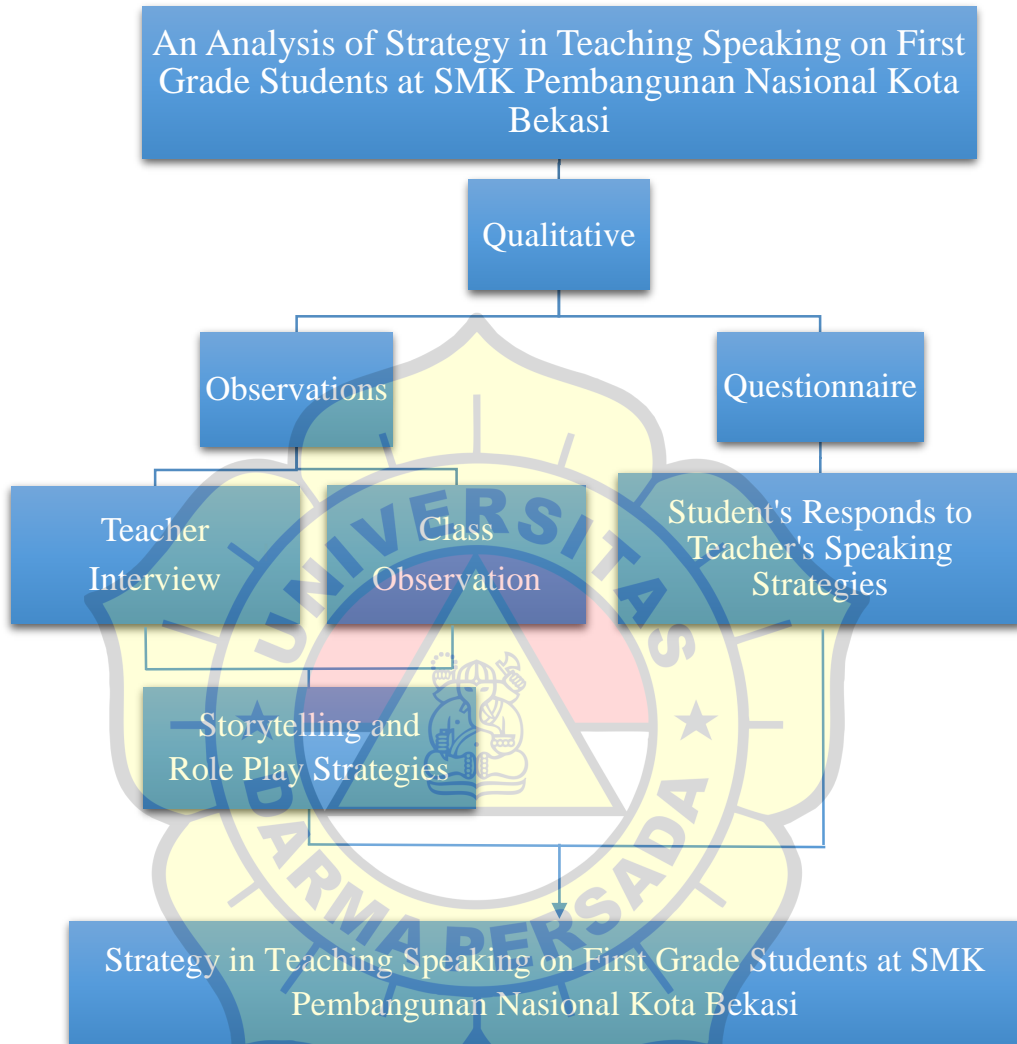


**APPENDIX 1**  
**SCHEME OF THE RESEARCH**



## APPENDIX 2

### POSTER OF THE RESEARCH

**AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING ON FIRST GRADE STUDENTS AT SMK PEMBANGUNAN NASIONAL KOTA BEKASI**

**SARI LARASWATI 2018130156**

**Background of The Research**

Many teachers applied the strategy in the classroom. As a result, there are several perspectives and opinions on EFL teaching strategies in the classroom. A teacher in a classroom should be well-equipped with several strategies for teaching English. By the strategies that they use it must be some progress in student's speaking. Students can respond to the teacher strategy differently, the students respond is the thing that teacher can evaluate for their strategies. Good strategy can make students have high interest in learning English

**RESEARCH FINDINGS**

From interview and observations conducted by researcher, the teacher made students tell stories through their memory and play roles as strategies in the teaching and learning process. It proved that the teacher used storytelling and role play strategies to teach speaking English to first grade students at SMK Pembangunan Nasional Bekasi. They become more active in learning to speak English through enjoyable activities and expression programs. The kids claim that the strategies are really helpful to them. It was determined that 70% of students agree that the strategies make them feel the benefits and communicate their thoughts and opinions.

**Formulation of The Problem**

1. What strategy does the teacher use in teaching speaking skill?
2. What are student's responses toward storytelling and role Play strategies in speaking English of first grade at SMK Pembangunan Nasional Bekasi?

**Objective of The Research and Research Method**

1. To find out the English teacher strategies in teaching speaking at SMK Pembangunan Nasional.
2. To find out the students' responses toward their English teacher strategies in teaching speaking skill at SMK Pembangunan Nasional.

**Research Method**

By approaching qualitative method, researcher using interview and observations as the instruments of the research.

**CONCLUSION**

In the interview, the teacher clearly disclosed several of his strategies. The teacher claimed that role-playing and storytelling are two main methods used to teach English speaking. Also, storytelling and role-playing activities are well accepted by students. When teaching English speaking, role playing and successful storytelling strategies are used to get students' positive responses. Students liked their teachers' teaching methods, as seen by their responses. Due to the fact that this strategy is very beneficial for English language teaching and learning activities at SMK Pembangunan Nasional Bekasi.

## APPENDIX 3

### PRESENTATION SLIDES



#### AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING ON FIRST GRADE STUDENTS AT SMK PEMBANGUNAN NASIONAL KOTA BEKASI



Sari Laraswati

2018130156

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM

DARMA PERSADA UNIVERSITY

JAKARTA 2022

#### BACKGROUND OF THE PROBLEM

- Many strategies in teaching speaking
- Speaking is the important aspects in learning English. Most of people use speaking as a tool for communication.
- Teachers have preferences in applying teaching strategies based on their student's background.



## FORMULATION OF THE PROBLEM

1. What strategy does the teacher use in teaching speaking skill?
2. What are student's responses toward storytelling and role play strategies in speaking English of first grade at SMK Pembangunan Nasional Bekasi?



## CONCLUSION



### The strategies used by teacher in teaching speaking

1

The teacher used storytelling and role play strategies to increase students' interest in speaking or interacting in English. In observation, confirmed by the interview, the teacher claimed that role play and storytelling are two main strategies used to teach English speaking at SMK Pembangunan Nasional Bekasi.


