A THESIS

THE EFFECTIVENESS OF TEACHERS' TEACHING STYLE TOWARD STUDENTS' SPEAKING SKILL AT SMK NEGERI 8 PINRANG

BY

ERSA FIRDA
REG. NUM. 18.1300.054

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2022

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillmentof the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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A Thesis

As partial Fulfillment of the Requirement for the Degree

Of Sarjana Pendidikan (S.Pd.)

English Education Program

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ERSA FIRDA
REG. NUM. 18.1300.054

To

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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PAREPARE

2022

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِيْنَ وَعَلَى اٰلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

Alhamdulillahi Rabbil 'Alamin, Praise is merely to the Almighty Allah SWT. Give thanks for God's love and grace for us, the most gracious, the most merciful, the lord of the universe and the master of the judgment, the king of the kings, who has given his bless and salvation to the writer for finishing this Thesis entitled: The Effectiveness of Teachers' Teaching Style Toward Students' Speaking Skill at SMK Negeri 8 Pinrang . Shalawat and salam always be given to our prophet Muhammad saw. (Peace is upon him) a person that becomes a leader, the best example for us, who has been guided us from uneducated person to be educated person or the other words from the bad character to the good one.

This Thesis not merely the writer own work because of having greatly improved by some great people around the writer who suggested and guided by giving comments and advise to make it better. The writer realizes that writing contains a few errors, even though she tried to do her best. The writer spent a lot of time writing this paper. She expects that it will useful information and give new knowledge for anyone who reads it. During the period of conducting the research and writing this paper, the writer got many valuable contribution from a number of people in order to complete it. Therefore, the writer would like to express her sincere thanks and appreciation to:

1. The writer's beloved Family. Attention, trust and pray.
2. The writer's deepest appreciation is extended to writer's first consultant Dr. Abdul Haris Sunubi, M.Pd. and the second consultant Dra. Hj. Nanning M.Pd. For their guidance and encouragement during the research.

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3. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who has worked hard to manage education of IAIN Parepare.
4. Dr. Zulfah, M.Pd as the Dean of Tarbiyah in IAIN Parepare, who has arranged a positive education for the students in faculty of Tarbiyah.
5. Dr. Arkam, M.Pd. as the Chairman of English Education Program in IAIN Parepare who has given her motivation, guidance and suggestion that very helpful to complete the Thesis. Thanks for your good advice and valuable input.
6. All the lecturers of English Education and Tarbiyah Faculty, and all the staffs of IAIN Parepare thanks for your time, knowledge, advice and motivation that you have given to the writer since she is studying in this great campus.
7. SMK Negeri 8 Pinrang, especially to Drs. Alimuddin M, M.Si. as the principal who has allowed the Writer to research at SMK Negeri 8 Pinrang, thank you for the good welcome to the writer.
8. English teachers of SMK Negeri 8 Pinrang Ms. Reskiyanti Syarifuddin, S.Pd., Gr., M.Pd. and Ms. Irna Umar, S.Pd.I. who have participated in the process of collecting writer data on-site and unforgettable all teachers and all students are involved in the writer interview Thank you very much.

Finally, the writer also would like to say big thanks to all his amazing friends, and awesome people that the writer cannot mention the names that have helped and supported her sincerely, the writer hopes that this Thesis can be useful for us and become a reference for the next research.

Parepare, September 1st 2022

Ersa Firda

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DECLARATION OF THE AUTHENTICITY OF THE THESIS

The writer who signed the declaration below :

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

Parepare, September 1st 2022

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ABSTRACT

Ersa Firda. *The Effectiveness of Teachers' Teaching Style Toward Students' Speaking Skill at SMK Negeri 8 Pinrang* (Supervised by Abdul Haris Sunubi and Hj. Nanning).

This study aims to explore the application of the teaching style of English teachers to the speaking skills of students at SMK Negeri 8 Pinrang. In 2022, SMK Negeri 8 Pinrang began to implement an independent curriculum. The implementation of an independent curriculum led to a change in the teaching style that teachers applied more to the freedom of students. SMK Negeri 8 Pinrang is located on Jalan Poros Rappang Km. 7, Tiroang, Tiroang District, Pinrang Regency, South Sulawesi.

This research used a qualitative research design with a case study. In the process of collecting data, the writer used the observation method to observe and find out how the learning process of 2 English teachers. The subjects of this study were 2 English teachers And involved 16 students of SMK Negeri 8 Pinrang in a random sampling sample related to student responses and assessments of the teaching style of English teachers. This research was conducted by interviewing English teachers as the focus of the research and then documentation techniques to support additional data.

The procedure of collecting data by the writer in exploring the teacher's teaching style is as follows: 1. Carry out checklist observations of the two English teachers carried out by the author directly when the English teacher carries out the learning process 2. The interview process was carried out face-to-face and closed to 2 English teachers in turn. 3. Interviewing 16 students by random sampling sample related to student responses and assessments of the teaching style of English teachers.

Keywords: teaching style, students' speaking skill

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CHAPTER I

INTRODUCTION

A. Background

Educators are professionals who are responsible for planning and implementing the learning process. An educator is directly involved in assessing learning outcomes, guiding and providing direction in honing the individual abilities of learners. Professional educators who are experienced in teaching can develop learning materials and have distinctive teaching styles that can attract student learning motivation. A professional educator is someone responsible for educating, guiding, and directing students according to the level of formal educator taken. [1]

Teachers have an important role to play in creating effective classroom management. Effective learning will affect students in learning, learning outcomes can be maximized and the objectives in learning are achieved according to the target. The management approach in the classroom depends on the teaching style applied an effective teaching style will create a good teacher-student relationship in terms of communication between the two. [2]

The teaching style is very important for every teacher to have in carrying out learning. The teacher teaching style is the teacher's activity in building interaction in the classroom in overcoming student boredom.[3] The teaching style shows the

[1] Mulyani F, *Konsep Kompetensi Guru Dalam Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen* (Kajian Ilmu Pendidikan Islam), *Jurnal Pendidikan UNIGA*, *3*(1), 1-8 (2017).

[2] Eds. Angelita Dita, et al., *Pendekatan Dalam Pengelolaan Kelas*, ed. Dhita Anjelita (Bogor, 2021).

[3] Edu Channel Indonesia, *Gaya Mengajar Guru* (Bali :Edu Channel Indonesia, 2022), https://educhannel.id/blog/artikel/gaya-mengajar-guru.html (11 Agustus 2022).

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activities aimed at the teacher and how the behavior, attitudes, and actions in it reflect his identity as a teacher. The teaching style according to Thoifuri is ;

> " The form of the teacher's appearance when teaching, both curricular and psychological. A curricular teaching style is a teaching style that is adapted to the purpose and nature of a particular lesson. Meanwhile, the psychological teaching style is the teacher teaching which is adjusted to student motivation, class management, and evaluation of learning outcomes." [4]

The Researcher has made preliminary observations on SMK Negeri 8 Pinrang. SMK Negeri 8 Pinrang is located on Jalan Poros Rappang Km. 7, Tiroang, Tiroang District, Pinrang Regency, South Sulawesi. SMK Negeri 8 Pinrang has 42 teachers including 2 English teachers and has 360 students in total.

Preliminary observations made by the previous researcher have shown facts about the effectiveness of learning at SMK Negeri 8 Pinrang. The teachers teaching style is an important factor in attracting students to learn English, this is because teachers strive to make learning more varied. To overcome the boredom of students in class, one of the facts revealed by the English teacher at the school is how to use games as a teaching method in English. Learning while playing is one that can attract students' attention.

The researcher has given a few quick questions to one of the English teachers. The researcher found several facts about temporary problems, which showed the effectiveness of the teaching style of teachers of SMK Negeri 8 Pinrang. According to the confession of one of the teachers, Speaking to students is the main problem for teachers in teaching English.

The problem of speaking to students becomes an obstacle in teaching

[4] Thoifuri, *Menjadi Guru Inisiator*.(Semarang: Rasail, 2008).

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teachers. These obstacles make teachers strive to hone students' speaking skills, and the application of effective teaching styles can attract students' interest in learning English. However, the fact is that the shortcomings lie in students including lack of vocabulary and difficulty speaking. Teachers reveal at least every day students can memorize a maximum of 5 - 10 new vocabulary. Based on the experience of the teacher teaching there, students are still rigid in speaking and having conversations. The teacher is more focused on teaching by reading English texts first and then looking for new vocabulary until finally being invited to talk.

Another fact discovered by the researcher is that students' interest in learning English is very lacking. English is difficult and pervasive learning for students because translating verbatim in a book dictionary takes a few minutes in finding a translation. The limited vocabulary of students is one of the fact obstacles for teachers in teaching. A student expressing English is difficult because they have different letters from the pronunciation of sentences.

Technology is very supportive of learning, especially in learning media, English dictionaries can be found on various websites or applications. The role of teachers in utilizing technological media to teach can be the right solution. However, the school has a rule not to bring or use a mobile phone while studying. the school does not want students to misuse cell phones while studying, for example, students play games in class during learning.

Based on problems related to the effectiveness of the teachers' teaching style is effective or not in teaching English? a researcher is interested in studying the

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problem of teaching styles of English teachers to the speaking skills of students at SMK Negeri 8 Pinrang.

B. Research Questions

Based on problems related, There are some formulations of the problem as follows:

1. How are the English learning activities at SMK Negeri 8 Pinrang?
2. How is the Effectiveness of Teachers' Teaching Styles Toward Students' Speaking Skill at SMK Negeri 8 Pinrang?

C. The Objectives of The Research

The objectives of the research are :

1. To find out English learning activities at SMK Negeri 8 Pinrang.
2. To find out Effectiveness of Teachers' Teaching Styles Toward Students' Speaking Skill at SMK Negeri 8 Pinrang.

D. Significance of The Research

The significance of theoretical and practical are :

a. Teacher

Teachers have a great influence on learning. The teaching style applied Of course determines the success of learning objectives, so the purpose of this study is to make it easier for educators to match their teaching styles with students and to be able to develop diverse and interesting learning variations through teaching styles.

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b. For Researchers

The purpose of this study is to complete the researcher's undergraduate program in English education. In the future, this research will be something useful for researcher and become a reference source for other researchers.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Several studies related to the influence of The Effectiveness of Teachers' Teaching Styles toward Students' Speaking Skill are as follows :

Hery Rahmat and Miftahul Jannatin " *Hubungan Gaya Mengajar Guru Dengan Motivasi Belajar Siswa Pada Mata Pelajaran Bahasa Inggris* ".[5] this study relationship between teaching styles and students' learning motivation toward learning English. they used a quantitative type of research on the fifth-grade students of MI NW Dasan Agung Mataram totaling 20 students. This study uses 2 variables, there dependent variable for student learning motivation, and the independent variable for the teachers' teaching style.

Rahman, Nuraini Astriati, and Rum Rosyid, " *Efektivitas Variasi Gaya Mengajar Terhadap Hasil Belajar Siswa Kelas IX Pelajaran Ekonomi di SMA ".* [6] Their research relates to variations in teacher teaching styles to know students' responses to the effectiveness of variations in teacher teaching styles. Researchers use descriptive methods in researching and the source of the data is the teacher. The results of the analysis data show that the variation in the teacher's teaching style is very good, and some student responses to the variation in the teacher's teaching style are very good so that it can improve learning outcomes. A total of 83.3% of the criteria for the effectiveness of teacher teaching style variations on effective student learning outcomes.

Sri Wahyuni, and Fitri Yulianti's " *The Use Of Guessing Game To Improve*

[5] Hery Rahmat and Miftahul Jannatin, ' Hubungan Gaya Mengajar Guru Dengan Motivasi Belajar Siswa Pada Mata Pelajaran Bahasa Inggris ', *Jurnal Jurusan PGMI* 10, no. 2: 98–111. (2018)

[6] Rum Rosyid Rahman, Nuraini Astriati, "Efektivitas Variasi Gaya Mengajar Guru Terhadap Hasil Belajar Siswa Kelas Xi Pelajaran Ekonomi Di Sma," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 3.

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Students' Speaking Skill ".[7] in this study use guessing games to develop students' speaking skills because speaking is an important basic skill in learning English. Speaking learning provides conversational text, in understanding conversation well students must have 3 speaking skills, namely vocabulary, grammar, and pronunciation. Their research aims to find out that guessing games are effective in developing students' speaking skills.

B. Some Pertinent Ideas

1. The Concept of Teacher Style

a. Definition of Teaching

Teaching is an activity carried out by educators in sharing knowledge, skills, and values contained in learning materials. The definition of positive teaching has implications for the delivery of teaching material that is conveyed to students, but if science cannot be mastered by students, the implications of teaching are said to be negative. In teaching, it is not just about sharing knowledge it is necessary to consider many things before teaching. Teaching is not a simple thing, but how educators can reach the potential of learners.[8]

b. Definition Of Teaching Style

The teaching style is a dimension related to the position of the teacher, patterns of behavior, performance, and attitude toward oneself and others. The teaching style is the teachers' way of utilizing classrooms, learning activities,

[7] Sri Wahyuni dan Fitri Yulianti, "The Use of Guessing Game to Improve Student's Speaking Skill," 2015.

[8] Eds. Mukhmmad Bakhruddin, Shoffan soffa et al., *Strategi Belajar Mengajar*, ed. Iqbal Tawakkal, *CV. Agrapana Media* (Bojonegoro: Mukhhammad Bkhruddin, dkk, 2021).

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materials, and grouping students.[9] Aspects of teaching style include the characteristics of teachers who are expressive in teaching warmly and formally, as well as instrumental aspects related to the implementation of organizing classes and having their class standards.[10]

c. Kinds of Teaching Style

In the application of the teaching style applied in four processes in the world of education are namely classical, technological, personalization, and interactional teaching styles.[11] The four teaching styles:

1). Classical Teaching Style

The classical teaching style of ancient learning concepts. Teachers dominate the classroom until the end of learning, without actively involving students during the learning process, thus hindering the development and progress of students' learning. The classical teaching style is not entirely wrong, depending on the classroom conditions faced by the teacher, and requires the teacher to choose this learning style. When the teacher teaches in classroom conditions where the number of students is very large and the majority are passive, it is usually this teaching style that is chosen. In this learning, the role of the teacher is very dominant.[12]

[9] Ornstein, *School effectiveness and reform: Guidelines for action*. *The Clearing House,* 64(2), pp.526. (1990).

[10] Abdul Majid, *Strategi Pembelajaran,* (Bandung. PT Remaja Rosda Karya 2016).

[11] Hermawan, Asep Heri. Et al., *eds., Media Pembelajaran Sekolah Dasar,* (Bandung: UPI Press 2007).

[12] Nita Oktifa, Jenis – Jenis Gaya Mengajar Guru Dikelas (Jakarta Barat : Aku Pintar, 2022), https://akupintar.id/info-pintar/-/blogs/jenis-jenis-gaya-mengajar-guru-di-kelas (11 Agustus 2022).

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2). Technology Teaching Style

Teachers focus on teaching the competence of students individually. Lesson materials tailored to the learners' interest in teaching materials are paramount. Therefore, the teaching materials are arranged according to the abilities of each student. The role of students in this teaching style is to learn using devices or media, the teacher is only a facilitator or answers what questions students ask through teaching media. Students can learn what can benefit them in life through the medium of technology. The role of the teacher is a guide, director, or facilitator in learning because the learning of technology media has been arranged and programmed in advance so that it can be used by students in terms of software and hardware from computer teaching media. [13]

3). Personalized Teaching Style

A personalized Teaching Style is a teaching style that prioritizes the development of students' interests, talents, or potential from learning. The dominance of learning lies and is centered on the student, the teacher is only a facilitator of learning materials for students. The personal teaching style has a competent and professional teacher in improving and developing learning so that students can be themselves. Students cannot be forced to be intelligent because each student has talents, potential, and interests.[14]

4). Interactional Teaching Style

The interactional teaching style is a teaching style that prioritizes dialogue in

[13] Anwar Anwar et al., "Analisis Pengaruh Gaya Mengajar Guru Terhadap Prestasi Belajar Siswa," *Jurnal Serambi Ilmu* 21, no. 1 (2020): 64–85, https://doi.org/10.32672/si.v21i1.1883.

[14] Rahmat and Jannatin, "Hubungan Gaya Mengajar Guru Dengan Motivasi Belajar Siswa Pada Mata Pelajaran Bahasa Inggris".

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learning interaction. Intratrinsional teaching styles, teachers, and students are dominant to create effective learning. The teacher can understand how the student is doing, so the teacher will be easy to choose the right teaching style to apply.[15]

d. The Foundation of Teaching Style [16]

The School of Essentialism emphasizes the delivery of cultures related to science. In contrast to perennials, this school is more realistic, not philosophical. The culture conveyed in learning contains only information of a practical nature, to educate essential and useful skills for productive living. Therefore, it emphasizes science and productive skills. The personalization learning style is Child Centered. It is based on an educational theory that states that, education is student-centered as well as the experiences it realizesInteractional Learning and its Foundations.

Interactional learning emphasizes processes of a dialogical nature. In this case, the teacher presents the problem to the student, then during the discussion process, the student expresses views, opinions, and arguments, also responds and interrupts or supports the opinion of the other, so that a conclusion is found about the problem being discussed.

e. Characteristics of Teaching Style

In teaching a teacher has different appearances, the author divides the characteristics of the teacher teaching into two :

1) Characteristics of a positive teaching style of teachers

[15] Ulvi Nur Laily et al., "Pengaruh Gaya Mengajar Guru Terhadap Kecerdasan Visual-Spasial Siswa Kelas Iv Sd Khadijah Surabaya," *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 9, no. 2 (2020): 213–27, https://doi.org/10.33578/jpfkip.v9i2.7882.

[16]Asra dan Sumiati, *Metode Pembelajaran*, (Bandung: CV Wacana Prima, 2009).

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" The characteristics of the teachers' positive teaching style are :[17]

a. Mastering the subject matter in depth
b. Have broad insights
c. Communicative
d. Dialogic
e. Combining theory and practice, 1) Gradual, 2) Have a variety of approaches, 3) Not turning the subject matter away, 4) Not being repressive and pushy, 5) Humorous, but serious."

2) The characteristics of the teachers' teaching style are negative.

" The characteristics of the teachers' negative teaching style are:[18]

a. Sit at a table when teaching
b. Teaching while smoking
c. Teaching while playing smartphone
d. Sleep while teaching
e. Consider yourself the smartest
f. Teaching monotonously
g. Often skips teaching
h. Undisciplined
i. Dress untidy
j. Letting students cheat on each other
k. Like giving homework without correcting. "

f. Variations of Teaching Styles

Variations in teaching styles are variations in voices, limb movements, and variations in the teacher's position in the classroom. For students, variations in teachers' teaching styles are important in attracting them. A variety of styles will improve good communication between teachers and students so that learning objectives can be achieved. The variations in this teaching style are as follows: [19]

[17] Jamal Ma'mur, *7 Kompetensi Guru Menyenangkan dan Profesional*, (Yogyakarta: Power Book 2009).

[18] Rahman Hamalik, *Psikologi Belajar Mengajar*, (Bandung Sinar Baru Algesindo 2002).

[19] Afid Burhanuddin, *Pentingnya Mengadakan Keterampilan Variasi Dalam Mengajar (* Pacitan : Wordpress, 2017), https://afidburhanuddin.wordpress.com/2017/07/14/pentingnya-mengadakan-keterampilan-variasi-dalam-mengajar/ (11 Agustus 2022).

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1. Variety of sounds. The teacher's voice may vary in intonation, tone, volume, and speed. Pointing out things that are considered important, talking quietly with a protege, or speaking sharply to an inattentive protege.
2. Emphasis (focusing). To focus the learner's attention on an important or key aspect, the teacher can use "verbal emphasis", such as "Pay close attention!" Such emphasis is usually combined with the movement of a limb that can indicate with a finger or mark a blackboard.
3. Timing (pausing). Attract the attention of students, it can be done by changing the voice to lonely, from activity to no activity or silence, at the end of the lesson to the next section. For students, the provision of time is used to organize the answers submitted by the teacher so that the answers become complete.
4. Contact View. When the teacher talks or interacts with students, it is better to set his eyes throughout the class, looking into the eyes of each student to be able to form a positive relationship and avoid personality loss
5. Moving Positions. The transfer of the teacher's position is important in the variety of teaching styles because if the teacher is always in a sitting position or standing in the same place during the learning process, students will get bored easily and the teacher will also be tired. Its transfers from the face to the back, from the left side to the right, or between the protégé from the back to the side of the protégé.

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2. The Concept of Students' Speaking Skill

1. Definiton of Speaking

Speaking is the delivery of thoughts in the form of ideas, ideas, or heart contents in the form of speech or spoken language. Speaking aims to express ideas, ideas, and contents to a person through oral, oral containing sounds – articulated sounds in expressing feelings. The communication that occurs between two people is called speaking which seeks to express each other's ideas, thoughts, and contents of the heart. [20]

Speaking is a part of communication aimed at conveying information to others. a person who is speaking means being expressed himself through oral origins derived from his personality and feelings.[21]

2. Speaking Skill

Speaking is the skill of conveying information or messages verbally to others. The message conveyed by the listener is not in its original form, but in the form of a phonic. Speaking aims to convey information in the form of words through oral so that listeners can know the information conveyed. [22]

Speaking skills are a skill in conveying messages orally to others. Speaking skills are very beneficial if a person can master them professionally,

[20] Komunikasi Praktis, *Keterampilan Berbicara – Speaking Skill (* Komunikasi Praktis , 2019), https://www.komunikasipraktis.com/2019/09/keterampilan-berbicara-speaking-skills.html (11 Agustus 2022 .)

[21] Fadhilawati Dian, ' Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Pendekatan Komunikatif Mahasiswa Program Studi Bahasa Inggris UNISB', *LINGUA: Jurnal Bahasa, Sastra, dan Pengajarannya*, *12*(2), 211-221. (2015).

