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**TEACHING SPEAKING THROUGH POEM TO THE ELEVENTH
GRADE STUDENTS AT SMAN 4 KEDIRI
ACADEMIC YEAR 2021/2022**

Skripsi

Submitted as Partial Fulfilment of the Requirements for the Attainment of the
Degree of Sarjana Pendidikan in English Language Education



By:

RINDANG HAYUNING SAMODRO RINI

NPM 18.1.01.08.0044

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
NUSANTARA PGRI KEDIRI UNIVERSITY

2022

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APPROVAL PAGE

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Entitled:

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Approved by the Advisors to be proposed to English Language Education

Examination Committee FKIP UN PGRI Kediri

Kediri, 11 July 2022

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Maintained in front of English Language Education Examination Committee
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1. This Skripsi was never submitted to any institute of higher education for any academic degree.
2. This Skripsi totally independent of my work and not the result of plagiarism from the work of others.
3. If someday proved of this Skripsi as result of plagiarism, I would be willing to bear all the legal consequences occur.

Kediri, 11 July 2022

Signed by,

RINDANG HAYUNING S.R
18.1.01.08.0044

MOTTO AND DEDICATION

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MOTTO:

Nothing is impossible, the word itself says "I'm Possible"

(Audrey Hepburn)

DEDICATION:

Mr. Andy and Mrs. Liya, my parents. Thanks for always support me in whatever I'm going to do.

ABSTRACT

RINDANG HAYUNING SAMODRO RINI: Teaching Speaking through Poem to the Eleventh Grade Students at SMAN 4 Kediri Academic Year 2021/2022, Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2020.

Keywords: Poem, Speaking Skill, Teaching Speaking

Teaching speaking is the teacher's way of guiding students to communicate fluently in English orally. Teaching speaking through poem is one of the unique and creative methods to increase student's creativity. This research uses a qualitative approach. The subject of this research is an English teacher in class XI MIPA 1 at SMAN 4 Kediri. In this research, there are several interrelated parts including teacher's role, material, and classroom management which was done online during the pandemic.

This data was collected through observation, interview, and documentation to get more valid data. The observation was carried out online 6 times during the teaching and learning activities to find out the teacher's role, the material used, and the classroom management. The interview was conducted the English teacher grade 11 MIPA 1 to find out her difficulties in teaching speaking through poem through Google Meet. The documentation was included are syllabus, lesson plan, and students' work results. The data analysis in this research was chosen by identifying the teacher's roles, classroom management, and materials used in teaching speaking using poem. In this research, the data is described and reduced into sentence form.

From the results obtained, the teacher performed the teacher's role, namely controlling, prompting, resourcing, assessing, organizing, and tutoring in teaching and learning activities. The teacher used teaching materials: syllabus and lesson plans that include poem material, namely definition, social function, generic structure, and language features of poem. And the teacher used Google Meet and WhatsApp application to deliver the material. The further researcher is expected to be able to conduct quantitative research to measure students' speaking ability.

ACKNOWLEDGEMENT

Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher was able to finish this skripsi as a partial fulfilment of a requirements for the Sarjana Degree well.

This skripsi entitled “Teaching Speaking through Poem to the Eleventh Grade Students at SMAN 4 Kediri Academic Year 2021/2022”.

The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs criticism and suggestion to make it better.

Therefore, she would like to express her gratitude to:

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2. Dr. Mumun Nurmilawati, M.Pd., as the Dean of Faculty of Teacher Training and Education of University of Nusantara PGRI Kediri.
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5. Dr. Diani Nurhajati, M.Pd., as the second advisor who guided her in finishing this skripsi.
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7. The big family of SMAN 4 Kediri who have permitted the researcher to conduct this research.
8. Beloved family who always pray and support the researcher for her study.
9. Big family of English Language Education Department and also English Student Association (ESA) who always pray and support the researcher for her study.
10. Beloved friends who always pray and support the researcher for her study.

Kediri, 11 July 2022

RINDANG HAYUNING S.R

18.1.01.08.0044

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33 CHAPTER I

INTRODUCTION

In this chapter, the researcher presents introduction to the research. It describes the reason of researcher chooses this topic. The basic detail of the research is to describe as following topics: 62 Background of the Study, Focus of Research, Problem of the Research, Objective of the Research, and Definition of Key Terms.

A. Background of the Research

At the beginning of the 2013 school year, to be precise, in July 2013, the Government has determined the implementation of 56 the 2013 Curriculum, which is a renewal and improvement of the previous curriculum, namely the 2006 Curriculum for all levels of education: primary and secondary schools.

34 The 2013 curriculum is a competency-based curriculum, which includes aspects of attitudes, knowledge, and skills. This curriculum begins with the formulation of Graduate Competency Standards (SKL), namely competencies after completing one level of education, elementary, middle, and high school. SKL into Core Competencies (KI) which are competencies after completing one training in one level. SKL and KI are not competencies per subject, but competencies possessed by all subjects are supported by all subjects. KI is formulated for Class I to Class XII. Based on the KI, subjects and time allocations are arranged according to 41 the characteristics of the education unit.

According to the Ministry of Education and Culture (2013),³⁶ core competencies are the operationalization of graduation competency standards⁴¹ in the form of qualities that must be possessed by those who have completed education in certain educational units or certain educational levels.³⁴ The 2013 curriculum applies the stated competency definition in the Law on the National Education System, namely the integration of three dimensions:³⁶ attitudes, knowledge, and skills that students must learn for school, grade, and subject levels.

Core Competencies must describe the quality that is balanced between the achievement of hard skills and soft skills.⁷¹ Core Competencies are designed in four interrelated groups, namely those related to spiritual attitudes, social attitudes, knowledge, and application of skills.

Meanwhile, basic competencies are competencies for each subject for each class derived from Core Competencies. Basic Competencies are content or competencies consisting of attitudes, knowledge, and skills that are sourced from core competencies that must be mastered by students. These competencies are developed by taking into account the characteristics of students, initial abilities, and characteristics of a subject. The subjects covered by senior secondary education consist of:

- ⁴⁸ 1. Subjects must be followed by all students in one educational unit at each unit or level of education. The compulsory subjects that students must study are all subjects including English.

2. The elective subjects are followed by students according to their choice. Among them are specialization in mathematics and science, social interest, and specialization in language which includes English.

The Minister of Education and Culture, Nadiem Makarim, issued a circular letter from the Minister of Education and Culture Number 1 of 2021 concerning the Elimination of National Examinations and Equality Examinations and the Implementation of School Examinations during the Emergency Period of the Covid-19 Spread.

According to the circular, students graduating are determined from several grades. One of them is completing learning programs during the Covid-19 pandemic as evidenced by report cards each semester.

To get the score on the report card, students are required to follow each lesson that has been determined by the school based on core competencies and basic competencies, likewise with the eleventh-grade students at SMAN 4 Kediri. They are required to understand the material from several subjects including English.

English Subject in the 2013 Curriculum includes: (1) Raising awareness of the nature and importance of English as a foreign language to become the main learning tool. (2) Develop an understanding of the relationship between language and culture and broaden cultural horizons. Thus students have cross-cultural insight and involve themselves in cultural diversity. (3) Developing the ability to communicate in the language, both spoken and written. These abilities include 4 skills, and one of them is speaking skill.

One of the most important skills at the secondary school level in English is speaking skill. In learning English, the mastery of speaking competence must be mastered by students properly for their future provisions. According to Brown and Yule (2000), speaking is one of the basic skills as a measurement of language learners whether someone is successful in learning languages. Speaking is the use of language to communicate with other Fulcher (2003:23). It means that speaking requires two or more people, consisting of a speaker and a listener. So both speakers and listeners contribute to each other. Both participants do or get what they want. According to Bailey (2000:25), speaking is a process of interaction where speakers intend to build meaning of producing, receiving, and processing information. So, from the theory above, we can conclude that speaking is related to communication. In Addition, speaking is a skill to use a language appropriate to express someone's ideas, opinions, and feelings in order to give or get information and knowledge from other people who do communication. People easily judge us based on what they hear through the speaking process Brown (2001).

In accordance with Basic Competence 3.1 in English specialization grade 11 which is written 'interpreting social functions, text structures, and linguistic elements of special texts in the form of poem, spoken and written, by giving and asking for information related to the lives of adolescents, according to the context of their use.' Maher (1982:18) explains that poem can be maximized for teaching all four language skills at once, including speaking skill. In teaching poem in class, it is very helpful for teachers to hone students' skills. The language of poem can indeed be different from the language used every day, but also not too

complicated. Poem, especially in English, does not need to be avoided because it is considering complicated. Because in learning English poem, students will get many advantages such as increasing vocabulary, increasing insight and creativity, and practicing writing and speaking skills. When reading English poem aloud, it will help students to practice sensitivity in pronunciation, intonation, and rhythm. In the end it will be useful to improve students' speaking skills.

³⁹ The current English learning system must prioritize students' communication skills because in that way students will be able to express themselves to learn to follow the rules of the English language when communicating. There are several techniques to teach speaking effectively.

The first technique is ⁴ discussion. Discussion can be applied when students ¹⁸ finish working on the questions. Discussing about the English they have been working on so that they are accustomed to finding solutions and conclusions. Brown (2001) stated that discussion is one of the techniques used in language teaching. This activity gives students opportunities to practice their oral communication.

⁷ The second technique is role-play. Another way to improve speaking skills is to play role-play. With this game, the students will pretend to be a community that faces a social context. The teacher will provide information to students about the role played and students will be faced with a problem. So students will make conversation in cases that will be experienced.

The third technique is storytelling. This activity will get students to tell a story they have heard before. Students can also create their own stories to tell their classmates later. Story Telling requires a high level of creativity.

The next technique is story completion. All students are required to form a circle, the teacher will tell a fairy tale with truncated sentences. The task of the students is to complete the sentence with their ideas, can add a character, role, and description. This technique is a lot of fun.

Furthermore, there is also a fun technique to teach speaking in class that is Literature in English Language Teaching. There are many ways that can be used to teach English, one of them is teaching speaking through literary works which are part of the language itself. One of the literary works that can be done to teach speaking is poem. Poem must be read aloud by the students then the teacher corrects the pronunciation, rhythm, intonation, assonance, and pauses in the poems that are read by students. So by that way, students get the pattern of speech and understand it correctly.

However, since the implementation of the Covid-19 emergency period on March 16, 2020, almost all schools in Indonesia have adopted a policy for online learning. The world of education has been forced to move the teaching and learning process from school to home to break the chain of the spread of the coronavirus. With online learning, teachers and students alike learn to use technology as a learning medium. Teachers as the spearhead of education make various efforts such as implementing online learning through *WhatsApp* Group media, *Google Classroom*, *Moodle*, and other online learning applications. For

synchronous learning, teachers also use *Google Meet media, Zoom Cloud Meetings*, and so on.

