

**THE INFLUENCE OF USING CREATIVE STORY GAME
TOWARD STUDENTS' SPEAKING ABILITY
AT THE SECOND SEMESTER OF THE TENTH GRADE
OF SMK TARUNA BANDAR LAMPUNG
IN 2015/2016 ACADEMIC YEAR**

A Thesis

Submitted in a Partial Fulfillment of the Requirement for S-1 Degree

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Study Program : English Education



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ABSTRACT

THE INFLUENCE OF USING CREATIVE STORY GAME TOWARDS STUDENTS' SPEAKING ABILITY AT TENTH GRADE AT THE SECOND SEMESTER OF SMK TARUNA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016

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Speaking is often considered a difficult subject by students. Speaking techniques are needed by a teacher to overcome writing difficulties. The objective of this research is to know whether there is significant influence of using Creative Story game towards students' speaking ability.

In this research, the writer used quasi experimental research. The research methodology used was experimental design. The writer dealt with two classes, one was as an experimental class and a control class. In the experimental class, the writer used Creative Story game, where as in the control class the writer used Discussion technique. Each class received the same pre-test and post-test. The population of this research was at tenth grade of SMK Taruna Bandar Lampung. The sample of this research was two classes consisting of 40 students. In collecting the data, the writer used speaking test. The data were analyzed by using using *SPSS (Statistical Pakege for Social Science)* Leneve's Test, because the data had normal distribution.

From the data analysis, it can be seen from the result of Leneve's Test that Sig. (Pvalue) = 0.001. it is lower than 0.05. It means that H_a was accepted and H_o was rejected. It could be concluded that there was influence of Creative Story game towards students' speaking ability at tenth grade of SMK Taruna Bandar Lampung.

Key words: Creative Story Game, Quasi Experimental Research, Speaking, Speaking Ability, Students' Speaking Ability



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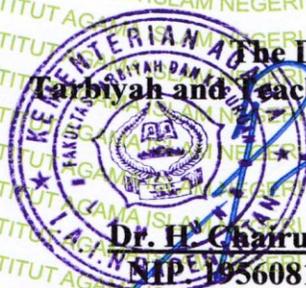
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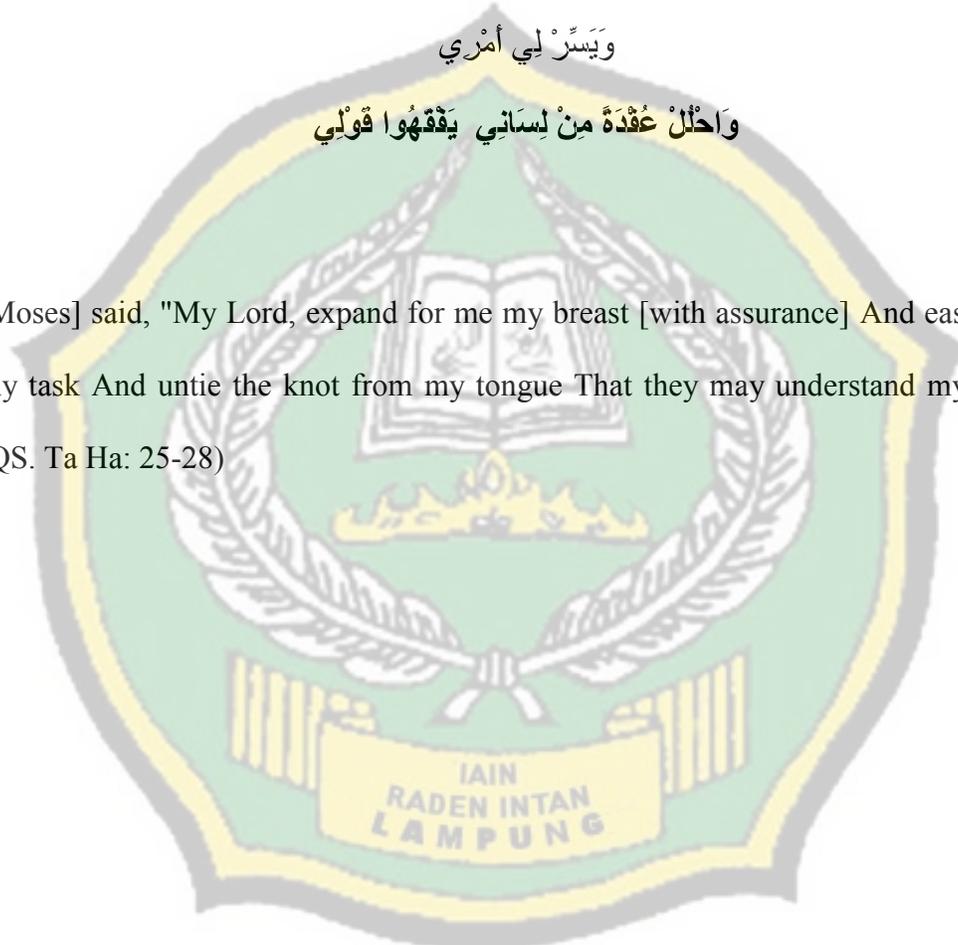
لِي صَدْرِي رَبِّ اشْرَحْ

وَيَسِّرْ لِي أَمْرِي

وَاحْلُلْ عُقْدَةً مِنْ لِسَانِي يَفْقَهُوا قَوْلِي

[Moses] said, "My Lord, expand for me my breast [with assurance] And ease for me my task And untie the knot from my tongue That they may understand my speech.

(QS. Ta Ha: 25-28)



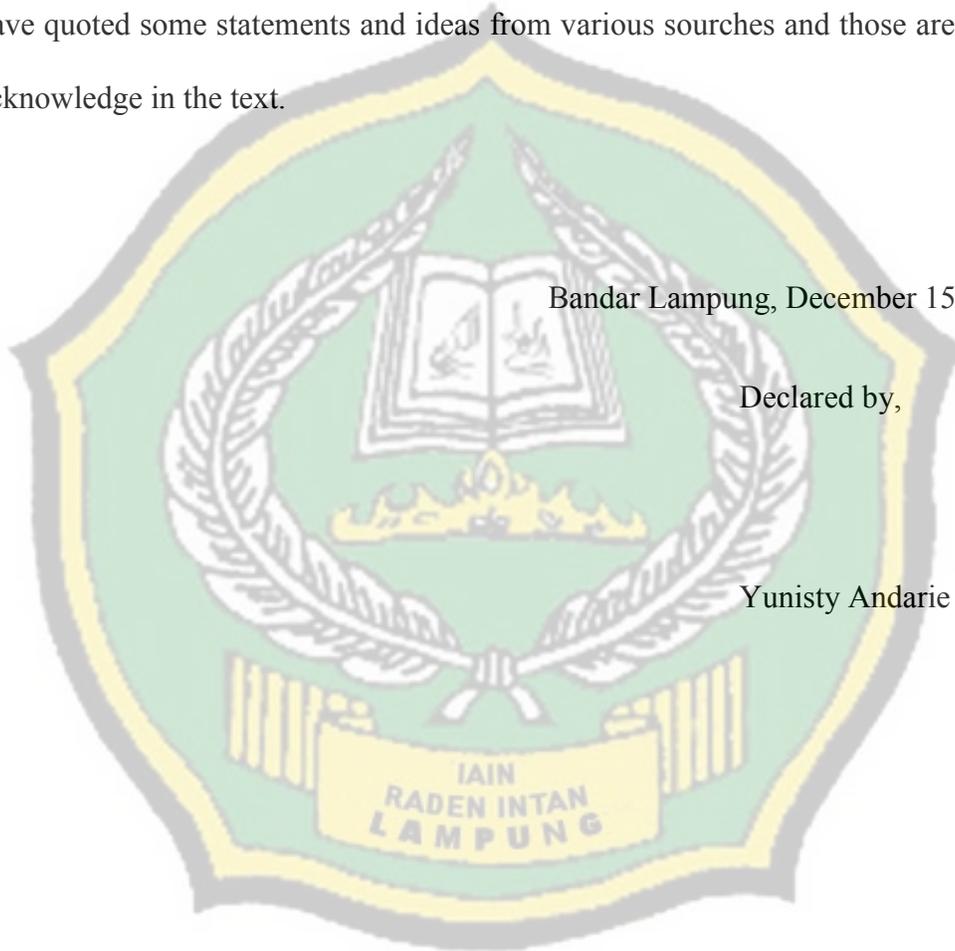
DECLARATION

I hereby declare that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledge in the text.

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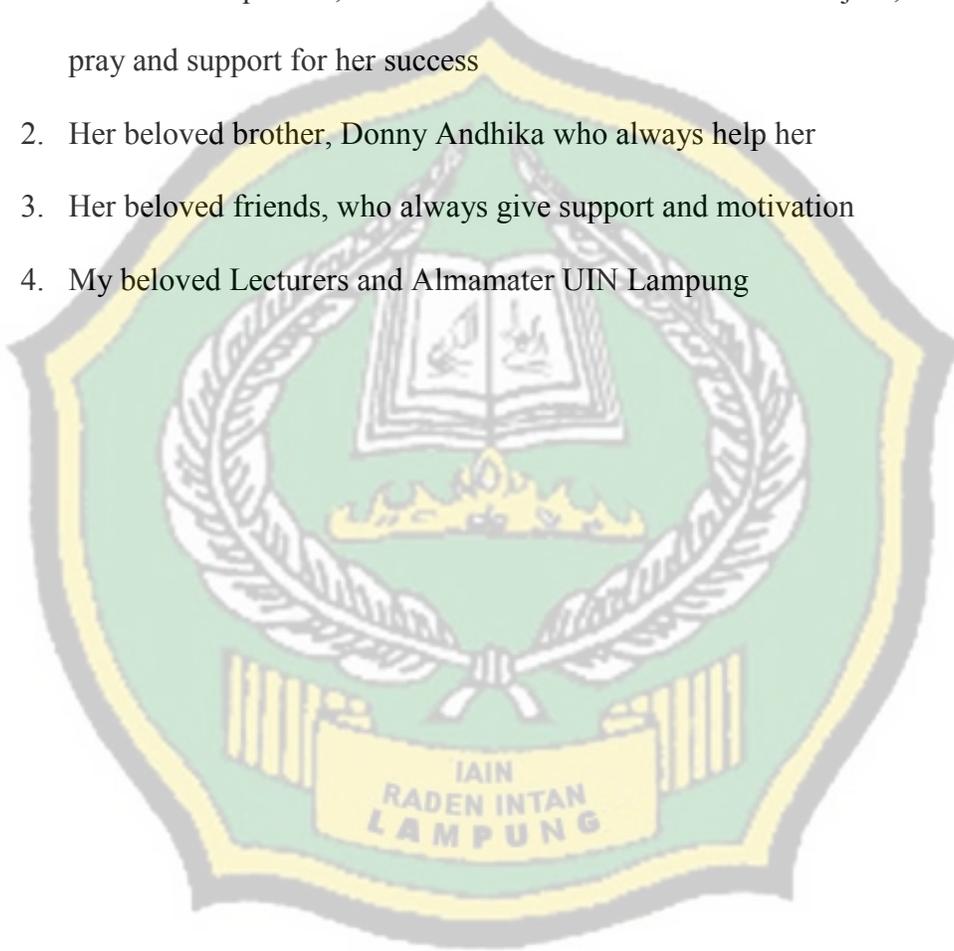
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DEDICATION

This script is dedicated to:

1. Her beloved parents, Mr. Nursuwondo and Mrs. Lilik Mujiati, who always pray and support for her success
2. Her beloved brother, Donny Andhika who always help her
3. Her beloved friends, who always give support and motivation
4. My beloved Lecturers and Almamater UIN Lampung



CURRICULUM VITAE

The writer's name is Yunisty Andarie. She was born in Bandar Lampung on Friday, June 19th, 1992 in Bandar Lampung. She is the first child out of two children of a lovely couple Nur Suwondo and Lilik Mujiati.

The writer began her academic study from TK Al-Azhar 6 Lampung Selatan in 1996 and graduated in 1998. Then, she continued her study to SD Al-Azhar 2 Bandar Lampung 1998 and finished in 2004. Then she continued her study to SMPN 29 Bandar Lampung and graduated in 2007. After that, she is continued to SMAN 5 Bandar Lampung in 2007 until 2010. Then she is continued her study in DCC Bandar Lampung in major D1 Akademi Bahasa Asing and finished in 2011. In the same year, she is continued to study in English Education Program of Tarbiyah and Teacher Training Faculty of the State Institute of Islamic Studies of Raden Intan Lampung.

During her study in IAIN Raden Intan Lampung, she joined several organizations. They are: UKM Bahasa in 2011-2012, ESA in 2011 and FMN in 2012.

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First of all, all praise to be Allah, the most merciful, the most beneficent for His blessing and mercy given the writer during her study and in in completing this final project. Then, the best wishes and salutations be upon the great messenger prophet Muhammad SAW.

This thesis presented to the English Study Program of IAIN Raden Intan Lampung. The primary aim of writing this script is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

Then, the writer would like to thank the following people for their ideas time and guidance for this thesis:

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Finally, none or nothing is perfect and neither is this final project. Any correction comments and criticisms for the betterment of this final project are always open-heartedly welcomed.