[22] Bashir, Azeem, & Dogar, ' Factor effecting students' English speaking skills', *British journal of arts and social sciences*, *2*(1), 34-50. (2011)

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these advantages are social. Social advantages concerning relationships between individuals can go well through talking a person can communicate with each other. Communication is in the form of conveying facts, knowledge, explaining, and describing.[23]

3. Types of Speaking skill

Speaking a language has some differences from reading and writing, which are both receptive skills in written language. When speaking, the speaker frequently speaks in fragments and uses less precise phrases than when writing.[24]

" Further states that there are some basic types of speaking as in the following taxonomy: [25]

1. Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, several prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
2. Intensive. The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.
3. Responsive. Responsive includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small 4 talk, simple requests, and comments. This is a kind of short reply to the teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.
4. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining a social relationship.

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[23] Romero, 'Improving speaking skills', *Encuentro*, *18*(1), 86-90, (2006)

[24] Fadlan, *Speaking Skill Dalam Bahasa inggris* (Kendari : Amazing Class Kendari, 2017), https://fadlan90.wordpress.com/2017/04/21/speaking-skill-dalam-bahasa-inggris/ (11 Agustus 2022).

[25] Brown dan H. Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (Longman, 2004).

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5. Extensive (monologue). Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together. “

4. The four Speaking Skills

Speaking skills help students communicate effectively in the classroom. Effective communication means conveying information verbally that the listener can easily understand. Speaking skills show active language skills. With speaking, students can passively accept the language, but can also communicate actively. Speaking skills are used at all times in our daily lives, whether informal or formal speaking. Informal speaking is important for communicating with friends and family. Formal speaking is important for communicating at work, presenting, and talking to strangers.[26]

Speaking skills are divided into four as follows:

a. Grammar

Grammar is one of the things that are very likely to be complicated in understanding Grammar is tenses. Tenses in English means 'time'. In grammar discussions, tenses are used to talk about differences or changes in the form of sentences related to the time of occurrence of events expressed in the sentence. For example, the same event will be revealed differently if the time of occurrence is different. The way of expressing the events that happen now will be different from those that happened in the past and will be different again from the events

[26] Brigitta Winasis, *4 Speaking Skill Yang Kamu Harus Kuasai, Mengapa Penting?*, (Depok : Lister , 2022), https://lister.co.id/blog/speaking-skills/ (11 Agustus 2022).

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that happened in the future. That's why learning about tenses is very important in identifying sentences in a conversation.[27]

b. Pronunciation

Pronunciation is one of the most difficult abilities to learn, and students should devote a significant amount of time to improving their pronunciation. Good pronunciation facilitates learning, whereas poor pronunciation increases significant challenges in language learning. The purpose of pronunciation education is not to have students pronounce like native speakers. Instead, the primary goal of oral communication should be understandable pronunciation. If students wish to modify how they pronounce English words, they must first change how they think about the sounds of those words. This holds for both individual sounds and larger components of speech including syllables, stress patterns, and rhythm. [28]

Pronunciation should be understood to be more than just the accurate production of particular sounds or phrases. It should be regarded as an essential component of communication that is integrated into classroom activities. Teachers can encourage their students to monitor their pronunciation and practice speaking skills both within and outside of the classroom.

c. Fluency

Fluency is defined as the capacity to speak a language effortlessly and freely without having to look up terms or idioms. Fluent speakers sound like native speakers

[27] Rionaldo Putra and Indah Fitri Astuti, "Pembelajaran Bahasa Inggris Dengan Analisis Grammar" 9, no. 3 (2014): 43–48.

[28] Abbas Pourhosein Gilakjani, "The Significance of Pronunciation in English Language Teaching English Pronunciation Instruction : A Literature Review," no. March 2012 (2017), https://doi.org/10.5539/elt.v5n4p96.

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and can communicate normally with little pauses or stumbles. Most people begin by learning vocabulary and basic grammar, which allows them to converse on a basic level.[29]

d. Vocabulary

Vocabulary is an important and necessary tool that helps children communicate and extend their knowledge. It is often developed with age. Vocabulary is necessary not just for speaking and conversing, but also for reading. It is the cornerstone of strong reading comprehension; it is impossible to read and comprehend a text if students do not understand what the words imply.[30]

[29] Conor, What is Fluency in English ?, (One Minute English, 2022), https://oneminuteenglish.org/en/fluency-in-english/ (11 Agustus 2022).

[30] Twinkle, *What is Vocabulary ?* (Twinkle). https://www.twinkl.co.id/teaching-wiki/vocabulary (12 Agusutus 2022).

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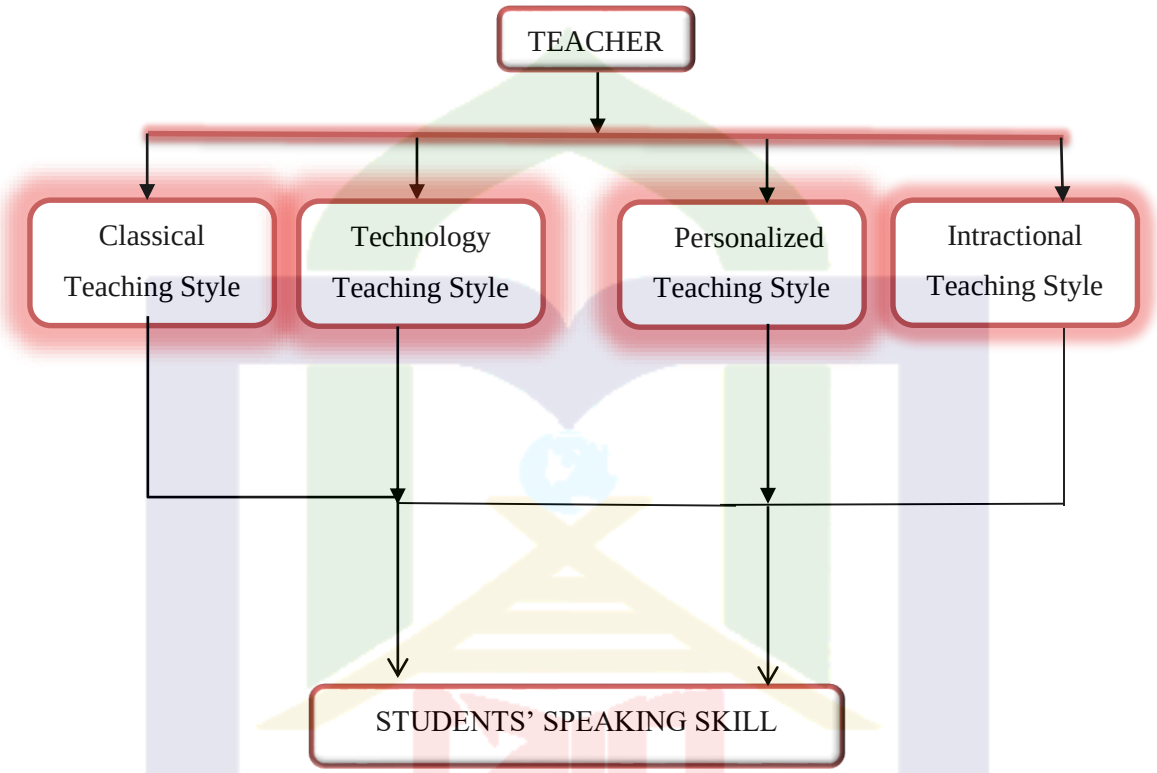
C. Conceptual Framework

The conceptual framework of this research is as follows :



In this study, teachers became a source of data and information in looking for the effectiveness of the teachers' teaching style on students' speaking skill. The researcher took the theory of Kinds of teaching styles E . Mulyasa In the book " Becoming a Professional Teacher " published in 2011. According to E. Mulyasa, four teaching styles can be applied in learning, namely Classical teaching style, technology teaching style, personalized teaching style, and interactional teaching style.

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CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

Researcher used Qualitative research using the case study. The case study research method is to study, explore, or explore cases of phenomena that exist in society to get results in the form of background, phenomena and facts in the field.[31]Research Case Studies seeks to clearly reveal the facts in the field in certain cases involving one or more people as objects. In this object, of course, it requires real and clear operation and deepening in accordance with the phenomena that actually occurResearch Case Studies seeks to clearly reveal the facts in the field in certain cases involving one or more people as objects. In this object, of course, it requires real and clear operation and deepening in accordance with the phenomena that actually occur.[32]

Qualitative research is research that emphasizes exploring the meaning, concept, characteristics, symptoms, symbols, and phenomema descriptions of certain objects to prioritize quality. Briefly it can be said that the purpose of qualitative research is to find the answer to a phenomenon or problem by systematically applying qualitative research procedures.[33] Without human intervention, descriptively in a specific natural environment as a whole and descriptively, optimized and used as a commonly used scientific method.[34]

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[31] Anwar Hidayat, Penelitian Kualitatif (Metode) : Penjelasan Lengkap (Statistikan ,2022). https://www.statistikian.com/2012/10/penelitian-kualitatif.html (12 Agustus 2022).

[32] Kusmarni dan Yani, 'Studi kasus' *UGM Jurnal Edu UGM Press* (2012).

[33] Semiawan dan Conny R *Metode penelitian kualitatif*. (Grasindo, 2010).

[34] Ahmadi, Rulam, and K. R. Rose. "Metodologi penelitian kualitatif." (2014).

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B. The subject of The Research

The subject of the study was English teachers. 2 (Two) English teachers have been interviewed related to teaching style which is a discussion of research problems. Research on the effectiveness of teachers' teaching styles is the researcher's focus on speaking skills. The researcher interviewed 16 students of SMK Negeri 8 Pinrang in a random sampling sample related to student responses and assessments of the teaching style of English teachers.

C. Location and Duration of The Research

The Location of this research at SMK Negeri 8 Pinrang on Jalan Poros Rappang Km. 7, Tiroang, Tiroang District, Pinrang Regency, South Sulawesi. This research has been conducted for approximately 30 days in collecting data, compiling a thesis, and analyzing data.

D. Research Focus

The focus of this research is english teachers. The researcher focus is the teaching style of English teachers towards students' speaking skills in English language learning. Teaching style is the most important thing for teachers to overcome students' boredom, especially in learning English. In the process of collecting data, researcher examined students' speaking skills in finding speaking skills that matched students at SMK Negeri 8 Pinrang.

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E. Instrument of The Research

A research instrument is a set of tools that a researcher uses in the data retrieval process. Instruments are an important means of managing data, especially in qualitative research that uses observation guidelines, interviews, and documentation containing a set of indicators used in data collection in the field or research location.

The research instruments that have been used in data collection were observation, interview, and documentation guidelines as follows :

a. Guidelines for Observation of English Teachers

The name of the observed Teacher :

Subject :

Material :

Meeting To :

Class / Semester :

School Origin :

Date / Time :

Put a mark (√) on the Column. (0) Not done, (1) Done but less, and (2) Done well.

NO	OBSERVED ASPECTS	0	1	2
A	INTRODUCTION			
1.	Preparation of learning facilities			
2.	Opening learning with greetings			
3.	Opening learning with greetings			

Continued..

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NO	OBSERVED ASPECTS	0	1	2
A	**INTRODUCTION**			
4.	Motivating students			
5.	Describe the material to be discussed			
6.	Describe the competencies to be achieved			
7.	Repeating the previous material			
B	**CORE ACTIVITIES**			
1.	Act as a facilitator			
2.	Mastering the subject matter well			
3.	Explaining the material			
4.	Material literature with indicators			
5.	Using relevant examples			
6.	Organizing materials			
7.	Ask students questions			
8.	Give students time to answer questions			
9.	Allow students to ask questions			
10.	Using learning tools and media			
11.	Enable students during the learning process			
12.	Guiding students on learning process activities			
13.	Provide motivation and reinforcement to students			
14.	Use the appropriate teaching style			
15.	Variations in teaching style			

Continued..

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C	COVER			
1	Summing up the material covered			
2	Associating the material with an upcoming lesson			
3	Assign assignments to students			
4	Conducting evaluations			

Table. 3.1 Instrument of Observation

Observer Publisher

……..……..... ……

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b. Interview Guidelines for English teachers and students. (Lattice – a grid of teacher interview guidelines before and already teaching)

No	Component	Sub Components	Interview Sheet Number
1.	Knowing the initial information of the teacher in the learning process.	a. About the teachers' self and his experience of how long to teach in school b. Prepare a Lesson Plan before teaching and the curriculum applied in schools	1 and 2 3 and 4
2.	The teachers' Teaching Style Process and students' response to Learning.	a. Delivery of materials and teaching styles used b. Student responses to English language learning	5 and 7 6 and 8

Continued..

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No	Component	Sub Components	Interview Sheet Number
3	Knowing the final information results of teacher activities in the application of the teachers' teaching style.	a. Techniques or methods in teaching speaking and how to improve student speaking	8 and 9
		b. How teachers develop teaching materials and what resources are used in teaching English	10 and 11
		c. Provide opportunities for students to ask questions and motivate students in learning	12 and 19
		d. Teaching style suitable for speaking	13
		e. Difficulty teaching speaking and relating it to daily life	14 and 15
		f. Causes of students not liking English subjects and the way teachers manage learning remain effective	16 and 17

Continued..

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No	Component	Sub Components	Interview Sheet Number
3	Knowing the final information results of teacher activities in the application of the teachers' teaching style.	g. Techniques or methods in teaching speaking and how to improve student speaking	18 and 20

Table. 3.2 Instrument of Interview for English Teachers before and Ater teaching

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c. Students interview grid

No	Component	Sub Components	Interview Sheet Number
1.	Student response to the teaching style of the English teacher on the speaking material into the student's speaking	a. Student opinion of English difficulties	1 and 2
		b. The hardest part of learning to speak and how to deal with it	3 and 4
		c. Students' opinions on the teachers' teaching style as well as whether the teaching style applied is always the same without variations in teaching styles.	5 and 7 -
		d. Teachers Invite students to be active and active student engagement and enjoy discussions.	6 and 10

Continued..

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No	Component	Sub Components	Interview Sheet Number
1.	Student response to the teaching style of the English teacher on the speaking material into the student's speaking	e. Media, materials, and teaching resources used by teachers when teaching	8 and 9

Table. 3.3 Instrument of Interview for Student

d. Guidelines for Documentation

No	**Document**	**Have** (√)	**None** **(** √)	**Description**
1				
2				
3				
4				
5				
6				
7				

Table. 3.4 Instrument of Dokumentation

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F. The Technique of Collecting Data

Data collection technology is a method of obtaining data in the field so that research findings can be useful and become new theories or discoveries. In the absence of a way to collect the data to learn, the purpose of the study will be in vain. The data collection techniques discussed are observation, interviews, and recording. In this way, the study will have valid and testable data.

Qualitative research data collection techniques in the field of education using : [35]

a. Observation Method

Researcher have made checklist observations to observe English learning activities in the classroom or outside the classroom carried out by English teachers at SMK Negeri 8 Pinrang. The purpose of this observation is to see aspects of learning activities starting from the introduction, core, and closing activities of the learning activity process.

b. Interview Method

The interview technique has been carried out by researchers on 2 English teachers and 16 students to obtain related information about the teacher's Teaching Style and Students' speaking skills in the English language learning process. Researcher interviewed Two English teachers by providing 28 important questions in obtaining in-depth information. Questions are divided into 2 parts, namely questions for teachers before teaching and after teaching to see the results of the differences between the two. 10 questions for students to see how they respond to the teacher's

[35] Umar Sidiq, Miftachul Choiri, and Anwar Mujahidin, *Metode Penelitian Kualitatif Dibidang Pendidikan*, ed. M.Ag Dr. Anwar Mujahidin (Ponorogo, 2019).

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teaching style as well as their involvement in the learning process.

The English teachers involved in the interview process were Ms. Irna Umar S.Pd.I and Ms. Rezkiyanti Syarifuddin, S.Pd., Gr., M.Pd. As well as 16 students representing their respective Departments and classes.

c. Documentation

In the documentation technique, the researcher has received documents in the form of images and files from the results of the data collection process carried out at the research location. These documents are intended as a source to complete the necessary data on the research subject.

G. Technique Of Data analysis

This research is based on the Miles and Huberman model in analyzing data, according to them the data collection data shows an interactive nature where in finding the data analysis is carried out continuously until finding the data is obtained in the field. The activities in data analysis are as follows: [36]

1. Data reduction

In analyzing the data, a data reduction is needed that is useful, collects and records important things in research, and the amount of data is determined based on how long the researcher takes to do research in the field. Data reduction functions to classify data, examine important things from research topics and look for research topics and patterns.

2. Data display

[36] Abd. Hadi, Asrori, and Rusman, *nelitian Kualitatif Studi Fenomenologi, Case Study, Grounded Theory, Etnografi, Biografi, Banyumas : CV. Pena Persada*, 2021.

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In studying display data in qualitative research, it is usually described in the form of a brief explanation of the research topic, depicting a chart, and the relationship between the two research variables.

3. Conclusion drawing or verification

In conclusion from the research conducted, qualitative research will answer questions from the problem formulation of the research topic that the problem being researched is temporary and will develop meaning that a new problem will appear in each problem formulation.

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher explains the related formulation of the research problem. The formulation of the problem is related to English learning activities at SMK Negeri 8 Pinrang dan Efektifitas gaya mengajar guru terhadap keterampilan berbicara siswa.

1. English Learning Activities at SMK Negeri 8 Pinrang

The English learning process at SMK Negeri 8 Pinrang was still less effective because students can be said to be lacking in English speaking skills. These shortcomings certainly affect the teaching process of teachers who need extra energy to teach students.

According to one of the English teachers' statements in the interview process conducted by the researcher against Ms. Reskiyanti Syarifuddin, S.Pd., Gr., M.Pd.

> " Pengalamannya mengajar disekolah ini, kalau dipikir – pikir lebih banyak dukanya karena bisa dikategorikan disetiap kelas rata – rata siswa tidak paham bahasa inggris. Bahasa inggris mereka masih rendah ".

Ms. Reskiyanti applies a student-focused teaching style where the teacher only directs students according to their interests. Students are given freedom in learning in class, learning while listening to music or describing something in English according to the student's wishes, or learning while listening to music for example. The application of the Ms. Reskiyanti student center is based on the independent curriculum that applies in schools, namely the independent curriculum. To be able to educate students, they are directed first to look for teaching materials at home but if they can't, the teacher prepares the materials. The use of smartphones is limited, so

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Ms. Reskiyanti prepared a chrome book that provides schools with internet facilities. Students will search for the material in an available chrome book.

English subjects at SMK Negeri 8 Pinrang last 4 hours, Ms. Reskiyanti directs students to look for material for 1 – 2 hours. Students are directed to discuss with their friends the material obtained and then explained it to their group of friends. Ms. Reskiyanti will only reinforce whether the material students get is correct or not in the learning process. If the material obtained by the students is not clear, Ms. Reskiyanti will explain again.

Ms. Reskiyanti's system of independent learning activities is to allow students to learn while playing music in class. Teachers only provide media and materials so that students are given the freedom in learning in class. The teacher only hopes that the learning objectives are achieved. Ms. Reskiyanti revealed this in the interview process.

> " betul – betul ana nak, yang penting fokusnya saya apa yang menjadi target kita belajar kita hari ini tercapai "

Especially in teaching speaking, Ms. Reskiyanti uses descriptive material. In attracting students, they are asked to describe the closest people, whether parents, friends, or people that students like. Ms. Reskiyanti does not describe the closest people to the students in turn. Students at least ask students to describe outside of the student's environment, so that their expectations are not far away and students do not download text on the internet. In speaking, students only need to explain having media to display, such as photos/pictures so that what is described is clear.

Ms. Reskiyanti uses media and so on in the student center learning process, in her interview.

> " kan masih awal tahun ajaran yah, jadi langkah yang saya lakukan kalau diawal tahun ini. Memanfaatkan media dan segalanya mereka suka karena mereka yang bebas mau gimana. Kalau saya bandingkan angkatan –

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angkatan lalu, kalau dikasi pekerjaan pasti stop kerja lagi dirumah, kalau ini mereka betul – betul tuntaskan selama 4 jam itu “

Teaching materials and examples that Ms. Reskiyanti gave to students not far from the student environment. What students usually see, hear or do around them that students describe in English. When researcher made observations on the learning process carried out by Ms. Reskiyanti. One of the students excommunicated her younger sister, and confidently the student revealed her sister was beautiful although still rudimentary in terms of pronunciation.

The average student at SMK Negeri 8 Pinrang is still lacking in speaking skills. 1 – 2 students are only active and others are categorized as still willing to learn despite limitations in terms of vocabulary and pronunciation. One of them is when students are directed to read English texts there are still many sentences that are not appropriately mentioned and when directed by the teacher to translate the text students seem to have difficulty because of the reason of forgetting to bring a dictionary and various other reasons.

Ms. Irna Umar's learning activity implements an outdoor games system, where students are given directions to find vocabulary and group into 7 parts of speech. Learning is carried out outside the field by dividing students into several teams, then directing them to look for papers containing English text that has been pasted in several trees around the school yard then students scatter to find text according to the code given. After finding the English text according to the given code, they are given a challenge or game to group each sentence in the text based on part of speech.

The information of Ms.Irna Umar in the application of teaching style is as follows:

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> " Dalam Mengajar biasanya saya di outdoor, dengan menggunakan media sticky note dan saya tuliskan kosa kata kemudian ditempelkan ke pohon – pohon dilapangan. Setelah itu, saya mengajak siswa untuk menerjemahkan setiap kosa kata yang mereka dapatkan ".

At the beginning of learning, Ms.Irna Umar usually before entering the classroom certainly prepares rpp. Rpp is the basis of reference and guidance to explain the material to students based on the RPP prepared by Ms.Irna Umar. The material developed by Ms.Irna Umar is a technique or method that makes students interested in the subjects presented.