Entering the period of this pandemic, of course, the learning and teaching experience has various disorders. The Covid-19 pandemic is a detrimental aspect of education around the world. The Covid-19 pandemic forced schools close, impact on learning disorders serious for students who have not happened before in the whole world. Learning that should be face-to-face drastically changed to online learning. In general, speaking ability is an important aspect in learning English. However, learning the speaking aspect itself has its own complexity so that good focus is needed during the learning process. On the other hand, changes in the education model due to the Covid-19 pandemic tend to cause problems in the world of education.

The same thing happened when the researcher examined the eleventh-grade learning while doing the Introduction to the School Field (PLP) in learning at SMAN 4 Kediri. For the sake of learning during the pandemic, learning is carried out using online synchronized. To provide material to the students, the teacher at SMAN 4 Kediri uses unsynchronized applications such as *WhatsApp* group, because these applications are simple, easy, and almost all students use them. Then, to hold meetings, teachers use the synchronized application, namely *Google Meet*, apart from being easy to used, *Google Meet* is also efficient in using internet data package, not burdening students in online teaching and learning activities. However, there are some English subject matter that requires students to do speaking. Due to the limited time in learning activities, which are only 30

minutes for each hour of class, the teacher racks his/her brain so that students can keep on speaking without having to spend a lot of time. The implementation is that the teacher gives students the task of interpreting poem through videos collected through *YouTube* media. That way, students are still able to do speaking without having to take a lot of time when ⁶¹teaching and learning activities are carried out. The use of video media is also very helpful for students in honing their creativity. And also the selection of *YouTube* media in collecting assignments is the right choice, because almost all students have it and like it.

Resuming Gultom (2020) research, ⁵³there are strategies of teaching speaking online that teachers could apply, such as: designing digital contents such as hand outs, *PowerPoint*, video, or audio; ⁵³Choosing online learning platforms, such as zoom or *Google Classroom*; Collect feedback while doing teaching learning process by checking students' active; and the last is make a conclusion at the end of the class about what they have learned. In contrast to the research above, speaking learning used in this study is using literature, namely poem. Here students interpret poem which relates to the basic competencies that must be met in the eleventh grade of English specialization.

Jalaluddin (2016) stated that ⁴⁰there are thousands of English short videos available on *YouTube* that can be used for teaching and learning English language. It can be used in various ways for effective teaching and learning. However, there are differences in ⁸⁴the use of *YouTube* media in learning speaking in this study. In this research, ⁸⁴the *YouTube* media is only used for assignment collection media, not to learn something as stated in the research above. ⁹⁶Based on the description

above, it encourages researchers to conduct research on teaching speaking using poem entitled "Teaching Speaking through Poem to Class XI Students of SMAN 4 Kediri"

B. Focus of the Research

The focus of this research is the teacher's roles in teaching and the way the teacher teaches speaking using online learning to eleventh graders at SMAN 4 Kediri. In this study, the researcher focused on the use of poem in teaching speaking to the eleventh grade of SMAN 4 Kediri, conducted by teachers and students of class XI at SMAN 4 Kediri. The material taught is poem, which must be realized from basic competence 3.1 Specialization in English in class XI semester 1 by using speaking skills which is one of the core competencies.

C. Research Questions

This research is focused on the teacher's roles, classroom management, and material used in teaching speaking using poem at the eleventh-grade students at SMAN 4 Kediri. The researcher focused on analysing the teacher's role, classroom management, and material used. Therefore, the problems in this research are:

1. What are the teacher's roles in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri?
2. How is the classroom management used by the teacher in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri?

3. What are the materials used in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri?

D. Objective of the Research

Based on the research questions above, the objectives of the study were concluded as follow:

1. To describe the teacher's roles in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri
2. To describe the classroom management used by the teacher in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri
3. To describe the materials used in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri.

E. Significance of the Research

The researcher expected that the results of this research can provide the following significances:

1. English Teachers

The researcher hopes that this research could be a reference for teachers to teach speaking using poem in online learning.

2. Students

The researcher hopes this research motivated students to learn English in online learning.

3. Readers

The researcher hopes the readers interested with this researcher observation of the teacher's roles, classroom management, and material used in teaching speaking using poem of eleventh-grade students at SMAN 4 Kediri.

⁷⁸ F. Definition of Key Terms

This part will explain the definition of key terms according to point of view researcher in this observation researches study.

1. Poem

Poem is one way to practice speaking easily. Teachers can use poems in teaching speaking because poem is one of the literary works studied in language learning. Poem is an excellent way to develop an interest in language for non-native speakers.

³⁷ 2. Speaking Skill

Speaking is one of the productive skills used to exchange information with one another. Speaking is one of the four language skills that students must learn. Having ability to speak is goals of students and teachers. Speaking is not just about produces sound but students should know about how to pronounce the vocabulary, mastering vocabulary, how to deliver meaning of the words, give ideas into the words and conveys intention.

² 3. Teaching Speaking

Teaching speaking is the way and the teacher's actions to train students to be able to communicate in English fluently orally. The impact of the speaking

strategy used ⁹ by the teacher is to make students more active in learning, increase student motivation, and make students think creatively in determining and developing ideas.

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CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter aims to present description about literature review, relevant study and conceptual framework related to the discussed topic in which this study focuses on.

A. Literature Review

This part provides several information and theories, related to teacher's role, classroom management, and materials used in teaching speaking through poem from many sources such as experts, book and journal.

1. The Nature of Poem

Poem is one of the literary works studied in language learning. Poem is an excellent way to develop an interest in language for non-native speakers. Widdowson (1989) argues that poem has characteristic as a use of language which makes it especially well qualified to assist to develop in learners the ability to use language, to put linguistic forms to the service of meaning. Poem is a part of literary works, so it must use literary principles in its application. Poem can be said as a literary work resulting from one's expressions and feelings with language bound by rhythm, rhyme, line, and stanzas.

a. Rhythm

Rhythm can be defined as alternation of hard or soft, fast or slow, long or short, or high or low pronunciation of words in poem. Rhythm is used to

beautify the poem so that the value of the poem is good. Rhythm can affect the reader's or listener's interest in poem.

b. Rhyme

Rhyme is the repetition of sounds intermittently, both within a line of poem, and at the end of an adjacent line. So that rhyme is divided into:

- 1) End rhyme, rhyme found at the end of a line of poem;
- 2) Hugging rhyme, the final rhyme in even-lined stanzas, whose ⁵⁸ first line rhymes with the third line and the second line rhymes with the fourth line;
- 3) Deep rhyme, rhyme between two words or more than one line of poem;
- 4) Double rhyme, rhyme consisting of two syllables, but only the first syllable is stressed;
- 5) Middle rhyme, rhyme between syllables in the same position, which is found in two words in one line of poem.

c. Line

Each poem has a different number of lines depending on the wishes of the author. Each line can consist of only one word, several words that form a phrase, or it can be a sentence.

d. Stanza

Stanza is defined as a single unit in a poem consisting of several lines, such as a rhyme consisting of four lines. A stanza is a collection of lines

strung together into a meaningful coherent whole. The functions of stanzas in poem are:

- 1) To separate one topic from another.
- 2) The stanza has the same function as the paragraph type based on the location of the main sentence in the essay.
- 3) Each stanza in the poem has its own concept that is presented in a unique purpose.
- 4) Each stanza can be composed of rhyming or unrhyming lines.
- 5) The number of stanzas in the old poem is bound by predetermined rules, while in the new poem the number is free and not limited.

2. Speaking Skill

Speaking is one of the productive skills used to exchange information with one another. Speaking is one of the four language skills that students must learn, having ability to speak is goals of students and teachers. Speaking is not just about produces sound but students should know about how to pronounce the vocabulary, mastering vocabulary, how to deliver meaning of the words, give ideas into the words and conveys intention.

Brown (1994) says that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is also one of the most important English skills to learn and master because it is used to communicate in a large society. Nunan (1991: 39) also quoted, "To most people, mastering the art of speaking is the single most important aspect of learning a second of foreign language. The

success is measured in term of the ability to carry out a conversation in a language”⁸⁷ From the statement explained above, it can be concluded that⁷⁰ speaking is one of the English skills that must be learned and mastered in order to communicate directly with other people.

Teaching speaking can be done through the interpretation of poem that is read in a monologue. Students can read poem and then interpret it by means of a monologue. Maher (1982:18) explains that we can maximize poem to teach the four language skills at once.¹⁹ According to Reiser and Dick (1996), teachers can use different strategies of teaching to achieve teaching-learning objectives.

⁸² 3. Teaching Speaking

Teaching speaking is the way and the teacher's actions to train students to be able to communicate in English fluently orally.¹⁰⁰ Christine (2007) states that³² there is much that teachers can do to ensure that speaking lessons are not merely opportunities for using language orally but are a means for learners to develop speaking skills and acquire the language.

The impact of the speaking strategy used by the teacher is to make students more active in learning, increase student motivation, and make students think creatively in determining and developing ideas. There are several techniques to teach speaking effectively.⁹

The first technique is discussion.⁴ Discussion can be applied when students finish working on the questions. Discussing about the English they have been working on so that they are accustomed to finding solutions and conclusions.¹⁸

Brown (2001) stated that discussion is one of the techniques used in language teaching. This activity gives students opportunities to practice their oral communication.

The second technique is role-play. Another way to improve speaking skill is to play role-play. With this game, the students will pretend to be a community that faces a social context. The teacher will provide information to students about the role played and students will be faced with a problem. So students will make conversations in cases that will be experienced.

The third technique is storytelling. This activity will get students to tell a story they have heard before. Students can also create their own stories to tell their classmates later. Story Telling requires a high level of creativity.

The next technique is story completion. All students are required to form a circle, the teacher will tell a fairy tale with truncated sentences. The task of the students is to complete the sentence with their ideas, can add a character, role, and description. This technique is a lot of fun.

a. Teacher's Role

The teacher's role is all the behavior or action that a teacher has in providing knowledge to students. The role of the teacher in general as an important part of education is to educate, teach, and train. According to Cole (2008), teachers' role is to provide effective plans/strategies to accomplish students' educational needs that has purpose to communicate using the language being learnt. In the application of teaching speaking through poem at SMAN 4 Kediri, the teacher's role used are:

1) The Teacher as the Controller

The teacher controls what students say and how they say it. The teacher also introduces new material and manages the course of the class.