Bandar Lampung, December 15, 2016

The writer,

Yunisty Andarie

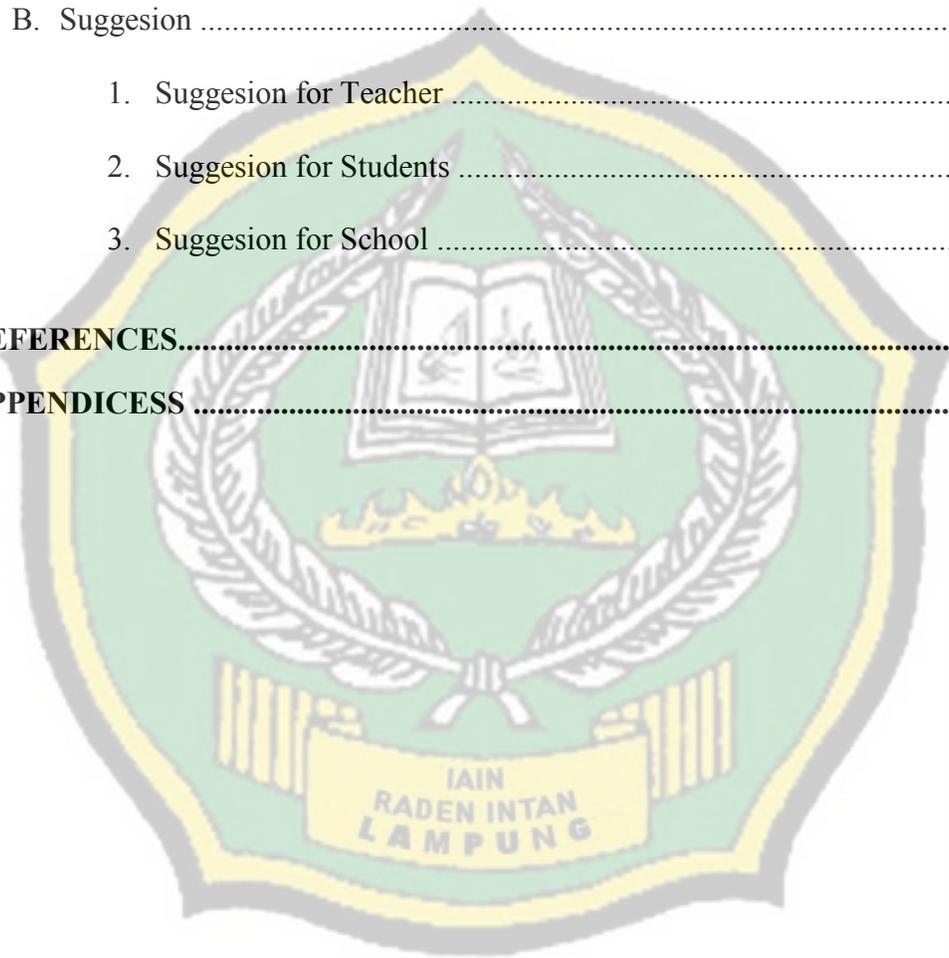
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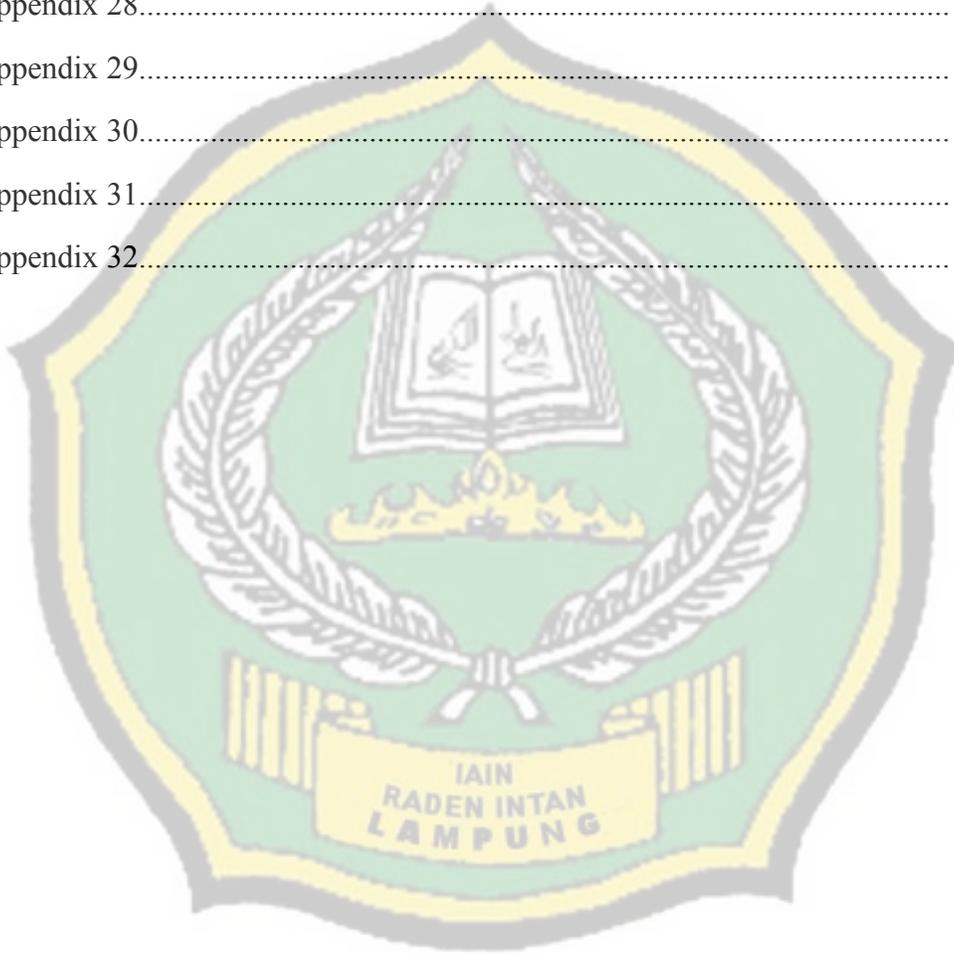
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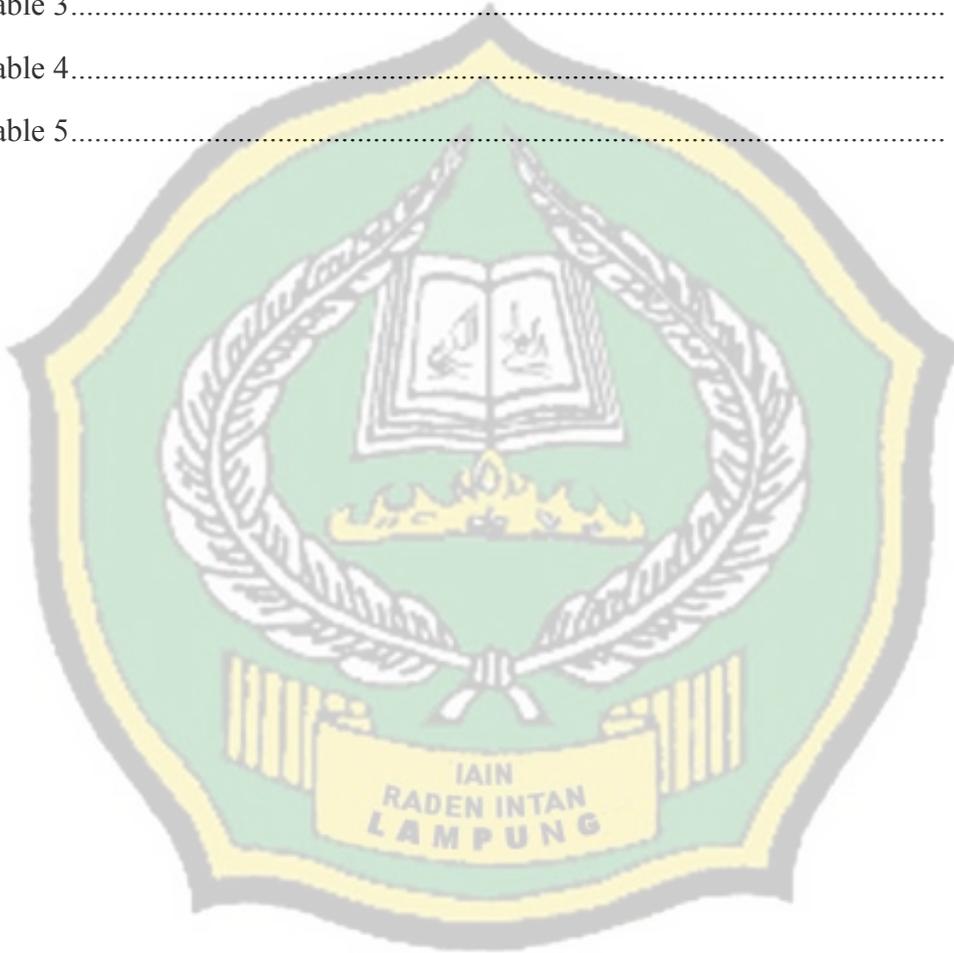
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is the set of the role, which is used as tool of communication.¹ It is used to communicate ideas, feelings, beliefs, loves, knowledge, culture, etc, among the member of speech community each other. The function of language is so important for human life. It is the reason why it is a central of human's interest of scientific to study. Language also can be defined as an instrument of communication that is used to express something and to stimulate a response to somebody else, and to think something. Language is described as a mean as conveying something that will be done.

According to Tarigan, language is the ability to pronounce the sounds of articulation or words to express, express or convey thoughts, ideas and feeling². The definition clearly shows that talking with regard to the pronunciation of words that aims to deliver what will be delivered either feeling, idea or ideas for listeners to understand what the speaker.

Even though English is taught from the kindergarten or elementary to university, we still find that most of the students often have difficulties speaking in English although they will graduate from senior high school. Common complains that arise in English

¹ Sanggam Siahaan, *Issue in Linguistics*, Graha Ilmu Press, Yogyakarta, 2008, P.185.

²Henry Guntur Tarigan, *Berbicara sebagai Suatu Keterampilan Berbahasa*, Angkasa Press, Bandung, Revised Ed, 2008, P.16.

teaching in Indonesia are that the students cannot express their ideas when they want to express of that. The conclusion is the result of teaching English in Indonesia is still far from the target that should be attained.

Speaking skill becomes very important in education field since students need to be trained in order to have a good speaking skill. The Indonesian curriculum of 2013 state that since junior high school, English compulsory lesson for students.³ It means that both of teacher and students must be able to master English.

Based on the interview between the writer and Miss Endah Suprihartiningsih as the English teacher on 31 August 2015, the teacher has started to teach English since 25 years ago. In this year the standard of English lesson is 76. Many of the students get scores under the criteria of minimum mastery. The teacher said that she used discussion and role play as technique in teaching speaking and she did not used game in learning process and she said that the student problems are difficult to understand the material and to speak English well.

Speaking skill is taught to the students in order to be able to use English in the real communication. But in the pre-research that the writer did in SMK Taruna Bandar Lampung, the writer found that the students cannot use speaking English well. Here

³Loeloe Endah Poerwati, *Kurikulum 2013*, Prestasi Insan Indonesia, Jakarta, 2013, P.23.

is the students' speaking score at the first semester of the tenth grade of SMK Taruna Bandar Lampung 2015/2016 academic year.⁴

Table 1
Students' Speaking Score at the First Semester of the Tenth Grade of SMK Taruna Bandar Lampung 2015/2016 Academic Year

No	KKM	Class			Presentage (%)
		X AP	X TKJ	X AK	
1	< 76	12	11	16	60%
2	≥ 76	8	9	10	40%
Total		20	20	26	100%

Source: data from SMK Taruna Bandar Lampung.

Based on the data above, total number of students at the tenth grade of SMK Taruna Bandar Lampung is 66 and divided into three classes. The scores were taken based on pronunciation, grammar, vocabulary, fluency, and comprehension from all of the score of speaking.

Based on the interview between the writer and the students of SMK Taruna Bandar Lampung, 7 from 20 students like English lesson because English is fun lesson and the others are dislike the lesson because they feel that English is a subject that are difficult and boring. When learning English, students want the teacher to use game as

⁴ Endah Suprihartiningsih, *Students' Speaking Score of Grade Tenth*, SMK Taruna Bandar Lampung, 2015, Unpublished.

a technique. It can be concluded that only a little of them like English lesson⁵. Many of them feel bored and difficult to understand the meaning of the material being presented by the teacher. Moreover, in the English lesson, students said that they have difficulties in speaking English. Also, their English teacher just use the discussion and role play as technique to teach the lesson, especially in teaching speaking, the teacher just depends on English book. From the results of the interview, the writer concludes that the students are very interested in game. Students think that they are more interest and fun when teacher uses game in teaching learning process, the teacher uses the game as technique. This could be a reference to the teacher to consider game as a technique to improve students learning more fun.

Speaking is very important because by speaking we can communicate, express an opinion and express all of the feelings. A person who has the ability to speak would be easier to convey opinions to others well. The other way, person who do not have the good ability to speak difficult to convey his opinion to others. Likewise while in the classroom, students who have a good speaking ability would be easier to express an opinion rather than students who lack the ability to speak well. In this case the students' speaking skill are still low in practice, the teacher is too focused when given the materials, give the tasks and just use book to teaching.

⁵ Students of Grade Ten, *Interview*, SMK Taruna Bandar Lampung, on August 31st, 2015, Unpublished.

From the above explanation, it can be concluded that speaking is very important because by speaking students are able to express their opinions and learn speaking skill its makes students understand how to speak well, but most of the students had difficulty in speaking English, also saw from the teacher teaching technique in the class with often uses the book makes students less in practice. Students want to learn English in a fun game. So by looking at such things as the references, the writer conducted a research entitled The Influence of Using Creative Story Games Toward Students' Speaking Ability at the Second Semester of the Tenth Grade of SMK Bandar Lampung Taruna in 2015/2016 academic year.

B. The Identification of the Problem

Based on the background of the problem, the writer identified the problems as follows:

1. The students feel that English lesson is difficult.
2. The students' speaking English is still low in practice.
3. The students get bored in learning English.

C. The Limitation of the Problem

Based on the identification above the writer would like to limit the problem of the research on the used of creative story game as technique in teaching learning process in order to know the influence of it towards students' English speaking ability in telling story narrative text.

D. The Formula of the Problem

Based on the identification and limitation of the problem above, the writer formulated the problems as follow:

Is there any significant influence of using creative story game toward students' speaking ability at the second semester of tenth grade of SMK Taruna Bandar Lampung in 2015/2016 academic year?

E. The Objective of the Research

The object of the research was to know whether or not there is significant influence of using creative story game towards students' speaking ability.

F. The Use of the Research

The use of the research are:

1. Practically, to increase and motivate the students at the tenth grade of SMK Taruna Bandar Lampung in studying English, especially in speaking ability.
2. Theoretically, the result of this research may become new information for the teacher of SMK Taruna Bandar Lampung how to increase students' ability in speaking class activity through creative story game.

G. The Scope of the Research

1. The Subject of the Research

The subject of the research was the students of the tenth grade of SMK Taruna Bandar Lampung.

2. The Object of the Research

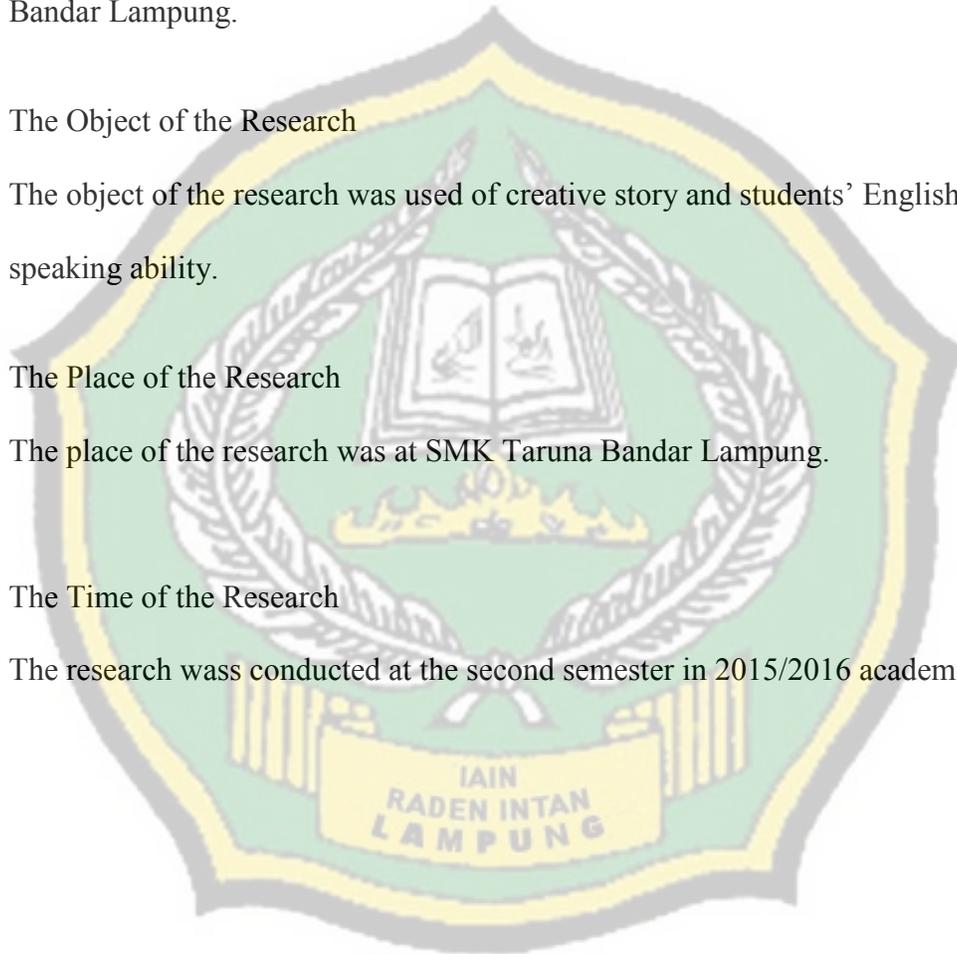
The object of the research was used of creative story and students' English speaking ability.

