Innovative Teaching: The Case of Two Junior High School English Teachers in Developing Students' English Speaking Abilities through Innovative Teaching Practices

THESIS

Submitted by:
REVY SELVYANA
NIM. 170203199
The Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Education

THE FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI AR-RANIRY
2022 M/1443

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh* in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

REVY SELVYANA
NIM. 170203199

Student of *Fakultas Tarbiyah dan Keguruan*
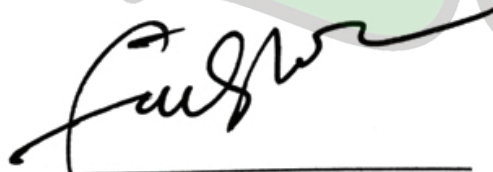Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,

Dr. Faishal Zakaria, MA   Mulia, M.Ed

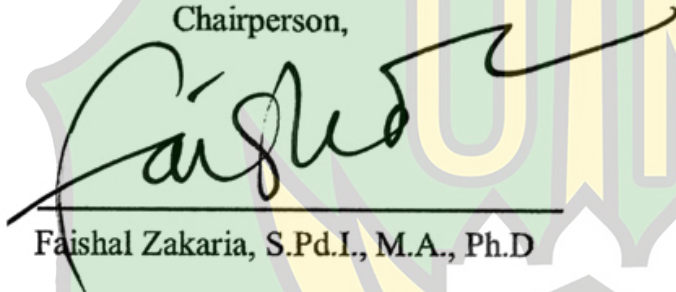Date: 20/ 07/ 2022   Date: 20/ 07/ 2022

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Wednesday, December 28th, 2022 M
Jumadil Akhir 4th, 1444 H
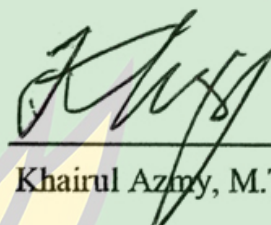
In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,   Secretary,

Faishal Zakaria, S.Pd.I., M.A., Ph.D   Khairul Azmy, M.TESOL
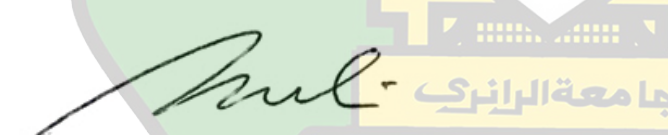
Member,   Member,

Mulia, M.Ed   Fera Busfina Zalha, S.Pd, M.A

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan dibawah ini:

Nama : Revy Selvyana

NIM : 170203199

Tempat/tinggal lahir : Lhoksuemawe, 22 februari 1998

Alamat : Dusun Tgk Syik Paya, Blangbladeh, Kec. Jeumpa, Kab. Bireuen

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Innovative Teaching: The Case of Two Junior High School English Teachers in Developing Students' English Speaking Abilities through Innovative Teaching Practice

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnyan, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 28 Juli 2022
Saya yang membuat surat pernyataan,

Revy Selvyana

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirabbil'alamin, all praises due to the Almighty Allah SWT, who has always given me blessings, strength, and ability so that I can finish my thesis this semester. Shallawat and salam always belong to our beloved prophet Muhammad Shallallahu alaihi wassalam, who has struggled whole-heartedly and guided us from the darkness to the most educated world.

I would like to express my appreciation and thanks to Mr. Dr Faishal Zakaria,MA as my first advisor. This thesis would have not been possible without his help, advice, and guidance in completing this thesis. My appreciation also goes to my second advisor Mr Mulia, M.Ed who always fully supports me to finish my study in this semester. In addition, my appreciation to Prof. Dr. T. Zulfikar, M.Ed, as the head of the Department of English Education and all the study program staff who have been willing to help me when I have a trouble in the completeness of this study, along with all the lecturers of the English Languange Education Department of UIN Ar-Raniry who had enhanced my knowledge since the first time I enrolled in this department. Furthermore, my recognition and gratitude to all the participants of this research who were the the teacher for their cooperation during the data collection.

My special gratitude to my beloved parents, for their endless love, prayers, and support. Millions of thanks to dr. Malawati SpKJ as my psychiatrist, Mrs Yulia Direzkia, S.Psi as my psychologist who were willing to be bothered to give me advice and help when I needed it. Last but not least, my deepest thanks for all

my beloved friends in English Department at UIN Ar-Raniry Banda Aceh for the beautiful and unforgettable memories we have been through. A deep thanks to those who have supported me when I was down as part of a long journey during my thesis which I cannot list individually on this piece of paper.

Finally, because of the limitations of this research and my abilities, suggestions and comments are extremely beneficial in reducing my weaknesses and improving my knowledge. Hopefully, this thesis will be useful to students and lecturers at UIN Ar-Raniry Banda Aceh's Department of English Education.

Banda Aceh, 23 Juli 2022
The Writer,

Revy Selvyana

iii

ABSTRACT

Name   : Revy Selvyana
Reg No.   : 170203199
Faculty   : Fakultas Tarbiyah dan Keguruan
Major   : Department of English Language Education
Thesis Working Title : Innovative Teaching: The case of two Junior High School English Teacher in Developing Students' English Speaking Abilities through Innovative Teaching Practice
Main Supervisor   : Dr.Faishal Zakaria, MA
Co-Supervisor   : Mulia, M.Ed
Keywords   : Teaching Innovative, English speaking, Teaching Practice

The purpose of this research was carried to investigate teachers' teaching practice in developing student speaking abilities through innovative skill at private-run Junior High School in Bireuen, Aceh. In this study, qualitative research is used as an approach to this research. The sample involved two teachers from Junior High School. The information gained from the interviews was transcribed and analyzed. In analyzing the data, four steps have been used; reducing data, display data, coding data and conclusion. The result of the study is the teaching style carried out by the teachers has been included in the innovative teaching category they also have creativition with using several media in teaching. The teacher also did play game and class project as a strategy to develop students' speaking abilities. Become a creative, the teacher invite guest teacher from outside for giving material to the student. The teacher try to motive student with build their character and make a material teaching relate with their students' life.
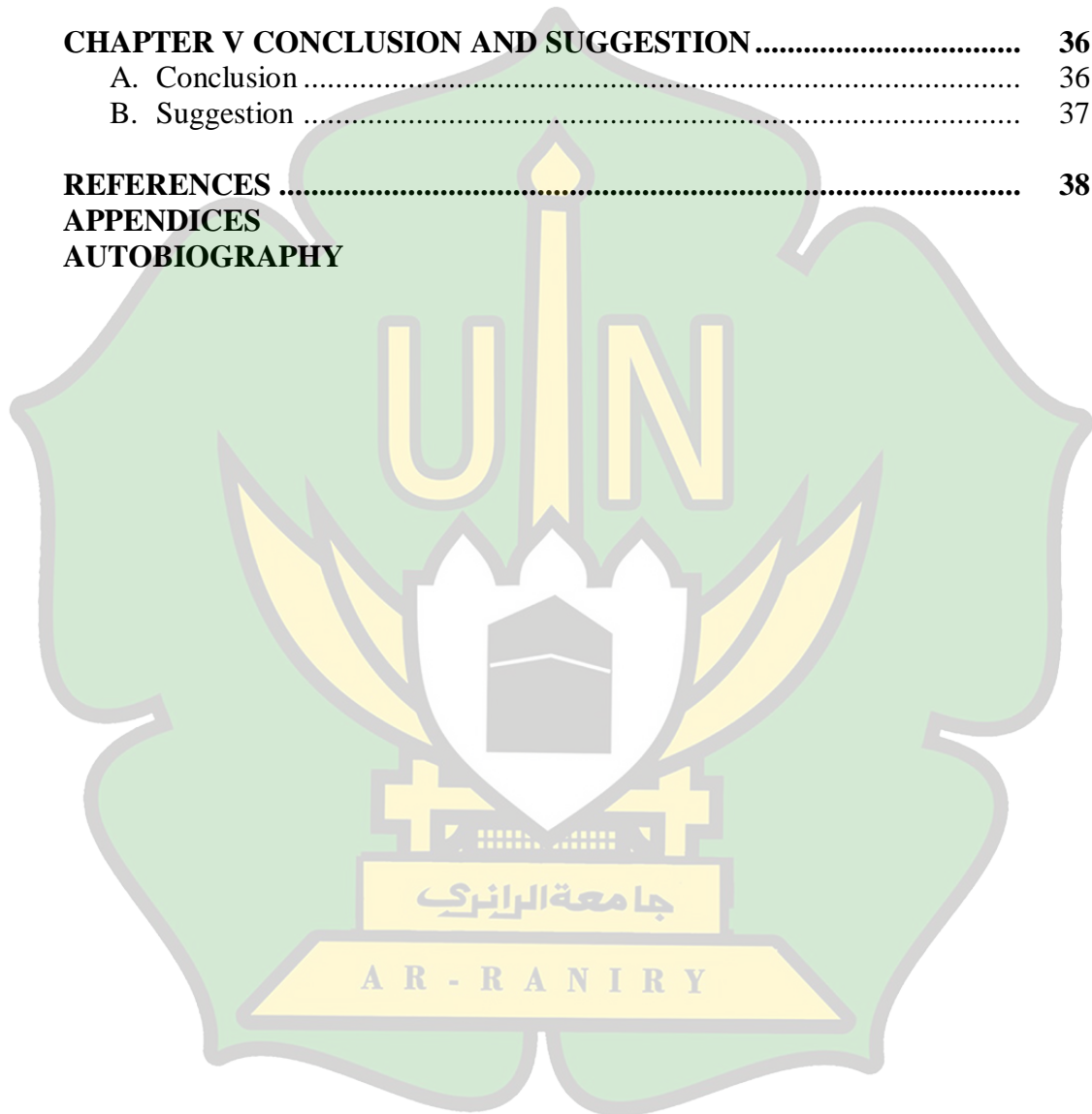
TABLE OF CONTENTS

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

Innovation in teaching is essential to improve the quality of education. Every teacher must create something that can provide benefits and a good impact on education. According to Hoffman and Holzhuter (2012), innovation in education is significant because education plays an essential role in creating a sustainable future. Goel and Agarwal's (2019) study indicates two reasons teachers must innovate. Those factors include: (1) "finding ways to be creative in using the same resources, (2) maintaining the best performance to get a sense of satisfaction from creating something new" (p.51). There are various ways for teachers to innovate. The teacher can determine any innovative method used during the teaching and learning process. "Indeed, the teacher is the one who decides the types of innovative teaching employed in the classroom" (Hyland and Wong, 2013, p. 2). For example, the teacher can use new technology and apply new textbooks.

