena pas online banyak yang tidak dimengerti

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Mr. Rahman

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : bagus biasanya ada game karena biasa tidak terlalu serius dan ada bercandanya

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : iya tahu setelah kaka jelaskan

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : iya

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : kertas gambar berisi gambar benda, hewan dan tumbuhan

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : iya bersemangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : iya sesuai harapan

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : biasa ada yang bahasa tidak dimengerti atau materi ada banyak

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : iya

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : kegiatan belajar diluar kelas dan games

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : iya ada kemajuan sedikit

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?

(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : jangan terlalu tegas boleh tapi jangan terlalu



Students interview answer sheet

Student's 1

From VII.2

➤ **Pertanyaan pembuka:**

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : bagus

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Mr. Abdul Rahman

➤ **Inti**

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : seru

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : iya tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : iya menerapkan contohnya games dan dialog

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : kertas gambar

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : iya semangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : iya

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : kadang mengerti kadang tidak

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang bisa kadang tidak

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : main games sambil belajar dan dialog

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : iya

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 2

From VII.2

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : kalau offline lebih seru karena ada games kalau online tidak terlalu

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Mr. Abdul Rahman

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : menjelaskan sedetail mungkin dan menarik

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : kurang tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : pernah

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : pernah

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : semangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : tidak sesuai karena kurang mengerti kalau menjelaskan

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : kurang mengerti dan kurang paham

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang menangkap

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : kegiatan luar kelas mencari benda benda yang ada diluar kelas

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : iya

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?

(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada



Students interview answer sheet

Student's 3

From VII.2

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?

(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : bagus karena dijelaskan

- Siapa guru bahasa inggris anda?

(Who is your English teacher?)

Answer : Mr. Abdul Rahman

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?

(How your English teacher in teaching English)

Answer : bagus karena sering menjelaskan

- b. Apakah anda tahu tentang classroom activities?

(Do you know about classroom activities?)

Answer : kurang tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : menerapkan

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : hanya menggunakan papan tulis untuk menerangkan

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : biasa iya biasa tidak

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : biasa ada kendala biasa juga tidak

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : biasa bisa tidak biasa tidak

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : kegiatan luar kelas cari nama benda atau apapun untuk ditulis dalam bahasa inggris

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : iya

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : semoga bisa menjadi guru yang lebih baik lagi dan rajin mengajar



Students interview answer sheet

Student's 4

From VII.2

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : bagus menyenangkan

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer :Pak Rahman

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : seperti guru pada umumnya biasa bagus biasa tidak mengerti

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : iya tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : iya contohnya seperti bermain teka teki

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : tidak menggunakan hanya menjelaskan kemudian di kasi tugas

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?

(Are you excited to follow the lessons taught by your teacher?)

Answer : iya

- f. Apakah guru dalam mengajar sudah sesuai harapan?

(Is the teacher teaching in accordance with expectations?)

Answer : lumayan

- g. Apakah ada kendala yang anda saat proses pembelajaran?

(Do you have any problems during the learning process?)

Answer : tidak ada

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?

(Did you catch the message your teacher conveyed in the lesson?)

Answer : iya

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?

(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : seperti bermain tebak tebakan itu menarik

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?

(Do you feel that these learning activities will improve your English skills?)

Answer : iya dapat

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?

(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada cara mengajarnya secara umum bagus



Students interview answer sheet

Student's 5

From VII.2

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : menyenangkan seru

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Pak Abdul Rahman

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : bagus karena mengajar sering bercanda

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : iya tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?
(Does your teacher apply classroom activities during learning?)

(Does your teacher apply classroom activities during learning?)

Answer : iya contohnya seperti bercerita

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : kertas gambar

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : iya semangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : iya sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : kadang susah mengerti grammar dan kosa kata

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : iya menangkap

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : ada seperti bermain games

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : iya

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 1

From VII.3

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : baik

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Pak Rahman

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : bagus

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : kurang tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?
(Does your teacher apply classroom activities during learning?)

(Does your teacher apply classroom activities during learning?)