3. The Place of the Research

The place of the research was at SMK Taruna Bandar Lampung.

4. The Time of the Research

The research was conducted at the second semester in 2015/2016 academic year.



CHAPTER II

FRAME OF THEORY, FRAME OF THINKING AND HYPOTHESIS

A. The Concept of Language

Language is basically a communication tool that is essential for human life. As a means of communication language used to express a variety of things. The importance of language that covers almost all areas of human life. Everything suggested, thought and experienced with someone only to be understood by others if it has been Expressed by language, both orally and in writing. Everyone is aware of language interaction and all sorts of activities in the community will not work without the language.

Webster in Alwasilah stated that language is a systematic tool that conveys the idea or feeling by using signs, sounds, gestures or characteristics of conventional and understood meaning⁶. Language is a system. Language being subject to certain rules of good phonetic, phonemic, and grammatical. In other words, the language is not free but bound to certain rules. Finocchiaro in Alwasilah states that language is a system of arbitrary vocal symbols, allowing everyone in the culture, or others who have studied the culture system⁷. The language system of voluntary (arbitrary). The

⁶ A. Chaedar Alwasilah, *Beberapa Madhab & Diktonomi Teori Linguistik*, Angkasa Press, Bandung, 1993, P.3.

⁷ *Ibid.*

system Applies in general, and language is a fundamental rule. For example: there are some languages that begin a sentence with a noun such as English, and there are languages that started the sentence with a verb. And one cannot reject the rules either the first or the second. So it is not subject to a particular dialect.

Also in Alwasilah, Pei and Gainor states that English is the communication with the sound system, that is through the tool of speech and hearing, among people from a particular group or community by using symbols that have meaning vocal arbitrary and conventional⁸. Seen in general, the language can be interpreted as speech, thoughts and feelings are communicated on a regular basis and used as a means of communication among people. Language basically is sound, and humans have been using spoken language before a spoken language, just as children learn to speak before learning to write. Many people in the world who can speak verbally, but cannot write it. So that language is essentially oral language (speaking), while writing is a form of a second language. In other words it is a language of words and writing was a symbol of the language.

De Vito in Alwasilah states that language is a system of symbols, potentially referring to himself and the horizontally structured objects, events and relationships in the world⁹. Language is symbol. The language is specific symbols. For example the word

⁸*Ibid.*

⁹ *Loc. Cit.* Chaedar Alwasilah.

"home" describe the essence of a house. So the language is specific symbols. Listener or reader put symbols or emblems are proportionally.

The conclusion of the writer based on the some understanding of language is the language an orderly system in form of sound symbols used to express feelings and thoughts that language. Language also serves to express thoughts and feelings. So not only express the mind only. The role of language is evident in expressing aesthetics, sadness happy in social interaction. In this case they express feelings and not the mind. Because language has a social role, besides emotional role is to put forward ideas.

1. Teaching English as a Foreign Language

As an international language, English is considered as an important language to be learned. English as a foreign language curriculum and pedagogy have stressed on the importance of teaching communicative strategies and the functional use of language that the goal of teaching and learning English is to be well in communication. In addition, Broughton states, so far we have been considering English as a second language. but in the rest of the world, English is a foreign language. That is, it is taught in schools, often instant confirmation, but it does not play an essential role in national or social life¹⁰. It means that the purpose of teaching English as a foreign

¹⁰ Geoffrey Broughton, *et.al*, *Teaching English as a Foreign Language*, Routledge, New York, 1980, P.6.

language is to create a situation that the students can use English as a lesson in the school. Foreign language is one of courses in the curriculum the which students should be encourage to talk a great deal in class and to express reviews their ideas, not simply what the teacher tells them to say. It is expected that the students should have the ability or knowledge of English the which can be use for communication.

In teaching and learning process, basically English teachers have began attempting to teach foreign languages in a way that is more similar to first language acquisition. The teacher should prepare the material instruction, media, and technique well. Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand¹¹. It means that teaching is a process that should be done by the teacher based on the experience, knowledge and preparation material that the aim of teaching can be reached.

From the description above, it was clear that by the teaching English, students are expected to be able to apply reviews their English language for communication. Everyone has known that English is the international language. English is vitally important and typically it was described as the most important of all school subjects, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every other school subject, and for adult life.

¹¹ H. Douglas Brown, *Principle of Language Learning and Teaching*, Addison Wesley Longman, New York, 2000, P.7.

2. The Concept of Language Learning

According to Harmer, there are two approaches in teaching languages, there are: deductive and inductive approach. In a deductive approach, students are given explanations or grammar rules they make phrases and sentences using the new language. In an inductive approach, things happen the other way round. In other words, instead of going from the rules to the examples, students see examples of language and try to work out the rules¹². In the teaching and learning activities, the approach taken by the teacher was to make manifold students' activity, for example, in a deductive approach, this approach involves gathering activities and then making generalizations and conclusions.

The point here is using the approach put forward examples that relate to the subject matter ranging from particular to students and students can think, so would make general conclusions with regard to these examples. It can guide students, study, know for sure important principle or fact contained in any subject matter. In this way, students easy to remember and understand what the teacher says, because teaching content with making a general theory or conclusions of the students easy remembrance and apply it. The second approach is a deductive approach. Deductive approach can be interpreted as something that begins teaching approach of a description of the materials studied and then followed by application to the above specific examples. Teacher give examples from materials to students and teaching the students until they

¹² Jeremy Harmer, *How to Teach English*, Longman, Harlow, Ed.7, 2007, P.81.

are understand, then the students will apply it or use it as the process of problem solving in the lesson. Sometimes the deductive approach is also used to get new conclusions from the subject matter is known. The point here is of a particular subject matter, the students can understand something new. They might get a new idea of the material they have learned. In this deductive approach, the teacher tells the students objectively at the beginning rankings. Students guided remember the material pertaining to allow them to get a new conclusion. Both of approaches will create different teaching and learning activities and with different degrees of success.

Basically these two approaches are better to used, depending on how the teacher applied in the classroom. Deductive approach where teacher make conclusions after teaching could make students easy to remember the material provided by the teacher and the inductive approach where teacher given some examples of the material provided make students thing or write the conclusions from explanations of teacher, because in different approaches used by teacher was generated ability of different students.

B. Concept of Speaking

Humans are social creatures and the first act is most important to social act, an act that exchanging experiences, propose and accept the mind, each expressing, and expressing feelings. Therefore in social action there must be common elements,

which are both approved and understood by the listener. To connect our fellow human beings, we need a form of language communication. According to Anderson in Tarigan speaking is a communication tool¹³. Communication unites individuals into groups with common language. Speaking is a normal human life activities are very important, because by speaking we can communicate with the others people, express the opinion, stating the purpose and message, expressing feelings in any emotional state and so on.

According to Powers in Tarigan, speaking is an expression of one's personal ideas¹⁴. In the above definition, it looks as if speaking is an activity just to involve only one person, that is the speaker. In everyday, almost never encountered such activities, which commonly speaking is involving other parties who act as listener. Both are involved in the interaction or communication. Slamet also stated that speaking is self-expression¹⁵. When the speaker has the rich knowledge and experience, it is easily concerned to explain his knowledge and experience. The other ways, if speaker was poor knowledge and experience, he feel difficult to speak. Speaking is the act of generating a language to communicate.

¹³ Guntur Tarigan, *Berbicara sebagai Suatu Keterampilan Berbicara*, Angkasa, Bandung, Revised Ed, 2008, P.9.

¹⁴ *Ibid*, P.9.

¹⁵ Slamet, *Pembelajaran Keterampilan Berbahasa Indonesia Teori dan Aplikasi*, Graha Ilmu, Yogyakarta, 2014, Ed.2, P.56.

Concept of speaking are :

1. Speaking and listening are two reciprocal activities
2. Speaking is an individual process communication
3. Speaking is a creative expression
4. Speaking is behavior
5. Speaking is a learned behavior
6. Speaking influenced by a wealth of experience
7. Speaking is a means smoothen the horizon
8. Ability linguistics and the environment are closely related
9. Speaking is a private jet¹⁶

Speaking and listening are complementary and combined into a verbal communication, such as chat, discussion, question and answer the interview. In the human communication exchange experiences, propose and accept the thoughts, feelings and approve the establishment or belief. Speaking is one of the important communication tools to be able to declare themselves as members of society. In other words, fellow members of the public to connect the required communication. Speaking utilized as means of communication with others or the environment.

Speaking essentially a communication process because there is the transfer of messages from a source to place the others. In the communication process occurs displacement of speaker to listener. Speakers is someone who has a message.

¹⁶ *Ibid*, P.54.

Speaking is self-expression; if the speaker have more knowledge and experience, it is easily able to decipher the relevant knowledge and experience. Speaking is a behavior that should be studied first, and then can be controlled. Speaking skills are skills that mechanistic. The more practice the more controlled and a person skilled in speaking. No one skilled spoke directly without going through the training process. In practice and learn to speak, a person needs to be trained: pronunciation, voice control, self-control, gesture control, diction and intonation, use of language is good and right, and arrangement ideas.

1. Scales of Speaking

According to Brown there are five scales of speaking: pronunciation, fluency, grammar, vocabulary, and comprehension¹⁷. Pronunciation itself is explicit pedagogical focus in anything that smacked of linguistic and bolts was under siege by propents of the various non-directive.¹⁸ Pronunciation used for full communicative competence which phonemes and allophones as bottom up competence and simply as the mastery. Besides, there are some most relevant features of pronunciation, there are stress, rhythm, and intonation. From Brown states above, we can catch the point should be learned in pronunciation, such as phonemes, allophones, rhythm, stress and intonation.

¹⁷ H. Douglas Brown, *Languauge Assesment Principles and Classroom Practices Pedagogy*, Longman, San Fransisco State University, 2004, P.157.

¹⁸H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Longman, San Fransisco, 2001, P.283.

After we study about pronunciation as part of speaking, we can move to fluency. Fluency is as simply the ability to speak fast. Speed is a factor, but it is no means the only, or even the most important one.¹⁹ Eventhough, when we speak fluently, we should pay attention on the pausing. Speed without exact pausing, is nothing. You can speak fluently, it means you know when you will do the pausing and when you will speak up.

The third scale of speaking is grammar. Furthermore grammar is not only used in structure or writing lesson, but also in speaking skill. Grammar purposes consists largely of those grammar systems that favour rapid, real time speech production.²⁰ Since speech is produced in clause length units rather than sentence-length ones, a sentence grammar will be of limited usefulness for speaking.

The fourth scale of speaking is vocabulary. Vocabulary as the one of scales of speaking ability has a relatively high proportion of words and expressions that express the speaker's attitude to what is being said.²¹ Sometimes, we have trouble when we want talking. Because we have limited words to say. It is the main point that we should find out another word and the important things to enrich the vocabulary as we can.

¹⁹Scott Thornbury, *How to Teach Speaking*, Longman, Harlow, 2005, P.6.

²⁰*Ibid*, P.33.

²¹*Ibid*, P.22.

The last scales of speaking ability is comprehension. Comprehension is quite complete at a normal rate of speech.²² Comprehension is the ability to understand something, in this speaking ability. When we will be mastered in speaking as comprehension, it will make us easier to understand another components of speaking. It means, the students should understand what they will say.

Speaking skill is a person's skill to express his thoughts to anyone else via oral, but difficult to develop if a person not practice constantly. It can be done if students practice speaking with their teacher, parents and friends. The purpose of practicing speaking English is to speed up conversation skill, enrich the use of vocabulary, correct grammar, complete pronunciation and train hearing to more understand what the message of listener. The existence of a situation like the above can make students study harder in learning English so the students are able to express their ideas, thoughts and opinions better.

In speaking there are five scales that students should learn as well as consideration of teachers' there are pronunciation, grammar, vocabulary, fluency and comprehension. Pronunciation learn about how well the pronunciation of a word or sentence. Then grammar, grammar is learning to speak precise. After we learn about grammar the next is vocabulary, vocabulary learn how many words that we have used to speak, because the more words we know it will be many things that we can talk about. After learning about the vocabulary as the most important thing in speech, then fluency,

²²H. Douglas Brown, 2001, *Op.Cit*, P.172.

although fluency is not the main thing in speaking but in these must always be the fluency, high - low tone, slower and faster then we are speaking. Comprehension is the last thing that is studied in speaking skill, how well the level comprehension someone to communication language used certainly needed because in speaking there is definitely more than one person, one person as the speaker and the other as a listener, as a person who listens understanding is needed to understand what the speaker was talking about in order to avoid misscommunication.

2. Types of Speaking

According to Brown, there are six types of speaking:

1. Imitative

Imitative is a very limited portion of classroom speaking time may legitimately be spent generating human speech recorder tape, for example, learners practice an intonation contour or try to pinpoint a Certain vowel sound. Imitation of this kind is Carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. The second is intensive. Intensive speaking goes one step beyond.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of

language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.

3. Responsive

A good deal of student speech in the classroom is responsive, short replies are usually sufficient and do not extend into dialogues.

4. Transactional (dialogue)

This is carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.²³

Based on the types speaking by Brown, Imitative which mimics the activity of a speech, usually mimic talks conducted by elementary school students who do not know much about speaking in English, so they are taught the most basic things first.

²³ H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Addison Wesley Longman, San Francisco, 2001, Ed.2, P.271.

Intensive is a type of speaking that one step above imitative because intensive is speaking independently by forming their own sentences. Responsive is an activity when someone speaks and the second person to understand what people are talking first and then give an answer or reaction to what is being said. Transactional are exchanging information activities undertaken by two or more persons as to tell others about something and receive information about something anyway. Interpersonal is speaking activities to interact with other people and environment by sharing information. Extensive is broadly speaking activities and directly, for example speech.