In the technique applied by Ms.Irna Umar in the class in class, it cannot be separated from the application of the curriculum of SMK Negeri 8 Pinrang which uses 2 curricula, namely the K13 curriculum for grade 10 and the independent curriculum for grades 11 and 12. Ms.Irna Umar teaches based on the K13 curriculum but the independent curriculum still applies to all classes.

At the beginning of the delivery of teaching materials, Ms.Irna Umar opened the learning eyes with prayers and asked about the news of the students. Ms.Irna Umar took advantage of the 10 minutes to check the attendance of the students. After that, get to the heart of the learning by explaining the material taught. Not to forget Ms.Irna Umar said the competencies to be achieved in the learning process.

In the speaking material, Ms.Irna Umar only introduced what material was learned at the beginning of the meeting. Ms.Irna Umar did not explain at length because she thought that learning was based on an independent curriculum. in the interview process, Ms.Irna Umar revealed.

> " Yah betul, kalau untuk saya diawal pertemuan biasanya saya cuman memperkenalkan materi apa yang dipelajari, tidak menjelaskan panjang lebar. Apalagi sekarang sudah masuk kurikulum mendeka jadi, saya menyerahkan kesiswa. saya hanya menyampaian materi kita pelajari ini. Contoh deskpritif text maka disitu saya sampaikan untuk mencari materi atau referenci entah itu dari internet atau buku atau dari teman . intinya pada saat pembelajaran selanjutnya otomatis kita punya pegangan materi. setelah itu, mungkin kami bahasa sama – sama meterinya kemudian, biasanya saya diselingi dengan kuis pada saat mengajar karena itu adalah salah satu tambahan penialaian

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bagi saya. “

Ms.Irna Umar applies learning games outside the classroom and outside that do not focus on writing or speaking but Ms.Irna Umar has stages to get to the speaking process. First, Ms.Irna Umar will give the vocabulary, and teach the type of text and how to describe it. For example, students will first introduce the type of sentence in the text and then explain.

So, English learning activities at SMK Negeri 8 Pinrang can be said to have not been fully effective. Ms. Reskiyanti revealed that the average student's English skills are still low. However, the teaching style applied by Ms. Reskiyanti prioritizes students as a student center, to make students learn based on interests through the material provided. Meanwhile, Ms.Irna Umar applies quiz or game learning in teaching. Usually, Ms.Irna Umar teaches outside the classroom, then students will be divided into small groups of 2-3 people to facilitate teamwork. The application of the independent curriculum implemented by SMK Negeri 8 Pinrang is used by both English teachers in liberating students. Although students' speaking skills are still lacking some students are said to still have the desire to learn English.

2. The Effectiveness of Teachers’ Teaching Styles Toward Students’ Speaking Skill at SMK Negeri 8 Pinrang

Ms. Reskiyanti and Ms. Irna have different teaching techniques but still, apply personalized teaching styles. The application of the students center, which is implied by the independent curriculum at SMK Negeri 8 Pinrang, certainly cannot be separated from the Personalized Teaching Style of the two English teachers. Apart from personalized teaching styles, teachers still use diverse media and teaching resources so that teaching styles remain varied in each meeting.

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Ms. Reskiyanti said the challenge of being a teacher is to face students in teaching because some students cannot understand learning. Learning preparation is certainly important before teaching so that learning is easier to convey to students. The teacher lesson plan or commonly known as the learning implementation plan is now known as the teaching module of the implementation of the independent curriculum which ms. Reski revealed this in a researcher interview.

> " RPP dari setiap semester itu selalu ada, tahun lalu masih K13 jadi namamya RPP. Tapi sekarang saya mengajar khusus kelas 10 jadi sudah menerapkan kurikulum merdeka jadi namanya bukan RPP lagi, tapi Modul ajar. RPP penting karena menjadi dasar bagi kita seorang guru , apa yang mau kita ajarkan, kompentensi yang harus diketahui oleh seorang siswa dan langkah – langkah guru dalam mengajar semua tertuang dalam modul ajar atau RPP ".

The student's response to Ms. Reskiyanti's teaching style revealed that it depends on the teacher's teaching style. At the student center, he revealed that this learning is more able to give students their reality. Providing students with freedom in teaching and teachers only providing media but learning targets remain the focus of teachers. In speaking learning to attract students, Ms. Reskiyanti directed students to describe their closest friends to practice speaking skills. However, certainly, not all students can be involved in learning due to vocabulary constraints.

The effectiveness of Ms. Reskiyanti's teaching style received a positive response, according to her, depending on how the teacher taught. The system of liberating students according to Ms. Reskiyanti is a student center. The learning material described by Ms. Reskiyanti is easier to understand because the examples given in the learning process are close to the student's environment. For activeness in the classroom for the time being, students are active, and the response of student cooperation in the classroom is expressed by Ms. Reskiyanti in the interview process.

> " Sikapnya siswa merespon dengan baik, biarpun bisa dikatakan mereka belum tentu mengerti atau belum mengerti betul tapi respon mereka rata –rata positif untuk mengerjakan "

Ms. Reskiyanti revealed that if you want to keep the class conducive, the

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teacher as a facilitator not only stays silent and gives directions but the teacher occasionally Ms. Reskiyanti checks the students to ask about problems. Ms. Reskiyanti remains in control of what kind of class and the students remain calm.

Ms. Reskiyanti's teaching style is for students interested in learning English. Researchers are directly involved in the learning process and have observed through checklist observations that the methods used are quite good, only that the shortcomings come from students who cannot speak and don't even know what. When the learning process takes place, students only reflect and are sleepy so that the student's interest in learning is not there. Although the teacher tried to attract the attention of the students to the spirit of learning, the result remained the same the students just sat and stayed in class during the learning. Interest in learning back to students is not a good encouragement to the learning environment then there will be a change.

In addition, Ms. Irna's teaching style remains Personalized Teaching Style but is more varied and diverse due to the outdoor learning system and games. Researchers observe directly through observations made while studying outdoors. Students seem eager to learn to speak even though their average English category is low. This outdoor teaching method still focuses on students and teachers only direct and guide them. This rule of learning by playing is a challenge for students, who relate to the material in previous meetings they learned about Part of Speech. The teacher relates the material in the previous meeting by making games looking for each word and grouping it according to the part of the speech. This application can help students add and differentiate vocabulary by type.

During the learning process, students' responses to the material taught are different according to Ms.Irna Umar.

" Eh.. Sebenarnya tergantung dari kan' kalau siswa biasanya ada yang

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> nyaman. Ini bukan hanya bahasa inggris, dimata pelajaran lainpun cara siswa merespon beda – beda, ada yang nyaman, senang, biasa- biasa saja dan kurang tertarik pada mata pelajaran itu sendiri. Begitulah bagaimana caranya kita menarik perhatian siswa “.

Toward the end of the lesson, Ms.Irna Umar held a reflection to measure the ability of students and students to be more cohesive in answering. The influence of Effectiveness in the classroom on Ms.Irna Umar's teaching style outside the classroom is more active because Ms.Irna Umar divides students into groups of only 2 – 3 members. Ms.Irna Umar revealed the group has dense members, making students expect each other or there are active and not in the group. Students are more compact in answering the material or games that Ms.Irna Umar held in class.

In the learning process, Ms.Irna Umar does not curb students in the classroom so that learning remains conducive. During the process, Ms.Irna Umar played music in class to allow students to relax. Ms.Irna Umar said student-centered learning is based on an independent curriculum, most importantly student comfort. According to Ms.Irna Umar when the teacher does not bring media, students are directed to do assignments outside the classroom or do other things, as long as the tasks done are completed and accountable.

The student's response to Ms. Irna's teaching style was expressed by Karmin who came from class XI.TKJ 1:

> “Caranya ibu irna mengajar bagus dan tegas caranya. Gaya mengajarnya menyenangkan karena kami sering belajar diluar kelas dan ketika ingin bertanya sesuatu yang belum di pahami, ibu akan memberikan solusinya”.

Ms. Irna often teaches outside the classroom so that the student's response to her learning method is pleasant even though the student is lacking in English language learning. The media and teaching materials used are diverse, as revealed by Ms. Irna she uses material from the internet because she thinks internet materials are

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diverse. The media used are various, one of which is the English text which is used as a teaching medium then students are directed to look for the types of parts of speech of each sentence in the English text.

The researcher conducted interviews with 16 students of SMK Negeri 8 Pinrang by random sampling to see their responses to the teacher's teaching style applied to English language learning. The results of the interviews with 16 students representing each of the 3 majors are as follows :

1. HASNAWIAH X TKJ 1

Researcher	:	Assalamualaikum Warahmatullahi Wabarakatu, can you introduce yourself?
Student	:	Wailaikum salam warahmatulahi wabaraktu .Yes I can sis. My name is hasnawiah from class X.TKJ 1
Researcher	:	Do you think English subjects are difficult?
Student	:	I think English lessons are a little difficult.
Researcher	:	In your speaking material, what is the hardest part of the vocabulary, the scramble for it or the wording?
Student	:	In terms of language, because I often mention English with not fluent, the most difficult is the mention because it is a bit difficult to speak English.
Researcher	:	Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?
Student	:	I think it should be improved from the teaching style. The teaching teacher must give or explain in more detail.
Researcher	:	Do you think the teachers' teaching style is boring or fun?

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Student : I think it's fun because from the sidelines of learning, there are often games.

Researcher : Does the teacher always invite you to be active in the classroom?

Student : Yes

Researcher : Does the teacher always use the same teaching style every time without using variations in teaching styles?

Researcher : What media do teachers always use in teaching?

Student : Books and computers

Researcher : What teaching resource materials are used in the classroom when learning English?

Researcher : What media do teachers always use in teaching?

Student : Books and computers

Researcher : What teaching resource materials are used in the classroom when learning English?

Student : Teachers often apply to learn in various ways.

Student : We often use English dictionaries to translate some vocabulary.

Researcher : Are you active in class and have fun discussing?

Student : I love to discuss with friends because I can solve problems

2. INDAH XI. APHP

Researcher : Assalamualaikum Warahmatullahi Wabarakatu, can you introduce yourself?

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Student	:	Wailaikumsalam Warahmatulahi Wabaratu .Yes I can sis. My name is beautiful address Boki major IX APHP.
Researcher	:	Do you think English subjects are difficult?
Student	:	Neither
Researcher	:	What difficulties are experienced when learning English?
Student	:	His vocabulary and the way it is mentioned.
Researcher	:	In your speaking material, what is the hardest part of the vocabulary, the scramble for it or the wording?
Student	:	Everything. But the drafting is more difficult
Researcher	:	Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?
Student	:	Teacher. Just don't understand when explaining.
Researcher	:	Do you think the teacher's teaching style is boring or fun?
Student	:	Fun.
Researcher	:	Does the teacher always invite you to be active in the classroom?
Student	:	Not really.
Researcher	:	Does the teacher always use the same teaching style every time without using variations in teaching styles?
Student	:	No.

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Researcher : What media do teachers always use in teaching?

Student : Book

Researcher : What teaching resource materials are used in the classroom when learning English?

Student : Internet

Researcher : Are you active in class and have fun discussing?

Student : No

3. ISDAHLIA IX APHP

Researcher : Assalamualaikum Warahmatullahi Wabarakatu, can you introduce yourself?

Student : Wailaikumsalam Warahmatulahi Wabarakatu .Yes I can sis. My name is dahlia class XI APHP Address Pinrang.

Researcher : Do you think English subjects are difficult?

Student : Not really but learning English is hard and it's hard to do and we also practice English.

Researcher : What difficulties are experienced when learning English?

Student : Read. How to mention it is difficult

Researcher : In your speaking material, what is the hardest part of the vocabulary, the scramble for it or the wording?

Student : The vocabulary is because it is limited in vocabulary and it is also

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difficult to string words

Researcher : Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?

Student : From the students because we have a hard time understanding.

Researcher : Do you think the teacher's teaching style is boring or fun?

Student : Fun. The teacher tries so that we can understand what is explained

Researcher : Does the teacher always invite you to be active in the classroom?

Student : Always. Give us some questions or read a few English sentences.

Researcher : What media do teachers always use in teaching?

Student : Book

Researcher : Are you active in class and have fun discussing?

Student : Happy

4. JUSNI XII. TKJ

Researcher : Assalamualaikum Warahmatullahi Wabarakatu, can you introduce yourself?

Student : Wailaikumsalam Warahmatulahi Wabarakatu .Yes I can sis. My name is jusni

Researcher : Do you think English subjects are difficult?

Student : Quite difficult, because of the style of the language and its

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mention.

Researcher : What difficulties are experienced when learning English?

Student : Mention and wording

Researcher : In your speaking material, what is the hardest part of the vocabulary, the scramble for it or the wording?

Student : Mention and drafting

Researcher : Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?

Student : Teacher.

Researcher : Do you think the teachers' teaching style is boring or fun?

Student : Pretty fun

Researcher : Does the teacher always invite you to be active in the classroom?

Student : Active

Researcher : What media do teachers always use in teaching?

Student : Frequent use of Computers.

Researcher : Are you active in class and have fun discussing?

Student : Not badly active

5. KARMIN XI TKJ 1

Researcher : Assalamualaykum warahmatullahi wabarakaktu, can you introduce yourself?

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Student : Wailaikum salam warahmatulahi wabaraktu .Yes I can sis. My name is Karmin M majoring in TKJ class XI

Researcher : Do you think English subjects are difficult?

Student : It's hard because we don't understand English

Researcher : What difficulties are experienced when learning English?

Student : Looking for a vocabulary that is difficult to summarize.

Researcher : In your speaking material, what is the hardest part of the vocabulary, the scramble for it or the wording?

Student : Everything because we don't know

Researcher : Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?

Student : From students because we are not conscientious in learning.

Researcher : Do you think the teacher's teaching style is boring or fun?

Student : It was fun because we often studied outside the classroom.

Researcher : Does the teacher always invite you to be active in the classroom?

Student : Active

Researcher : What media do teachers always use in teaching?

Student : Book

Researcher : What teaching resource materials are used in the classroom when learning English?

Student : Internet

Researcher : Are you active in class and have fun discussing?

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Student : Active but in Indonesia

6. MUH ARYANSYAH X TKJ 1

Researcher : Assalamualaykum warahmatullahi wabarakatu, can you introduce yourself?

Student : Wailaikum salam warahmatulahi wabarakatu .Yes I can sis. My name is Muh Aryansyah Class X TKJ 1

Researcher : Do you think English subjects are difficult?

Student : I think it's easy because it's easy to understand.

Researcher : What difficulties are experienced when learning English?

Student : The difficulty is only when told to memorize

Researcher : In your speaking material, what is the hardest part of the vocabulary, the scramble for it or the wording?

Student : Drafting he said.

Researcher : Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?

Student : From the teachers' teaching style.

Researcher : Do you think the teachers' teaching style is boring or fun?

Student : Fun because it's cool and friendly to us as students

Researcher : What media do teachers always use in teaching?

Student : Book

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3. HIJRAH HADIATULLAH XI TKJ 2

Researcher	:	Assalamualaikum warahmatullahi wabarakatu, can you introduce yourself?
Student	:	Wailaikum salam warahmatulahi wabarakatu .Yes I can sis. My name is Hijrah Hadiatullah major XI TKJ 1
Researcher	:	Do you think English subjects are difficult?
Student	:	Passable
Researcher	:	What difficulties are experienced when learning English?
Student	:	When told to translate.
Researcher	:	In your speaking material, what is the hardest part of the vocabulary, the scramble for it or the wording?
Student	:	Mention of it
Researcher	:	Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?
Student	:	Students are often complicated
Researcher	:	What media do teachers always use in teaching?
Student	:	Book
Researcher	:	What teaching resource materials are used in the classroom when learning English?
Student	:	Internet

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Researcher : Are you active in class and have fun discussing?

Student : Iye . discuss with friends in search of translations for example.

4. NUR AIDA XI APHP

Researcher : Assalamualaykum warahmatullahi wabarakaktu, can you introduce yourself?

Student : Wailaikum salam warahmatulahi wabaraktu .Yes I can sis. My name is Nur Aida major XI APHP.

Researcher : Do you think English subjects are difficult?

Student : If you say it is difficult, not really but among all the materials there are also said to be difficult because everyone is different in ability. Some usually master the first material and the second. So the teacher must provide material that can be understood.

Researcher : What difficulties are experienced when learning English?

Student : Because I am not fluent in English sometimes if the teacher explains in English so I am a bit difficult.

Researcher : In your speaking material, what is the hardest part of the vocabulary, the scramble for it or the wording?

Student : The arrangement is because in English it is different in Indonesian it is different in the preparation of English.

Researcher : Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?

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Student : If the problem is that the teacher should explain in detail in explaining.

Researcher : Are you active in class and have fun discussing?

Student : yes.

5. NUR NATASYA IX. TKJ 2

Researcher : Assalamualaykum warahmatullahi wabarakaktu, can you introduce yourself?

Student : Wailaikum salam warahmatulahi wabaraktu .Yes I can sis. My name is Nur Natasya major TKJ class of 11

Researcher : Do you think English subjects are difficult?

Student : Not so difficult

Researcher : What difficulties are experienced when learning English?

Student : Reading section

Researcher : In your speaking material, what is the hardest part of the vocabulary, the scramble for it or the wording?

Student : Mention et rédaction

Researcher : Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?

Student : Her teacher because he was not very assertive.

Researcher : Are you active in class and have fun discussing?

Student : yes.

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6. NURUL INAYAH XI APHP

Researcher : Assalamualaykum warahmatullahi wabarakaktu, can you introduce yourself?

Student : Wailaikum salam warahmatulahi wabaraktu .Yes I can sis. My name Nurul Inayah Ruadi Major APHP Class of 11

Researcher : Do you think English subjects are difficult?

Student : A bit difficult

Researcher : What difficulties are experienced when learning English?

Student : Pronunciation.

Researcher : In your speaking material, what is the hardest part of the vocabulary, the scramble for it or the wording?

Student : Pronunciation.

Researcher : Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?

Student : From students

Researcher : Are you active in class and have fun discussing?

Student : Active. we joke with each other in discussions and can add knowledge – of English language science.

7. PUJA DZAKIRA X TKJ 1

Researcher : Assalamualaykum warahmatullahi wabarakaktu, can you introduce yourself?

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Student : Wailaikum salam warahmatulahi wabaraktu .Yes I can sis. My name is Puja Dzakira Major TKJ Class of 10

Researcher : Do you think English subjects are difficult?

Student : Medium due to lack of vocabulary

Researcher : What difficulties are experienced when learning English?

Student : Writing and translating

Researcher : In your speaking material, what is the hardest part of the vocabulary, the scramble for it or the wording?

Student : The arrangement of the word because it is different from its meaning

Researcher : Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?

Student : No students themselves do not understand English so it makes it difficult for them.

Researcher : Are you active in class and have fun discussing?

Student : Very Active.

8. RENDI XI TKJ 2

Researcher : Assalamualaykum warahmatullahi wabarakaktu, can you introduce yourself?

Student : Wailaikum salam warahmatulahi wabaraktu .Yes I can sis. My name Is Rendi majot TKJ 2 class of 11

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Researcher : Do you think English subjects are difficult?

Student : It's a little difficult because these subjects I rarely participate in

Researcher : What difficulties are experienced when learning English?

Student : I May have forgotten to bring a dictionary

Researcher : In your speaking material, what is the hardest part of the vocabulary, the scramble for it or the wording?

Student : Drafting the word

Researcher : Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?

Student : From students because they are not interested in learning English.

Researcher : Are you active in class and have fun discussing?

Student : Tidak

9. RISKA XI APHP

Researcher : Assalamualaykum warahmatullahi wabarakaktu, can you introduce yourself?

Student : Wailaikum salam warahmatulahi wabaraktu .Yes I can sis. My name Is Riska Major APHP Class of 11

Researcher : Do you think English subjects are difficult?

Student : English is difficult – it's hard to get it easy. The difficulty is that when you want to speak, you don't know what to say because you lack the vocabulary and sometimes even understand what the

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teacher has explained.

Researcher : What difficulties are experienced when learning English?

Student : Difficulties sometimes I do not understand the material described

Researcher : In your speaking material, what is the hardest part of the vocabulary, the scramble for it or the wording?

Student : Vocabulary he said.

Researcher : Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?

Student : In my opinion, teachers should improve their teaching style because students are different in understanding learning and taking advantage of existing circumstances.

Researcher : Are you active in class and have fun discussing?

Student : I am very active in the classroom and very happy in the lectures in the classroom. What's interesting about the discussion in English is that we are told to understand the material.

10. RIZAL XI TKR

® : Good afternoon deck, can you introduce yourself?

Q : Introduce my name Is Muh. Rizal class IX.TKR

® : Do you think English subjects are difficult?

Q : I think it is a bit difficult because I don't like English lessons

® : What difficulties are experienced when learning English?

Q : Vocabulary he said. It's a bit troublesome to call it

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Ⓡ : In your speaking material, what is the hardest part of the Vocabulary, the Mention of it, or the arrangement of the word?

Q : Everything.

Ⓡ : Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?

Q : The teacher's teaching style is good but the students who don't know

Ⓡ : How do you think the teacher's teaching style is boring or fun?

Q : It's fun because the teacher uses hand gestures

Ⓡ : Is the teacher always teaching activities in the classroom?

Q : Often.

Ⓡ : Does the teacher always use the same teaching style every time without any variation in teaching style?

Q : yes, the teacher uses a style that matches the language

Ⓡ : What media do teachers always use in teaching?

Q : Book

Ⓡ : What teaching materials and resources are used in the classroom when learning English?

Q : Internet, dictionaries, and books

Ⓡ : Are you active and happy to discuss this in the classroom?

Q : yes kinda happy

11. SURYADI X TKJ 1

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Ⓡ : Good afternoon deck, can you introduce yourself?

Q : Introduce my name Suryardi 10th grade majoring in TKJ

Ⓡ : Do you think English subjects are difficult?

Q : I think English is difficult in the mention of vocabulary is usually a bit difficult

Ⓡ : What difficulties are experienced when learning English?