2) The Teacher as the Prompter

The teacher gets the students to participate in an activity, and gives suggestions to the students on how they can proceed with the activity.

3) The Teacher as the Source

The teacher offers help when the students find it difficult to receive the materia.

4) The Teacher as the Assessor

The teacher sees how well the students' perform, make the corrections to the students, and provide feedback to the students.

5) The Teacher as the Organizer

The teacher provides information related to teaching and learning activities.

6) The Teacher as the Tutor

The teacher gives advice and motivation to the students so that the students can be more active in teaching and learning activities.

b. Material

Material is one of the important things in teaching. Teaching materials guide teachers in determining teaching plans. Instructional materials are

learning objectives in terms of listening, reading, speaking, reading, or writing skills. ¹² Instructional material consists of the content of the subject matter, intensity of coverage, time allocation, attention, and details of the material from the syllabus. From the syllabus will be formed a lesson plan that contains several materials related to poem consisting of:

1) The Definition of Poem

At the first meeting the teacher gave assignments to students to find the definition of poem via the internet. Then the students put their findings on a WhatsApp group in the form of a link. At the next meeting, the teacher discussed the students' findings and discusses what the definition of poem is. The teacher gave a definition of the poem which poem is a literary work in the form of an expression of the author's heart in which there are rhythms, lyrics, rhymes, and rhythms in each line. Poem is packed in imaginative language and arranged with dense and meaningful words.

2) The Social Function of Poem

At the next meeting, the teacher explained that there were several social functions of poem that would be discussed, including: to share feelings, tell stories, give messages, jokes, and provide descriptions.

3) The Structure of Poem

After the teacher explained some of the social functions of the poem, the teacher also gave an explanation of the structure of the poem which a poem consists of rhyme, tone, theme, stanza, and imagery.

4) The Language Features of Poem

¹ In the last explanation, the teacher gave an explanation of the language features of poem. The teacher explained that in a poem there are rhythms, sounds, images, and forms.

c. Classroom Management used in Teaching Speaking

Classroom management is one of the most important teacher tasks. ¹⁴ The teacher always manages the class when he is carrying out his duties. Classroom management is intended to create a conducive learning environment for the students so that teaching objectives are achieved effectively and efficiently. When the class is disturbed, the teacher tries to return it so that it does not become an obstacle to the teaching and learning process.

⁸ According to Ginsburg (2011), classroom management includes; managing the materials needed for teaching. If a teacher is unprepared for class, this can lead to dead time in the class, which can result in opportunities for the student to misbehave. Time management of transitions and turning up on time for a class is also paramount for preventing misbehavior. Less thought about is the layout of the classroom. However, if the classroom has areas of high traffic and tables and chairs don't allow for easy passing, this has the potential to cause problems. According to Brown (2000), there are some components of classroom management namely Sight, sight here means how the teacher can be clearly seen when giving the material, the teacher's condition must be

clearly visible so that the students can understand the material well; Sound, the teacher's voice must also be heard clearly so that the students can understand the material presented by the teacher, Comfort Seating Arrangement, a rolling seating arrangement is necessary so that students don't feel bored sitting in the middle, side, or front; Chalkboard Use, the use of the chalkboard is needed by the teacher to deliver the material in addition to using *Ms. PowerPoint* or other teaching media; Equipment, the equipment used by the teacher in teaching and learning activities are usually textbooks, *Ms. PowerPoint*, and also chalkboard, but when carrying out online learning, the teacher only use *WhatsApp* and *Google Meet* applications; and the last is Body language, teacher's body language is very necessary to the students to understand what is conveyed by the teacher, a good and the teacher's correct body language will definitely make the students understand what the teacher means.

d. Teaching Speaking using Poem

Learning to speak using poem is a part of learning literary appreciation. Appreciation learning is a process between the teacher and the students who carried out the process of introduction, understanding, and appreciation. In essence, literature lessons in schools aim to develop a sense of affection for students so that they can feel love through literary appreciation activities.

In its application, students are taught to read their favorite poems. The teacher as an assessor corrected that reading poem is in accordance with the

applicable rhythm, rhyme, line, and stanza, and how the intonation or pronunciation was right. Students are also taught how to interpret a poem properly and correctly.

e. Online Learning

⁴² Online learning is learning that is done online, using learning applications and social networks. Online learning is learning that is done without face-to-face, but through an available platform. E-learning ⁵¹ as a concept covers a range of applications, learning methods and processes (Rossi, 2009). In the online teaching and learning activity, the teacher uses two applications. The first is the *WhatsApp* application to provide some information about teaching and learning activities, using several features such as the chat feature and the voice note feature. For the second application, the teacher uses *Google Meet* as a platform to provide material and also as a discussion area for the teacher and the students.

B. Relevant Study

Similar studies regarding ⁸⁹ the use of poem in teaching speaking have been carried out by many researchers out there. Some studies on it will be presented below.

The first, the study entitled “*Teaching Poetry Enhances Speaking Skills*” which was conducted by Deepa and Ilankumaran (2018) focused on improving speaking mastery without hesitation, the teacher uses several techniques to teach speaking in the classroom. By using the technique of role-play, storytelling,

74 narration, dramatization, extempore, debate, and conversation. 64 The teacher also always motivates students by giving stanzas and asking students to discuss in class. 15 As a result, they were able to face the audience without hesitation. The teacher used innovative and effective methods to teach poem in class. Thus, by using all the methods and activities, the standard of poem can be raised among students

Second, the research conducted by Lestari (2015) with the title "Reading Poems as a Strategy to Improve English Pronunciation Ability on Segmental Features and Word Stress", the researcher uses 90 pre-test, test 1, test 2, and post-test. The results showed a score of 50.24 92 in the pre-test, 59.48 in the first test, 65.56 in the second test, and there was an increase in the score obtained after giving the material, which was 73.48 1 in the post-test. To find out the student's response to the class 1 action, the writer also gave a questionnaire to the students to fill out. The result is that most of the students strongly agree if the teaching English using poem method is used to practice their pronunciation and keep their attention. 6 They also feel more relaxed than being taught just by theory.

20 Third, the study entitled The Use of Poem in Teaching Speaking to the Eleventh Year Students of SMAN 2 Sukoharjo that was conducted by Shinta Wulandari (2016). In her research, she revealed that there are several procedures carried out by teachers in teaching speaking using poem, namely: 5 1) opening, 2) imitating in groups, 3) imitating independently, 4) assignment, 5) presentation, 6) evaluation, 7) Closing. Each procedure was done at each meeting. With the

learning procedure using the poem, students can improve vocabulary, and how to pronounce the words correctly.

Those previous research revealed different results including, the first research used methods in learning speaking using poem, for the second research, ⁵⁵ the researcher used pre-test and post-test, and the last research was the teacher used a variety of different procedures in each meeting.

C. Conceptual Framework

This section describes the importance of speaking skill that has been discussed in the previous sub-sections.

English learning includes ⁵⁴ four skills that must be mastered by students namely listening, speaking, reading, and writing. Speaking is one of the most important skills that students must master. There are several ways ² to improve students' speaking skill one of them is by learning speaking through poem.

⁹⁹ Grammar is an important part of the component of speaking skill because the correct vocabulary arrangement is important for conveying information orally. Speaking with the wrong grammar will make students fail to convey information or ideas. Students can learn the right choice of vocabulary through poem, so ⁶ students will be able to improve their speaking skills.

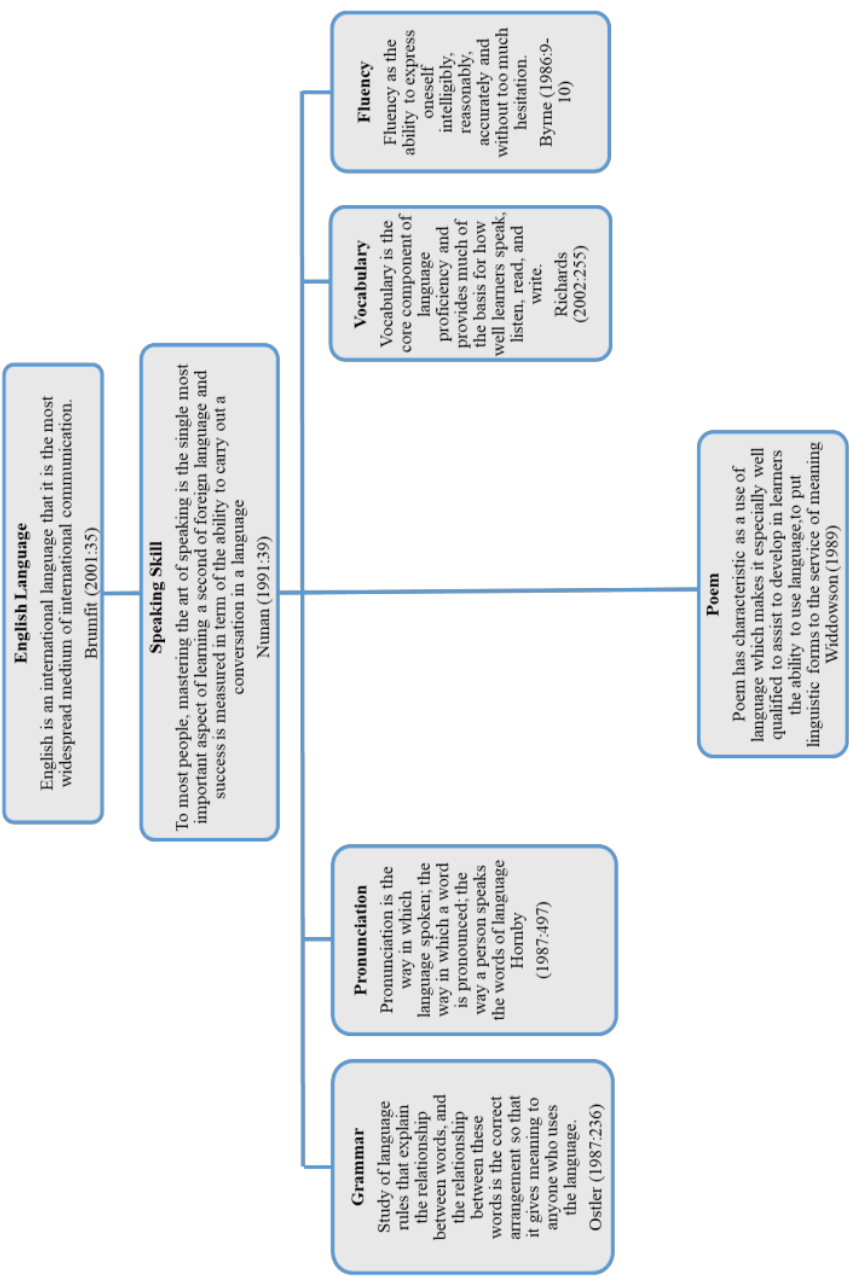
Pronunciation is crucial when using spoken English. Good pronunciation will make the other person catch what the students are saying. Good pronunciation practice involves articulation, intonation, rhythm, and phrase cutting; and in the practice of conversation, good pronunciation is also

followed by body language or gestures and also eye contact to reduce the risk of misunderstanding, which all aspects can be learned by students in poem reading. In which poem also applies the following aspects to improve students' speaking skills.