### The student's responds to teacher strategies

2



Storytelling and role play activities are well accepted by students based on the questionnaire result. When teaching English speaking, role play and storytelling strategies are successful to get students' positive responses. Students enjoy their teachers' teaching methods.

# APPENDIX 4

## TOEIC CERIFICATE



**LISTENING AND READING**  
**OFFICIAL INSTITUTIONAL SCORE REPORT**

<p><b>Sari Laraswati</b></p> <p>Name</p> <hr/> <p>Identification Number</p> <hr/> <p>2022/01/15</p> <p>Test Date (yyyy/mm/dd)</p> <hr/> <p>2000/08/14</p> <p>Date of Birth (yyyy/mm/dd)</p> <hr/> <p>2024/01/15</p> <p>Valid Until (yyyy/mm/dd)</p>	<div style="text-align: center; border: 1px solid black; padding: 5px;"> <b>LISTENING</b> </div> <p style="text-align: center;">Your score <b>425</b></p> <p style="text-align: center;">5  495</p> <hr/> <div style="text-align: center; border: 1px solid black; padding: 5px;"> <b>READING</b> </div> <p style="text-align: center;">Your score <b>275</b></p> <p style="text-align: center;">5  495</p>	<div style="border: 1px solid black; padding: 10px; font-size: 2em; font-weight: bold; border-radius: 50%; width: 60px; margin: 0 auto;">700</div> <p><b>TOTAL SCORE</b></p>
---	---	--

Client/Institution Name: Putra Pratama Raya, PT

PT International Test Center, Plaza Senral, 17th Floor, Jl. Jend. Sudirman, Kay 47, Jakarta, Indonesia, 12930

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This score report is intended for use only by the institution which sponsored the test administration.

**LISTENING**

Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:

- They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict.
- They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text.
- They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.
- They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.

To see weaknesses typical of test takers who score around 400, see the \*Proficiency Description Table.

**READING**

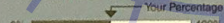
Your scaled score is close to 250. Test takers who score around 250 typically have the following strengths:

- They can make simple inferences based on a limited amount of text.
- They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text.
- They can sometimes connect information within one or two sentences.
- They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.
- They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present.

To see weaknesses typical of test takers who score around 250, see the \*Proficiency Description Table.


**PERCENT CORRECT OF ABILITIES MEASURED**





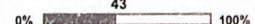

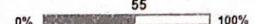

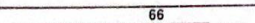
Your Percentage

0%  100%

**PERCENT CORRECT OF ABILITIES MEASURED**

Your Percentage

0%  100%

Can infer gist, purpose and basic context based on information that is explicitly stated in <b>short</b> spoken texts	<div style="display: flex; justify-content: space-between;"> <span>0%</span> <span><b>86</b></span> <span>100%</span> </div> 
Can infer gist, purpose and basic context based on information that is explicitly stated in <b>extended</b> spoken texts	<div style="display: flex; justify-content: space-between;"> <span>0%</span> <span><b>88</b></span> <span>100%</span> </div> 
Can understand details in <b>short</b> spoken texts	<div style="display: flex; justify-content: space-between;"> <span>0%</span> <span><b>94</b></span> <span>100%</span> </div> 
Can understand details in <b>extended</b> spoken texts	<div style="display: flex; justify-content: space-between;"> <span>0%</span> <span><b>78</b></span> <span>100%</span> </div> 
Can make inferences based on information in written texts	<div style="display: flex; justify-content: space-between;"> <span>0%</span> <span><b>43</b></span> <span>100%</span> </div> 
Can locate and understand specific information in written texts	<div style="display: flex; justify-content: space-between;"> <span>0%</span> <span><b>63</b></span> <span>100%</span> </div> 
Can connect information across multiple sentences in a single written text and across texts	<div style="display: flex; justify-content: space-between;"> <span>0%</span> <span><b>55</b></span> <span>100%</span> </div> 
Can understand vocabulary in written texts	<div style="display: flex; justify-content: space-between;"> <span>0%</span> <span><b>73</b></span> <span>100%</span> </div> 
Can understand grammar in written texts	<div style="display: flex; justify-content: space-between;"> <span>0%</span> <span><b>66</b></span> <span>100%</span> </div> 

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

**HOW TO READ YOUR SCORE REPORT:**

**Percent Correct of Abilities Measured:** Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

**Note:** TOEIC scores more than two years old cannot be reported or validated.




APPENDIX 5  
CERTIFICATES





## APPENDIX 6

### TERM-PAPER COUNSELLING FORM

Nama Mahasiswa : Sari Laraswati  
 Dosen Pembimbing : Dr. Yoga Pratama, M.Pd.  
 Judul Skripsi : An Analysis of Strategy in Teaching Speaking on First  
 Grade Students at SMK Pembangunan Nasional Kota  
 Bekasi  
 Mulai Bimbingan : 19 Juli 2022  
 Tahun Akademik : 2021/2022

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Rabu & 13 April 2022	<ul style="list-style-type: none"> <li>- Merevisi cara penulisan penomoran pada paragraf.</li> <li>- Menginstruksikan untuk melakukan observasi kegiatan belajar mengajar siswa.</li> <li>- Menyebarkan kuisisioner kepada siswa.</li> </ul>	
2.	Rabu & 22 Juni 2022	<ul style="list-style-type: none"> <li>- Nama tabel/gambar dicetak tebal dengan menggunakan huruf ukuran 10.</li> <li>- Pada bagian observasi siswa dibuat menjadi paragraf.</li> </ul>	
3.	Rabu & 29 Juni 2022	<ul style="list-style-type: none"> <li>- Tambahkan tabel yang berisi penjabaran kuisisioner dan jawaban kuisisioner di Bab 4.</li> <li>- Pada bagian observasi siswa, paragraf dimasukkan ke dalam tabel.</li> </ul>	

4.	Rabu & 13 Juli 2022	<ul style="list-style-type: none"> <li>- Menerjemahkan perangkat pembelajaran yang digunakan guru saat pembelajaran.</li> <li>- Merapihkan penempatan lampiran, tabel dan diagram.</li> </ul>	
5.	Selasa & 19 Juli 2022	<ul style="list-style-type: none"> <li>- Merapihkan penempatan figur</li> <li>- Lakukan finalisasi dan kirim dokumen akhir.</li> </ul>	

Jakarta, 19 Juli 2022

Menyetujui:  
Dosen Pembimbing

  
Dr. Yoga Pratama, M.Pd.

Mengetahui:

Ketua Program Studi

Pembimbing Akademik

S-1 Bahasa dan Kebudayaan Inggris



Dr. Yoga Pratama, M.Pd.



Dr. Yoga Pratama, M.Pd.

