

**INVESTIGATING EFL PASSIONATE
TEACHERS IN TEACHING ENGLISH
SPEAKING SKILLS**

**(A Descriptive Qualitative Study in Language Major at SMA N 4
Bengkulu)**

THESIS

**Submitted as a partial requirements for the degree of *Sarjana
pendidikan* (S.Pd) in English Education Study Program
Tarbiyah and Tadris Faculty UIN Fatmawati Sukarno
Bengkulu.**



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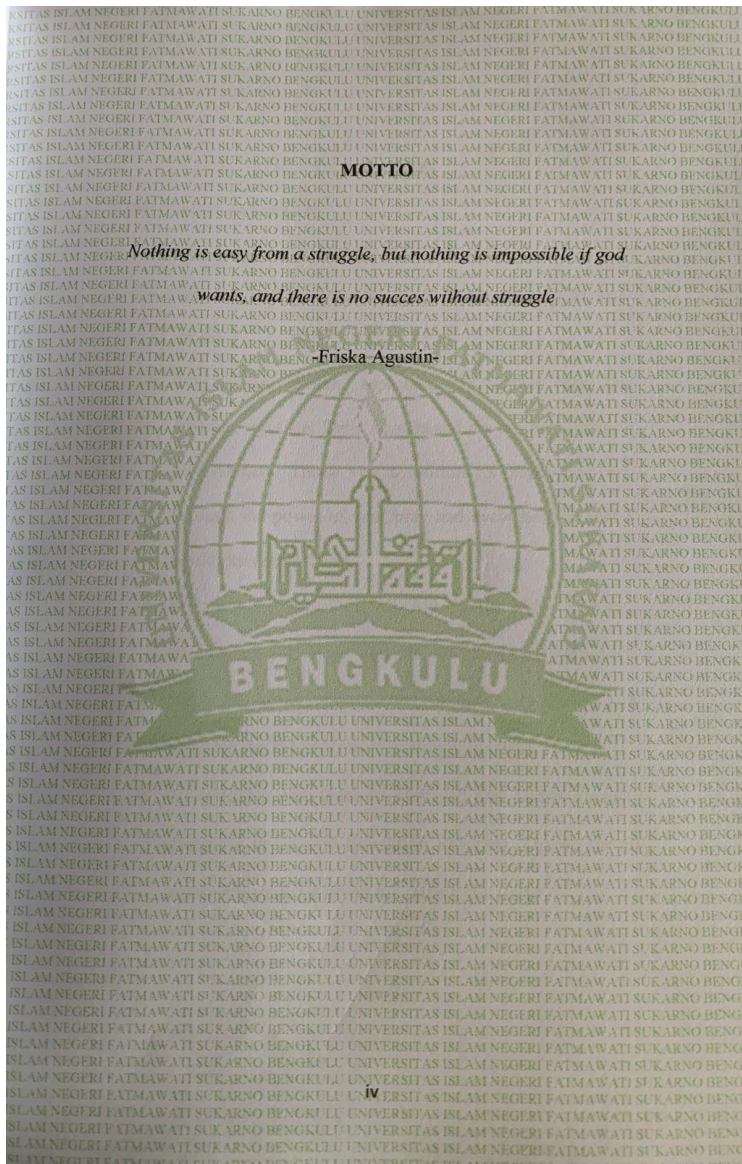
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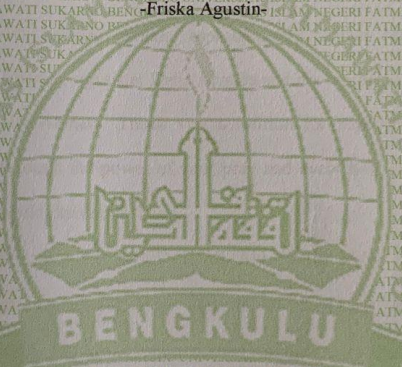
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MOTTO

Nothing is easy from a struggle, but nothing is impossible if god wants, and there is no succes without struggle

-Friska Agustini-



DEDICATION

This thesis is dedicated to:

➤ My Greatest God, Allah SWT, I really thank to you

because without your blessing, I am nothing in this world.

➤ My beloved parents, especially my mother Mrs. Iga

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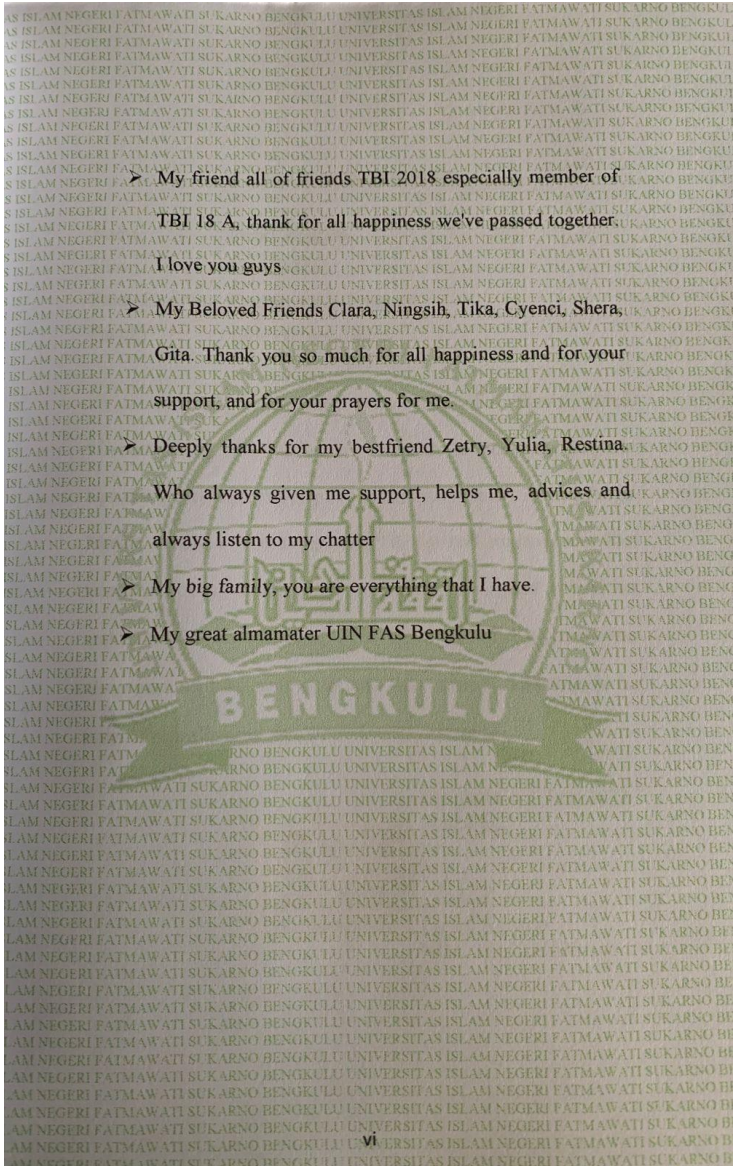
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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“Investigating EFL Passionate Teachers in Teaching English Speaking Skills (A Descriptive Qualitative Study in Language Major at SMA N 4 Bengkulu)”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree

Bengkulu July 2022

Stated by,



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ABSTRACT

Investigating EFL Passionate Teachers in Teaching English Speaking Skills (A Descriptive Qualitative Study in Language Major at SMA N 4 Bengkulu)

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This study investigated EFL passionate teacher for teaching and learning speaking skills, it seeks to determine the implications for academic performance in language majors in high schools. The purpose of this research is to find out how and what are the obstacles and solutions for EFL passionate teachers in teaching English speaking skills in language major at SMA N 4 Bengkulu. This research is a qualitative descriptive research. The conclusion of the data shows that the teacher who teaches English, especially speaking skills in the language major, is indeed an EFL passionate teacher who has met the qualifications and criteria and is recognized by having a certificate. From the findings, passionate teachers play a role in students achievement, so the more enthusiastic the teacher and have passion, the better in teaching students speaking skills.

Keywords: *Passionate teacher, speaking skills, language major*

ABSTRAK

Investigating EFL Passionate Teachers in Teaching English Speaking Skills (A Descriptive Qualitative Study in Language Major at SMA N 4 Bengkulu)

Pembimbing I: Dr.H.Ali Akbarjono, M.Pd

Pembimbing II: Feny Martina, M.Pd

Studi ini menyelidiki semangat guru untuk mengajar dan belajar kemampuan berbicara, itu berusaha untuk menentukan implikasi untuk kinerja akademik di jurusan bahasa di sekolah menengah atas. Tujuan dari penelitian ini adalah mengetahui bagaimana dan apa saja hambatan serta solusi EFL passionate teacher dalam mengajar English speaking skills di language major at SMA N 4 Bengkulu. Penelitian ini merupakan penelitian deskriptif kualitatif. Hasil kesimpulan data menunjukkan bahwa guru yang mengajar bahasa inggris khususnya kemampuan berbicara di kelas bahasa memang seorang EFL passionate teacher yang telah memenuhi kualifikasi dan kriteria serta diakui dengan memiliki sertikat. Dari temuan tersebut, guru yang bersemangat berperan dalam prestasi siswa, sehingga semakin antusias guru dan memiliki gairah, semakin baik mengajarkan keterampilan berbicara siswa.

Kata Kunci: *Guru yang bergairah, kemampuan berbicara, kelas jurusan bahasa*

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CHAPTER I

INTRODUCTION

A. Background of Study

The teacher is a very influential person in the teaching and learning process, because the teacher is the key to successful learning in the education system. As a professional, a teacher is a job or activity carried out by someone who requires expertise that meets certain quality standards or norms, and requires professional education.

Successful teaching and learning depends on establishing close relationships with learners and creating teaching conditions to facilitate understanding, and a passionate teacher is the person who provides these opportunities.

According to (Sitanggang et al., 2021) quality of education and students achievement is strongly influenced by the quality of lecturers or teachers who teach the material.

Passionate teachers are always in the effort of professional development because they constantly aim at development of students.

EFL passionate teacher greatly impact the quality and achievement of students, EFL passionate teacher are qualified to teach English in teacher education institutions, their training has been awarded the appropriate teaching certificate, and their decision to be officially appointed as English teachers in schools recognized by holding a teacher certificate.

English as a Foreign Language (EFL) is an international language that is widely used by people for all types of communication. It is a language that must be mastered when one wants to communicate with other people from different countries in the world. Therefore, English should be started at an early age because it helps them to master the language more easily.

In Indonesia, English is taught from Kindergarten to University. As an educational institution, SMA N 4 Bengkulu city has a language department. Of course, the language department is a compulsory subject, namely a foreign language. In the main language class, students will focus more on language lessons. Students who enter the language department will study language aspects more deeply.

Mastery of speaking skills is one of the most important aspects of the four skills of learning English and success is measured in terms of the ability to be proficient in having conversations in the language.

Students in the language class have superior achievements in the field of language compared to the regular class, the speaking ability of students in the language class is good, this right can be seen from the example if there is a linguistic competition, the majority of language class students win, such as a speech competition.

Based on observations made by researchers at SMA N 4 Bengkulu, there is one language major for class IX which consists of 28 students and two teachers who teach English. Then based on an interview with one of the teachers, especially in the language major, that students in the language department have learning achievements in the field of foreign languages. That's why teachers who teach in the language department isb EFL passionate teacher who meet the qualification standards to be placed in language major.

From this statement, the researcher concludes that there is a relationship between EFL passionate teacher and the quality of the student learning process. Therefore, based on this background, the researcher is interested in conducting a research entitled "Investigating EFL Passionate Teachers in Teaching English Speaking Skills" (A Descriptive Qualitative Study in Language Major at SMA N 4 Bengkulu).

B. Research Identification

Based on the background of the problem described above, this study found some information about the problem of English in the teaching and learning process. Problems related to EFL passionate teachers in teaching English speaking skills for students in language major are :

- 1) Language major in SMA N 4 Bengkulu has advantages compared regular classes, especially in achievement in the field of language
- 2) Teachers who teach in language classes have the qualities of a good language teacher as the need for professionals who are principled and knowledgeable, skilled and self-improvement and develop their profession to improve the quality of education

C. Limitation of The Study

To make this research not too broad for the researcher, it need limitation to limits the discussion. So, the the research

was focused on the investigating EFL passionate teacher in teaching English speaking skills in language major.

D. Research Questions

1. How do EFL passionate teachers teach English speaking skills in language major?
2. What are the obstacles of EFL passionate teacher in teaching English speaking skills?
3. How solutions are provided for EFL passionate teacher in overcoming the obstacles to teaching English speaking skills?

E. Research Objective

1. To investigate the EFL passionate teacher implementation in teaching and learning process of speaking skills in language major
2. To find out the obstacles of EFL passionate teachers in teaching English speaking skills

3. To know the solutions are provided for EFL passionate teacher in overcoming the obstacles to teaching English speaking skills

F. Significant of Research

There are several benefits that can be obtained from this research, namely:

1. Theoretically

The results of this study will inform others about passionate teachers in teaching speaking skills. This information will also be useful for those who wish to conduct research on the same topic.

2. Practical

This lesson will also provide readers with information about the teacher's passion when teaching speaking skills in language major.

G. Definition of Key Terms

1. EFL Passionate Teachers

EFL passionate teachers having the ability to think and generate ideas for the world of education create an effective learning environment and increase student learning potential. Passionate teachers are dedicated to the school, and good educational achievements are the outcome of dedication.

2. English Speaking Skills for Students

The ability to speak is able to describe how far students in language major master the foreign language itself. The ability to speak is one of the skills that is quite difficult and complicated to master because speaking skills include all elements of the English language.

CHAPTER II

LITERATURE RIVIEW

A. Speaking Skills For Students In Language Major

1. Definitions of Speaking Skills for Students in Language Major

English as a foreign language Instructions exist in any country, whether English-speaking or not. EFL students study English for a kind of reasons namely test preparation, career advancement, and educational advancement. In Indonesian schools, English as a foreign language is a compulsory subject, especially in schools with a language major. Therefore, it is important that schools and education of today support and highlight these communicative skills in all their meaning.

At school there is already a language major in Senior High School. Of course, the language major is a compulsory subject, which is a foreign language. In the language major

class, students will focus more on language lessons. Students who enter the language major will learn deeper linguistic aspects. This language major, as the name suggests puts more emphasis on language skills. In the language class, learn English because English is the world's language. Speaking involves using language actively to get meaning. Nevertheless, this skill has been considered as one of the most challenging skills to be mastered by most students.

Speaking is mostly used to communicate and successfully transmit ideas. Speakers must be able to evaluate the consequences of listener communication and comprehend the meaning of what they are saying in order to properly communicate. (Rahayu, 2015)

(David Crystal, 2016) said that Speaking English as the most important skill because English has a strong position to communicate as an international language. Speaking is a productive skill or skill, and it also involves the use of speech organs to express meaning to others. Hence why teaching

speaking skills, activities should encourage students to actively speak in the target language.

Meanwhile, according to (Septia Dionar & Adnan, 2018) language is an effective communication tool that can orally convey one or more thoughts, information, feelings and opinions to others. Therefore, language is not only a communication tool to convey information, but is also one of the most important aspects of human life. English is an international language that is used as a means of communication in the world. In Indonesia, English is taught from kindergarten to university.

English is a very important foreign language for the transfer and acquisition of knowledge, technology, arts and culture and for building international relations. According to (Andestina, 2019)"English has become a popular language for understanding literature in all aspects of life.

The success of mastery in speaking skills is visible in terms of the ability to carry out conversations in the language.

(Rao, 2019) states that of the four skills, speaking is the most important skill and aspect. Learning to speak is the biggest interest for foreign language learners, especially foreign languages. In addition, most languages in the world, learners learn English to develop their speaking skills. In short, English proficiency is measured by the results of the student's speaking or oral communication skills.

