English Speaking Instructional Model for the 8th Grade Students: A Single Case Study at SMPN 2 Blitar

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ABSTRACT

English speaking has become a central focus in public school language instruction as a response to the increasing demand for global communication skills. To improve students' speaking proficiency, various instructional models have been implemented, one of which is the English-Speaking Instructional Model. This study aims to investigate how the model is applied to eighth-grade students at SMPN 2 Blitar. Employing a qualitative descriptive research design, data were collected through classroom observations, teacher interviews, and documentation analysis. The findings indicate that English teachers utilized instructional approaches such as ICARE (Introduction, Connect, Apply, Reflect, Extend) and Project-Based Learning to promote student engagement in communicative tasks. These tasks were carefully structured based on the annual and semester teaching plan, in alignment with the Merdeka Curriculum's emphasis on student-centered learning. Additionally, teachers integrated various digital and printed resources, including materials from the Internet and official platforms provided by the Ministry of Education to enrich the teaching and learning process. The study concludes that the effective application of this model, supported by appropriate instructional planning and resource selection, plays a significant role in enhancing students' speaking abilities. It also underscores the need for ongoing teacher development to support innovative and adaptive English language instruction.
Keywords: English Speaking Skill; English Speaking Instructional Model; English Teaching Method

INTRODUCTION

English is known as one of the most widely used languages in the world. As many as 300 million people use English as their mother tongue, spread across various continents. According to Muriel Saville-Troike in (Hidayat et al., 2024), an expert in the field of language acquisition and linguistics, English has four main skills: listening, speaking, reading, and writing. Among these skills, speaking is

considered the most important. Saville-Troike emphasized that speaking skills are very important in using language effectively. Speaking not only helps interpersonal communication, but also becomes a means of conveying thoughts, feelings, and ideas. In the context of education, developing speaking skills is considered important because it can improve language competence and communication skills. The focus on speaking skills is in line with the fact that language is something that is alive and developing, so it is easier to master through active practice and direct application. Therefore, according to Saville-Troike, mastering speaking skills is the main step to achieving comprehensive English proficiency.

In relation to the issuance of Minister of Research, Technology, and Higher Education (Kemenristekdikti) Decree No. 56/M/2022 on the Guidelines for Curriculum Implementation in the Framework of Learning Recovery, English has now officially become one of the subjects integrated into the Merdeka curriculum for Junior High School (SMP). This decision reflects the government's dedication to improving the quality of English language education as a core component of the educational system. By incorporating English into the Merdeka curriculum, the government aims to enhance students' language skills while supporting their overall academic recovery and development. This initiative signifies a strategic step to align educational practices with modern global demands, ensuring that English, as an international language, becomes an integral part of the learning experience for SMP students across Indonesia.

According to Raj Sharma (2024), the strategy for teaching speaking skills should emphasize a communicative and student-centered approach. This means that creating a supportive and interactive classroom environment is crucial for helping students improve their speaking abilities. Sharma highlights the importance of incorporating engaging activities such as role-playing, discussions, and debates to encourage meaningful communication among students. These activities not only provide opportunities for students to practice speaking but also immerse them in real-life communication scenarios, allowing them to learn the language in a practical and relatable manner. Additionally, Sharma underscores the value of including speaking exercises that mimic everyday language use, enabling students to apply their language skills confidently in real-world contexts. This approach not only builds fluency but also boosts students' confidence in using English for various purposes.

To effectively implement the Merdeka curriculum, teachers need to prioritize the development of students' speaking skills, as communication ability plays a central role in their overall language proficiency. This is particularly relevant in this context, where the focus is on how students convey messages to their speaking partners effectively. When the primary challenge lies in developing speaking skills, educators must be familiar with diverse teaching models, including speaking instruction, communication games, large and small group activities, classroom speaking exercises, discussions, and prepared talks (Vinde Rambe, 2022). By employing such varied approaches, teachers can cater to different learning needs

and create dynamic and engaging classroom experiences. According to (Ferdaus & Novita, 2023), each school has the flexibility to implement these learning processes based on the teacher's creativity. This adaptability allows teachers to design speaking lessons tailored to their students' needs, fostering a learning environment where communication skills can thrive.