## APPENDIX 7

### STUDENT'S RESPONDS

Nama	Nomor absen	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Student 1	1	4	2	4	2	3	4	2	3	3	2	2	3	2	2	3	3	3	4	3	2
Student 2	4	4	1	3	2	2	3	1	2	3	1	1	4	2	1	3	3	4	3	4	1
Student 3	30	3	1	3	2	2	3	1	3	3	2	2	3	3	2	3	3	3	3	3	2
Student 4	6	3	2	3	2	3	3	1	2	3	3	2	3	2	1	3	3	3	3	3	1
Student 5	9	3	2	3	2	3	3	2	3	3	3	3	2	3	2	2	3	3	3	3	2
Student 6	26	3	3	3	2	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3
Student 7	29	3	2	3	2	2	3	2	2	3	2	2	3	2	2	3	3	3	3	3	1
Student 8	13	4	4	4	1	4	4	1	1	4	1	1	4	4	4	4	4	4	4	4	4
Student 9	24	3	2	3	2	3	3	2	2	3	2	2	3	3	2	3	3	3	4	4	1
Student 10	15	3	2	3	2	2	3	2	2	4	2	2	4	2	1	3	4	3	3	3	2
Student 11	22	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Student 12	18	4	2	3	2	2	4	2	2	3	2	1	3	2	2	3	3	4	3	3	1
Student 13	28	3	3	3	2	3	4	1	3	3	1	1	3	2	1	3	3	3	3	3	1
Student 14	20	3	1	3	1	2	4	2	2	3	2	2	3	2	1	4	3	3	3	3	1
Student 15	21	3	3	2	3	3	4	3	3	3	3	3	2	3	3	2	3	3	2	3	3
Student 16	2	3	2	3	2	2	3	2	3	3	2	2	3	3	2	2	3	3	2	3	2
Student 17	3	3	2	3	2	2	3	2	2	3	2	2	3	2	2	3	3	3	3	3	1
Student 18	5	4	2	3	2	2	3	2	2	3	3	2	3	2	2	3	3	3	3	3	3
Student 19	25	3	3	3	2	2	3	3	3	2	2	3	2	3	2	3	3	3	3	3	2
Student 20	7	3	2	3	3	3	3	3	3	2	2	3	2	3	2	2	3	3	2	3	2
Student 21	8	3	2	3	2	2	3	2	3	3	2	2	3	2	2	3	3	3	3	3	1
Student 22	10	3	3	3	2	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3
Student 23	11	4	1	4	1	2	4	1	3	3	2	3	3	3	1	4	4	4	3	3	2
Student 24	12	3	3	3	3	3	3	2	2	3	2	2	3	3	3	3	3	3	3	3	2
Student 25	14	4	3	4	1	1	4	1	3	4	1	4	4	1	1	4	4	4	4	4	1
Student 26	16	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Student 27	17	3	3	3	2	3	3	3	3	3	2	2	3	2	2	3	3	3	3	3	2
Student 28	23	3	2	3	2	2	4	2	2	3	1	1	3	2	2	3	3	3	4	3	2
Student 29	19	4	2	3	2	2	3	2	3	3	2	2	4	2	1	3	3	4	4	3	1
Student 30	27	3	2	3	2	2	3	2	3	3	2	2	3	3	2	2	3	3	2	3	2

## APPENDIX 8

### FIRST-GRADE ENGLISH TEACHER INTERVIEW

**Informant profile:**

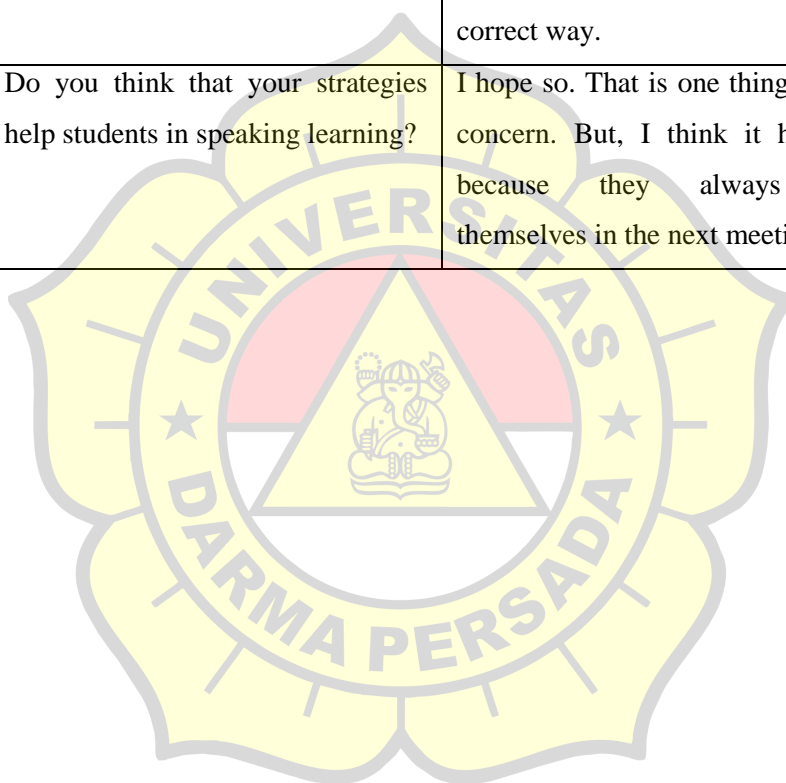
**Date** : Thursday, 31 May 2022

**Time** : 09.00 – 09.15

**Name** : Titah, S.Pd

NO.	QUESTIONS	ANSWER
1	Do you always prepare the lesson plan (RPP) before teaching process?	Of course. We are as a teacher have to think the material before we give it to our students by doing some planning. So, in the class room we will know how we manage the classroom and how to teach them a material. In doing that, of course we have to see the direction from the lesson plan.
2	What teaching strategies you used in teaching speaking?	There are too many students from different culture background, especially in our country. They do not know how to pronounce the words in English correctly and they are too shy to speak up or answer the questions even when they know the answer. So, I made them imagine something they have visited and I made them to speak it loudly in the class. Maybe, we call it storytelling. At least it stimulates them to speak English even when they still pronounce it wrong. I also use conversation like playing role as a strategy. They role playing some conversation in their book. Expressing their role and improving their speaking.

3	What students respond to your strategies in teaching speaking?	Most of them enjoying the learning process, especially, when they playing a role. They get excited and wanting more role that is funny for their friends. But, there are also few students that too shy to speak in front of the class.
4	Do you always evaluate the students in the end of learning process?	Yes. At the end of the learning process I usually make summarize for the most often incorrect words they pronounce and also I make them to pronounce it again in correct way.
5	Do you think that your strategies help students in speaking learning?	I hope so. That is one thing that I always concern. But, I think it helps students because they always improving themselves in the next meeting.