Teachers can make innovations through teaching practice, such as teaching formats, learning materials, and questions related to teaching practice. Innovative teaching can be implemented through instruction approaches, such as teaching styles, learning materials, and matters related to teaching practice. According to Serdykov (2017), in education, innovation can emerge as a new pedagogical theory, methodological approach, teaching technique, learning device, learning

process, or institutional structure that, when applied, results in significant changes in teaching and learning to lead students learning well. In addition, the teachers can also use media to support the occurrence of innovation. Based on research from the US Education Office (as cited in Serdykov 2017), there are innovations in learning techniques or delivery systems, such as using new technology in the classroom. Innovation in education is expected to increase the productivity and efficiency of learning and improve the quality of learning. According to Moteram (2013), in the early part of the 21st century, various technologies are available in language learning and teaching, and they have become very diverse.

However, applying innovative teaching practices also presents challenges. Teachers must carry out these teaching innovations with all the challenges they may encounter during teaching and learning. To survive all kinds of challenges, teachers must have strategies. According to Rusdiana (2014), one of the factors that determine the effectiveness of implementing change programs is the appropriate use of strategies" (p.2). She also explained a need for an innovation model characterized by being open, flexible, holistic, and interconnected. The main factors that need to consider in realizing educational innovation are teachers, students, facilities, and programs/goals.

Meanwhile, the implementation of the use of educational innovation strategies is usually not only carried out by one type of strategy and model but also a combination of various techniques or models following the stage of program implementation as well as the conditions and situations of the people

who are the target of change. Thus, educational innovation is expected to be effective and efficient (Rusdiana, 2014).

Nonetheless, doing innovative teaching is challenging. Tan's research (2019) indicates that English majors face such teaching challenges in the new era, thereby proposing an innovative path for the development and reform of English majors. Combined with the academic characteristics, social needs, and new standards of English majors, foreign language departments of schools and universities are constantly trying to reform their English majors. Therefore, there is a need for educational reform and the penetration of internet technology into the teaching of English. Furthermore, the innovation of teaching and training English-specialized talents needs to raise awareness about language application and effectively improve students' ability to apply language and professional practice (Tan,2019).

Also, Ratnasari and Haryanto (2019) investigate using gadgets as learning media in innovation to improve student learning achievements. This study examined if gadgets were effective in enhancing students' learning outcomes. The survey results indicated that gadgets were a positive learning medium for students' academic success. Gadgets are a must-have for today's students. Using gadgets can be an effective and creative way of learning. Students are very proficient in using utility phones. Students view these devices as a personal possession with no other devices observed. Students use this device much more often than desktops and even laptops. This device implies that mobile devices could be an even more meaningful learning tool and generally the field to be enhanced shortly. Therefore, mobile technologies can assist students in their

learning by exploring their world through these technologies. Curriculum makers and policymakers will be aware of the many possibilities for using mobile technology in education to help implement and design activities to support different learning styles.

The studies above explain how innovation in teaching is needed in education. The first study examines the challenges faced by the teacher in English Major. Hence, they need to reform their English Major and raise awareness of language application to develop students' language ability by doing innovative teaching and training for English-specialized talent.

Meanwhile, the second study explains technology as an innovative way in teaching to improve student achievement in a Junior High School. The researcher examines gadgets as media to help students improve achievement. The result presents that gadgets are a creative way for students to use in learning because nowadays, students are fluent in using gadgets. In addition, curriculums designed will be aware of using technology as a good idea to apply in education because technology indicates several benefits for education. This technology is supported by An and Williams (2010), using technology in education gives benefits, including (1) interaction, communication, and collaboration, (2) knowledge creation, (3) ease of use and flexibility, and (4) writing and technology skills.

Ulike existing studies, this research further explores the motivation of teachers to innovate in teaching practice and determine what media and strategies teachers use to develop students' speaking abilities. This study took place at one of the private-run junior high schools in Bireuen, Aceh. This particular private

school is very reputable, and the school has maintained the highest accreditation status (accredited "A" by the Ministry of Education and Culture of the Republic of Indonesia). As employees of a well-funded and well-resourced education institution, the teachers are encouraged to develop innovative teaching practices. Here, I am interested in exploring the experiences of the school's two English teachers developing innovative instructions for their students.

B. Research Question

This present study sought to answer the following research questions:

1. What are the reason for teacher to innovate when teaching?

2. What media and strategies do the teachers use in developing students' speaking abilities?

C. The Aims of The Study

The aims of this research are stated below:

1. To find out the underlying reasons for teachers' innovations when teaching.

2. To find out the kinds of media and strategies are used by teachers in developing their students' English speaking abilities.

D. Significance of the Study

The result of this study is expected to be beneficial for the teacher at school, especially for English teachers. Hopefully, this study will give information and motivation about innovating in teaching practice. They will know how to develop their students' skills. The research outcome is also expected to help

teachers use media and strategies as one way to do innovative teaching practice in the learning process to improve skills in English.

E. Terminology

To avoid misinterpretation, I would like to clarify the following two terms.

a. Innovative Teaching

According to Chambers (as cited in Goel & Agarwal, 2019), "Innovate (in'o-vat), v.t. to renew; to introduce as something new. v.i.to introduce novelties: to make changes" (p.50). Referring to Kalyani and Rajasekaran (2019), innovative teaching means creativity and novelty of the teacher, which changes style and learning method" (p. 23). Worldwide, educational institutions implement new ideas, strategies, technological innovations to enhance students' knowledge. Innovative teaching is essential for the present and future of education to help students reach their full potential. Teaching innovation is a necessity of all teachers to meet the educational needs of new generations. However, the capacity of teachers for innovative teaching is the main factor affecting the implementation of innovative teaching.

b. Speaking Skills

Speaking is one of the skills classified as productive, whereas this skill requires other skills related to speaking skills. Therefore, speaking skills are one of the most challenging skills to learn. On the other hand, speaking skill is required skill in all aspects. According to Rao (2019), speaking ability is "essential for acquiring a foreign language. Of the four critical language skills,

speaking is considered a necessary skill in learning a foreign or second language"
(p. 8).

There are several things in learning English that important to know.
According to Basir et al. (2011) language, learners should realize that speaking
involves three areas of knowledge:

(1) Mechanics (pronunciation, grammar, and vocabulary): Using words in the
correct order with correct pronunciation, (2) Functionality (transactional
and interactive): Knowing when clarity is of the message is necessary
(transactions/information exchange) and where precise understanding is
not required (interactions/relationship building) (3) Social and cultural
rules and norms (say, speed speaking rate, length of pauses between
speakers, relative roles of participants): Understand how to see who is
speaking and under what circumstances, on what and for what reason (pp.
38-39).
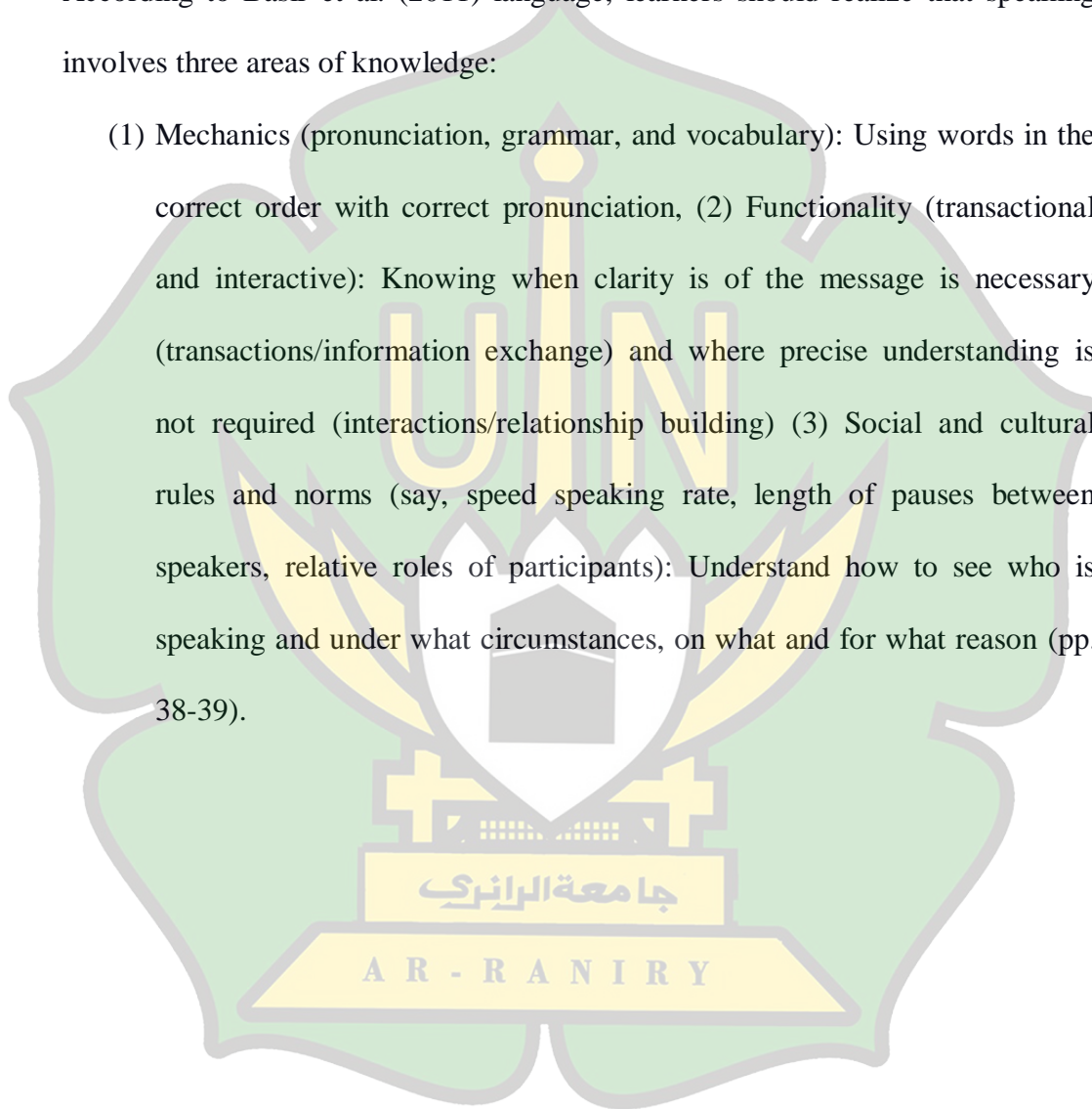
CHAPTER II