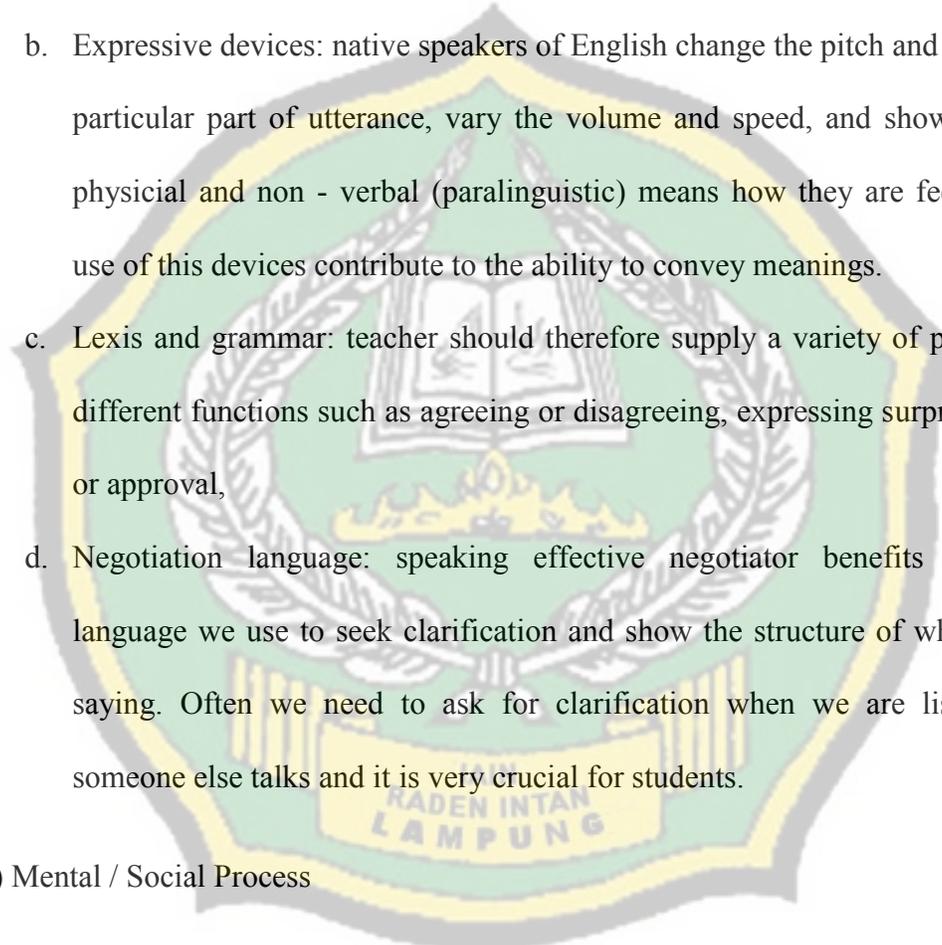
Types of speaking can be explained by the activities that most low to high, there are, imitative intensive responsive transactional interpersonal and extensive. All types of speaking directly related to our fellow human beings to be able to understand, appreciate and respond or respond to a conversation or information.

3. Elements of Speaking

Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1) Language Features

The elements necessary for spoken production are the following:

- 
- a. Connected speech: in connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve reviews their speech connected.
 - b. Expressive devices: native speakers of English change the pitch and stress of a particular part of utterance, vary the volume and speed, and show by other physical and non - verbal (paralinguistic) means how they are feeling. The use of this devices contribute to the ability to convey meanings.
 - c. Lexis and grammar: teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock or approval,
 - d. Negotiation language: speaking effective negotiator benefits from the language we use to seek clarification and show the structure of what we are saying. Often we need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

2) Mental / Social Process

Success of the speaker's productivity is also dependent upon the rapid processing skill that necessitates talking.

- a. Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequences.

- b. Interacting with others: effective speaking involves also a good deal of listening and understanding of how the others of participants are feeling and knowledge of how linguistically to take turns or allow others to do so.
- c. (On the spot) information processing: quite apart from our response to other's feelings, also we need to process the information they tell us the moment we get it²⁴.

The elements of the language according to Harmer can be concluded that the teacher is very important in terms of speech to make students understand and know how to make a good speech, teacher must provide a wide variety of words as means to comment students and provide a feedback or praise. Pronunciation and pressure are also important to be addressed properly and smoothly, so that the listener understands express what he would convey properly. Students are also required to understand what they are going to say, because when conveying what a student is to be conveyed to the other student, the listener can understand the intent and purpose conveyed by the speaker.

4. Indicators of Speaking Ability

The indicators of speaking are generally recognized in analysis of speech process:

²⁴ Jeremy Harmer, *The Practice of English Language Teaching*, Cambridge University Press, Longman, Ed.7, 2001, P.284.

1. Pronunciation (including the segmental features: vowels and consonants and the stress and intonation)
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension²⁵

It can be concluded, that students' that the students' speaking ability in this reseach is their ability ot express their ideas, opinion, thought and feelings in their real communication for certain purpose in spoken from by showing the mastery of such components as pronunciation, grammar, vocabularry, fulency and comprehension.

5. Purpose Speaking

Speaking at least can be used for two rights. The first to communicate ideas, feelings and desires. Secondly, speaking can also be used to further increase knowledge.

Keraf in Slamet states that the purpose of speech is:

1. Give the spirit to listeners
2. Convincing
3. Acting

²⁵ Haris David, *Testing English as a Second Language*, (USA; Mc Graw Hill, Inc, 1969), P.81.

4. Inform

5. Fun²⁶

He states that the purpose of speaking there are five, there are to give the spirit to listeners, convincing, acting, inform, fun. Give the spirit to listeners is the way by speaker to talking about things that make listeners energetic to do something. In this case convincing is trying to influence listener's attitude or mine to do something desired speaker. Speaker wanted listener's respons by action or physical is the purpose of speaking in deed. The next speaking purpose is to inform, the speaker tried to explain or convey something to listeners to know about something that conveyed by the speaker. Last purpose of speaking is fun, speaker convey a thing to make the listener fun and entertaining, for example, speaker tells the funny things that make listeners feel relaxed and happy to hear it.

Besides, Tarigan states that the purpose of speaking are:

1. To inform

2. To entertain

3. To persuade²⁷

²⁶ Slamet, *Op.Cit*, P.58.

²⁷ Tarigan, *Op.Cit*, P.17.

Speaking to inform is talk that aims to convey something important in an atmosphere of serious and speak clearly, systematically also appropriate the information submitted can be understood by the listener. The second purpose is to entertain, the speaker usually try to make atmosphere to be relaxed and funny. Messages or news to be delivered are not the main purpose, but it does not mean that talking entertaining does not convey the message. In speaking entertaining speaker try to make the audience happy and excited to listen the speaker delivered. The last purpose is persuade. Speaking to persuade is a step further than talking to stimulate. Here the speaker trying to convince the listener through a convincing speech, for example, reject or accept, agree or disagree about something.

From the above explanation, it can be concluded that speaking purpose are to encourage or stimulate when the speaker tried to give encouragement to the listener. Convincing when the speaker tried to influence the mind, opinions or attitudes of the listener. Informs when the speaker wants to give information about something so that the listener can understand what the speaker says. The last is entertaining, when the speaker intend to make the listener feel happy without too seriously deliver a speech.

6. Concept of Speaking Ability

Speaking is the most common communicative activity in daily life. Speaking is a part of daily life to communicate information to a listener with building and sharing

meaning. Linse states that when children begin speaking, they experiment and play with the utterance that are made to form words and phrases. As they grow, children integrate these words and structures into their real and imaginary play²⁸. It means that the speaking ability can develop as their as growth as well. The students in senior high school should be able to improve their words for speaking than the students in senior high school have more time to study about speaking. They have also many opportunities to increase their speaking ability but in reality, the students are still difficult to increase their speaking ability.

Speaking is very important that we have to learn. Speaking ability is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those are risk-takers unafraid of making mistake will generally be more tack active, but with many errors that could become hard to break habits. Students may take along time to speak confidently their English often contains fewer errors and they will be proud of their speaking ability.

Furthermore, speaking ability is not only based on the time where the students have studied about speaking for long time but also it is based on their habitatual to speak English. They must practice in their daily activities because speaking ability is verbal intelegence. This term is supported by Broughton. He is stat that important that a

²⁸ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York, McGraw-Hill, 2005), P.46.

student should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situation²⁹. It means that speaking ability is a form of productive skill verbally which the students can practice the speaking English naturally based on the context.

Meanwhile, Luoma states that speaking skill are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because we expect test scores to be accurate, just and appropriate for our purpose³⁰. It means to know the students' speaking ability, it can be measured with the appropriate assessment.

Based on the explanation above, the researcher concludes that the speaking ability is verbal intelligence in producing language naturally to achieve to communicative competence measured by five criteria: grammar, vocabulary, comprehension, fluency and pronunciation.

7. Assessment of Speaking

According to Brown, a teacher should provide the widest possible opportunity for students to interact, both with the teacher, subject matter as well as with other

²⁹ Geoffrey Broughton, *et al. Teaching English as Foreign Language* (2nd Ed.) (New York: Routledge, 1980), P.82.

³⁰ Sari Louma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), P1.

students³¹. Each assessment in a learning should be directed to learning itself. Assessment is an attempt to measure the achievement of the goals set. Assessment can be oriented in products and processes. Product-oriented assessment is an assessment focused on the end result of a process of learning and assessment is trying to see how the process through which to produce a product.

Arends in Alwasilah said that assessment has six types, there are:

1. Performance assessment

Performance assessment done to see the results perform students in speaking, in this type students usually given problem situation used to test students perform.

2. Authentic assessment

Authentic assessment is similar with perform assessment. In this assessment the students given a real life setting. While in authentic assessment or assessment perform, things to note that the assessment should focus on the skills of the students.

3. Portfolio assessment

Portfolio assessment is done by assessing the works of students in the form of journals, essays and other excercises.

³¹ Alwasilah, *Op.Cit*, P.2.

4. Assessment of learning potential

Assessment study focused on the student works in using learning potential.

5. Assessment of group effort

Assessment group is the assessment made at the time students do working group.

6. Checklists and rating scales

Assessment checklist is systematically prepared based on certain criteria and indicators so that the teacher is marking the time of assessment and based on the results of the checklist on each indicator and then the teacher do the final assessment is based on a predetermined scale³².

Assessment is a way to know outcome of the student's ability to learning. In assessing each capability requires its own way, the performance assessment, autentik, portfolios, learning potential, the assessment within a group and checklists. In learning speaking usually used performance assessment because students are based on assessed result of their performance in the classroom, when they are convey their expression, storytelling, or when they convey the information. Assessment is done not only to assess student learning outcomes but also assess students learning process by looking at students' abilities. Assess students' speaking ability is not an easy thing to do. The success of a teaching can be known the results through increased learning

³² Slamet, *Op.Cit*, P.3. .

that serves to measure the ability of students after the test conducted in the learning process.

7. The Concept of Teaching Speaking

Teaching speaking is one of ways that can be used in other the learners can understand about the meaning of communication in real communication. Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something³³. It means that teaching is a process that should be done by the teacher based on the experiences, knowledge and material preparation the aim of teaching can be reached.

Speaking is one of the most difficult, aspects for students to master. This is hardly surprising when one considers everything that is Involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person we are communicating with³⁴. On the other hand, teaching speaking is kind of teaching language skills that have been taught for many years ago. It is very important both for learners and the teacher, because through this teaching, the teacher can have the student become reviews their communicatively competent in using reviews their second language, and for the

³³ Brown, 2000, *Op.Cit*, P.7.

³⁴ Lucy Pollard, *Guide to Teaching English*, Longman, London, 2008, P.33.

students, they will be able to operate and the language in their real situation orally.

There are three basic reasons why a good idea to give students speaking task:

1. Rehearsal: getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom.
2. Feedback: speaking task where students are trying to use all and any language they know provides feedback for both teacher and students.
3. Engagement: good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly, give sympathetic, useful feedback, they will get satisfaction from it³⁵.

Based on the explanation above, it can be concluded that speaking teaching is a very important part of learning a foreign language. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that foreign language teachers pay great attention to teaching speaking by providing students with adequate exposure with the language and with adequate motivation to communicate through it. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, teacher

³⁵ Harmer, *Op.Cit*, P.87.

should be aware of the problems that may face in conducting the English speaking class starts from the problem faced by the students and the teachers, in addition, the problem from the language itself that is not spoken in the community.

C. Concept of Game

Sometimes students feel bored when teaching learning process. In teaching speaking, there are many activities that can be used to teach. One of them is game. Games can be a very useful teaching technique for the effective and joyful learning. Games are also believed can give the positive effect on the students' interest and motivation in learning English as well as to improve reviews their speaking ability. Game is a contest played according to the rules and the winner also be defined as the manner of playing in a contest, a situation that Involves rivalry or struggle.

Games are used as simple recreational activities most of the time, but they are not always that simple³⁶. Cobuild in Maribel states that game is an activity or sport involving skill, knowledge, or chance, in the which you follow fixed rules and try to win against an opponent or to solve a puzzle³⁷. In addition, a game can be defined as an enjoyable activity with a set of rules or terms against each other³⁸. Hadfield

³⁶ Maritza Maribel, *Interactive Games in the Teaching-Learning Process of a Foreign Language*, Teoria Praxis, Universidad De Quintana Roo, Mexican, 2007, P.47.

³⁷ *Ibid*, P.49.

³⁸ Chris Valeska, *Application of Games for the Development of Speaking Skill in Fourth Graders From Remigio Antonio Cañarte School*, Thesis, Universidad Tecnológica De Pereira, Pereria, 2012, P.11.

defines a game is an activity with rules, a goal and an element of fun³⁹. Besides, the game is a structural activity that can be used in teaching learning activity. By playing games, the students will not only get the fun out of learning, but also a goal and structure. Although the game is a fun activities, but it must using some rules in practice.

A game is a formal description of a strategic situation. The object of study in the which is a formal game of an interactive model of situation. It is typically involves several players. A game with only one player is usually called a decision problem. Formally described game can be at various levels of detail. In addition, Wright states that games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so much understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.⁴⁰ So it can be fun and give the interesting for the students in learning speaking. Game is one of technique which can attract the students' attention and interest since game should have elements of fun, enjoyment, challenge, cooperation and competition. By using game, the students will feel enjoyable, happy, and relaxed in following the lesson.

According to Carrier in Maribel, there are some advantages of using games in the classroom they are:

³⁹ Jill Hadfield, *Intermediate Communication Games*, Addison Wesley Longman, China, 1987, P.5.

⁴⁰ Andrew Wright, *et.al, Games for Language Learning*, Cambridge University Press, London, Ed.3, 2006, P.2.

- 1) Games give a variety of tools to facilitate the teaching-learning process.
- 2) Games are flexible. It means that they can be used for teaching any aspect of the language.
- 3) Games make the lesson less monotonous
- 4) Games raise the students' motivation
- 5) Games make students produce language subconsciously
- 6) Games stimulate students' participation and give them confidence.
- 7) Games transform the teacher's role from that of formal instructor to that of an organizer or/and moderator of the class
- 8) Games can also serve as a testing mechanism. Because they expose the students' weaknesses and strengths⁴¹.

From the explanation above, it can be concluded that game is a fun activity with rules and a goal which can be useful teaching technique for the effective and joyful learning. Game is also believed can give the positive effect on the students' interest and motivation in learning English as well as to improve their speaking ability.

1. Kinds of Game

According to Palanova, there are four kinds of game :

⁴¹Maribel, *Op.Cit* ,P.50.

a. Listening games

Listening is usually viewed as a passive part of the lesson. In schools, listening is often carried out in a boring and uninteresting way, using only the exercises offered by the book. Listening games can be used in order to maintain the students' attention and interest. To ensure the effort put into the listening is exploited in full, the teacher can partner the listening game with consequent post-activities.

b. Speaking games

used as a follow-up to the previous listening, it is an excellent way to re-enforce vocabulary and expressions heard earlier. However, speaking games can be used at any time. The teacher must, nevertheless, make sure that a form of game is maintained. That means, the main focus is not put on the grammar (at the same time, is opportunity for the teacher to gather information about what parts of grammar the students have not acquired so far), the main aim is to make speaking and expressing ideas orally enjoyable and stress free.

c. Kinetic games

Kinetic games are very popular amongst all age groups. They provide for refreshment in the class and teaching-learning process, especially at times when students are getting tired and find it difficult to concentrate. Certainly the kinetic games need always be joined with another activity too, be it reading, listening or speaking.

d. Experiential games

Experiential games are very interesting in a sense that they may not be games as such. The real aim is not to win or complete a language task but to experience the process and learn from it. The main thing to learn might be various things and the language is used only as tool. What the participants learn may be qualities far overreaching the language skills or any other knowledge. Experiential games have also great effect on the way the students are able to re-use both vocabulary and grammar. It is more natural, easier and effortless to remember the language learned through experience⁴².