## APPENDIX 9

### STUDENTS QUESTIONNAIRE

**Nama:**

**Nomor Absen:**

Angket ini di buat untuk mengetahui seberapa jauh persepsi siswa terhadap strategi yang guru gunakan dalam proses belajar mengajar Bahasa Inggris di kelas. Silahkan beri tanda (√) pada pertanyaan-pertanyaan yang menurut kamu benar. Angket ini berisi tentang pertanyaan-pertanyaan bagaimana strategistartegi pengajaran yang guru gunakan didalam kelas.

**Keterangan:**

Strategi pengajaran Storytelling : Merupakan sebuah kegiatan untuk menceritakan sebuah cerita ke khalayak.

Strategi pengajaran Role Play : Murid memainkan peran dalam berbagai situasi dan kondisi. Salah satu permainan pendidikan yang dipakai untuk menjelaskan peranan, sikap, tingkah laku dan nilai dengan tujuan menghayati perasaan sudut pandang dan cara berpikir orang lain.

STS : Sangat Tidak Setuju

S : Setuju

TS : Tidak Setuju

SS : Sangat Setuju

No.	Pertanyaan	STS	TS	S	SS
1	Strategi storytelling dan role play lebih bermanfaat untuk belajar bahasa Inggris				

No.	Pertanyaan	STS	TS	S	SS
2	Menurut saya, strategi discussion and role play dalam pembelajaran bahasa inggris membosankan				
3	Belajar bahasa inggris dengan menggunakan, strategi storytelling dan role play membuat saya lebih terampil				
4	Strategi storytelling dan role membuat saya kurang terampil				
5	Strategi storytelling dan role play mempersulit saya dalam menyelesaikan persoalan dalam pelajaran bahasa inggris				
6	Strategi storytelling dan role play mendorong saya untuk menemukan ide-ide baru				
7	Belajar bahasa inggris menggunakan strategi storytelling dan role play membuat saya merasa tertekan				
8	Saya dapat mengerti materi, saat belajar bahasa inggris menggunakan strategi storytelling dan role play				
9	Belajar bahasa inggris menggunakan strategi storytelling dan role play membuat saya lebih memahami materi				

No.	Pertanyaan	STS	TS	S	SS
10	Strategi storytelling dan role play kurang bermanfaat untuk belajar bahasa inggris				
11	Pembelajaran bahasa inggris menggunakan strategi discussion and role play membuat saya mengantuk				
12	Belajar bahasa inggris menggunakan strategi storytelling dan role play saya merasa lebih termotivasi				
13	Saya tidak dapat mengemukakan pendapat, saat belajar bahasa inggris menggunakan strategi storytelling dan role play				
14	Belajar bahasa inggris menggunakan strategi storytelling dan role play membuang-buang waktu belajar saya				
15	Belajar bahasa inggris dengan strategi storytelling and role play dapat mengeksplorasi diri saya sendiri				
16	Belajar bahasa inggris dengan menggunakan strategi storytelling dan role play melatih saya untuk bisa mengemukakan pendapat				

No.	Pertanyaan	STS	TS	S	SS
17	Belajar bahasa inggris menggunakan strategi storytelling dan role play membuat saya lebih aktif dalam belajar				
18	Belajar bahasa inggris menggunakan strategi storytelling dan role play membuat materi mudah diingat				
20	Saya merasa rugi belajar bahasa inggris menggunakan strategi storytelling dan role play				

Form of Questionnaire in Google Form:

Strategi Story Telling dan Role Play lebih bermanfaat untuk belajar Bahasa inggris \*

1                      2                      3                      4

STS                                                                                                              SS

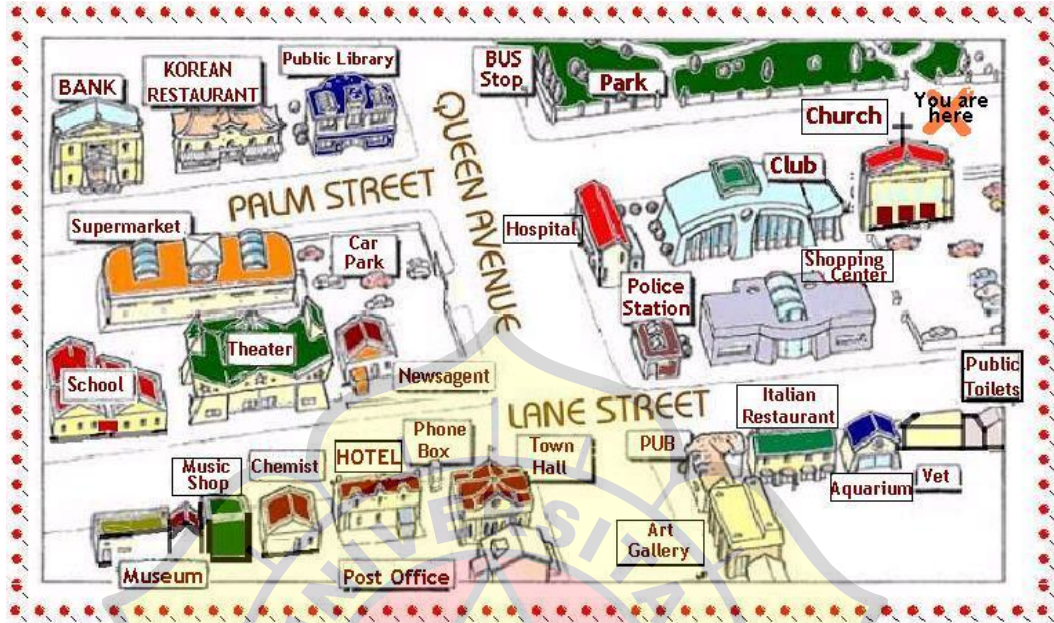
**APPENDIX 10**  
**BASIC COMPETENCE**

<b>Basic Competence</b>	<b>Indicator</b>
3.4 Identifying social purposes, text structures, and linguistic features of many oral and written descriptive texts by providing and requesting information about tourist sites and famous historical buildings in a short and simple way suitable to the context.	<ul style="list-style-type: none"> <li>• Identify expressions that provide and request information related to attractions and famous historic buildings</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify different types of disclosures from each context</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the structure of the expression text of giving and asking for information related to tourist attractions and famous historical buildings</li> </ul>
4.4.2 Compose oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context	<ul style="list-style-type: none"> <li>• Understand the linguistic elements of the expression of giving and asking for information related to tourist attractions and famous historical buildings</li> </ul> <ul style="list-style-type: none"> <li>• Compose oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context</li> </ul>

Basic Competence	Indicator
<p>3.11 Analyzing social functions, text structures and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information about directions in accordance with the context of their use in the world of work.)</p>	<ul style="list-style-type: none"> <li>• Identifying social functions, text structures and linguistic elements in the text regarding asking for and giving directions for information according to the context of its use.</li> <li>• Distinguishing social functions, text structures and linguistic elements of various expressions regarding asking for and giving directions according to the context in which they are used.</li> <li>• Identifying social functions, text structures and linguistic elements in the text regarding asking for and giving directions for information according to the context of its use.</li> <li>• Distinguishing social functions, text structures and linguistic elements of various expressions regarding asking for and giving directions according to the context in which they are used.</li> </ul>
<p>4.11 Compose spoken and written transactional interaction texts, short and simple, which involves the act of giving and asking for information about directions by paying attention to social functions, text structures and linguistic elements that are correct and in context in the world of work.</p>	<ul style="list-style-type: none"> <li>• Identifying social functions, text structures and linguistic elements in the text regarding asking for and giving directions for information according to the context of its use.</li> <li>• Distinguishing social functions, text structures and linguistic elements of various expressions regarding asking for and giving directions according to the context in which they are used.</li> </ul>

## APPENDIX 11

### LESSON MATERIALS



### ASKING FOR AND GIVING DIRECTIONS

#### Conversation 1

A: Is this the right way to Palm Street?