Students with good grammar skills may fail to communicate because they do not have complete vocabulary to express ideas or to mention an object. Vocabulary is the correct diction. Vocabulary richness is important. Vocabulary can be a single word, a compound word, a phrase, or an idiom; all of which can be found in a poem to increase students' vocabulary richness in supporting students' speaking skills.

Fluency is the next part of the component of speaking skill. Students who are proficient in speaking in English will find it easier to communicate. Fluency can be obtained through a combination of rich vocabulary, mastery of good grammar, proper pronunciation and self-confidence. Fluency can also be obtained from repetition of poem read by students. By doing a lot of repetition, students will be fluent in English.

To make the conceptual framework clearer, it can be seen from the figure below:



60 CHAPTER III

RESEARCH METHODOLOGY

This chapter presents information which consists of research approach, researcher role, research subject, data source, data collecting technique, and data analysis technique.

A. Research Approach

This research is a qualitative descriptive research in which the researcher sought information by observing the process of teaching speaking using poem. The data collected is presented in the form of a descriptive explanation. Also, case study method was used to conduct this research. As an approach, key case study research makes it possible to investigate a particular event, situation, or social condition and to provide insight into the process that explains how a particular event or situation occurred (Hodgetts & Stolte, 2012).

It could be understood that the case study conducted by the researcher is to dig up information and investigate certain event that occur at a certain place and time through a detailed analysis, conditions, and relationships that are limited to a certain place for a while. The certain event that was dig and investigated by the researchers was related to the use of poem in teaching speaking in eleventh-grade at SMAN 4 Kediri. The case study is the right method to use in this research to find data on how the teacher applies poem to teach English during pandemic at SMAN 4 Kediri.

B. The Role of the Researcher

The researcher is a person who observes ²² the process of teaching speaking using poem and did observation in the class. So, in this study, the role of the researcher is as a research instrument where ³⁵ the researcher acts as an observer, designer, data collector, analyst, data interpreter, and reporter of research results.

C. ¹ The Setting and Time of the Research

This study ² was conducted in Kediri where the researcher observed the process of teaching speaking using poem implemented by the teacher who teaches English subject to the eleventh-grade students. The exact location was at SMAN 4 Kediri, which is located in Manisrenggo Village, Jl. Sersan Suharmaji Gg. IX/52. For more details, observations have been made during two class meetings on 29th July and 5th August 2021.

The research subjects of this study were ⁷² high school English teacher who had a bachelor's degree in English education. Thus, how she applied poem in teaching speaking to high school students in English class was observed.

D. Research Subject

⁹ The research subject of this study was an English teacher of high school who has English education background. Thus, how she implements ⁵ poem in teaching speaking to the eleventh-grade students who was observed.

E. Data Source

⁵¹ Sources of data used in this study are transcripts of observations and documentation consisting of lesson plans and video assignments from students. Observations were made during the teaching process in English classes held by English teacher to collect data about the teaching strategies ⁵ used by the teacher in teaching speaking using poem in English learning. Observations were made by taking online classes conducted by the teacher.

F. Data Collecting Technique

1. Observation

⁴⁹ Observation is a data collection technique that is carried out through an observation, accompanied by notes on the state or behavior of the target object. According to Riyanto (2010:96) "Observation is a method of collecting data using direct or indirect observations". The observation technique was carried out by the researcher so that the researcher knew how the situation was in the classroom, how the teacher taught speaking through poem, and how the learning activities in the classroom went. Observations were carried out six times, on ⁸¹ July 21st, July 29th, August 5th, August 12th, August 19th, and August 26th, 2021. ⁹⁸ The observation was done online, during poem teaching and learning activity of teaching speaking through poem of XI MIPA 1 at SMAN 4 Kediri. ⁶¹ The teaching and learning activity is carried out using the *Google Meet* application. There are several types of observations according to Riyanto (2010: 98-100):

a. Participant observation

Participant observation is an observation in which the person who make observations participate take part in the life of the person being observed.

b. Non-Participant Observation

Observation is said to be non-participant if the observer does not participate take part in the observer's life.

c. Systematic observation (Structured observation)

Systematic observation, if the observer uses guidelines as an observation instrument.

d. Non-systematic observation

Observations made by observers without using observation instruments.

e. Experimental observation

Observations are carried out by observing entered into the certain condition or situation. Observations made by researchers in this study are included in the category of passive participation. Which means the researcher is present in the classroom but does not interact or participate in teaching and learning activities,

However, in this research, the researcher conducted experimental observation, which was the researcher is present in the teaching speaking through poem activity in XI MIPA 1 to observe but the researcher did not participate in the teaching and learning activity.

2. Interview

¹³ Interview is a method of collecting data by using information and ideas through questions and answers between the investigator and the subject or respondent in a particular topic.

⁹ According to Riyanto (2010:82) interview is a data collection method that requires direct communication between the investigator and the subject or respondent.

Interview as a research method used to find data from sources regarding the teacher's roles, classroom management, and materials used in ⁶³ teaching speaking using poem of eleventh-grade students at SMAN 4 Kediri.

⁹ Therefore, the researcher used the interview technique to get more valid data from the teacher and teaching speaking activity through poem of XI MIPA 1 students at SMAN 4 Kediri. The interview after the researcher conducted the observation.

3. Documentation

² The documentation method is a way of collecting data which is done by investigating written objects to add data from observations and interviews. Riyanto (2012:103) ⁴⁷ documentation method means how to collect data by recording existing data.

The purpose of the researcher choosing the documentation technique is to add documents that can be used ¹ to support the results of observation and interview so that the researcher gets more valid data. There are several documents ¹ to support the results of the observation and the interview, they are

a lesson plan, a syllabus, a photo of the teaching and learning activity, the assignment, and the results of students' assignments. These documents were obtained by the researcher during observation and interview activity.

G. Research Procedure

1. Preliminary

The researcher investigates the phenomena that occur in teaching speaking using poems which are very different from the situation in the teaching process that the researcher knows. Then, previous studies related to the problem were reviewed to obtain more information.

2. Problem Formulation

In this stage, the researcher formulates the problems obtained from conducting a preliminary study and then selects several theories and previous studies that have been reviewed.

3. Collecting Data

The researcher decided and designed a technique for collecting data. After that, he applied that technique, which is by doing observation in the class during the process of teaching held by English teacher, doing interviews with the teacher, and conducting a study of documents. Then, the collected data were analyzed and interpreted based on the researcher's comprehension.

4. Data Report

Data that has been analyzed were presented in the form of papers in which the researcher arranged the results by considering the rules that must be taken into account.

H. Data Analysis Technique

According to Sugiyono (2008: 245), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

Data reduction means the process of selecting, identifying, classifying, and coding data that is considered important. In conducting research, researchers will get a lot of data. Therefore, researchers must select data that will provide valuable information in the study. Therefore, the researcher must first do the reduction to analyze the data. Based on the concept of data reduction, data reduction in this study was chosen by identifying the teacher's roles, classroom management, and materials used in teaching speaking using poem.

2. Data Display

Data display means the process of simply the data in the form of a sentence, narrative, or table. Data display refers to showing data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data.

In displaying data, the researcher describes data that has been reduced into sentence form. Sugiyono (2008: 249) stated that in qualitative research, the most frequent form of display data is narrative text. Hence, the researcher arranges the data in a good sequence of narrative text in order to be easier to understand.

3. Conclusion or Verification

To draw a reasonable conclusion, the researcher must conduct verification along with the research using member check, triangulation, and audit trail, to guarantee result significance. In this study, conclusions were drawn throughout the course of the study.

I. Trustworthiness

To prove the validity of this study, the researcher used triangulation of data collection techniques (observation, interviews, and documentation). Researchers collect detailed and comprehensive data, which describes as a whole what is happening. In this way, this researcher does not only collect data that is unilateral, that is, only supports or rejects the allegations or interpretations.

11 CHAPTER IV

RESEARCH FINDING

This chapter contains an explanation of the process in research and the results of data collection. Consist of setting description, description of research data and interpretation, and discussion.

73 A. Description of the Setting of the Research

The subject of this research is an English teacher in eleventh grade at SMAN 4 Kediri which is located in at SMAN 4 Kediri, which is located in Manisrenggo Village, Jl. Sersan Suharmaji Gg. IX/52. The reason the researcher chose SMAN 4 was because the researcher did an internship at this location and found a unique lesson about the teacher who taught speaking through poem during the pandemic. In this location, there are 2 majors, namely Science and Social, but the research conducted in class XI Science 1 with English subject with specialization.

102 B. Description of the Research Finding

18
One of the most important skills at the secondary school level in English is speaking skill. In learning English, the mastery of speaking competence must be mastered by students properly for their future provisions.

1. Process of Teaching Speaking through Poem

Based on the researcher's observations, there are several activities carried out in teaching speaking activities through poem. The activities are: preliminary activity, core activity, and the last is closing activity.

a. Preliminary Activity

Preliminary activities are activities carried out by the teacher before explaining the material. There are several activities in it.

The teacher conveys what activities will be carried out on that day. The materials taught are the definition, social function, language features, and the structure of the poem.

The teacher conveys the goals and project that students must do at the end of the lesson. The project that students must do is make a video recording about reading poem and interpreting it, then the student must upload it on each student's *YouTube* channel, finally students must put their *YouTube* link into the class' *WhatsApp* group.

The teacher informs students about the assessment achievements that students must master during the learning process. The assessment achievements that students must master during the learning process are pronunciation, fluency, and how students interpret the poem they read.

b. Core Activity

Core activities are teacher activities when delivering material, giving assignments, and conducting assessments. The material presented is the definition, social function, language features, and the structure of the poem.

1) ⁴³ Definition of Poem

A poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme.

2) Social Function of Poem

Poem is ⁶⁹ to share feeling, tell a story, send a message, be humorous, and provide description.

3) Language Features of Poem

The language features of poem are rhythm, sound, imagery, and form

4) Structure of Poem

A poem consists of rhyme, tone, theme, stanza, and imagery.