There are four kinds of games according to Palanova, listening, speaking, kinetic and experimental game. Listening game is to improve student's listening ability with maintain the attention and interest student. Speaking game to make the students can express their ideas without focused on grammar. Kinetic game is used to make ice breaker when the students feel bored. The last is experimental game use to make students easy to remember the lesson through experience. All of game that good for teaching, so any games used teacher in teaching learning can be adapted to the material and can be developed based on the standard that will be achieved.

⁴² Kamilia Palanova, *Use Games in English Language Teaching*, Brno, Masaryk University, 2010, P.10.

2. Concept of Creative Story Game

Many of the techniques used by teacher to improve student learning outcomes, especially in learning English, so teacher do not just use book as a tool for teaching. Teacher can use game, especially in teaching speaking. One of game that can be used in teaching speaking is creative story game.

Creative story game is a game that require students to tell the story according from their imagination ascreative as possible⁴³. Tell a story to the first student to the second student and so on⁴⁴. This game can apply by complete a story from one by one with a sentence by the students. In this case, the teacher as the first story teller to start this game. The teacher will read a story then the students continue the story with their imagination⁴⁵. Creative story is a game carried out in which the teacher will read a story, then students forward with their imagination⁴⁶. The story is used fairy tales or ancient folklore that does not happen in real life, for example, Cinderella, Pinocchio and Snow White. The story also used a story that usually and often they have heard since childhood.

⁴³ *A Creative Story Game Bahasa Inggris untuk Meningkatkan Motivasi Siswa*, Aviable Online at: <http://www.sekolahbahasainggris.com/a-creative-story-game-bahasa-inggris-untuk-meningkatkan-motivasi-siswa/>, February^{14th} 2015.

⁴⁴ Henry Guntur Tarigan, *Teknik Pengajaran Keterampilan Berbahasa*, Angkasa Press, Bandung, 1990, P.36.

⁴⁵ Afid Burhanuddin, *metode Pembelajaran A Creative Story*, Aviable Online at: <https://afidburhanuddin.wordpress.com/2014/01/25/metode-pembelajaran-a-creative-story/>, 14th February 2015.

⁴⁶ *3 Game Bahasa Inggris Menarik yang harus Dicoba*, 2013, Available Online at: <http://www.caramudahbelajarbahasainggris.net/2013/06/3-game-bahasa-inggris-menarik-yang-harus-dicoba.html>, February 14th 2015 .

In this game the students were released to tell with their imagination, the teacher should not force students to tell a teacher as you wish, but if there are students who cannot continue the story, student should be punished, the punishment for students who cannot continue the story is singing or doing those positive things. Discuss the story and the sentences they are tell. Once all students have a turn telling the then concludes with the teacher to discuss stories and sentences spoken by all students and provide conclusions about the game they just played and the game was completed.

Creative Story game it is possible to make students feel happy, because indirectly this game makes students active to speaking, interact with other students and teacher as well. In this game the students were given the assignment to continue the story from teacher to all students in the class. In this game also students not only speak English but are allowed to use Indonesian, students also do not have to speak using correct pronunciation if the student does not understand, the students released continue the story according to their imagination. This game is also easily done by teacher because this game is simple and very easy to use because the teacher just told the students to make a circle in the classroom and then start the story, also this game does not need a tool to play and do not use the money, so it's very easy for students and teacher in playing this game.

D. Advantages and Disadvantages of Creative Story Game

There are advantages and disadvantages of creative story game.

1. Advantages of Creative Story Game

There are advantages of creative story game :

1. The learning process more effective
2. Make students more active
3. The positive interaction between students and teacher
4. The learning process become interesting⁴⁷

By using creative story learning process can more effective, easy to be understood by the students and make students become active, because in indirectly students must to remember and tell what they remember in their imagination. Positive interaction between students and teacher because this story begins creative activities by teacher as the first people to start a story. The advantages of creative story also make the learning process become more interesting because teacher knows what goals will be achieved by using this technique, which make students active in speaking and make the learning process more interesting because they are not fixated on textbooks.

⁴⁷ Tarmizi, *Penerapan Teknik Cerita Berantai untuk Meningkatkan Kemampuan Berbicara Siswa*, <http://tarmizi.wordpress.com/2009/03/08/penerapan-teknik-cerita-berantai-untuk-meningkatkan-kemampuan-berbicara-siswa/>, souch by internet, June 25th 2015.

2. Disadvantages of Creative Story Game

There are disadvantages of creative story game :

1. The time available is still insufficient
2. Require accuracy in assessing
3. The long sentences of more than three sentences is still difficult to observe⁴⁸

Although many advantages to using creative story game as a technique for teaching speaking English, but there are some disadvantages, using games in teaching learning make time still insufficient because many students want to repeat their story or discuss the material is too long. Creative story also requires precision in its assessment because teacher must observe how to speak the students the number of students that a lot in the classroom. Long sentences has also become difficult to be listened to, when there are students who are very interested in the technique of the game they will be very eager to tell until they talk more than they should have been specified in the initial regulation.

Disadvantages of creative story technique may be can solve by the way, when the time available is still insufficient in the creative story technique, things that might be done is to divide the students into groups and called one of them to tell a story. The second is need accuracy in assessing, by concentrating when the teacher do the

⁴⁸ *Ibid*, P1.

assessing. The last disadvantages is when students speak more than three words are difficult to observe, by giving the instruction that the students were only allowed to continue the story with one sentence.

E. Discussion Technique

There are many techniques that can be used by the teacher, one of which is the discussion technique. According Roestiyah discussion technique is one of the techniques of teaching and learning is done by the teacher at the school⁴⁹. Discussion is part of learning technique which teacher deliver the material and students to discuss in groups. Material provided vary depending on the capabilities that will be assessed by the teacher. According to Tarigan, the discussion is a cooperative activity⁵⁰. Discussions can be attended by all students in the class, all the students were divided into groups with members of the group who are not too much, so that it is easier for teacher to observe students work. In divide the groups, teacher should not divide by the same level of intelligence, but rather within the groups, the students will be random so the students cannot usually active in speaking can pull together to share the ideas and their opinions with other students.

According to Slamet, the discussion is done by presenting a topic and students are asked to discuss it⁵¹. As the discussion leader in the classroom the teacher should

⁴⁹ Roestiyah, *Strategi Belajar Mengajar*, Rineka Cipta, Jakarta, Ed.8, 2002, P.5.

⁵⁰ Tarigan, *Op.Cit*, P.40.

⁵¹ Slamet, *Op.Cit*, P.88.

provide interesting material in this activity, so the students can make the good discussion, the teacher should also used the material already known by the students so the students can understand. Slamet states that, discussions were conducted to determine the students' ability to express opinions, maintains, and respond to ideas and thoughts presented by the students⁵². By discussing the students in group activities to express an opinion on speaking terms, more the students in group are more opinions or ideas generated. Then the students should be able to work together and conclude various opinions and ideas into one conclusion.

From the above explanation, it can be concluded that the discussion is a technique of teaching where teacher provide the materials by forming several students into groups, and then the teacher gives the material as the material for discussion. This is done to make the students able to speak in expressing ideas and opinions in a topic. Discussions are also used to make students able to make conclusions in a good cooperation.

F. Procedure Teaching Speaking by Using Discussion

The following is the procedure of teaching speaking by using discussion:

1. Make students into groups, 6-8 students in a group
2. Make a small circle in each group

⁵² *Ibid*, P.88.

3. Time of discussion maximal is 40 minutes⁵³
4. The teacher gives a task to be discussed
5. The teacher tells how to report the task. For example such as a summary, conclusions or problem solving
6. The teacher appoint a representative to present their discussion⁵⁴

The first of procedure for the discussion technique is to make students into small groups and each group making a small circle. Teacher tell the time used for discussion and the teacher gives a task to be discussed in each group. Teacher tells how to report the results of the discussion like summaries, conclusions or solutions to problems. The last procedure is the teacher appoint a representative from each group to present the results of their discussions in the form of a summary.

G. Advantages and Disadvantages of Discussion Technique

There are advantages and disadvantages of discussion technique.

1. Advantages of Discussion Technique

There are advantages of discussion technique.

⁵³ J. Bulatau, *Teknik Diskusi Berkelompok*, Yayasan Kanisius, Yogyakarta, 1971, P.15.

⁵⁴ Romlah Tatiek, *Teori dan Praktek Bimbingan Kelompok*, Universitas Malang, Malang, 2001, P.99.

1. Stimulating the creativity of the students in the form of ideas in solving a problem.
2. Develop respect for the opinions of others.
3. Expanding horizons.
4. Fostering discussion to get used to reach a consensus in solving a problem⁵⁵

Advantages of discussion technique are to stimulate creativity of students in the form of ideas for the groups of students were required to express an opinion to share their thoughts. Develop respect for the opinions of others, the group consists of several students and they each have an opinion, then students should respect their opinions with each other. Expanding horizons because with more students in the group, the more knowledge to be shared. The last is to familiarize students to discuss in advance if there are problems as a means to solve a problem together.

2. Disadvantages of Discussion Technique

There are disadvantages of discussion technique.

1. Talks sometimes distorted, so it takes a long time.
2. It cannot be used in a large group.

⁵⁵ Bahri, *Op.Cit*, P.87.

3. Participants received limited information.

4. Maybe controlled by people who like to talk or want to stand out⁵⁶.

Disadvantages of discussion technique may be overcome by this way, if distorted speak can be addressed by limiting the material that will be given to students. If the discussion technique could not be used in large groups, the number of groups can be reproduced. If students only received limited information, the students are advised to ask the teacher or their friends. The last disadvantage is controlled by the group allows for people who like to talk, then the way to do is to divide the material to every student who is in the group so that all students have a turn to speak.

D. Frame of Thinking

Humans are social creatures and the first act is most important to social act, an act that exchanging experiences, propose and accept the mind, each expressing, and expressing feelings. Therefore in social action there must be common elements, which are both approved and understood by the listener. To connect our fellow human beings, we need a form of language communication.

Speaking skill is skill that mechanistic. The more practice the more controlled and a person skilled in speaking. No one skilled spoke directly without going through the training process. In practice and learn to speak, a person needs to be trained.

⁵⁶ *Ibid*, P.87.

Based on the frame of the theories, the writer assumes that students' speaking ability is still low. To solve this problem, in learning speaking, the teacher needs to implement a technique that can help the students to catch the English material easily and the teacher also needs to use game to teaching learning activity more attractive and interesting both for students and teacher.

When the teacher uses creative story game, students can learn and practice their speaking well with more confidence. The writer also assumes that if the students use this technique, they will learn exciting, because this technique can also train the students to be able to define objects. It is interesting to motivate the students to speak English well.

Eventhough, the students have known the rules, in the first, teacher explains the rules of this game as the technique. When this technique is success, it means that students can speak English with some components as good as they maximal capacity.

E. Hypothesis

The writer formulates the hypothesis of the research as follows:

H_a : There is significant influence of using creative story game towards students' speaking ability.

H_o : There is no significant influence of using creative story game towards students' speaking ability.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The writer used a quantitative research, in the form of quasi experimental research. The writer used the experimental design because it investigates the influence of using creative story game towards' students speaking ability. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.

Quasi experimental research design are similar to randomized experimental design in that they involve of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and considers these factors in their interpretation.

The variety of quasi experimental design can be divided into two main categories, they are post-test only control group design and pre-test-posttest group design. In this research, the writer will apply quasi-experimental pre-test-posttest group design.

Creswell states that we can apply the pre-test and post-test approach to a quasi-experimental design⁵⁷.

In this research, the writer used two classes, the first one as the experimental class which receives the treatment of the use of the experimental technique and the second one as the control class of the second semester of the tenth grade of SMK Taruna Bandar Lampung. In this research students in experimental class given the treatment by using creative story game and the students in control class given the treatment by using discussion.

The design are illustrated as follows:

G1 = T1 X T2

G2 = T1 O T2

Note :

G1 : Group 1 (experiment class)

G2 : Group 2 (control class)

T1 : Pre-test

T2 : Post-test

X : Treatment using creative story game

O : Treatment using discussion

The writer analyzed the result of pre-test and post-test, and compare them. The writer used the control class pre-test and post-test design to measure both control class and

⁵⁷ Jhon W. Creswell, *Educational Research: Conducting and Evaluating Quantitative and Qualitative Research*, Personal Education, Boston, Ed. 4 2012, P.310.

experimental class achievement. The pre-test was done to both classes before the treatment to know the students early achievement. Then the treatment was done to both the experimental class by using creative story game and for control class by using group discussion technique. The post-test was done both of classes, the comparison was done between the result of the students achievement before and after treatment. The result determined whether the technique works or not.

B. Population, Sample and Sampling Technique

1. Population

The population of this research is the second semester of the ten grade students of SMK Taruna Bandar Lampung in 2015/2016 academic year. There are 66 students in this population⁵⁸.

Table 2
Population Based on the Number and Gender of the Ten Grade of SMK Taruna Bandar Lampung 2015/2016

No.	Grade	Gender		Total
		Male	Female	
1	X AP	7	13	20
2	X TKJ	15	5	20
3	X AK	11	9	26
	Total	96	27	66

Source: data from SMK Taruna Bandar Lampung

⁵⁸ Haikal Pasha, *Number and Gender of Grade Ten*, SMK Taruna Bandar Lampung, 2015, Unpublished.

2. Sample

The samples in this research was two classes, one as the experimental class and the other one as the control class. They are X AP and X TKJ. There are 20 students in X AP AND TKJ. Therefore, there were 40 students in this sample.

3. Sampling Technique

The sample in this research chosen randomly by using cluster random sampling technique because the population are in group and homogenous⁵⁹. The sample are two classes. They was taken randomly by lottery, in which the name of each class was written on same pieces of paper and it taken only two pieces of paper. The classes that taken the samples of research.

C. Research Variable

There are two variables in this research, they are:

- a. The independent variable of this research is creative story game (X)
- b. The dependent variable of this research is students' speaking ability (Y)

⁵⁹ Sugiyono, Metode Penelitian Pendidikan Kuantitatif, Alfabeta Bandung, 2010, P.118.

D. Operational Definition of Variable

1. Independent Variable (X)

Creative story game is a game that require students to tell the story according from their imagination as creative as possible.

2. Dependent Variable (Y)

Students' speaking ability is their ability to express their ideas, feelings, opinions, experiences and the four English components with good pronunciation, fluency, vocabulary, accuracy of English grammar and comprehension.

E. Data Collecting Technique

In this research the writer will use true-experimental design and the data which collected from:

1. Pre-test, it was done to know students' speaking ability before do post-test. The test was done orally by asking the students to come forward in groups. The writer was given some topics and the students combine and tell about the topics in front of the class. Then, writer record their performance and analyzed them. The scoring based on the pronunciation, fluency, vocabulary and comprehension. The result of the test was write in the scoring coloumn on the paper.

2. Post-test, it was be done to know students' speaking ability after they were taught using creative story game. The system and degree of difficulty of post test was same as pre-test, because both of them used to measure the students' speaking ability after creative story game was applied.

F. Research Instrument

In this research, the instrument was test. The test was in form of oral test. The writer asked the students to perform their story telling. The purpose of the oral test to measure their speaking ability.