Q : Mention of vocabulary

Ⓡ : In your speaking material, what is the hardest part of the Vocabulary, the Mention of it, or the arrangement of the word?

Q : Wording

Ⓡ : Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?

Q : Students

Ⓡ : How do you think the teachers' teaching style is boring or fun?

Q : Fun.

Ⓡ : Is the teacher always teaching activities in the classroom?

Q : Yes

Ⓡ : Does the teacher always use the same teaching style every time without any variation in teaching style?

Q : Unchanged.

Ⓡ : What media do teachers always use in teaching?

Q : Book

Ⓡ : What teaching materials and resources are used in the classroom when learning English?

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Q : From computers and cellphones. Teachers usually direct the search for material at home and then print it.

® : Are you active and happy to discuss this in the classroom?

Q : Not because I'm quiet.

12. ZELDAM IX TKR

® : Good afternoon deck, can you introduce yourself?

Q : Introduce my name is Zeldam class IX.TKR

® : Do you think English subjects are difficult?

Q : I think it's a bit difficult because the language is foreign

® : What difficulties are experienced when learning English?

Q : His vocabulary and how to write it

® : In your speaking material, what is the hardest part of the Vocabulary, the Mention of it, or the arrangement of the word?

Q : Everything.

® : Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher? Do you think that overcoming the difficulties of learning to speak, should be improved by the teaching style of the teacher?

Q : The teacher's teaching style is good but the students can't be organized

® : How do you think the teachers' teaching style is boring or fun?

Q : It's fun because the teacher explains so well.

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® : Is the teacher always teaching you actively in the classroom?

Q : Yes ever

® : Does the teacher always use the same teaching style every time without any variation in teaching style?

Q : No sis

® : What media do teachers always use in teaching?

Q : Book

® : What teaching materials and resources are used in the classroom when learning English?

Q : Internet and dictionaries

® : Are you active and happy to discuss this in the classroom?

Q : Not. Because it does not speak English.

Based on the interviews conducted by the researcher with 16 students, it can be concluded that their response to the teaching style of English teachers is on average positive. However, students' speaking skills are severely lacking this is due to a lack of vocabulary. The main cause of the problem of students' difficulty in learning English is the arrangement of words and the way they are pronounced in reading sentences. In the end, the teaching style of 2 English teachers is not effective because the teacher has to teach students extra. Technically and the methods used reaped a good response from students. According to the 16 students interviewed, they on average answered the difficulties in learning to speak in terms of word preparation and word mention. At the time the learning process takes place in the classroom when the teacher directs them to read the average student cannot mention word for word eloquently and well.

According to students, the two are different so they think that this is their obstacle in learning. The teaching style of the student English teacher at SMK Negeri 8 Pinrang has a positive influence on students in terms of the application of Ms. Irna's teaching style

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which is more learning while playing than Ms. Reskiyanti who teaches more relaxed. But both of them have the same teaching style, namely the Personalized Teaching Style which makes students focus on the learning process.

Based on the curriculum applied at SMK Negeri 8 Pinrang, namely 2 applicable curricula, namely specifically for grade 10, is an independent curricula. K13 applies to classes 11 and 12. Despite the 2 curricula implemented, the school still enforced an independent curriculum in grades 11 and 12. Freedom of learning for students still has no effect in terms of learning progress, because English teachers are still teaching extra students who are still low in English on average. In these cases, the teaching style of the English teacher becomes ineffective, although the student's response to the teacher's teaching style is positive.

Students who are active in the class only consist of 1-2 people, involvement in the implementation process is still said to be ineffective but in terms of Ms. Irna's explanation that the outdoor teaching style applied by students is more active and on average quick to understand even in terms of low vocabulary mastery. Ms. Reskiyanti expressed the same thing if her teaching style received a positive response such as easy understanding in terms of theory but difficulty when directed to practice speaking due to vocabulary constraints. As usual in the class, only 1 – 2 dominant people are actively learning.

The student response to the Personalized Teaching Style of both English teachers was positive. Students express the teachers' teaching style is fun but the learning constraints of the students are due to a lack of vocabulary, and difficulty pronouncing English sentences to the point of not knowing what to say. The teachers' teaching style becomes ineffective in the skills of students due to the lack of such students. The average system in every English class can be said to be low so the application of the Personalized Teaching Style that is expected by student teachers to learn independently based on interests cannot be carried out properly. Students who get a positive response from the

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applied teaching style are only those who are interested in learning. In fact, from the observations made by the researcher, students indeed have difficulty learning English and teachers have to teach them extra.

B. Discussion

After explaining the data in the form of information obtained at SMK Negeri 8 Pinrang through observation, interviews, and documentation. the researcher needs to analyze the data from the formulation of the problem. An explanation will be shown below:

1) English learning activities at SMK Negeri 8 Pinrang

English teachers teach based on student interests, this application is applied by Ms. Reskiyanti in motivating students to learn Speaking in particular. Students are freed to choose theories related to speaking and then follow some teacher directions which certainly cannot be separated from the supervision of the teacher. The student center is not just independent learning the teacher still acts as a facilitator and guide in the class, it's just that students must be able to learn to solve problems on their own and think creatively in developing their interests.

English language learning at SMK Negeri 8 Pinrang can be said to be quite effective in terms of the quality of teachers who teach. The methods used by English teachers are diverse and prioritize students as the main center which means that students have a free right to learn. Based on the results of observations made by the teacher, the teacher does not put too much pressure on students to learn. Students' interest takes precedence in learning so they are free to choose the topic of learning. The teacher seems to be only a facilitator and students can learn independently. Based on interviews with students about the teacher's teaching style based on students' interests, they think that learning is more enjoyable but the problem of lack comes from the students themselves who are less concerned about English.

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No student is stupid. They are lazy to study because of the factor of not liking certain subjects, for example learning English. The golden age of children experiences growth and development so fast that it is irreplaceable in the future.[37] Research in the field of neurology shows children's intelligence is 50% shaped in the first four years. When children are eight years old, their brain development can reach 80% so that by the time they are eighteen years old it will reach 100%.

Foreign languages are a very important skill in advanced technology. Foreign languages help us in interacting globally. Foreign language skills are necessary for social and career relationships to be good. People tend to compete to learn English to achieve the goals of working and connecting in various fields globally. Children begin to be included in learning foreign languages so that they can develop themselves children are smarter to learn languages faster than adults because of the age factors of children in their growth and development.[38]

2) The Effectiveness of Teachers' Teaching Styles Toward Students' Speaking Skill at SMK Negeri 8 Pinrang

The teaching style is a teaching technique that teachers use to attract the attention of students. Teachers share knowledge with learners.[39] The teaching style reflects how the implementation of the teaching of the teacher in question, is influenced by his views on teaching, the concepts of psychology used, as well as the curriculum implemented.[40]

Based on the results of research related to the curriculum applied by SMK Negeri 8 Pinrang, it is the Merdeka curriculum. According to BSNP (Badan Standar Nasional Pendidikan), Independent Learning Curriculum is a learning curriculum that makes

[37] Suyanto, 2005. Konsep Dasar Anak Usia Dini : Jakarta : Departemen Pendidikan Nasional.

[38] Santrock,'*Perkembangan Anak* ' (Edisi Kesebelas): Jilid 1. (Jakarta: Erlangga, 2007)

[39] Suparman, *'Gaya Mengajar Yang Menyenangkan Siswa*', (Yogyakarta: Pinus Book Publisher, 2010).

[40] Ali dan Muhammad,*'Metodologi dan Aplikasi Riset Pendidikan'*, (Bandung: Pustaka Cendekia Utama, 2010).

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students' interests, talents, and potentials the most important in the learning process. The student is central and can learn independently according to their talents and interests. The implementation of Merdeka Belajar was launched by the (Mendikbud Ristek) Nadiem Makarim as a form of evaluation of curriculum improvement in 2013 so that education in Indonesia is more advanced so that it can create a future that excels in human resources. Previously, this curriculum was also referred to as the Prototype Curriculum which was one part of the government's efforts to produce the next generation who were more competent in various fields.[41]

Muhammad Ali said in his book Methodology and Application of Educational Research in 2010, namely:

> "Personalization teaching style is teaching that is carried out on the interests, experiences, and patterns of mental development of students. The dominance of teaching is in the hands of students. In this case, the student is viewed as a person. Emotional development and self-adjustment in a social environment is something vital, as is the development of intelligence. The role of the teacher is to guide and assist that development through learning experiences. Therefore, teachers must have the ability to nurture, be experts in psychology, and methodology, and act as resource persons".

The researcher found that 2 English teachers used this which had implications for the independent curriculum applied at SMK Negeri 8 Pinrang. The independent curriculum aims to liberate students in terms of learning according to their interests. Personalized Teaching Style applied in speaking learning, in particular, gets a good response from students because learning is not just about entering the classroom and then providing direction but how teachers can encourage students to be more active in learning independently by leaving everything to students. In speaking learning, the teacher only directs students to look for their themes or learning topics or use media to further attract interest and improve students' memory, especially in students' speaking skills. Personalized

[41]JTO, *Ini Beda Kurikulum Merdeka Belajar Dan Kurikulum Sebelumnya*, (Pintek, 2022) https://pintek.id/blog/ini-beda-kurikulum-merdeka-belajar-dan-kurikulum-sebelumnya/(diakses pada tanggal 13 September 2022).

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Teaching Style is developed by teachers more diversely so that learning is not boring and accompanied by games or quizzes in the classroom.

Teaching based on the interests of students is not easy for a teacher. In interviews, it was revealed that not all students can be involved in the learning process. Some students can respond positively to the applied teaching style but it only applies to students who are interested in learning English, while for those who are lacking in terms of speaking and even understanding it is difficult to just be silent and feel saturated. The teaching style of teachers according to a researcher is quite effective in teaching methods and techniques Especially in speaking materials but the feedback obtained from students is diverse but dominantly lacking and low according to Ms. Reskiyanti. Extra hard in teaching students the various techniques used in improving speaking skills showed good results that from the beginning were interested in learning to speak. The advantages of students who are predominantly active in the classroom, especially in English, usually have experience in the past have courses, or have the ability to domina.

The application of an independent curriculum that is expected to be able to liberate students in learning according to their interests is not effective for English teachers of SMK Negeri 8 Pinrang. The personalized Teaching Style applied by 2 English teachers is ineffective due to students who still need extra guidance from the teacher in learning.

If the application of personalized teaching style is successfully applied then the results that can be obtained are as follows:[42]

1. Improving students' self-esteem

2. Helping students understand themselves fully

[42] Huda dan Miftahul, *'Model-model Pengajaran dan Pembelajaran'*, (Yogyakarta: Pustaka Pelajar, 2013).

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3. Helps students recognize their emotions and become more aware of how they can affect other aspects of their behavior
4. Helping them develop learning goals
5. Helping students develop plans to improve their competencies
6. Increase students' creativity and style of play
7. Increase students' openness to new experiences.

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CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher explains the conclusions and suggestions from the research results obtained.

A. Conclusion

Based on the previous explanation in chapter IV, a researcher found the fact that 2 English teachers at SMK Negeri 8 Pinrang used the same teaching style, namely personalized teaching style but had different techniques. The teaching styles applied by the two English teachers are as follows :

1. Ms. Irna Umar's technique is more diverse and varied because it is interspersed with quizzes and games in teaching so that students are not burdened with learning English. The method of learning while playing can interest students and leave a positive impression on students. Ms. Irna umar's method still prioritizes students as a center in learning based on their learning interests. In Speaking, especially Ms. Irna has special stages in teaching, first teaching vocabulary, grouping the types, and then memorizing until practice.
2. Ms. Reskiyanti's teaching style is more relaxed because to liberate students everything is left to the student teacher only directing and as a facilitator in the class. Ms. Reskiyanti's method is specifically for students to be directed to speak first to the closest person by complimenting for example classmates. According to Ms. Reskiyanti speaking at least, students can speak and get understood by the interlocutor it has been said that students can already speak. Lack of vocabulary, and difficulty in saying sentences so that they cannot write any English sentences

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make teachers have to teach extra students at SMK Negeri 8 Pinrang.

In the process of collecting data in the field, more precisely at SMK Negeri 8 Pinrang. The researcher observed English learning activities and then made checklist observations on teachers of 2 English languages in different meetings or classes. The results or data obtained in the field show that the implications of an independent curriculum carried out in schools cannot achieve the goal of independence of students, especially in English subjects. Indirectly, learning problems certainly affect the teaching style of Ms. Irna and Ms. Reskiyanti.

One of the facts found from the observation process at the time Ms. Irna taught vocabulary games, students still needed more guidance due to vocabulary limitations. Students who are expected to learn independently, in fact, teachers are still more involved. The effectiveness of learning from 2 English teachers can be said to be very good but the difficulty is influenced by students who have limitations in terms of mastering English. English teachers try various best ways to interest them but the average student in English language mastery skills is lacking. Based on the teacher's explanation from the interview, students who are interested or actively learning the language are only 1 to 2 people.

Ms. Irna uses a Personalized Teaching Style with the method of the game. Games are a fun way to learn English because games are the best way to do it to attract their interest. Learning while playing the game will provide an opportunity to communicate safely and pleasantly. One of the games applied by Ms.Irna is to search for vocabulary by type and translate it into Indonesian. The way Ms. Irna's method works is that students will be divided into groups of 2 – 3 people, then each person

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will get a number where the number is equal to the paper number that has been distributed around the school environment.

Students are directed to look for the same paper from each group. From the results of the interview with Ms. Irna, according to her, the teaching style applied received a positive response from students but in terms of skills, students still struggled. Students who are expected to be able to learn real self-study. The games that Ms. Irna applied flexibly as a warm-up to the review of previous meeting materials gave students pause in learning when the language became more difficult. Learning with games does not mean just fun but provides benefits in terms of integrity.

Ms. Reskiyanti's teaching style expressed in the interview session, teaching is relaxed and the students are central to learning based on the curriculum applied in the school. A student-centered learning system is a system that does not rely on teachers in the classroom but on students who learn independently. Based on what Ms. Reskiyanti revealed, the teacher only directs the material, and then the students play an active role in developing the material more actively, creatively, innovative and responsible for their learning process.

Ms. Reskiyanti revealed that in the speaking material, she usually uses image media based on what the student wants and then describes it in English. 1 -2 students who were active in Ms. Reskiyanti's class in the observation process carried out by the researcher showed the fact that the actual problem came from the student.

Ms. Rekiyanti's Personalized Teaching Style which focuses on students and teachers only acts as a facilitator. Students have full responsibility for learning

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activities, especially in the form of active involvement and student participation. In inequality, students have equal rights, especially in the form of group work, which should build good cooperation between group members. Ms. Rekiyanti is a facilitator who documents and develops students not only as a student teaching resource but how to use teaching aids, media, or learning tools. In speaking materials, students usually find it difficult to express something so Ms. Rekiyanti directs students to speak or describe something not far from their immediate environment e.g. idol artists, family, or closest friends. This will make it easier for students to speak.

The teacher is predetermined in Ms. Rekiyanti's teaching style, in this case helping the student in directing, or if there is something difficult to understand then the teacher still always participates in guiding. At the beginning of learning, Ms. Rekiyanti usually delivers material that suits the needs and conditions of the students. Under these conditions, explain the initial material so that in the future students do not have difficulties.

Students learn according to their interests and providing freedom in choosing what students want can make them more open and active in learning, especially learning to speak. The student response was positive to the teaching style of the two English teachers because they were more relaxed and mentally unburdened because they were interspersed with games for example in the teaching style applied by Ms. Irna Umar As for Ms. Reskiyanti, it is freer for students to learn by making students talk about the people closest to them, for example giving praise. So, overall the teaching style of the two English teachers is effective in quality but is not effective in students because the average ability of students in English at SMK Negeri 8 Pinrang is low. Teachers need extra effort to help students be more involved or active in

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English language learning.

B. Suggestion

After explaining the data and giving conclusions, the researcher gave some impressions of English teachers, students, schools, and other researchers. Researcher hope that the teachers' teaching style of students' speaking skills can be better in the future and provide good learning outcomes for students. As for the advice given to the parties:

1). English teachers

The role of the teacher in learning certainly determines the learning outcomes of students as facilitators and mentors in the classroom. Teachers should be more assertive and pay attention to students who are not active in the classroom, not just focus on active students. All students must be involved in the learning process and teaching methods must be more diverse and varied so that students are interested in learning English. The use of media when teaching must be further improved to support more effective learning.

2). Students

Students as learners should be more concerned about learning because students are the next generation of the nation. The environment is important in supporting students in learning more so that in the future the knowledge gained at school can be useful in daily life. English is very important in various aspects of life, students make it easier for them to understand things related to English.

3). School

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A school is certainly a place for teachers and students to shelter, a place to teach and share knowledge with students. School facilities and authorities have the right for teachers to better utilize the time and media in the school to teach professionally.

4). Other researchers

Researcher hope that this study can be a source of ideas for other researchers who have almost the same research title. For the next researcher, it hopes to meet the researchers' expectation that the teachers' teaching style can be effective on students' speaking skill.

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APPENDICES

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Appendix 1 : VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

	KEMENTERIAN AGAMA REPUBLIK INDONESIA **INSTITUT AGAMA ISLAM NEGERI PAREPARE** **FAKULTAS SYARIAH DAN ILMU HUKUM ISLAM** **Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307**
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : ERSA FIRDA

NIM : 18.1300.054

FAKULTAS : TARBIYAH

PRODI : PENDIDIKAN BAHASA INGGRIS

JUDUL : THE EFFECTIVENESS OF TEACHERS' TEACHING STYLE TOWARD STUDENTS' SPEAKING SKILL AT SMK NEGERI 8 PINRANG

PEDOMAN WAWANCARA UNTUK GURU DAN SISWA

A. Sebelum Mengajar

1. Bisa ceritakan tentan diri ibu?
2. Berapa lama ibu mengajar bahasa inggris di SMK Negeri 8 Pinrang? Bisa dijelaskan pengalaman mengajarnya disini bagaimana?
3. Sebelum mengajar, apakah ibu telah mempersipakan RPP sebelumnya? Bisa dijelaskna bu, mengapa RPP itu sangat penting bagi seorang guru!

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4. Kurikulum apa yang digunakan disekolah ini ?
5. Bagaimana cara ibu menyampaikan materi kepada siswa ?
6. Bagaimana respon siswa pada pembelajaran bahasa inggris
7. Gaya mengajar merupakan sikap guru dalam mengatasi kebosanan dikelas, untuk itu gaya mengajar seperti apa yang sering digunakan pada saat mengajar speaking ?
8. Bagaimana respon siswa terhadap gaya mengajar yang ibu terapkan?

B. Sesudah Mengajar

1. Apakah dengan gaya mengajar Ibu terapkan,, materi pembelajaran lebih mudah dipahami oleh siswa?
2. Apakah penerapan gaya mengajar ibu dapat membuat Siswa lebih aktif dalam belajar bahasa Inggris?
3. Bagaimana hasil belajar dan sikap kerjasama siswa setelah Ibu menerapkan gaya mengajar tersebut?
4. Bagaimana usaha dalam membuat kelas tetap kondusif selama pembelajaran berlangsung?
5. Apakah ibu menggunakan media saat mengajar?
6. Apakah ibu menggunakan alat peraga saat mengajar?
7. Apakah yang ibu lakukan jika salah satu siswa tidak tertib saat mengikuti pembelajaran?
8. Apakah ibu mempunyai teknik atau metode dalam mengajar speaking?

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9. Teknik apa yang Ibu gunakan dalam meningkatkan keterampilan berbicara siswa dalam bahasa Inggris?
10. Bagaimana cara ibu mengembangkan materi ajar kepada siswa
11. Apa sajakah sumber pembelajaran yang Ibu gunakan dalam mengajar bahasa Inggris?
12. Apakah ibu selalu memberi kesempatan siswa dalam bertanya mengenai materi speaking?
13. Apakah gaya mengajar yang cocok dan penting terhadap keterampilan berbicara siswa berbahasa Inggris siswa?
14. Apa apakah ada kesulitan yang Ibu alami saat mengajar bahasa Inggris khususnya speaking. Bisa dijelaskan!
15. Apakah ada kesulitan pada saat menyampaikan materi speaking, terutama dalam mengaitkan kehidupan sehari-hari?
16. Menurut ibu, apakah penyebab siswa tidak menyukai bahasa Inggris?
17. Bagaimana cara ibu mengelola kelas dengan gaya mengajar yang diterapkan agar pembelajaran menjadi efektif?
18. Bagaimana Ibu memotivasi siswa untuk tertarik belajar bahasa Inggris?
19. Apakah ibu lalu memotivasi siswa Di akhir pembelajara

C. Tanggapan Siswa Terhadap Gaya Mengajar Guru

1. Menurut anda apakah mata pelajaran bahasa Inggris sulit?
2. Kesulitan apakah yang dialami saat belajar bahasa Inggris?

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3. Menurut anda dalam materi speaking, Bagian apa yang tersulit Apakah kosakatanya, penyebutannya, atau penyusunan katanya?
4. Menurut anda dalam mengatasi kesulitan belajar speaking, Apakah harus diperbaiki dari gaya mengajar gurunya?
5. Menurut Anda bagaimana gaya mengajar guru membosankan atau menyenangkan?
6. Apakah guru selalu mengajak aktif dalam kelas?
7. Apakah guru selalu menggunakan gaya mengajar yang sama setiap saat tanpa variasi gaya mengajar?
8. Media apa yang selalu guru gunakan dalam mengajar?
9. Bahan dan sumber ajar apa saja yang digunakan dalam kelas pada saat belajar bahasa Inggris?
10. Apakah anda aktif dalam kelas dan senang berdiskusi?

Pembimbing Utama	Pembimbing Pendamping
Dr. Abdul Haris Sunubi, M.Pd.	Dra. Hj. Nanning M.Pd.
19750308 2006041 001	196805232000032005

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Appendix 2

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini ;

Nama : Irna Umar S.Pd. I.