The researcher then made a decision to conduct a single case study to thoroughly investigate how English teachers implement various teaching methods when teaching speaking skills in classroom activities. The study was aimed at understanding not only the methodologies employed but also the challenges faced during their application. As part of the process, the researcher conducted a preliminary study at SMPN 2 Blitar to gather essential data. This initial step involved interviewing an English teacher who actively applied one of the speaking teaching methods in their classroom. The interview was designed to uncover the teacher's strategies, perspectives, and experiences in implementing these methods. Additionally, the researcher utilized an observation checklist to assess the available facilities that supported the learning process and documented these observations systematically. This combination of data collection methods ensured a comprehensive understanding of the teaching environment and its impact on students' learning outcomes.

After conducting the interview, the researcher discovered that English speaking skills at SMPN 2 Blitar were being taught effectively through the implementation of the Instructional Model. This approach demonstrated the teacher's creative efforts in engaging students to practice speaking with their peers, fostering interactive and meaningful communication. The teacher consistently utilized problem-based learning as the primary method in the learning process, which allowed students to approach speaking tasks through problem-solving scenarios. Several practical activities were introduced to support this method, including "review and repeat" exercises, which helped students internalize English conversations and better understand the messages being conveyed. These activities not only reinforced students' comprehension but also encouraged them to practice speaking with greater confidence. Furthermore, the teacher incorporated contextual examples and encouraged group discussions to make learning more relatable and interactive, ensuring that students could connect their lessons with real-life communication situations.

By examining the specific educational practices at SMPN 2 Blitar, this research aims to contribute valuable insights to the broader discourse on English language education, particularly in the context of speaking skills. The strong correlation between the application of speaking skills and the effective teaching methods employed at SMPN 2 Blitar highlights the critical role of strategies like problem-based learning in fostering students' confidence and fluency in English communication. Through this qualitative case study approach, the researcher not only explored how communicative interactions occurred within the classroom but also identified opportunities to refine existing methodologies. This study

emphasizes the importance of tailoring teaching strategies to meet students' needs, creating an environment where they can thrive linguistically and socially. As a result, the researcher titled this study, "English Speaking Instructional Model for the 8th Grade Students: A Single Case Study at SMPN 2 Blitar," to reflect its focus on providing practical insights for educators and advancing the field of English language teaching.

LITERATURE REVIEW

Previous Related Study

The researcher has found several previous studies related to the speaking strategy at junior high school using descriptive qualitative approach that support this research as follows. In accordance with speaking teaching models, the researcher referred this to previous studies. According to the research conducted by (Babba, 2020) entitled "Teacher's Strategies in Teaching Speaking Skill of The Eighth Grade Students at SMPN 8 Palopo", the problems were the lack of innovative learning, learning medium, and students' interest to learn English. The researcher then focused on investigating the teacher's strategy to teach speaking. The second study was conducted by Rachmawati (2016) entitled "The Implementation of Teaching Speaking in English Conversation Class at SMPN 10 Malang". The research found out that the school had a conversation program to train the student's speaking skill. It became an internal program taking a part time school subject to train the students weekly. So, the researcher tried to find out more about the elements of teaching that were implemented by the teacher.

Moreover, a research entitled "The Strategies Used by English Teachers in Teaching Speaking (A Descriptive Study at SMP Negeri 23 Surakarta in Academic Year 2020/2021)" carried out by (Arodjiah, 2020) described that the English teacher of SMP Negeri 23 Surakarta carried the students through instructional method like instructing them to go in front and speak up with their partners based on the topic given. So, it was such a peer conversation then the group came forward in turns. The next study was also done by Maharani (2020) entitled "An Analysis of Students' Speaking Skill at SMPN 21 Pekanbaru". The study analyzed the teaching method used to improve student's speaking capacity. Prior to the teaching technique given by the teacher, the students had difficulty speaking, lacked interest in learning, and lacked confidence to speak in English.