Speaking ability as demonstrating ability as achieving pragmatic goals through interactive discourse with other language speakers. This definition seems to be the same as what was said by (Leong et al., 2017) which states that speaking is a process of sharing meaning through the use of verbal and non-verbal symbols.

So from the various understandings of speaking according to the experts above, it can be concluded that speaking ability for students in a language major is a way for students to communicate with each other. Speaking is used by students to convey ideas in oral form.

(Kadamovna, 2021) states that there are several very educational reasons to practice speaking skills during classroom lessons. Speaking activities can strengthen the learning of new vocabulary, grammar, fluency or functional language. Speaking activities give students the opportunity to practice with the language they already know on a variety of topics. Meanwhile, Several functions of speaking. The following are the functions of speaking that are put forward, namely :

First, talk as interaction talk as interplay way people are doing normal communicate that is stuffed a primarily social characteristic. the focal point is greater at the speakers and the way they gift themselves to every other than at the message. for instance: whilst people meet they alternate greetings, interact in small talk, recount latest experiences, joking, turn-taking, interrupting, and so on.

Second, talk as a transaction, describes circumstances where the emphasis is on what is said or done. The most

important consciousness, as opposed to the members and how they interact socially with one another, is the message and making oneself known clearly and correctly.

Third, communicate as overall performance talk as overall performance refers to public talk that transmits statistics before an target audience, which includes school room presentations, public bulletins, and speeches.

2. The Reason Why Speaking Skills is Important

Perfect communication is impossible without the use of language. In addition, it cannot achieve its aims, objectives, and goals without using the right language to communicate. Therefore, we need a language to communicate with other people living all over the world. Since English is considered an international language and is spoken all over the world, it serves to communicate with people living in different regions, states, countries and continents of the world.

For EFL students, speaking for college kids is very essential for the development of college students' oral communication talents, they are able to express themselves in the goal language in line with the context they need, of the four foremost language capabilities, speaking is taken into consideration the most vital in learning a second or overseas language. As recommended with the (Sudarmo, 2021) speaking consists of all different talents to understand the language. Talking is defined as the manner of constructing and sharing which means in various occasions through the use of verbal and nonverbal symbols

Speaking is an essential part of learning and coaching a second language, it is the art of communication and one of the four arts of effective abilities, which have to be mastered in gaining knowledge of a foreign language. exact talking competencies are the act of producing words that may be understood with the aid of listeners. that is an critical detail of regular interactions, and a person's capability to talk fluently

and comprehensively is regularly reliant on his or her capacity to talk fluently and carefully.

So, teachers have the duty to put together their students as an awful lot as viable to be able to speak English inside the actual global outside the school room.

3. Teaching English Speaking Skills

Brown (2001: 275-276) discussed the principles of teaching speaking that can be summarized as follows:

- 1) Use techniques that cover the learner's needs, from a language-based focus on accuracy to a message-based focus on interaction, meaning and fluency in speaking skills
- 2) Provide students with intrinsically motivating techniques
- 3) Encourage the use of authentic language in meaningful contexts
- 4) Giving feedback and correct speech correction

- 5) Take advantage of the natural connection between speaking and listening
- 6) Give students the opportunity to initiate oral communication
- 7) Encourage the development of speaking strategies

These principles are very important for teachers. The teacher has to make speaking activities based on these principles. These principles will be a guide for teachers to do good activities (Susilawati, 2013)

For perfecting students' speaking skill the teachers have the role of an assessor (R M. Harden & J. Crosby, 2000). Organizer is one of the most important roles of teachers during speaking activities. This is more than just explaining or doing some oral exercises. Teacher should know what kind of activity to use at first or what to do after that. This role includes different aspects of teaching contexts. For example: what kind of method and materials the students need, how to organize an activity and how

long to should last or to have alternative activities if something goes wrong with the current activity.

According to Harmer (2001:275-6) there are three important roles that teachers can play if they want to get their learners to speak fluently. One of them is the prompter. It is when students are not sure about how to do a task, teachers often play the role as a prompter. During the speaking tasks, learners might demonstrate a kind of struggling when they try to express themselves. In this case, the teacher usually gives hints, suggests phrases or vocabulary. However, the teacher should be careful when he/she gives prompts to students during oral tasks because the primary purpose of prompting is to give the right amount of motivation and encouragement.

The teacher usually assigns students to perform a speaking activity and from time to time intervenes to give feedback or corrects mistakes only when necessary. This role enables teachers to understand difficulties learners

face during speaking activities. When giving any task to the students, the teachers can actually do the task themselves so that they can anticipate the difficulties that the students might encounter and better equip them with the strategies for that task. As a participant, the teacher can also make sure that students participate and are involved in the task. On the other hand, he/she shouldn't dominate the discussion. The next role according to Harmer is a "feedback provider". This is when teachers give feedback after the oral activity. Teachers should be very careful when they give feedback since over-correction might hinder students' motivation to talk. But encouraging responses may drive students to carry out the oral tasks with self-confidence which will in turn improve their speaking ability.

According to (Susanto, 2012) The existence of Communicative Competence in teaching speaking is importantly viewed as the basis as well as the goal that

must be achieved. Understanding the aspects and characteristics of Communicative Competence can help the speaking teachers to guide their learners into speaking atmosphere that make them speak naturally.

4. The Purpose of Speaking Skills for Students in Language Major

(Septia Dionar & Adnan, 2018) states that speaking skills have been found to be important skills for students to succeed. The main purpose of speaking is to communicate in everyday life, convey ideas effectively, the speaker must understand the meaning of everything that is communicated, and students must be able to evaluate it affect. Communicate with the audience and be able to understand the principles involved. (Yusuf & Zuraini, 2016) Potential speaking situations, both collective and individual. Whether used as a social tool or as a business or professional tool, it basically has three main purposes, namely: to inform, entertain and persuade. Each of these goals can appear in speech.

(Putra, 2017) states that there are several reasons to practice speaking during English lessons. Speaking activities can add new vocabulary learning, understand grammar or language, launch fluency. Speaking activities provide opportunities for students to experiment with the language they already know about various topics of discussion.

5. Elements of Speaking Skills

Harmer (2001:269) suggests that speech production requires several elements called linguistic elements, as follows:

- 1) Coherent speech An effective English speaker must not only be able to produce individual phonemes, but also be fluent in coherent speech. In connected speech, sounds are changed, omitted, added or subtracted. It is important to involve students in activities to improve their relevant speaking skills.
- 2) Tools of expression, the use of which contributes to the ability to convey the meaning of words. It allows for

extra emotional expression and intensity. Students should be able to communicate well using at least some of these hyper-segmentation features and tools.

- 3) Vocabulary and grammar, the teacher must provide various phrases with different functions, such as greeting, thanking, saying goodbye, agreeing or disagreeing, expressing sympathy, etc.
- 4) Negotiated language, effective speech derives meaning from the negotiating language used by the speaker to seek clarification and to show the structure of what the speaker is saying. This is very important for students. They sometimes need to ask for clarification while listening to the other person talking.

Based on the theories above the researcher can concluded that english speaking skill for students in language major in this research context is one of the skills must be understood by student and become a communication tool where they can express ideas, feelings, and information to

others orally. In which English speaking skills for student in language major has some indicators, namely :

- a) Pronunciation
- b) Vocabulary
- c) Grammar
- d) Word choice
- e) Fluency

B. EFL Passionate Teacher

1. Definition of EFL Passionate Teacher

(Celik, 2017) states successful teaching and learning depends on establishing close relationships with learners and creating teaching conditions to facilitate understanding. And a passionate teacher is the person who provides these opportunities.

English Foreign Language (EFL) teachers have an important role in delivering linguistic learning, especially English (Putri, 2017). In Indonesia, English is not used in

everyday life and is only learned at certain places and times. EFL learning mostly takes place in the context of the school in the classroom, so the teacher becomes the center of attention of students in learning. Passionate teachers always strive for professional development as they constantly aim for student development (Serin, 2017)

A teacher's passion is a set of skills, knowledge, attitudes, and talents required to do a good job. While teacher passion is described as mastery of a task (teaching and educating), it also includes the skills, attitudes, and appreciation that are required to ensure the success of the learning process. The genuine quality of a teacher will be revealed by his or her passion. This enthusiasm will be reflected in their mastery of skills, knowledge, and professional attitudes as they carry out their obligations and functions as educators.

Successful teaching and learning depends on building relationships with learners and creating teaching conditions to

facilitate understanding of learning. And the passionate teacher was the one who gave this opportunity (Celik, 2017)

Teaching is a way of life for a passionate teacher. The role of the teacher cannot be separated from his personality. The passionate teacher is very considerate when communicating with others. He is the one who undertakes the teaching profession. Students need people to believe in them. They need wiser and older people to see their talents. Successful teachers keep the pitch high and then create an environment where it is normal to make mistakes. This motivates students not to give up trying to reach the targets they are expected to achieve.

The EFL passionate teacher aids the student in discovering their identity, spirituality, and emotional equilibrium. The teacher encourages accountability in the learner and encourages creative expression. The dedicated educator is passionate about education, tackling global issues, and working with kids. Passionate teacher don't give a

particular method of instruction or a comparable personality. They are united by their engagement in active learning and their approach to the teaching mission (Celik, 2017)

Passionate teachers know that it is their responsibility to encourage students and they are always interested in their progress. Passionate teachers work enthusiastically, constantly improving their dedication, commitment and belief in the importance of work

Passion is characterized by boundless energy, effort, desire, and enthusiasm. Teachers who are passionate about their work are strong in the face of challenges. Changes in pupils' lives are brought about by passionate teachers. When a student encounters a passionate teacher, the teacher's passion creates a connection between the student's attentiveness and real-life experiences. Students are constantly aware that someone distinguishes between teaching and learning.

Passionate teachers are distinguished by their commitment to achieving their students and that passion is an

important part of successful teaching in the classroom (Rahmawati, 2022). Passionate teachers cultivate students' curiosity and interest while demonstrating their commitment to learning to students. Passion lies at the base of teaching. For teacher, passion is not a luxury or a quality that only a select few possess but is absent in the majority. A significant mental effect comes from passion. Emotional power gives rise to passion, which serves as a leader and motivator. Passion is essential for the instructor to build their own personality, to alter positively, to mature the development, and to preserve its structure within a border and a scale.

A passionate person's attitude toward reaching his goal favorably impacts both himself and others through his behaviors and actions. The enthusiastic teachers who are passionate about their work will stand out right away. like they give out a contagious energy.

Passionate teachers do not work alone. They are interacting socially, and as a result, the school culture affects

how they live and work. In teaching, enthusiasm is crucial. It's common knowledge that motivated instructors are thought to have a good, lasting impact on their students. Teachers need passion because it encourages and inspires their students. Teachers' performance is influenced by their level of passion. This motivates teachers to improve student performance.

As a result of the foregoing, it can be concluded that an EFL enthusiast teacher should have an excellent/good command of the English language. An EFL teacher is a teacher who has received an English teaching qualification from a teacher education institution, and whose training has been recognized by the award of the appropriate teaching certificate, as well as by the decision to be officially appointed to teach English as a foreign language in schools with his teaching certificate.

EFL passionate teachers create an effective learning environment and enhance student learning potential and achievement especially in English learning. Passion leads to

creativity, therefore, passionate teachers have the ability to think and generate new ideas in an easy way. EFL passionate teachers are committed and dedicated to a better school and educational attainment is the result of the commitment and dedication of teachers.

"One who loves science, is passionately moved by challenges and ideas that are transforming the world, is attracted to the potential of the young people who come to class every day," Fried says of a passionate teacher (2001, p. 44).

The desire to learn is essential for high-achieving students. When we uncover and pursue our passions for teaching and learning, and share them with others, doors open and the possibilities are unlimited. The teacher's continuing commitment and attention to students and the learning process is one of the most significant components in building a teaching spirit.

According to (Pham, 2022) The three main qualities of a good language teacher as being principled and knowledgeable, skilled and professional need and develop the profession for the improvement of the quality of students and education., passionate teachers are dedicated to their work and instill a sense of wonder in their students. "Any profession's strength is determined by its level of devotion, and teaching is no exception". The passion and commitment of instructors to the development of student potential and achievement is commonly acknowledged as a distinguishing feature of teachers. In their study, found a link between instructor passion and student achievement.

EFL passionate teachers know it is their role to encourage students to learn actively and take more care of themselves by fostering intellectual and moral development in students.

Teachers are passionate, work enthusiastically, are highly dedicated, their commitment increases, and they

believe in the importance of their work. “There are strong empirical reasons to believe that teachers can indeed make a difference and that consistent, high-quality teaching is supported by strategic professional development, and provides dramatic improvements in student learning” (Rowe, 2003, p.27). Teacher commitment to teaching contributes to teacher behavior, attitudes, perceptions and performance.

Each of us needs to identify a relevant aspect of our teaching so that we may share our love for it. The possibilities are infinite when we share our teaching and learning enthusiasm with others, which opens up new vistas. The difference in the student's quality and level of focus can be attributed to their passion. As an example, the passionate teacher inspires students to be passionate.

The hunt and talent support a dedicated teacher's daily conviction. For ongoing instruction, talent search and development are crucial. It is clear that exceptional educators cherish their students' freedom and are not simply content

with what they are teaching. They influence the events that take place in the classroom. Teachers who are led differently from others who have lost confidence and effort are those who understand and believe that teaching is genuinely challenging.

2. Characteristics EFL Passionate Teacher

As the first sign of passionate teaching, passionate teachers share their strength, knowledge and love with their students. They create different learning conditions in their field to guide their students. As a second sign, passionate teachers accept themselves as part of their learning and pass this passion on to their students. Passion is an important concept to consider in education because the teaching profession requires teachers to invest their time, energy, and heart in teaching (Carbonneau et al., 2008)

According to (Fried, 2001) quoted by (Tugrul Mart, 2013) Characteristics EFL passionate teacher based on adaptations as follow :

- 1) Passion for teaching and learning: teaching with passion will enable students to understand effectively. Passionate teachers observe the quality of student achievement carefully and feel that efficiency in learning is not being achieved, strive to teach using a different approach and improve the quality as a professional teacher.
- 2) Respect for students: To build better and closer relationships, respect for students as individuals and teachers is very important in the teaching profession. If students see the teacher as caring, the student's willingness to learn is increased.
- 3) Good communication is the foundation of a successful relationship: Passionate teachers use verbal and nonverbal communication skills effectively in giving instructions, feedback and providing students with knowledge. Rather than what they say, great teachers convey more messages to students through gestures, voice tones and their

locations in the classroom. A passionate teacher knows how to speak to students' hearts and minds

- 4) Love the passion and antusiasms : In a rapidly developing world, without loving the profession, improvement in their field for teachers is lacking. Passion comes from the teacher's love for his profession. Passionate teachers have a deep love for teaching. "Perhaps they like every aspect of teaching" (Garrison and Liston, 2004, p. 1). A great teacher is informed about new developments in his field and tries to follow them to advance his skills and knowledge. Showing enthusiasm for the subject matter being taught will give enthusiasm and interest to students in the class. The main goal of the teacher is to cultivate students' curiosity for efficiency in learning. One of the most important requirements for teaching effectively is a good knowledge of the subject matter taught by the teacher.

- 5) Knowledge upgrade and good attitude : Passionate teachers reflect on their commitment to student achievement through seeking an opportunity to share the things they have learnt
- 6) Organizational and Collaboration skills: Passionate teachers have effective organizing skills. They know the right thing to do. A passionate teacher knows and believes in what he does. Great teachers collaborate with their colleagues in the work environment to promote student learning.