1. Pre-test instrument

- a. The teacher provides some topics of narative

- Cinderella
- Snow White
- Pinnoccio

- b. The students tell a story

2. Post-test instrument

- a. The teacher provides some topics of narative

- Jaka and the Beanstalk
- Sleeping beauty
- The Goose with the Golden Eggs

b. The students tell a story

G. Research Procedure

The writer was conducted the research with the following procedures:

1. Determining the subject

In this step, the writer will choose the tenth grade of SMK Taruna Bandar Lampung as the subject of the research. One class as experimental class with creative story game and another one as control class with discussion technique

2. Determining the population and sample

3. Selecting the material that will be given

4. Presenting the pre-test and find out the result of pre-test

5. Conducting the post-test and score the result

6. Analyzing the result of the test

7. Drawing the conclusion based on the data

H. Process of Treatment

According to the writer, all activities could run well all students were telling the story. The students did not seem to be worried and nervous anymore and they participated the class well. The treatments were very exciting and interesting to the students. The creative story technique was run well. Teacher gave motivated to students to practiced and telling creative story in front of class. They felt very interested and enjoyable with the activities.

1. Process of Treatment Experimental Class

a). Description of Pre-Test

In pre test student did not know what is creative story game.

- a. 20 students were present
- b. 11 students actively practice asked question about what is creative story
- c. 10 students actively participated in discussing the topic of creative story
- d. 20 students did telling the creative story asked by the teacher
- e. 10 students pain attention to the teacher explanation
- f. 8 students did not make some communication in classroom

b). Description of the First Treatment

According to the writer, for the treatment the students looked nervous and seemed to be worried to start creative story. They did not know what is creative story was and

how to do it. So the writer introduced creative story before starting before starting to the activity. During treatment can be seen as follows:

- a. 20 students were present
- b. 12 students actively practice asked question about what is creative story
- c. 12 students actively participated in discussing the topic of creative story
- d. 20 students did telling the creative story asked by the teacher
- e 15 students pain attention to the teacher explanation
- f. 8 students did not make some communication in classroom

c). Description of the Second Treatment

for this session, it was better than the first because the students did not look nervous anymore to discuss the creative story, they felt enjoyable.

- a. 20 students were present
- b. 5 students actively practice asked question about what is creative story
- c. 18 students actively participated in discussing the topic of creative story
- d. 20 students did telling the creative story asked by the teacher
- e 17 students pain attention to the teacher explanation
- f. 17 students did not make some communication in classroom

d). Description of Third Treatment

It was better than before because the students using creative story game.

- a. 20 students were present

- b. 0 students actively practice asked question about what is creative story
- c. 20 students actively participated in discussing the topic of creative story
- d. 20 students did telling the creative story asked by the teacher
- e. 20 students pain attention to the teacher explanation
- f. 18 students did not make some communication in classroom

e). Description of Post-Test

It was better than pre test because the students using creative story game.

- a. 20 students were present
- b. 20 students actively practice asked question about what is creative story
- c. 20 students actively participated in discussing the topic of creative story
- d. 20 students did telling the creative story asked by the teacher
- e. 20 students pain attention to the teacher explanation
- f. 18 students did not make some communication in classroom

2. Procedure of Treatment Control Class

a). Description of Pre-Test

In pre test student did not know what is discussion technique.

- a. 20 students were present
- b. 7 students actively practice asked question about what is discussion technique
- c. 7 students actively participated in discussing the topic of discussion technique
- d. 4 students did telling the discussion technique asked by the teacher

- e. 9 students paid attention to the teacher explanation
- f. 5 students did not make some communication in classroom

b). Description of the First Treatment

According to the writer, for the treatment the students looked nervous and seemed to be worried to start discussion. They did not know what is discussion was and how to do it. So the writer introduced discussion before starting before starting to the activity. During treatment can be seen as follows:

- a. 20 students were present
- b. 10 students actively practice asked question about what is discussion technique
- c. 7 students actively participated in discussing the topic of discussion technique
- d. 10 students did telling the discussion technique asked by the teacher
- e. 11 students paid attention to the teacher explanation
- f. 8 students did not make some communication in classroom

c). Description of the Second Treatment

For this session, it was better than the first because the students did not look nervous anymore to discuss, they felt enjoyable.

- a. 20 students were present
- b. 4 students actively practice asked question about what is discussion technique
- c. 12 students actively participated in discussing the topic of discussion technique
- d. 4 students did telling the discussion technique asked by the teacher

- e. 10 students paid attention to the teacher explanation
- f. 10 students did not make some communication in classroom

d). Description of Third Treatment

It was better than before because the students used discussion technique.

- a. 20 students were present
- b. 0 students actively practice asked question about what is discussion technique
- c. 17 students actively participated in discussing the topic of discussion technique
- d. 4 students did telling the discussion technique asked by the teacher
- e. 17 students paid attention to the teacher explanation
- f. 12 students did not make some communication in classroom

e). Description of Post-Test

It was better than pre test because the students used discussion technique.

- a. 20 students were present
- b. 0 students actively practice asked question about what is discussion technique
- c. 17 students actively participated in discussing the topic of discussion technique
- d. 4 students did telling the discussion technique asked by the teacher
- e. 17 students paid attention to the teacher explanation
- f. 15 students did not make some communication in classroom

H. Validity

Validity is measurement which shows the level of validity of the real of instrument, a validity instrument has high validity. Moreover, the instrument which is lack of goodness has a low validity⁶⁰. Further, in English teaching learning, there are two kinds of validity measurement, there are content validity and cconstruct validity⁶¹.

J. Data Analysis

1. Normality Test

Normality test used to know about the data that had been gotten has normal distribution, so it can be counted in Parametric statistical. In this research, the writer used statistical computation leneve test by using *SPSS (Statistical Package for Social Science)* for normality of test. The test of normality employed are Kolmogrov – Smirnov and Shapiro Wilk.

The hypothecal formula are :

H_0 = The data have normal distribution

H_a = The data do not have normal distribution

While the criteria acceptance or rejection of hypothetical test:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

⁶⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Rineka, Jakarta, 2006, P.168.

⁶¹ Ag. Bambang Setiyadi, *Op.Cit*, P.21.

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

2. Homogeneity Test

Homogeneity test used to determine whether the data obtained from the sample homogeneous or not. The writer used statistical computation by using *SPSS (Statistical Package for Social Science)* for homogeneity test.

The hypothesis are :

H_0 : the variance of the data is homogeneous

H_a : the variance of the data is not homogeneous⁶²

While the criteria acceptance or rejection of hypothetical test:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

3. Hypothetical Test

To investigate whether there is influence of using creative story game towards students' speaking ability the writer used statistical computation by using *SPSS (Statistical Package for Social Science)* to compute independent sample Leneve's Test.

⁶² Al Rubi'ah, *The Influence of Using Mastery Learning Towards Students Speaking Ability(S1 Thesis)*, Bandar Lampung, IAIN Raden Intan Lampung, 2013, Unpublished, P.46.

The hypothesis are:

H_0 : there is significant influence of using creative story toward students' speaking ability at the Tenth Grade of SMK Taruna Bandar Lampung in 2015/2016 academic year

H_a : there is no significant influence of using creative story toward students' speaking ability at the Tenth Grade of SMK Taruna Bandar Lampung in 2015/2016 academic year

While the criteria of the hypothesis test are:

H_0 is received if $t_{\text{observed}} < t_{\text{critical}}$

H_0 is received if $t_{\text{observed}} > t_{\text{critical}}$ ⁶³

⁶³ Arikunto, *Op.Cit*, P.311.

CHAPTER IV RESULT AND DISCUSSION

A.Data Description

The writer got the data in the form of score. The scores were derived from the tests. There are at least two tests in this research they were pre-test and post-test. The pre-test was held on April 23rd, 2016. Before doing the post-test the writer did the treatments to experimental class, there were 3 treatments. Each of them was held on April 30th and May 7th, 14th, 21st, 2016. The last was post test which was held on May 21st 2016.

B. Result of the Research

1. Result of the Pre-test

At the first meeting, the teacher determined the previous students' ability in speaking. The pre-test of control class (X TKJ) was administered on Saturday, 23rd April 2016 at 10.20am and the pre-test of experimental class (X AP) was administered on Saturday, 23rd April 2016 at 13.00am. The analysis showed that the mean score of pre-test of control class is 3.67. The highest score is 3.95 and the lowest score is 3.35. while the in experimental class the mean is 3.83. The highest score is 4.05 and the lowest score is 3.65.

2. Result of Post-Test

After conducting three meetings of treatment the writer gave the post-test to sample. The post-test was conducted on Saturday, 21st May 2016 at 10.20am for control class (X TKJ) and Saturday, 21st May 2016 at 13.00am for experimental class (X AP). The writer conducted post-test to see whether the students' score increased or not after they were given treatments.

The analysis showed that the mean score of post-test in control class is 8.62. the highest score is 9.5 and the lowest score is 8.15. While in experimental class the mean score is 11.01. the highest score is 11.2 and the lowest score is 10.85.

C. Result of data analysis

1. Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not.

The hypothesis formulas are:

H_0 = the data has normal distribution

H_a = the data do not have normal distribution

Criteria of acceptance are:

H_0 is accepted if $\text{Sig (Pvalue)} > \alpha = 0.05$

H_a is accepted if $\text{Sig (Pvalue)} < \alpha = 0.05$

Table 3

Normality of the Experimental and Control Class

media	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
name 1	.153	20	.200*	.930	20	.157
2	.150	20	.200*	.971	20	.766

a. Lilliefors Significance Correction

Based on the table, it can be seen that Pvalue (Sig) for experimental class is 0.157 and Pvalue (Sig) for control class is 0.766. Pvalue (Sig) in experimental class $> \alpha$ 0.05 H_0 is accepted and H_a is rejected and Pvalue (Sig) in control class $> \alpha$ 0.05 H_0 is rejected and H_a is accepted. Based on the data of normality tests, it can be seen that the data of experimental class have normal distribution and control class not normal distribution.

2. Result of Homogeneity Test

Homogeneity test is used to determine whether the obtained data from the sample homogeneous or not. The test of homogeneity employs Lillifors Significance Correction:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

Criteria of acceptance:

H_0 is accepted if Sig (Pvalue) $> \alpha = 0.05$

H_a is accepted if Sig (Pvalue) $< \alpha = 0.05$

Table 4

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
name Based on Mean	8.129	1	38	.07
Based on Median	5.744	1	38	.022
Based on Median and with adjusted df	5.744	1	24.168	.025
Based on trimmed mean	7.900	1	38	.008

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistic, it can be seen that Pvalue (Sig) = 0.07 $> \alpha = 0.05$. It demonstrates that H_0 is accepted because Pvalue (Sig) $> \alpha = 0.05$. it means that the variance of the data is homogeneous.

3. Result of Hypothetical Test

Based on the previous explanation describing that the normality and homogeneity test is satisfied, therefore, the writer computed the independent sample t-test by using SPSS (*Statistical Program for Social Science*). For hypothetical of test.

The hypothesis formulas are:

$H_0: \mu_1 = \mu_2$ (there is no significant influence of using Creative Story gsme towards students' speaking ability)

$H_a: \mu_1 \neq \mu_2$ (there is significant influence of using Creative Story gsme towards students' speaking ability)

While the criteria acceptance or rejections of hypothesis test are:

H_a is accepted if Sig. $< \alpha = 0.05$

H_0 is accepted if Sig. $> \alpha = 0.05$

Table 5

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	8.129	.007	27.480	38	.001	2.24750	.08179	2.08193	2.41307
Equal variances not assumed			27.480	26.169	.001	2.24750	.08179	2.07944	2.41556

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
name Equal variances assumed	8.129	.007	27.480	38	.001	2.24750	.08179	2.08193	2.41307

Based on the results of computation by using independent sample t-test above, it shows that the Pvalue of significant generated Sig (Pvalue) = 0.01 < α = 0.05. So, H_a is accepted and H_0 is rejected. Based on the computation, it can be concluded that there is significant influence of using Creative Story game towards students' speaking ability.

D. Discussion

The research result showed that there is significant influence of using Creative Story game towards students' ability. From the result above, it can be seen that the average score of students' speaking ability that were taught by using Creative Story game is higher than those who were taught by using Discussion technique. Creative story game makes students active in speaking. According to Tarigan, creative story was tell

a story to the first student to the second student and so on (see on page 27). While discussion technique done by groups (see on page 44) it means that not all of the students was telling the story. So, in experimental class the students more active than control class.

At the begining, the pre-test was administered to know the students' speaking ability before they were given treatments by the writer. The result showed that the average score of control class is 3.67 and the average score of experimental class is 3.83. The normality and homogeneity test showed that the data are homogeneous and normal. Therefore, it can be concluded that the two groups, experimental class and control class had the same ability at the begining of the research. Afterward, the students were taught by using Creative Story game in the experimental class and using Discussion technique in the control class. The materials are three topics about speaking game for three treatments. The assessment in this research was performance assessment. According to Arends, performance assessment done to see the results perform students in speaking, in this type students usually given problem situation used to test students performance (see on page 28). So, performance assessment to students was based on assessed result of their performance in the classroom.

At the end of the research, post-test was given to measure the improvement of students' speaking ability in both classess experience improvement. It is proved by the increase of the average score both of classes. The average score of control class is 8.62 (see appedix 26) and the average score in experimental class is 11.1 (see

appendix 30). Deviation standard is 12.183 Median score is 38.250 and for mode score is 38.250. The variance is 0.015 (see appendix 25). From the result shows that the students' post-test score in the experimental class is higher than students' post-test score in the control class. While, based on the calculating of the independent sample test, Sig. (Pvalue) is 0.001 (see appendix 31) and $\alpha = 0.05$. It means that Sig. (Pvalue) $< \alpha = 0.05$ and H_a is accepted. It means that H_0 is rejected and H_a is accepted, there is significant influence of using Creative Story game towards students' speaking ability. It is along with the research assumption that Creative Story game has significant influence towards students' speaking ability.

Creative Story game has significant influence towards students' speaking ability because it makes learning process more effectived, students more actived, gave the positive interaction between students and teacher and learning process become interesting. While the Discussion technique not significant because need a long time to doing, cannot used in a large group and students received limited information. So creative story makes students more understood and fun because every students need good condition when they study in the classroom.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data obtained from the test, it can be concluded that there is significant influence of using Creative Story game towards students' speaking ability. The result shows that the students' post-test score in the experimental class is higher than students' post-test score in the control class. The calculation of the independent sample test, Sig. (Pvalue) is 0.001 and $\alpha = 0.05$. It means that Sig. (Pvalue) < $\alpha = 0.05$. In conclusion that H_0 is rejected and H_a is accepted, there is significant influence of using Creative Story game towards students' ability. It is also supported by the mean score of post-test in experimental class that was given treatment by using Creative Story game is higher than the students that was taught by using Discussion technique and also by the number of the of Minimum Mastery (CMM) in experimental class.

B. Suggestion

From the advantages of using creative story in teaching speaking English to the second years students of SMK Taruna Bandar Lampung, the writer would like to give some suggestions.