REVIEW LITERATURE

In this study, use the literature review as a framework developed to classify general data sources and information studied in the research.I try to review information from previous studies related to research variables.

A. Innovative Learning Models

Innovative learning is viewed positively by many as it could help teachers and students achieve their teaching and learning goals. The existing literature has indeed addressed various innovative learning models that teachers can try to apply in their classrooms. Finding approaches and strategies based on Anwar (2018) can lead to different types of innovation in learning. Some of these innovations tend to emphasize learner-centric learning, where student welfare is an indicator of success, as students succeed when learning activities are fun and engaging. Such learning models include classroom humanization, active learning, quantum education, and accelerated learning. In this section, I will discuss some of these innovative learning models.

1. Humanizing The Classroom

Humanizing the classroom is motivated by strict school conditions that develop effective educational models. Miller (1976) proposed a learning model that focuses on acquiring an "affective education" model. This learning model is used in various countries, such as America and Japan. According to Assegaf (2002), as quoted in Anwar (2018), this educational model is based on three things: (1) self-awareness as a growth process that is and will continue to change,

(2) recognizing self-awareness, concepts, and identity, and (3) integrating heart awareness. In other words, classroom humanization can be understood as a learning model formed to respect each other, such as humanizing humans in the classroom to change the learning process to be fun. Students are given the freedom to move both in expressing ideas, thoughts and freedom of expression and creativity in the learning process. In this learning model, it is also not allowed to have a pressure that makes students feel afraid or inferior which can hinder students' creativity.

Learning with the humanizing classroom method can be formed by teacher factors who can be creative and innovative during the learning process. This learning concept humanizes humans, so students are directed to be creative and confident to present themselves in class during the learning process. As much as possible, teachers can be a facilitator for students to create a pleasant learning atmosphere.

Teachers can use various strategies or media that they think are suitable for use with this humanizing classroom concept to make the class fun. And research has addressed this issue. For instance, Hidayanti's and Djumali's (2016) research applies the method of humanizing the classroom in moving classes on student learning outcomes. This research concludes that using the humanizing the classroom method, namely humanizing the classroom in the form of a moving class, can overcome student boredom because it can overcome the form of learning to be silent in one class for a long time. The study also used media such

as teaching aids, LCDs, detection devices, and images used by the subjects being taught.

A similar study was also conducted by Risma et al. (2021), where they implemented the humanizing classroom learning model in educational interactions for junior high school students. Their research carries out the learning process by directing students' awareness and making students focus on the material being taught by attracting their attention by using several media adapted to the learning material.

2. Active Learning

According to Silberman (1996), active learning activities give students a positive vibe to do their work in learning. Studying ideas, solving problems, and applying what they learn are examples of what students can do as active learners. These are the basic assumptions for building an active learning model. Referring to Silberman (1996) (as cited in Jannah, 2018), the active learning model has several indicators, namely being free to determine the material to be studied by considering the needs and characteristics of students. In addition, students tend to be more active in solving problems during the learning process. Therefore, learning activities must take place in various ways and foster the courage of students to express their opinions through questions stimulated by the teacher to train students' self-confidence.

Learning activities using the active learning method can be done using various media such as technology that can provide broad access for teachers to create creative ideas. This method requires teachers to be creative to develop students' interest in learning during the learning process.

For example, teachers can also apply games to make students more active in class. Like the research conducted by Tarigan et al. (2016), they used an active learning model with a quiz team type to improve student learning outcomes. The research has two cycles of action, and each cycle has stages of planning, implementation, and reflection. As a result, cycle one activity and learning outcomes are included in the excellent category, reaching 62.5%. While in cycle two, the activity and learning outcomes are included in the high category, reaching 71.87%.

In conclusion, active learning involves students being active in class to understand the material and try to solve problems during the learning process. In this model, the teacher only acts as a facilitator in providing instructions for students in the classroom. This model can be effective in building students' self-confidence in the classroom.

3. Quantum Teaching

According to Mufidah 2008 (as quoted in Anwar, 2018), quantum teaching is when the teacher tries to change the monotonous learning atmosphere to be happier by combining students' physical, psychological, and emotional potential. Quantum teaching contains the principles of an effective, efficient, and progressive teaching design system. This learning model is a complete content activity that involves all aspects of the student's personality, including thoughts, feelings, and body language.

Further, Suhesti (2019) writes that the quantum learning model provides the concept of learning by presenting an engaging atmosphere. In this concept,

students not only learn but are invited to play. It is what makes the learning process by combining students' potential physically and mentally.

This quantum method can be applied in eight steps: (1) motivating students about the benefits of the material they will learn, (2) choosing a learning location that makes students feel comfortable, (3) fostering enthusiasm in students by giving praise for what they have learned. So they do, (4) free students to choose learning styles that suit them, (5) make students record the material being studied, (6) familiarize students with reading to improve memory, (7) make students more creative, (8) and train students' memory in absorbing learning. Suhesti (2019) The application of this learning method can be carried out by playing a role between students in presenting the material given by the teacher.

This research on the application of quantum teaching that was once conducted by Lestari and Hudaya (2018), using the quantum teaching method to improve student learning outcomes for junior high school students. Their research uses an experimental method by comparing the quantum teaching method with conventional learning methods. As a result, the average student learning outcomes using the quantum teaching method reached 77.28%, and the traditional method's student learning outcomes reached 66.71%. As a result, applying the quantum teaching method can hopefully improve student learning outcomes.

4. Accelerated Learning

Accelerated learning is accelerated learning. The basic concept of this learning is fast, fun, and satisfying learning. In learning this model, teachers are advised to use the Somatic, Auditory, Visual, and Intellectual (SAVI) approach in

the teaching and learning process. Somatic means learning by moving and doing (learning by moving and doing). Auditory is learning by speaking and listening (learning by talking and listening). Visual means learning by observing and imagining (by observing and describing). Finally, intellectual means learning by problem-solving and reflection (learning by problem solving and reflection).

Learning with this method can also use various media to support success during the learning process. Like the research conducted by Suardipa et al. (2013), they used the concept of map-based media on achievement motivation and student learning outcomes. In their research, they used a quasi-experimental method with a sample of 74 students from 148 populations. As a result, there are significant differences in achievement motivation and learning outcomes of students participating in concept map-based accelerated learning with students following conventional learning models.

B. The Innovative Way to Teaching English

The innovative way of teaching is essential for the teacher to help them during the learning process. There is some innovative way that the teacher can apply in classrooms, such as technology, multimedia, mind maps, and mnemonics word. Here I will explain some explanation about the innovative way of teaching English.

1. Technology

According to Bahadorfar and Omidvar (2014), technology is revolutionary in teaching English, especially speaking. Today, technology enables learners to engage in self-directed behavior, opportunities for self-study interactions, privacy,

and a secure environment where errors are corrected and specific feedback is provided. We can take advantage of the latest technologies such as Communication Labs, Speech Recognition Software, Internet, Podcasting, Quick Link Pens, and Quicktionary to teach our English skills. Below is a brief description of each of these technologies.

2. Multimedia

There are multimedia for developers to create innovative multimedia, such as Adobe Photoshop, Premiere, Sound Forge, and 3D Studio Max. Teachers use multimedia to modify the content of the material. Using different media elements helps them to make a more meaningful depiction. These media elements can be converted to digital format and modified and adjusted for the final presentation. By integrating digital media elements into the project, students can learn better by using multiple sensory modalities, motivating them to pay more attention to the presented information and retain it better (Neo, 2001), as cited in Sachou (2013).