3. EFL Passionate Teacher Influence the Quality for Students Learning

According to (Sitanggang et al., 2021) quality of education and student achievement is strongly influenced by the quality of lecturers or teachers who teach the material. Passionate teachers are always in the effort of professional development because they constantly aim at development of students. Fried (2001) claims that there is a substantial link

between EFL passionate teachers and learning quality and student accomplishment, citing the following reasons:

- 1) Students will take their studies more seriously if they know their teachers are knowledgeable about their subjects and set high expectations for them. Teaching is no longer a compulsory profession; it has evolved into a source of inspiration for pupils.
- 2) There is an opportunity to form relationships based on respect and trust between teachers and students if a collaborative learning environment and a willingness to take chances are not created.
- 3) Students will be unmotivated to learn if they do not have a clear understanding of how to apply what they have learned in their daily life.

A teacher's passion can be evident in three areas: Teachers may be enthusiastic about their own subject expertise, or they may be enthusiastic about current events in the world, or they may be enthusiastic about children. In

education, commitment to the institution takes the form of identifying with the school, feeling like a part of it, and being loyal to it.

4. The Role of Passion in Learning and Teaching English

Passion is a significant force that influences emotional life in ways that are reflected in thought, behavior, and action. Passion develops, matures, and elevates personality within specific parameters and dimensions. The influence and enforcement of the inclinations coming from forces within the human being, in the broadest sense, continuously evokes passion as a kind of behavior. Passion is linked to curiosity, consideration, and action. Emotional, inspirational, and scientific skills are needed for passionate instruction. Teachers with a passion for teaching have qualities like emotion, enthusiasm, and knowledge (Serin, 2017).

Passion is what drives us to try new things. It is an eagerness to learn. Being enthusiastic, learning, and encountering new ideas are all linked ideas. One of the

following phases will come to pass when passion is at its peak. The commitment and dedication of teachers to students and the learning process is one of the most essential factors in fostering a passion for teaching in teachers. Teachers that are passionate about their work can motivate students and arouse their desire to learn English.

Teachers who are passionate about their pupils understand that it is their obligation to encourage them, and they are always interested in their progress. Passionate teachers labor with zeal, increasing their dedication and commitment all the time, and they believe in their students.

Teachers that are committed to their students' success can make a significant difference in their lives. What they know (field knowledge) and how they educate help passionate instructors achieve this (beliefs, attitudes, personal and professional values as teachers). The quality of a teacher is a critical factor in a student's school experience and achievement. According to Konstantipolos (2006), teachers

have a higher impact on student accomplishment than school efficacy. Passionate teachers are continually working on their professional development because they want their students to succeed in learning English.

Based on the theories above the researcher can concluded that EFL passionate teachers at Senior High School in this research context is to have an impact on the quality and achievement of students because passionate teachers have more thinking skills and can develop new ideas in education.

In which has some indicators, namely :

- 1) Good teaching english skills recognized with certificate
- 2) Mastering technology, media, and curriculum
- 3) Good communication and have broad knowledge
- 4) Respect for students and love the passion
- 5) Willingness for reflection and organizational skills
- 6) Collaborate with work partners

C. Previous Studies

First study that the relevant with the research which has done by Ulfah Alfiyyah Abu from State University of Makassar, Indonesia (2017) with the title “Effective EFL Teachers Seen by High School Students” based on this research the writer present to determine the characteristics of an effective EFL teacher seen by students and various characteristics of an effective EFL teacher seen from the different students' achievement and achievement in learning English.

The similarity of the research with the research that the researcher will do is that the method used descriptive qualitative and This research applied purposive sampling technique. However, what makes the difference is that in the research above, the researcher the data was collected through class discussion and individual interview. While the research that will be carried out by researcher uses observations checkis and in depth interview.

Second study that the relevant with the research which has done by Cagry Tugrul Mart from Ishik University, Erbil, Iraq (2013) with the title “A Passionate Teacher: Teacher Commitment and Dedication to Student Learning” based on the research that the author presents, Passionate Teachers are distinguished by their commitment to the achievements and achievements of their students. Passion is important because it motivates and inspires English teachers. Passion is a motivational factor that affects teacher performance, therefore it encourages teachers to continue to improve student achievement.

This study is relevant to the research that the researcher will conduct teacher passion has an influence on student achievement. There is a strong correlation between passionate teachers and student learning success.

Third study studies that relevant with the research which has done by Putri Rahima Sari and Sitti Fatimah with title “Teachers’ Perceptions of the Effective EFL Teachers at

Junior and Senior High Schools in Padang” based on this research to investigate the teachers’ perception toward the characteristics of effective EFL teachers at junior and senior high school. That with a good balance between the five categories of characteristics, English teacher can make an evaluation toward their job in running teaching learning process. They have assessed and seen how an effective EFL teacher look likes.

The similarity in this study and the research that will be conducted is observing competent EFL teachers. While, the difference is that in the research above, data were collected using a two-part questionnaire consisting of closed questions and open questions which were distributed to 26 middle and high school English teachers. While the research that will be conducted by researchers is directly observing the way teachers teach by using observation checklists and in-depth interviews to dig deeper into the data.

This research will also be conducted by researchers to investigate EFL teachers who are passionate about teaching English speaking skills. Researchers will focus on how EFL passionate teachers implement their competencies and what are the obstacles in teaching English speaking skills in language major at SMA N 4 Bengkulu.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design used in this research is descriptive qualitative. Descriptive qualitative is research that seeks to say that the solution to the current problem is based on data, so that it also presents data, analyzes data, and interprets data. Descriptive qualitative research is research that seeks to solve problems without going through statistical procedures.

The reason this research uses descriptive qualitative is because the problems to be discussed are not in the form of numbers but describe clearly and in detail and obtain in-depth data from the behavior that has been observed by researchers. Subject qualification is an English teacher at the language major of SMA N 04 Bengkulu city. The data were analyzed descriptively. Data collection is carried out through a procedure that includes three steps, namely data reduction,

presentation of data obtained from observation checklists and in-depth interviews, and drawing conclusions/verification.

Furthermore, it can be concluded that descriptive qualitative research aims to describe, describe, explain, explain and answer in more detail the problems to be studied by studying as much as possible an individual, a group or an event. Simply put, this is a fact-finding investigation, investigated in this research is to investigate EFL passionate teachers in teaching speaking skills in the language class of SMA N 4 Bengkulu city.

B. Research Settings

1. Place

The research location is the coverage area that is the basis of the research. This research was conducted in the language major of SMA N 4 Bengkulu city. Then the researcher chose the school in the language major of SMA N 4 Bengkulu city for several reasons. Because only SMA N 4

schools have language major in Bengkulu city. There is class XI language major which consist of 28 students and two teachers who teach English. This situation has attracted researchers to examine passionate teachers who teach in that language major.

2. Research Subject

Subject selection is based on the uniqueness of the case. In this study, the subject is a teacher who deals with English. Because here the researcher analyzes teachers who are passionate about teaching speaking skills, it is clear that the subjects taken are English teachers. The teacher selected for research is based on previous observations and interviews, then the researcher determines the teacher being studied according to the criteria in the purpose of this study.

The research subject is one person, namely Sir Syakirman as an English teacher in language major at SMAN 4 Bengkulu. The reason the researcher chose this teacher to be the subject of research is that based on the characteristics

of the passionate teacher, this teacher is indeed an interesting teacher to investigate because it has advantages in teaching English speaking skills.

C. Techniques of Data Collection

1. Observation

Observation is one way of collecting data by someone with the intention that someone can feel and then understand knowledge about a phenomenon under study. The number of periods and the length of time for observation depend on the type of data collected by the researcher.

2. Interview

For a study, interviews or question and answer sessions are one of the best ways to learn or get more in-depth information. Interview is a conversation that aims to collect information in the description of the life of the interviewee in relation to the interpretation of the meaning of the phenomena described. Furthermore, the interview is a conversation that is

extended to obtain in-depth information about a particular topic or subject, and through which phenomena can occur and be interpreted according to the meaning carried by the interviewee. This interview was conducted to obtain verbal responses from English teachers who teach in a language major.

D. Instruments of the Research

One of the most important activities in conducting research is how to obtain and collect the required data. In this study, the researcher collected data using several instruments, namely observation checklist and in-depth interviews.

The observation checklist consists of 6 aspects and in-depth interview questions based on adaptations of Robert Fried (2001), Shishavan and Sadeghi (2009). As an additional reference, Permendiknas 16/2007 concerning standards of academic qualifications and teacher competence .

1) Observation checklist

In this study, the researcher used an observation checklist to observe EFL passionate teachers in teaching English speaking skills in language major. The observation checklist can help the researcher to illustrate generally what are activities happen in the teaching-learning process. In this case, the researcher observed how the processes, obstacles, and solutions of EFL passionate teacher in teaching English speaking skills using the observation checklist instrument in the language major at SMA N 4 Bengkulu city were observed.

The researcher became a separate member because the analyst only came to the lesson and witnessed between EFL passionate teachers and students using observation. Observation checklist without disturbing the original conditions in the classroom.

2) In depth interview

In this study, researchers used in-depth interviews because researchers wanted to get data to get clear

information, so researchers used interviews as an instrument. Interview is a data collection technique to obtain information from data sources face-to-face through conversation or question and answer containing questions that include information needed by researcher about English teachers as resource persons. The questions in the in depth interview wants to investigate deeply for EFL passionate teachers in teaching English speaking skills for students, especially in the language major at SMA N 4 Bengkulu city.

According to (Baedhowi, 2010) quoted by (Faisal, 2019) the steps can be seen as follows : Determine the percentage of each competency by the following formula :

$$\text{Percentage} = (\text{Total score} / \text{Maximum score competence} \times 100\%$$

Giving categorization of English teacher employment Performance adjusted to the guidelines for assessment the teacher's performance is presented in the following table by (Baedhowi, 2010) :

Numeral	Category
91-100	Very good
76-90	Good
61-75	Medium
51-60	Quite
<50	Not quite

E. Technique of Data Analysis

This study used descriptive qualitative data analysis techniques. Data analysis is part of the research process that is written or not. A study with a qualitative descriptive approach, the focus of the research problem requires researchers to conduct a systematic, in-depth, and meaningful assessment. There are three stages of qualitative descriptive data analysis based on the theory of (Sugiono 2016) :

1) Data Reduction

According to Sugiyono (2016: 247), the data gathered in the field is fairly extensive, and this information must be

meticulously recorded. Reducing data entails summarizing information, selecting the most significant elements, focusing on them, and then searching for themes and patterns. As a result, the reduced data will present a clearer picture, making it easier for researchers to collect additional data and execute searches as needed. The researcher gathered data from interviews with teachers for this study, which revealed how EFL passionate teachers were about teaching speaking skills. The required data is entered in this stage, while the irrelevant data is not used.

2) Data Display

After the information is reduced, the next step is the presentation of the data. The most frequently used to present data in qualitative descriptive research. By presenting the data, it will be easier to understand what happened and plan further work based on what has been understood.

3) Draw Conclusions

According to Sugiyono (2016: 253), the conclusion in qualitative research is new findings that have never existed before. Findings can be in the form of a description or description of an object that was previously dim or dark so that after research it becomes clear, it can be in the form of casual or interactive relationships, hypotheses or theories. At the conclusion drawing stage, the researcher begins to see and examine all the data then tell stories by making connections so that researchers get the results and conclusions from their research

F. The Validity of Data

According to Sugiyono (2016: 241) Triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources. The purpose of triangulation is not to find the truth about some phenomena but rather to increase the researcher's understanding of what has been found. In this study,

researchers used one kind of triangulation, namely source triangulation. According to Sugiyono (2016: 241) source triangulation means getting data from different sources with the same technique. Data is said to be valid if there is consistency or conformity between the information provided by one informant and another.

The purpose of the data collection technique by triangulation is to find out the data obtained are widespread, consistent, and certain. In this study, researchers used data triangulation. Data triangulation is the same or similar data. The truth will be more solid if it is extracted from several different data sources. In this data triangulation is done by comparing the results of the analysis of observations and interviews.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the results of the research that have been carried out are described in detail. As the title suggests, this chapter is divided into two main parts, namely findings and discussion. The data were taken from the teacher's investigation during the teaching and learning process through observation and interviews. The researcher only focus on investigating EFL passionate teacher in teaching English speaking skills and case studies of the problem statements mentioned in chapter I.

A. Findings

1. Profil of SMA N 4 Bengkulu

SMA N 4 is a school located at Jl. Zainul Arifin, Timur Indah, Kec. Singaran Pati, Kota Bengkulu Prov. Bengkulu. This school is a public school with an A accreditation, and also has a good track record, besides that

the school is a favorite public school in Bengkulu. This school has a distinct advantage because there is a special department, namely SMA N 4 Bengkulu, which has a language major. SMA 4 Bengkulu has 30 classrooms, 4 laboratories, 1 library. There are three majors at SMA N 4, namely science, social and language major.

Students at SMA N 4 Bengkulu have many achievements in both academic and non-academic fields. Many graduating students have been successfully admitted to top national universities and even to international higher education institutions.

For students who are output from a language major, they excel in the field of language compared to regular classes, based on observations and interviews, the dominant will continue to have a higher education level, majoring in language as well. The curriculum applied at the school refers to the latest model, namely K13.

Based on the data that the researchers found at SMAN 4 Bengkulu, there were six teachers who taught English. Then the data is reduced, in this study the subjects were chosen deliberately and represented the population. One teacher was selected who taught in the language class, the teacher was chosen in this case because the researcher wanted to investigate EFL passionate teachers in teaching English speaking skills, so the teacher studied was the teacher recommended to meet the criteria based on the teacher's CV for the study.

2. The EFL Passionate Teacher Implementation in Teaching English Speaking Skills Process for Students in Language Major at SMA N 4 Bengkulu

This section presents the findings of the research problem. The question concerns the passion teaching and learning aspect of EFL passionate teacher in teaching English speaking skills. The researcher investigate EFL passionate

teacher in teaching English speaking skills in language major at SMA N 4 Bengkulu, the researcher made observations to obtain data by making a mark on the observation checklist. Class observations, interviews with teachers and documentation. The observation checklist consists of six aspects and in-depth interview questions based on adaptations of Robert Fried (2001), Shishavan and Sadeghi (2009). As an additional reference, Permendiknas 16/2007 concerning standards of academic qualifications and teacher competence. After having the data, the researcher will obtain it through the analysis below.

a) Passion Teaching and Learning

Based on the result of the observation checklist of the passion teaching and learning aspect can be found as follows:

Table 1. Aspect Passion Teaching and Learning

No	Indiators	Meetings						
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
1.	Prepare students for learning and	√	√	√	√	√	√	√

	convey learning objectives lesson well							
2.	The EFL passionate teacher is able to develop about speaking skills learning plans and strategies	√	√	√	√	√	√	√
3.	The teacher tell the procedure of speaking material to the students	√	√	√	√	√	√	√
4.	Provide opportunities to speak in English through meaningful activities	√	√	√	√	√	√	√
5.	Providing speaking activities that arouse students' interest in	√	√	√	√	√	√	√

	learning English							
6.	Teaching speaking that is tailored to the level of students' English skills	√	√	√	√	√	√	√
7.	Manage class time well	√	√	√	√	√	√	√
8.	Using various media related to speaking skills including video, audio, multimedia	√	√	√	√	√	√	√
9.	Define activities that require students to interact with each other in English	√	√	√	√	√	√	√
10.	The teacher motivates students to follow the lesson	√	√	√	√	√	√	√
	Frequency	10	10	10	9	10	10	9

	The number of maximal	10	10	10	10	10	10	10
	The number of percentages	100 %	100 %	100 %	90 %	100 %	100 %	90%
	Category	Very good	Very good	Very good	good	Very good	Very good	good

Based on the table. 1 above, in first aspect (passion teaching and learning), at the 1st, 2nd, 3rd, 5th, 6th meeting there are 10 indicators that all meet, so that the percentage obtained is 100%. That is, EFL passionate teachers have almost mastered passion teaching and learning as well as learning theories and principles. But at the 4th and 7th meetings 9 indicators fulfil from 10 existing assessments, so that the percentage obtained is 90%.