Answer : iya

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : sepertinya tidak

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : iya

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : iya

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : tidak karena saya les

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer :

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : bermain games

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : iya karena gamesnya pake bahasa inggris jadi asik

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 2

From VII.3

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : susah karena dipahami saat online, pas offline seru karena bisa belajar sambil bermain

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Mr. Rahman

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : bagus

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : iya biasa contohnya bermain teka teki

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : media elektronik missal laptop

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : semangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : tidak ada

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : iya menangkap meskipun kadang tidak

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : berdialog

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : iya

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 3

From VII.3

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : saya suka pas online karena jawaban bisa didapat di google

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Mr. Rahman

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : bagus

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : biasanya menerapkan contohnya bernyanyi dan main games

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : buku paket

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : semangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : ada kendala sering tidak fokus belajar

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang iya kadang tidak

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : bermain sambil belajar dan menyanyi

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : iya lumayan

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : semoga bapak tidak suka marah marah



Students interview answer sheet

Student's 4

From VII.3

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : bagus

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Mr.Rahman

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : bagus

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?
(Does your teacher apply classroom activities during learning?)

Answer : tidak tahu

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : buku paket

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : bersemangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : tidak ada

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : bisa

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : tidak ada

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : tidak

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 5

From VII.3

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : saat online kadang tidak mengerti pada pembelajaran kalau offline bagus

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Mr. Rahman

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : bagus

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : kadang menerapkan dengan games

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : kertas gambar

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : bersemangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : tidak ada

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : bisa menangkap

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : diskusi

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : iya

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Teacher interview answer sheet

Second Teachers

Teacher for class VII.7 VII.11 VII.12

- a) Apakah pembelajaran bapak/ibu menggunakan classroom activities selama pandemic covid-19?

(Did you use classroom activities during the covid-19 pandemic?)

Answer : iya menggunakan

- b) Classroom activities apa sajakah yang bapak/ibu gunakan di dalam kelas selama pandemic covid-19?

(What classroom activities do you use in class during the covid-19 pandemic?)

Answer : pada online saya mengarahkan siswa membuat video perkenalan diri kalau offline saya activitiesnya saya memberi mereka sebuah masalah untuk dipecahkan, kadang juga roleplay dan dialog

- c) Ketika di dalam kelas apakah bapak/ibu hanya menggunakan satu macam kegiatan atau lebih selama pandemic covid-19?

(When in class do you only use one type of activity or more during the covid-19 pandemic?)

Answer : karena terbatas durasi pembelajaran dan juga ada pembatasan kegiatan selama pandemic saya akhirnya tidak memberikan kegiatan outdoor jadi saya hanya menerapkannya didalam kelas seperti mengamati benda benda didalam kelas, apa arti benda tersebut dan fungsinya.

- d) Menurut bapak/ibu apakah penting menggunakan classroom activities dalam mengajar bahasa inggris terutama speaking selama pandemic covid-19?

(In your opinion, is it important to use classroom activities in teaching English, especially speaking during the covid-19 pandemic?)

Answer : iya perlu untuk mengaktifkan siswa dan memperlancar speaking siswa

- e) Menurut bapak/ibu apakah menggunakan classroom activities dalam pengajaran bahasa inggris terutama speaking dapat secara nyata meningkatkan kemampuan speaking siswa terutama selama pandemic covid-19?

(In your opinion, do you think using classroom activities in teaching English, especially speaking, can significantly improve students' speaking skills, especially during the covid-19 pandemic?)

Answer : iya, karena anak anak akan diajarkan agar speakingnya lebih meningkat agar kemampuan bahasanya bisa berkembang

- f) Menurut bapak/ibu apakah efektif menggunakan classroom activities dalam mengajar bahasa inggris terutama speaking selama pandemic covid-19?

(In your opinion, is it effective to use classroom activities in teaching English, especially speaking during the covid-19 pandemic?)

Answer : iya efektif agar siswa bisa berkomunikasi dengan baik dengan cara memberikan latihan latihan untuk mengasah kemampuan bahasa inggris siswa

- g) Bagaimana cara bapak/ibu dalam membawakan materi menggunakan classroom activities selama pandemic covid-19?

(How do you present the material using classroom activities during the covid-19 pandemic?)

Answer : saya biasanya hal dasar misalkan menggunakan kata perintah agar bisa mempraktekkannya secara langsung dengan hal sederhana bisa membuat siswa jadi terlatih

- h) Sarana dan prasana apa sajakah yang bapak/ibu gunakan dalam membawakan materi menggunakan classroom activities selama pandemic covid-19?

(What facilities and infrastructure do you use in presenting the material using classroom activities during the covid-19 pandemic?)