3. Mind Maps

Mind maps can be viewed very quickly because we can easily update students' mental information by looking at them. Mind maps can also be effective mnemonic aids. By remembering the shape and structure of our mind map, we can get the clues our need to remember the information contained in our mind map. They involve far more brains in assimilation and linking facts than traditional memos. The key idea behind mind mapping is to learn and remember more effectively with all the visual and sensory tools that students are free to use. Photographs, music, colors, and even the sense of touch and smell help retain

information for extended periods, thus playing a role in learning armor. Damodharan und Rengarajan (2012) (edited by Sachou, 2013)

4. Mnemonics Words

As such, teachers should not talk long about a particular concept. However, to be clear to the students, teachers can continue to say mnemonics or related meanings. The teacher keeps saying only words, not sentences, and when he understands the meaning of a particular concept, he explains it in sentences. For example, when teaching a language course, teachers can use this technique as an effective tool for developing vocabulary (Sachou, 2013)

5. Role-Playing

Role-playing and scenario analysis is another innovative teaching method. Science and engineering courses have practices, but to support those practices, students make decisions in a particular environment when given scenarios and other options to solve a particular problem. Damodharan and Rengarajan (2012) cited in Sachou (2013).

The main advantage of role-playing is that it can facilitate the evaluation and integration of materials while taking students off the chair and allowing them to learn by practicing. In addition, it is the teacher's role to explain to the students that it is fun to participate in the learning process. For example, in legal training, the role plays can be a court exercise, building a negotiation strategy and observing the conclusion of a contract, or a role play in alternative dispute resolution. They are suitable for developing student reasoning, text analysis, and research skills they will need in their professional life. In addition, students can

achieve deep learning, which is a prerequisite for long-term knowledge—Endo and Susan (2006), as cited in Sachou (2013).

C. Strategies in Teaching Speaking skills

Speaking is one of the productive skills in English. It is also the most challenging English skill because speaking needs to combine all speaking components such as vocabulary, grammar, fluency, and pronunciation. Students face various problems and difficulties when speaking in English. According to Nakhalah (2016), those problems and difficulties include fear of mistake, shyness, anxiety, lack of confidence, and motivation. Based on these problems, the teachers need to find solutions to solve them. One solution is developing and using strategies that can be applied in the classroom. These strategies are further discussed below:

1. Role Play

According to Dananjaya (2013) (as cited in Rahayu, 2015), role-play is an activity in the learning process. Students should not worry because, in this role-play, an actual situation will be created. This activity is different from the theatre stage, and the duration is concise. The teacher only gives short situations, and the students are free to change or improve the situations and characters.

2. Skit

According to Mardian and Amri (2013), The skit strategy is considered an appropriate technique for motivating high school students to participate in speaking class. All students will feel happy until they do not realize that they speak English. According to Saddler (as cited in Mardiam & Amri, 2013), "this

strategy allows students to be involved in their learning. It provides cooperative learning because each student has a part to play in the story or contributes to the scriptwriting".

3. Think Pair Share

According to Nasir (2018), The Think Pair Share strategy is designed to make a difference in teaching by providing students with time and structure to reflect on a given topic, forming unique ideas, and sharing ideas. In this strategy, a problem is raised, students have time to think about it individually, then they work in pairs to solve the problem and share their ideas with the whole class.

4. Fishbowl

According to Yustiati et al. l (2015), "Fishbowl" is a teaching strategy that helps students practice being contributors and listeners in a discussion. Students ask questions, express opinions, and share information while sitting in the "fishbowl" circle. Students outside the circle listen attentively to the ideas presented and pay attention to the process submitted. Then the roles are reversed. This strategy is beneficial when a teacher wants to make sure all students are involved in the discussion, when he wants to help students think about what a "good discussion" looks like, and when Members need a structure to discuss controversial or complex topics.

5. Multimedia Presentation

According to Bochina et al. (2014), a particular interest in academics is multimedia presentations in teaching. Multimedia holds excellent power in the teaching and learning process. Most articles outline the technical design, versions

of Microsoft PowerPoint, technology characteristics, volume, and layout. The intelligence of multimedia presentation as methodological principles of their creation and use : (1)develop the creative potential, (2) design and visual thinking of teachers and students, and (3) training in information skills.

D. Previous Studies

Some related research was selected to be read and reviewed as the preliminary study in conducting this research. Many relevant kinds of research focused on teaching innovation using several media to develop their students' speaking skills. The first previous was conducted by Gistiuati et al. (2018) at Universitas of Lancang Kuning. They found that the student's language level was low. This research was partly caused by the reluctance of students to make mistakes, especially grammar mistakes. This study aimed to improve students' speaking skills using visual aids. Participants in this study were students from the Faculty of Education and Pedagogical English at Universitas Lancang Kuning. Students' speaking skills improved when using visuals in three rounds of fifteen meetings. The findings conclude that visual aids can help students improve their speaking skills. Another similar study was conducted by Li and Suwanthep (2017). They investigated incorporating an inverted classroom model for teaching English in an EFL context. The quasi-experiment was conducted at a university in Thailand with two groups of first-year non-English speaking students. Data were collected using oral pre-and post-tests, student questionnaires, and student interviews. The results revealed that the treatment group scored significantly higher than the control group. This research indicates the positive effects of

technology integration in language teaching. Also, students expressed their support for the introduction technologies in their learning (i.e., flip learning and constructive role-playing).

The other related research conducted by Altynbekova and Zhussupova (2020) explored the effectiveness of learning public speaking skills through the mobile application "FluentU." The study described FluentU as a mobile device implementation in an English classroom and analyzed the advantages and disadvantages of this mobile platform. The main aim of this study was to check the mobile platform efficacy for developing public speaking skills. As a result, as an innovative application in teaching, the FluentU stage is potentially helpful for language learning and instructing. It has a more significant number of favorable circumstances instead of hindrances. Also, the techniques by which FluentU gadget innovation can be utilized to give a more robust learning climate should be additionally improved. Also, Nursafira (2020) conducted a qualitative study that discusses how video conferencing channels known as TED Talks can help improve students' speaking skills. The results showed that TED Talks improve inter-EFL speech and motivate teachers and students to stay sane, inspired, and sensible. TED Talks also change the way students think for the better as TED Talks learn that people of all countries and nationalities can speak English with confidence in public. The other research was by Luyen and Huong's qualitative study (2021) involving 45 Thai students as a participant. The data was collected through interviews and observation. The findings indicate that games can help students develop their speaking skills without pressure or anxiety.

Mandsari and Aminatun conducted another research (2020) investigating if students' performance improved after learning English using vlogs. The participants of this study were 40 undergraduate English language students from Teknocrat University Indonesia. They enrolled in a Transactional Conversation course to practice English through a video blog. The pre and post-test results were analyzed using descriptive statistics and inferential statistics. The analysis showed that students improved significantly after learning English using Vlog.

Rashid et al. l (2017) conducted the research entitled "Developing Speaking Skills Using Virtual Buddy." This study took place in a rural area. One teacher and five students were involved in this study. All the students were 12 years old, while the teacher had a Master's degree in Teaching English as a Second Language (TESL) and had five years of experience in teaching. The researcher used pre-test and post-test experimental designs. The researcher has also used an interview to complete the Personal Report of Confidence (PRC). The analysis showed that all students gained a higher level of self-confidence after participating in Buddy. Teachers also perceived this positively, suggesting using it as a communication skill development tool for inexperienced students. Podcast use is also potentially useful for teaching and learning English speaking. A study by Samad et al. l (2017) showed that the students' final scores were higher than the pre-test score and students' speaking skills improved significantly after completing the course of treatment. Therefore, this could indicate that podcasts could be an alternative approach to teaching speaking skills in English, especially in English classes.

Finally, Syafryadin et al. (2019) examined the effect of digital storytelling on the speaking ability of various text genres of high school students and analyzed how effectively digital storytelling works. The researchers identified a difference between cycle 1 (before treatment) and cycle 2 (post-treatment). In cycle 1, only 15 (44.11%) were able to pass the standard minimum criterion with an upper limit of 75. On the other hand, in Cycle 2, 27 students achieved the standard minimum criterion. As a result, this study suggests that digital storytelling significantly impacts high school student's ability to tell different text genres.

The present study has similarities and differences in several aspects of the research presented above. The similarities are how teachers teach in the classroom with innovative teaching to develop students' English speaking skills and the media and strategy during teaching. The differences are that this study only tries to explore how the teacher used innovative teaching without looking at the result of the score from the student before and after the teacher used the innovative way to develop their students' English speaking skills.

CHAPTER III

This chapter discusses research design, research instruments, research, location, population and sample, and technique of data collection and analysis.

A. Research Design

Based on the research question, this present study employed a qualitative method (a case study approach) to investigate teachers' motivation for developing and implementing innovative teaching practices. This method is deemed suitable to be used in this research because it will help me gain an in-depth understanding of the case of English teachers trying to innovate their teaching practices to develop students' speaking skills. I gathered information to answer the research questions and used frames of question reference to understand the study better based on participants' interview responses and interpretations of the observations. With this method, I can grasp the details of the information for teaching innovation and it will enable me to understand the research results better.

B. Research Location

The research was conducted at one of the private-run junior high schools in Bireuen, Aceh. This school is one of the schools with the highest accreditation status (accredited A). This school is one of three private schools run by a foundation established by a major media group right after the 2004 tsunami disaster. The other schools are located in the city of Lhokseumawe and the Pidie District. Most of the students from this school come from middle to high economic backgrounds because this school requires students to pay monthly

tuition fees. This school has adequate facilities to support the teaching and learning process. Most of the teachers from this school have Master's degrees from Finnish universities because this school collaborated with several universities in Finland. This collaboration allowed the school to send its teachers to get Master's degrees in Finland. Therefore, most of the students and teachers interact by using English as the language of communication. Since English speaking is highly encouraged daily, it is interesting to explore teachers' innovative strategies to help develop their students' English speaking abilities.

C. Research Participants

In this study, I used the total sampling technique. Sugiono (2007) says that total sampling is a sampling technique where the number of samples is equal to the population. Therefore, it can be concluded that it is necessary to set specific criteria and standards to obtain as much information as possible from the participants.