Jabatan : Guru Bahasa Inggris

Waktu : Pagi

Tempat : SMK NEGERI 8 PINRANG

Menerangkan bahwa ;

Nama : Ersa Firda

NIM : 18.1300.054

Pekerjaan : Mahasiswa

Fakultas : Tarbiyah

Prodi : Pendidikan Bahasa Inggris

Benar Telah melakukan wawancara dengan saya dalam rangjab menyusun skripsi dengan judul "The Effectiveness Of Teachers' Teaching Style Toward Students' Speaking Skill At Smk Negeri 8 Pinrang "

Dengan demikian , keterangan ini saya berikan untuk dipergunakan sebagaimana mestinya.

Tiroang, 22 Agustus 2022

Narasumber.

Penyaji

Irna Umar, S.Pd.I

NIPPPK .19920414 202221 2 032

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KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini ;

Nama : Reskiyanti Syarifuddin, S.Pd., Gr.,M.Pd.

Jabatan : Guru Bahasa Inggris

Waktu : Pagi

Tempat : SMK NEGERI 8 PINRANG

Menerangkan bahwa ;

Nama : Ersa Firda

NIM : 18.1300.054

Pekerjaan : Mahasiswa

Fakultas : Tarbiyah

Prodi : Pendidikan Bahasa Inggris

Benar Telah melakukan wawancara dengan saya dalam rangjab menyusun skripsi dengan judul "The Effectiveness Of Teachers' Teaching Style Toward Students' Speaking Skill At Smk Negeri 8 Pinrang "

Dengan demikian,keterangan ini saya berikan untuk dipergunakan sebagaimana mestinya.

Tiroang, 22 Agustus 2022

Narasumber

Penyaji

RESKIYANTI S. S.Pd. Gr. M.Pd.

MPPPK. 19900827 202221 2 015.

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Appendix 3 : Transcribe of Observation of English Teachers

The name of the observed Teacher : Ms. Irna Umar, S.Pd.I

Subject : English

Material : Offers and Suggestion

Meeting To : 4

Class / Semester : X.TKJ.1 / 1

School Origin : SMKN 8 Pinrang

Date / Time : 22- 08 – 2022 / 09 : 20 – 11.50

Put a mark (√) on the Column. (0) Not done, (1) Done but less, and (2) Done well.

No	Observed aspects	0	1	2
A	**Introduction**			
1	Preparation of learning facilities			√
2	Opening learning with greetings			√
3	Attract students' attention		√	
4	Motivating students	√		
5	Describe the material to be discussed			√
6	Describe the competencies to be achieved	√		
7	Repeating the previous material			√
B	**Core activities**			
1	Act as a facilitator			√
2	Mastering the subject matter well			√

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3	Explaining the material			√
4	Material literature with indicators			√
5	Using relevant examples		√	
6	Organizing materials			√
7	Ask students questions			√
8	Give students time to answer questions			√
9	Allow students to ask questions			√
10	Using learning tools and media			√
11	Enable students during the learning process			√
12	Guiding students on learning process activities		√	
13	Provide motivation and reinforcement to students	√		
14	Use the appropriate teaching style			√
15	Variations in teaching style			√
C	**Cover**			
1	Summing up the material covered			√
2	Associating the material with an upcoming lesson			√
3	Assign assignments to students			√
4	Conducting evaluations	√		

Pengamat

ERSA FIRDA

Penyaji

IRNA UMAR, S.Pd.I

NIPPPK. 199204142022122032

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The name of the observed Teacher :Ms. Reskiyanti Syarifuddin, S.Pd., Gr.,M.Pd.

Subject : English

Material : Decscriptive Text

Meeting To : 5

Class / Semester : X.TKR.1 / 1

School Origin : SMKN 8 Pinrang

Date / Time : 25- 08 – 2022 / 07 : 30 – 10.10

Put a mark (√) on the Column. (0) Not done, (1) Done but less, and (2) Done well.

No	Observed aspects	0	1	2
A	**Introduction**			
1	Preparation of learning facilities			√
2	Opening learning with greetings			√
3	Attract students' attention	√		
4	Motivating students	√		
5	Describe the material to be discussed			√
6	Describe the competencies to be achieved	√		
7	Repeating the previous material			√
B	**Core activities**			
1	Act as a facilitator			√
2	Mastering the subject matter well			√

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3	Explaining the material			√
4	Material literature with indicators			√
5	Using relevant examples		√	
6	Organizing materials			√
7	Ask students questions			√
8	Give students time to answer questions			√
9	Allow students to ask questions			√
10	Using learning tools and media			√
11	Enable students during the learning process		√	
12	Guiding students on learning process activities		√	
13	Provide motivation and reinforcement to students	√		
14	Use the appropriate teaching style		√	
15	Variations in teaching style			√
C	**Cover**			
1	Summing up the material covered			√
2	Associating the material with an upcoming lesson			√
3	Assign assignments to students			√
4	Conducting evaluations	√		

Pengamat

ERSA FIRDA

Penyaji

REZKIYANTI S., S.Pd. Gr. M.Pd.
NIPPPK. 19900827 202221 2 015.

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Appendix 4 : Observation Sheet for Assesment

The name of the observed Teacher : Ms. Irna Umar, S.Pd.I

Subject : English

Material : Offers and Suggestion

Meeting To : 4

Class / Semester : X.TKJ.1 / 1

School Origin : SMKN 8 Pinrang

Date / Time : 22- 08 – 2022 / 09 : 20 – 11.50

Notes :

0 : Very Poor (10 – 39 %)

1 : Average (60 – 70 %)

2 : Very Good (85 – 100 %)

No	Indicator	0	1	2
1	Vocabolary		√	
2	Pronouncation	√		

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The name of the observed Teacher :Ms. Reskiyanti Syarifuddin, S.Pd., Gr.,M.Pd.

Subject : English

Material : Decscriptive Text

Meeting To : 5

Class / Semester : X.TKR.1 / 1

School Origin : SMKN 8 Pinrang

Date / Time : 25- 08 – 2022 / 07 : 30 – 10.10

Notes :

0 : Very Poor (10 – 39 %)

1 : Average (60 – 70 %)

2 : Very Good (85 – 100 %)

No	Indicator	0	1	2
1	Vocabolary		√	
2	Pronouncation	√		

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Appendix 5 : Transcripts Interview with English Teachers SMK Negeri 8 Pinrang

Before Teaching : Ms. Irna Umar, S.Pd.I

® : Reseacher Q : Guru Bahasa Inggris

® : Assalamualaykum wr.wb. selamat siang bu? Bisa ceritakan tentang diri ibu?

Q : Wailaikumsalam wr. Wb. Selamat siang. Jadi nama saya irna umar. Saya alumni STAIN Parepare dan saya selesai tahun 2015 setalah masuk 2010, jurusan tarbiyah prodi bahasa inggris. Setengah tahun setelah lulus dari stain parepare sempat mengajar di TK. TK islam terpadu dipinrang madinah school. Setengah tahun 1 semester disana kemudin pindah di SMK Negeri 8 Pinrang. Disini saya masuk 2017.

® : Berapa lama ibu mengajar bahasa inggris di SMK Negeri 8 pinrang bisa dijelaskan pengalaman mengajarnya disini bagaimana!

Q : Awal masuk mengajar sebenarnya saya tidak mengambil mata pelajaran bahasa inggris, tetapi saya mengambil mata pelajaran pendidikan agama islam karena kesalapahaman tittle saya yang S.Pd.I. jadi orang menganggap lulusan PAI. Sebenarnya pohak sekolah sudah tahu jadi karena sudah melekat saya mengajar PAI jadi saya selalu dikira guru PAI.Tahun 2018 saya mulai mengambil mata pelajaran bahasa inggris dari kelas 10, saya telah mengajar 3 jenjang. Tahun 2022 alhamdulillah saya telah lulus ASN dan

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sekarang lagi proses PPG.

® : Sebelum mengajar, apakah ibu telah mempersiapkan RPP sebelumnya? Bisa dijelaskan bu, mengapa RPP itu penting bagi seorang guru!

Q : Pada awal semester kita dibagi kelas, sebelum masuk mengajar kita harus membuat RPP . RPP merupakan salah satu dasar untuk mengajarkan atau memberikan panduan untuk menjelaskan materi ke siswa. Jika ada pengembangan- pengembangan dikelas itu adalah teknik atau metode yaang membuat siswa lebih menarik belajar sehinggan RPP sangat penting karena merupakan acuan awal proses pembelajaran.

® : Kurikulum apa yang digunakan disekolah ini?

Q : Saat ini sudah 2 kurikulum, untuk kelas 10 kurikulum merdeka dan kela 11dan 12 kurikulium K13 tapi penerapannya sudah mulai menerapkan perlakuan dari kurikulum mendeka.

® : Bagaimana cara ibu menyampaikan materi kepada siswa?

Q : Pada saat penyampaian seperti biasa pembukaan kepada siswa, berdoa, menanyakan kabar. Kemudian setelah 10 untuk mengetahui kehadiran , masuk keinti pembelajaran dan kompentesi yang akan dicapai .

® : Bagaimana respon siswa pada pembelajaran bahasa inggris?

Q : Tergantung dari siswa, cara merespon siswa berbeda ada yang suka , biasa saja dan kurang tertarik jadi peran guru dalam

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menarik perhatian siswa dalam menarik perhatian mereka.

® : Gaya mengajar merupakan sikap guru dalam mengatasi kebosanan dikelas, untuk itu, Gaya mengajar seperti apa yang ibu sering gunakan pada saat mengajar speaking ?

Q : Diawal pertemuan , saya tidak menjelaskan panjang lebar apalagisekarang sudah masuk kurikulum merdeka jadi menyerahkan kesiswa. saya hanya mengarahkan mereka untuk mencari meteri sendiri sehingga untuk pertemuan selanjutnya kita sudah punya pegangan materi . setelah itu kami bahas materinya kemudian saya biasanya membuat quiz pada saat mengajar karena merupakan tambahan penilain bagi saya.

® : Bagaiman respon siswa terhadap gaya mengajar yang ibu terapkan ?

Q : Pertemuan awal beberapa siswa merasa jenuh tapi karena saya selingi dengan games dan belajar diluar kelas. Biasa games dalam kelas , kita tidak terpaku menulis, bicara saja kita mempunyai tahap – tahap untuk sampai ke proses speakingnya. Biasa siswa kaget jika langsung diarahkan Tanpa mempelajari tahap – tahap belajar speaking. Maka sebelumnya saya pasti memberikan kosa kata, mengarjakan jenis teksnya dan bagaimana caranya menggambarkan text dekskripsi misalnya.

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After Teaching : Ms. Irna Umar, S.Pd.I

Ⓡ : Apakah dengan gaya mengajar ibu terapkan , materi pembelajaran lebih mudah dipahami oleh siswa ?

Q : Iya hampir selesai mengajar saya mengadakan refleksi untuk mengetahui kemampuan siswa seperti apa . saya tanya ulang kembali biasanya lebih kompak menjawab materi yang telah dipelajari sebelummya.

Ⓡ : Apakah penerapan gaya mengajar ibu dapat membuat siswa lebih aktif dalam belajar bahasa inggris ?

Q : Kalau keaktifan itu dalam mengajar diluar kelas sepertinya lebih aktif karena saya bagi kelompok . saya membagi kelompok tidak terlalu padat, kelompok terdiri dari 2 – 3 orang maka setiap siswa akan lebih dominan dan aktif , karena jika terlalu banyak siswa akan saling mengharapkan dan tidak aktif.

Ⓡ : Bagaimana hasil belajar dan sikap kerja sama siswa setelah Ibu menerapkan gaya mengajar tersebut ?

Q : Hasil belajar dan kerja sama siswa positif jika gaya mengajar lebih variatif misalnya belajar sambil bermain games.

Ⓡ : Bagaimana usaha dalam membuat kelas tetap kondusif selama pembelajaran berlangsung ?

Q : Tidak terlalu mengekang karena ini sudah kurikulum merdeka dan biasanya mengajar pada saat pengerjaan tugas biasanya saya memutar musik kelas, siswa menjadi lebih terhibur dan nyaman

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dikelas sambil mengerjakan tugas. Kurikulum merdeka semuanya berpaku pada peserta didik. Pada saat saya tidak membawa media ajar saya mengarahkan siswa untuk mengerjakan tuga diluar kelas bisa sambil kekantin atau apapun yang siswa sukai. Intinya tugas yang mereka kerjakan harus selesai dan dipertanggungjawabkan.

® : Apakah ibu menggunakan media saat mengajar ?

Q : yah biasa saya menggunakan laptop, LCD dan speaker.

® : Apakah ibu menggunakan alat peraga saat mengajar ?

Q : Biasanya saya menggukan media gambar, dan siswa juga saya arahkan siswa membawa media gambar.

® : Apakah yang ibu lakukan jika salah satu siswa tidak tertib saat mengikuti pembelajaran?

Q : Sebelum saya ngajar , saya membuat kesepakatan dulu dengan siswa awal . kontrak belajar, jika siswa tidak mengerjakan tugas misalnya otomatis dia sudah tahu hukuman apa yang mereka dapatkan. Jika kontrak belajar dilanggar dan siswa tidak akan protes karena telah disekepakati sebelumnya.

® : Apakah ibu mempunyai teknik atau metode dalam mengajar speaking?

Q : Teknik mengajar saya lebih ke games. Jadi siswa menganggap mereka sedang bermain sehingga tidak terlalu membebani mereka. jika dimasukkan kedalam games siswa akan berbicara.

® : Teknik apa yang ibu gunakan dalam meningkatkan keterampilan

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berbicara siswa dalam bahasa inggris ?

Q : Saya pikir lebih ke metode belajar sambil bermain.

® : Bagaimana cara ibu mengembangkan materi ajar kepada siswa?

Q : Saya menjelaskan materi speaking secara detail sebelumnya, karena kita fokus kepada satu materi. dekskriptif contoh ada speakingng juga otomatis siswa berbicara jadi saya jelaskan dan siswa mencari informasi sendiri tentang materi diajarkan . pada dekskriftif teks saya mengarahkan siswa untuk mencari media gambar tanpa teks kesukaan mereka dan kemudian menjelaskan objek gambar tersebut dalam bahasa inggris.

® : Apa sajakah sumber pembelajaran yang ibu gunakan dalammengajar bahasa inggris?

Q : iya saya menggunakan sumber dari internet karena internet materinya lebih beragam.

® : Apakah ibu selalu memberi kesempatan siswa dalam bertanya mengenai materi speaking ?

Q : Jika dengan membuat siswa untuk bertanya membuat mereka berani untuk berbicara.

® : Apakah gaya mengajar yang cocok dan penting terhadap keterampilan berbicara berbahasa inggris siswa?

Q : Saya pikir gaya mengajar cocok adalah menjadikan siswa belajar berdasarkan minat mereka.

® : Apakah ada kesulitan yang ibu alami saat mengajar bahasa inggris khususnya speaking. Bisa jelaskan !

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Q : Yah tentu ada karena kurikulum merdeka sekarang penerapannya terkait kehidupan sehari – hari sehingga saat menjelaskan materi ke siswa yah tidak terlalu ribet

® : Menurut ibu, apakah penyebab siswa tidak menyukai bahasa inggris.

Q : Yah yg sempat saya tanyakan kemarin saat mengajar hampir setiap saya masuk mengajar biasanya cara bacanya tidak tahu bahkan ada yang malu pada saat saya suruh membaca, takut salah.

® : Bagaimana ibu memotivasi siswa untuk tertarik belajar bahasa inggirs?

Q : Saya menyampaikan kita sebagai pembelajar kita wajib belajar, apapun itu termasuk bahasa inggris, karena perkemabangan IT dan dunia sudah serba bahasa inggris yang mengadopsi budaya luar, jiak kita tidak mempunyai pehamaman tentang bahasa inggris minimal kita mempunyai beberapa kosa kata yang kita ketahui itu sudah bisa mengatasi masalah siswa.

® : Apakah ibu selalu mengevoluasi siswa diakhir pembelajaran ?

Q : Evaluasi saya dengan bertanya ulang untuk memastikan sudah sejauh mana pemahaman mereka.untuk tes dan tugas jarang nanti ditengah semester saya kasi.

Before Teaching : Ms. Reskiyanti Syarifuddin, S.Pd., Gr.,M.Pd.

® : Assalamualaykum wr.wb. selamat siang bu? Bisa ceritakan tentang diri ibu?

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Q : Wailaikumsalam Wr. Wb. Selamat siang. Nama saya reskiyanti syarifuddin, tinggal di jalan agus salim, saya lulusan dari UMPAR untuk program sarjananya dan untuk Pasca sarjananya masih di universitas yang sama.

® : Berapa lama ibu mengajar bahasa inggris di SMK Negeri 8 pinrang bisa dijelaskan pengalaman mengajarnya disini bagaimana!

Q : Lamanya saya mengajar di SMK Negeri 8 Pintrang sejak sekolah ini berdiri di tahun 2014, khusus mengajar bahasa inggris terus pengalamannya mengajar disini kalau dipikir lebih banyak susahnya, begitulah tantangannya menjadi guru. Sukanya karena disini siswa bisa dikategorikan beberapa orangnya mau belajar dan cepat paham. Dukanya dibeberapa kelas lebih banyak yang tidak paham, maksudnya kategori bahasa inggrisnya itu low bisa dikatakan membutuhkan kerja keras untuk mengajar disini

® : Sebelum mengajar, apakah ibu telah mempersiapkan RPP sebelumnya? Bisa dijelaskan bu, mengapa RPP itu penting bagi seorang guru!

Q : RPP tahun ke tahun itu selalu ada . Tahun lalu masih K13 sekarang saya ngajarkan di kelas 10 kurikulum merdeka bukan lagi RPP namanya tapi modul ajar. RPP penting sebagai dasar bagi seorang guru apa yang kita mau kita ajarkan, apa yang perlu diketahui oleh siswa dan langkah – langkah apa yang kita mau ajarkan semua tertuang di RPP. RPP13 dan modul ajar sebenarnya hampir sama cuman modul ajar bentuknya lebih kepada memerdekakan siswa,

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jadi guru ngajar sesuai minat siswa. Guru tidak boleh memaksakan siswa seperti apa yang guru inginkan. Contoh guru bisa memberikan materi yang sama namun cara yang berbeda jadi harus ekstra lagi sebenarnya mengajarnya.

® : Kurikulum apa yang digunakan disekolah ini?

Q : Saat ini sudah 2 kurikulum, untuk kelas 10 kurikulum merdeka dan kela 11dan 12 kurikulium K13. Kita juga kena PK atau Pusat keunggulan,tapi penerapannya sudah mulai menerapkan perlakuan dari kurikulum mendeka.

® : Bagaimana cara ibu menyampaikan materi kepada siswa?

Q : Kalau saya lebih kepada student center. Saya menginginkan siswa yang mencari sendiri materi sebelumnya. Karena sekolah kami menyediakan chrombook disini dengan fasilitas internet jadi saya arahkan mereka mencari materi sendiri. karena jam mengajar saya 4 jam saya beri mereka waktu 1 sampai 2 jam untuk mencari materi kemudian didiskusikan dengan teman mereka setelah itu dijelaskan apa yang didapatkan. Saya hanya memberikan penguatan benar atau tidak apa yang dapatkan. Jika kurang jelas saya akan menjelaskan kembali.

® : Bagaimana respon siswa pada pembelajaran bahasa inggris?

Q : Responya siswa tergantung cara mengajarnya guru. Jika sistemnya memerdekakan siswa , malah mereka boleh memutar musik dikelas, cukup saya kasi mereka media dan meterinya apa. Sehingga mereka belajar secara santai dan nyaman sesuai

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keinginan. Fokusnya saya apa yang menjadi terget belajar kita hari ini tercapai.

® : Gaya mengajar merupakan sikap guru dalam mengatasi kebosanan dikelas, untuk itu, Gaya mengajar seperti apa yang ibu sering gunakan pada saat mengajar speaking ?

Q : Kalau khusus speaking , karena bahasa inggris siswa masih low tetapi untuk menarik minatnya mereka cara yang saya gunakan disini adalah materinya dekskriptif jadi saya meminta siswa untuk mendeskripsikan orang terdekatnya apakah itu orang tau atau sahabatnya, orang yang disenangi artinya orang yang ada dilingkungan mereka saja. Materi tidak jauh dari ekspektasi siswa ditakutkan jika hanya bergantung pada internet. Hal ini dapat melatih keterampilan berbicara siswa dengan terdekat yang ingin siswa deskripsikan dan harus mempunyai media minimal menampilkan foto agar apa yang dideskripsikan nyambung ke temannya.

® : Bagaiman respon siswa terhadap gaya mengajar yang ibu terapkan ?

Q : Karena masih awal semester, langkah saya gunakan masih menggunakan media laptop dan LCD mereka suka . dalam waktu 4 jam siswa menuntaskan apa yang dipelajari.

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After Teaching : Ms. Reskiyanti Syarifuddin, S.Pd., Gr.,M.Pd.

® : Apakah dengan gaya mengajar ibu terapkan , materi pembelajaran lebih mudah dipahami oleh siswa ?

Q : Iya lebih mudah dipahami untuk saat ini, contoh – contoh yang saya berikan juga dekat dengan mereka, dahulu guru biasanya menggunakan contoh dari luar . nah sekarang kita ambil contoh didekatnya mereka apa yang mereka lihat dan apa yang mereka lakukan .

® : Apakah penerapan gaya mengajar ibu dapat membuat siswa lebih aktif dalam belajar bahasa inggris ?

Q : Untuk sementara ini iya.

® : Bagaimana hasil belajar dan sikap kerja sama siswa setelah Ibu menerapkan gaya mengajar tersebut ?

Q : Sikapnya siswa merespon dengan baik . biarpun mereka bisa dikatakan belum mengerti betul materinya, tapi respon mereka rata – rata positif setelah diajarkan. Untuk saat ini belum sempat evaluasi mungkin diakhir semester nanti

® : Bagaimana usaha dalam membuat kelas tetap kondusif selama pembelajaran berlangsung ?