Lastly, it was revealed that speaking teaching technique also was analyzed by (Anizar et al., 2020). A study was conducted at SMP Negeri 18 Medan to identify effective strategies used by teachers and how they apply them in 8th-grade speaking classes, with the hope of improving the teaching and learning process.

English Speaking Skill

The ability to speak English fluently is a communicative skill crucial for individuals using English as a foreign language, given its significance as an international language. According to Nunan in (Arini Isnaen Meilyaningsih, 2015), teaching speaking involves guiding English language learners to master several essential skills. Firstly, it includes the ability to produce English speech sounds and sound patterns accurately. Secondly, learners must be taught to use words, sentence stress, intonation patterns, and the rhythm of the English language effectively. Thirdly, they need to develop the skill of selecting appropriate words and sentences based on the social setting, audience, situation, and subject matter. Fourthly, teaching speaking also involves helping learners organize their thoughts in a meaningful and logical sequence. Additionally, it focuses on using language as a tool for expressing values and judgments. Lastly, learners should be trained to use the language quickly and confidently, with minimal unnatural pauses, a skill commonly referred to as fluency.

Baker & Westrup in (Kharizmi, 2015) stated that speaking is highly essential for students to assist them in communicating more internationally and also to acquire the latest information from various fields such as science, social, health, and technology. Proficiency in language literacy especially on speaking skill plays a significant role for students in advancing to higher levels of education as well as serving as a foundation for seeking employment and applying for promotions. Experienced English speakers will take a big position to grow their country's economic development and expand social relations.

According to Hughes in (Wicaksono & Subhan, 2015), speaking is a dynamic exchange where an individual seamlessly transitions between the roles of speaker and listener, engaging in both comprehension and production. This intricate process unfolds with the active participation of at least two individuals, creating a vibrant interaction in the realm of spoken communication. According to Harmer in (Dionar & Adnan, 2018), speaking is more than just linguistic prowess; it involves the art of fluent expression, requiring not only a grasp of language nuances but also the skill to seamlessly process information and language in real-time. When individuals engage in spoken communication, they not only share their thoughts and opinions but also anticipate feedback from their listeners.

English Teaching Method

According to (Putu Edina Prassista Rasmadiani, 2022), the method of teaching using tongue twisters provides an effective and engaging approach to improving students' speaking skills. By incorporating tongue twisters into the learning process, students are challenged to focus on mastering word stress, which is a crucial aspect of accurate pronunciation and natural speech patterns in English. This method encourages learners to pay close attention to the rhythm and stress of words, helping them develop a deeper understanding of how English sounds are structured.

Additionally, practicing tongue twisters serves as a practical exercise to strengthen the agility and coordination of the tongue and other speech organs, enabling students to speak more clearly and confidently. Over time, this practice helps them achieve greater fluency, bringing their speaking skills closer to that of native speakers. Moreover, tongue twisters can make learning fun and interactive, fostering a positive and motivating environment where students feel encouraged to improve their pronunciation and fluency. This combination of skill-building and enjoyment makes tongue twisters an effective tool for enhancing oral communication abilities.

The next technique is dialogues and role play. The students are engaged to perform a character and have a conversation with a partner. In running this activity, the teacher manages them to apply English with certain situational topics in conversations. The next method is problem solving. This technique requires the students to solve the problem by presenting in English. The seventh technique to use is delivering opinions in which the teacher gives several controversial or situational topics to discuss, so the students can communicate by applying the language. When the students are given a task to take a role or share their thought to solve the problems, candidly they earn the experiences to communicate with the teacher and their classmates in the class Davies & Pearse in (Rahmatillah, 2019).