The population of this study is all of the teachers at the school I have chosen. There are two teachers who is teach in Junior High School level as an English teacher . To set specific criteria for selecting the participants, I used total sampling. I invited two teachers who have fulfilled all the requirements. Using two participants is deemed enough for the present research because, according to Martha and Kresno (2016), generally, qualitative research uses a small number of samples. Even in some instances, only one informant is used. At least two conditions must be met in determining the number of informants, namely adequacy and suitability. Here, these two teachers would be the "case."

D. Data Collection

I used interviews to collect the data. The interview was used to determine what motivates teachers to innovate in teaching practice and explain the teacher's strategies and media use in teaching to develop students' speaking abilities. This interview aims to obtain more accurate information about teachers' perceptions who seek to conduct innovative teaching practices to increase their students' abilities. This method allows me to obtain deeper and broader information about the research question. Here, I conducted a series of interviews. I conducted initial interviews, which would be followed by class observation. I then conducted follow-up interviews would be used as a way to confirm any vague ideas and patterns identified during the initial interviews and observation.

I asked some semi-structured questions to the interviewees. I used an audio recorder for more accurate and precise interviews during the interview. The interviewees were presented with a series of prepared questions, which were contextually created and stayed on top of the topic. Therefore, the answers can cover all variables with complete and detailed information.

E. Data Analysis

All audio recorded data will be transcribed verbatim, and written observation notes will be scrutinized to look for identified patterns. In order to present systematic, thorough, and meaningful findings (Sirajuddin, 2010), I conducted the data analysis of this study in the following stages: data reduction, coding, conclusion or interpretations (Miles and Huberman, 2014)

1. Reducing data

Reducing data means summarizing, choosing the most important ones, focusing on the essence, and looking for themes and patterns. Therefore, the reduced data provides a clearer view and makes it easier for me to collect more data and search for it as needed.

2. Display data

Once the data is reduced, the next step is to present the data. Miles and Huberman (2014) state that narrative text is the most commonly used data presentation in qualitative research. Presenting the data makes it easier to understand what is happening and plan your next task based on what has happened. In this study, I presented the data through an essay. This view was most commonly used in qualitative research.

3. Coding

In qualitative research, data coding plays an essential role in the data analysis process and determines the quality of the abstraction of research data. A qualitative research code is a short word or phrase that symbolically summarizes, emphasizes the message, and captures the essence of some data. This coding can be based on audio or visual data. A code is a short word or phrase that contains the essence of a segment of data.

4. Conclusion

The final stage of data analysis is the conclusion. The conclusion of qualitative research is new knowledge that has never existed before. Findings in the form of object descriptions or descriptions can be pre-clouded or darkened. That is, it becomes apparent after the inspection. This conclusion can be a coincidence, an interactive relationship, a hypothesis, or a theory. In the closing phase, I began to look at all the data and then began to look at it, then create relationships between the stories to tell the story, allowing me to draw results and conclusions from the research.
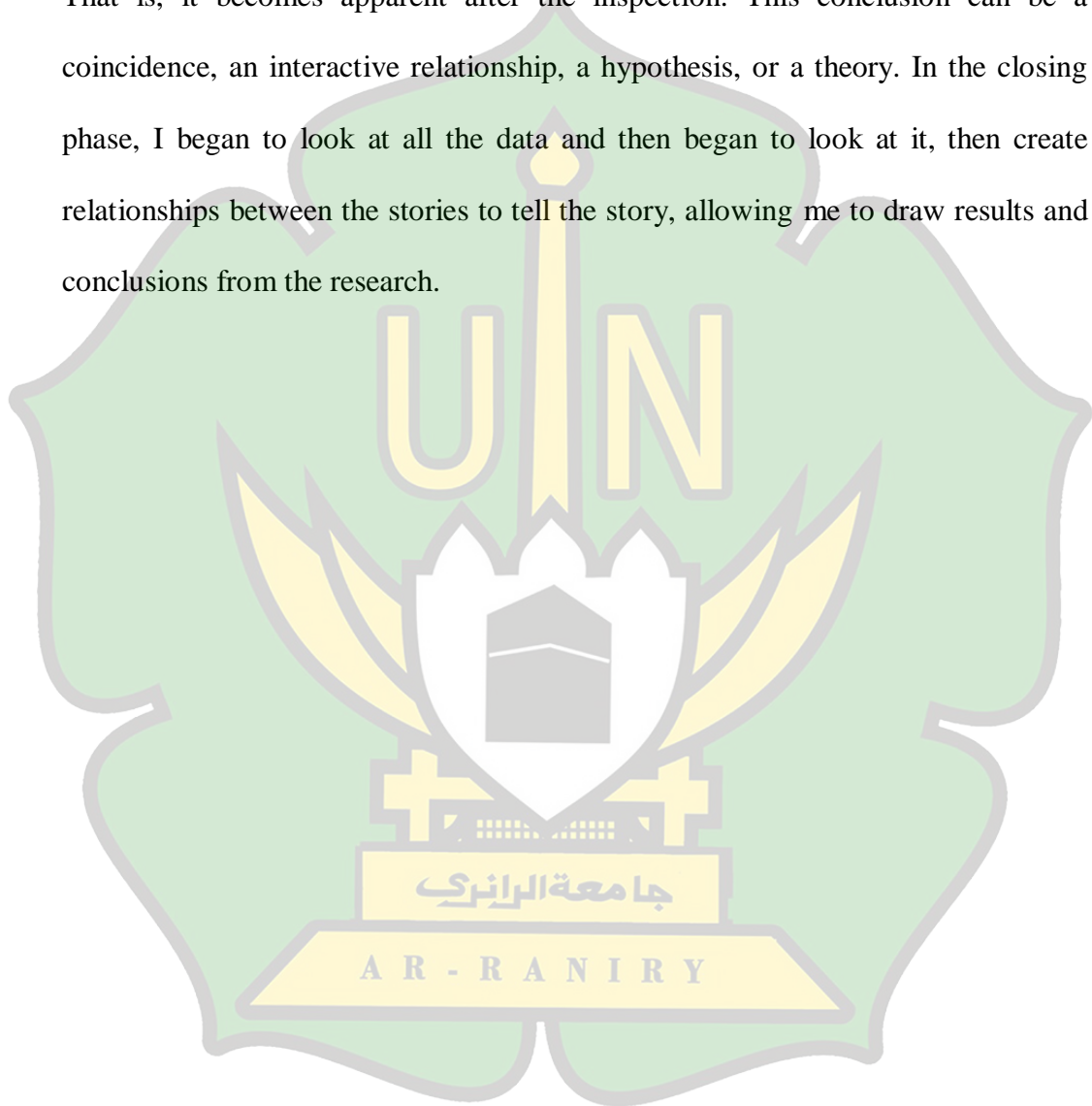
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the research findings and these findings are then discussed in accordance with the existing literature. Also, the findings which are based on interview data are presented following the order of the research questions. The interviews were conducted with two English teachers of a private-run junior high school in Bireuen, Aceh. Interviews were conducted on May 27, 2022. The selected interviewees are referred to by their initials, M and DR. The data analysis suggests the following themes:

1. Teachers are reasons to innovate when teaching

Both teachers claimed that they are motivated to innovate when teaching. All the participants agreed teaching innovation will positively impact their classroom conditions, including students' performance improvement. MR said innovation is synonymous with out-out-of-box teaching practices. while M said innovative teaching has to make teaching materials related to students' life.

a. Innovation is something out-of-the-box

The data indicates that innovation is viewed as something coming out of the box. This is evidenced in a statement from DR below.

> "Something out of the box. If we compare it with the past, maybe teaching is just a practice, just reading what is already there. Now that many applications can be used, many fun ways can be done, like games."

For her, innovation is something different that teachers can do to improve their students' skills. She also thinks innovation can make something fun in the

class, such as playing a gamewith the students. Something out of the box means things that are never done before and it would be different from another. It needs creativity from the teacher to innovate and make something out of the box in the classroom.

b. *Innovation has to relate to students' real-life situations.*

This theme means innovative teaching practices should allow students to use what they learn in class in their daily activities. In this sense, M asserts: "innovative teaching must be able to relate what we teach to real life." In her perception, innovation has to be beneficial to students' life.for instance, the learning that students do at school can help them in doing things that are useful for their real life, it can be in the form of greeting sentences that they can use when meeting people around them. So, what the teacher teaches in class has to be innovative so the student can easily understand and apply it in their daily."

c. *The teacher has to innovate to keep up with the times.*

This theme indicates how teachers have to be updated with the technology in this era. The teachers must to aware of how technology has been ubiquitously used for education and, thus, the teachers also must keep up with the technology today. This is suggested by DR when she said, "teachers must constantly be updated, keep up with today's times in new ways, and adapt to today's technology."

Therefore, the teachers must constantly update their knowledge and skills of technology today. Teachers also must be able to adapt the way of teaching today, for example, by using technology. At this time, we know that technology

has developed very rapidly. Therefore, using technology can be one of the innovative ways of teaching and give a big impact on both teacher and student. The teacher can teach easier to give material and the student would be easy to understand the material.

d. Innovation builds students' character.

This is similar to the statement above that innovation must be able to make students learn the material and apply it to their daily lives. Therefore, the innovations made by the teacher are very able to build the character of students. Here, M said :

> "Innovation is essential because our goal as a teacher is to shape the students' character, we must keep up with the current developments because they will continue to a higher life that is growing more rapidly."

She believes that the formation of children's character is in their hands as educators, how teachers must be able to innovate to have characters that are by the times.The character building that must be developed, among others, the character of tolerance and love of peace to be more highlighted. This character is due to the social diversity that exists in society. What the teacher gives to the student will imprint in their mind. M as a teacher hold this statement and believe in that. So, education from the teacher is really essential for the student.

