

Observation Checklist

School : SMK Negeri 1 Sidoarjo

No	Strategies in Teaching Speaking	Teacher 1	Teacher 2
1	Discussion	√	√
2	Role-play	√	√
3	Simulation	-	-
4	Information Gap	-	-
5	Brainstorming	√	√
6	Storytelling	√	√
7	Interview	√	√
8	Story Completion	-	-
9	Reporting	-	√
10	Playing Cards	-	√
11	Picture Narrating	√	√
12	Picture Describing	√	√
13	Find the Difference	-	-
14	Presentation	√	-
15	Word Wall	√	-

Interview Sheet

1. The first question given by the researchers was about the factors that cause students' lack of motivation in learning speaking.

Teacher 1: Teacher 1 mentioned that the factors that cause students' lack of motivation in learning speaking are the surrounding friends who tend to ridicule and lack support, as well as the lack of knowledge about learning resources for students to practice speaking on their own.

Teacher 2: In contrast, teacher 2 mentioned that there are external factors from parents, for example, students who are initially diligent and want to go to high school, but their parents want their children to go to vocational schools, thus bringing up internal factors from students, namely laziness to learn.

2. The second question was about specific challenges or obstacles that usually prevent students from practicing speaking skills.

Teacher 1: Teacher 1 mentioned, most students are hampered by limited vocabulary, and another challenge faced by students is laziness due to the unwise use of cellphones so that students do not focus on the lesson.

Teacher 2: In contrast to teacher 1, teacher 2 mentioned that there are different levels of speaking ability among students in one class. Hence, there is a need for more supervision and support for low proficiency students and challenging tasks for more advanced students.

3. The third question was about students' lack of vocabulary, so the researchers asked for an example of a situation where students had difficulty due to limited vocabulary during speaking activities.

Teacher 1: Teacher 1 gave an example of a situation during the discussion process. During the discussion process, Teacher 1 always provides a list of vocabulary that will be discussed in the discussion. One example is when the material is about "activities in the park". Students' difficulties that usually occur are students forgetting and not knowing the meaning of what they want to say.

Teacher 2: Similar to teacher 1 during the discussion process, teacher 2 also always provides a vocabulary list in advance of the material to be learned, for example the material about "hobbies". But in this situation, the difficulty is that students tend not to understand the meaning of the vocabulary given and what they want to say, which leads to incomprehension.

4. The fourth question was about students' nervousness when speaking. So the researchers asked about certain situations or learning topics that tend to make students more nervous when doing speaking tasks.

Teacher 1: Teacher 1 explained that actually all speaking tasks given make students nervous, one of which is when presenting in front of the class. hence the need for habituation in students' speaking.

Teacher 2: Meanwhile, the answer was supported by teacher 2's answer who also said that the situation when presenting is one of the situations that makes students nervous due to the limited vocabulary that students have, as well as fluency problems in speaking can also trigger the nervousness.

5. The fifth question was about low grammar mastery. Here the researchers asked about specific grammatical errors or problems that students usually experience in spoken language.

Teacher 1: The answer from teacher 1 mentioned that most students do not understand the correct pronunciation and word choice when speaking. For example, when saying "I am happy", they usually say "I happy". Then also the use of language that still uses the source language for example "I don't know anything", but students pronounce in the source language with "I don't know what what".

Teacher 2: That answer is also supported by teacher 2's, that in addition most students also lack fluency, vocabulary, and wrong word choice, which affects the understanding of communication.

6. The sixth question was about the lack of accuracy of students' speaking pronunciation. The researchers asked how often students have difficulty in pronouncing words accurately during speaking tasks.

Teacher 1: Teacher 1 answered very often. And not a few friends also help correct pronunciation errors between students.

Teacher 2: It is supported by teacher 2's answer that very often students have difficulty in pronouncing words accurately. One of the factors is the students' level of language proficiency.

7. The seventh question was about what strategies teachers usually use when teaching speaking skills to students. And both teachers answered several strategies that are usually used to teach speaking.