The eighth technique is experiences. In this activity, the students are inquired about simple or even ordinary experiences. When it talks about ordinary experiences, the example is like "Where did you go yesterday?" or "John, you were absent for a week, can you tell us what happened?". So, in this case, the students are required to tell their moments in English. The ninth method is dreams. The teacher needs to gauge the students' interests by asking their ambitions and dreams. This activity can be led in turn and open ended. A teacher also has an option to utilize pictures as media to give more imaginary thoughts for students to speak up. The last method is ideas and suggestions. All of the students potentially have their own ideas to deliver relating to the tasks given by the teacher. For instance, the teacher asks "what can we do to improve our Listening skill?", then the students are given time to answer the questions.

English Speaking Instructional Model

The instructional model of teaching is a systematic approach designed to facilitate effective learning by presenting information in a structured and organized manner. One key aspect of this model is the establishment of clear learning objectives. These objectives provide a roadmap for both educators and learners, outlining the specific skills or knowledge that students are expected to acquire. By clearly defining these goals, instructors can tailor their teaching methods to align with the desired outcomes, ensuring a focused and purposeful educational experience Haynes in (Siswono, 2016).

In the instructional model, the delivery of content is crucial. Educators employ a variety of teaching strategies and methods to engage students and convey information effectively. This may include lectures, interactive discussions, multimedia presentations, hands-on activities, and more. The goal is to cater to diverse learning styles, allowing students to grasp and retain information through various modalities. Additionally, feedback mechanisms play a vital role in this model, enabling instructors to assess student understanding and adjust their approach as needed. Regular assessments, quizzes, and discussions serve as opportunities to gauge progress and address any misconceptions or gaps in understanding (Lingga et al., 2020).

Finally, the instructional model emphasizes the importance of reflection and evaluation. Both educators and students benefit from periodically reviewing the teaching and learning process. Educators can assess the effectiveness of their instructional methods and make necessary adjustments for continuous improvement. Similarly, students are encouraged to reflect on their own learning experiences, identifying strengths and areas for growth. This reflective component fosters a dynamic and responsive teaching environment, where adjustments are made based on ongoing assessments and feedback, ultimately enhancing the overall educational experience (Saputro & Wardhany, 2017).

METHOD

Design and Samples

In this study, qualitative methods are used with a single case study approach. Qualitative methods aim to deeply understand the phenomenon being studied. Single case studies allow researchers to focus on one particular case or unit of analysis, so that they can dig up more detailed information about the phenomenon. Qualitative research is an approach designed to explore and understand the meaning given by individuals or groups to a social or humanitarian problem. This method involves systematic investigation and analysis to uncover various subjective meanings, perceptions, and interpretations related to an issue. By emphasizing the depth of experience, perspective, and complexity of human behavior and interaction, a qualitative approach provides a deeper understanding than just using statistical data or numbers.

This research uses a single case study method as its approach. A case study is useful when the research focuses on answering "how" and "why" questions about a specific problem. This method allows the researcher to observe and control the situation, organize data, and analyze real-life events experienced by the individuals being studied. Case studies are a way to explore a particular case in a detailed and thorough manner. They focus on real-life situations where the line between the event and its context is not clearly defined, using different sources of information. This study uses the single case study method because it has a limited focus: understanding the strategies or communication techniques teachers use to teach

writing to students at SMPN 2 Blitar. Data was collected through observation, interviews, and documentation.

Instrument and Procedure

This research focuses on examining the strategies used by teachers to teach speaking at SMPN 2 Blitar. The study aims to clearly define the goals and objectives related to the teaching methods adopted by English teachers. The research process involves four main stages: a preliminary study and research planning, data collection, data analysis, and drawing conclusions. The first stage begins with a preliminary study to understand the context and background of the problem. During this phase, the researcher conducts a literature review to identify gaps in previous research and narrow down the study's focus. Based on the findings from this initial stage, a research plan is created, outlining objectives, research questions, methods, and data collection techniques. Next, data is collected through various methods, including in-depth interviews with the curriculum head, English teachers, and eighth-grade students, as well as classroom observations and document analysis of teaching materials and journals. Classroom observations allow the researcher to directly observe interactions and teaching strategies in practice. This data is collected systematically to ensure accuracy and comprehensiveness Miles & Huberman in (Sumardi et al., 2021).