2. Media and strategies used by the teacher in developing students' abilities

This section will explain the media and strategies used by teachers to develop the skills of their students. Both of them use the same media, but there are differences in strategy.

a. Use card as a media

Both of them use the card as a medium with different materials. They think the card helps them to make it easier to teach. DR stated, "I usually use the card in playing material of speaking" Like DR, M also said, "I use media according to the materials I need in the class, such as cards in greeting card materials"

However, cards are the only media they use. Like DR, he uses pictures and plays scrabble in teaching to be creative and make students have fun. M also uses the clock for telling time lessons because she thinks it would be easier when to use the real clock in the class than we have to draw one by one of the clock.

b. Use scrabble as a media

The scrabble is also one of media that teachers can use in the classroom. The scrabble is a game of play an alphabet. The student can setting an alphabet to be a word. This is evidenced in a statement from DW below "I also use scrabble as a media when teaching in the class. I ask the student to arrange an alphabet to be a word to increase their vocabulary."

The explanation above is explain how the way of teacher to make student able in speaking. The teacher care about increasing students' vocabulary to support the student to speak. The teacher make some play in using media. The scrabble help the student to improve their vocabulary, where the vocabulary can used when they are try to speak in language.

The reasons for using strategies in teaching

Strategy is one of the essential things in the teaching and learning process so that the class can be controlled and students can get maximum learning. All

teachers certainly use strategies in the classroom to achieve all of this. This is evidenced in the following quote from M: "strategy is needed so that learning does not make children bored and makes them interested to learn in class." Similarly, DR also stated," "Strategy is essential to make better achieve learning objectives, see student responses and learning objectives are easier to work."

For both of them, the strategy is essential to achieve maximum learning outcomes and make the class atmosphere active and not make students feel bored. The strategy is also needed in the class to make class management better in teaching. When the student feels a positive vibe in the class because of strategy, management in class will be controlled and make the teacher successfully give material.

c. *Playing a game as a strategy.*

Teachers can use many strategies, one of which is by playing games. As said above, the strategy is done to make the class more active and not boring. As stated by DR, " to be more practical and save time, I use cooperative learning and games."

Teachers and students in the classroom can play various games. All of that can be synchronized with the learning material being taught. Games are also one innovative way of teaching that teachers can apply to make the student feel active in learning. So using a game as a strategy is one of the interesting things that teachers can do in the classroom.

d. *Project Class as a Strategy*

The use of strategy in one lesson and learning materials can also collaborate with other subject matter. This is evidenced in a statement from M below "The material can be class projects, such as greeting cards in collaboration with the art class. Also, we invited guest teachers to explain. For instance, in material instruction and obligation materials we invited the traffic police to teach what can or cannot be done on the road."

The explanation above is really interesting because the teacher can collaborate with others and can invite guest teachers to cover the class materials. It can also be one of the innovative ways in teaching to make the students feel different in every material.

B. Discussion

This qualitative research aimed to determine the underlying reason for teachers' innovation when teaching and the kinds of media and strategies teachers use to develop their students' English speaking abilities. As stated in chapter 1, the research consists of two research questions: are motivated teachers innovative, and the media and strategies used by teachers. This research successfully collected the interview data to answer the research question.

Based on the study results, there was an answer that the two teachers did not innovate, which was a new thing in teaching. However, they try their best to be creative by using existing media so that students do not become monotonous in class. They also try to make students active by using the student system center so that students look more trying in the classroom, and the teacher is only a

facilitator during the teaching and learning process. The creativity of teachers also impacts the student. It helps student easier in learning and help them to prepare for something uncertain in the classroom. As stated by Beghtto (2010) in his book said Establishing a common curriculum goal to develop children's creativity is one way to prepare students for an uncertain future. So the creativity of the teacher is essential for the student during teaching in the classroom.

However, the teaching styles applied by the two teachers fall into the category of innovative learning models, as stated by Anwar (2008) in chapter II of the literature review, such as humanization in the classroom, active learning, and quantum teaching, and accelerated learning. The four innovative learning concepts have the same goal; to make students more active in the classroom and more centered on students being more independent and able to solve their problems.

As stated above teaching innovative must-have characteristics of learning in the 21st century. As stated by Irfan (2020), there are four principles and characteristics which must be prepared by the teacher; (1) learning-centered approach, (2) Participants are taught to be able to collaborate, (3) Learning materials are related to the problems faced every day, (4) schools can facilitate students to be involved in the social environment. Innovative learning can also be done by utilizing learning resources. There are many things that teachers can do to be innovative or creative by utilizing technology, media, applications, and various other things that can be used as learning resources.

If we relate to previous studies, they are categorized as innovative teachers using media and supporting technology for the teaching and learning process. The

teacher uses the Kahoot application, quizzes, and other games to make the learning atmosphere fun. However, they do not yet have an idea for innovative teaching in the future. They said that they still learn about how to be a teacher innovative and give fun classes for the

students.

So far, what they have done was increase the students' skill abilities in English, especially speaking. At least the student brave to show off their performance in front of the class. As an example, the teacher gives a challenge for an exam, and the teacher asks the student to make some drama to examine their speaking abilities. Every student must speak in front of many people, and they have to give the best performance in speaking.

The interesting thing was the teacher from that school cared about the character student. For them, the innovative way must be the thing to build student character because they believe an educator is essential for student life. They learn anything from the teacher, so the teacher will significantly impact student character. The materials taught by the teacher also must relate to their daily lives to use them. It relates to the principle and characteristic stated by Irfan above. The teacher applies principles and characteristics of the 21st learning century to develop their student abilities.

The most interesting is that this school invited teacher guests to explain the material. This fact proves their school has a great idea in teaching. Not only that, the school often invited other professionals to teach their students with direct sources. For instance, they invite a doctor to explain health and; National

Narcotics Agency officials (BNN) to explain drug abuse. Besides that, there is much socialization done by the school. That thing is also one of the innovative ways of teaching students so that they can learn from the source. So, in conclusion, the teacher in this school can be an innovative teachers with all the statements they give even though they cannot make something new in teaching innovation.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the research findings. Then, some recommendations are provided for future researchers who are interested in studying similar topics.

A. Conclusions

The purpose of this study was to determine what motivates teachers to innovate and use media and strategies when teaching English speaking. Based on the results and discussion in chapter IV, the following conclusions can be drawn:

1. There is no innovation made by the teacher. This includes the creation of new applications and new teaching styles. However, the teaching style carried out by the teachers has been included in the innovative teaching category described in chapter II, namely making students the center of learning and making students more active, and creating a pleasant atmosphere when the learning process takes place.

2. Teachers still have to learn about innovation in education because at this time they are only trying to be creative in the use of technology such as the use of applications which fall into the creative category because they try to use several things that can support the teaching and learning process.

3. The use of media is very helpful for teachers in the teaching and learning process. The media commonly used are cards, pictures, scrabble, clocks. The use of the media is adjusted to the learning material.

4. The teacher uses game play strategies to create a more active learning atmosphere. They said that students were happy and excited when they were invited to learn while playing. Not only that, but they also invited teachers from outside to provide explanations of the material according to the subject.

5. There is the different between innovative and creativity. Creativity is the characteristic of a person to generate new ideas, alternatives, solutions, and possibilities in a unique and different way. Creativity is the ability to conceive something unpredictable, original and unique. It must be expressive, exciting and imaginative. It is the mirror of how beautifully a person can think in any given circumstance. It is not genetic but can be developed if someone keeps on learning and comprehending things with a rare and exclusive perception. Creativity is a brainstorming and mind-blogging activity in which a person has to think beyond his imagination for bringing something worthwhile. It is an activity of unveiling something which was previously hidden.

6. The innovation make changes or do something a new way. Innovation in education isn't a specific term with fixed definitions. The spirit of innovation education is an openness to looking with fresh eyes at problems and to address them in different, new ways. It is a recognition that we don't have all the answers and are open to new approaches to improve such as methods of knowledge transfer with innovative teaching strategies. Innovation in education can be introducing more technology in

the classroom to create a blanded classroom where students experience technology as they would in the real world. The example of innovation in Education with using technology is recognizing the students by a flipped classroom where they watch teachers at home and complete assignment in the classroom.

B. Recommendations

Innovation is a change made by someone to achieve something better. With innovation, teachers can easily teach and easily develop the potential of students in their skills. Therefore, as the researcher, I would like to give some recommendations as follows.

Some possible limitations can be seen in some parts of this study. The first limitation might come from research participants. In this study, I only take educators as samples and it just two of participant. Then, the collected data only came from educators' perspectives. Therefore, for future research, I recommended the researcher change the research participants and add more several participant to make data more clearly and develop the things of innovation or creativity the participants perspective in the classroom. They may come from teachers from international schools. Researchers can also use students as participants so that they can see the development of speaking skills directly from the student's point of view.They may give a complete perspective on innovative teaching. The second limitation might come from the research question. For future research, I hope other researchers will conduct longitudinal research to gain a more in-depth understanding of the phenomena under research. Another drawback of this

research is that its data is primarily sourced from interviews. I suggested for future researchers collect multiple sources of data so data triangulation can be done and use observation to complete the data so that can get detail data for this study. Triangulation is a method used to increase the credibility and validity of research findings. Credibility refers to trustworthiness and how believable a study is; validity is concerned with the extent to which a study accurately reflects or evaluates the concept or ideas being investigated. Triangulation, by combining theories, methods or observers in a research study, can help ensure that fundamental biases arising from the use of a single method or a single observer are overcome. Triangulation is also an effort to help explore and explain complex human behaviour using a variety of methods to offer a more balanced explanation to readers. It is a procedure that enables validation of data and can be used in both quantitative and qualitative studies. The observation is an important part that can be done in this research. With the observation the data obtained will be more accurate and can see firsthand how the teacher teaches in the classroom, whether it is in accordance with innovative teaching. The focus of observation in classroom action research is on how the teacher/lecturer teaching, students learning, and the interaction between the teachers and the students. The observation also can give the accurate data how the teachers do creativity in teaching to develop their student skill especially in speaking. Using technology in the classroom is important thing that researcher can see in the classroom while doing the observation.