In addition to explaining the material, in this core activity the teacher also gives assignments or projects that students must do. The given project is that the students have to read a poem and interpret it through a video which must be uploaded on *YouTube*.

c. Closing Activities

Closing activities are activities carried out by the teacher ¹ at the end of the lesson. The teacher reviews the material that has been delivered. Also, the teacher ⁶⁰ motivates students to always participate in teaching and learning activities actively and don't hesitate to speak to read poem.

2. Teacher's Role of Teaching Speaking through Poem

Based on the researcher's observations, there are several teacher roles that are carried out in teaching speaking through poem activities. The teacher's role in teaching speaking through poem include:

- a. The teacher as the controller, the teacher introduces poem material by giving assignments to students to find information about poem on the internet or in the book. Then in the next meeting, it will be discussed on Google Classroom.
- b. The teacher as a prompter, the teacher asked some questions during teaching and learning activities so that the students could be more active in the classroom. The teacher also gave feedback to the students who dare to answered the questions.
- c. The teacher as the source, the teacher offered help when the students found it difficult to receive the material. The teacher also helped the students when the students wanted to consult about the assignments that have been given, and about how students had difficulty when interpreting a poem.
- d. The teacher as the assessor, the teacher saw how well the students' perform, made the corrections to the students, and provided feedback to the students. In this context, the teacher provided corrections and feedback through the *WhatsApp* group, which other students in the group could see and learnt from what the teacher's said.

- e. The teacher as the organizer, the teacher provided information related to teaching and learning activities, how students must submit assignments on time, or how students had to do assignments given through *WhatsApp* group. The teacher also provided feedback to the students who submit assignments, but the score would be different from the students who submit the assignment on time or not.
- f. The teacher as the tutor, the teacher gave advices and motivation to the students so that the students could be more active in teaching and learning activities. The teacher also trained the students when given the task of interpreting a poem.

The teacher taught how the students should be able to master the topic of the day through the *Google Meet* application. Before the teacher explained the material about teaching speaking through poem, the students are required to find any information about poem so that students have a short understanding about poem before the lesson begins. Moreover, when the teaching and learning process begins, the students could actively ask some questions to ask and discuss in the teaching and learning meeting process.

The teacher directed what students must master in teaching speaking through poem, the teacher also explained how students must complete the final task of learning, namely reading poem and interpreting it in video and then upload it on the student's *YouTube* channels.

3. The Material ⁶ Used in Teaching Speaking through Poem

Based on the researcher's observations, there are several materials that are carried out in teaching speaking through poem activities. The materials taught in teaching speaking through poem are:

1) The Definition of Poem

¹² At the first meeting the teacher gave assignments to students to find the definition of poem via the internet. Then the students put their findings on a WhatsApp group in the form of a link. ² At the next meeting, the teacher discussed the students' findings and discusses what the definition of poem is. The teacher gave a definition of the poem which poem ¹³ is a literary work in the form of an expression of the author's heart in which there are rhythms, lyrics, rhymes, and rhythms in each line. Poem is packed in imaginative language and arranged with dense and meaningful words.

2) The Social Function of Poem

At the next meeting, the teacher explained that there were several social functions of poem that would be discussed, including: to share feelings, tell stories, give messages, jokes, and provide descriptions.

3) The Structure of the Poem

After the teacher explained some of the social functions of the poem, the teacher also gave an explanation of the structure of the poem which a poem consists of rhyme, tone, theme, stanza, and imagery.

4) Language Features

¹ In the last explanation, the teacher gave an explanation of the language features of poem. The teacher explained that in a poem there are rhythms, sounds, images, and forms.

The teacher teaches how to read and interpret a poem. The teacher also makes an example so that the students are not confused in making the interpretation of a poem as their final project. The teacher gave an example of reading and interpreting the video using a poem from Tim Kitchen entitled War Child.

¹⁶ C. Discussion

In this section, the discussion deals with the findings obtained from students' skills in pronunciation and fluency from teaching speaking through poem. Students are less able to apply what has been taught by the teacher. This happens due to the ⁵⁶ lack of active students participating in learning activities carried out online. Due to the pandemic, teaching speaking through activities must be carried out online, which was the students cannot catch the material effectively. Teaching and learning activities for speaking through poem during the pandemic must be shortened, which was the interaction between teachers and students is not going well.

However, there are several activities carried out by teachers in teaching speaking through poem, ²³ namely preliminary activity, core activity, and closing activity. In the preliminary activity, the teacher explains what activities will be carried out that day then the teacher conveys the goals and projects that must be

mastered and carried out by students. In the core activity, the teacher delivers the material, gives assignments, and conducts the final project for the students. And last is in the core activity, in this activity, the teacher reviews the material that has been delivered in the previous activity, also the teacher motivates the students to always participate actively in teaching and learning activities.

Whereas in previous research, namely research conducted by Wulandari (2016) *The Use of Poem in Teaching Speaking to the Eleventh Year Students of SMAN 2 Sukoharjo*, she conveyed what procedures were carried out by teachers in teaching speaking using poem, namely opening, imitating in groups, imitating independently, assignments, presentation, evaluation, and closing. While the research was done by Deepa and Ilankumaran (2018) the teacher uses several techniques to teach speaking in the classroom using the technique of role-play, storytelling, narration, dramatization, extempore, debate, and conversation and focused on improving speaking mastery without hesitation. The teacher also always motivates students by giving stanzas and asking students to discuss in class. As a result, they were able to face the audience without hesitation. The teacher used innovative and effective methods to teach poem in class. Thus, by using all the methods and activities, the standard of poem can be raised among students.

Based on the background, experience of the researcher, and the results of the previous research above, the researcher is interested in the activities and procedures of teaching speaking through poetry through online learning.

Therefore, this research is entitled "Teaching Speaking through Poem to the Eleventh Grade Students at SMAN 4 Kediri Academic Year 2021/2022".

16 CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, implication and suggestion of the research. The conclusion covers finding of the research according to the research problem, and objective of the research. Implication exposes practical implication, and theory implication based on research finding. Meanwhile the suggestion provides ideas for the future research in relevant topic.

A. Conclusion

The aims of the research to achieve the objective of the research: 1) to describe the teacher's role in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri; 2) to describe the classroom management used by the teacher in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri; 3) to describe the material used in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri. The application of teaching speaking through poem occurred during the pandemic period which was carried out online.

The teacher's role in teaching speaking through poem include: the first, the teacher as the controller, the teacher introduces poem material by giving assignments to students to find information about poem on the internet or in the book. Then in the next meeting, it will be discussed on Google Classroom. Second, the teacher as a prompter, the teacher asks some questions during teaching and learning activities so that the students can be more active in the

classroom. The teacher also gives feedback to the students who dare to answer the questions. Third, the teacher as the source, the teacher offers help when the students find it difficult to receive the material. The teacher also helps students when students want to consult about assignments that have been given, and about how students have difficulty when interpreting a poem. Fourth, The teacher as the assessor, the teacher sees how well the students' perform, makes the corrections to the students, and provides feedback to the students. In this context, the teacher provides corrections and feedback through the WhatsApp group, which other students in the group can see and learn from what the teacher's said. Fifth, the teacher as the organizer, the teacher provides information related to teaching and learning activities, how students must submit assignments on time, or how students have to do assignments given through WhatsApp group. The teacher also provides feedback to the students who submit assignments, but the score will be different from the students who submit the assignment on time or not. and the last is the teacher as the tutor, the teacher gives advice and motivation to the students so that the students can be more active in teaching and learning activities. The teacher also trains students when given the task of interpreting a poem.

In addition to the use of the teacher's role, classroom management is also very important for the teacher during teaching and learning activities. Classroom management can be seen from the use of Google Meet as the classroom during the pandemic and the teacher's voice very clear when explaining the material. Using Ms. PowerPoint to explain poem material and Youtube application as a platform to collect the students' final assignments. And the last is the use of the WhatsApp

application as a forum for the teacher to provide information related to teaching and learning activities, as well as the use of the voice note feature for students to conduct a question-and-answer section.

The materials used by the teacher use an online lesson plan 2013 Curriculum to fulfill the students' graduation standards according to the Ministry of Education and Culture (2013). The activities taught are preliminary activity, core activity, and closing activity, which deliver poem material, namely definition of poem, social function of poem, generic structure of poem, and language features of poem.

Teaching speaking through poem aims to fulfill the graduation standards in accordance with the 2013 Curriculum. To get the score on the report card, students are required to follow each lesson that has been determined by the school based on core competencies and basic competencies. English Subject in the 2013 Curriculum includes: (1) Raising awareness of the nature and importance of English as a foreign language to become the main learning tool. (2) Develop an understanding of the relationship between language and culture and broaden cultural horizons. Thus students have cross-cultural insight and involve themselves in cultural diversity. (3) Developing the ability to communicate in the language, both spoken and written. These abilities include 4 skills, and one of them is speaking skill.

The comparison of this research with previous research is that this research focuses on the teacher's role, the material used, and the classroom management in teaching speaking through poem activities.

B. Implication

Teaching speaking through poem is a teaching activity that requires a teacher's role, materials, and also classroom management. The teacher's roles used in teaching speaking through poem are controlling, prompting, resourcing, assessing, organizing, and tutoring. But not every teacher's roles were done well because the implementation was carried out during the pandemic. The material presented is in accordance with the implementation of the 2013 curriculum namely the syllabus and lesson plan which includes poem material, including the definition of poem, social function of poem, generic structure of poem, and language features of poem. Also includes the implementation of the management classroom, namely the teacher explaining the material using Ms. PowerPoint by the Google Meet app.

31 There are some obstacles faced by the teacher. Some of the obstacles are that students are less active in attending to the class, the teaching and learning activity must be carried out online which has limited time. That underlies why teaching speaking through poem during the pandemic is less effective.

C. Suggestion

10 Teaching speaking through poem is one of the unique and creative methods to increase students' creativity. However, the teacher adds exciting activities to increase student interest in learning. Students' enthusiasm is also very necessary in supporting the success of teaching speaking through poem activities. Student interest in learning is one of the important factors that must exist.

It is expected that the teacher can provide feedback to students who have completed the tasks given by the teacher. The teacher can give praise or additional value so that ¹ students are more enthusiastic during the teaching and learning activity.

For further researchers, there are several activities, teacher roles, classroom management, and materials used that can be developed in this research. This study only focuses on high school students, so that further researchers can apply it to other class students who have the same level. And because this research uses qualitative research, the further researcher ²⁷ is expected to be able to conduct quantitative research to measure students' speaking ability.