In passion teaching and learning aspects that must be possessed by teacher are 1) Prepare students for learning and convey learning objectives lesson well 2) The EFL passionate teacher is able to develop about speaking skills learning plans and strategies 3) The EFL passionate teacher tell the

procedure of speaking material to the students 4) Provide opportunities to speak in English through meaningful activities 5) Providing speaking activities that arouse students' interest in learning English 6) Teaching speaking that is tailored to the level of students' English skills 7) Manage class time well 8) Using various media related to speaking skills including video, audio, multimedia 9) Define activities that require students to interact with each other in English 10) The teacher motivates students to follow the lesson

Based on the result from the observation checklist, regarding aspects of passion teaching and learning EFL passionate teacher in the learning process, understand learning theories and learning principles so that it will create a fun and conducive learning process, prepare students for learning and convey learning objectives lesson well. EFL passionate teacher in language major at SMA N 4 Bengkulu has the ability to prepare and deliver English lesson objectives well and also manage class time. This result is in

line with previous findings by Sundari (2016) and Park & Lee (2006). Sundari (2016) reports that teachers consider preparing lessons and managing classes well as the most important characteristics.

The EFL passionate teacher is able to develop speaking learning plans and strategies. Based on the observations that have been made, EFL passionate teachers try to attract and motivate students, attracting students to be active and involved in learning activities and discussing speaking skills. The teacher tells the procedure of speaking material to students before learning, then tries to form a stimulus and response relationship from students. In addition, it also provides apperception before starting the learning and provides feedback on each reinforcement or conclusion of the end of the learning process.

Based on the results of these observations, it was then explored by interviewing EFL passionate teachers to develop a curriculum that would be taught in accordance with the

applicable curriculum. Curriculum development is carried out in a student-centered manner so that students are required to be more active in the learning process in the classroom. In addition, in compiling the syllabus also pay attention to the abilities of the students being taught.

In the delivery of speaking skills learning materials, of course, in accordance with the order in the curriculum (interview results). Then when the syllabus and lesson plans are reviewed, the teacher can arrange them according to the curriculum and characteristics of the students they teach. To encourage students' creativity and participation in lifelong learning.

EFL-passionate teachers encourage students to express themselves creatively based on the sub-theme of the day by asking them to show up in pairs and initiate a discussion in English using their appropriate expressions without focusing on the manual. so that pupils can act more expressively when portraying their respective personas in

their parts. In addition, it can teach kids how to perform with confidence in front of their friends..

Sir Syakirman as English teacher, was interviewed for the results. "In accordance with the sub-themes we gained from the book We strive to provide instances of how students can have a healthy discussion when teaching speaking to pupils. We created a group to teach them how to speak English using themes, such as dialogue, to practice speaking with real people rather than the characters from the book. This makes them more expressive when speaking in role-playing scenarios and improves their fluency."

The results of observations in student practice in front of the class, if there are errors and problem in students pronunciation or actions, the EFL passionate justifies things that are considered wrong or lacking. So that in the process of developing student creativity in the learning process it can be achieved properly and correctly. The results of this study are the same as the study by (Dokubo, Oriselem Nella and

Osuji, 2019) finding that teachers tend to the fact that passion is a core and embedded factor that can affect students' academic achievement in secondary schools.

b) Respect for Students

Based on the result of the observation checklist of the passion teaching and learning aspect can be found as follows:

Tabel 2. Respect for Students

N o.	Indiators	Meetings						
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
1.	Assessing what students have learned rationally	√	√	√	√	√	√	√
2.	Have a good sense of humor to reduce students' anxiety in practicing fluency	√	√	√	√	√	√	√
3.	Helping students to develop confidence in speaking in order to learn	√	√	√	√	√	√	√

	English well							
4.	Be patient and friendly to students	√	√	√	√	√	√	√
5.	Not discriminating against students and treating them fairly	√	√	√	√	√	√	√
6.	Shows students' interest (by remembering students' names) and their conversational activities	√	√	√	√	√	√	√
	Frequency	6	6	6	6	6	6	6
	The number of maximal	6	6	6	6	6	6	6
	The number of percentages	100 %	100 %	100 %	100 %	100 %	100 %	100 %
	Category	Very good	Very good	Very good	Very good	Very good	Very good	Very good

In the second aspect (respect for students), there are six indicators, in eight investigate all of which meet the EFL

passionate teacher characteristic indicators, so the percentage obtained is 100%, this shows that teachers really respect for his students.

Based on the table respect for students aspects that must be possessed by EFL passionate teacher are 1) Assessing what students have learned rationally 2) Have a good sense of humor to reduce students' anxiety in practicing fluency 3) Helping students to develop confidence in speaking in order to learn English well 4) Be patient and friendly to students 5) Not discriminating against students and treating them fairly 6) Shows students' interest (by remembering students' names) and their conversational activities.

In the process of learning speaking skills, EFL passionate teacher use a variety of teaching techniques, such as discussion, paired-card exercises, and question and answer sessions, in addition to the lecture method. Various ways are applied, such as adding humor in the hope that the child will not be varied and bored during speaking lessons. Then also

use media when teaching, namely printed guidebooks, laptops, infocus to present power point conversation material in speaking skills.

In classroom management, enthusiastic EFL teachers provide friendly personal attitude because children's abilities are not the same. The teacher gives more personal attitude to students who are slower than their friends in understanding the material presented, when teaching teachers are able to communicate effectively, empathically, caring, and politely to students. Some items about respect for students that are considered crucial and most important.

The EFL passionate teacher is well-groomed and stylish, and she handles her students properly and without bias. Apart from that, there are also several things as the best quality of EFL passionate teachers, such as helping students, being patient and friendly, being polite and respecting students' personalities, and not getting angry easily. Thus, the

teaching and learning process of speaking skills runs smoothly and the learning objectives are achieved.

Based on the results of interviews, when learning in EFL passionate class shows that the teacher is a person who knows everything and considers students with zero abilities. The teacher always tries not to demean students and respects every opinion and question raised by students. Based on the results of observations and interviews conducted by researchers, enthusiastic teachers have good communication skills, effectively empathize, polite to students in class and outside the classroom.

In the teaching and learning process the teacher tries to master the class so that students enjoy learning. However, it is not always stable, there are some students who look very sleepy and tired, to overcome this based on observations in the classroom in the learning process, the EFL teacher is eager to try to master the class, raises his voice when reprimanded, acts decisively, and sometimes the teacher

interrupts the game cool but associated with speaking skills so that in the learning process there are no students who are sleepy and feel bored.

In contrast, the results of interviews and classroom observations in the learning process did not reveal any students who complained of hunger while they were studying for students who get hungry easily. If it still violates, the student is given a singing penalty in order to practice the fluency of students' speaking skills

EFL passionate teachers approach students one by one. This approach is one of the methods used by English teachers in the language department to find out how the level of students' speaking ability is. The teacher observes and interacts one by one with the students and gives their own conclusions about the level of speaking ability. The results of the interview with the teacher Mr. Syakirman said that "I observed the students' speaking ability, by observing one by one I could find out the extent of the students' ability level,

especially speaking". This method is not easy for the teacher to do, because to determine the level of students' speaking ability through the teacher's approach, the teacher must also have psychological knowledge.

This result is in line with previous findings by (Nadia, 2020) the results teachers have a fairly good ability to approach students and relate to learning, and are also able to create good interaction and communication with each student so that the level of students' speaking skills can be known through an approach to their students. .

c) Good Communication

Based on the result of the observation checklist of the good communication aspect can be found as follows:

Tabel 3. Good Communication

N o.	Indiators	Meetings						
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
1.	The EFL passionate teacher tell the procedure of speaking material to	√	√	√	√	√	√	√

	the students							
2.	Understand spoken and pronoun English well	√	√	√	√	√	√	√
3.	Always uses English in teaching speaking	√	√	√	√	√	√	√
4.	Have a high level of proficiency with English vocabulary	√	√	√	√	√	√	√
5.	EFL passionate teacher read and write English well	√	√	√	√	√	√	√
6.	The EFL passionate teachers' endorse the students to be active in asking and answering question.	√	√	√	√	√	√	√
7.	Ask all students to	-	√	√	√	√	√	√

8.	pay attention to what the teacher will convey							
	The teacher pays attention to the use of language, eye contact and provides entertainment	√	√	√	√	√	√	√
	Frequency	7	8	8	8	8	8	8
	The number of maximal	8	8	8	8	8	8	8
	The number of percentages	87%	100%	100%	100%	100%	100%	100%
	Category	good	Very good	Very good	Very good	Very good	Very good	Very good

In the third aspect namely good communication, 7 indicators fulfil from 8 existing assessments, at the 1st meeting so that the percentage obtained is 87%. And then 8 indicators fulfil from 8 existing assessments, at the 2nd, 3rd, 4th, 5th, 6th, 7th so that the percentage obtained is 100%.

In good communication aspect that must be possessed by EFL passionate teacher are 1) The EFL passionate teacher

tell the procedure of speaking material to the student 2) Understand spoken and pronounce English well 3) Always uses English in teaching speaking 4) Have a high level of proficiency with English vocabulary 5) EFL passionate teacher read and write English well 6) The EFL passionate teachers' endorse the students to be active in asking and answering question 7) Ask all students to pay attention to what the teacher will convey 8) The teacher pays attention to the use of language, eye contact and provides entertainment

EFL passionate teachers must be highly proficient in the four English skills; read and write, speak and pronounce English well and understand spoken language or have good speaking skills. In one of the indicators, EFL passionate teachers use the dominant English language to train students' speaking skills.

These findings confirm the findings by Virgianti et al. (2016) that the ability to speak English well is the most important characteristic for students. Therefore, to avoid

mistakes in teaching students, teachers must be able to understand spoken English well (Virgiyanti 2016).

EFL passionate teachers do not use full English in every meeting because so that students can better understand what is being conveyed. But even though they are not in full English, students are still trained to repeat words so that students are accustomed to speaking in full English

Based on observations made by researchers, EFL passionate teacher in class conveys material related to speaking skills in a clear and precise style in the learning process. The teacher encourages students to practice fluency and expand their vocabulary by replying to their inquiries or by inviting them to participate actively in group discussions. This demonstrates that the teacher is receptive to the ideas and opinions of the students.

In the aspect of good communication, EFL teachers who are passionate about implementing English day are one of the activities in the classroom, in this case more focused on

speaking. English day is a day when you learn full English in class. Both teachers and students must all use English. This English day activity implemented by Sir Syakirman aims to develop and familiarize the target language, and also to train their courage in public speaking.

The results that the researcher got during the interview, Sir Syakirman He said that: "I am currently teaching to apply speaking English with full students in the class, interacting with them and I use English to force and encourage them to dare to speak English, because many students also They consider it taboo and shy in learning English, so that if I get used to and use English as an example, their ability to speak English can develop slowly". This really helps students to be creative and active in learning English.

Based on observations, it shows that teachers have a strong passion to help develop creativity and student achievement. The teacher conducts learning in the dominant

class in English from the beginning of the lesson until the teacher closes the class.

d) Love the Profession and Enthusiastic

Based on the result of the observation checklist of the love the profession and enthusiastic aspect can be found as follows:

Table 4. Love the Profession and Enthusiastic

N o.	Indiators	Meetings						
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
1.	Exited in teaching	√	√	√	√	√	√	√
2.	Be active in developing his teaching ability KKG related to training speaking skills better	√	√	√	√	√	√	√
3.	Be interested in his career	√	√	√	√	√	√	√
	Frequency	3	3	3	3	3	3	3
	The number of maximal	3	3	3	3	3	3	3

	The number of percentages	100 %	100 %	100 %	100 %	100 %	100 %	100 %
	Category	Very good	Very good	Very good	Very good	Very good	Very good	Very good

In the fourth aspect (love the profession and enthusiastic), there are 3 indicators, in eight investigate all of which meet the EFL passionate teacher characteristic indicators, so the percentage obtained is 100%, this shows that EFL passionate teachers really love his profession and enthusiastic for teaching English speaking skills in language major at SMA N 4 Bengkulu.

In love profession and enthusiastic aspect that must be possessed by EFL passionate teacher are 1) Exited in teaching 2) Be active in developing his teaching ability (for example join KKG, Diklat, etc) related to training speaking skills better 3) Be interested in his career.

Based on the results of the observation checklist and in-depth interviews with EFL passionate teachers participating in teacher trainings to improve teaching skills.

This training can make you a professional language teacher as well as make learning more effective and efficient.

The training followed by EFL passionate teachers to improve the ability to teach speaking skills to students is one of the public speaking trainings, because the main role in the learning process in class and also in charge of delivering subject matter in class. Not only public speaking training, EFL passionate teachers also join certified and qualified training.

This result is in line with previous findings by (Putri Rahima, 2020) the results EFL teacher that in an teaching English, it is important to consider the English sentences and instruction used to make students understand the information given to them.

e) Knowledge Upgrade and Good Attitude

Based on the result of the observation checklist of the knowledge upgrade and good attitude aspect can be found as follows:

Tabel 5. Knowledge Upgrade and Good Attitude

N o.	Indiators	Meetings						
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
1.	Using various vocal expressions when speaking in front of the class	√	√	-	√	-	√	√
2.	Able to use technology to improve speaking skills well	√	√	√	√	√	√	√
3.	Ask how students feel about assignments, deadlines, or discussion topics	√	√	√	√	√	-	-
4.	Mastering and understanding any kind of educational administration (RPP, Silabus, KKM)	√	√	√	√	√	√	√

5.	Discuss based on what students bring even though this does not seem to be part of the English teacher's lesson plan	√	√	√	√	√	√	√
6.	Be inclusive, act objectively, and not discriminate	√	√	√	√	√	√	√
7.	Develop professionalism through reflective action	√	√	√	√	√	√	√
	Frequency	7	7	6	7	6	6	6
	The number of maximal	7	7	7	7	7	7	7
	The number of percentages	100 %	100 %	85 %	100 %	85 %	85 %	85 %
	Category	Very good	Very good	good	Very good	good	good	good

In the fifth aspect namely knowlegde upgrade and good attitude, 7 indicators fulfil from 7 existing assessments,

at the 1st,2nd,4th meeting so that the percentage obtained is 100%. And then 6 indicators fulfil from 7 existing assessments, at the 3rd,5th,6th,7th so that the percentage obtained is 85%.

In love profession and enthusiastic aspect that must be possessed by EFL passionate teacher are 1) Using various vocal expressions when speaking in front of the class 2) Able to use technology to improve speaking skills well (e.g. computer and internet) 3) Ask how students feel about assignments, deadlines, or discussion topics 4) Mastering and understanding any kind of educational administration (RPP, Silabus, KKM) 5) Discuss based on what students bring even though this does not seem to be part of the English teacher's lesson plan 6) Be inclusive, act objectively, and not discriminate 7) Develop professionalism through reflective action.

In terms of work ethic, teachers who are passionate about EFL always show a high work ethic and responsibility

as a teacher by being enthusiastically enthusiastic every time they start teaching. This can be proven by the attitude of the teacher who is always on time when he enters class and is disciplined in every lesson. An EFL passionate teacher also never complains about his job as a teacher. This shows that you feel proud and confident to be someone in his profession as a teacher.

EFL passionate teachers are not out of date in the modern era because they can and understand using computers and the internet for teaching materials for speaking skills such as finding the latest English songs, making variations to ship vocabulary to make it more interesting so that they are always updated about the times and adapt students.