The third stage involves analyzing the collected data. This includes reducing and organizing data, identifying key themes, and presenting the findings in an understandable format, such as tables or diagrams. Triangulation methods are used to enhance the validity and reliability of the findings, including comparing data from different sources and using multiple techniques like interviews, observations, and document reviews Miles & Huberman, 2014 in (Sumardi et al., 2021). Finally, the researcher draws conclusions based on the analysis. These findings are synthesized to propose an effective teaching model for speaking and offer recommendations to improve teaching strategies. The conclusions provide valuable insights into the strategies used at SMPN 2 Blitar and are expected to contribute significantly to the field of English language education.

Data Analysis

To analyze the data for this research, the process is guided by the techniques described by Miles and Huberman in (Sumardi et al., 2021). The data collected from various sources, such as interviews, observations, and documentation, is systematically analysed to identify patterns, themes, and relationships relevant to the research topic. According to Miles and Huberman in (Sumardi et al., 2021), qualitative data analysis involves several key stages: data collection, data reduction, data presentation, and conclusion drawing. First, data collection is carried out using methods such as interviews with teachers and students, classroom observations, and the gathering of related documents. Next, the collected data is reduced by selecting, categorizing, and filtering relevant information to identify significant themes and

patterns. The presentation of data is then organized in a format that facilitates understanding, such as tables, charts, or narrative summaries. Finally, conclusion drawing involves analyzing the presented data to identify key findings and implications of the research. Miles and Huberman (Sumardi et al., 2021) emphasize that this process enables researchers to interpret data more deeply and present valid and reliable results.
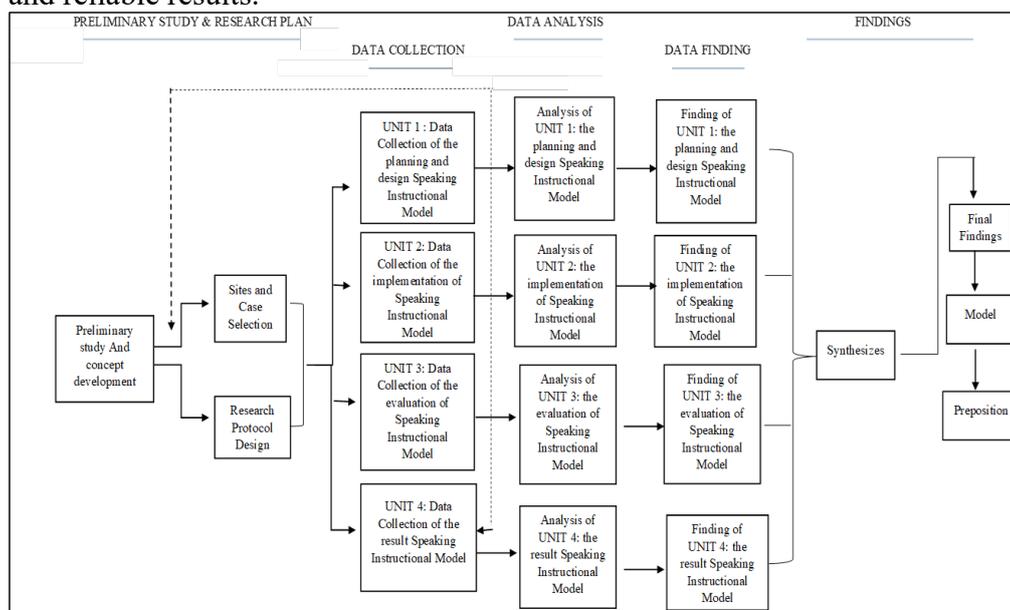

Figure 1. Qualitative Research Framework adapted from Yin [8] and Supriyono [9]