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APPENDIX

Appendix 1. Statement Letter from SMAN 4 Kediri

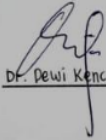

YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI KEDIRI
UNIVERSITAS NUSANTARA PGRI KEDIRI
 Status "Terakreditasi Baik Sekali"
 SK. BAN PT Nomor 671/SK/BAN-PT/Akred/PT/VII/2021, Tanggal 21 Juli 2021
 Alamat : JL. K.H. Achmad Dahlan No. 76 Telp. & Fax : (0354) 771576, 771503 Kediri
 Website : <http://www.unpkediri.ac.id/> email : admin@unpkediri.ac.id


LEMBAR PERSETUJUAN UJIAN SKRIPSI
PRODI PENDIDIKAN BAHASA INGGRIS

Nama : RINDANG HAYUNING SAMODRO RINI
 N P M : 18.1.01.08.0044
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prodi : Pendidikan Bahasa Inggris
 Judul Skripsi : Teaching Speaking through Poem to the Eleventh Grade Students
at SMAN 4 Kediri Academic Year 2021 / 2022

Menerangkan bahwa mahasiswa tersebut diatas telah melaksanakan bimbingan skripsi dan telah memenuhi persyaratan untuk dapat melanjutkan ke proses ujian skripsi.

Kediri, 11 Juli 2022
 Menyetujui,

Pembimbing I  <u>Dr. Dewi Kencanawati, M.Pd.</u>	Pembimbing II  <u>Dr. Diani Nurhayati, M.Pd.</u>
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Mengetahui,
 Ka Prodi

Khoirivah, M.Pd

Appendix 2. Lesson Plan

RPP ONLINE CLASS

Sekolah : SMAN 4 Kota Kediri
Mata Pelajaran : Bahasa Inggris Lintas Minat
Kelas / Semester : XI / 1
Alokasi Waktu : 10 X Pertemuan
Materi Pokok : *TEEN POEM*

3.1 Menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem, lisan dan tulis, dengan memberi dan meminta informasi terkait kehidupan remaja, sesuai dengan konteks penggunaannya

4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem terkait kehidupan remaja

A. Tujuan Pembelajaran

Selama dan setelah siswa mengikuti pelajaran ini, siswa diharapkan dapat :

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa puisi terkait kehidupan remaja SMA/MA/ SMK/MA
2. Menafsirkan bait-bait yang pada beberapa puisi terkait kehidupan remaja SMA/MA/ SMK/MA

B. Langkah-langkah Pembelajaran

Pertemuan 1-4

Langkah Pembelajaran	Deskripsi Kegiatan	Nilai-nilai Karakter	Langkah Pendekatan Ilmiah
Kegiatan Pendahuluan	1. Guru online di group whatsapp 2. Guru memberi salam 3. Guru menanyakan kesiapan siswa untuk belajar 4. Guru menyampaikan rencana kegiatan hari ini	Religius	

Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru menyampaikan topic hari ini: TEEN POEM 2. Guru meminta siswa mencari info apapun tentang TEEN POEM dan 1 contohnya dari internet. 3. Siswa upload hasil temuannya 4. Guru melakukan diskusi lewat GOOGLEMEET tentang TEEN POEM seputar: <ul style="list-style-type: none"> ✓ Definisi ✓ Fungsi sosial ✓ Struktur Sosial ✓ Unsur Kebahasaan 	<p>Semangat menuntut ilmu</p> <p>Berani menyampaikan pendapat</p>	<p>Observasi</p> <p>Presentasi</p>
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru menutup pelajaran dengan salam 2. Guru offline dari group whatsapp 	Religius	

Pertemuan 4-10

Langkah Pembelajaran	Deskripsi Kegiatan	Nilai-nilai Karakter	Langkah Pendekatan Ilmiah
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru online di group whatsapp 2. Guru memberi salam 3. Guru menanyakan kesiapan siswa untuk belajar 4. Guru menyampaikan rencana kegiatan hari ini 	Religius	

Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru melakukan refresh tentang TEEN POEM seputar: <ul style="list-style-type: none"> ✓ Definisi ✓ Fungsi sosial ✓ Struktur Sosial ✓ Unsur Kebahasaan 2. Guru meminta siswa untuk menafsirkan bait-bait yang terkandung dalam puisi yang dia temukan dalam internet 3. Guru meminta setiap siswa menampilkan puisi tersebut dan penafsiran yang dia berikan pada sebuah video yang dia buat dan 	<p>Semangat menuntut ilmu</p> <p>Kreatif</p>	<p>Membuat/ mendesain</p>
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	diupload di channel Youtube dia. 4. Siswa menuliskan link videonya pada grup WA 5. Guru memberikan tanggapan terhadap video siswa di group WA		
Kegiatan Penutup	1. Guru menutup pelajaran dengan salam 2. Guru offline dari group whatsapp	Religius	

C. Penilaian Speaking

No	Nama siswa	Kriteria			Total
		Pronunciation	Fluency	Grammar	
1.					
2.					

Mengetahui,
KEPALA SMA NEGERI 4 KEDIRI

Kediri, 3 Juli 2021

Guru Mata Pelajaran

Dr. H. SONY TATAQ S.S., M.Pd
NIP. 19630110 198903 1 016

NANING RAHMAWATI S.Pd
NIP. 19770908 200902 2 001

Appendix 3. Syllabus

SILABUS

Nama Sekolah : SMAN 4 KOTA KEDIRI
Mata Pelajaran : Bahasa Inggris Peminatan
Kelas/semester : XI / Ganjil

KI-1 Menghargai dan menghayati ajaran agama yang dianutnya

KI-2 Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI-3 Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah 4.

KI-4 Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk puisi, lisan dan tulis, dengan memberi dan meminta informasi terkait kehidupan remaja, sesuai	3.1.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis menggunakan bentuk puisi mengenai memberi dan meminta informasi terkait	<ul style="list-style-type: none"> Fungsi sosial Untuk menjalin pergaulan dengan lingkungannya Unsur kebahasaan <ul style="list-style-type: none"> Tata bahasa: Simple Present Tense, Kalimat imperatif positif dan negatif, kalimat tanya, kata bahasa gaya puisi. Penggunaan nominal singular 	<ul style="list-style-type: none"> Menyimak dan merumuskan beberapa model teks khusus dalam bentuk puisi. Membaca dengan cermat teks khusus dalam bentuk puisi, memperhatikan intonasi, ucapan, dan ejaan yang benar Bertanya dan mempertanyakan tentang hal-hal lain 	<p>Sikap Kerjasama, disiplin, mandiri dan kreatif.</p> <p>Pengetahuan Tes tertulis dalam bentuk pilihan ganda tentang struktur teks dan unsur</p>	2 X 4 meeting (8JP)	<ul style="list-style-type: none"> Buku Lembar Kerja Siswa (LKS) Belajar Praktis Bahasa Inggris. Penerbit Viva Pakarindo. Internet dan sumber lainnya.

<p>dengan konteks penggunaannya 4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk puisi terkait kehidupan remaja.</p>	<p>kehidupan remaja, dan sesuai dengan konteks penggunaan nya 4.1.1 Searching tentang my, their, dsb penggunaan bentuk secara tepat dalam puisi mengenai memberi dan meminformasi terkait kehidupan remaja 4.1.2 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tertulis menggunakan bentuk puisi 4.1.3 Membuat puisi pendek terkait kehidupan remaja, sesuai dengan konteks penggunaannya 4.1.4 Mempresensikan puisi yang telah</p>	<p>dan secara dengan tanpa this, those, my, their, dsb tepat dalam nominal tekanan kata, intonasi, ejaan, tanda baca, dan unsur kebahasaan berkaitan dengan kehidupan peserta didik sebagai remaja dan peserta didik SMA, yang dapat memunculkan perilaku yang termaat dalam KI.</p>	<p>plural yang belum dipahami tepat, terkait fungsi sosial, atau struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari. Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk puisi dari sumber lain. Mempresensikan hasil analisis. Melakukan refleksi tentang proses dan hasil belajarnya.</p>	<p>kebahasaan Keterampilan Penilaian kinerja (unsur kebahasaan, kosa kata, koheren, dan unity)</p>
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	dibuat secara lisan.						
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Kediri, 1 Agustus 2021

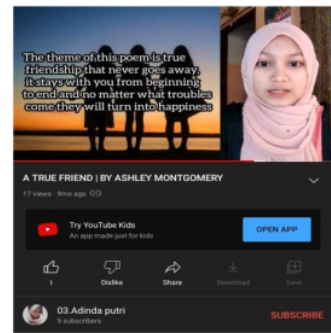
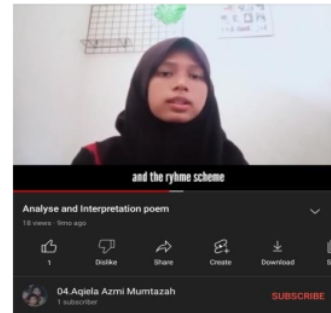
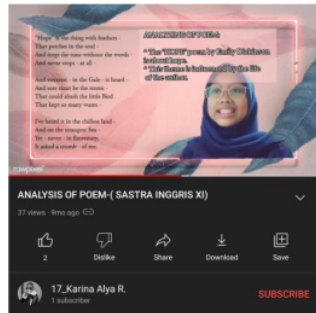
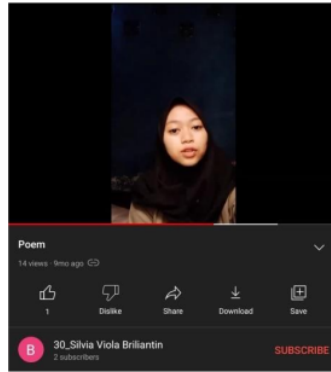
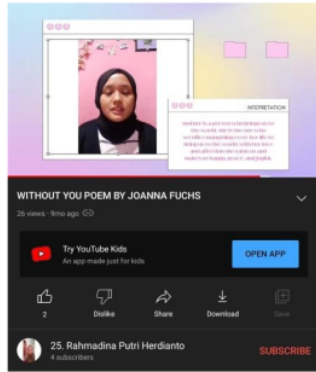
Guru Mata Pelajaran