B: You're going to wrong way.

C: Please tell us how to get there.

B: I'll give you the direction, don't worry.

A: How far is it to the Korean restaurant from here?

B: Oh! You want to go to Korean restaurant?

A: Yeah. I heard Korean restaurant in here is a good one.

B: That's right. But if I can suggest you, I will suggest you the Italian restaurant. Straight ahead from here.

C: Thanks for your suggestion! We'll try it letter.

B: OK. By the way, if you get straight ahead to North you will find Queen Avenue Street. Just turn right and you'll arrive in Palm Street.

C: Pretty clear directions! Thank you.

B: You're welcome.

\*Arrive at Park\*

A: Excuse me, do you know how to get to Korean Restaurant?

D: Pretty well. You want to go there?

B: Yeah. Can you please tell us which directions we need to go?

E: There is so many people waiting in line for that restaurant.

D: That's right. We just gave up the line. But if you still want to go there you just need to go across this street. It's right besides Public Library building.

F: Hey, guys. Where you've been? I've been waiting for you! I already got the table for us. Huff, I waiting for 3 hours just for that. Insane! Well, we need to do reservation latter.

D: They can't get you a reservation. That's why it get a long line.

F: Wow. That's make sense!



**Task 1:**

Refer back to the text and find at least five sentences written in passive voices. Change the sentences into active voices.

Passive	Active

**Task 2:**

Refer back to the text again and find five sentences written in active voices. Change the sentences into passive voices.

Active	Passive



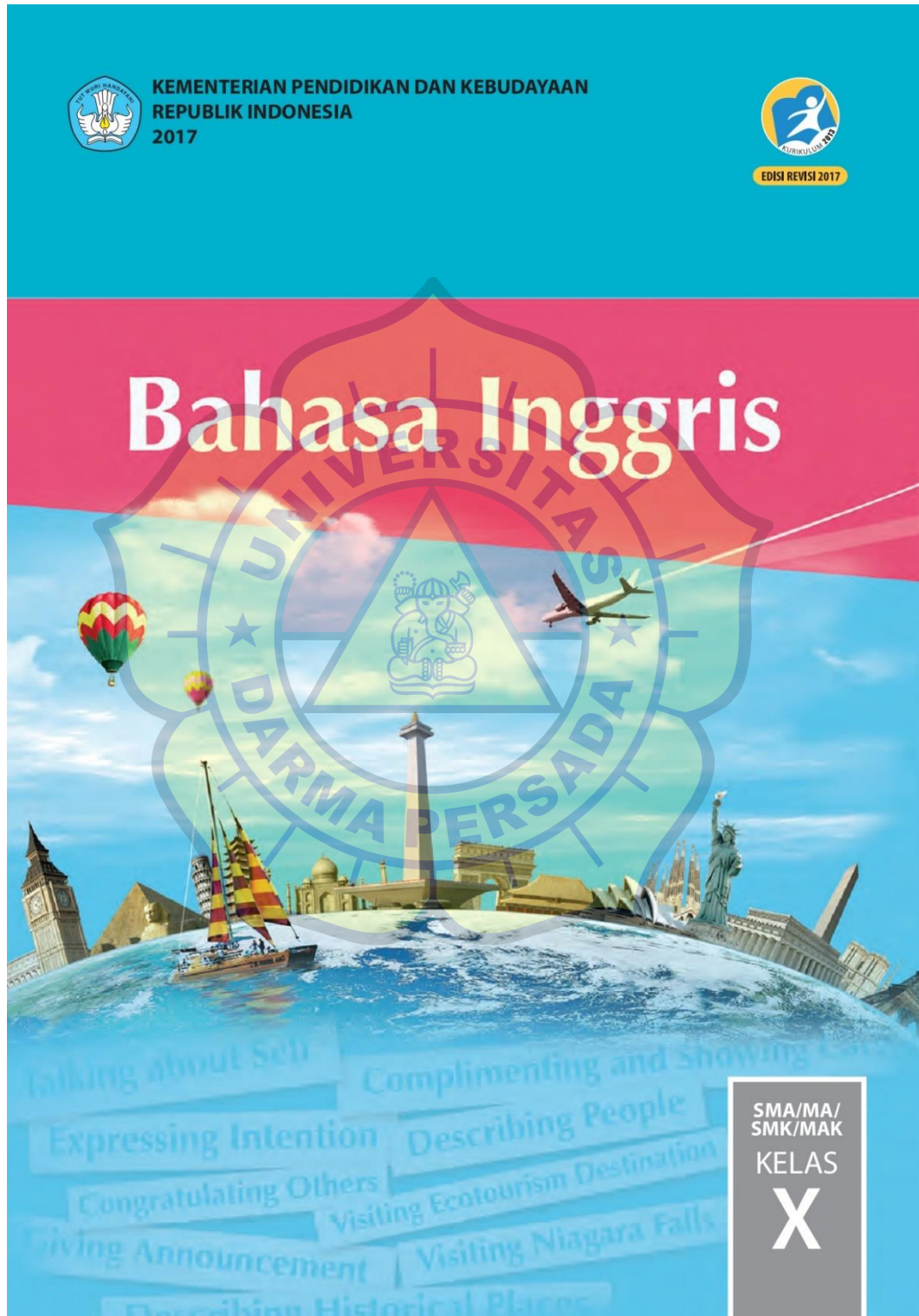
**SPEAKING**

**Work in pairs: Try to remember one interesting place you've visited. Tell your friends about the place.**



Source: Dokumen Kemdikbud  
Picture 5.10

APPENDIX 12  
LESSON BOOK



# APPENDIX 13

## SYLLABUS

### SYLLABUS

School Name : SMK Pembangunan Nasional  
 Vocation : All Vocation  
 Skill Competence : All Competences  
 Subject : English  
 Class/Semester : X / 1.2

KI-3 (Knowledge) : Comprehend, apply, analyze, and evaluate factual, conceptual, fundamental procedural, and metacognitive knowledge in accordance with the field and scope of English language studies at the technical, specific, detailed, and complex level, relating to science, technology, art, culture, and humanities in the context of developing one's potential as a member of the family, school, workplace, national, regional, and international community members.