Q : Pertama guru harus bertugas sebagai fasilitator, ketika kita memberikan tugas kepada siswa mencari materi atau segala macam, guru juga tidak bisa tinggal diam. Bukan berarti bahwa memberi saja materi kemudian mengerjakan. Bisalah sekali – kali datangi satu kelompok menanyakan apa kendalanya, sudah benar

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apa tidak apa yang ditemukan. Intinnya secara bergiliranlah tetap mengontrol seperti apa, dan alhamdulillah siswanya tetap tenang.

® : Apakah ibu menggunakan media saat mengajar ?

Q : Media dibeberapa jam pelajaran, dibeberapa materi semua menggunakan media tergantung materinya apa

® : Apakah ibu menggunakan alat peraga saat mengajar ?

Q : Kadang – kadang

® : Apakah yang ibu lakukan jika salah satu siswa tidak tertib saat mengikuti pembelajaran?

Q : Paling menegur habis itu membuat dia fokus kembali dengan apa yang dia kerjakan

® : Apakah ibu mempunyai teknik atau metode dalam mengajar speaking?

Q : Intinya kalau saya mengajar speaking,jika ingin berbicara berbicara saja dan ucapkan saja yang terpenting lawan bicara mengerti itulah sudah terjalin komunikasinya sudah dinilai speaking. Dalam speaking selama kita berbicara dan lawan bocara mengerti

® : Teknik apa yang ibu gunakan dalam meningkatkan keterampilan berbicara siswa dalam bahasa inggris ?

Q : Memerdekan siswa dalam belajar. Terserah dari siswa mau mengungkapkan apapun

® : Bagaimana cara ibu mengembangkan materi ajar kepada siswa?

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Q : Disini saya pernah terapkan tetapi kurang efektif. Tapi saya pernah terapkan ditempat lain dan hasil efektif karena taraf pendidikan anak beda. Kalau cara mengembangkannya pada speaking dengan memberikan siswa tema tertu. Saya meminta mereka memuji teman mereka misalnya sudah masuk dalam strategi atau metode. Dibuat seperti arisan mereka ambil satu persatu kemudian muncul temanya memuji atau lain.

® : Apa sajakah sumber pembelajaran yang ibu gunakan dalam mengajar bahasa inggris?

Q : Sudah berbagai sumber buku, blog, buku pegangan disekolah. Saya lebih ke sumber internet.

® : Apakah ibu selalu memberi kesempatan siswa dalam bertanya mengenai materi speaking ?

Q : Selalu. Tergantung dari siswa tapi kadang mereka malu dan takut salah

® : Apakah gaya mengajar yang cocok dan penting terhadap keterampilan berbicara berbahasa inggris siswa?

Q : Tetap ke student center tetapi menfasilitasi mereka dengan menggunakan media audio atau vidio. Jika menggunakan media vidio yang dilengkapi dengan audio misalnya daya tangkap siswa lebih cepat. Saya kasi mereka tema kemudian bagaiaman cara siswa mendeksripsikan hal tersebut.

® : Apakah ada kesulitan yang ibu alami saat mengajar bahasa inggris khususnya speaking. Bisa jelaskan !

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Q : Mengajar kesulitannya secara pribadi pronounce anak – anak disini mungkin masih terpengaruh oleh dialek siswa, vocabolary masih kurang dan menyebutkan sesuatu masih kurang tetap.

® : Menurut ibu, apakah penyebab siswa tidak menyukai bahasa inggris.

Q : Versi siswa Bahasa inggris bisa dikatakan bahasa munafik, lain sebutannya lain penulisan juga. Ada beberapa kata sama penyebutan namun beda arti.

® : Bagaimana ibu memotivasi siswa untuk tertarik belajar bahasa inggirs?

Q : Membuat sesuatu pembelajaran yang bisa mereka bermain have fun didalam belajar. Memodifikasi pembelajaran sebagaimana bentuknya jadi bisa dibilang kiat bisa bermain sambil belajar didalam kelas.

® : Apakah ibu selalu mengevoluasi siswa diakhir pembelajaran ?

Q : Selalu tidak semestinya selalu dalam bentuk tulisan. Kadang ada lisan karena kita bisa evaluasi siswa dalam proses pembelajaran.

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Appendix 6 : Transcripts Interview with Students of SMK Negeri 8 Pinrang

Nama : Hasnawiah

Kelas : X

Jurusan : TKJ

Ⓡ : Selamat siang dek, bisa perkenalkan dirita ?

Q : Perkenalkan nama saya hasnawiah dari Kelas X TKJ 1

Ⓡ : Menurut anda apakah mata pelajaran bahasa inggris sulit?

Q : Menurut saya pelajaran bahasa inggris itu agak – agak sulit sedikit

Ⓡ : Kesulitan apakah yang dialami saat belajar bahasa inggris?

Q : Dari segi bahasanya, saya sering menyebutkan bahasa inggris dengan tidak lancar

Ⓡ : Menurut anda dalam materi speaking, bagian apa yang tersulit apakah Kosa katanya, Penyebutannya, atau penyusunan katanya ?

Q : Kalau saya dalam bahasa inggris susahnya di penyebutannya karena saya agak susah dalam berbicara bahasa inggris

Ⓡ : Menurut anda dalam mengatasi kesulitan belajar speaking , apakah harus diperbaiki dari gaya mengajar gurunya ?

Q : Saya pikir harus diperbaiki dari gurunya karena harus menjelaskan dengan detail

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® : Menurut anda, bagaimana gaya mengajar guru membosankan atau menyenangkan?

Q : Menyenangkan karena dari sela – sela belajar sering ada games

® : Apakah guru selalu mengajar aktif dalam kelas?

Q : Iya .

® : Apakah guru selalu menggunakan gaya mengajar yang sama setiap saat tanpa variasi gaya mengajar ?

Q : Guru selalu mengaplikasikan pembelajaran seperti bermain.

® : Media apa yang selalu guru gunakan dalam mengajar ?

Q : Komputer dan buku

® : Bahan dan sumber ajar apa saja yang digunakan dalam kelas pada saat belajar bahasa inggris?

Q : Kita sering pake kamus bahasa inggris untuk menerjemahkan ke bahasa indonesia.

® : Apakah anda aktif dan senang berdiskusi didalam kelas?

Q : Saya senang berdiskusi dengan teman – teman karena memecahkan masalah.

Nama : Muh. Arsyansyah

Kelas : X

Jurusan : TKJ

® : Selamat siang dek, bisa perkenalkan dirita ?

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Q : Perkenalkan nama saya aryansyah dari Kelas X TKJ 1

® : Menurut anda apakah mata pelajaran bahasa inggris sulit?

Q : Menurut saya mudah karena mudah dimengerti.

® : Kesulitan apakah yang dialami saat belajar bahasa inggris?

Q : Kesulitannya ketika disuruh menghafal

® : Menurut anda dalam materi speaking, bagian apa yang tersulit apakah Kosa katanya, Penyebutannya, atau penyusunan katanya ?

Q : Penyusunannya katanya.

® : Menurut anda dalam mengatasi kesulitan belajar speaking , apakah harus diperbaiki dari gaya mengajar gurunya ?

Q : Gaya mengajar gurunya, karena kalau gurunya bagus bisa membuat kita pintar bahasa inggris.

® : Menurut anda, bagaimana gaya mengajar guru membosankan atau menyenangkan?

Q : Menyenangkan , asik dan ramah kepada murid - murid

® : Apakah guru selalu mengajar aktif dalam kelas?

Q : Iya .

® : Apakah guru selalu menggunakan gaya mengajar yang sama setiap saat tanpa variasi gaya mengajar ?

Q : Menggunakan variasi

® : Media apa yang selalu guru gunakan dalam mengajar ?

Q : Buku

® : Bahan dan sumber ajar apa saja yang digunakan dalam kelas

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pada saat belajar bahasa inggris?

Q : Internet ,Yang sering buku.

® : Apakah anda aktif dan senang berdiskusi didalam kelas?

Q : Iya sering aktif.

Nama : Muh Rizal

Kelas : IX

Jurusan : TKR

® : Selamat siang dek, bisa perkenalkan dirita ?

Q : Perkenalkan nama saya Muh. Rizal kelas IX.TKR

® : Menurut anda apakah mata pelajaran bahasa inggris sulit?

Q : Menurut saya agak kesulitan karena saya memang tidak menyukai pelajaran bahasa inggris

® : Kesulitan apakah yang dialami saat belajar bahasa inggris?

Q : Kosa katanya. Agak kesusahan menyebutnya

® : Menurut anda dalam materi speaking, bagian apa yang tersulit apakah Kosa katanya, Penyebutannya, atau penyusunan katanya ?

Q : Semuanya.

® : Menurut anda dalam mengatasi kesulitan belajar speaking , apakah harus diperbaiki dari gaya mengajar gurunya ?

Q : Gaya mengajar guru bagus tapi siswanya yang tidak tahu

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Ⓡ : Menurut anda, bagaimana gaya mengajar guru membosankan atau menyenangkan?

Q : Menyenangkan karena guru menggunakan gerakan tangan

Ⓡ : Apakah guru selalu mengajar aktif dalam kelas?

Q : Sering.

Ⓡ : Apakah guru selalu menggunakan gaya mengajar yang sama setiap saat tanpa variasi gaya mengajar ?

Q : Ada , guru menggunakan gaya yang sesuai bahasanya

Ⓡ : Media apa yang selalu guru gunakan dalam mengajar ?

Q : Buku

Ⓡ : Bahan dan sumber ajar apa saja yang digunakan dalam kelas pada saat belajar bahasa inggris?

Q : Internet, kamus dan buku

Ⓡ : Apakah anda aktif dan senang berdiskusi didalam kelas?

Q : Iya agak senang

Nama : Zeldam

Kelas : IX

Jurusan : TKR

Ⓡ : Selamat siang dek, bisa perkenalkan dirita ?

Q : Perkenalkan nama saya Zeldam kelas IX.TKR

Ⓡ : Menurut anda apakah mata pelajaran bahasa inggris sulit?

Q : Menurut saya agak kesulitan karena bahasanya asing

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® : Kesulitan apakah yang dialami saat belajar bahasa inggris?

Q : Kosa katanya dan cara menulisnya

® : Menurut anda dalam materi speaking, bagian apa yang tersulit apakah Kosa katanya, Penyebutannya, atau penyusunan katanya ?

Q : Semuanya.

® : Menurut anda dalam mengatasi kesulitan belajar speaking , apakah harus diperbaiki dari gaya mengajar gurunya ?

Q : Gaya mengajar guru bagus tapi siswanya tidak bisa di atur

® : Menurut anda, bagaimana gaya mengajar guru membosankan atau menyenangkan?

Q : Menyenangkan karena guru menjelaskan sangat bagus.

® : Apakah guru selalu mengajar aktif anda dalam kelas?

Q : Iya pernah

® : Apakah guru selalu menggunakan gaya mengajar yang sama setiap saat tanpa variasi gaya mengajar ?

Q : Tidak ji kak

® : Media apa yang selalu guru gunakan dalam mengajar ?

Q : Buku

® : Bahan dan sumber ajar apa saja yang digunakan dalam kelas pada saat belajar bahasa inggris?

Q : Internet dan kamus

® : Apakah anda aktif dan senang berdiskusi didalam kelas?

Q : Tidak. Karena tidak bisa bahasa inggris.

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Nama : Nuraida

Kelas : IX

Jurusan : APHP

Ⓡ : Selamat pagi dek, bisa perkenalkan dirita ?

Q : Perkenalkan nama saya nuraida alamat sulili barat jurusan APHP kelas IX

Ⓡ : Menurut anda apakah mata pelajaran bahasa inggris sulit?

Q : Kalau untuk dibilang sulit sih tidak namun diantara semua materi – materi ada yang sulit karena setiap orang memiliki kemampuan yang berbeda – beda biasanya ada menguasai materi pertama ataupun kedua. Jadi untuk memahami pembelajaran guru harus memberikan materi yang mudah dipahami.

Ⓡ : Kesulitan apakah yang dialami saat belajar bahasa inggris?

Q : Saya kan tidak fasih dalam bahasa inggris terkadang itu jika guru menjelasks

Ⓡ : Menurut anda dalam materi speaking, bagian apa yang tersulit apakah Kosa katanya, Penyebutannya, atau penyusunan katanya ?

Q : Penyusunanya kata, Terkadang beda yang tulis beda juga disebut

Ⓡ : Menurut anda dalam mengatasi kesulitan belajar speaking , apakah harus diperbaiki dari gaya mengajar gurunya ?

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Q : Iya guru harus menjelaskan tahap –tahapnya dalam mengajar speaking.

® : Menurut anda, bagaimana gaya mengajar guru membosankan atau menyenangkan?

Q : Tidak membosakna malahan seru karena guru selalu memancing karena selalu ada cara kreatif sendiri untuk memancing siswa untuk bertanya atau menjawab.

® : Apakah guru selalu mengajar aktif anda dalam kelas?

Q : Aktif sih kak karena setiap ada pertemuan ada materi, kuis dan ada tugas.

® : Apakah guru selalu menggunakan gaya mengajar yang sama setiap saat tanpa variasi gaya mengajar ?

Q : Setahu saya beragam ji kadang didalam kelas dan juga diluae kelas.

® : Media apa yang selalu guru gunakan dalam mengajar ?

Q : Buku.

® : Bahan dan sumber ajar apa saja yang digunakan dalam kelas pada saat belajar bahasa inggris?

Q : Buku . karena ibu menguasai materi karena saat menjelaskan kita paham

® : Apakah anda aktif dan senang berdiskusi didalam kelas?

Q : Saya tidak tahu saya aktif atau tidak, tapi jika ada pertanyaan dan saya tahu saya akan jawab.

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Appendix 7 : Instrument of Documentation

No	Dokumen	Ada (√)	Tidak ada (√)	Keterangan
1	Sertifikat guru	√		
2	Buku paket dan materi speaking	√		
3	Daftar hadir siswa	√		
4	Sarana dan prasarana yang mendukung proses pembelajaran	√		
5	Media pembelajaran	√		
6	LKS Speaking	√		
7	RPP atau Modul Ajar Guru Bahasa inggris	√		
8	Kurikulum Medeka	√		

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1. Teacher Certificate

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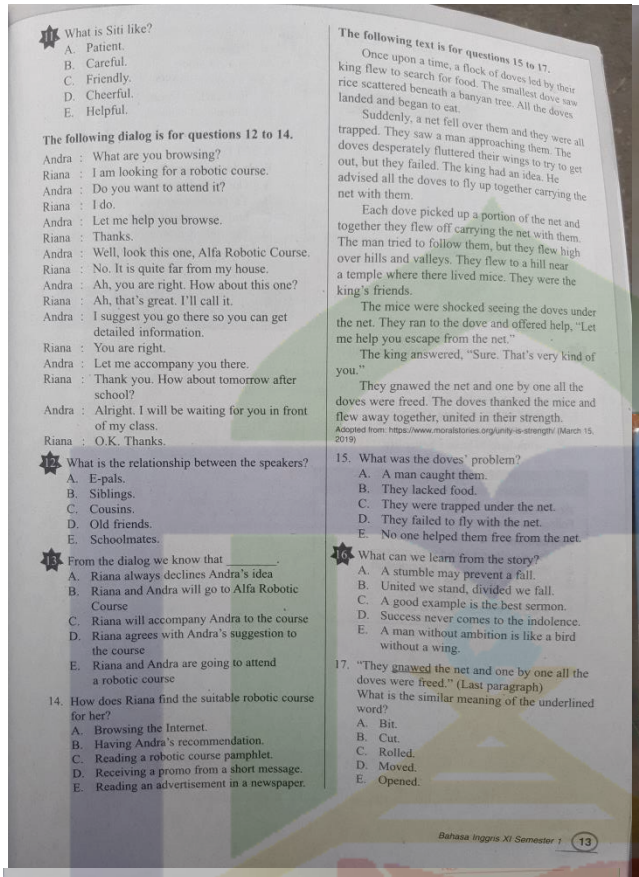
2. Buku paket bahasa inggris dan Materi Speaking



What is Siti like?
A. Patient.
B. Careful.
C. Friendly.
D. Cheerful.
E. Helpful.

The following dialog is for questions 12 to 14.

Andra : What are you browsing?
Riana : I am looking for a robotic course.
Andra : Do you want to attend it?
Riana : I do.
Andra : Let me help you browse.
Riana : Thanks.
Andra : Well, look this one, Alfa Robotic Course.
Riana : No. It is quite far from my house.
Andra : Ah, you are right. How about this one?
Riana : Ah, that's great. I'll call it.
Andra : I suggest you go there so you can get detailed information.
Riana : You are right.
Andra : Let me accompany you there.
Riana : Thank you. How about tomorrow after school?
Andra : Alright. I will be waiting for you in front of my class.
Riana : O.K. Thanks.

12. What is the relationship between the speakers?
A. E-pals.
B. Siblings.
C. Cousins.
D. Old friends.
E. Schoolmates.

13. From the dialog we know that _____.
A. Riana always declines Andra's idea
B. Riana and Andra will go to Alfa Robotic Course
C. Riana will accompany Andra to the course
D. Riana agrees with Andra's suggestion to the course
E. Riana and Andra are going to attend a robotic course

14. How does Riana find the suitable robotic course for her?
A. Browsing the Internet.
B. Having Andra's recommendation.
C. Reading a robotic course pamphlet.
D. Receiving a promo from a short message.
E. Reading an advertisement in a newspaper.

The following text is for questions 15 to 17.

Once upon a time, a flock of doves led by their king flew to search for food. The smallest dove saw rice scattered beneath a banyan tree. All the doves landed and began to eat.

Suddenly, a net fell over them and they were all trapped. They saw a man approaching them. The doves desperately fluttered their wings to try to get out, but they failed. The king had an idea. He advised all the doves to fly up together carrying the net with them.

Each dove picked up a portion of the net and together they flew off carrying the net with them. The man tried to follow them, but they flew high over hills and valleys. They flew to a hill near a temple where there lived mice. They were the king's friends.

The mice were shocked seeing the doves under the net. They ran to the dove and offered help, "Let me help you escape from the net."

The king answered, "Sure. That's very kind of you."

They gnawed the net and one by one all the doves were freed. The doves thanked the mice and flew away together, united in their strength.

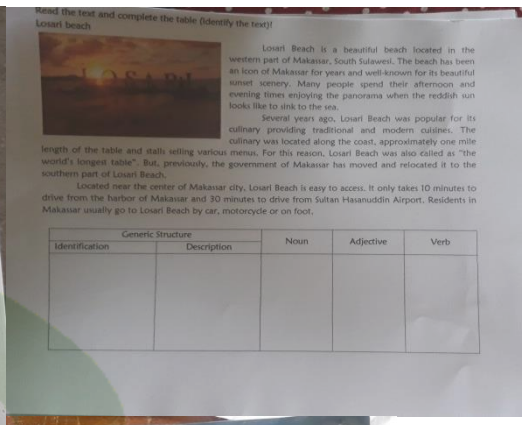
Adopted from: https://www.moralstories.org/unity-is-strength/ (March 15, 2019)

15. What was the doves' problem?
A. A man caught them.
B. They lacked food.
C. They were trapped under the net.
D. They failed to fly with the net.
E. No one helped them free from the net.

16. What can we learn from the story?
A. A stumble may prevent a fall.
B. United we stand, divided we fall.
C. A good example is the best sermon.
D. Success never comes to the indolence.
E. A man without ambition is like a bird without a wing.

17. "They gnawed the net and one by one all the doves were freed." (Last paragraph)
What is the similar meaning of the underlined word?
A. Bit.
B. Cut.
C. Rolled.
D. Moved.
E. Opened.

Bahasa Inggris XI Semester 1 13



Read the text and complete the table (Identify the text)!

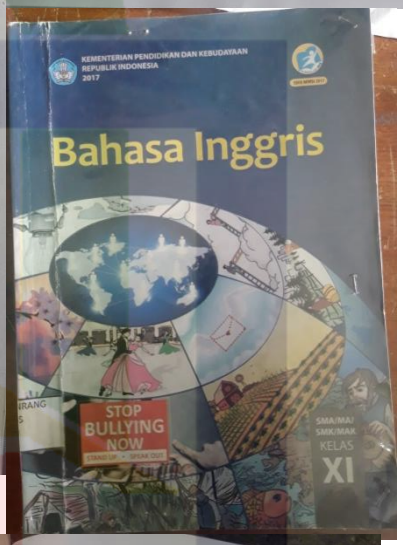
Losari beach

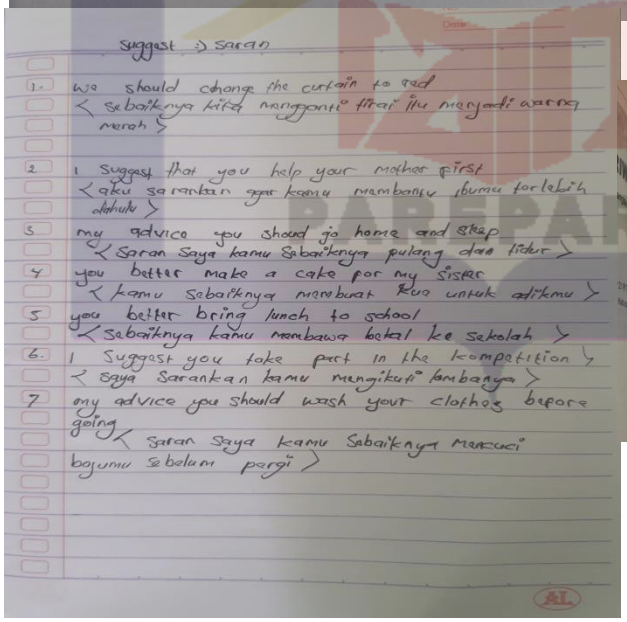
Losari Beach is a beautiful beach located in the western part of Makassar, South Sulawesi. The beach has been an icon of Makassar for years and well-known for its beautiful sunset scenery. Many people spend their afternoon and evening times enjoying the panorama when the reddish sun looks like to sink to the sea.