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KEPALA SMA NEGERI 4 KEDIRI

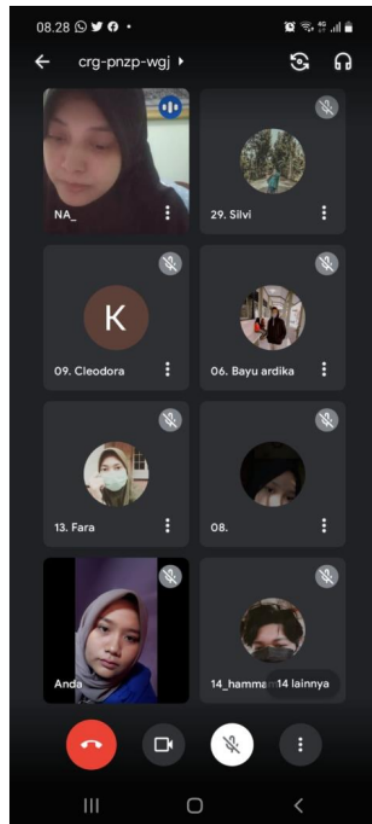
Drs. H. SONY TALAO SEIYA S., M.Pd
NIP. 19630110 198903 1 016

YULLANDAYANI, S.Pd
NIP. 19630328 200604 2 002

Appendix 4. Students Works Results



Appendix 5. Documentation



Teaching and Learning Activity Online through *Google Meet*

Appendix 5. Skripsi Guidance Form



PERSETUJUAN BAHWA
 PERSETUJUAN BAHWA
 Gars

**BERITA ACARA
 KEMAJUAN PEMBIMBINGAN
 PENULISAN KARYA TULIS ILMIAH**

1. NAMA MAHASISWA : RINDANG HAYUNING SAMODRO RINI
 NIM : 18.1.01.08.0044
 Fak/Jur/Prodi : FKIP / PENDIDIKAN BAHASA INGGRIS
 Alamat Rumah : MOTOROTO Gg V BARAT NO. 22 KOTA KEDIRI
 Alamat email : rndng99@gmail.com
 No. Telp. / HP : 0838 5452 9669
2. DOSEN PEMBIMBING I : Dr. Dewi Kencanawati, M.Pd.
 Alamat Rumah : Jl. Kapten Tendean 238 Kediri
 Alamat email : dewikunp@gmail.com
 No. Telp. / HP : 081 335 633 664
3. DOSEN PEMBIMBING II : Dr. Diani Nurhajati, M.Pd.
 Alamat Rumah : Wilis Indah II, H-1 /17 Kediri
 Alamat email : dianjhamzah@unpkediri.ac.id
 No. Telp. / HP : 0815 5615 185
4. JUDUL KTI :
Teaching Speaking through Poem to the Eleventh Grade Students
at SMAN 4 Kediri Academic Year 2021/2022

Catatan :

1. Periode Bimbingan (Sesuai SK Rektor) : _____
 2. Jadwal Bimbingan : _____

	Hari	Pukul	Tempat / Ruang
Pembimbing I	Senin		LPKM
	Rabu		LPKM
	Jumat		LPKM
Pembimbing II			

3. Kemajuan Bimbingan : _____

Pembimbing I

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1.	25-10-2021	chapter 1	Introduction : Revisi	<i>[Signature]</i>
2.	03-11-2021	chapter 2	Introduction. Acc Research Re.	<i>[Signature]</i>
3.	15-11-2021	chapter 2	Retriew of Related Literature	<i>[Signature]</i>
4.	13-12-2021	Chapter 2	Revisi, ditambah. theory.	<i>[Signature]</i>
5.	11-12-2021	chapter 3	Research Methodology.	<i>[Signature]</i>
6.	08-02-2021	chapter 3	Instruments penelitian. Revisi	<i>[Signature]</i>
7.	22-03-2022	chapter 3.	Acc Research methodology.	<i>[Signature]</i>
8.	05-04-2022	chapter 4	Revisi formulation	<i>[Signature]</i>
9.	08-06-2022	chapter 4	Acc conclusion .	<i>[Signature]</i>
10.	17-06-2022	chapter 5-	finding and suggestion.	<i>[Signature]</i>
11.		All.	Abstract, Acknowledgment.	<i>[Signature]</i>

Pembimbing II

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1.	24-09-2021		Formulating Problem / Title	<i>[Signature]</i>
2.	29-10-2021	Chapter I	Background and Research Problem	<i>[Signature]</i>
3.	03-11-2021		Focus of the Research	<i>[Signature]</i>
4.	26-11-2021	Chapter II	Review of Related Literature	<i>[Signature]</i>
5.	21-12-2021		Previous Researches	<i>[Signature]</i>
6.	02-01-2022	Chapter III	Data and Source of Data	<i>[Signature]</i>
7.	30-03-2022		Data Analysis and Trustworthiness	<i>[Signature]</i>
8.	11-04-2022	Chapter IV	Format of Chapter IV	<i>[Signature]</i>
9.	19-05-2022		Findings	<i>[Signature]</i>
10.	14-06-2022		Discussion	<i>[Signature]</i>
11.	01-07-2022	Chapter V	Abstrak, Conclusion, and Recommendation.	<i>[Signature]</i>

Mengetahui,
Kaprosdi

[Signature]

KHOIRIYAH, M.Pd.
NIDN 0719017501

Kediri, 12 Juli 2022
Mahasiswa Ybs,

[Signature]

RINDANG HAYUNING S.R
NPM 18.1.01.08.0044

Appendix 6. Matrix Observation and Interview

Matrix Observation and Interview

No	Teaching Speaking through Poem	Indicator	Description	Inter-view	Observation
1.	Teacher's Roles	Controller	a. Delivering material b. Controlling what the students do	√	√
		Prompter	Giving advice to students	√	√
		Resource	a. Offering help to students b. Offering consultation to students	√	√
		Assessor	a. Correcting students assignments b. Giving feedback	√	√
		Organizer	Giving instructions to students	√	√
		Tutor	a. Providing advice and guidance to students b. Provide training when students have independent or group assignments	√	√
	Classroom management	Sight, Sound and Comfort Seating Arrangement		×	×

		Chalkboard Use	<i>Google Meet</i> and <i>WhatsApp</i>	√	√
		Equipment	Powerpoint	√	√
		Voice and body language	a. Voice clarity b. Teacher's body language	×	×
	Instructional Material	Speaking	a. Idea b. Grammar c. Fluency d. Pronunciation e. Vocabulary	√	√
		Poem	a. Interpretation b. Vocal c. Expression	√	√

Appendix 7. Interview's Script

INTERVIEW'S SCRIPT

Interviewer: Bagaimana pendapat ibu mengenai pembelajaran online selama pandemi?

English Teacher : Pembelajaran online sih menurut saya sama saja, saya ya masih bisa ngajar speaking, writing, listening, reading, masih bisa, cuman kan kalau missal dioffline anak itu medianya missal papan tulis, tapi kalau misal dionline jadinya yang selama ini saya lakukan itu mengajarnya pakai WA ya sudah anak-anak media pembelajarannya ya WA itu. Misal saya ngasih soal, kalau dioffline ngasih soalnya di papan tulis, tapi kalau misalkan dionline ngasih soalnya di WA, nanti anak-anak njawabnya ya kalau dioffline ya njawabnya di papan tulis, kalau dionline ngasih jawabannya di WA.

Interviewer: Bagaimanakah interaksi ibu dan siswa dilakukan selama masa pandemi?

English Teacher: Interaksinya ya itu lewat wa itu, saya kayaknya yoo gimana ya mungkin 90% itu pakai WA, kalau pas nerangkan kan kalau pakai WA kan nggak bisa nerangkan itu pakai Google Meet. Saya nggak pakai Zoom itu karena katanya Zoom itu lebih mahal, lebih nyedot paketan banyak kalau di Zoom, makanya saya pakai Google Meet, cuman kalau untuk satu kelas kebetulan untuk 11 MIIA 1 gak papa, soalnya kan saya ngajar kelas 11nya kan cuma 11 MIIA 1 gitu kan gak papa, tapi waktu saya ngajarnya di kelas 12 kan saya ngajar tahun ini kan kelas 11

sama 12, kelas 12 itu kan saya keseluruhan ngajarnya, mulai MIIA 1 sampai IPS 5 itu nggak bisa akhirnya, kan 1 kelas 34 kalau 10 kelas berarti 340 sekitar 300 nggak bisa, maksimal 100 Google Meet itu jadinya ya yowes jadinya ya siapa yang tercepat aja yang bisa join sama Google Meet saya, kalau enggak yo nggak bisa dia gabung. Eeee tapi kalau di 11 MIIA 1 ya Alhamdulillah bisa semua, tapi faktanya yo itu anak-anak nggak semua gabung juga, padahal cuman piro 34 anak tapi nggak gabung semua.

Interviewer: Apakah pengajaran speaking melalui poem efektif dilakukan selama pandemi?

English Teacher: Ya eee, saya nganggepnya ya lumayan efektif karena itu karena kan ee anak-anak masih bisa apa namanya berpuisi, masih bisa membaca puisi lewat itu lewaaat kemarin lewat Youtube kalau ga salah. Artinya mungkin kan kalau masalah menerangkan ya lewat Google Meet itu kan. Kalau untuk baca-baca teori itu misal di WA. Jadi ya kalau lewat Google Meet kan anak-anak masih bisa ketemu gurunya meskipun tidak langsung, maksudnya masih bisa tatap muka melalui Google Meet itu kan, nah jadi masih ada interaksi lah antara guru dengan siswa secara langsung jadi nggak hanya lewat tulisan. Jadi saya masih bisa nerangkan di Google Meet, habis itu kalau misal dioffline misalkan pas pembelajaran poem itu mungkin anak suruh maju ke depan kelas itu kan nahh ketika online bisa digantikan dengan anak-anak merekam pembacaan puisinya dia buat di rumah terus diupload di Youtube, jadi ya sebenarnya sama aja ya menurut saya sih masih efektif.

Interviewer: Apakah kelebihan dan kekurangan dari pembelajaran online tentang pengajaran speaking melalui poem?