KI-4 (Skills) : Perform on particular activities in English utilizing equipment, knowledge, and work methods that are regularly used, and solve problems based on the topic of study. Demonstrating performance with verifiable quality and quantity in compliance with job competence criteria  
 Demonstrate effective reasoning, processing, and presenting skills in the abstract realm related to the development of what he learns at school, and is able to carry out specific tasks under direct supervision., readiness, imitating, getting used to, proficient movement, making natural movements in the concrete realm related to the development of what they have learned at school, and being able to carry out specific tasks under direct supervision.

Basic Competence	Indicators of Competence Achievement	Materials	Time	Learning Activities	Evaluation	PPK	Learning Resources
1	2	3	4	5	6	7	8
3.4 Analyzing social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for short and simple information related to people, objects and places according to the context of their use.  4.4 Compose oral and written descriptive texts, short and simple, related to people, objects and places, taking into account social functions, text structures, and linguistic elements, correctly and in context.	3.4.1 Identify social functions, text structures and linguistic elements in descriptive texts related to people, objects and places according to the context of their use.  3.4.2 Distinguishing social functions, text structures and linguistic elements from various descriptive texts related to people, objects and places according to the context of their use.  4.4.1 Compose written and oral texts regarding simple descriptive related people, objects and places by using appropriate text structures and linguistic elements according to the context of their use.  4.4.2 Communicate orally and write descriptive texts related to people, objects by using appropriate text structures and linguistic elements according to the context of use	<b>Spoken and written descriptive text about people, things and places</b> <b>a. Social Functions:</b> To describe people, things and places and to develop interpersonal communication with others <b>b. Text Structure:</b> Descriptive text: -Identification -Description <b>c. Language Components:</b> - Vocabulary related to the topic - Grammar: ✓ Noun phrase ✓ Adjective ✓ Simple Present Tenses ✓ Linking verbs - Clear and neat spelling and punctuation. - Proper speech, word stress & intonation when presenting orally	6	<ul style="list-style-type: none"> <li>Observing spoken and written texts about descriptive texts related to people, things and places;</li> <li>Analyzing social functions, text structures and linguistic elements contained in descriptive texts related to people, objects and places;</li> <li>Collecting data on social functions, text structure and linguistic elements from descriptive texts related to people, objects and places</li> <li>Discuss and analyze social functions, text structures and linguistic elements in descriptive texts related to people, objects and places;</li> <li>Applying the use of social functions, text structures and linguistic elements in descriptive texts related to people, objects and places into oral and written exercises appropriately according to the context of use;</li> <li>Compose spoken and written texts about descriptive texts related to people, objects and places by using appropriate text structures and language elements according to the context of use;</li> <li>Communicating orally and in writing expressions regarding descriptive texts related to people, objects and places using appropriate text structures and linguistic elements according to the context of use</li> </ul>	<b>a. Knowledge:</b> - Written test - Oral test - Assignment - Performance - Project - Portfolio <b>b. Skills :</b> - Performance assessment - Project - Portfolio	<ul style="list-style-type: none"> <li>Religious</li> <li>Honest / Responsible / Healthy Lifestyle / Discipline / Hard Work / Confident / Entrepreneuria</li> <li>1 / Logical, Critical, Creative and Innovative / Independent / Curious / Love Science</li> <li>Polite/ Obedient/ Democratic/ Respectful</li> </ul>	<ul style="list-style-type: none"> <li>Module</li> <li>Specific Book</li> <li>Internet</li> </ul>

Basic Competence	Indicators of Competence Achievement	Materials	Time	Learning Activities	Evaluation	PPK	Learning Resources
1	2	3	4	5	6	7	8
<p>3.11 Analyzing social functions, text structures and linguistic elements of spoken and written transactional interaction texts involving the act of giving and asking for information about directions according to the context of their use in the world of work.</p> <p>4.11 Compose spoken and written transactional interaction texts, short and simple, which involves the act of giving and asking for information about directions by paying attention to social functions, text structures and linguistic elements that are correct and appropriate to the context in the world of work.</p>	<p>3.11.1 Identifying social functions, text structures and linguistic elements in the text regarding asking for and giving directions for information according to the context of its use.</p> <p>3.11.2 Distinguishing social functions, text structures and linguistic elements from various expressions regarding asking for and giving directions for information according to the context in which they are used.</p> <p>4.11.1 Compose oral and written texts regarding asking for and providing information about directions according to the context of their use.</p> <p>4.11.2 Communicate orally and in writing about asking for and providing information about directions using appropriate text structures and linguistic elements according to the context of use</p>	<p><b>Spoken and written texts about asking and giving directions</b></p> <p><b>a. Social Functions:</b> To request and provide information for directions in developing interpersonal communication with others</p> <p><b>b. Text Structure:</b> -Could you show me where the nearest ATM is? -Excuse me. How do I get to the railway station, please? -It's about a five-minute walk from here. -Just go across the roundabout and take the first turning. You can't miss it!</p> <p><b>c. Language Components:</b></p> <ul style="list-style-type: none"> <li>- Vocabulary: related to topic</li> <li>- Grammar: <ul style="list-style-type: none"> <li>✓ Preposition of place</li> <li>✓ Modal auxiliary verbs</li> <li>✓ Imperative sentences</li> </ul> </li> <li>- Spelling and punctuation are clear, neat and precise</li> <li>- Proper speech, word stress, intonation when presenting orally</li> </ul>	6	<ul style="list-style-type: none"> <li>• Observing spoken and written texts about asking for and giving directions;</li> <li>• Analyzing social functions, text structures and linguistic elements of expressions about asking and giving directions contained in the text;</li> <li>• Collecting data on social functions, text structure, and linguistic elements from various examples of texts asking for and giving directions;</li> <li>• Discuss and analyze the social function, text structure, and linguistic elements of various texts asking for and giving directions;</li> <li>• Applying the structure of the text, and the linguistic elements of the text asking for and giving directions into spoken and written exercises appropriately according to the context of use;</li> <li>• Compose spoken and written texts about expressions of asking for and giving directions by using appropriate text structures and language elements according to the context of use;</li> <li>• Communicating texts asking for and giving directions orally and in writing using appropriate text structures and language elements according to the context of use</li> </ul>	<p><b>a. Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Written test</li> <li>- Oral test</li> <li>- Assignment</li> <li>- Performance</li> <li>- Project</li> <li>- Portfolio</li> </ul> <p><b>b. Skills :</b></p> <ul style="list-style-type: none"> <li>- Performance assessment</li> <li>- Project</li> <li>- Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Religious</li> <li>• Honest / Responsible / Healthy Lifestyle / Discipline / Hard Work / Confident / Entrepreneuria</li> <li>1 / Logical, Critical, Creative and Innovative / Independent / Curious / Love Science</li> <li>• Polite / Obedient / Democratic / Respectful</li> </ul>	<ul style="list-style-type: none"> <li>• Module</li> <li>• Specific Book</li> <li>• Internet</li> </ul>