1. Suggestion for the teachers

- a. Creative story as an alternative technique of teaching process is a good way to be applied in the first grade of SMK Taruna Bandar Lampung to improve their ability in speaking
- b. The teacher should give more active and let the students to do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties

2. Suggestion for the students

- a. The students should learn and be learn and be more active in speaking English in order to develop their ability in speaking English
- b. The students should practice the language they have learn with their environment event with their friends or teacher

3. Suggestion for the school

- a. The school provide some more English books to be read by the students, so they can increase their knowledge
- b. The school should provide another program of English for students such as English club or English coure for students to practice their English competency

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APPENDICES



Appendix 1

Interview Guideline with English Teacher in Preliminary Research at SMK Taruna Bandar Lampung

Interviewer : The writer

Interviewee : English Teacher

Day / Date : 31 August 2015

Time : 12.00 wib

1. Sejak kapan ibu mulai mengajar bahasa *Inggris*?
2. Berapakah standar kelulusan dalam pelajaran bahasa *Inggris* kelas sepuluh?
3. Dalam pengajaran bahasa *Inggris*, apa permasalahan siswa yang paling sering ibu temukan?
4. Teknik apakah yang ibu pakai dalam mengajar *speaking*?
5. Menurut ibu, apakah ada hal yang salah dalam belajar *speaking* sehingga siswa kurang mampu untuk meningkatkan nilainya?
6. Berapa jumlah kelas X di SMK TARUNA Bandar Lampung, dan apakah anda mengajar seluruh atau sebagian kelas?
7. Dalam mengajar *speaking*, apakah anda menggunakan game, jika iya *game* apa yang anda gunakan dalam mengajar *speaking*?

8. Apakah siswa-siswi dapat mengikuti pelajaran dengan baik ketika proses belajar mengajar berlangsung?
9. Bagaimana dengan nilai siswa-siswi yang berhubungan dengan kemampuan *speaking*? baik atau tidak?



Appendix 2

Interview Script with English Teacher in Preliminary Research at SMK Taruna Bandar Lampung

- Writer : Sejak kapan ibu mulai mengajar bahasa *Inggris*?
- Teacher : Sejak 25 tahun yang lalu
- Writer : Berapakah standar kelulusan dalam pelajaran bahasa *Inggris* kelas sepuluh?
- Teacher : 76
- Writer : Dalam pengajaran bahasa *Inggris*, apa permasalahan siswa yang paling sering ibu temukan?
- Teacher: Siswa sulit mengerti materi dan sulit berbicara dengan menggunakan bahasa *Inggris*
- Writer : Teknik apakah yang ibu pakai dalam mengajar *speaking*?
- Teacher : Teknik diskusi dan role play
- Writer : Menurut ibu, apakah ada hal yang salah dalam belajar *speaking* sehingga siswa kurang mampu untuk meningkatkan nilainya?
- Teacher : Tidak ada yang salah, hanya saja siswa kurang berkonsentrasi dalam belajar sehingga sulit memahami materi yang diberikan
- Writer : Berapa jumlah kelas X di SMK TARUNA Bandar Lampung, dan apakah anda mengajar seluruh atau sebagian kelas?
- Teacher : 3 kelas, saya hanya mengajar 2 kelas saja
- Writer : Dalam mengajar *speaking*, apakah anda menggunakan game, jika iya *game* apa yang anda gunakan dalam mengajar *speaking*?

Teacher : Saya tidak menggunakan *game* pada saat mengajar

Writer : Apakah siswa-siswi dapat mengikuti pelajaran dengan baik ketika proses belajar mengajar berlangsung?

Teacher : Tidak semua siswa dapat mengikuti pelajaran dengan baik, tapi sebagian mengikuti proses belajar mengajar dengan baik

Writer : Bagaimana dengan nilai siswa-siswi yang berhubungan dengan kemampuan *speaking*? baik atau tidak?

Teacher : Sebagian ada yang baik namun masih banyak yang dibawah standar KKM



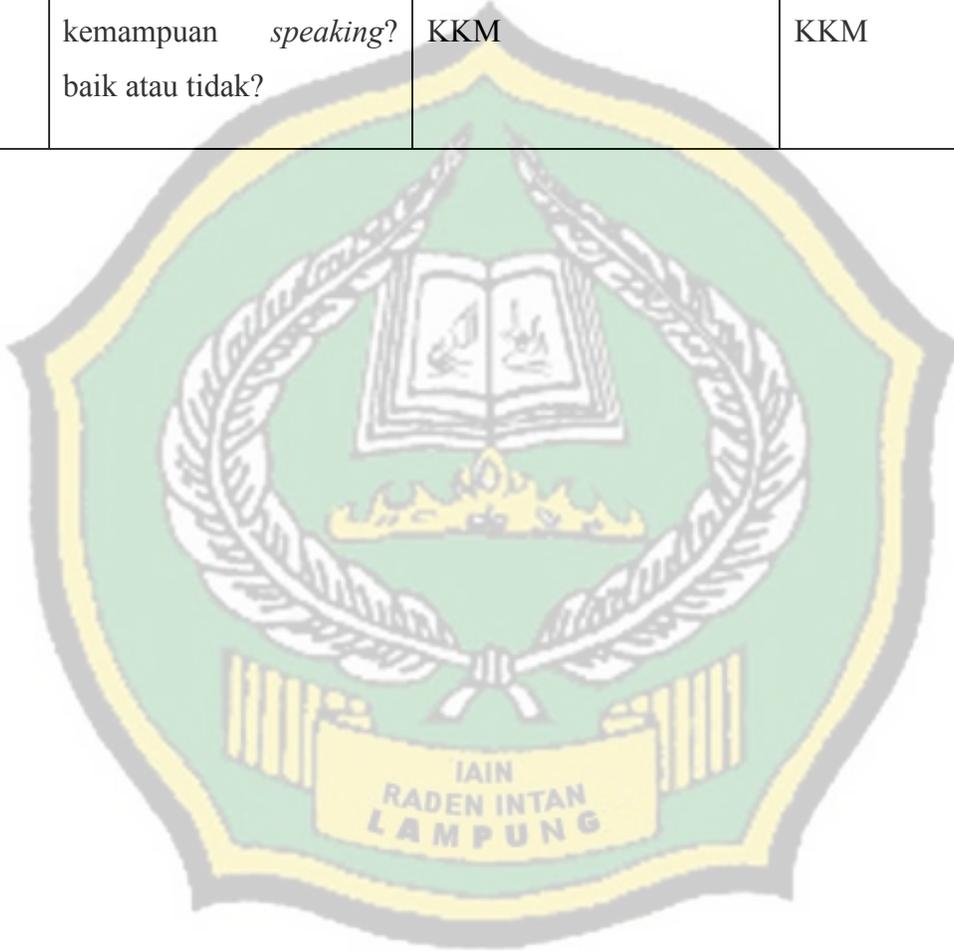
Appendix 3

Result of the Interview with English Teacher in Preliminary Research at SMA Taruna Bandar Lampung

No.	Pertanyaan	Jawaban	Kesimpulan
1	Sejak kapan ibu mulai mengajar bahasa <i>Inggris</i> ?	Sejak 25 tahun yang lalu	Guru sudah mengajar bahasa <i>Inggris</i> selama 25 tahun
2	Berapakah standar kelulusan dalam pelajaran bahasa <i>Inggris</i> kelas sepuluh?	76	Standar kelulusan di SMK Taruna adalah 76
3	Dalam pengajaran bahasa <i>Inggris</i> , apa permasalahan siswa yang paling sering ibu temukan?	Siswa sulit mengerti materi dan sulit berbicara dengan menggunakan bahasa <i>Inggris</i>	Permasalahan siswa yang paling sering ditemukan guru adalah siswa sulit mengerti materi dan sulit berbicara dengan menggunakan bahasa <i>Inggris</i>
4	Teknik apakah yang ibu pakai dalam mengajar <i>speaking</i> ?	Teknik diskusi dan role play	Teknik yang sering digunakan guru dalam mengajar bahasa <i>Inggris</i>

			khususnya <i>speaking</i> adalah teknik diskusi dan role play
5	Menurut ibu, apakah ada hal yang salah dalam belajar <i>speaking</i> sehingga siswa kurang mampu untuk meningkatkan nilainya?	Tidak ada yang salah, hanya saja siswa kurang berkonsentrasi dalam belajar sehingga sulit memahami materi yang diberikan	Siswa kurang berkonsentrasi dalam belajar
6	Berapa jumlah kelas X di SMK TARUNA Bandar Lampung, dan apakah anda mengajar seluruh atau sebagian kelas?	3 kelas, saya hanya mengajar 2 kelas saja	Guru hanya mengajar 2 kelas dari 3 kelas X yang ada
7	Dalam mengajar <i>speaking</i> , apakah anda menggunakan game, jika iya <i>game</i> apa yang anda gunakan dalam mengajar <i>speaking</i> ?	Saya tidak menggunakan <i>game</i> pada saat mengajar	Guru tidak menggunakan <i>game</i> dalam mengajar
8	Apakah siswa-siswi dapat mengikuti pelajaran dengan baik ketika proses belajar mengajar	Tidak semua siswa dapat mengikuti pelajaran dengan baik, tapi sebagian mengikuti proses belajar mengajar dengan baik	Hanya sebagian siswa saja yang bisa mengikuti proses pembelajaran dengan baik

	berlangsung?		
9	Bagaimana dengan nilai siswa-siswi yang berhubungan dengan kemampuan <i>speaking</i> ? baik atau tidak?	Sebagian ada yang baik namun masih banyak yang dibawah standar KKM	Masih banyak siswa yang nilainya dibawah srandar KKM



Appendix 4

Interview Guideline with Students at SMK Taruna Bandar Lampung

Interviewer : The writer

Interviewee : Students

Day / Date : 12 October 2015

Time : 12.00 wib

Questions

1. Apakah kamu suka pelajaran bahasa *Inggris*?
2. Bagaimana cara guru mengajar dikelas?
3. Kesulitan apa yang sering ditemukan dalam belajar bahasa *Inggris*, terutama dalam *speaking*?
4. Hal apa yang kamu sukai dalam belajar bahasa *Inggris*?
5. Hal apa yang kamu tidak sukai dalam belajar bahasa *Inggris*?
6. Apa saran yang ingin kamu sampaikan untuk guru bahasa *Inggris* supaya siswa dapat merasa senang dalam belajar bahasa *Inggris*?

Appendix 5

Interview Script with Students at SMK Taruna Bandar Lampung

Writer : Apakah kamu suka pelajaran bahasa *Inggris*?

Student :

Writer : Bagaimana cara guru mengajar dikelas?

Student :

Writer : Kesulitan apa yang sering ditemukan dalam belajar bahasa *Inggris*, terutama dalam *speaking*?

Student :

Writer : Hal apa yang kamu sukai dalam belajar bahasa *Inggris*?

Student :

Writer : Hal apa yang kamu tidak sukai dalam belajar bahasa Inggris ?

Student :

Writer : Apa saran yang ingin kamu sampaikan untuk guru bahasa *Inggris* supaya siswa dapat merasa senang dalam belajar bahasa *Inggris*?

Student :

Appendix 6

Result of the Interview with Students at SMA Taruna Bandar Lampung

No.	Questions	Result
1	Apakah kamu suka pelajaran bahasa <i>Inggris</i> ?	7 siswa menjawab suka 13 siswa menjawab tidak suka Banyak siswa yang tidak menyukai pelajaran bahasa <i>Inggris</i> daripada yang suka
2	Bagaimana cara guru mengajar dikelas?	20 siswa menjawab ceramah dan tugas Karena guru bahasa <i>Inggris</i> mereka sama maka seluruh siswa menjawab cara guru mengajar bahasa <i>Inggris</i> adalah dengan ceramah dan tugas
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa <i>Inggris</i> , terutama dalam <i>speaking</i> ?	4 siswa menjawab tulisan bahasa <i>Inggris</i> itu sulit dibaca 7 siswa menjawab sering tidak mengerti maksudnya 9 siswa menjawab sulit berbicara bahasa <i>Inggris</i> Dapat disimpulkan bahwa siswa merasa kesulitan dalam belajar bahasa <i>Inggris</i> khususnya dalam <i>speaking</i> karena sulit mengerti maksud, membaca tulisan berbahasa <i>Inggris</i> dan sulit mengucapkan kalimat-kalimat dalam bahasa <i>Inggris</i>

4	Hal apa yang kamu sukai dalam belajar bahasa <i>Inggris</i> ?	4 orang menjawab menyenangkan 4 dari 20 orang suka bahasa <i>Inggris</i> karena menyenangkan
5	Hal apa yang kamu tidak sukai dalam belajar bahasa <i>Inggris</i> ?	13 siswa menjawab tidak suka karena bosan 7 siswa menjawab tidak suka karena sulit siswa tidak menyukai bahasa <i>Inggris</i> karena mereka merasa belajar bahasa <i>Inggris</i> itu sulit dan membosankan
6	Apa saran yang ingin kamu sampaikan untuk guru bahasa <i>Inggris</i> supaya siswa dapat merasa senang dalam belajar bahasa <i>Inggris</i> ?	17 siswa menjawab <i>game</i> 3 siswa menjawab luangkan waktu untuk istirahat Sebagian besar siswa akan merasa senang jika dalam belajar bahasa <i>Inggris</i> guru menggunakan <i>game</i> supaya belajar terasa menyenangkan dan 3 siswa sisanya ingin belajar bahasa <i>Inggris</i> dikurangi waktunya.

Appendix 7

**The Students' Speaking Scores at the First Semester of the Tenth Grade of SMA
Taruna Bandar Lampung in 2015/2016 Academic Year**

Class X			
No	X.AP	X.TKJ	X.AK
1	77	77	80
2	60	62	70
3	65	63	70
4	79	63	71
5	62	78	65
6	65	77	68
7	66	77	78
8	65	77	60
9	79	65	68
10	78	78	78
11	66	62	79
12	65	77	77
13	62	77	69
14	78	62	80
15	78	66	66
16	60	76	66
17	62	66	69
18	66	63	68
19	80	68	70
20	80	69	80
21			67
22			78
23			66
24			77
25			77
26			67
Mean	65.7	67	71.7
		68	

Appendix 8

Oral Proficiency Scoring Categories

Grammar

Points	Criteria
0.0 – 0.4	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
0.5 – 1.4	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar
1.5 – 2.4	Able to use the language accurately on all levels normally pertinent to the professional needs. Errors in grammar are quite rare
2.5 – 3.0	Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topic

Comprehension of the Content

Points	Criteria
0.0 – 0.4	The contents lacks organization: transition, are abrupt and distraction
0.5 – 1.4	The organization of the content is congruent: transition are evident
1.5 – 2.4	Comprehension is quite complete at a normal rate of speech
2.5 – 3.0	The content is organized logically with fluid transition of capture and hold the listener's attention through out the entire presentation

Vocabulary

Points	Criteria
0.0 – 0.4	Vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand
0.5 – 1.4	The vocabulary provides clarity and avoids confusion
1.5 – 2.4	Sentence structure and word choice are varied to avoid monotony of tone and repetition of ideas
2.5 – 3.0	Vocabulary is descriptive and accurate, engaging the listener through imagery

Pronunciation

Points	Criteria
0.0 – 0.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible
0.5 – 1.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible
1.5 – 2.4	Some consistent frequent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible
2.5 – 3.0	Occasional non-native pronunciation errors, but the speaker is always intelligible

Fluency

Points	Criteria
0.0 – 0.4	Speech is so halting and fragmentary or has such non-native flow that intelligibility is virtually impossible
0.5 – 1.4	Numerous non-native pauses and/or a non-native flow that interferes with intelligibility

1.5 – 2.4	Some non-native pauses but with a more nearly native flow so that pauses do not interfere with intelligibility
2.5 – 3.0	Speech is smooth and effortless, closely approximating that of a native speaker ⁶⁴

Source : H.Douglas Brown, *Language Assessment Principles and Classroom Practices*, 2004, P.172.