When students are not paying attention during a lesson, an enthusiastic EFL teacher immediately corrects and advises. In addition, being a role model for students, he sets them a good example of morals and behavior. Master also exudes an aura of wisdom, maturity, and authority. Dealing

with students will be very easy with a personality like this because with a teacher who has authority will make the child feel uncomfortable indirectly.

f) Organizational and Collaboration Skills

Based on the result of the observation checklist of the love the organizational and collaboration skills aspect can be found as follows:

Table 6. Organizational and Collaboration Skills

N o.	Indiators	Meetings						
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
1	Have social skills are related to the ability of teachers as social beings in interacting with other people.	√	√	√	√	√	√	√
2.	Be discipline and stick to administrative rules and regulations	√	√	√	√	√	√	√
3.	Be flexible and open to	√	√	√	√	√	√	√

4.	criticism Communication with fellow teachers, education staff, parents of students, and the community	√	√	√	√	√	√	√
	Frequency	4	4	4	4	4	4	4
	The number of maximal	4	4	4	4	4	4	4
	The number of percentages	100 %	100 %	100 %	100 %	100 %	100 %	100 %
	Category	Very good	Very good	Very good	Very good	Very good	Very good	Very good

In the fourth aspect (organizational and collaboration skills), there are 4 indicators, in eight investigate all of which meet the EFL passionate teacher characteristic indicators, so the percentage obtained is 100%.

According to the data collected, learning is conducted with an open-minded and impartial approach toward students, colleagues, and the surroundings. Due to variances in

religion, race, gender, family background, and socioeconomic level, EFL enthusiastic teachers also do not discriminate between students being taught, coworkers, and the school environment. Teachers exhibit courtesy and friendliness toward their coworkers and the neighborhood as well as in their daily interactions. Always displays himself as a steady and stable guy with appearance in daily life at school.

3. The obstacles of EFL passionate teacher in teaching English speaking skills in Language Major

In the learning process it is not always as desired, based on observations and interviews the researchers found obstacles in the process of learning speaking skills in language major. The students' lack of seriousness when speaking in front of the class, the lack of seriousness of students in practicing, namely students who still often joked when they advanced, or invited friends to joke with them. come forward, or invite friends to joke.

During the teaching and learning process the teacher tries to master and handle the class so that students enjoy learning. However, there were some students who looked very sleepy and tired.

Teachers have difficulty managing students during discussions. Before the discussion took place, the teacher asked students to group with the number of members that had been determined by the teacher. The teacher has difficulty in conditioning students when forming groups. Students need a long time to determine group members and the tasks of each group member. The class atmosphere eventually becomes noisy and will more or less disrupt the teaching and learning process in other classes.

Obstacle to students Limited vocabulary, when speaking students sometimes hesitate in speaking because of grammatical errors Students still often use regional languages during presentations, discussions or other speaking activities.

In conversational learning Students have difficulty in word selection and fluency. Confidence is the biggest and dominant aspect in speaking practice. With confidence, students can speak freely without being nervous or hesitant in speaking. Students are worried about making mistakes in pronunciation. Students still often use regional languages during presentations, discussions or other speaking activities. This result in line with previous findings by (Sari & Fatimah, 2020) which says The success of the teaching and learning process is supported by many aspects, but the aspect that is most affected is the quality and passion of the teacher in controlling their students in the classroom.

4. The solution to the obstacles of EFL teachers who are passionate about teaching English speaking skills

Based on result observation In overcoming students' pronunciation barriers, EFL teachers who are passionate about implementing English day are one of the activities in the classroom that help students think creatively. In this case

it is more focused on speaking. English day is a day when learning English in class. Both teachers and students must use English. It aims to develop the creativity of these students, and also to train their courage in public speaking.

For vocabulary, students are still trained to repeat words so that students are accustomed to speaking in full English. Based on observations made by researchers, passionate EFL conveys material related to speaking skills in a clear and precise style in the learning process. Along with that, the teacher also emphasizes the importance of the student's response throughout instruction by responding to questions from the student or by encouraging them to be constantly active, especially during group discussions.

The teacher also encourages the student to participate in group discussions in order to lower and raise the student's voice during the discussion. Based on their observations of the learning process in the classroom, EFL teachers are eager to try to control the class, raise their voice, be aggressive, and

occasionally the teacher intersperses activities so that there are no tired or bored pupils throughout the learning process. Due to speaking issues and pupils' fear of making mistakes when speaking, the teacher encourages them to pay closer attention so they can learn more. When speaking in front of the class and their friends, the teacher invites the class to feel comfortable. When students talk, the teacher also doesn't point the finger directly; instead, he or she offers broad corrections. The teacher then always exhorts students to increase their vocabulary so that they can speak English with ease. The teacher advises students to use English as the language of choice while speaking or interacting with their friends.

The aforementioned information fits with Zuain Juhana's (2012) view that motivation is an internal force. No matter the type of incentive that students use, she claims that it will increase their interest in their studies. Since it can reduce students' fear, boost their confidence, and promote

their desire to communicate, motivating the students and fostering a relaxed environment in the classroom are vital for the teacher to take note of.

Based on the results of the observation checklist and in-depth interviews with EFL teachers who are enthusiastic about participating in teacher training to improve teaching skills. This training can make you a professional language teacher and make learning more effective and efficient. The training attended by EFL teachers who are passionate about improving their ability to teach speaking skills to students is one of the public speaking trainings, because it plays a major role in the learning process in class and is also tasked with delivering subject matter in class. Not only public speaking training, passionate EFL teachers also take part in certified and quality training.

In the learning process when there are students who do not pay attention, the enthusiastic EFL teacher immediately reprimands and advises students. In addition, it

also provides examples of good behavior and morals to students because they are role models for students. The teacher also presents himself as a mature, wise, and authoritative person as a good example for his students. This personality will be very useful in dealing with students. Because indirectly students will feel reluctant when dealing with teachers who have authority.

For students, students must understand that speaking skills are important. So, students must improve their speaking skills by speaking more often or making speaking activities in English a habit. The students also have to change their mindset that English is difficult, this will make students motivated to learn more, especially speaking skills. In addition, students must be self-motivated and enthusiastic.

B. Discussion

1. The EFL Passionate Teacher Implementation in Teaching English Speaking Skills Process for Students in Language Major at SMA N 4 Bengkulu

Based on the findings, it can be categorized as good based on the results of the observation checklist during the learning process in the classroom and in-depth interviews with Sir Syakirman as an EFL passionate teacher. In the aspect of passion teaching and learning, the performance of the EFL passion teacher is in the good category. This is because several assessment indicators have been met which include mastery of learning theory and educational learning principles, namely EFL passionate teacher has a good enough ability to carry out learning according to learning theory and educational learning principles as well as various approaches, strategies, methods, and techniques for teaching speaking skills creative.

In the learning process, teachers who are passionate about EFL provide maximum opportunities for students to speak the target language by providing an environment that contains collaborative group work, authentic materials and assignments, and shared knowledge. EFL passionate teachers try to involve every student in every speaking activity, for this purpose they practice various ways of student participation. Then reduce the teacher's speaking time in class and further increase the speaking time for students, showing positive signs when commenting on and correcting student responses.

During the talk-by-discussion lesson, the teacher asks provocative questions such as "What do you mean? How did you reach that conclusion?" it is to encourage students to talk more. Provide written feedback such as "Your presentation was excellent. That's a great job. I really appreciate the effort in preparing the material and the efficient use of voices and speaking fluently", not correcting students' pronunciation errors too often as they speak. And that is

practicing speaking activities not only in class but also outside of class, being around the class to make sure that students are on the right track and seeing if they need help when they study in groups or in pairs.

EFL passionate teacher before teaching first gives students the vocabulary they need for speaking activities, then determines what issues are preventing them from expressing themselves in the target language and gives them extra opportunities to practice speaking. Additionally, the teacher always made an effort to expand the students' new vocabulary by teaching them how to pronounce and define new words. because one of the key parts of the English language is vocabulary. However, occasionally there are some kids with poor behavior who make it challenging to offer advice.

With this objective in mind, numerous speaking exercises, like those mentioned above, can greatly aid kids in acquiring the fundamental social skills needed for life. These activities encourage students to participate more actively in

their education while also improving the relevance and enjoyment of what they are studying.

Develop a curriculum, where passionate EFL Based on competency standards and fundamental competencies, teachers can choose learning objectives that are tailored to each student's ability. Additionally, teachers have the option of selecting speaking skills instruction resources that are in line with learning goals and student growth..

Second respect for students, namely EFL passionate teachers have the ability to understand students who have potential, so that teachers help students develop their potential.

For communication with students, EFL passionate technicians have good ability to communicate effectively, empathically, and politely to students. The difficulty of passionate teacher EFL is that students are often noisy or pay less attention during the process of explaining the material, to overcome this obstacle the teacher uses a little humor in

learning to attract students' attention. It can be described that students are able to communicate with anyone, both teachers and other students, and this includes student activities in socializing. This proves that teachers can create an interesting and fun atmosphere so that students are actively involved in the learning process in the classroom.

Third, EFL passionate teachers already have good communication describing complex learning information, conveying material related to speaking skills clearly to students (both verbally and in writing). There were still some mistakes in the grammar of the students during the discussion, so the EFL passionate teacher had not yet used full English for students but provided speaking provocations for students to be trained and fluent in English communication. Before the lesson begins, the teacher conducts questions and answers with students about past activities or lessons. Students are also actively involved with the questions the teacher asks in class.

Fourth, EFL passionate educators have sufficient ability to develop professionalism on an ongoing basis by taking reflective actions.

Fifth, EFL passionate teachers already have technology skills, know when and how to use current educational technology, as well as the most appropriate type and level of technology to maximize student learning. EFL passionate teachers use media and the internet to be combined in learning speaking skills.

The EFL passionate teacher is included in the very good category for organizational and teamwork abilities since all indications have been reached, they behave in accordance with social, legal, and cultural norms, and they are able to exhibit a mature personality and exemplary behavior. Teachers are also adept at communicating with parents, students, the community, and other professionals in the education field. It is rated as very good since the teacher was successful and met all the assessment requirements. This must

be maintained and is one of the causes and contributing elements that lowers students' potential and accomplishment, particularly in the area of English.

2. The obstacles of EFL passionate teacher in teaching English speaking skills in Language Major

Teaching English is different from teaching other subjects, the teacher's passion and skills are needed. Passionate EFLs should try to improve their skills and knowledge. besides that, they must be able to explain briefly, clearly and correctly, moreover they must explain interesting and not monotonous material so that students feel interested and have better motivation in learning English, especially speaking skills.

Based on the results of the observation checklist and in-depth interviews made by researchers in the process of learning English there are obstacles faced by passionate EFL teachers. For instance, is lack of vocabulary and the influence of native language. Teachers found it hard to teach students

that is not familiar with English language. It is very important for a teacher to know the influences experienced by students in a lesson of speaking in a foreign language.

In the learning process that the researcher observed, students were afraid to make grammatical errors when speaking, were afraid of being laughed at by friends when they made mistakes, and students avoided being asked to speak English. Juhana in Nadzirotunnuh (2017:45) says that the fear of mistakes is influenced by the student's fear of being laughed at by other students or criticized by the teacher. The main reason for being afraid of being wrong is that students are afraid of looking stupid in front of others and they are worried about how others will see them.

Student anxiety about fluency of speaking a particular language can affect student performance. This can affect the quality of spoken language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should try to create a learning

atmosphere that gives students a more comfortable situation in their learning activities.

Based on observation in the class before the discussion took place, the teacher asked students to group with the number of members that had been determined by the teacher. The teacher has difficulty in conditioning students when forming groups. Students need a long time to determine group members and the tasks of each group member. Lack of seriousness of students in practice, namely students who still often joke when they go forward, or invite friends to joke.

And during the teaching and learning process the teacher tries to master the class so that students enjoy learning. But there are some students who look very sleepy and tired,

From all explanation above, are clearly explain about the general problems which is comes from students, and how

about the teacher's reaction to that problems. Those are still general problems on teaching speaking skills.

3. The solution to the obstacles of EFL teachers who are passionate about teaching English speaking skills

Teachers who are enthusiastic about teaching English as a foreign language give their students the vocabulary they need first in speaking activities, then they diagnose any issues that are preventing them from expressing themselves in the target language and give them more opportunities to practice speaking. Additionally, the teacher always tries to provide new terminology, together with pronunciation and definition, for cognitive development. because one of the key parts of English is vocabulary. However, occasionally there are some pupils who act inappropriately and make it challenging to offer guidance.

With this objective in mind, numerous speaking exercises, such as those mentioned above, can greatly aid pupils in acquiring the fundamental social skills required for

life. These activities encourage students to participate more actively in their education while also improving the relevance and enjoyment of what they are studying..

Based on the day's sub-theme, the teacher seeks to expand his creative abilities. For instance, the English teacher told students to come in pairs and begin a conversation in English using their respective expressions and the day's sub-theme, without looking at their textbook. so that they can perform their parts more expressively and more accurately to their characters. In addition, it can help pupils develop their self-confidence with their friends.

If there are mistakes in students' actions or pronunciation as a consequence of observations made during practice in front of the class, the teacher explains why such things are wrong. So that it can be done properly and accurately while students are developing their creativity..

The first is to reduce boredom and be able to feel various kinds of strategies too, so that later you will have

experience, ohh how to teach discussion, how to use roleplay so that it has many variations and is not stuck with one strategy such as discussion, continuous presentation and clearly the learning objectives can be achieved, because strategies are selected based on objectives. To help students have good self-confidence, I give them the freedom to argue. Building confident first, you have to love language first, so you haven't focused on the issue of punishment or have to speak properly and have good grammar, but build courage and confidence first.

For fluency EFL, the passionate teacher uses role-play, the first benefit is Ms., speaking skills will definitely increase and in using English, the vocabulary will also increase, so that's it. Besides that, more self-confidence is also the capital for speaking has increased.

Discussion groups are usually very useful for students to be more active and share their ideas and aspirations with each other so that they can play a role in a forum. EFL

passionate teachers also use brainstorming if the benefits of brainstorming make it easier for students to use their imagination or brain in thinking broadly.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion related to the study. Based on the data analysis and detail interpretation presented in chapter IV. The conclusion are as follows:

A. Conclusion

Based on the research problem that has been formulated and the results of the research that has been carried out by the researcher, the researcher can draw the following conclusions: That the EFL passionate teacher being studied is indeed an EFL passionate teacher and has taught English especially speaking skills well because he has very good command of English. good. An EFL teacher is a teacher who has received an English teaching qualification from a teacher education institution, and his training has been recognized by granting the appropriate teaching certificate, as

well as by the decision to be officially appointed to teach languages in schools with his teaching certificate (Based on the teacher's CV attached) .

And also has fulfilled the characteristics of EFL passionate teacher adapted from Robert Fried (2001), Shishavan and Sadeghi (2009). As an additional reference, Permendiknas 16/2007 concerning standards of academic qualifications and teacher competence. Passionate teaching makes students take their studies more seriously. At this point, teaching is no longer a job and turns into an inspiration for students. In addition, it encourages more active speaking learning and promotes intellectual and moral development.

B. Suggestion

Based on the conclusions of the research that has been carried out, the following authors describe some suggestions that are expected to be useful in improving the qualifications of EFL passionate teachers in teaching English speaking skills

and learning outcomes. With the results of the investigation of EFL passionate teacher in teaching English speaking skills in language major at SMA N 4 Bengkulu for results on student speaking skills learning outcomes, it is necessary to have passionate EFL who possess strong credentials. Due to this, efforts must be made to raise teaching standards in both study and practice. To get around this, EFL passionate teacher must training workshops and seminars that, if possible, can aid in the learning process and the growth of teacher competency..

In order for pupils to attain the necessary goals, it is intended that they will be more independent, creative, and initiative by motivating themselves rather than solely relying on the teacher to learn. To improve thinking, particularly in the sphere of education, future researchers are expected to be able to review or do additional research on EFL passionate teachers and student learning outcomes..