Answer : kalau dalam segi media saya jarang menggunakannya tapi ada di suatu chapter karena materinya lagu maka saya menyuruh siswa untuk merekam lagunya jadi untuk saat ini saya hanya menggunakan metode secara umum atau konvensional

- i) Bagaimana cara bapak/ibu menerapkan classroom activities dalam pembelajaran bahasa inggris terutama speaking selama pandemic covid-19?

(How do you apply classroom activities in learning English, especially speaking during the covid-19 pandemic?)

Answer : saya pribadi menerapkan dalam hal hal yang terjadi sehari hari misalnya saja cara siswa greeting itu dapat melatih kemampuan speaking siswa

- j) Menurut bapak/ibu apakah dengan menggunakan classroom activities dapat membuat siswa aktif berpartisipasi dan semangat dalam mengikuti pelajaran bahasa inggris terutama speaking selama pandemic covid-19?

(In your opinion, do you think using classroom activities can make students actively participate and enthusiastic in participating in English lessons, especially speaking during the covid-19 pandemic?)

Answer : iya itu untuk meningkatkan kemampuan speaking siswa classroom activities itu adalah metode yang bagus

- k) Apakah penggunaan classroom activities adalah pilihan yang tepat untuk digunakan dalam pengajaran bahasa inggris terutama speaking selama pandemi covid-19?

(Is the use of classroom activities the right choice to use in teaching English, especially speaking during the covid-19 pandemic?)

Answer : iya itu sangat perlu karena siswa dituntut untuk menguasai speaking

- l) Menurut bapak/ibu adakah tantangan yang bapak/ibu dapatkan ketika melakukan pembelajaran menggunakan classroom activities selama pandemic covid-19?

(In your opinion, are there any challenges that you get when you study using classroom activities during the covid-19 pandemic?)

Answer : tantangnya berupa siswa harus belajar paling dasarnya karena mereka masih awal belajar dan jarang ada yang kursus oleh karena itu guru menjelaskan dari awal dan paling sederhana agar siswa bisa paham

- m) Upaya apa sajakah yang telah bapak/ibu usahakan ketika melakukan pembelajaran menggunakan classroom activities selama pandemic covid-19?

(What efforts have you made when you study using classroom activities during the covid-19 pandemic?)

Answer : saya biasanya mengarahkan anak-anak berlatih dan menghafal kosa kata sederhana, setelah ada kemajuan saya akan melakukan evaluasi agar bisa mengetahui sampai dimana kemampuan siswa

- n) Adakah kendala yang bapak/ibu dapatkan/rasakan ketika melakukan pembelajaran menggunakan classroom activities selama pandemi covid-19?

(Are there any obstacles that you get/feel when you study using classroom activities during the covid-19 pandemic?)

Answer : kendalanya karena siswa masih awal belajar jadi harus mulai dari dasar karena banyak dari mereka yang tidak bimbel jadi murni belajar dari sekolah

- o) Apakah penggunaan classroom activities berdampak besar pada keberhasilan pengajaran bapak/ibu selama pandemic covid-19?
(Did the use of classroom activities have a major impact on the success of your teaching during the covid-19 pandemic?)

Answer : jika saya menggunakan classroom activities dalam mengajarkan siswa untuk menjejarkan tugas siswa lebih mudah untuk mengerti



Students interview answer sheet

Student's 1

From VII.7

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?

(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : kurang dipahami selama online kalau offline lumayan

- Siapa guru bahasa inggris anda?

(Who is your English teacher?)

Answer : ibu hamdiah

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?

(How your English teacher in teaching English)

Answer : baik

- b. Apakah anda tahu tentang classroom activities?

(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : iya menerapkan contohnya di bagi kelompok lalu berdiskusi

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : hanya buku

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : tidak terlalu tergantung dari pelajaran

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : iya

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : kadang susah memahami

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang kadang

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : tidak ada

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : meningkat meskipun tidak menarik dipelajari

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 2

From VII.7

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : baik mudah di pahami dan ramah

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : ibu hamdiah

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : baik dan ramah

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : iya contohnya dialog

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : buku paket

e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?

(Are you excited to follow the lessons taught by your teacher?)

Answer : semangat

f. Apakah guru dalam mengajar sudah sesuai harapan?

(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

g. Apakah ada kendala yang anda saat proses pembelajaran?