RESULT AND DISUSSION

According to Arikunto in (Ersan, 2019), research data refers to the outcomes derived from the researcher's records, whether in numerical form or as descriptive facts. Meanwhile, data encompasses any information pertinent to the objectives or goals set forth within a study. In this research, data collection techniques involve the use of several methods, such as interviews, observation, and documentation. The data source relied on an English teacher who actively teaches at SMPN 2 Blitar, along with several students. At the research location, researcher used simple tools such as paper to record the results of interviews with teachers and students. Apart from that, researchers also rely on cell phones to carry out relevant visual or audio documentation. In several situations when not at the location, researchers used cell phones as data recording tools when conducting interviews with teachers.

This study aims to identify English Speaking teaching at SMPN 2 Blitar. This study aims to identify English speaking learning at SMPN 2 Blitar which is implemented using various approaches and methods. After obtaining information obtained from the results of interviews and observations, the school uses methods such as the problem-based learning model (PBL) and the ICARE approach (Introduction, Connect, Apply, Reflect, Extend). Teaching is adjusted to the existing Prota and Prosem. The teacher prepares an essay framework based on the given topic and

provides opportunities for students to express themselves according to the existing situation. The researcher carried out an interview to the English teacher of SMPN 2 Blitar focusing on the learning process she had been conducting in the class.

Below are the results of the interview:

a) Implementation of Speaking Teaching

The teacher explained the approach used for teaching speaking: "*Pengimplemtasian pengajaran speaking oleh saya disini yaitu dengan modelling menyesuaikan dengan tema dan topik materi yang diberikan.*" This shows that the teacher uses modeling techniques tailored to the specific themes and topics provided in the curriculum.

b) Approach or Teaching Method Used

The teacher shared, "*Saya menggunakan metode ICARE yang merupakan singkatan dari* Introduction (*pengenalan*), Connect (*menghubungkan*), Apply (*menerapkan dan mempraktikkan*), Reflect (*merefleksikan*), *dan* Extend (*memperluas dan evaluasi*) *dan juga menggunakan metode* Problem Based Learning." This demonstrates the use of structured methods to engage students, enhancing their learning by applying practical and reflective approaches.

c) Selection of Speaking Materials

"*Kita tidak bisa memilih sendiri materinya, akan tetapi disesuaikan dengan Prota atau Prosem yang ada,*" indicating that material selection is based on the school's predetermined curriculum (Prota/Prosem), which shapes the focus of teaching.

d) Integrasi Instructional Model

The teacher emphasized, "*Kita menyiapkan outline yang berdasarkan modelling seperti menentukan topik tertentu dan memberikan kesempatan siswa untuk berekspresi sesuai dengan situasi yang ada.*" This reveals that the teacher creates structured outlines and encourages students to express themselves based on the given topics.

e) Strategies for Understanding and Remembering Speaking English

The teacher explained the technique: "*Kita mengaplikasikan metode review dan repeat untuk membantu meningkatkan kemampuan siswa dalam memproduksi kata atau ekspresi.*" This shows the importance of repetition to improve students' language production and retention.

f) Student Progress Evaluation

The teacher stated, "*Saya memfokuskan pada target penilaian fluency, content, pronunciation, dan intonation siswa,*" illustrating that assessment is focused on fluency, content, pronunciation, and intonation, key aspects of speaking skills.

g) Challenges in Teaching Speaking

When asked about challenges, the teacher responded: "*Ada, seperti kejenuhan siswa saat belajar. Tapi saya bisa mengatasinya dengan melakukan apersepsi sebelum mengajar ke inti materi pembelajaran.*" This shows how the teacher addresses student fatigue by using apersepsi (a warm-up activity) before diving into the main lesson.

h) The Role of Textbooks and Other Resources
   The teacher highlighted the importance of creativity: *"Peran buku sangat penting namun kreativitas guru lebih untuk mengajarkan materi dan guru harus juga menggali sumber pembalajaran dari internet yang sudah disediakan terkait materi yang sesuai dengan prota."* This emphasizes that while textbooks are important, the teacher's creativity and the use of online resources are vital for enriching lessons.