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Research Schedule

No.	Time	Place	Schedule
1.	10 January 2022	SMA N 4 Bengkulu	Pre-Observation
2.	11 Januari 2022	SMA N 4 Bengkulu	Observe English teaching and learning process in language major
3.	12 Januari 2022	SMA N 4 Bengkulu	Interview with all English teacher
4.	13 Januari 2022	SMA N 4 Bengkulu	Interview with students in language major
5.	30 May 2022	SMA N 4 Bengkulu in XI language major classroom	First observation of the teacher teaching in the classroom
6.	10 June 2022	SMA N 4 Bengkulu in XI language major classroom	Second observation of the teacher teaching in the classroom
7.	11 June 2022	SMA N 4 Bengkulu in XI language major classroom	Third observation of the teacher teaching in the classroom
8.	13 June 2022	SMA N 4 Bengkulu in XI language major classroom	Fourth observation of the teacher teaching in the classroom

9.	14 June 2022	Classroom and Teacher's room	Fifth observation of the teacher teaching in the classroom and In-depth interview with the teacher
10.	15 June 2022	Classroom and Teacher's room	Sixth observation of the teacher teaching in the classroom and In-depth interview with the teacher
11.	16 June 2022	Ckassromm and Teacher's room	Seventh observation of the teacher teaching in the classroom and In-depth interview with the teacher
13.	12 July 2022	Teacher's room	Make sure all data

Observation of the teaching and learning process





Interview with English teacher



Observation Checklist for EFL Passionate Teacher

1. Name of researcher : Friska Agustin
2. Place and date : XI Language Major,
30 May 2022

The observation checklist consists of 6 aspects and in-depth interview questions based on adapted by Robert Fried (2001), Putri Rahima Sari and Siti Fatima (2020) As an additional reference, Permendiknas 16/2007 concerning standards of academic qualifications and teacher competence.

This is observation checklist. Please put (√) to if the kinds of projects are found during observation.

No.	Aspects	Indicators	Observation	
			Yes	No
1.	Passion for teaching and	1.1 Prepare students for learning and convey learning	√	

	learning	<p>objectives</p> <p>lesson well</p> <p>1.2 The EFL passionate teacher is able to develop about speaking skills learning plans and strategies</p> <p>1.3 The teacher tell the procedure of speaking material to the students.</p> <p>1.4 Provide opportunities to speak in English through meaningful activities</p> <p>1.5 Providing speaking activities that</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
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		<p>arouse students' interest in learning English</p> <p>1.6 Teaching speaking that is tailored to the level of students' English skills</p> <p>1.7 Manage class time well</p> <p>1.8 Using various media related to speaking skills including video, audio, multimedia</p> <p>1.9 Define activities that require students to interact with each other in English</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
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		1.10 The teacher motivates students to follow the lesson	√	
2.	Respect for students	2.1 Assessing what students have learned rationally 2.2 Have a good sense of humor to reduce students' anxiety in practicing fluency 2.3 Helping students to develop confidence in speaking in order to learn English well	√ √ √	

		2.4 Be patient and friendly to students	√	
		2.5 Not discriminating against students and treating them fairly	√	
		2.6 Shows students' interest (by remembering students' names) and their conversational activities	√	
3.	Good communication	3.1 The EFL passionate teacher tell the procedure of speaking material to the	√	

		students		
		3.2 Understand spoken and pronoun English well	√	
		3.3 Always uses English in teaching speaking	√	
		3.4 Have a high level of proficiency with English vocabulary	√	
		3.5 EFL passionate teacher read and write English well	√	
		3.6 The EFL passionate teachers' endorse the students to be	√	

		<p>active in asking and answering question.</p> <p>3.7 Ask all students to pay attention to what the teacher will convey</p> <p>3.8 The teacher pays attention to the use of language, eye contact and provides entertainment</p>	<p>√</p>	<p>√</p>
4.	Love his profession and antusiasms	<p>4.1 Exited in teaching</p> <p>4.2 Be active in developing his teaching ability KKG related to training speaking skills better</p>	<p>√</p> <p>√</p> <p>√</p>	

		4.3 Be interested in his career	√	
5.	Knowlegde upgrade and good atitude	5.1 Using various vocal expressions when speaking in front of the class	√	
		5.2 Able to use technology to improve speaking skills well	√	
		5.3 Ask how students feel about assignments, deadlines, or discussion topics	√	
		5.4 Mastering and understanding any kind of educational	√	

		<p>administration (RPP, Silabus, KKM)</p> <p>5.5 Discuss based on what students bring even though this does not seem to be part of the English teacher's lesson plan</p> <p>5.6 Be inclusive, act objectively, and not discriminate</p> <p>5.7 Develop professionalism through reflective action</p>	<p>√</p> <p>√</p> <p>√</p>	
6.	Organizational and collaborative	6.1 Have social skills are related to the	√	

	n skills	<p>ability of teachers as social beings in interacting with other people.</p> <p>6.2 Be discipline and stick to administrative rules and regulations</p> <p>6.3 Be flexible and open to criticism</p> <p>6.4 Communication with fellow teachers, education staff, parents of students, and the community</p>	<p>√</p> <p>√</p> <p>√</p>	
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Observation Checklist for EFL Passionate Teacher

3. Name of researcher : Friska Agustin
4. Place and date : XI Language Major,
10 June 2022

The observation checklist consists of 6 aspects and in-depth interview questions based on adapted by Robert Fried (2001), Putri Rahima Sari and Siti Fatima (2020) As an additional reference, Permendiknas 16/2007 concerning standards of academic qualifications and teacher competence.

This is observation checklist. Please put (√) to if the kinds of projects are found during observation.

No.	Aspects	Indicators	Observation Result	
			Yes	No
1.	Passion for teaching and	1.1 Prepare students for learning and convey learning	√	

	learning	<p>objectives</p> <p>lesson well</p> <p>1.2 The EFL passionate teacher is able to develop about speaking skills learning plans and strategies</p> <p>1.3 The teacher tell the procedure of speaking material to the students.</p> <p>1.4 Provide opportunities to speak in English through meaningful activities</p> <p>1.5 Providing speaking activities that</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
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		<p>arouse students' interest in learning English</p> <p>1.6 Teaching speaking that is tailored to the level of students' English skills</p> <p>1.7 Manage class time well</p> <p>1.8 Using various media related to speaking skills including video, audio, multimedia</p> <p>1.9 Define activities that require students to interact with each other in English</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
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		1.10 The teacher motivates students to follow the lesson	√	
2.	Respect for students	2.1 Assessing what students have learned rationally 2.2 Have a good sense of humor to reduce students' anxiety in practicing fluency 2.3 Helping students to develop confidence	√ √ √	

		<p>in speaking in order to learn English well</p> <p>2.4 Be patient and friendly to students</p> <p>2.5 Not discriminati ng against students and treating them fairly</p> <p>2.6 Shows students' interest (by rememberin g students' names) and their conversatio nal activities</p>	<p>√</p> <p>√</p> <p>√</p>	
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3.	Good communication	<p>3.1 The EFL passionate teacher tell the procedure of speaking material to the students</p> <p>3.2 Understand spoken and pronoun English well</p> <p>3.3 Always uses English in teaching speaking</p> <p>3.4 Have a high level of proficiency with</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	

		English vocabulary		
		3.5 EFL passionate teacher read and write English well	√	
		3.6 The EFL passionate teachers? endorse the students to be active in asking and answering question.	√	
		3.7 Ask all students to pay attention to what the teacher will convey	√	

		3.8 The teacher pays attention to the use of language, eye contact and provides entertainment	√	
4.	Love his profession and antusiasn	4.1 Exited in teaching 4.2 Be active in developing his teaching ability KKG related to training speaking skills better 4.3 Be interested in his career	√ √ √	

		<p>and understandi ng any kind of educational administrati on (RPP, Silabus, KKM)</p> <p>5.5 Discuss based on what students bring even though this does not seem to be part of the English teacher's lesson plan</p> <p>5.6 Be inclusive, act</p>	<p>√</p> <p>√</p>	
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		criticism 6.4 Communication with fellow teachers, education staff, parents of students, and the community	√	
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Observation Checklist for EFL Passionate Teacher

5. Name of researcher : Friska Agustin

6. Place and date : XI Language Major,

11 May 2022

The observation checklist consists of 6 aspects and in-depth interview questions based on adapted by Robert Fried (2001), Putri Rahima Sari and Siti Fatima (2020) As an additional reference, Permendiknas 16/2007 concerning standards of academic qualifications and teacher competence.

This is observation checklist. Please put (√) to if the kinds of projects are found during observation.

No.	Aspects	Indicators	Observation Result	
			Yes	No
1.	Passion for teaching	1.1 Prepare students for learning and	√	

		activities that arouse students' interest in learning English		
		1.6 Teaching speaking that is tailored to the level of students' English skills	√	
		1.7 Manage class time well	√	
		1.8 Using various media related to speaking skills including video, audio, multimedia	√	
		1.9 Define activities that require students to interact with each other in	√	

		English 1.10 The teacher motivates students to follow the lesson	√	
2.	Respect for students	2.1 Assessing what students have learned rationally 2.2 Have a good sense of humor to reduce students' anxiety in practicing fluency 2.3 Helping students to develop	√ √ √	

		<p>confidence in speaking in order to learn English well</p> <p>2.4 Be patient and friendly to students</p> <p>2.5 Not discriminati ng against students and treating them fairly</p> <p>2.6 Shows students' interest (by rememberin g students' names) and their conversatio nal</p>	<p>√</p> <p>√</p> <p>√</p>	
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		activities		
3.	Good communication	<p>3.1 The EFL passionate teacher tell the procedure of speaking material to the students</p> <p>3.2 Understand spoken and pronoun English well</p> <p>3.3 Always uses English in teaching speaking</p> <p>3.4 Have a high level of proficiency with English vocabulary</p> <p>3.5 EFL passionate teacher read and write English</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	

		<p>well</p> <p>3.6 The EFL passionate teachers' endorse the students to be active in asking and answering question.</p> <p>3.7 Ask all students to pay attention to what the teacher will convey</p> <p>3.8 The teacher pays attention to the use of language, eye contact and provides entertainment</p>	<p>√</p> <p>√</p> <p>√</p>	
4.	Love his profession and	<p>4.1 Exited in teaching</p> <p>4.2 Be active in developing his</p>	<p>√</p> <p>√</p>	

	enthusiasm	teaching ability KKG related to training speaking skills better 4.3 Be interested in his career	√	
5.	Knowledge upgrade and good attitude	5.1 Using various vocal expressions when speaking in front of the class 5.2 Able to use technology to improve speaking skills well 5.3 Ask how students feel about	√ √ √	√

		<p>assignments, deadlines, or discussion topics</p> <p>5.4 Mastering and understanding any kind of educational administration (RPP, Silabus, KKM)</p> <p>5.5 Discuss based on what students bring even though this does not seem to be part of the English teacher's lesson plan</p> <p>5.6 Be inclusive, act objectively, and not discriminate</p>	<p>√</p> <p>√</p> <p>√</p>	
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		5.7 Develop professionalism through reflective action	√	
6.	Organizational and collaboration skills	<p>6.1 Have social skills are related to the ability of teachers as social beings in interacting with other people.</p> <p>6.2 Be discipline and stick to administrative rules and regulations</p> <p>6.3 Be flexible and open to criticism</p> <p>6.4 Communicatio</p>	<p>√</p> <p>√</p> <p>√</p>	

		n with fellow teachers, education staff, parents of students, and the community	√	
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Observation Checklist for EFL Passionate Teacher

7. Name of researcher : Friska Agustin
8. Place and date : XI Language Major,
13 May 2022

The observation checklist consists of 6 aspects and in-depth interview questions based on adapted by Robert Fried (2001), Putri Rahima Sari and Siti Fatima (2020) As an additional reference, Permendiknas 16/2007 concerning standards of academic qualifications and teacher competence.

This is observation checklist. Please put (√) to if the kinds of projects are found during observation.

No.	Aspects	Indicators	Observation	
			Yes	No
1.	Passion for teaching and	1.1 Prepare students for learning and convey learning	√	

	learning	<p>objectives</p> <p>lesson well</p> <p>1.2 The EFL passionate teacher is able to develop about speaking skills learning plans and strategies</p> <p>1.3 The teacher tell the procedure of speaking material to the students.</p> <p>1.4 Provide opportunities to speak in English through meaningful activities</p> <p>1.5 Providing speaking activities that</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
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		<p>arouse students' interest in learning English</p> <p>1.6 Teaching speaking that is tailored to the level of students' English skills</p> <p>1.7 Manage class time well</p> <p>1.8 Using various media related to speaking skills including video, audio, multimedia</p> <p>1.9 Define activities that require students to interact with each other in English</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>
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		1.10 The teacher motivates students to follow the lesson	√	
2.	Respect for students	2.1 Assessing what students have learned rationally 2.2 Have a good sense of humor to reduce students' anxiety in practicing fluency 2.3 Helping students to develop	√ √ √	

		<p>confidence in speaking in order to learn English well</p> <p>2.4 Be patient and friendly to students</p> <p>2.5 Not discriminating against students and treating them fairly</p> <p>2.6 Shows students' interest (by remembering students' names) and their conversational activities</p>	<p>√</p> <p>√</p> <p>√</p>	
3.	Good communica	3.1 The EFL passionate teacher tell the	√	

	tion	procedure of speaking material to the students		
		3.2 Understand spoken and pronoun English well	√	
		3.3 Always uses English in teaching speaking	√	
		3.4 Have a high level of proficiency with English vocabulary	√	
		3.5 EFL passionate teacher read and write English well	√	
		3.6 The EFL passionate	√	

		<p>teachers’ endorse the students to be active in asking and answering question.</p> <p>3.7 Ask all students to pay attention to what the teacher will convey</p> <p>3.8 The teacher pays attention to the use of language, eye contact and provides entertainment</p>	<p>√</p> <p>√</p>	
4.	Love his profession and enthusiasm	<p>4.1 Exited in teaching</p> <p>4.2 Be active in developing his teaching ability KKG</p>	<p>√</p> <p>√</p>	

		<p>related to training speaking skills better</p> <p>4.3 Be interested in his career</p>	√	
5.	<p>Knowlegde upgrade and good atitude</p>	<p>5.1 Using various vocal expressions when speaking in front of the class</p> <p>5.2 Able to use technology to improve speaking skills well</p> <p>5.3 Ask how students feel about assignments, deadlines, or</p>	<p>√</p> <p>√</p> <p>√</p>	

		discussion topics		
		5.4 Mastering and understanding any kind of educational administration (RPP, Silabus, KKM)	√	
		5.5 Discuss based on what students bring even though this does not seem to be part of the English teacher's lesson plan	√	
		5.6 Be inclusive, act objectively, and not discriminate	√	
		5.7 Develop professionalism	√	

		through reflective action		
6.	Organizational and collaboration skills	<p>6.1 Have social skills are related to the ability of teachers as social beings in interacting with other people.</p> <p>6.2 Be discipline and stick to administrative rules and regulations</p> <p>6.3 Be flexible and open to criticism</p> <p>6.4 Communication with fellow teachers, education staff,</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	

		parents of students, and the community		
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Observation Checklist for EFL Passionate Teacher

Name of researcher : Friska Agustin

Place and date : XI Language Major,
14 May 2022

The observation checklist consists of 6 aspects and in-depth interview questions based on adapted by Robert Fried (2001), Putri Rahima Sari and Siti Fatima (2020) As an additional reference, Permendiknas 16/2007 concerning standards of academic qualifications and teacher competence.

This is observation checklist. Please put (√) to if the kinds of projects are found during observation.