(Do you have any problems during the learning process?)

Answer : tidak terlalu

h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?

(Did you catch the message your teacher conveyed in the lesson?)

Answer : menangkap kadang kadang

i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?

(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : tidak ada

j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?

(Do you feel that these learning activities will improve your English skills?)

Answer : iya kadang kadang paham

k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?

(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : semoga lebih baik kedepannya

Students interview answer sheet

Student's 3

From VII.7

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : baik

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer :ibu Hamdiah

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : bagus

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?
(Does your teacher apply classroom activities during learning?)

(Does your teacher apply classroom activities during learning?)

Answer : iya menerapkan contohnya dialog

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : menggunakan buku

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : iya

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : kadang tidak mengerti bahasa guru kadang tidak berani bertanya

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang kadang bisa

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : tidak ada

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : tidak

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada



Students interview answer sheet

Student's 4

From VII.7

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : selama online tidak mengerti kalau offline lumayan mengerti

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : ibu Hamdiyah

➤ Inti

1. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : bagus

- m. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak tahu

- n. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : tidak

- o. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : misalnya buku paket

- p. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : lumayan

- q. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : tidak

- r. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : kadang tidak mengerti

- s. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : iya

- t. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : iya ada misalnya di jelaskan kemudian lalu berdiskusi

- u. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : iya lumayan

- v. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada



Students interview answer sheet

Student's 5

From VII.7

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : bagus

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : ibu Hamdiyah

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : baik

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?
(Does your teacher apply classroom activities during learning?)

Answer : menerapkan contohnya diskusi meski jarang

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?
(Does your teacher use media during the lesson, if so what?)

Answer : buku paket

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : iya

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : terkadang

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang kadang

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : bermain games kadang kadang

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : tidak terlalu

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 1

From VII.11

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : baik

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : ibu Hamdiyah

➤ Inti

- l. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : lumayan bagus

- m. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak tahu

- n. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : kadang kadang misalnya dialog

- o. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : buku paket

- p. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : bersemangat

- q. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : kadang sesuai kadang tidak

- r. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : terkadang tidak mengerti materi

- s. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang iya kadang tidak

- t. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : lumayan

- u. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : lumayan

- v. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 2

From VII.11

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : baik

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : ibu Hamdiyah

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : baik

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?
(Does your teacher apply classroom activities during learning?)

Answer : kadang kadang

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : buku paket

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : bersemangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : kadang mengerti kadang tidak

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang kadang

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : saat berdiskusi

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : lumayan

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 3

From VII.11

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?

(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : lumayan bagus

- Siapa guru bahasa inggris anda?

(Who is your English teacher?)

Answer : ibu Hamdiyah

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?

(How your English teacher in teaching English)

Answer : bagus dimengerti

- b. Apakah anda tahu tentang classroom activities?

(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : kadang kadang menerapkan diskusi dan dialog

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : buku paket

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : semangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : kadang tidak mengerti

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang kadang

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : saat berdiskusi

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : lumayan bisa

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 4

From VII.11

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?

(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : kurang bisa mengerti

- Siapa guru bahasa inggris anda?

(Who is your English teacher?)

Answer : ibu Hamdiyah

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?

(How your English teacher in teaching English)

Answer : lumayan bagus

- b. Apakah anda tahu tentang classroom activities?

(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?

(Does your teacher apply classroom activities during learning?)

Answer : kadang kadang menerapkan kadang juga langsung diberi tugas

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : buku paket dan laptop

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : semangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : kadang sulit memahami materi

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang kadang

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : saat kerja kelompok

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : lumayan

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : semoga bisa lebih lagi

Students interview answer sheet

Student's 5

From VII.11

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : bagus

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : ibu Hamdiyah

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : bagus

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?
(Does your teacher apply classroom activities during learning?)

Answer : kadang kadang pakai

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?
(Does your teacher use media during the lesson, if so what?)

Answer : buku paket

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : semangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : tidak terlalu banyak kendala

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang kadang menangkap kadang juga tidak

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : kerja kelompok, berdiskusi

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : lumayan meningkat

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 1

From VII.12

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : bagus

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : Ibu Hamdiyah

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : bagus

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak terlalu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?
(Does your teacher apply classroom activities during learning?)

