

A stylized logo consisting of a blue star-like shape at the top, a yellow shape below it, and two large, overlapping, curved shapes in blue and yellow below that, resembling a stylized 'W' or 'U' shape.

APPENDICES

Appendix 1 Transcript the interview

Teacher I (Mrs. Bactong)

Diah: “Good afternoon, ma'am. Can we start our interview?”

Mrs. Bactong: “Sure, just send your interview questions. So I can send my voice mail responses anytime I am available.”

Diah: “Alright maam, How long have you been teaching at P.D Monfort National Science High School maam?.”

Mrs. Bactong: “I have been teaching in the private and public sectors for twenty-five years. I have been teaching for twelve years at P.D Monfort as a master teacher, teaching English in grade ten.”

Diah: “Next question, what strategy do you use to teach speaking skills?”

Mrs. Bactong: “I combine those by following standard procedures in lesson planning in teaching the Philippine setting. First is motivation, which must be game-oriented. Second is lesson proper; there goes the role of the teacher, considering the discussion and interaction among the students, and third is the evaluation where the teacher used strategies, such as role-playing, and other strategies in class..”

Diah: “Then, how did you apply the teaching method in your teaching process based on Harmer theory, ma'am?”

Mrs. Bactong: “This is my answer. I applied the teaching method based on the teaching process, which I modified and designed based on the learners' needs. The context is developed based on student experiences with the language that is personalized and relevant to them. I make sure that students have more exposure to the language. I design test-based teaching. The tests are chosen according to the learners' learning style and interest in specific needs. With this method, the learners will improve their fluency in speaking English with appropriate test-based activities.”

Diah: “Alright, next question, are there any other strategies you use to teach speaking skills?”

Mrs. Bactong: “Yes, I use my teacher strategies by complying with my students to accomplish every performance that exercises they were learning through speaking. I’m sending a video with a clear explanation. I have used this effectively in teaching speaking, and all of my students have accomplished excellent output in reinforcing their speaking skills.”

Diah: “Okay, next question, ma'am. Is there any difficulty you face in teaching speaking, ma'am?”

Mrs. Bactong: “Yes, there are a lot of difficulties and challenges. I have been face in teaching speaking. Many factors are making the teaching of speaking among learners difficult, and these are the following: lack of general knowledge, lack of speaking practice, grammar practice, lack of word use, low motivation, low participation, reading laziness, and nervousness. So as the teacher, teaching speaking skill you must determine.”

Diah: “Next, how do you think the speaking skills of students at P.D Monfort are, ma'am?”

Mrs. Bactong: “As I asses the speaking skill of students at P.D Monfort, I confidently regard them as very satisfactory they haven’t achieved yet they outstanding remark because they still need constant couching in guidance. I firmly concluded that learners will improve gradually as they

Diah: ”How are the students when you teach in the classroom, ma'am?”

Mrs. Bactong: “When I facilitate the speaking lesson, the learners are attentive and eager to participate. I always ensure that all my students pay full attention during discussions. This has good results.”

Diah: “Every country has a different teaching context, so what is the teaching context in the Philippines, ma'am?”

Mrs. Bactong: “This is my response. Most language teaching approaches in the Philippines are the first communicative language teaching approach, English for specific purposes, and test-based language teaching approach, and each is banned Marteen 2014.”

Diah: “Next question, ma'am, based on the assumption of the Indonesian people that English is the second language in the Philippines, they think students in the

Philippines have good English, especially in speaking. What do you think about that assumption, ma'am?"

Mrs. Bactong: "The assumption of the Indonesian people is certainly right. Most Philippino learners speak English well because English is part of primary to secondary education curricula. Many Filipinos write and speak in fluent English. Although there may be differences in their pronunciation."

Diah: "Among those strategies that produce good results, ma'am, that you already chose?"

Mrs. Bactong: "The best strategy for a good result is role play because, through role play, the students are very enthusiastic to join the class."

Diah: "Alright, thank you for being willing to answer all my questions, ma'am."

Mrs. Bactong: "Anytime, Miss Diah, I hope I contributed a great help to you, Miss Diah."

Diah: "Sure, ma'am."

Teacher II (Mrs. Ream)

Diah: "Good morning ma'am."