i) Student Motivation to Participate
   The teacher said, *"Saya memotivasi mereka dengan mengajak mereka untuk memahami bahwa Bahasa Inggris itu sangat penting,"* reflecting the teacher's strategy to motivate students by emphasizing the importance of English in their lives.

j) Learning Outcomes and Improvement Suggestions
   Regarding the effectiveness of the instructional method, the teacher shared, *"Dengan implementasi metode Instructional ini, saya melakukan penilaian di setiap kompetensi siswa dari target kompetensi pembelajaran,"* and suggested, *"Untuk meningkatkan hasil belajar siswa, saya kira akan lebih baik jika sumber pembelajaran seperti buku pendukung dan alat pembelajaran lain mumpuni."* This demonstrates the teacher's commitment to ongoing assessment and improvement, suggesting better resources to support learning outcomes.

From the result of interview above, the researcher gained necessary qualitative data of implementation of English-Speaking Instructional Model towards the students of SMPN 2 Blitar. From what was said by the English teacher, the students were taught by using Instructional Model in the form of certain methods such as ICARE (Introduction, Connect, Apply, Reflect, and Extend) and Project Based-Learning. The teacher explained that during speaking class, the students were engaged to do the tasks given. The tasks were in the form of speaking production based on topic that was stated in Yearly Program or presenting the ideas of certain topics such as introduction, school activities, self-interests, household activities, and study habits (Harahap, 2020).

Talking about the materials, the teacher used the materials verified by both *Prota* and *Promes* which were prepared by each teacher as a reference in the context of optimizing, efficiency and effectiveness in the effective use of available learning time so that all basic competencies can be achieved. The *Prota* and *Prosem* were made based on the Merdeka curriculum. However, the teacher creatively implemented the teaching proccess by using other material sources. All was eased by Internet and Kemendikbud also provided additional materials as the supporting learning materials for students to learn and practice.

In the context of teaching spoken language skills within the classroom setting, the instructor implemented the "review and repeat" method as a pedagogical approach aimed at enhancing students' proficiency in generating words or expressions. This instructional strategy involves a cyclical process where previously learned material

is revisited and reiterated, reinforcing the students' understanding and retention of the language content. During speaking sessions, the teacher systematically revisited key vocabulary, phrases, or grammatical structures that had been introduced in previous lessons. This iterative practice not only served as a reinforcement mechanism but also provided students with the opportunity to internalize and consolidate their knowledge. Through repetitive exposure and practice, students were encouraged to actively engage with the language, ultimately contributing to the development of their speaking abilities.

Furthermore, the "review and repeat" method foster a supportive learning environment by allowing students to build confidence in expressing themselves orally. The repetition aspect helps solidify linguistic concepts in the students' memory, promoting fluency and accuracy in their spoken communication. Additionally, this approach acknowledges the importance of regular reinforcement in language acquisition, aligning with principles of cognitive psychology that emphasize the significance of spaced repetition for effective learning. In the instructional context, the teacher directed particular attention towards well-defined benchmarks to evaluate and gauge various aspects of the students' oral communication skills. These targets encompassed the assessment of fluency, content, pronunciation, and intonation, reflecting a comprehensive approach to evaluating and enhancing the overall proficiency of the students in spoken language.

1. Fluency Assessment

The teacher prioritized evaluating students' fluency, which refers to their ability to express themselves smoothly and coherently without unnecessary pauses or hesitations. By focusing on fluency, the teacher aimed to foster fluid and natural communication, encouraging students to convey their thoughts with ease and confidence.

2. Content Evaluation

Another crucial dimension in the assessment was the content of students' oral expressions. The teacher emphasized assessing not only the quantity but also the quality and relevance of the information conveyed by students. This approach aimed to ensure that students not only spoke fluently but also delivered meaningful and substantive content.