No.	Aspects	Indicators	Observation	
			Yes	No
1.	Passion for teaching and	1.1 Prepare students for learning and convey learning	√	

	learning	<p>objectives</p> <p>lesson well</p> <p>1.2 The EFL passionate teacher is able to develop about speaking skills learning plans and strategies</p> <p>1.3 The teacher tell the procedure of speaking material to the students.</p> <p>1.4 Provide opportunities to speak in English through meaningful activities</p> <p>1.5 Providing speaking activities that</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
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		<p>arouse students' interest in learning English</p> <p>1.6 Teaching speaking that is tailored to the level of students' English skills</p> <p>1.7 Manage class time well</p> <p>1.8 Using various media related to speaking skills including video, audio, multimedia</p> <p>1.9 Define activities that require students to interact with each other in English</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
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		1.10 The teacher motivates students to follow the lesson	√	
2.	Respect for students	2.1 Assessing what students have learned rationally 2.2 Have a good sense of humor to reduce students' anxiety in practicing fluency 2.3 Helping students to develop confidence in speaking in order to learn English well 2.4 Be patient	√ √ √ √	

		<p>and friendly to students</p> <p>2.5 Not discriminating against students and treating them fairly</p> <p>2.6 Shows students' interest (by remembering students' names) and their conversational activities</p>	<p>√</p> <p>√</p>	
3.	Good communication	<p>3.1 The EFL passionate teacher tell the procedure of speaking material to the students</p> <p>3.2 Understand spoken and</p>	<p>√</p> <p>√</p>	

		pronoun English well		
		3.3 Always uses English in teaching speaking	√	
		3.4 Have a high level of proficiency with English vocabulary	√	
		3.5 EFL passionate teacher read and write English well	√	
		3.6 The EFL passionate teachers? endorse the students to be active in asking and answering question.	√	

		<p>3.7 Ask all students to pay attention to what the teacher will convey</p> <p>3.8 The teacher pays attention to the use of language, eye contact and provides entertainment</p>	<p>√</p> <p>√</p>	
4.	Love his profession and antusiasn	<p>4.1 Exited in teaching</p> <p>4.2 Be active in developing his teaching ability KKG related to training speaking skills better</p> <p>4.3 Be interested in his career</p>	<p>√</p> <p>√</p> <p>√</p>	

		<p>administration (RPP, Silabus, KKM)</p> <p>5.5 Discuss based on what students bring even though this does not seem to be part of the English teacher's lesson plan</p> <p>5.6 Be inclusive, act objectively, and not discriminate</p> <p>5.7 Develop professionalism through reflective action</p>	<p>√</p> <p>√</p>	
6.	Organizational and collaborative	6.1 Have social skills are related to the	√	

	n skills	<p>ability of teachers as social beings in interacting with other people</p> <p>6.2 Be discipline and stick to administrative rules and regulations</p> <p>6.3 Be flexible and open to criticism</p> <p>6.4 Communication with fellow teachers, education staff, parents of students, and the community</p>	<p>√</p> <p>√</p> <p>√</p>	
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Observation Checklist for EFL Passionate Teacher

Name of researcher : Friska Agustin

Place and date : XI Language Major,

15 May 2022

The observation checklist consists of 6 aspects and in-depth interview questions based on adapted by Robert Fried (2001), Putri Rahima Sari and Siti Fatima (2020) As an additional reference, Permendiknas 16/2007 concerning standards of academic qualifications and teacher competence.

This is observation checklist. Please put (√) to if the kinds of projects are found during observation.

No.	Aspects	Indicators	Observation	
			Yes	No
1.	Passion for teaching and	1.1 Prepare students for learning and convey learning	√	

	learning	<p>objectives</p> <p>lesson well</p> <p>1.2 The EFL passionate teacher is able to develop about speaking skills learning plans and strategies</p> <p>1.3 The teacher tell the procedure of speaking material to the students.</p> <p>1.4 Provide opportunities to speak in English through meaningful activities</p> <p>1.5 Providing speaking activities that</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
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		<p>arouse students' interest in learning English</p> <p>1.6 Teaching speaking that is tailored to the level of students' English skills</p> <p>1.7 Manage class time well</p> <p>1.8 Using various media related to speaking skills including video, audio, multimedia</p> <p>1.9 Define activities that require students to interact with each other in English</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
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		1.10 The teacher motivates students to follow the lesson	√	
2.	Respect for students	2.1 Assessing what students have learned rationally 2.2 Have a good sense of humor to reduce students' anxiety in practicing fluency 2.3 Helping students to develop confidence in speaking in order to learn English well	√ √ √	

		<p>2.4 Be patient and friendly to students</p> <p>2.5 Not discriminating against students and treating them fairly</p> <p>2.6 Shows students' interest (by remembering students' names) and their conversational activities</p>	<p>√</p> <p>√</p> <p>√</p>	
3.	Good communication	3.1 The EFL passionate teacher tell the procedure of speaking material to the students	√	

		3.2 Understand spoken and pronoun English well	√	
		3.3 Always uses English in teaching speaking	√	
		3.4 Have a high level of proficiency with English vocabulary	√	
		3.5 EFL passionate teacher read and write English well	√	
		3.6 The EFL passionate teachers' endorse the students to be active in asking and answering	√	

		<p>question.</p> <p>3.7 Ask all students to pay attention to what the teacher will convey</p> <p>3.8 The teacher pays attention to the use of language, eye contact and provides entertainment</p>	<p>√</p> <p>√</p>	
4.	Love his profession and antusiasms	<p>4.1 Exited in teaching</p> <p>4.2 Be active in developing his teaching ability KKG related to training speaking skills better</p> <p>4.3 Be interested in his career</p>	<p>√</p> <p>√</p> <p>√</p>	

		<p>administration (RPP, Silabus, KKM)</p> <p>5.5 Discuss based on what students bring even though this does not seem to be part of the English teacher's lesson plan</p> <p>5.6 Be inclusive, act objectively, and not discriminate</p> <p>5.7 Develop professionalism through reflective action</p>	<p>√</p> <p>√</p> <p>√</p>	
6.	Organizational and	6.1 Have social skills are	√	

	collaboration skills	<p>related to the ability of teachers as social beings in interacting with other people</p> <p>6.2 Be discipline and stick to administrative rules and regulations</p> <p>6.3 Be flexible and open to criticism</p> <p>6.4 Communication with fellow teachers, education staff, parents of students, and the community</p>	<p>√</p> <p>√</p> <p>√</p>	
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Observation Checklist for EFL Passionate Teacher

Name of researcher : Friska Agustin

Place and date : XI Language Major,
16 May 2022

The observation checklist consists of 6 aspects and in-depth interview questions based on adapted by Robert Fried (2001), Putri Rahima Sari and Siti Fatima (2020) As an additional reference, Permendiknas 16/2007 concerning standards of academic qualifications and teacher competence.

This is observation checklist. Please put (√) to if the kinds of projects are found during observation.

No.	Aspects	Indicators	Observation Result	
			Yes	No
1.	Passion for teaching and	1.1 Prepare students for learning and convey learning	√	

	learning	<p>objectives</p> <p>lesson well</p> <p>1.2 The EFL passionate teacher is able to develop about speaking skills learning plans and strategies</p> <p>1.3 The teacher tell the procedure of speaking material to the students.</p> <p>1.4 Provide opportunities to speak in English through meaningful activities</p> <p>1.5 Providing speaking activities that</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
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		<p>arouse students' interest in learning English</p> <p>1.6 Teaching speaking that is tailored to the level of students' English skills</p> <p>1.7 Manage class time well</p> <p>1.8 Using various media related to speaking skills including video, audio, multimedia</p> <p>1.9 Define activities that require students to interact with each other in English</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>
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		1.10 The teacher motivates students to follow the lesson	√	
2.	Respect for students	2.1 Assessing what students have learned rationally 2.2 Have a good sense of humor to reduce students' anxiety in practicing fluency 2.3 Helping students to develop confidence in speaking in order to learn English well	√ √ √	

		<p>2.4 Be patient and friendly to students</p> <p>2.5 Not discriminating against students and treating them fairly</p> <p>2.6 Shows students' interest (by remembering students' names) and their conversational activities</p>	<p>√</p> <p>√</p> <p>√</p>	
3.	Good communication	3.1 The EFL passionate teacher tell the procedure of speaking material to the	√	

		students		
		3.2 Understand spoken and pronoun English well	√	
		3.3 Always uses English in teaching speaking	√	
		3.4 Have a high level of proficiency with English vocabulary	√	
		3.5 EFL passionate teacher read and write English well	√	
		3.6 The EFL passionate teachers' endorse the students to be active in asking	√	

		<p>administration (RPP, Silabus, KKM)</p> <p>5.5 Discuss based on what students bring even though this does not seem to be part of the English teacher's lesson plan</p> <p>5.6 Be inclusive, act objectively, and not discriminate</p> <p>5.7 Develop professionalism through reflective action</p>	<p>√</p> <p>√</p>	
6.	Organizational and collaborative	6.1 Have social skills are related to the	√	

	n skills	<p>ability of teachers as social beings in interacting with other people</p> <p>6.2 Be discipline and stick to administrative rules and regulations</p> <p>6.3 Be flexible and open to criticism</p> <p>6.4 Communication with fellow teachers, education staff, parents of students, and the community</p>	<p>√</p> <p>√</p> <p>√</p>	
--	----------	---	----------------------------	--

In-depth Interview With English Teacher

1. Name of informan : Ahmad Syakirman, S.Pd. S.H
2. Nmae of reseacher : Friska Agustin

Researcher :

How is your educational history? (Attached in cv)

Researcher :

First of all, I want to ask about the materials used in teaching speaking in this school. What materials do you use in teaching English speaking?

Teacher :

For speaking materials, I used materials from guidebooks, actually from the government. Actually, the material is contained in the government manual which is used for teaching.

Researcher:

Is there any preparation that you do before the implementation of the lesson? (Syllabus and lesson plans)?

Teacher :

Yes I use guidelines when teaching, I prepare syllabus and lesson plans

Researcher :

In the early stages of learning, what do you do to attract students' attention, and at the same time create motivation in learning?

Teacher :

The first is reducing boredom and being able to experience various strategies as well, teaching how to discuss, how to role play so that it has many variations and is not fixed on one strategy such as discussion, continuous presentation and clear

brainstorming of course, make it easier for students to use their imagination or brain in thinking broadly.

Researcher :

Do you use full English when teaching?

Teacher :

I practice speaking full English in class, but not always. Interacting with them and I use English to force them to speak English, because many of them also consider it taboo in learning English, so that their creativity in speaking English can develop slowly.

Researcher :

When students have a speech error, do you correct it immediately or wait until they finish speaking?

Teacher :

Would wait for them to finish speaking, because if I corrected them directly, their concentration would break.

:

Researcher :

Do you give notice to students about aspects that will be assessed when they practice speaking, such as pronunciation, grammar etc.?

Teacher :

Yes, I said about the initial aspect.

Researcher :

Is there a difference in English speaking skills between the language major and the regular class?

Teacher :

Yes, because it can be seen that if there is a competition, the language major children will win more dominantly in the speech competition, and indeed for the

brainstorming of course, make it easier for students to use their imagination or brain in thinking broadly.

Researcher :

Do you use full English when teaching?

Teacher :

I practice speaking full English in class, but not always. Interacting with them and I use English to force them to speak English, because many of them also consider it taboo in learning English, so that their creativity in speaking English can develop slowly.

Researcher :

When students have a speech error, do you correct it immediately or wait until they finish speaking?

Teacher :

Would wait for them to finish speaking, because if I corrected them directly, their concentration would break.

:

Researcher :

Do you give notice to students about aspects that will be assessed when they practice speaking, such as pronunciation, grammar etc.?

Teacher :

Yes, I said about the initial aspect.

Researcher :

Is there a difference in English speaking skills between the language major and the regular class?

Teacher :

Yes, because it can be seen that if there is a competition, the language major children will win more dominantly in the speech competition, and indeed for the

SURAT KETERANGAN

Hal : Validasi Instrumen

Yang bertanda tangan dibawah ini :

Nama : Andri Saputra, S.Pd, M.Se

NIP : 199106262019031014

Telah memvalidasi instrument dari penelitian yang berjudul "*Investigating EFL Passionate Teachers in Teaching English Speaking Skills (A Descriptive Qualitative Study in Language Major at SMA N 4 Bengkulu)*" oleh peneliti :

Nama : Friska Agustin

Nim : 1811230020

Prodi : Tadris Bahasa Inggris

Setelah memperhatikan Instrumen yang digunakan pada penelitian ini, maka evaluasi terhadap media pembelajaran tersebut tercantum dalam lampiran.

Demikian surat keterangan ini saya buat untuk digunakan semestinya.

Bengkulu, 23 Mei 2022
Validator Instrumen



Andri Saputra, S.Pd, M.Se
NIP: 199106262019031014



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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 02.50 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan

Tadris Universitas Islam Negeri Fatmawati Sukarno Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. H. Ali Akbarjono, M.Pd. 197509252001121004	P I	Friska Agustin 1811236020	TBI	Teachers' Strategies in Teaching English Speaking Skills to Young Learners During Covid-19 Pandemic (Qualitative a Case Study of Students at Salafiyah Qomariyah Islamic Boarding School Academic Year 2021/2022
2	Feny Martina, M.Pd. 198703242015032002	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 14 Januari 2022

Dekan,


Mus Mulyadi

Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Friska Agustin
NIM : 1811230020
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Ada pun judul saya sebelumnya adalah: **Teachers Strategies In Teaching English Speaking Skills To Young Learners During Covid-19 Pandemic (Qualitative a Case Study of students at Salafiyah Hidayatul Qomariyah Islamic Boarding School Academic Year 2021/2022).**

Menjadi : **Investigating EFL Passionate Teachers In Teaching English Speaking Skills (A Descriptive Qualitative Study in Language Major at SMA N 4 Bengkulu City)**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, 12 April 2022

Disetujui oleh,

Pembimbing I

Pembimbing II

Dr. H. Agus Kharjono, M.Pd
NIP.197509252001121004

Feny Martina, M.Pd
NIP.198703242015032002

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M.Pd
NIP.197405231999032002



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Nomor : 121 /Un.23/F.II/PP.00.9/05/2022

Lamp.

Perihal : Penyeminaran Proposal Skripsi

Kepada Yth.

1. Dr. Syamsul Rizal, M.Pd (Penyeminar I)

2. Anita, M.Hum (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Beisama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminaran Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Jumat 20 Mei 2022

Tempat : Ruang Munaqasah Jurusan Pendidikan Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Tri Melti (111230114)	08.00-08.50 WIB	The Effect of Project Based Learning on Students' Writing Ability at MAS PP Hidayatul Qomariyah Bengkulu (A Quasi experimental at the eleventh grade of MAS PP Hidayatul Qomariyah Bengkulu in academic year 2022)
2.	Ch ndy Yulia Pe matasari (111230051)	08.50-09.40 WIB	The Perception of The Use E-Journal By English Department Students In Fulfilling The Needs For Academic Writing During Pandemic (A Descriptive Quantitative Study on 7 th Semester English Department Students At Fatmawati Sukarno State Islamic University Bengkulu)
3.	Mi ta Huljanah (111230145)	09.40-10.30 WIB	The Effect Of Using Literature Circle Strategy On Students' English Reading Comprehension (Quasi-Experimental Research At Eleventh Grade Of SMAN 4 Bengkulu In Academic Year 2021/2022)
4.	Ye zzie Amelia (111230038)	10.30-11.20 WIB	The Effect of Word Walls Media on Students' Vocabulary Mastery (An Experimental Study At The Eight Grades of SMPN 03 South Bengkulu In Academic Year 2021/2022)
5.	Fri ka Agustin (111230020)	11.20-12.00 WIB	Investigating EFL Passionate Teachers in Teaching English Speaking Skills (A Descriptive Qualitative Study In Language Major At SMAN 04 Bengkulu)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 16 Mei 2022

Dekan,



Mrs Mulyadi



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
PENGESAHAN PENYEMINAR

Penyeminar I dan Penyeminar II, menyatakan Proposal Skripsi yang ditulis oleh:

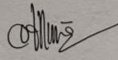
Nama : Friska Agustin
NIM : 1811230020
Program Studi : Tadris Bahasa Inggris
Jurusan : Tadris
Fakultas : Tarbiyah dan Tadris


Proposal Skripsi yang berjudul "Investigating EFL Passionate Teachers in Teaching English Speaking Skills (A Descriptive Qualitative Study in Language Major at SMA N 4 Bengkulu)." ini telah dibimbing, diperbaiki sesuai dengan saran Penyeminar I dan Penyeminar II. Oleh karena itu, Proposal Skripsi tersebut sudah memenuhi persyaratan untuk melanjutkan penelitian.