**APPENDIX 14**  
**LESSON PLAN**  
**(RENCANA PELAKSANAAN PEMBELAJARAN)**

RPP or lesson plan is the fundamental of teacher to teach students with systematical plans that is explain as follow:

<b>LESSON PLAN</b>	
School	: SMK Pembangunan Nasional
Subject	: English
Class	: X
Material	: Giving and asking for information related to the intention to take an action/activity
Time	: 45 Minutes (6 x meeting)
<b>A. Learning Objectives</b>	
After following the learning process, students are expected to be able to:	
<ul style="list-style-type: none"> <li>• Identifying expressions giving and asking for information related to the intention to take an action/activity</li> <li>• Identify the different ways of expressing each context</li> <li>• Understand the structure of the expression text Giving and asking for information related to the intention to take an action/activity</li> <li>• Understand the linguistic elements of the expression Giving and asking for information related to the intention to take an action/activity</li> </ul>	
<b>B. Learning Sequences</b>	
<b>Preliminary (15 Minutes)</b>	
Opening with greetings and praying to start learning, checking the attendance of students as an attitude of discipline	
Relating the material/theme/learning activities that will be carried out with the experience of students with the previous material/theme/activities and asking questions to remember and connect with the	
Conveying motivation about what can be obtained (objectives & benefits) by studying the material: Giving and asking for information related to the intention to take an action/activity	
Explain the things to be learned, the competencies to be achieved, and the learning	
<b>Activities ( 90 Minutes )</b>	
<b>Literacy Activities</b>	Students are given motivation or stimulation to focus on the topic of electronic component material by seeing, observing, reading through the shows that are displayed.

<b>Critical Thinking</b>	The teacher provides opportunities for students to identify as many questions as possible related to the images presented and will be answered through learning activities, especially on the material of giving and asking for information related to the intention to take an action/activity.
<b>Collaboration</b>	Learners are formed in several groups to discuss, collect information, re-present, and exchange information about giving and asking for information related to the intention to take an action/activity.
<b>Communication</b>	Students present the results of group or individual work classically, express opinions on the presentations made and then respond back to the groups or individuals who present.
<b>Creativity</b>	Teachers and students make conclusions about the things that have been learned related to giving and asking for information related to the intention to take an action/activity. Students are then given the opportunity to ask again things that have not been understood
<b>Closing (15 Minutes)</b>	
<ul style="list-style-type: none"> <li>• Students and teachers reflect on learning activities.</li> <li>• Students and teachers draw conclusions from the results of learning activities.</li> <li>• The teacher gives awards (e.g. Praise or other relevant forms of appreciation to groups whose performance is good.</li> <li>• Assigning students to continue looking for information anywhere related to the material/lesson that is being or will be studied.</li> <li>• The teacher delivers the next learning material.</li> <li>• The teacher closes the learning activities by saying greetings and prayers.</li> </ul>	
<b>C. Learning Outcome Assessment</b>	
<ol style="list-style-type: none"> <li>1. Attitude Assessment: Observation in the learning process</li> <li>2. Knowledge Assessment: Oral test and written test in the form of a description</li> <li>3. Skills Assessment: Practice</li> </ol>	
Headmaster	Teacher
M. Mukhlisin, S.Pd.I.MM NIP.	Titah, S.Pd NIP.

## LESSON PLAN

School : SMK Pembangunan Nasional  
 Subject : English  
 Class : X  
 Material : Giving and asking for information about directions  
 Time : 45 Minutes (6 x meeting)

### A. Learning Objectives

After following the learning process, students are expected to be able to:

- Identifying expressions giving and asking for information related to the giving and asking for information about directions
- Identify the different ways of expressing each context
- Understand the structure of the expression text giving and asking for information about directions
- Understand the linguistic elements of the expression giving and asking for information about directions

### B. Learning Sequences

<b>Preliminary (15 Minutes)</b>	
Opening with greetings and praying to start learning, checking the attendance of students as an attitude of discipline	
Relating the material/theme/learning activities that will be carried out with the experience of students with the previous material/theme/activities and asking questions to remember and connect with the	
Conveying motivation about what can be obtained (objectives & benefits) by studying the material: Giving and asking for information about directions	
Explain the things to be learned, the competencies to be achieved, and the learning methods to be taken.	
<b>Activities ( 90 Minutes )</b>	
<b>Literacy Activities</b>	Students are given motivation or stimulation to focus on the topic of electronic component material by seeing, observing, reading through the shows that are displayed.
<b>Critical Thinking</b>	The teacher provides opportunities for students to identify as many questions as possible related to the images presented and will be answered through learning activities, especially on the material of giving and asking for information about directions.
<b>Collaboration</b>	Learners are formed in several groups to discuss, collect information, re-present, and exchange information about giving and asking for information about directions.
<b>Communication</b>	Students present the results of group or individual work classically, express opinions on the presentations made and then respond back to the groups or individuals who present.

<b>Creativity</b>	Teachers and students make conclusions about the things that have been learned related giving and asking for information about directions. Students are then given the opportunity to ask again things that have not been understood
<b>Closing (15 Minutes)</b>	
<ul style="list-style-type: none"> <li>• Students and teachers reflect on learning activities.</li> <li>• Students and teachers draw conclusions from the results of learning activities.</li> <li>• The teacher gives awards (e.g. Praise or other relevant forms of appreciation to groups whose performance is good.</li> <li>• Assigning students to continue looking for information anywhere related to the material/lesson that is being or will be studied.</li> <li>• The teacher delivers the next learning material.</li> <li>• The teacher closes the learning activities by saying greetings and prayers.</li> </ul>	