Mrs. Ream: "Good morning, Miss Diah."

Diah: "Can we start our interview, ma'am?"

Mrs. Ream: "Sure."

Diah: "Wait a minute ma'am."

Mrs. Ream: "Okay."

Diah: "How long have you been teaching at P.D Monfort National Science High School, ma'am?"

Mrs. Ream: "I have been teaching for seven years."

Diah: "Alright, ma'am, next question. What strategy do you use to teach speaking skills?"

Mrs. Ream: "My answer is discussion, simulations, role play, acting from script, communication game."

Diah: “How did you apply the teaching method in your teaching process, ma'am?”

Mr. Ream: “For role play, I will give students a sample situation, then they make their script, so they practice their writing skill and their speaking skills by role-playing, the role-play the character of that particular story that they made. Number two is discussion because every day the teacher talks with students, so the teacher asks certain questions and then discusses whether the answer is correct or wrong. The students responded to the teacher and tried their best to communicate and practice their speaking ability. The third acting from the script, in the modul, is a script the students will act in, but it's already made. So, the students will practice speaking and responding to each other. In that case, the students must practice speaking, pronunciation, correct voice, and emotion in the script. The last one is communication game, in communication game the teacher must channel their student; the teacher gives orientation first, so you give them how you would make that game in that particular lesson. So, the teacher prepares the students for the communication game like a talk show. For example, someone will play “Quiz be typed in your classroom,” and you will ask and answer the questions. Just like that. Next question?”

Diah: “Is there any other strategy you use to teach speaking skills?”

Mr. Ream: “Other strategy? Maybe you can mention some of those strategies. Maybe I am particular with the name of strategy, but I still use it in my classroom?”

Diah:” For example, drilling, describing pictures, ma'am?”

Mr. Ream: “Yeah, of course, drilling. Here, we always use drills every morning. Before we start our lesson, I will give students ten words they will pronounce on the board, and one by one, the students will pronounce them so they practice speaking through pronunciation. And also, they know the words because I give them the meaning. For describing pictures, I do not use it so much; I use it sometimes. For example, I tell students a story; if they know it, I ask them to draw something from the story and tell something from the picture they have already drawn. Then, we always use storytelling in the classroom. For example,

some students are late, so the teacher asks, "Why are you late?" the students answer, "Because I went to my aunt first, ma'am." Just like that for storytelling."

Diah: "Next question, ma'am, is there any difficulty you faced in teaching speaking, ma'am?."

Mrs. Ream: "Okay, so difficult. I had experience when I was teaching students. One, the students are reluctant or not interested. If the students are uninterested, the teacher cannot force them to speak about the lessons. Is it right? If the teacher asks, "What is about the topic?" the students are silent and look at the teacher. Two, the students cannot read. If the students are not readers, they cannot read and speak. I have noticed that the students will be reluctant to speak and do not know how to respond to the teacher. Here, in P.D Monfort, we started in role Man. We do the screening in reading, so we know the students who are not good at reading. I conducted on the first day of our class reading. All grade seven students were asses, and I took the name of the students that don't know to read. Then I always observe them, and they will have a remedial class."

Diah: "Next question, what do you think about the speaking skills of students in P.D. Monfort, ma'am?"

Mrs. Ream: "For me as a teacher?"

Diah: "Yes, ma'am."

Mrs. Ream: "The students cannot speak very well in English. I think it's about the curriculum. As I told you, they learn in kindergarten until grade 3 and have a mother tongue or the primary language (Iligainon). That is why they were not accustomed to speaking in English from grade one until grade three. So, it is supposed that students should be exposed to that language so that they can talk very well.

Diah; "Next question, ma'am, how are the students when you teach in the classroom?"

Mrs. Ream: "Sometimes students are in a good mood. They want to learn nothing; no factor makes them want to go out. But sometimes they are very noisy, some of them do cutting classes. Yeah, like that, sometimes good but sometimes very noisy."

Diah: "Next question, every country has a different teaching context, so what is the teaching context in the Philippines?"

Mrs. Ream: "Teaching context, do you mean a curriculum?"

Diah: "Yes, ma'am."