A combination of interview and observation is a suitable thing to use because this combination can make data clearly and accurate in explaining the problem. Tringulation can also be used to check the correctness of data or information obtained by researchers from various different points of view by reducing as much as possible the problem that occurs during data collection and analysis.

REFERENCES

Al Nakhalah, A. M. M. (2016). Problems and difficulties of speaking that encounter English language students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, *5*(12), 96-101.

Altynbekova, G., & Zhussupova, R. (2020). Mobile Application Fluentu For Public Speaking Skills Development. In *SHS Web of Conferences* (Vol. 88, p. 02008). EDP Sciences.

An, Y. J., & Williams, K. (2010). Teaching with Web 2.0 technologies: Benefits, barriers and lessons learned. *International Journal of Instructional Technology and Distance Learning*, *7*(3), 41-48.

Anwar, HM (2018). Inovasi Sistem Pendidikan. *Jurnal Inspiratif Pendidikan*, *7*(2), 161-170.

Anwar, M. (2018). *Menjadi guru profesional*. Prenada Media.

Bahadorfar, M., & Omidvar, R. (2014). Technology in teaching speaking skill. *Acme International Journal of Multidisciplinary Research*, *2*(4), 9-13.

Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor affecting students' English speaking skills. *British journal of arts and social sciences*, *2*(1), 34-50.

Bochina, T., Ageeva, J., & Vlasicheva, V. (2014). Multimedia presentation as a strategy of teaching speaking. In *INTED2014. Proceedings 8th International Technology, Education and Development Conference March 10th-12th* (pp. 7661-7669).

Djumali, D., & Hidayanti, E. N. (2016). Penerapan Metode Edutainment Humanizing the Classroom dalam Bentuk Moving Class Terhadap Hasil Belajar. *Jurnal Pendidikan Ilmu Sosial*, *26*(1), 11-19.

Gistituati, N., Refnaldi, R., & Syaifullah, S. (2019, January). Using visual aids to develop students' speaking skill. In *1st International Conference on Innovation in Education (ICoIE 2018)* (pp. 263-266). Atlantis Press.

Goel, A., & Agarwal, E. (2019). Assessing Innovation in Teacher Education. *Globus Journal of Progressive Education*, *9*(2), 50-52.

Helmi, M. Google Meet as a Media to Improve English Language Speaking Skills in E-Learning in Grade 11 at SMK NU Banjarmasi

Hoffman, A., & Holzhuter, J. (2012). The evolution of higher education: innovation as natural selection. *Innovation in Higher Education: Igniting the Spark for Success, American Council on Education, Rowman & Litttlefield Publishers Inc., Lanham, MD*, 3-15.

Hyland, K., & Wong, L. L. (Eds.). (2013). *Innovation and change in English language education*. Routledge.

Kalyani, D., & Rajasekaran, K. (2018). Innovative teaching and learning. *Journal of applied and advanced research*, *3*(1), 23-25.

Kurniawan, F. (2016). The use of audio visual media in teaching speaking. *English Education Journal*, *7*(2), 180-193.

Lestari, P., & Hudaya, A. (2018). Penerapan Model Quantum Teaching Sebagai Upaya Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Ips Kelas Viii Smp Pgri 3 Jakarta. *Research and Development Journal Of Education*, *5*(1), 45-60.

Li, S., & Suwanthep, J. (2017). Integration of flipped classroom model for EFL speaking. *International Journal of Learning and Teaching*, *3*(2), 118-123.

Luyen, N. T., & Huong, K. T. Teaching speaking through games at Uneti: a cross-cultural perspective.

Mandasari, B., & Aminatun, D. (2020). Improving students'speaking performance through vlog. *English Education: Journal of English Teaching and Research*, *5*(2), 136-142.

Mardian, L., & Amri, Z. (2013). Using Skit Strategy in Teaching Speaking at Senior High School. *Journal of English Language Teaching*, *2*(1), 177-185.

Martha, E., & Kresno, S. (2016). Metodologi Penelitian Kualitatif. Jakarta: Rajawali Press.

Motteram, G. (2013). *Innovations in learning technologies for English language teaching*. British Council.

Nasir, A. (2018). The implementation of think-pair-share (TPS) strategy in teaching speaking skills. *Journal of Advanced English Studies*, *1*(1), 8-13.

Nursafira, M. S. (2020). TED Talks in EFL Context: An Alternative Way for Teaching and Improving Student's Speaking Skills. *ELSYA: Journal of English Language Studies*, *2*(2), 43-47.

Rahayu, P. (2015). Role play strategy in teaching speaking. *Edu Research*, *4*(1), 61-70.

Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, *2*(2), 6-18.

Rashid, R. A., Mohamed, S. B., Rahman, M. F. A., & Shamsuddin, S. N. W. (2017). Developing speaking skills using virtual speaking buddy. *International Journal of Emerging Technologies in Learning (iJET)*, *12*(05), 195-201.

Ratnasari, D., & Haryanto, H. (2019). Analysis of Utilization of Gadgets as Effective Learning Media in Innovation Education to improve Student Learning Achievement. *KnE Social Sciences*, 460-467.

Risma, R., Latief, A., & Tone, K. (2021, December). Implementasi model pembelajaran humanizing the classroom dalam interaksi edukatif pada siswa kelas viii smpn 6 campalagian. In *Journal Peqguruang: Conference Series* (Vol. 3, No. 2).

Rusdiana, A. (2014). Konsep Inovasi Pendidikan.

Sachou, M. E. (2013, June). Innovative methods of teaching. In *The Future of Education: Materials of International conference (Florence, Italy 13-14 June, 2013). Mode access to article: http://conference. pixel-online. net/foe2013/common/download/Paper_pdf/083-ITL13-FP-Sachou-FOE2013. pdf*.

Sanjaya, *Perencanaan & Desain Sistem Pembelajaran*, (Jakarta: Kencana, 2015), cet. ke-7, hlm. 211.

Serdyukov, P. (2017). Innovation in education: what works, what doesn't, and what to do about it?. *Journal of Research in Innovative Teaching & Learning*.

Somdee, M., & Suppasetseree, S. (2013). Developing English speaking skills of Thai undergraduate students by digital storytelling through websites. *Proceeding of Foreign Language Learning and Teaching*, 166-176.

Suardipa, I. P., Lasmawan, I. W., & Suarni, N. K. (2013). *Pengaruh Model Pembelajaran Accelerated Learning Berbasis Peta Konsep Terhadap Motivasi Berprestasi dan Hasil Belajar IPS* (Doctoral dissertation, Ganesha University of Education).

Syafryadin, H., & Salniwati, A. R. A. P. (2019). Digital storytelling implementation for enhancing students' speaking ability in various text genres. *International Journal of Recent Technology and Engineering (IJRTE)*, *8*(4), 3147-3151.

Syafryadin, D. E. C. W., & Febriani, R. B. (2021). Digital training for increasing English teachers' professionalism at junior high school. *Journal of Education and Learning (EduLearn)*, *15*(1), 27-35.

Tan, H. (2019). Innovation of Teaching Development and Reform for English Major in Colleges and Universities.

Tarigan, O. A., Kusumah, I. H., & Karo-Karo, U. (2016). Penerapan model active learning type quiz team untuk meningkatkan hasil belajar siswa SMK. *Journal of Mechanical Engineering Education*, *3*(1), 124-128.

Turkoguz, S. (2012). Learn to teach chemistry using visual media tools. *Chemistry Education Research and Practice*, *13*(4), 401-409.

Yustiati, T., Azwan, A., Bugis, R., Handayani, N., & Bin-Tahir, S. Z. (2015). The implementation of fishbowl strategy in teaching English speaking. *Researchgate. net*.