Teacher 1: Teacher 1 answered that role-play is a strategy that is often used. Then teacher 1 also used presentation with poster media, describing picture, picture narrating, discussion, word wall, brainstorming, interviews, and storytelling with recording.

Teacher 2: In teacher 2's answer there were also some of the same strategies as teacher 1, she answered that she used role-play, discussion, storytelling, interviews, reporting, playing cards, describing picture, picture narrating, brainstorming.

8. The eighth question, the researchers asked about how the implementation of strategies to overcome students' difficulties in speaking. Then both of the teachers explained each of the difficulties that students usually experience.

Teacher 1: Teacher 1 answered that there are several strategies to overcome these difficulties. She explained that to overcome difficulties due to lack of motivation, she usually uses a discussion strategy, which allows students to be actively involved because the activities are done together. To overcome the

difficulty due to lack of speaking practice, inevitably she has to force students to dare to speak by using a role-play strategy with students dialoguing in front of the class. Then if students are lacking in vocabulary, she always provides vocabulary related to the topic to be learned on the board with the word wall strategy. Then difficulties due to low mastery of grammar are usually reinforced by teacher 1 in the grammar section, so that when speaking there are still mistakes, it is likely that teacher 1 will review the grammar again in the next material. The last one, if many students are not correct in pronunciation, the strategy used by teacher 1 is to evaluate each word that is not correct.

Teacher 2: Some of the strategies used by teacher 2 are also similar to teacher 1 to overcome students' difficulties. If students lack motivation in learning to speak, then the strategy used by teacher 2 is role-play by combining interesting topics. If students lack speaking practice, teacher 2 always encourages their active participation and always involves them in group discussion activities. If the students are struggling and lacking in vocabulary, my strategy is to always provide a list of vocabulary related to the topic, namely with the playing cards strategy. If students are nervous when speaking, teacher 2 usually gives positive feedback and motivates them during the activity. And the brainstorming for example asking questions before the lesson will build students' confidence. If the difficulty is due to low grammar mastery, teacher 2 also uses the playing cards strategy with feedback when grammatical errors appear. And the last, if the students difficulty is due to a lack of correct pronunciation, teacher 2 uses a combination of discussion strategies with playing cards, thus it will engaging students in specific pronunciation exercises, such as word repetition.

9. The ninth question is whether there is any use of technology in teaching speaking. And if so, what is the procedure for its application.

Teacher 1: She answered "yes", and it is usually done when there is an assignment to give an opinion, and teacher 1 asks students to answer using video recordings, and collected through Instagram with the subject teacher's Instagram tag.

Teacher 2: Teacher 2 also answered "yes", using technology such as the school TV to play videos or display images for observation.

10. The tenth question was about how teachers assess students' speaking skills. In this case the teachers mentioned examples of assessment methods or tools to evaluate students' abilities.

Teacher 1: Teacher 1's assessment method to assess students' speaking skills is by observing students' developmental abilities from each meeting.

Teacher 2: Different from teacher 1, teacher 2 uses the assessment method according to the lesson plan which usually contains the assessment of fluency and fluency.

11. The eleventh question teacher 1 gave her opinion regarding the most effective strategy in improving students' speaking skills according to her observation.

Teacher 1: According to teacher 1, role-play strategy is an effective strategy in improving speaking, because it is very common for students to do everyday.

Teacher 2: Likewise with teacher2, she answered that role-play strategy is an effective strategy, because students will be motivated to get marks, and students are encouraged to master vocabulary for their speaking fluency and knowledge.

12. The twelfth question asked how teachers can determine the strategies that have been implemented are effective and useful in terms of improving students' speaking skills.

Teacher 1: Teacher 1 determined the strategies are useful and effective when students can apply them in daily life, for example when talking to friends.

Teacher 2: The statement of teacher 1 is supported by teacher 2 who stated that the strategy is effective when students dare to come forward and can express what ideas are in their minds, and can apply it in everyday life.