Several years ago, Losari Beach was popular for its culinary providing traditional and modern cuisines. The culinary was located along the coast, approximately one mile length of the table and stalls selling various menus. For this reason, Losari Beach was also called as "the world's longest table". But, previously, the government of Makassar has moved and relocated it to the southern part of Losari Beach.

Located near the center of Makassar city, Losari Beach is easy to access. It only takes 10 minutes to drive from the harbor of Makassar and 30 minutes to drive from Sultan Hasanuddin Airport. Residents in Makassar usually go to Losari Beach by car, motorcycle or on foot.

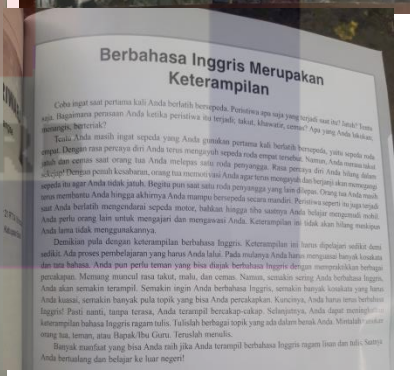
Generic Structure		Noun	Adjective	Verb
Identification	Description			





suggest → saran

1. We should change the curtain to red
(Sebaiknya kita mengganti tirai itu menjadi warna merah)
2. I suggest that you help your mother first
(aku sarankan agar kamu membantu ibumu terlebih dahulu)
3. my advice you should go home and stay
(Saran Saya kamu Sebaiknya pulang dan tidur)
4. you better make a cake for my sister
(kamu sebaiknya membuat kue untuk adikmu)
5. you better bring lunch to school
(Sebaiknya kamu membawa bekal ke sekolah)
6. I suggest you take part in the competition
(saya sarankan kamu mengikuti lombanya)
7. my advice you should wash your clothes before going
(Saran Saya kamu Sebaiknya mencuci bajumu sebelum pergi)



Berbahasa Inggris Merupakan Keterampilan

Coba ingat saat pertama kali Anda berlatih bersepeda. Peristiwa apa saja yang terjadi saat itu? Jatuh? Tentu saja. Bagaimana perasaan Anda ketika peristiwa itu terjadi; takut, khawatir, cemas? Apa yang Anda lakukan, menangis, berteriak?

Tentu Anda masih ingat sepeda yang Anda gunakan pertama kali berlatih bersepeda, yaitu sepeda roda empat. Dengan rasa percaya diri Anda terus mengayuh sepeda roda empat tersebut. Namun, Anda merasa takut jatuh dan cemas saat orang tua Anda melepas satu roda penyangga. Rasa percaya diri Anda hilang dalam sekejap! Dengan penuh kesabaran, orang tua memotivasi Anda agar terus mengayuh dan berjanji akan menegangi sepeda itu agar Anda tidak jatuh. Begitu pun saat satu roda penyangga yang lain dilepas. Orang tua Anda masih terus membantu Anda hingga akhirnya Anda mampu bersepeda secara mandiri. Peristiwa seperti itu juga terjadi saat Anda berlatih mengendarai sepeda motor, bahkan hingga tiba saatnya Anda belajar mengemudi mobil. Anda perlu orang lain untuk mengajari dan mengawasi Anda. Keterampilan ini tidak akan hilang meskipun Anda lama tidak menggunakannya.

Demikian pula dengan keterampilan berbahasa Inggris. Keterampilan ini harus dipelajari sedikit demi sedikit. Ada proses pembelajaran yang harus Anda lalui. Pada mulanya Anda harus menguasai banyak kosakata dan tata bahasa. Anda pun perlu teman yang bisa diajak berbahasa Inggris dengan memprakkikkan berbagai percakapan. Mungkin muncul rasa takut, malu, dan cemas. Namun, semakin sering Anda berbahasa Inggris, Anda akan semakin terampil. Semakin ingin Anda berbahasa Inggris, semakin banyak kosakata yang harus Anda kuasai, semakin banyak pula topik yang bisa Anda percakapkan. Kuncinya, Anda harus terus berbahasa Inggris! Pasti nanti, tanpa terasa, Anda terampil bercakap-cakap. Selanjutnya, Anda dapat meningkatkan keterampilan bahasa Inggris ragam tulis. Tulislah berbagai topik yang ada dalam benak Anda. Mintalah koreksi orang tua, teman, atau Bapak/Ibu Guru. Teruslah menulis.

Banyak manfaat yang bisa Anda raih jika Anda terampil berbahasa Inggris ragam lisan dan tulis. Sampai Anda bertualang dan belajar ke luar negeri!

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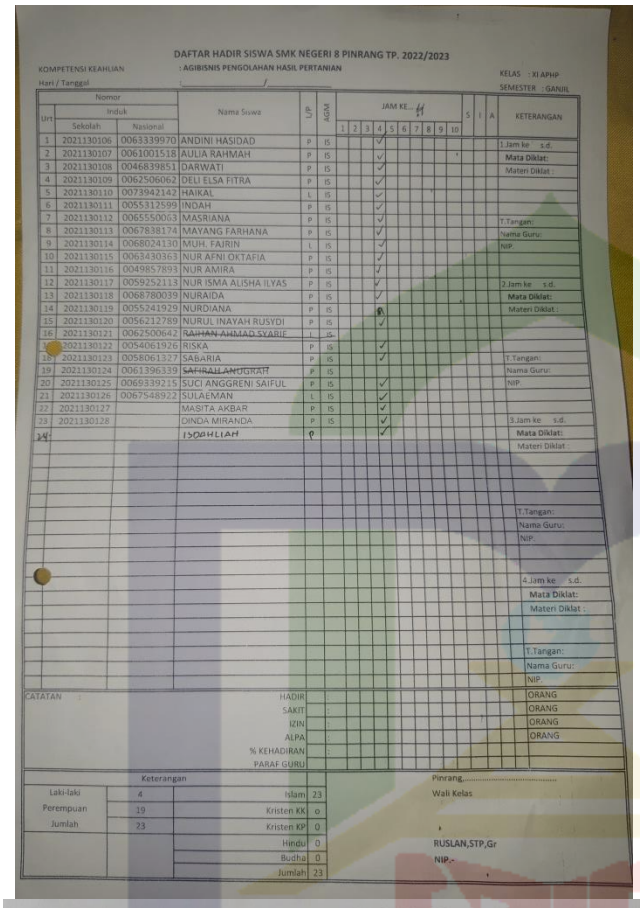
3. Daftar hadir siswa



DAFTAR HADIR SISWA SMK NEGERI 8 PINRANG TP. 2022/2023

KOMPETENSI KEAHLIAN : AGIBISNIS PENGOLAHAN HASIL PERTANIAN
KELAS : XI APHP
Hari / Tanggal : ... / ...
SEMESTER : GANJIL

Urt	Nomor Induk Sekolah	Nomor Induk Nasional	Nama Siswa	L/P	AGM	JAM KE... 1	2	3	4	5	6	7	8	9	10	S	I	A	KETERANGAN
1	2021130106	0063339970	ANDINI HASIDAD	P	IS				✓										1.Jam ke s.d.
2	2021130107	0061001518	AULIA RAHMAH	P	IS				✓										Mata Diklat:
3	2021130108	0046839851	DARWATI	P	IS				✓										Materi Diklat :
4	2021130109	0062506062	DELI ELSA FITRA	P	IS				✓										
5	2021130110	0073942142	HAIKAL	L	IS				✓										
6	2021130111	0055312599	INDAH	P	IS				✓										
7	2021130112	0065550063	MASRIANA	P	IS				✓										T.Tangan:
8	2021130113	0067838174	MAYANG FARHANA	P	IS				✓										Nama Guru:
9	2021130114	0068024130	MUH. FAJRIN	L	IS				✓										NIP.
10	2021130115	0063430363	NUR AFNI OKTAFIA	P	IS				✓										
11	2021130116	0049857893	NUR AMIRA	P	IS				✓										
12	2021130117	0059252113	NUR ISMA ALISHA ILYAS	P	IS				✓										2.Jam ke s.d.
13	2021130118	0068780039	NURAIDA	P	IS				✓										Mata Diklat:
14	2021130119	0055241929	NURDIANA	P	IS				S										Materi Diklat :
15	2021130120	0056212789	NURUL INAYAH RUSYDI	P	IS				✓										
16	2021130121	0062500642	RAIHAN AHMAD SYARIF	L	IS														
17	2021130122	0054061926	RISKA	P	IS				✓										
18	2021130123	0058061327	SABARIA	P	IS				✓										T.Tangan:
19	2021130124	0061396339	SAHRALLANGKAT	P	IS														Nama Guru:
20	2021130125	0069339215	SUCI ANGGRENI SAIFUL	P	IS				✓										NIP.
21	2021130126	0067548922	SULAEMAN	L	IS				✓										
22	2021130127		MASITA AKBAR	P	IS				✓										
23	2021130128		DINDA MIRANDA	P	IS				✓										3.Jam ke s.d.
24			ISDAWLIAH	P					✓										Mata Diklat:
																			Materi Diklat :
																			T.Tangan:
																			Nama Guru:
																			NIP.
																			4.Jam ke s.d.
																			Mata Diklat:
																			Materi Diklat :
																			T.Tangan:
																			Nama Guru:
																			NIP.

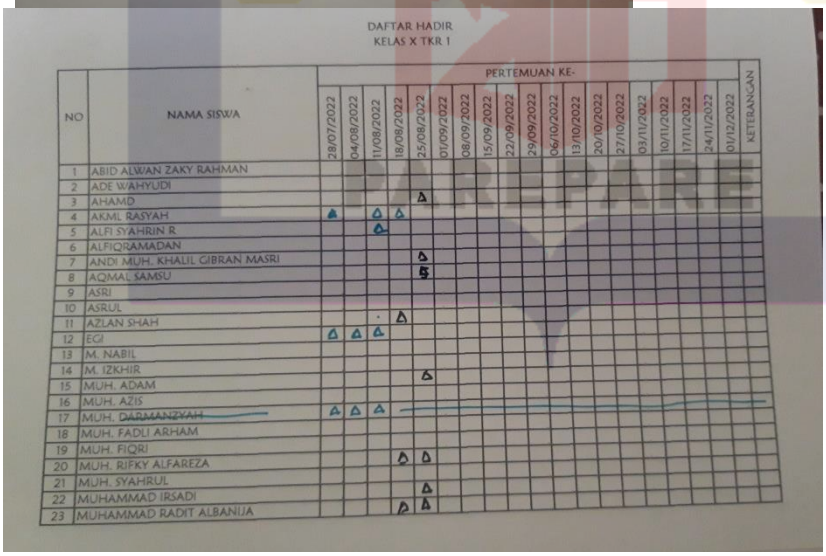
CATATAN

HADIR	:	ORANG
SAKIT	:	ORANG
IZIN	:	ORANG
ALPA	:	ORANG
% KEHADIRAN	:	
PARAF GURU	:	

Keterangan			
Laki-laki	4	Islam	23
Perempuan	19	Kristen KK	0
Jumlah	23	Kristen KP	0
		Hindu	0
		Budha	0
		Jumlah	23

Pinrang.....
Wali Kelas

RUSLAN,STP,Gr
NIP.-



DAFTAR HADIR
KELAS X TKR 1

NO	NAMA SISWA	PERTEMUAN KE- 28/07/2022	04/08/2022	11/08/2022	18/08/2022	25/08/2022	01/09/2022	08/09/2022	15/09/2022	22/09/2022	29/09/2022	06/10/2022	13/10/2022	20/10/2022	27/10/2022	03/11/2022	10/11/2022	17/11/2022	24/11/2022	01/12/2022	KETERANGAN
1	ABID ALWAN ZAKY RAHMAN																				
2	ADE WAHYUDI																				
3	AHAMD					Δ															
4	AKML RASYAH	Δ		Δ	Δ																
5	ALFI SYAHRIN R			Δ																	
6	ALFIQRAMADAN																				
7	ANDI MUH. KHALIL GIBRAN MASRI					Δ															
8	AQMAL SAMSU					5															
9	ASRI																				
10	ASRUL																				
11	AZLAN SHAH				Δ																
12	EGI	Δ	Δ	Δ																	
13	M. NABIL																				
14	M. IZKHIR					Δ															
15	MUH. ADAM																				
16	MUH. AZIS																				
17	MUH. DARMANZYAH	Δ	Δ	Δ																	
18	MUH. FADLI ARHAM																				
19	MUH. FIQRI																				
20	MUH. RIFKY ALFAREZA				Δ	Δ															
21	MUH. SYAHRUL																				
22	MUHAMMAD IRSADI					Δ															
23	MUHAMMAD RADIT ALBANIJA				Δ	Δ															

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4. Sarana dan prasarana sekolah yag mendukung Proses Pembelajaran

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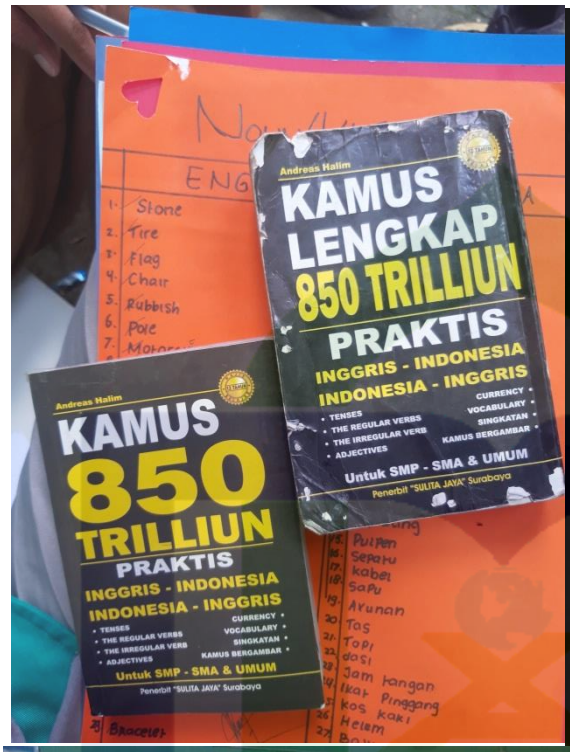
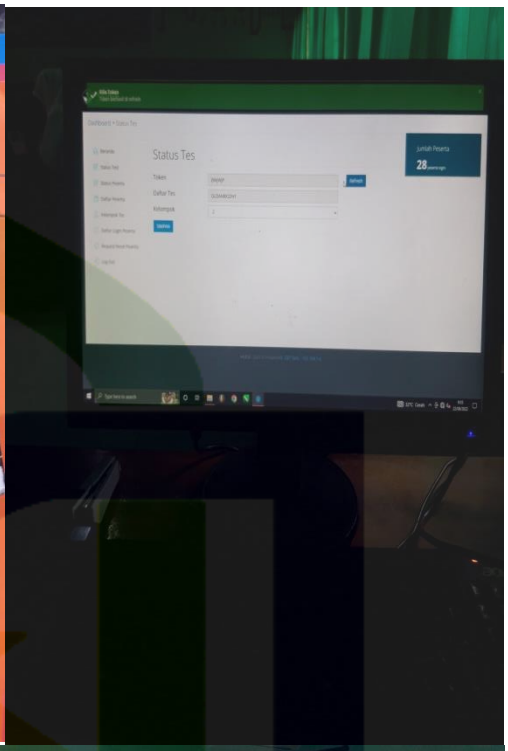
5. Media pembelajaran





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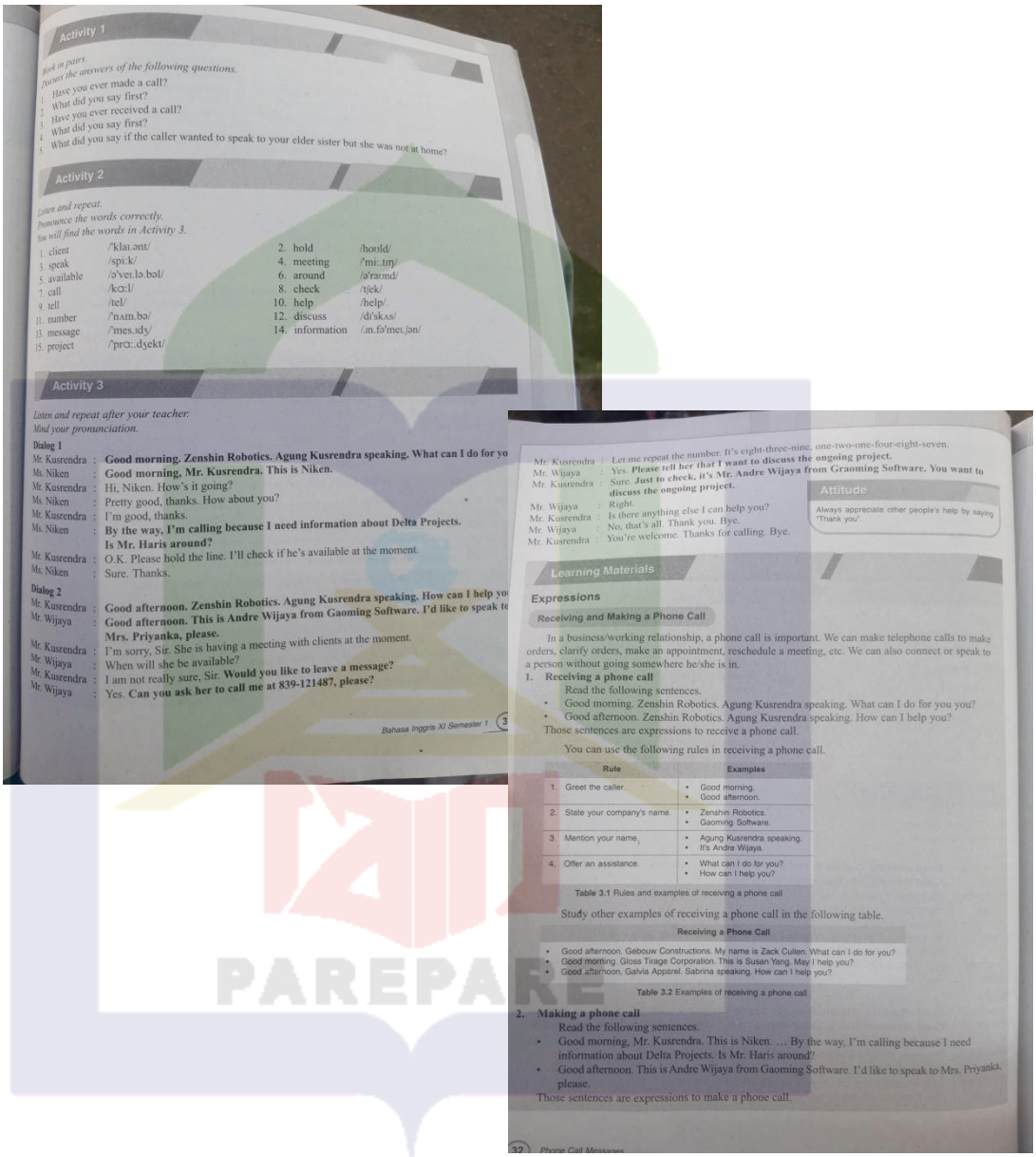
6. LKS Materi Speaking



Activity 1

Work in pairs.
Discuss the answers of the following questions.

1. Have you ever made a call?
2. What did you say first?
3. Have you ever received a call?
4. What did you say first?
5. What did you say if the caller wanted to speak to your elder sister but she was not at home?

Activity 2

Listen and repeat.
Pronounce the words correctly.
You will find the words in Activity 3.

1. client	/'klaɪ.ənt/	2. hold	/hoʊld/
3. speak	/spi:k/	4. meeting	/'mi:.tɪŋ/
4. available	/ə'veɪ.lə.bəl/	6. around	/ə'raʊnd/
7. call	/kɑ:l/	8. check	/tʃek/
9. tell	/tel/	10. help	/help/.
11. number	/'nʌm.bə/	12. discuss	/dɪ'skʌs/
13. message	/'mes.ɪdʒ/	14. information	/.ɪn.fə'meɪ.ʃən/
15. project	/'prɑ:.dʒekt/		

Activity 3

Listen and repeat after your teacher.
Mind your pronunciation.

Dialog 1

Mr. Kusrendra : **Good morning. Zenshin Robotics. Agung Kusrendra speaking. What can I do for yo**
Ms. Niken : **Good morning, Mr. Kusrendra. This is Niken.**
Mr. Kusrendra : Hi, Niken. How's it going?
Ms. Niken : Pretty good, thanks. How about you?
Mr. Kusrendra : I'm good, thanks.
Ms. Niken : **By the way, I'm calling because I need information about Delta Projects. Is Mr. Haris around?**
Mr. Kusrendra : O.K. Please hold the line. I'll check if he's available at the moment.
Ms. Niken : Sure. Thanks.

Dialog 2

Mr. Kusrendra : **Good afternoon. Zenshin Robotics. Agung Kusrendra speaking. How can I help yo**
Mr. Wijaya : **Good afternoon. This is Andre Wijaya from Gaoming Software. I'd like to speak to Mrs. Priyanka, please.**
Mr. Kusrendra : I'm sorry, Sir. She is having a meeting with clients at the moment.
Mr. Wijaya : When will she be available?
Mr. Kusrendra : I am not really sure, Sir. **Would you like to leave a message?**
Mr. Wijaya : Yes. **Can you ask her to call me at 839-121487, please?**

Bahasa Inggris XI Semester 1 3

Mr. Kusrendra : Let me repeat the number. It's eight-three-nine, one-two-one-four-eight-seven.
Mr. Wijaya : Yes. **Please tell her that I want to discuss the ongoing project.**
Mr. Kusrendra : Sure. **Just to check, it's Mr. Andre Wijaya from Graoming Software. You want to discuss the ongoing project.**
Mr. Wijaya : Right.
Mr. Kusrendra : Is there anything else I can help you?
Mr. Wijaya : No, that's all. Thank you. Bye.
Mr. Kusrendra : You're welcome. Thanks for calling. Bye.