Penyeminar I


Dr. Svamsul Rizal, M.Pd
NIP. 196901291999031001

Bengkulu, 25 Mei 2022
Penyeminar II


Anita, M.Hum
NIP. 199008142019032011



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 Website: www.uinfasbengkulu.ac.id

Nomor : 2455 / Un.23/F.II/TL.00/05/2022 30 Mei 2022
 Lampiran : 1 (satu) Exp Proposal
 Perihal : **Mohon izin penelitian**

Kepada Yth,
 Kepala SMAN 4 Bengkulu
 Di –
 Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

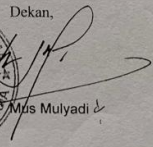
Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***“INVESTIGATING EFL PASSIONATE TEACHERS IN TEACHING ENGLISH SPEAKING SKILLS (A Descriptive Qualitative Study In Language Major Of SMA N 4 Bengkulu)”***.


Nama : Friska Agustin
 NIM : 1811230020
 Prodi : Tadris Bahasa Inggris (TBI)
 Tempat Penelitian : SMAN 4 Bengkulu
 Waktu Penelitian : 30 Mei s/d 14 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,


 M. Mulyadi



SURAT PERMOHONAN

Perihal : Permohonan Penelitian Bengkulu, 24 Mei 2022
Kepada Yth.
Kepala SMA N 4 Kota Bengkulu

Dengan hormat

Yang bertanda tangan dibawah ini:

Nama : Friska Agustin

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Judul : Investigating EFL Passionate Teachers in Teaching English Speaking Skills
(A Descriptive Qualitative Study in Language Major at SMA N 4 Bengkulu)

Dengan ini mengajukan permohonan izin kepada Bapak Kepala Sekolah untuk melaksanakan penelitian di SMA N 4 Kota Bengkulu sehubungan dengan pengumpulan data guna penyusunan tugas akhir skripsi.

Demikian surat permohonan ini saya ajukan, atas izin Bapak saya ucapkan terima kasih.


Menyetujui

A.n. Kepala Sekolah

Ahmad Syakirman, S.Pd, SMA N 4 Kota Bengkulu



Pemohon


Friska Agustin
NIM. 1811230020



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SURAT TUGAS
DEKAN FAKULTAS TARBIYAH DAN TADRIS
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Nomor : 1705/U.n.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Friska Agustin
NIM : 1811230020
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Eva Dewi, M.Ag	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An-Nas)
2	Feny Martina, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Ixsir Eliya, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
 2. Pelaksanaan ujian dimulai paling lambat 1 (satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
 3. Skor nilai ujian komprehensif adalah 60 s/d 100
 4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
 5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Tembusan :
Yth, Wakil Rektor 1





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Website: www.uinfasbengkulu.ac.id

Bengkulu, 22 Juli 2022

Nomor : 9127 /Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr.Syamsul Rizal, M.Pd (Ketua)
2. Hanura Febriani, M.Pd (Sekretaris)
3. Risnawati, M.Pd (Penguji Utama)
4. Endang Haryanto, M.Pd (Penguji II)

di -

Bengkulu

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Selasa, 26 Juli 2022

Waktu : 08.00 s/d selesai

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Friska Agustin 1811230020	08.00-09.00 WIB	Investigating EFL Passionate Teachers In Teaching English Speaking Skills (A Descriptive Qualitative Study In Language Major At SMAN 4 Bengkulu)
2	Estia Aswita 1811230111	09.00-10.00 WIB	The Effect of The Use of VOA Learning English APP With Jigsaw Strategy On Students' Listening Comprehension (Quasi-Experimental Research of students at SMAN 2 Selama during academic year 2021/2022)
3	Rulita Hasanah 1811230103	10.00-11.00 WIB	The Correlation Between Students' Reading Habits And Critical Thinking Skills (A Correlational Study Conducted At The Eleventh Grade Students of SMA Negeri 12 Rejang Lebong In The Academic Year of 2021/2022)
4	Mifla Huljanah 1811230145	11.00-12.00 WIB	The Effect Of Using Literature Circle Strategy On Students' English Reading Comprehension (Quasi-Experimental Research At Eleventh Grade Of SMAN 4 Bengkulu In Academic Year 2021/2022)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

Mus Mulyadi





PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 4 KOTA BENGKULU

Jalan Zaimul Arifin Bengkulu 38229 ☎ (Telp) / Fax (0736) 22061
e-mail : sman04bengkulu@gmail.com website : www.smanpa-kotabengkulu.sch.id

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 423.4/ 39 /SMAN4/2022

Dasar : Surat dari Dinas Pendidikan dan Kebudayaan Provinsi Bengkulu
Nomor : 070/5660/DIKBUD/2022

Kepala Sekolah Menengah Atas (SMA) Negeri 4 Bengkulu, menerangkan bahwa :

Nama : **FRISKA AGUSTIN**
NIM : 1811230020
Program Studi : Tadris Bahasa Inggris (TBI)
Universitas : Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Telah melaksanakan penelitian di SMA Negeri 4 Kota Bengkulu.
Pada tanggal 30 Mei 2022 s.d tanggal 14 Juli 2022

Dengan Judul : *"Investigating EFL Passionate Teachers In Teaching English Speaking Skills (A Descriptive Qualitative Study In Language Major Of SMA N 4 Bengkulu)"*.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bengkulu, 14 Juli 2022
Kepala SMAN 4 Kota Bengkulu






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Nama Mahasiswa : Friska Agustin Pembimbing (I/II) : Dr. H. Ali Akbarjono
NIM : 1011230020 Judul Skripsi : Investigating EFL Passionate
Teachers in Teaching English Speaking Skills
Jurusan : Pendidikan (A Descriptive Quantitative Study in Language
Major at SMA N 4 Bengkulu)
Program Studi : Bahasa Inggris

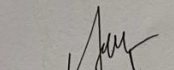
No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
		Chapter 2 - II	check your writing between two paragraphs. A Review your answer at every tables was good enough. A Complex Witle dan a do needal B Acc for Muzgani B 18/07-2012	

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Dekan


Dr. Agus Mulyadi, SAg, M.Pd
NIP. 1951081117000031004

Bengkulu, 18-07-2012.

Pembimbing (I/II)


Dr. H. Ali Akbarjono
NIP.



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Nama Mahasiswa : Friska Agustin Pembimbing I(II) : Fery Martina, M.Pd
 NIM : 1811230020 Judul Skripsi : Investigating EFL Postgraduate teachers' in Teaching English Speaking Skills
 Jurusan : Tadris (A Descriptive, Qualitative study in language major at UIN I I Bengkulu)
 Program Studi : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	13/07/2022	Konsultasi Susunan Bab 4-5		
	14/07-2022	Chapter IV - V	Fix for result table and add related previous research	
	15/07-2022	Chapter 1 - V	fix writing errors	
	18/07-2022		ACC to Munafasah check Jurnal	

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 Dekan

Dr. Nur Muhyadi, S.Ag., M.Pd
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Bengkulu, 18 - 7 - 2022

Pembimbing I(II)

Fery Martina, M.Pd
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Nama Mahasiswa : Friska Agustin Pembimbing II : Dr. H. Ali Akbarjono, M Pd
 NIM : 1811230020 Judul Skripsi : Teachers' Strategies...
 Jurusan : Tadris in... teaching English Learning Skills...
 Program Studi : Bahasa Inggris to... young learners During Covid-19 pandemic


No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	- Selasa 8-03-2022	Bab II	- Find theories and concept supported comprehensively by making synthesis and by the elaborating in the indicators. - By the indicators can be make as the instruments to explore the phenomena empirically in the field - So every identifications problem should be relevant with the indicators and supported by empirical data.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
2	Jum'at 11-03-2022	Bab II	- Perbaiki sintesa & indikator	<input checked="" type="checkbox"/>

Mengetahui,
Dekan


 Dr. H. Ali Akbarjono, M Pd
 NIP. 197005141000031004

Bengkulu, 13 April 2022.....

Pembimbing II


 Dr. H. Ali Akbarjono M Pd
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Nama Mahasiswa : Fiska Agustin Pembimbing I/II : Dr. H. Ali Akbarjono, M.Pd
 NIM : 1911230020 Judul Skripsi : Teachers Strategies
 Jurusan : Tadris in teaching English speaking skills to
 Program Studi : Bahasa Inggris young learners during covid-19 pandemic


No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3.	Senin - 21 Maret 2022	Bab II	Perbaikan sintesa ✓	A
4.	Senin 04 April 2022	Bab II	Perbaikan sintesa + identifikasi ✓ Perbaiki buku much in down or go mod. as soon related :-	A
5.	Jumat 08 April 2022			

Bengkulu, 13 April 2022

Pembimbing I/II

Mengetahui,
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 Dr. Mus Muliyadi, M.Pd
 NIP. 197001200031004


 Dr. H. Ali Akbarjono, M.Pd
 NIP. 19709252001121004



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Nama Mahasiswa : Friska Agustin Pembimbing I/II : Feny Martina, M.Pd
NIM : 1011230020 Judul Skripsi : Teachers Strategies
Jurusan : Tadris in teaching English Speaking skills
Program Studi : Bahasa Inggris to young learners During Covid-19 Pandemic

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
5.	Senin 07-03- 2022	Ace Semproy	Ace Semproy	

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Dekan

Dr. Mulyadi, M.Pd
NIP. 1951041200031004

Bengkulu, 7 Maret 2022

Pembimbing I/II

Feny Martina, M.Pd
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Nama Mahasiswa : Friska Agustin Pembimbing I/II : Feny Martina, M.Pd
NIM : 1011730020 Judul Skripsi : Teachers' Strategies
Jurusan : Tadris in teaching English speaking skills
Program Studi : Bahasa Inggris to Young Learners During Covid-19 Pandemic

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Selasa 25-01-2022	- Judul	- Perbaiki judul - Mencari jurnal terkait	
2.	Selasa 08-02-2022	- Bab I - Bab II - Bab III	- Perbaiki background, rumusan masalah - Tambahkan teori - Perbaiki research design menjadi descriptive qualitative membuat observasi & interview	
3.	Rabu 23-03-2022	- Bab I - Bab II	- Tambahkan pada key terms - Tambahkan reseach prosedure - Tambahkan pada lembar observasi & interview	
4.	Rabu 02-03-2022	- Bab III	- Perbaiki observation checklist & interview	

Mengetahui,
Dekan

Dr. Ayu Mulyadi, M.Pd
NIP. 196205141980031004

Bengkulu, 13 April 2022

Pembimbing I/II

Feny Martina, M.Pd
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Nama Mahasiswa : Friska Agustin Pembimbing(II) : Dr. H. Ali Akbarjono, M Pd
 NIM : 1811230020 Judul Skripsi : Teachers' Strategies...
 Jurusan : Tadris : in...teaching...English...Skills...
 Program Studi : Bahasa Inggris : to young learners During Covid-19 pandemic


No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	- Selasa 8-03-2022	Bab II	- Find theories and concept supported comprehensively by making synthesis and by the elaborating in the indicators. - By the indicators can be make as the instruments to explore the phenomena empirically in the field - So every identifications problem; should be relevant with the indicators and supported by empirical data.	T ✓
2	Jum'at 11-03-2022	Bab II	- Perbaiki sintesa & indikator	✓

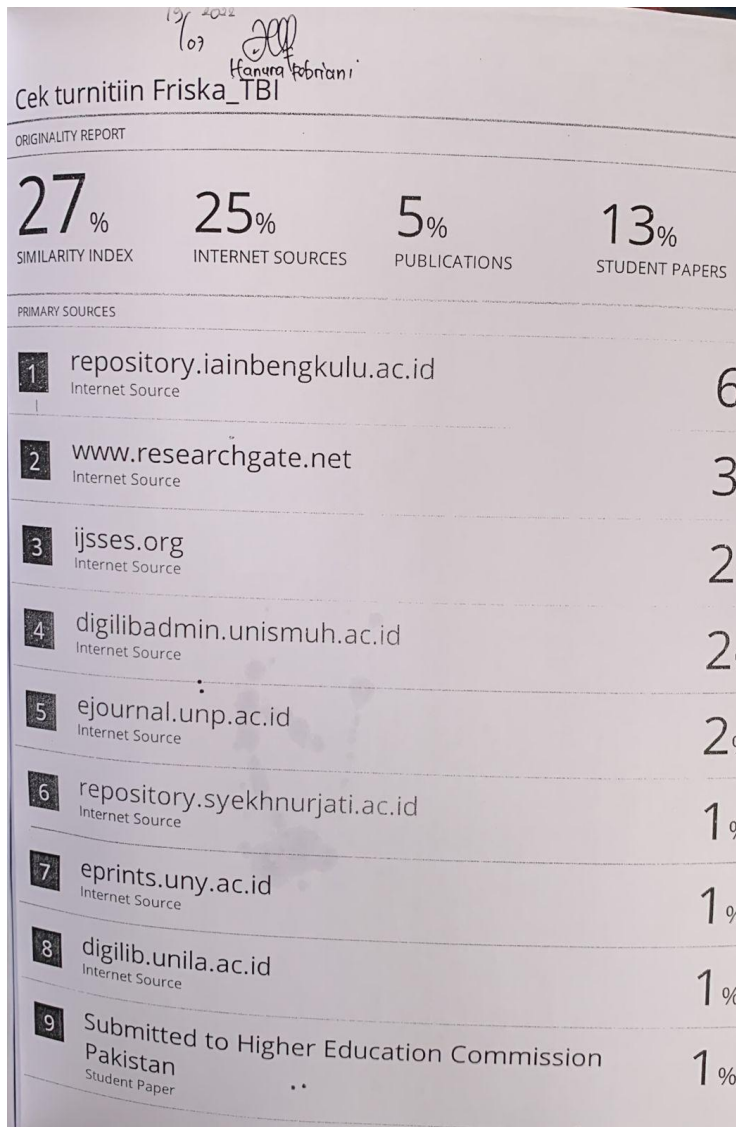
Mengetahui,
Dekan


 Dr. H. Ali Akbarjono, M Pd
 NIP. 197005141000031004

Bengkulu, 13 April 2022.....

Pembimbing(II)


 Dr. H. Ali Akbarjono Mpd
 NIP. 19750905200121004





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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Friska Agustini
NOMOR INDIK MAHASISWA : 1711230125
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	26 April 2021 Selasa	08.00-10.00	Siska Fitriana	1711230125	An Analysis of Metacognitive Strategies Ability Among English Students in Dealing Reading Questions of TOEFL	✓
2	26 April 2021 Selasa	08.00-10.00	Nutan Awiya Juliani	1711230049	An analysis of English Teachers' Method in Teaching Speaking During Covid-19 Pandemic	✓
3	26 April 2021 Selasa	08.00-10.00	Pipit Melati	1711230099	Content Analysis of Speaking Activities in English Text Book Based on 2013 Curriculum for the first grade students at senior high school	✓
4	26 April 2021 Selasa	08.00-10.00	Win do Purwana Sari	1711230116	The implementation asynchronous learning in classroom in the covid-19 pandemic	✓
5	26 April 2021 Selasa	08.00-10.00	Yuni Astori	1711230100	An analysis of cohesion and coherence in the background of thesis	✓
6						

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

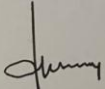
Nama : Friska Agustin
Nim : 1811230020
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Investigating EFL Passionate Teachers in Teaching English Speaking Skills (A Descriptive Qualitative Study in Language Major at SMA N 4 Bengkulu)

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Bengkulu, 13 Juli 2022

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Ketua Tim Verifikasi

Yang Menyatakan


Dr. Edi Ansyah, M.Pd
NIP.197007011999031002


Friska Agustin
NIM.1811230020