Mrs. Ream: "Before they grade twelve, we have the back curriculum. We integrated English in kindergarten. So, it means students can have contact with the English language during school in kindergarten until grades one, two, three, four, five, six, seven, eight, nine, and ten until they graduate from college. But, when Akino was already the president, he adopted the grade two to twelve curriculum, which is already incorporated in other countries. In 2024, English will be integrated from kindergarten so that the mother tongue will be abolished in our curriculum."

Diah: "Next question, ma'am, based on the assumption of the Indonesian people that English is the second language in the Philippines, so they think students in the Philippines have good English, especially in speaking. What do you think about those assumptions, ma'am?"

Mrs. Ream: "Because I'm a Filipino living in the Philippines, I think some foreigners believe that we are good in English because we can understand little and speak a little. But I don't think so about that assumption because I'm a teacher, so I know my students."

Diah: "Among those strategies that produce good results, ma'am, that you already chose?"

Mrs. Ream: "Alright, they are all effective as teachers."

Diah: "I think that's all for the interview, ma'am. Thank you for taking the time for this interview, ma'am."

Mrs. Ream: "Anytime, Miss Diah, I hope it will be useful for you."

Diah: "Bye ma'am."

Mrs. Ream: "Bye."

Appendix 2 Observation Checklists

OBSERVATION CHECKLISTS

Here are observation checklists to determine how many strategies teachers in P.D Monfort National Science High School use based on theory.

No	Strategies in Teaching Speaking	Teacher 1	Teacher 2
1	Acting from script	✓	✓
2	Communication game	✓	✓
3	Discussion	✓	✓
4	Prepared talks	✓	
5	Questionnaires	✓	
6	Simulations and role play	✓	✓

Appendix 3 Acting From Script



Appendix 4 Communication Game



Appendix 5 Discussion



Appendix 6 Prepared Talks



Appendix 7 Questionnaires



Appendix 8 Role Play

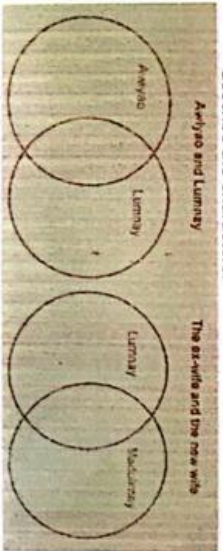


Appendix 9 Lesson Plans

WEEKLY HOME LEARNING PLAN		School:	Teacher:	Subject:	Quarter:	Week:	Quarter 3
		P.D. MONFORT NATIONAL SCIENCE HIGH SCHOOL			2		
		REAM D. LIBO-ON			Date:		
		ENGLISH 7					
Day and Time	Learning Area	Learning Competency	Learning Tasks	Mode of Delivery/Student's Activity/Strategies Used			
Monday 6:00-7:00	Wake up, eat breakfast and get ready for school.						
7:15-7:30	Attend flag ceremony						
7:30-8:30	English Class						
	ENGLISH	<p>3rd Quarter Week 3</p> <p>LITERATURE: Discover literature as a tool to assert one's unique identity and better understand other people. (ENLT-III-a-5;1)</p> <p>ORAL LANGUAGE OR FLUENCY: Explain how a selection may be influenced by culture, history, environment, or other factors. (ENLT-IV-h-3)</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Familiarize the history, culture, and environment of different literary selection: <ol style="list-style-type: none"> a. Create a poster highlighting ideas, thoughts, and perspective about establishing a need for a 	<p>Specific Activities:</p> <ul style="list-style-type: none"> ❖ Greetings ❖ Prayer ❖ Checking of Attendance ❖ Review of previous lesson <p>Teacher's Activity</p> <ol style="list-style-type: none"> I. Engage. GUESS ME Teacher will place jumbled letters with pictures as a clue for the students to guess the correct word from the jumbled letters. Then students will read the words altogether. <ol style="list-style-type: none"> 1. CERUTUL 2. YISTHOR 3. TENMERONVIN 4. MONOCICE II. Elicit. Teacher projects sentences and students will put like icon in the space provided if the sentence shows a positive and productive approach in establishing healthy relationship. Otherwise, they will put unlike icon. <ol style="list-style-type: none"> 1. Disrespecting elderly person is considered a bad behaviour. 2. Playing mobile legends when you should be washing the dishes. 3. Cyberbullying your classmates because she is a half-Filipino. 4. Doing errands for your mother. 5. Wearing face mask whenever you are sick when attending school. 	<p>Face-to-face</p> <p>Strategies Used: GAMES & DRILLING</p> <p>Students will answer voluntarily.</p> <p>Answer Key: CULTURE HISTORY ENVIRONMENT ECONOMIC</p> <p>Strategies Used: GAMES</p> <p>Like icon Unlike icon Like icon Like icon Like icon</p>			