Answer : kadang kadang bernyanyi berkelompok

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : buku paket

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : iya semangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : iya

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : kadang kadang tidak mengerti

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : sedikit

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : saat bekerja kelompok

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : iya

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 2

From VII.12

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : baik

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : ibu Hamdiyah

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : baik

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?
(Does your teacher apply classroom activities during learning?)

Answer : biasanya contohnya bekerja berkelompok

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : buku paket

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : semangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : tidak ada

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang mengerti

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : pembelajaran berkelompok

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : lumayan meningkat

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 3

From VII.12

➤ **Pertanyaan pembuka:**

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : menyenangkan dan bagus

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : ibu Hamdiyah

➤ **Inti**

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : mudah di mengerti

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?
(Does your teacher apply classroom activities during learning?)

Answer : kadang kadang menerapkan

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?
(Does your teacher use media during the lesson, if so what?)

Answer : buku paket

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : bersemangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : belum

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : kadang tidak mengerti

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : iya

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : menyenangkan ketika kita menyusun kata dan games

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : lumayan

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : tidak ada

Students interview answer sheet

Student's 4

From VII.12

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : baik

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : ibu Hamdiyah

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : baik

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?
(Does your teacher apply classroom activities during learning?)

Answer : kadang kadang menggunakan diskusi

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?
(Does your teacher use media during the lesson, if so what?)

Answer : buku paket

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : semangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : belum sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : kadang tidak paham

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang bisa

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : kegiatan berkelompok

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : lumayan

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

Answer : lebih kreatif dalam pembelajaran

Students interview answer sheet

Student's 5

From VII.12

➤ Pertanyaan pembuka:

- Bagaimana pendapat anda tentang pembelajaran bahasa inggris di sekolah selama pandemic covid-19?
(What do you think about learning English in schools during the covid-19 pandemic?)

Answer : sangat baik

- Siapa guru bahasa inggris anda?
(Who is your English teacher?)

Answer : ibu Hamdiyah

➤ Inti

- a. Bagaimana cara mengajar guru bahasa inggris anda?
(How your English teacher in teaching English)

Answer : baik

- b. Apakah anda tahu tentang classroom activities?
(Do you know about classroom activities?)

Answer : tidak tahu

- c. Apakah selama pembelajaran guru anda menerapkan classroom activities?
(Does your teacher apply classroom activities during learning?)

Answer : menerapkan misalnya diskusi

- d. Apakah guru anda menggunakan media selama pembelajaran, jika iya apa saja?

(Does your teacher use media during the lesson, if so what?)

Answer : buku paket

- e. Apakah anda bersemangat mengikuti pembelajaran yang dibawakan oleh guru anda?
(Are you excited to follow the lessons taught by your teacher?)

Answer : semangat

- f. Apakah guru dalam mengajar sudah sesuai harapan?
(Is the teacher teaching in accordance with expectations?)

Answer : sesuai

- g. Apakah ada kendala yang anda saat proses pembelajaran?
(Do you have any problems during the learning process?)

Answer : kadang tidak mengerti kadang mengerti

- h. Apakah anda menangkap pesan yang disampaikan guru anda dalam pembelajaran?
(Did you catch the message your teacher conveyed in the lesson?)

Answer : kadang kadang

- i. Adakah kegiatan pembelajaran yang menarik dan anda sukai yang telah dibawakan oleh guru anda?
(Is there an interesting learning activity that you like that has been brought by your teacher?)

Answer : diskusi

- j. Apakah anda merasa dengan kegiatan pembelajaran tersebut membuat kemampuan bahasa inggris anda meningkat?
(Do you feel that these learning activities will improve your English skills?)

Answer : bisa

- k. Apakah anda mempunyai saran untuk pembelajaran yang dibawakan guru anda kedepannya?
(Do you have any suggestions for what your teacher will teach you in the future?)