**C. Learning Outcome Assessment**

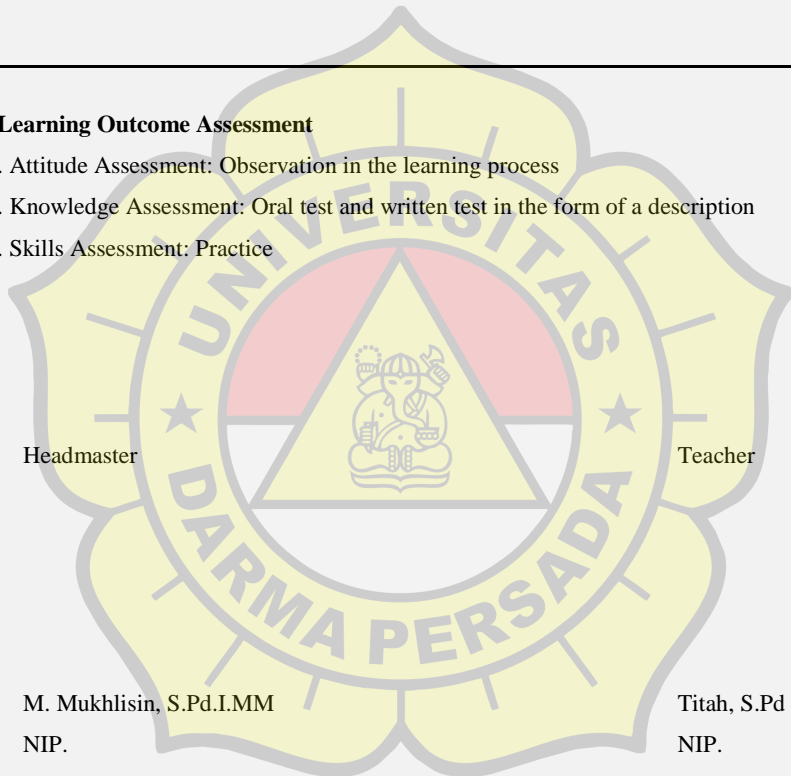
1. Attitude Assessment: Observation in the learning process
2. Knowledge Assessment: Oral test and written test in the form of a description
3. Skills Assessment: Practice

Headmaster

Teacher

M. Mukhlisin, S.Pd.IMM  
NIP.

Titah, S.Pd  
NIP.



## APPENDIX 15

### SURAT IZIN PENELITIAN



## UNIVERSITAS DARMA PERSADA

Jl. Taman Malaka Selatan, Pondok Kelapa, Jakarta Timur, Indonesia 13450  
Telp. (021) 8649051, 8649053, 8649057 Fax. (021) 8649052  
E-mail : [humas@unsada.ac.id](mailto:humas@unsada.ac.id) Home page : <http://www.unsada.ac.id>

Jakarta, 25 Oktober 2021

Nomor : 87/FBB/BKI/S1/X/2021  
Lampiran : -  
Perihal : Izin penelitian

Kepada Yth  
Bapak M. Mukhlisin, SPd.I, MM  
Kepala Sekolah  
SMK Pembangunan Nasional  
Di Tempat

Yang bertanda tangan di bawah ini:

Nama : Dr. Yoga Pratama, M.Pd  
NIDN : 0322088603  
Jabatan : Kepala Program Studi Bahasa dan Kebudayaan Inggris  
Instansi : Universitas Darma Persada

Dengan ini menerangkan mahasiswa dengan nama di bawah ini:

Nama : Sari Laraswati  
NIM : 2018130156  
Strata : S1  
Angkatan : 2018  
No Hp : 085959952858

Untuk diizinkan melakukan penelitian dan pengambilan data di sekolah yang bapak kelola dalam rangka penyusunan tugas akhir/skripsi yang berjudul:

**“AN ANALYSIS OF TEACHER’S STRATEGY IN TEACHING SPEAKING ON FIRST GRADE STUDENTS AT SMK PEMBANGUNAN NASIONAL KOTA BEKASI”**

Demikian surat permohonan ini saya sampaikan semoga bisa di pertimbangkan dan diizinkan.  
Terima kasih

Ketua Program Studi  
Bahasa & Kebudayaan Inggris


  
Dr. Yoga Pratama, MPd

MONOZUKURI • TRILINGUAL • ENERGI TERBARUKAN



## APPENDIX 16

### SURAT BALASAN IZIN PENELITIAN

**YAYASAN PENDIDIKAN PEMBANGUNAN NASIONAL JAYA**  
**SMK PEMBANGUNAN NASIONAL**  
TERAKREDITASI "B"  
PERKANTORAN • TEKNIK KOMPUTER • TEKNIK OTOMOTIF  
Jl. Perjuangan Kp. Cakung RT 04/04 Kel. Jatiasari Kec. Jatiasari Kota Bekasi - 17426. telp.

9 Maret 2022

**SURAT KETERANGAN**  
Nomor : 616/SMK-PN/V/2022

Hal : Surat Balasan Permohonan Izin Penelitian

Kepada Yik.  
Ketua Jurusan Bahasa dan Kebudayaan Inggris  
Ditempat

Dengan Hormat,


Saya yang bertanda tangan di bawah ini:  
Nama : M.Mukhlisin, S.Pd.I.MM  
Jabatan : Kepala SMK Pembangunan Nasional  
Alamat : Jl. Perjuangan Kp. Cakung

Dengan ini menerangkan bahwa :  
Nama : Sari Laraswati  
NIM : 2018130156

Telah kami setuju untuk melaksanakan penelitian di SMK Pembangunan Nasional sebagai syarat penelitian.

Demikian surat keterangan ini saya buat dengan sesungguhnya dan mohon dipergunakan sebagaimana mestinya.

Mengetahui,  
Kepala SMK Pembangunan Nasional

  
M. Mukhlisin, S.Pd.I.MM

**APPENDIX 17**  
**DOCUMENTATIONS**





**APPENDIX 18**  
**CURRICULUM VITAE**



A professional curriculum vitae template for Sari Laraswati. The design features a dark grey background with a large, faint watermark of the Darma Persada University logo in the center. The name 'Sari Laraswati' is prominently displayed in a large, elegant serif font. A circular portrait of Sari, wearing a hijab and smiling, is positioned on the left side. Below the name, a quote reads: 'A person who love how linguistics change my life.' The CV is organized into several sections: 'Experiences' (Match Control PBSI | Jakarta Utara 2019-Present), 'Contact' (phone, address, email), 'Education' (High School SMA Negeri 12 Kota Bekasi), and 'Kemampuan Bahasa' (Indonesian and English proficiency bars). The 'Skills' section includes Team Work, Photo and Video Editing, and Public Speaking, each with a corresponding progress bar. The layout is clean and modern, with decorative white starburst graphics.

**Sari Laraswati**

A person who love how linguistics change my life.

**Experiences**

**Match Control PBSI | Jakarta Utara 2019-Present**  
As Match Control, I am responsible for creating pairings for competition participants, inputting scores, and submitting scores to international programs.

**Pekan Olahraga Mahasiswa Nasional 2019**  
When I volunteered at POMNAS, I was on the committee in charge of awarding medals and certificates to athletes.

**Contact**

☎ 085959952858  
📍 Jl. Patriot, Jakasampurna  
✉ sarilrsw@gmail.com

**Education**

**High School**  
SMA Negeri 12 Kota Bekasi

**Kemampuan Bahasa**

Indonesia  
Inggris

**Skills**

Team Work  
Photo and Video Editing  
Public Speaking