		<p>healthy relationship; b. Role play the summary of the story c. Perform in group using the original and different version of endings of the story. 3. Express the values of upholding to a healthy relationship.</p>	<p>III. Explore. HOTS Question: You were able to form the correct words of the jumbled letters in our first activity. How did you do that? HOTS Question: In our second activity, you have chosen positive and productive approach in establishing good relationship. Why is it important to establish healthy relationship?</p> <p>LESSON PROPER: Introduction to Concepts: Philippine History and Culture Recall of the first activity and the 4 words from the jumbled letters. Introduction of the 4 factors that may influence a reading selection.</p> <p>Story Reading: THE WEDDING DANCE</p>	<p>Strategy Used: DISCUSSION Possible response: We look at the pictures and think of related words that describes the picture. Then tried to make sense of the jumbled letters. Relationships are essential in our life. Being in a relationship may make or break a person. One way to create a successful relationship is to create a healthy one. A life with a healthy relationship to others is a peaceful life. Answer Key: Story 1: HISTORY Story 2: ECONOMIC Story 3: CULTURE Story 4: ENVIRONMENT Story 5: CULTURE Students will read aloud the reading selection. Then they will be given 3 minutes to do silent reading.</p>
<p>IV. Explain. Story Star Learners will complete the five points of the star by answering questions regarding 5 different stories presented on the visual aid. Each correct answer corresponds to a point in a star. Be able to tell what particular factor influenced the literary selection.</p>	<p>Strategy Used: DISCUSSION Answer may vary.</p>			
<p>V. Elaborate and Extend. The Past and the Present</p>				



			<p>Compare and contrast the following characters using the Venn Diagram. If possible, only use one sentence to describe the characters.</p>  <p>VI. Evaluation, Performance Task (Differentiated Instruction) Choose one from the three learning tasks and present your output through recording a video which will be graded through a rubric.</p> <ol style="list-style-type: none"> 1. Present your answer by making a poster. How the story helps you understand the importance of establishing a healthy relationships? Suggests way on how to give importance in building and keeping healthy relationships with others. 2. Tell a short summary of the story. Role play about the parts of the story that interest you most. Use the graphic organizer to highlight the important events of the story. 3. Present using the script. Divide your group in two. Reread the story. One group will do the act of the original ending. The other group will come up with the different ending (humorous/funny, scary, dramatic) of the story. <p>VII. Assignment Answer briefly:</p> <ol style="list-style-type: none"> 1. Who do you consider persons that you need to establish healthy relationship? 2. What are the different ways to establish healthy relationship? 3. Why do you need to establish healthy relationship to others? 	<p>Strategy Used: DISCUSSION</p> <p>DIFFERENTIATED INSTRUCTION</p> <p>Strategy Used: DRAW and TELL</p> <p>Strategy Used: DISCUSSION</p> <p>Strategy Used: ROLE PLAY</p> <p>Strategy Used: ACTING FROM SCRIPT</p>
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			<p>Instructional Delivery Use the Self Learning Module in familiarizing the different factors that influence a literary selection. Follow the direction of each activities. Study the rubric to be able to reach the desired performance result of each task.</p> <p>Assessment Answer the formative and summative assessments using the Self Learning Module.</p>	
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Prepared by:

REAM D. LIBO-ON
Teacher III

Checked by:

JOSEPHINE D. DEOCAMPO
Head Teacher I

Noted by:

CESAR B. PERMO
Principal I

Appendix 10 Consent Form

Consent Form

**Teachers' Strategies in Teaching Speaking Skills: A Case Study at P.D
Monfort National Science High School**

You have been asked to participate in a research study on teaching strategies for speaking English. You have been selected as a participant because you are a teacher who teaches English. This study aims to determine the teacher's strategies for learning students' speaking skills.