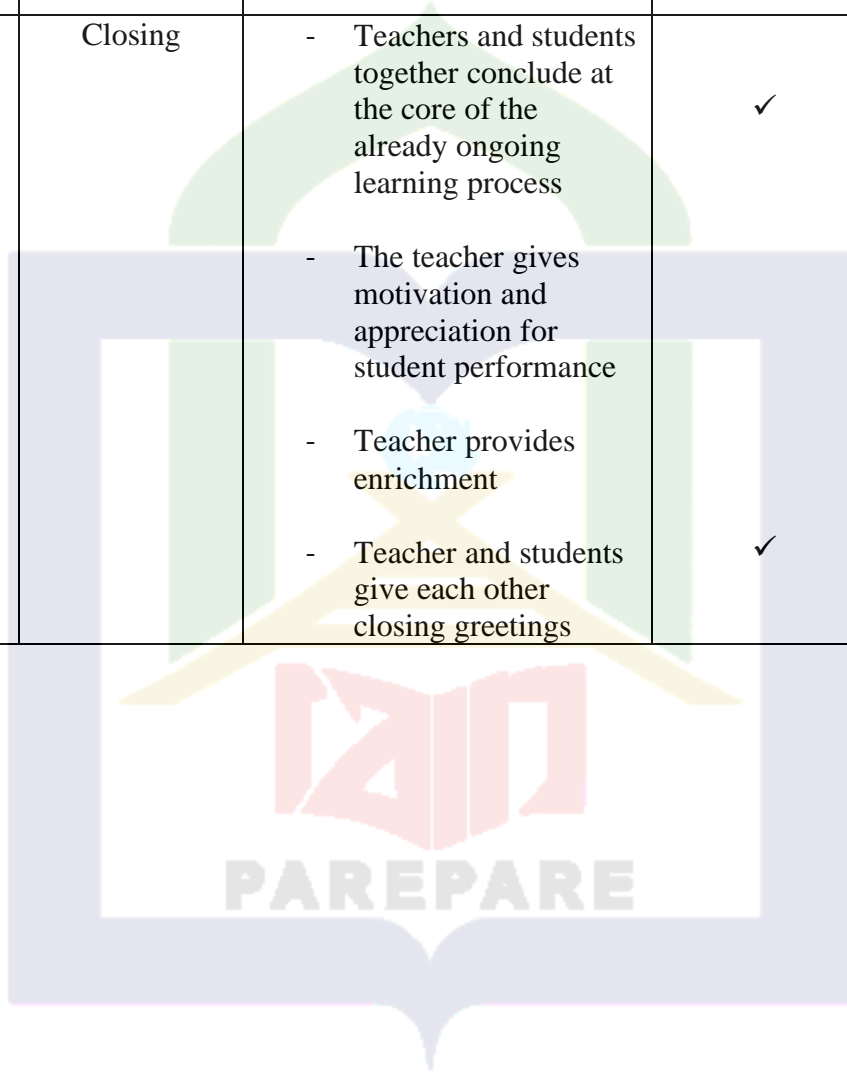
Answer : semoga bisa lebih baik lagi

Observation Checklist

NO	Activity	Indicator	Option Description Yes/No	
1	Opening	<ul style="list-style-type: none"> - Teacher open the lesson by greeting the students. - Pray before study. - Teacher check the students attendance list. - Teacher tell the aims of the subject that will be reached. - Teacher ask the students with randomly about the past lesson and the activities to remaind the students about their lessons. - Teacher gives apperception - teachers provide motivation to learn to students 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓

2	Main Activity	<ul style="list-style-type: none"> - Teacher explain the material - The teacher explains what activities will be done today - The teacher explains the procedure for speaking activities to students - Teacher make a group of student in speaking activities - Teacher uses Indonesian language and English language to explain the material - Teacher uses media in teaching speaking - Teacher uses classroom activities in teaching speaking in the classroom are: <ul style="list-style-type: none"> a. Small-Group Discussion b. Song c. Drama/Drama Musical d. Tongue Twisters 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
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		<p>e. Rhythm and Rhyme</p> <p>f. Plays games</p> <p>g. Role Play</p>		✓
3	Closing	<ul style="list-style-type: none"> - Teachers and students together conclude at the core of the already ongoing learning process - The teacher gives motivation and appreciation for student performance - Teacher provides enrichment - Teacher and students give each other closing greetings 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>



DOCUMENTATION

Interview Documentation









Observation Documentation









KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIIYAH

Alamat : Jl. Asad Bakri No. 98 Sumpang Parepare 91132 ☎ (0421) 21301 Fax.26404
PO Box 909 Parepare 91109, website: iaainparepare.ac.id, email: mail@iaainparepare.ac.id