Attitude

Always appreciate other people's help by saying 'Thank you'.

Learning Materials

Expressions

Receiving and Making a Phone Call

In a business/working relationship, a phone call is important. We can make telephone calls to make orders, clarify orders, make an appointment, reschedule a meeting, etc. We can also connect or speak to a person without going somewhere he/she is in.

1. **Receiving a phone call**
   Read the following sentences.
   - Good morning. Zenshin Robotics. Agung Kusrendra speaking. What can I do for you you?
   - Good afternoon. Zenshin Robotics. Agung Kusrendra speaking. How can I help you?

   Those sentences are expressions to receive a phone call.

   You can use the following rules in receiving a phone call.

Rule	Examples
1. Greet the caller.	• Good morning. • Good afternoon.
2. State your company's name.	• Zenshin Robotics. • Gaoming Software.
3. Mention your name.	• Agung Kusrendra speaking. • It's Andre Wijaya.
4. Offer an assistance.	• What can I do for you? • How can I help you?

Table 3.1 Rules and examples of receiving a phone call

Study other examples of receiving a phone call in the following table.

Receiving a Phone Call
• Good afternoon. Gebouw Constructions. My name is Zack Cullen. What can I do for you?
• Good morning. Gloss Tirage Corporation. This is Susan Yang. May I help you?
• Good afternoon. Galvia Apparel. Sabrina speaking. How can I help you?

Table 3.2 Examples of receiving a phone call

2. **Making a phone call**
   Read the following sentences.
   - Good morning, Mr. Kusrendra. This is Niken. … By the way, I'm calling because I need information about Delta Projects. Is Mr. Haris around?
   - Good afternoon. This is Andre Wijaya from Gaoming Software. I'd like to speak to Mrs. Priyanka, please.

   Those sentences are expressions to make a phone call.

12 *Phone Call Messages*

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7. RPP atau modul Ajar Guru Bahasa Inggris

MODUL AJAR BAHASA INGGRIS
KELAS X

A. IDENTITAS MODUL		
Nama	:	REZKIYANTI SYARIFUDDIN, S.Pd., Gr., M.Pd
Asal Sekolah	:	SMKN 8 PINRANG
Tahun Ajaran	:	2022/2023
Jenjang Sekolah	:	SMK
Kelas	:	X
Alokasi Waktu	:	180 menit (4x pertemuan) 16 Jam Pelajaran @45 menit

B. KOMPETENSI AWAL	
	Capaian Pembelajaran
Fase E	Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, **deskripsi**, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

C. PROFIL PELAJAR PANCASILA
Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak Mulia, Mandiri, Bernalar kritis dan Kreatif

D. SARANA DAN PRASARANA	
Sarana/Prasarana	Sarana : ruang kelas Prasarana : Laptop, LCD, Internet, Bahan Ajar, Whiteboard, Spidol

E. TARGET PESERTA DIDIK	
1. Reguler/tipikal	1. Tidak ada kesulitan dalam mencerna dan memahami materi
2. Kesulitan belajar	2. Memiliki kesulitan dengan bahasa dan pemahaman materi ajar, kurang percaya diri, kesulitan berkonsentrasi jangka panjang
3. Pencapaiantinggi	3. Mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir tinggi

F. MODEL PEMBELAJARAN	
Model	Discovery Learning, PJBL
Mode	Luring
Metode	Chain writing, tanya jawab, penugasan

G. KOMPONEN INTI	
Tujuan Pembelajaran	Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMK Negeri 8 Pinrang **Mata Pelajaran : Bahasa Inggris**		**Kelas/Semester : XI / Ganjil** **Alokasi Waktu : 3 JP (3x45 menit)**
Materi	:	Teks Interaksi Transaksional, Informasi Terkait Saran dan Tawaran

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- Menanggapi saran dan tawaran yang diajukan kepadanya

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : *Teks Interaksi Transaksional, Informasi Terkait Saran dan Tawaran.*	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi *Teks Interaksi Transaksional, Informasi Terkait Saran dan Tawaran* dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi *Teks Interaksi Transaksional, Informasi Terkait Saran dan Tawaran.*
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Teks*
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Teks Interaksi Transaksional, Informasi Terkait Saran dan Tawaran* . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum
Kegiatan Penutup (15 Menit)	

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	**: SMK Negeri 8 Pinrang**	**Kelas/Semester: XI / Ganjil**
Mata Pelajaran	**: Bahasa Inggris**	**Alokasi Waktu: 3 JP (3x45 menit)**
Materi	:	Teks Interaksi Transaksional; Informasi Terkait Pendapat dan Pikiran

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran
- Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran
- Memahami struktur teks dari pernyataan pendapat dan pikiran
- Memahami unsur kebahasaan dari dari pernyataan pendapat dan pikiran
- Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : *Teks Interaksi Transaksional; Informasi Terkait Pendapat dan Pikiran*.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
KegiatanInti (90	
Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi *Teks Interaksi Transaksional; Informasi Terkait Pendapat dan Pikiran* dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi *Teks Interaksi Transaksional; Informasi Terkait Pendapat dan Pikiran*.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Teks*
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal,mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Teks Interaksi Transaksional; Informasi Terkait Pendapat dan Pikiran* . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
KegiatanPenutup (15 Menit)	
□ Peserta didik dan guru merefleksi kegiatan pembelajaran. □ Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran. □ Guru Memberikan penghargaan(misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik. □ Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.	

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8. Kurikulum Merdeka

SALINAN
LAMPIRAN I
KEPUTUSAN MENTERI PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
NOMOR 56/M/2022
TENTANG
PEDOMAN PENERAPAN KURIKULUM DALAM
RANGKA PEMULIHAN PEMBELAJARAN

KURIKULUM MERDEKA
PADA PENDIDIKAN ANAK USIA DINI, PENDIDIKAN DASAR,
DAN PENDIDIKAN MENENGAH

I. Struktur Kurikulum Merdeka

Struktur kurikulum pada Pendidikan Anak Usia Dini (PAUD), Pendidikan Dasar, dan Pendidikan Menengah sebagai berikut.

A. Struktur kurikulum pada PAUD

Struktur Kurikulum pada PAUD (TK/RA/BA, KB, SPS, TPA), terdiri atas:

1. kegiatan pembelajaran intrakurikuler.

   Kegiatan pembelajaran intrakurikuler dirancang agar anak dapat mencapai kemampuan yang tertuang di dalam capaian pembelajaran. Intisari kegiatan pembelajaran intrakurikuler adalah bermain bermakna sebagai perwujudan "Merdeka Belajar, Merdeka Bermain". Kegiatan yang dipilih harus memberikan pengalaman yang menyenangkan dan bermakna bagi anak. Kegiatan perlu didukung oleh penggunaan sumber-sumber belajar yang nyata dan ada di lingkungan sekitar anak. Sumber belajar yang tidak tersedia secara nyata dapat dihadirkan dengan dukungan teknologi dan buku bacaan anak.

2. projek penguatan profil pelajar Pancasila.

   Projek penguatan profil pelajar Pancasila bertujuan untuk memperkuat upaya pencapaian profil pelajar Pancasila yang mengacu pada Standar Kompetensi Lulusan (Standar Tingkat Pencapaian Perkembangan Anak untuk PAUD). Penguatan profil pelajar Pancasila di PAUD dilakukan dalam konteks perayaan

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Satuan pendidikan penyelenggara pendidikan inklusif di SMA/MA menyediakan layanan program kebutuhan khusus sesuai kondisi peserta didik.

Beban belajar bagi penyelenggara pendidikan dengan Sistem Kredit Semester (sks) dilaksanakan sesuai peraturan perundang-undangan yang mengatur mengenai sks.

4. Struktur Kurikulum SMK/MAK

Perubahan kurikulum SMK/MAK diawali dengan penataan ulang Spektrum Keahlian SMK/MAK. Spektrum Keahlian adalah daftar bidang dan program keahlian SMK yang disusun berdasarkan kebutuhan dunia kerja yang meliputi: dunia usaha, dunia industri, badan usaha milik negara/badan usaha milik daerah, instansi pemerintah atau lembaga lainnya serta perkembangan ilmu pengetahuan, teknologi, seni dan budaya. Spektrum Keahlian SMK/MAK merupakan acuan penyusunan struktur kurikulum serta pembukaan dan penyelenggaraan bidang dan program keahlian pada SMK. Setiap program keahlian terdiri atas minimum 1 (satu) konsentrasi keahlian. Konsentrasi keahlian diselenggarakan dalam program 3 (tiga) tahun atau program 4 (empat) tahun diatur lebih lanjut dalam keputusan pemimpin unit utama yang membidangi kurikulum, asesmen, dan perbukuan.

Tabel 1. Spektrum Keahlian Kurikulum SMK/MAK

No.	Bidang Keahlian	Program Keahlian
1.	Teknologi Konstruksi dan Properti	1.1 Teknik Perawatan Gedung
		1.2 Konstruksi dan Perawatan Bangunan Sipil
		1.3 Teknik Konstruksi dan Perumahan
		1.4 Desain Pemodelan dan Informasi Bangunan
		1.5 Teknik Furnitur
2.	Teknologi Manufaktur dan Rekayasa	2.1 Teknik Mesin
		2.2 Teknik Otomotif
		2.3 Teknik Pengelasan dan Fabrikasi Logam

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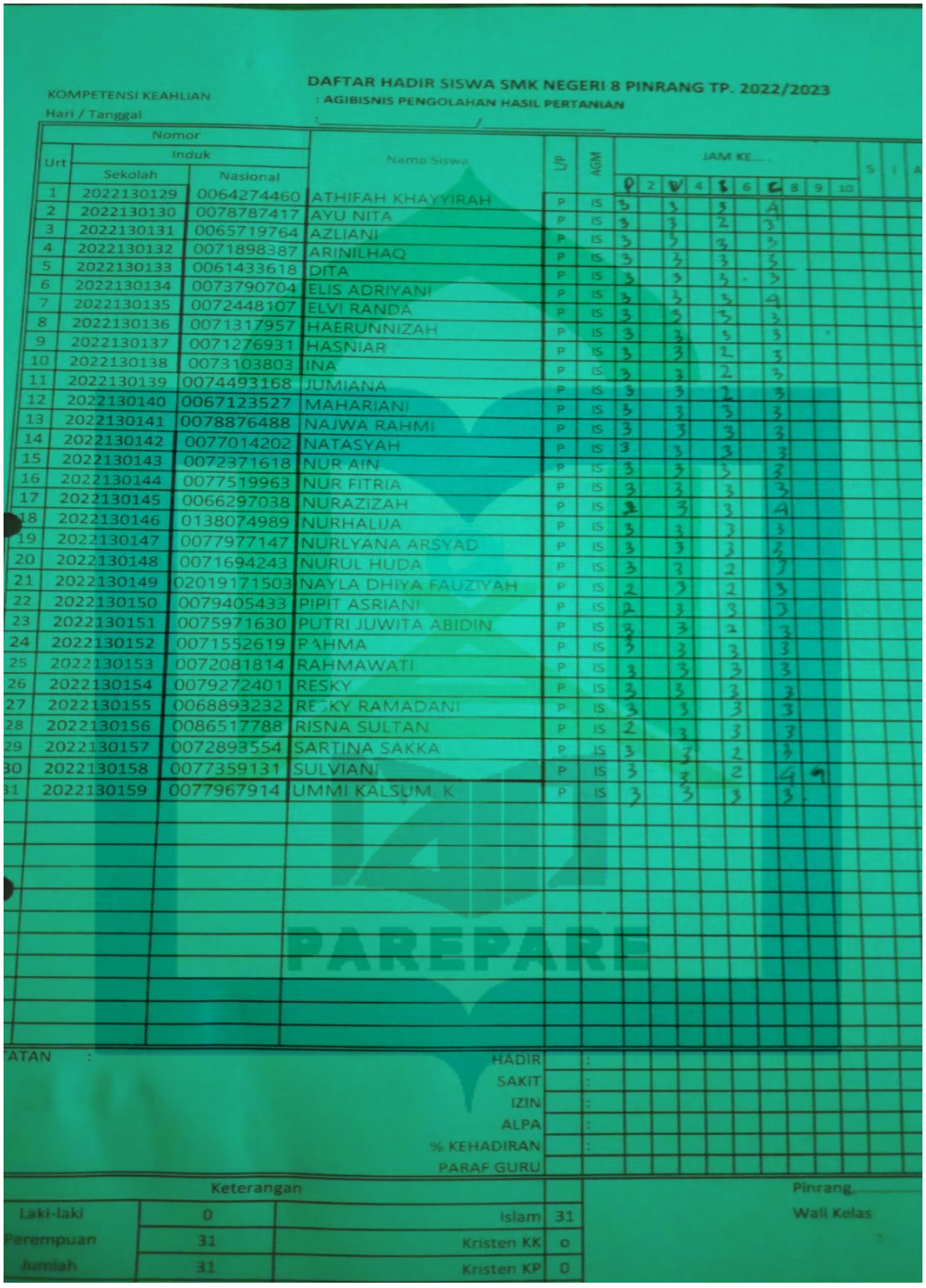
9. Daftar Nilai Speaking Siswa



DAFTAR HADIR SISWA SMK NEGERI 8 PINRANG TP. 2022/2023

KOMPETENSI KEAHLIAN : AGIBISNIS PENGOLAHAN HASIL PERTANIAN

Hari / Tanggal : /

Urt	Nomor Induk Sekolah	Nomor Induk Nasional	Nama Siswa	JK	AGM	JAM KE 1	2	3	4	5	6	7	8	9	10	S	I	A
1	2022130129	0064274460	ATHIFAH KHAYYIRAH	P	IS	3		3		3		4						
2	2022130130	0078787417	AYU NITA	P	IS	3		3		2		3						
3	2022130131	0065719764	AZLIANI	P	IS	3		3		3		3						
4	2022130132	0071898387	ARINILHAQ	P	IS	3		3		3		3						
5	2022130133	0061433618	DITA	P	IS	3		3		3		3						
6	2022130134	0073790704	ELIS ADRIYANI	P	IS	3		3		3		4						
7	2022130135	0072448107	ELVI RANDA	P	IS	3		3		3		3						
8	2022130136	0071317957	HAERUNNIZAH	P	IS	3		3		3		3						
9	2022130137	0071276931	HASNIAR	P	IS	3		3		2		3						
10	2022130138	0073103803	INA	P	IS	3		3		2		3						
11	2022130139	0074493168	JUMIANA	P	IS	3		3		2		3						
12	2022130140	0067123527	MAHARIANI	P	IS	3		3		3		3						
13	2022130141	0078876488	NAJWA RAHMI	P	IS	3		3		3		3						
14	2022130142	0077014202	NATASYAH	P	IS	3		3		3		3						
15	2022130143	0072371618	NUR AIN	P	IS	3		3		3		3						
16	2022130144	0077519963	NUR FITRIA	P	IS	3		3		3		3						
17	2022130145	0066297038	NURAZIZAH	P	IS	3		3		3		4						
18	2022130146	0138074989	NURHALIJA	P	IS	3		3		3		3						
19	2022130147	0077977147	NURLYANA ARSYAD	P	IS	3		3		3		3						
20	2022130148	0071694243	NURUL HUDA	P	IS	3		3		2		3						
21	2022130149	02019171503	NAYLA DHIYA FAUZIYAH	P	IS	2		3		2		3						
22	2022130150	0079405433	PIPIT ASRIANI	P	IS	2		3		3		3						
23	2022130151	0075971630	PUTRI JUWITA ABIDIN	P	IS	3		3		2		3						
24	2022130152	0071552619	RAHMA	P	IS	3		3		3		3						
25	2022130153	0072081814	RAHMAWATI	P	IS	3		3		3		3						
26	2022130154	0079272401	RESKY	P	IS	3		3		3		3						
27	2022130155	0068893232	RESKY RAMADANI	P	IS	3		3		3		3						
28	2022130156	0086517788	RISNA SULTAN	P	IS	2		3		3		3						
29	2022130157	0072893554	SARTINA SAKKA	P	IS	3		3		2		3						
30	2022130158	0077359131	SULVIANI	P	IS	3		3		2		4						
31	2022130159	0077967914	UMMI KALSUM. K	P	IS	3		3		3		3						

CATAN :

HADIR :
SAKIT :
IZIN :
ALPA :
% KEHADIRAN :
PARAF GURU

Keterangan			
Laki-laki	0	Islam	31
Perempuan	31	Kristen KK	0
Jumlah	31	Kristen KP	0

Pinrang.....
Wali Kelas

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Appendix 8 : Form penetapan Pembimbing Skripsi dari Fakultas Tarbiyah

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2285 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang :
a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan :
KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;

Kesatu :
Menunjuk saudara; 1. Dr. Abd. Haris Sunubi, M.Pd.
2. Dra. Hj. Nanning, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Ersa Firda
NIM	:	18.1300.054
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect Of Teacher Style Toward Student Skill Communication

Kedua :
Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga :
Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat :
Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 27 Agustus 2021

Dekan,

H. Saepudin

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Appendix 9 : Form Permohonan Rekomendasi Penelitian Dari Kampus / Fakultas

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No : 08 Soreang Parepare 91132 ☎ (04221) 21307 Fax.24404
PO Box 909 Parepare 91100, Wesite : www.iainpare.ac.id, email : mail@iainpare.ac.id

Nomor : B. 3008/In.39.5.1/PP.00.9/08/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-
Makassar

Assalamu Alaikum Wr. Wb
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Ersa Firda
Tempat / Tgl. Lahir	: Pinrang, 11 Februari 2000
NIM	: 18.1300.054
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Lingkungan Ujung, Kec. Tiroang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skkripsi yang berjudul **" The Effectiveness of Teachers' Teaching Style Toward Students' Speaking Skill at SMK Negeri 8 Pinrang ".** Pelaksanan penelitian ini direncanakan pada bulan agustus sampai bulan september tahun 2022.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Wr.Wb.

Parepare, 16 Agustus 2022
Wakil Dekan I,

Sahriani

Tembusan :
1. Rektor IAIN Parepare
2. Dekat Fakultas Tarbiyah

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Appendix 10 : Form Surat Izin Penelitian Dari Dinas Penanaman Modal Dan Pelayanan Terpadu Pemerintah Provinsi Sulawesi Selatan / Kepala Dinas Pendidikan Prov. Sulsel

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : **7874/S.01/PTSP/2022**
Lampiran : -
Perihal : **Izin penelitian**

Kepada Yth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B-3008/In.39.5.1/PP.00.9/08/2022 tanggal 16 Agustus 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **ERSA FIRDA**
Nomor Pokok : 18.1300.054
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Amal Bakti No. 8, Parepare

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE EFFECTIVENESS OF TEACHERS' TEACHING STYLE TOWARD STUDENTS' SPEAKING SKILL AT SMK NEGERI 8 PINRANG "

Yang akan dilaksanakan dari : Tgl. ***21 Agustus s/d 21 September 2022***

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami ***menyetujui*** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 19 Agustus 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN

Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*

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Appendix 11: Form Surat Kerangan Telah Melakukan Penelitian

PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
UPT SMK NEGERI 8 PINRANG
Alamat : Jln. Poros Pinrang – Rappang Km 7 Kec. Tiroang, Kab. Pinrang
Email: smknegeridelapanpinrang@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 420/139-UPT-SMK.8 PRG/DISDIK

Yang bertanda tangan di bawah ini :

Nama	: **Drs. ALIMUDDIN M, M.Si**
NIP	: 19621231 198703 1 166
Pangkat Gol	: Pembina Tk.I, IV/b
Jabatan	: Kepala Sekolah
Unit Kerja	: UPT SMKN 8 Pinrang

Menerangkan bahwa :

Nama	: ERSA FIRDA
Nim	: 18.1300.054
Jenis Kelamin	: Perempuan
Mahasiswa	: IAIN Parepare

Benar sudah melakukan penelitian pada SMK Negeri 8 Pinrang mulai dari tanggal 22 Agustus - 22 September 2022, dalam rangka menyelesaikan skripsi untuk memenuhi tugas akhir studi pada institute Agama Islam Negeri (IAIN) Parepare Jurusan Pendidikan Tarbiyah/Pendidikan Bahasa Inggris dengan judul Skripsi sebagai berikut.

" THE EFFECTIVENESS OF TEACHER'S TEACHING STYLE TOWARD STUDENT'S SPEAKING SKILL AT UPT SMK NEGERI 8 PINRANG"

Demikian Surat Keterangan ini diberikan kepada mahasiswa yang bersangkutan sebagai mana mestinya.

Pinrang, 24 Agustus 2022
Kepala UPT SMKN 8 Pinrang

Drs. ALIMUDDIN M.,M.Si
NIP. 19621231 198703 1 166

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Appendix 12 : Documentation

DOCUMENTATION

Observation with English Teacher

Interview with English Teachers

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Interview with Students

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Suasana kelas

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Aktivitas Pembelajaran Bahasa Inggris

Ruang presentasi atau Conference

Perpustakaan

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CURICULUM VITAE

Ersa Firda, the reseacher was born on February 11th 2000 in Pinrang. She is an only child in her family. Her farher's name is Irwan Jafar and her mother's name Erni Sade. She began study on 2006 at SDN 94 Tiroang and graduated on 2012. In the same year , she continued her study at SMP Negeri 9 Pinrang and graduated 2015. In the same year , she continued her study at SMK Negeri 8 Pinrang focused on TKJ (Teknik Komputer dan Jaringan) and graduated 2018. After graduated, she is decide to continued her study at State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her thesis on 2022 with the tittle *" The Effectiveness of Teachers' Teaching Style toward Students' Speaking Skill at SMK Negeri 8 Pinrang "*.

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