3. Pronunciation Analysis

Pronunciation played a pivotal role in the evaluation process, with the teacher concentrating on the accurate articulation of sounds, words, and phrases. Addressing pronunciation aimed to enhance students' clarity of expression, minimizing misunderstandings and promoting effective communication.

4. Intonation Assessment

The teacher also considered intonation, evaluating the rise and fall of pitch in students' speech. Intonation contributes to the overall expression of meaning,

conveying emotions, emphasis, and rhetorical nuances. By assessing intonation, the teacher aimed to enhance students' ability to use pitch variations appropriately in their spoken language.

By focusing on these specific assessment targets, the teacher adopted a multifaceted approach to evaluating students' oral proficiency. This not only provided a nuanced understanding of individual strengths and areas for improvement but also served as a guide for tailored instructional strategies to further develop students' fluency, content delivery, pronunciation accuracy, and intonation in spoken communication. The teacher employed motivational techniques to instill a sense of importance and relevance regarding the English language among the students. This involved communicating to the students the significance of English in a global context, emphasizing its role as a vital tool for communication, academic pursuits, and future career opportunities. By fostering an understanding of the real-world applicability of English, the teacher aimed to inspire a sense of intrinsic motivation among the students.

Building on this motivational foundation, the teacher took proactive measures to design and implement activities that actively supported the learning of English. These activities were strategically crafted to align with the curriculum and learning objectives, ensuring that they not only engaged the students but also facilitated effective language acquisition. The goal was to create a dynamic and immersive learning environment that catered to diverse learning styles, allowing students to grasp linguistic concepts in a manner that resonated with their individual preferences and strengths.

Furthermore, the teacher structured these activities in a way that encouraged student autonomy and independence in their learning journey. By providing a framework that allowed students to take ownership of their learning process, the teacher aimed to cultivate a sense of responsibility and self-direction. This approach was intended to empower students to set and achieve their learning targets, promoting a proactive and self-motivated approach to language acquisition. In essence, the teacher's strategy encompassed not only motivating students by emphasizing the importance of English but also actively translating that motivation into practical, engaging activities. The overarching aim was to equip students with the skills and mindset necessary to navigate their own learning path, thereby fostering independence and self-sufficiency in managing and attaining their English language learning objectives.

CONCLUSION

From the result and discussion above, the researcher concluded that the English teacher utilized instructional methods such as ICARE and Project-Based Learning during speaking classes, engaging students in tasks that involved speaking production on various topics outlined in the Yearly Program. Additionally, the teacher employed materials verified by both Prota and Promes, aligned with the

Merdeka curriculum, while creatively incorporating diverse sources facilitated by the Internet and supplementary materials provided by Kemendikbud.

The research shed light on the instructor's pedagogical approach in teaching spoken language skills, emphasizing the "review and repeat" method. This cyclic instructional strategy involved revisiting and reinforcing previously learned material, providing students with opportunities to internalize and consolidate language content. The method not only contributed to the development of speaking abilities but also fostered a supportive learning environment, encouraging students to build confidence in expressing themselves orally through regular reinforcement.

Furthermore, the teacher focused on well-defined benchmarks for assessing various aspects of students' oral communication skills, including fluency, content, pronunciation, and intonation. This comprehensive evaluation approach aimed to enhance overall proficiency, with specific attention to each dimension. The multifaceted assessment not only identified individual strengths and areas for improvement but also guided the implementation of tailored instructional strategies to further develop students' spoken language skills.

To improve speaking skills in English learning, teachers can utilize a variety of approaches, such as the ICARE method and Problem Based Learning, which have proven to be effective in actively engaging students. The use of techniques such as "review and repeat" can also improve students' understanding and speaking skills in a deep way. In addition, assessments that include aspects of fluency, content, pronunciation, and intonation can help provide a more complete picture of student progress. To be more effective, teachers are advised to continue to innovate in choosing teaching materials, develop creativity, and utilize additional resources from the internet. Continuous motivation is also important to motivate students so that they understand the importance of English and try to master it better.

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