Nomor : B.1531/In.39.5.1/PP.00.9/04/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Masyitha Adinda Putri Pertiwi
Tempat/Tgl. Lahir : Pinrang, 11 Juni 1999
NIM : 18.1300.111
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Jl. Martadinata No.21, Kel. Jaya, Kec. Watang Sawitto,
Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "Classroom Activities Applied By EFL Teacher In Teaching Speaking Skill During Pandemic Covid-19 At The Eight Grade Students Of SMPN 1 Pinrang". Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 20 April 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 PINRANG

Alamat : Jalan Jend. Sudirman No.56 Telp/Fax: (0421) 3920520 Pinrang 91212
Website : www.smpn1pinrang.sch.id E-mail : smpn1pinrang@gmail.com

SURAT KETERANGAN

Nomor: 422/117/UPT SMP.01/2022

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 1 Pinrang Kecamatan Watang Sawitto Kabupaten Pinrang Provinsi Sulawesi Selatan menerangkan bahwa:

Nama : MASYITHA ADINDA PUTRI PERTIWI
NIM : 18.1300.111
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S-1) IAIN Parepare
Alamat : Jl. R.E. Martadinata Pinrang

Telah melaksanakan penelitian di UPT SMP Negeri 1 Pinrang dalam rangka penyusunan skripsi mulai tanggal 12 Mei s.d. 21 Mei 2022 dengan judul:

"CLASSROOM ACTIVITIES APPLIED BY EFL TEACHER IN TEACHING SPEAKING SKILL DURING PANDEMIC COVID 19 AT THE EIGHT GRADE STUDENTS OF SMPN 1 PINRANG"

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Pinrang, 21 Mei 2022

Kepala UPT SMPN 1 Pinrang



Drs. M.H. SALEH, M.Pd.

Pangkat : Pembina Tk.I

NIP : 196312311989031154



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
 Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**
 Nomor : 503/0189/PENELITIAN/DPMPTSP/05/2022

Tentang

REKOMENDASI PENELITIAN

- Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 10-05-2022 atas nama MASYITHA ADINDA PUTRI PERTIWI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat** : 1. Undang - Undang Nomor 29 Tahun 1999;
 2. Undang - Undang Nomor 18 Tahun 2002;
 3. Undang - Undang Nomor 25 Tahun 2007;
 4. Undang - Undang Nomor 25 Tahun 2009;
 5. Undang - Undang Nomor 23 Tahun 2014;
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan** : 1. Rekomendasi Tim Teknis PTSP : 0511/RT.Teknis/DPMPTSP/05/2022, Tanggal : 11-05-2022
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0179/BAP/PENELITIAN/DPMPTSP/05/2022, Tanggal : 11-05-2022

MEMUTUSKAN

- Menetapkan** :
- KESATU** : Memberikan Rekomendasi Penelitian kepada :
- 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 - 2. Alamat Lembaga : JL. AMAL BAKTI NO. 08 SOREANG PAREPARE
 - 3. Nama Peneliti : MASYITHA ADINDA PUTRI PERTIWI
 - 4. Judul Penelitian : CLASSROOM ACTIVITIES APPLIED BY EFL TEACHER IN TEACHING SPEAKING SKILL DURING PANDEMIC COVID-19 AT THE EIGHT GRADE STUDENTS OF SMPN 1 PINRANG
 - 5. Jangka waktu Penelitian : 1 Bulan
 - 6. Sasaran/target Penelitian : SISWA DAN GURU SMPN 1 PINRANG
 - 7. Lokasi Penelitian : Kecamatan Watang Sawitto
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 11-11-2022.
- KETIGA** : Peneliti wajib menaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat keketiruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 12 Mei 2022



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
 NIP. 197406031993112001
 Kepala Dinas Penanaman Modal dan PTSP
 Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



Keputusan ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSN

DPMPTSP

CURRICULUM VITAE



Masyitha Adinda Putri Pertiwi, the writer was born on June 11th 1999 Pinrang, South Sulawesi. She is the second child from third children in her family, her mother's name is Jumrah Damis and her father's name is Kadir Koko. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2005-2011 she is in SD Negeri 3 Pinrang, and graduated on 2011, while at the same year she study in Smp Negeri 4 Pinrang and finish on 2014, then continued her study in SMA Negeri 1 Pinrang and graduated on 2017. Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed he study with the title "Classroom Activities Applied By Efl Teacher In Teaching Speaking Skill During Pandemic Covid-19 At The Seventh Grade Students Of Smp Negeri 1 Pinrang".