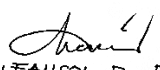
If you agree to participate in this study, you will be asked about the strategies you use in teaching students speaking in English. During the interview, the researcher will record the interview using a mobile phone.

This research study poses no threat to you. Your participation will not cause anything wrong.

Your participation and beliefs are highly valued and will be kept confidential. The records of this research will be kept confidential. Audio recordings may be made of interviews. These recordings are for educational purposes only and will be deleted once transcribed.

Please ensure you have read the above information, asked questions, and received answers that satisfy you. You will be given a copy of the consent form for your records. By signing this document, you agree to participate in this study.

Philippine, Dec 18th 2023


MARIA CLEAHSOL D. BACTONG
MASTER TEACHER I
P.D. MONFORT NSHS

Consent Form

Teachers' Strategies in Teaching Speaking Skills: A Case Study at P.D Monfort National Science High School

You have been asked to participate in a research study on teaching strategies for speaking English. You have been selected as a participant because you are a teacher who teaches English. This study aims to determine the teacher's strategy for learning students' speaking skills.

If you agree to participate in this study, you will be asked about your strategies for teaching students to speak in English. The researcher will record the interview using a mobile phone during the interview and observation.

This research study poses no threat to you. Your participation will not cause anything wrong.

Your participation and beliefs are highly valued and will be kept confidential. The records of this research will be kept confidential. Audio recordings may be made of interviews. These recordings are for educational purposes only and will be deleted once transcribed.

Please ensure you have read the above information, asked questions, and received answers that satisfy you. You will be given a copy of the consent form for your records. By signing this document, you agree to participate in this study.

Philippine, Dec 18th 2023





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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus UMK Gondangmanis Bae Kudus Po Box 53
phone/fax. 0291-438229

STATEMENT

The undersigned below:

Name : Diah Permatasari

NIM : 202032019

Study Program : English Education Department

Skripsi Title : Teachers' Strategies in Teaching Speaking Skill: A Case Study at P.D Monfort National Science High School in the Philippines in Academic Year 2023/2024.

State that this skripsi is indeed the scientific work of mine, not that of others.

I only make certain quotations from others as references to support my skripsi.

I am fully responsible for this statement.

Kudus, January 20, 2024

The writer

Diah Permatasari



KETERANGAN SELESAI BIMBINGAN SKRIPSI

Yang bertanda tangan dibawah ini mahasiswa:

Nama : **Dr. Diah Kurniati, S.Pd, M.Pd**
NIDN : NIDN.0601017501
Jabatan : Pembimbing I

Nama : **Dr. Drs. Muh Syafei, M.Pd**
NIDN : NIDN.0013046201
Jabatan : Pembimbing II

Menerangkan bahwa

Nama : **Diah Permatasari**
NIM/Semester : 202032019/7
Program studi : Pendidikan Bahasa Inggris

Telah menyelesaikan bimbingan skripsi yang berjudul:

“TEACHERS’ STRATEGIES IN TEACHNG SPEAKING SKILL IN P.D
MONFORT NATIONAL SCIENCE HIGH SCHOOL PHILIPPINES IN
ACADEMIC YEAR 2023/2024”

Demikian surat keterangan ini dibuat untuk mengajukan permohonan ujian terakhir.

Pembimbing I

Kudus, January 20, 2024
Pembimbing II

Dr. Diah Kurniati, S.Pd, M.Pd
NIDN.0601017501

Dr. Drs. Muh Syafei, M.Pd
NIDN.0013046201



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PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama : Diah Permatasari
NIM/Semester : 202032019/7
Program Studi : Pendidikan Bahasa Inggris

mengajukan permohonan menempuh ujian skripsi.