APPENDIX A
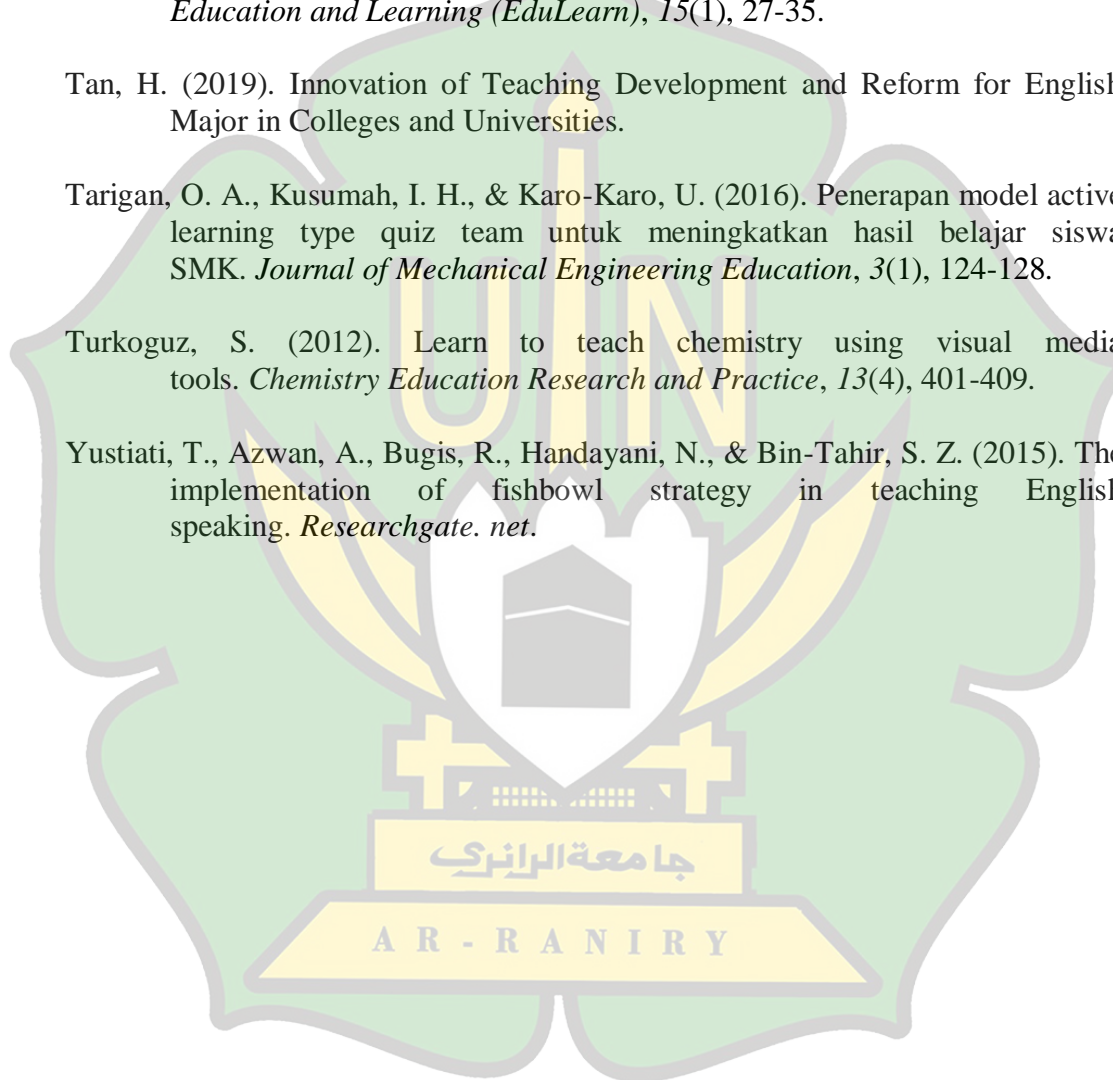
APPOITMENT LETTER OF SUPERVISOR

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 15301/Un.08/FTK/KP.07.6/07/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

| Menimbang | : | a. | bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-7564/Un.08/FTK/KP.07.6/4/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh. |
| | | b. | bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi. |

Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10.	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

| Memperhatikan | : | Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Maret 2021 |

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-7564/Un.08/FTK/KP.07.6/4/2021 tanggal 16 April 2021

KEDUA :
Menunjuk Saudara:
1. Dr. Faishal Zakaria, MA — Sebagai Pembimbing Pertama
2. Mulia, M.Ed — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi ;

Nama	:	Revy Selvyana
NIM	:	170203199
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Teachers' Innovation in Improving English Speaking Skills : A Study at Junior High School

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 11 Oktober 2021
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B

RECOMMENDATION LETTER FROM *FAKULTAS TARBIYAH DAN KEGURUAN* TO CONDUCT THE RESEARCH

Document

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5832/Un.08/FTK.1/TL.00/05/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah SMPS Sukma Bangsa Bireuen

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **REVY SELVYANA / 170203199**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Ulee Kareng Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Innovative Teaching: The Case of Two Junior High School English Teachers Developing Students' English Speaking Abilities Through Innovative Teaching Practices*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 Mei 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 10 Juni 2022

Dr. M. Chalis, M.Ag.

APPENDIX C

INTERVIEW QUESTION

1. What is your definition of innovative teaching practices?

2. Why do you think teachers should strive for innovative teaching practices?

3. Why is it important to be an innovative teacher?

4. How can teachers improve innovative skills?

5. What are the benefits of teaching innovation?

6. How do teachers develop innovation in the teaching/learning process?

7. What innovative teaching methods/approaches/strategies have you implemented in the past?

8. Did you observe any improvements in terms of students' performance?

9. What new innovative methods/approaches/strategies would you like to try in the future?

10. How do innovative methods of teaching help in better classroom management?

11. Why do you think you need to apply innovative teaching strategies?

12. What kind of media do you use in teaching to support innovation?

13. How do media help you in the teaching/learning process?

14. Do you think innovative teaching improves your students' skills?

15. Can you describe some examples of students' improvement resulting from your innovative teaching practices?

APPENDIX D

TRANSCRIPT OF INTERVIEW

Participant 1

Intervieweer : DW

Q: What is your definition of innovative teaching practice?

A: Something out of the box. If we compare it with the past, maybe teaching is just practice, just reading what is already there, now that there are many applications that can be used, there are many fun ways that can be done like games.

Q: Why do you think teachers should strive for innovative teaching practice?

A: In order not to be monotonous and so as not to get bored with the students and keep up with the times.

Q: Why is it important to be an innovative teacher?

A: the teacher must always be up-to-date, keep up with today's times in new ways and adapt to today's students by using existing technology.

Q: How can teachers improve innovative skills?

A: Must read a lot, search a lot, share a lot, observe a lot from other people and learn from students too. Because sometimes students are more updated than teachers.

Q: What are the benefits of teaching innovation?

A: Better than yesterday because they dare to apply something new, feel more confident, make students not bored in learning, not too out of date.

Q: How do teachers develop innovation in teaching/learning process?

A: Attending seminars related to teaching to develop innovation in teaching.

Q: What innovative teaching methods/approach/strategies have you implemented in the past?

A: Depends on the class a lot or not. To be more practical and save time, I use cooperative learning, and use games.

Q: Did you observe any improvement in terms of students' performance?

A: I see that there are positives and negatives with using cooperative learning, such as the more active the more active the less active the less active

Q: What new innovative methods/approaches/strategies would you like to try in the future?

A: I am learning to be able to use innovation in the learning process, such as using the Kahoot application. But now I always use worksheets, and for now use podcasts.

Q: How do innovative methods of teaching help in better classroom management?

A: Students will be more active in class.

Q: Why do you think you need to apply innovative teaching strategies?

A: To better achieve learning objectives, see student responses, and learning objectives are easier to work on.

Q: What kind of media do you use in teaching to support innovation?

A: Pictures, cards, scrabble,

Q: How do media help you in the teaching/learning process?

A: Quite helped by the media. Like role playing with them. But I am not confident in using it, because not all students are able to follow the lesson.

Q: Do you think innovative teaching improves your students' skills?

A: Innovative teaching really improves student skills, it can be seen from the enthusiasm of students in the class.

Q: Can you describe some examples of students' improvement resulting from your innovative teaching practice?

A: I amaze with zaidil, usually he just silent, not excited. And earlier I told him to make a podcast, he turned out to be good, his prononciation was good. Maybe he is embarrassed to perform in front of the class but he can if he doesn't have to show off.

Participant 2

Intervieweer: M

Q: What is your definition of innovative teaching practice?

A: Innovative teaching must be able to relate what we teach to real life. Here, the teacher is required for student center learning to make students more active in the classroom.

Q: Why do you think teachers should strive for innovation teaching practice?

A: Because learning is now required to be innovative. In the past, the teacher wrote on the board or text book. But now, what the children are learning relates to their lives.

Q: Why is it important to be an innovative skill?

A: Because our goal as a teacher is to shape the character of the child. We must be able to keep up with the current developments, because they will continue to a higher life which is definitely growing more rapidly.

Q: How can teachers improve innovative skills?

A: Frequently open YouTube, must update

Q: What are the benefits of teaching innovation?

A: They feel that what they learn in school is important which they can use in their daily life.

Q: How do teachers develop innovation in teaching/learning process?

A: Try various learning resources, such as class projects or collaboration with other subjects.

Q: What innovative teaching methods/approaches/strategies have you implemented in the past?

A: Class projects, such as greeting cards in collaboration with artwork. Teacher guest, with instruction and obligation materials, the traffic police invited the traffic police to learn what can/can't be done on the road.

Q: Did you observe any improvements in terms of students' performance?

A: There are some active children and some very inactive children in the class. For example, they cannot keep up with their peers.

Q: What new innovative methods/approaches/strategies would you like to try in the future?

A: Maybe more variety of games. And there is no thought of thinking there.

Q: How do innovative methods of teaching help in better classroom management?

A: Children are directed to be able to work alone. Solve the problem yourself.

Q: Why do you think you need to apply innovative teaching strategies?

A: So that learning does not make children bored, and makes them excited to learn in class.

Q: What kind of media do you use in teaching to support innovation?

A: Using media according to material needs such as cards in greeting card materials

Q: How do media help in teaching/learning process?

A: Very helpful, such as telling time lessons using clock media that can facilitate the learning process.

Q: Do you think innovative teaching improves your students' skills?

A: Innovation improves students' skills. For example playing games. Playing games really makes children excited about learning.

Q: Can you describe some examples of students' improvement resulting from your innovative teaching practice?

A: His name is Mulki, his son is very quiet and his value is destroyed when online. And when we started school again face to face and entered several times, we played kahoot he could catch up with his friends.

APPENDIX E

AUTOBIOGRAPHY

Name : Revy Selvyana

Student Number : 170203199

Place/Date of Birth : Lhokseumawe, 22 Februari 1998

Gender : Female

Religion : Islam

Status : Single

Occupation : Student

Nationality : Indonesia

Address : BlangBladeh, Kec.Jeumpa, Kab.Bireuen

Email : reviselviana4@gmail.com

Phone Number : 081265421616

Education

Elementary : SDN 4 Bireuen (2004-2010)

Junior High School : SMPN 1 Bireuen (2010-2013)

Senior High School : SMAS Sukma Bangsa Bireuen (2013-2016)

University : Uin Ar-Raniry Banda Aceh (2017-2022)