English Teacher: Kelebihannya gini, kalau menurut saya karena anak-anak akhirnya gini ya misal saya menyuruh saya speaking dalam arti membaca puisi lha itu kan dia bisa buatnya di rumah, ya memang di rumah ya, dan dia bisa eek an itu nggak live jadinya nah jadi dia bisa buatnya berkali-kali take, berkali-kali shooting sampek yang terbagus.jadi kelebihannya menurut saya malah anak-anak menganggap tugasnya itu lebih gampang. Kalau misal dioffline kan mungkin saja saya menyusuh mereka bikin video di rumah terus nanti ditampilkan di kelas ditonton bareng-bareng gitu bisa tapi kan mungkin lebih asyiknya lagi kalau waktu offline kan emang anak-anak maju ke depan kelas itu kan terus baca lha itu mungkin anak-anak mungkin lebih ada ndredeknya gitu. Kalau offline mungkin lebih sulit buat anak-anak. Kalau kelemahannya sebenarnya kalau menurut saya sih bagaimanapun itu namanya pembelajaran namanya interaksi itu ya memang paling bagus itu ya interaksi langsung di kelas. Jadi ya anak-anak madep gurunya, berhadapan dengan gurunya langsung terus ee menurut saya sih ketika kita komunikasi langsung itu kana da mimic bahasa tubuh itu kan dan lebih jelas dilihat, sehingga membuat orang itu lebih mudah untuk memahami. Missal kalau di kelas kalau offline misal ada anak yang perhatian da nada anak yang ingin bertanya langsung itu lebih gampang gitu lho dan kalau ada anak yang nggak perhatian gurunya tuh bisa langsung mungkin memberikan peringatan, tapi kalau dionline itu nggak bisa, meskipun itu saya sudah nyuruh anak misalkan videonya dionkan ketika google meet ya itu tetep aja buanyak anak-anak yang mematikan

videonya, bahkan ketika sudah dikasihtau sebelumnya bahwa besok akan Google Meet itu juga banyak sekali anak-anak yang nggak join. Ya nggak tau faktornya macem-mecem mungkin karena waktu itu masih ada factor pulsa, factor yo nggak tau karena di rumah kan akhirnya kedisiplinan untuk belajar menurut saya sih jauh lebih berkurang. Jadi anak-anak yo mungkin kalau mau habis bangun tidur semisal habis subuhan tidur lagi itu tuh sampai lupa belajar sampai lupa kalau hari itu harus sekolah, meskipun berkali-kali diingatkan tetep terjadi, jadi kelemahannya waktu online tuh seperti itu.

Interviewer: Apa langkah-langkah mengajar speaking melalui poem selama masa pandemi?

English Teacher: Langkah-langkahnya sebenarnya saya setiap hari itu sama saja. Saya ngacunya itu ke pendekatan scientific kan pendekatan ilmiah itu, jadi pertama anak-anak itu habis gurunya menyampaikan materi hari ini itu misalkan materinya poem itu anak-anak itu harus explore sendiri, nyari tau sendiri poem itu apasih, langkahnya itu dulu, cari informasi sendiri tentang poem misalkan diinternet. Kalau saya yang sudah saya jalankan bertahun-tahun itu meskipun nggak ada pandemic itu memang dari dulu saya, selama sudah ada internet saya memang nyuruh anak nyari informasi itu dari internet. Jadi nggak bawa buku atau yang lupa bawa buku pokoknya masih bisa cari diinternet gitu. Dari dulu memang seperti itu saya, jadi nyari infonya diinternet, gitu. Sesudah itu yaa itu karena medianya WA informasinya jadi anak-anak eee misalkan lah nyari nemu info tentang poem itu misalkan disatu link gitu ya nah terus nanti linknya dicopy terus

diupload digrup, maksudnya sebagai bukti bahwa dia sudah mencari dan menemukan info tentang poem. Habis itu baru nanti ke Google Meet, anak-anak sudah tau kan sudah dapat infolah tentang poem menurut yang mereka dapat gitu ya, masing-masing yang mereka dapat terus habis itu dibahas di Google Meet bersama saya. Terus baru menuju ke latihan, mungkin latihan menginterpretasi kemudian ya itu habis itu ke tugas itu. Kalau waktu poem itu ya itu baca puisi, terus dalam terus apa itu direkam jadi video, baca dan menginterpretasikan terus diupload di Youtube.

Interviewer: Bagaimana siswa dapat menguasai mengenai intonasi dan pengucapan pada pengajaran speaking selama pandemi?

English Teacher: Jadi saya mbetulkannya itu masih sampek ke pronunciation ya, itupun jarang. Jadi kalau sampai intonasi terus, jadi kan sebenarnya kalo sampai intonasi itu kadang kan harus, bisa jadi intonasi yang berbeda itu beda makna ya, kalau misal white house sama white house kan beda to, lha, itu wes ndak itu, belum sampai kesitu. Karena kan yang saya lihat itu selama 20 tahun saya mengajar itu ya, itu apa ya, keberanian anak untuk berbicara itu saja masih sangat kurang. Kadang saya itu mbayangkannya gini, saya itu seluruh waktu misalkan dibuat untuk latihan speaking gitu lho mungkin maksude anak kan sekelas tuh fokuse ya ngobrol ya, membetulkan speaking dia, itu mungkin lebih membantu anak ya cuman kan ya namanya mengajarkan bahasa kan harus mengajarkan 4 itu to, itu aja kalau harus mengajarkan 4 skill itu di 1 semester dimasa pandemi itu kan disatu semester kan ada 4 bab, semisal mengajarkan speaking, listening,

reading, writing itu kan udah 4 pertemuan itu nggak cukup. Pertemuan pertama speaking, kemudian writing, kemudian reading, listening, trus anak itu jadi terbiasa gitu lho dengan 1 topik itu lho, harus menguasai dalam 1 topik itu nggak bisa. Misal poem listeningnya cuman diajarkan sekali kan, readingnya sekali pertemuan, trus kalau anak-anak menguasai itu nggak bisa. Namanya keterampilan itu paling kalau 3 kali pertemuan baru bisa masuk gitu lho. Misal speaking 3 kali ya, nah itu baru. Misal poem itu 3 kali pertemuan harusnya itu tuh speaking tok gitu lho. Semisal saya ingin membetulkan pronunciation itu ya berarti hari ini baca poem besoknya harus baca lagi, terus itu kan pembetulan, nah kemudian hasil akhirnya itu dipertemuan ketiga. Itu kan ya perubahan dari yang salah kemudian kemudian hasil kayak gitu itu di pertemuan ketiga. Nah mungkin kalau bisa sepanjang itu mungkin bisa kelihatanlah hasilnya itu gimana. Tapi yang saya rasakan menurut saya itu sih, apa ya keterampilan-keterampilan itu masih kayak cuman mengenalkan lah, wes pokok pernah speaking poem, pernah speaking naratif. Tapi kalau sampai ke arah, semisal pertanyaannya sudah ada perbaikan, ada pembetulan, saya belum melihat hasilnya.

Teacher: Materi apa saja yang ibu ajarkan dalam pengajaran speaking mengenai poem?

English Teacher: Kemarin itu, ya itu tadi ya, langkahnya itu kan saya, pertamanya kan anak-anak saya suruh nyari info tentang teori lah ya, teori poem terus habis itu dibahas di *Google Meet* itu. Kemarin ya seputar definisi, terus fungsi, terus

jenis, struktur puisi, ciri-ciri bahasa. Membahas definisi dan tujuan itu sudah 2 pertemuan.

Interviewer: Bagaimana ibu memandu siswa dalam pengajaran speaking melalui poem dalam masa pandemi?

English Teacher: Dipantau lewat *WhatsApp* itu, menerangkan teorinya di *Google Meet* kan itu, terus anak-anak kan disuruh mengumpulkan tugasnya itu di *Youtube* kan, linknya dikirim di grup *WhatsApp* itu. Kalau masalah memandu kayak sampai mengetahui seberapa anak yang hadir pada saat itu ya mbak itu saya melihat dari siswa nge-read pesan digrup *WhatsApp* itu. Karena itu kan saya anggap kelas ya, harusnya siswa online pada jam itu juga. Misal saya ngasih info tugasnya apa, siswa harusnya mengumpulkan pada jam itu juga. Tapi faktanya nggak semua anak join. Jadi saya kalau ember tugas itu anak-anak harus mengirim tugasnya secepatnya, meskipun harusnya mengumpulkannya ya pada jam itu. Tolensinya, batas pengumpulan tugas siswa dipertemuan selanjutnya.

Interviewer: Kendala apa saja yang ibu alami dalam pengajaran speaking melalui poem selama masa pandemi?

English Teacher: Kehadiran siswa, sama bertemu langsung itu memang tidak kegantikan keefektifannya. Misalnya gini lah ditengah-tengah nerangne, dengan melihat matanya kan bisa dilihat gitu to. Guru kan bisa langsung merubah opo lah ben iso dipahami. Kalau misalihkan online gitu hanya melalui tugas itu, rasa itu harus tajam daripada bertemu langsung. XI MIIA 1 kan anaknya pendiam dan

tidak ekspresif gitu, jadi tipe anak-anak yang kognitif. Yang sebenarnya menurut pelajaran bahasa ya kurang bagus gitu. Pelajaran bahasa kan seharusnya kan nggak gitu. Kalau nggak dikasih motivasi dulu mereka nggak mau ngomong. Saya nggak tau atukah mereka benar-benar blank atau mereka memang nggak berani ngomong.

Interviewer: Lalu bagaimana ibu mengatasi kendala tersebut?

English Teacher: Mengatasinya ya waktu itu berhubungan sama tugas aja ya, sebenarnya untuk mengataui XI MIIA 1 yang asif berbicara itu selama online, saya berusaha untuk mengatasi tapi tidak berhasil. Kalau saya kasih tugas untuk voicenote kegrup itu siswa bisa dan mau. Yang sangat terlihat kendala itu ya sangat tidak ada respon. Saya sampai bikin angket, bagaimana agar siswa lebih aktif. Mereka pengennya saya pakai Bahasa Indonesia, tapi kan saya bilang gak bisa. Ini kan dalam memberikan pembelajaran bahasa. Jadi saya rubah dari yang saya Tanya ke mereka, sekarang gentian mereka yang tanya ke saya. Tapi mereka tetap tidak ada yang bertanya. Ingat saya, ketika pertanyaan ditulis itu mereka mau, tapi kalau diucapkan mereka itu nggak mau. Jadi selama online nggak berhasil, menurut saya ada keberhasilannya itu tetap dioffline. Saya tidak tahu ya faktornya karena siswa sudah dimotivasi atau karena offlin, atau karena keduanya.

Interviewer: Bagaimana pengaruh speaking melalui poem selama pandemi kepada hasil belajar siswa?

English Teacher: Kalau menurut saya sih hasilnya itu, siswa XI MIIA 1 itu karakternya unik gitu, kalau di *Google Meet* itu bagus ya mbak. Kalau harus ada perbaikan itu jelas, tapi secara umum itu bisalah, kalau dianggep KKM itu ya KKM. Ternyata mereka sampai ke menginterpretasikan itu bisa. Proses menganalisa itu bisa, dan bisa memaknai puisi itu. Bahkan mereka juga bisa menganalisa sedetail juga. Berarti dapat disimpulkan bahwa siswa kelas XI MIIA 1 ini tipe anak yang analitik dan kognitif, bukan tipe anak anak psikomotorik atau anak kinestetik.

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