Bersama ini kami lampirkan:

1. Surat pernyataan mahasiswa tentang orisinilitas skripsi
2. Surat keterangan selesai bimbingan skripsi
3. Naskah skripsi 4 eksemplar
4. Tanda bukti pembayaran bimbingan dan ujian skripsi
5. Transkrip nilai yang telah lulus dengan IPK minimal 3,0

Mengetahui
Ka. Prodi

Dr. Titis Sulistyowati, S.S., M.Pd
NIDN.0002048101

Kudus, 20 Januari 2024

Pemohon

Diah Permatasari
202032019

KARTU BIMBINGAN

Lampiran 31
Formulir B6 Kartu Bimbingan



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KARTU BIMBINGAN

Nama : Diah Permatasari
Nim/semester : 202032019 / 7
Program studi : PBI
Pembimbing : 1. Dr. Diah Kurniati, S.Pd
2. Dr. Drs. Muh Syafei, M.Pd

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Ket
			Pembim- bing	Maha- siswa	
1	Rabu 15/11/2023	Bab 1-2			Revisi
2	Rabu 15/11/2023	Bab 1, 2, 3			Revisi
3	Selasa 21/11/2023	Bab 1-2-3			Revisi
4	Rabu 29/11/2023	Bab 1-2-3			Revisi

	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Ket
			Pembim- bing	Maha- siswa	
7	Kamis 30/11/2023	Bab 1-2-3		Fit	Ch!
8	Kamis 30/11/2023	Bab 1-2-3		Fit	Acc
9	Jumat 29/12/2023	Bab 1-3		Fit	Revis!
10	Sabtu 30/12/2023	4-6		Fit	Revis!
11	Selasa 2/01/2024	4-6		Fit	Acc
12	Sabtu 21/12/2023	4-6		Fit	Revis!
13	31/12/2023 ³	4-6		Fit	Revis!
14	Senin 1/1/2024	All Draft I		Fit	Revis!

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Ket
			Pembimbing	Mahasiswa	
13	Senin 1/1/24	Bab 9-6			Revisi
14	Senin 1/1/24	Bab 9-6			Revisi
15	Senin 1/1/24	Bab 9-6			Revisi
16	Selasa 2/1/24	# All draft # dan artikel			Acc
17	Selasa 2/1/24	All draft dan artikel			del



TEACHERS BIOGRAPHY AT P.D MONFORT NATIONAL SCIENCE HIGH SCHOOL IN THE PHILIPPINES



Maria Cleahsol D. Bactong BSED-ENGLISH C.A.R. MAT. - ELA is an English teacher at P.D Monfort National Science High School. She is a female born on 22 June 1978. She is 45 years old. She lives in P.D Monfort North, Dumangas, IloIlo, Philippines. She has been teaching as a teacher for 25 years in public schools and private schools. She has graduated from West Visayas State University cum laude. She was honored as a proficient in English awardee. Her motto is "We are all created in the image of god, behave like a winner".



Ream D. Libo-on, MA. Ed is an English teacher at P.D Monfort National Science High School Philippines. She was born on June 5, 1992. She is 31 years old. She lives in P.D Monfort Dumangas, IloIlo, Philippines. She has been teaching for 8 years. In addition, she has graduated from the University of Iloilo, Graduate school. She has also been awarded as an outstanding school literacy program coordinator and teacher awardee most effective school learning intervention on literacy. Her motto is "Anything is possible if you believe that you can make it".

CURRICULUM VITAE



Diah Permatasari, the author, was born in Blora, Central Java. She is the third child of Mr. Subur and Mrs. Sari Indarwati. She was born on July 15, 2000, with two siblings. Her home address is Purwosari RT 06 RW 03, Kec. Blora, Kab, Blora, Central Java. The author completed kindergarten education in 2007 at Baitunnur Blora. Then, she completed her elementary school education in 2013 at SD Muhammadiyah Blora. After that, she completed her Junior High School education in 2016 at SMP N 2 Blora. Next, she completed her Senior High School in 2019 at SMA N 1 Jepon. In 2020, she continued her studies at Muria Kudus University. As lectures were online then, she did not join any campus activities. She participated in the conference in Yogyakarta as the presenter. She participated in an internship (PLP 2) in the seventh semester at P.D Monfort National Science High School in the Philippines. In addition, she has teaching experience as a mentor for young learners and adults since the fourth semester. If readers would like to discuss this, please get in touch with her via email: diahpermatasari970@gmail.com