Appendix 9

Pre-Test Instrument

Direction :

1. Tell a story
2. You can choose one of the following topic
 - a. Cinderella
 - b. Snow White
 - c. Pinocchio
3. Time to tell a story maximum 5 minutes for a student



Appendix 10

Post-Test Instrument

Direction :

1. Tell a story
2. You can choose one of the following topic
 - a. Jack and the Beanstalk
 - b. Sleeping Beauty
 - c. The Goose with the Golden Eggs
3. Time to tell a story maximum 5 minutes for a student



Appendix 11

Cinderella

By: Charles Perrault

One day, there was a beautiful girl named Cinderella. She lived with a wicked stepmother and her two stepsisters. They treated Cinderella very bad and did not appreciate her. Near from her home, there was a king's palace which was so beautiful and there would be held a big party. Her stepmother and her sisters were invited to attend the party. However, they did not allow her to go to the party. She was ordered to sew the party dresses that would be worn by her mother and sisters. While, she did not have time to sew her dress. Her mother and her sisters went to a party and left Cinderella alone at home.

She felt very sad and cried. Between her tears, suddenly a fairy godmother appeared and said "do not cry, I can send you to the ball now!". But she kept crying and looked so sad. She said, "I do not have a dress to wear in the ball". The fairy godmother of course would not be worry and waved the wand to transform the Cinderella's old clothes into the new dress which was very beautiful. Furthermore, that fairy godmother touched Cinderella's foot with the wand and suddenly Cinderella had beautiful glass slippers. Cinderella was shocked and said, "wow, thank you, but how I could go to the ball?". Fairy godmother then went into the kitchen and saw four rats. She turned it into golden four horses and into a beautiful buggy. Before leaving home, the Fairy Godmother said "Cinderella, you have to go home at middle of the night, because this magic will works only until midnight!"

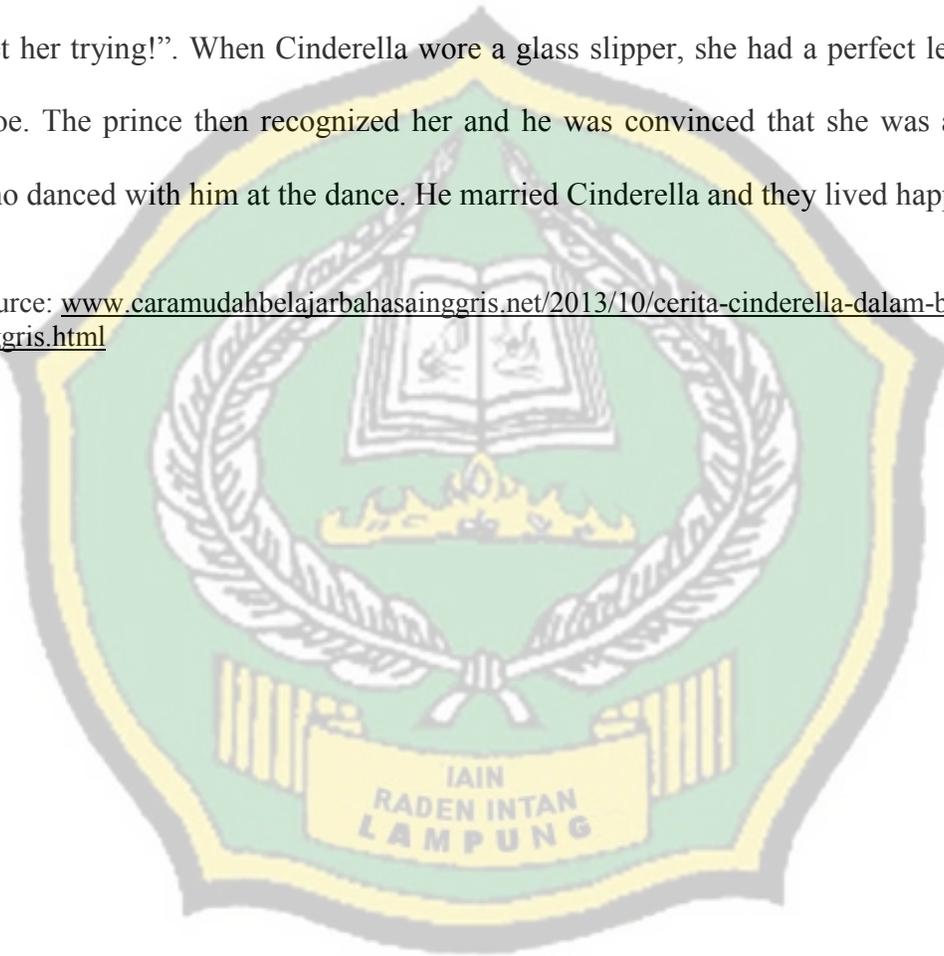
When Cinderella entered the palace, everyone was stunned by her beautiful face. In fact, no one recognized her because she was so different. Cinderella was so pretty with the dress and the glass slippers. A handsome prince also saw Cinderella and he fell in love. He met Cinderella and asked, “Do you want to dance?” And she said, “yes, I want to dance with you”. Prince and Cinderella danced during the night and she was so happy at that night. She forgot the fairy godmother warning that she should go home in the middle of the night. At the last moment, Cinderella remembered her promise to the fairy godmother and went home. “I must go!”, said her. She ran quickly and one of her glass slippers left but she did not come back to pick it up.

Cinderella arrived home a few minutes later. When she arrived, the clock struck in twelve. The horses and the buggy back into the previous shape and she did not wear the glass slippers and the beautiful dress anymore. After that, her stepmother and sisters came home and talked about the beautiful women who danced with the prince. They were very curious about the identity of the woman who suddenly appeared.

In the palace, Prince kept thinking about Cinderella and he fell in love. Prince wanted to find out the identity of the girl, but he even did not know her name. Prince has only found the glass slipper, and he said, “I will find her, and I will marry the woman whose foot fits into this glass slipper!”.

In the next day, the prince and his bodyguards went to all the existing home. They wanted to find a woman whose foot matched with the size of the shoe. Cinderella stepsisters also tried the glass slipper but their feet do not match. When Cinderella wanted to try, her stepmother prevented and forbidden her. However, the prince said, “let her trying!”. When Cinderella wore a glass slipper, she had a perfect leg for the shoe. The prince then recognized her and he was convinced that she was a woman who danced with him at the dance. He married Cinderella and they lived happily.

Source: www.caramudahbeljarbahasainggris.net/2013/10/cerita-cinderella-dalam-bahasa-inggris.html



Appendix 12

Snow White

Long time ago, there lived a beautiful princess in a very big palace. She is very beautiful with her blue eyes and long black hair. Her skin is white and smooth, thus she was called Snow White. She had a step mother who was always envious of her beauty. Her step mother was also beautiful, and the magical mirror always said that everyday and every time she asked.

“Mirror on the wall, who is the most beautiful in this world?” her step mother asked.

“You are the most beautiful woman in this world, Majesty.” The magical mirror answered.

One day, the step mother asked to the magical mirror again. But, the answer of the magical mirror made her angry.

“Mirror on the wall, who is the most beautiful in this world?” the step mother asked.

“My queen, you are beautiful. But, Snow White is more beautiful than you.” The magical mirror answered.

The step mother was very angry. Then, she asked her trusted servant to bring Snow White to go away from the palace and kill her. However, the servant did not kill Snow White. He let her go by herself.

“Please, don’t kill me. I will go to the woods and I will not come back again.” Snow White begged.

“Go away poor princess.” The servant said.

The servant thought that wild animals would eat her and letting Snow White made his heart relieved and free from the pressure.

In the forest, snow white was alone and afraid. She did not know where she had to go. But, suddenly she saw a small peculiar cottage. He wondered who lived there, and then she decided to go inside it. In the cottage, there are 7 beds and a kitchen. Snow white was very tired and suddenly she fell asleep. In the afternoon, seven of the dwarf who live in the hut, went home. They were surprised to see a young woman there. One of the dwarves rouse her and asked who she was. Snow white told them her sad story. The seven dwarves also understood her feeling and asked her to stay with them in the cottage.

Meanwhile at the palace, the servant went back and told the stepmother that snow white had been killed. Then the stepmother asked the magical mirror once again who the most beautiful in this world is and still magical mirror answer snow white who was living in small cottage with seven dwarves was the most beautiful.

The stepmother was very angry and he planned something bad for snow white. Then, the stepmother disguised herself as an old woman who sold a bucket of poisonous apples and go to the cottage. In the cottage, snow white was warned not to open the door to strangers by the seven dwarves. The stepmother finally arrived to the cottage and began offering the apples to Snow White.

“I can’t open the door and let anyone come in. The seven dwarves have warned me.” Snow White said.

“Okay. I just want to give this apple to you.”

“No. I can’t take anything from anyone.” Snow white explained.

Snow white refused to open the door but the stepmother continue to persuade. Ultimately, snow white opened the door and bought an apple and then she ate it. Therefore, snow white was poisonous with an apple fell beside him.

In the evening, when the seven dwarves went home, they were surprised. They saw snow white lied on the floor with a pale face and poisonous apple beside her. The seven dwarves were sad to see snow white was dying. Then, the seven dwarves decided to make bedding for Snow White that was made of beautiful crystal to make her alive. Everyday, seven dwarves waited for miracles that when snow white would be awake.

One day, there was a prince of a kingdom who saw a beautiful woman was laid on the bed of a crystal. He was also asking the dwarves to tell what happened and dwarf told it.

“Let me have Snow White and I will give you everything you want.” The prince asked.

However, the seven dwarves refused it. They did not want to be separated with Snow White even though he would pay by gold in this world.

“I ask it really much because I can’t live without seeing Snow White. If you agree, I will bring all of you, too. I also take you as my brothers.

Finally, the seven dwarves agreed. Then, the prince kissed snow white to show his intention. Suddenly, Snow White was awake. The fact was that the kiss fro the prince broke the evil spell. After that, the prince asked her to get married with him. Snow white said yes. Since that day, Snow white lived in the prince’s big palace happily ever after.

Sourch:<http://www.caramudahbelajarbahasainggris.net/2015/04/contoh-story-telling-bahasa-inggris-snow-white-dan-artinya.html>



Appendix 13

Pinocchio

In a city, there was a doll shop owned by an old man named Geppetto. He was wooden puppet makers who lived alone. One day, when he was making a wooden doll he said “how happy I am, if this doll becomes a kid”. After saying that words, there was a miracle. “Papa, good afternoon” the doll suddenly spoke. He was not only spoke but also walked and acted like humans. Mr. Gepepto was so happy “from now on you are my son. I will name you Pinocchio” said Geppetto. The next morning, Mr. Geppetto sold his clothes and bought a book for Pinocchio so that he was able to go to school. “You have to learn seriously with this book!” “Thank you, Papa. I will go to school and study hard. “” Be careful my son!” said Geppetto.

On his way to school, Pinocchio heard the fierce sound from the opposite direction from his way to school. “Drum, dum, dum, dum.” Pinocchio was surprised and came closer to the source of the sound. He realized that the sound came from the tent of a puppet show. Pinocchio then sold his books and bought a ticket to get into the show tent. Inside the tent, Pinocchio saw a female doll being surrounded by soldier’s swords. “How cruel they are ...” thought the Pinocchio. Then he jumped into the stage and crashed the soldier dolls. The doll’s rope broke and all the dolls felt to the ground. Seeing the incident, the owner of the show was furious and immediately caught Pinocchio. When the owner of the show will toss him into the fire, Pinocchio said “I’m so sorry sir. If I were burned, how sorry my father is “” I have promised him to learn at school seriously”. The owner of the show felt sorry to hear what Pinocchio said. Finally he forgave and let Pinocchio go. “Use this money to buy your new book” said the owner of the puppet show.

Then Pinocchio went to buy a new book. But he met Fox and Cat in the middle of his own way. They greeted him friendly “Hey Pinocchio If that money increases, surely

your dad will be happy,!” said the fox. “How can it become much more than this? Because I want to buy new clothes for my dad” asked Pinocchio. “That is so easy. You can put it under the magic tree and wait till it grows” said the cat. Then they drove Pinocchio into a magical tree. After arriving in the magical tree, Pinocchio buried his money under a magical tree and he felt asleep. When Pinocchio asleep, the fox and the cat digging it. They took all the money and hang Pinocchio on a tree.

After waking from his sleep, Pinocchio cried because he had been deceived by the fox and the cat. A kind fairy saw him and came to help him. She brought Pinocchio to his home. “Pinocchio, why did you not obey your father to go to school?” the fairy asked. “I have sold all my books for poor children who hunger and bought them bread. Therefore I could not go to school...” Pinocchio lied. Suddenly Pinocchio’s nose began to elongate. “Pinocchio, if you lie, your nose will continue to extend all the way to the sky.” “I’m sorry. I will not lie anymore.” Pinocchio apologized. After admitting and apologizing his mistake, Pinocchio’s nose back into normal. “Come on back to school and study hard!” asked the fairy.

Afterward, Pinocchio continued his way to school but Pinocchio saw a playground area. He could not resist his desire to go inside and forgot his promise to the fairy. At last, Pinocchio came and played around the park. Pinocchio was having fun, and suddenly, he was surprised when seeing his face in the mirror. “Ah! Why my ears looks like donkey’s ears! I also have tail!” He shouted. All the children who were playing in the playground had changed into a donkey because they had cursed by an evil witch. Finally Pinocchio became a donkey and he was sold to the circus.

There he was always whipped, and had to jump over a hot fire circle. Although he was fear, Pinocchio still jumped. Then he failed and his legs were broken. It made the owner of the circus became angry. “It’s better throwing you into the sea!” he said. Then Pinocchio was thrown into the sea and drowned in the sea floor. Then the fairy

came to help Pinocchio. She changed him back to his normal shape. He was sorry to the fairy and promised not to do it again. Then Pinocchio went home “I have to go home. My dad is at home alone” said Pinocchio. Suddenly the fairy told Pinocchio that his father went to look for him. However, he swallowed into the belly of the whale. Pinocchio was shocked. He went looking for the whales to save his father right away.

Finally Pinocchio met the whales. He came into the whale’s belly and met his father there. “Papa, Let’s get out of here!” cried Pinocchio. “I can’t go. My body is too weak. You have to go without me” said Geppetto “I do not want to go without you Papa.” When the whale was sleeping, Pinocchio escaped from the whales’ mouth by carrying Geppetto on his back. With all his strength he swam until finally arriving at the beach. Pinocchio took his father home and cared his father until cured. “Papa, from now on I’ll obey all your command and I will not truant from the school again.” “I’ll go to school and study hard” Pinocchio said. Suddenly there was a shining light around them, “Pinocchio, you have to be a good boy.” Said the fairy. Then she changed Pinocchio into a human child. Mr. Geppetto and Pinocchio were so happy and they thanked to the fairy.

Sorch:<http://www.belajarbahasainggrisku.com/2014/12/cerita-pinokio-dalam-bahasa-inggris-dan-artinya.html>

Appendix 14

Jack and the Beanstalk

Once upon a time there lived a boy named Jack. Jack and his mother were very poor. One day, Jack took their cow to the market to sell. On the way, he met a man. The man said, "I will give you magic beans for you cow." Jack took the beans and gave the cow to the man. Jack's mother was very angry. She threw the beans out the window. The next day, Jack looked out the window and saw a beanstalk. He climbed up the beanstalk. At the top he saw a huge house. He knocked on the door and the giant's wife opened the door. She gave him breakfast. Suddenly, Jack heard, "Fee Fi Fo Fum. I smell the blood of an Englishman!" "Hurry," said the giant's wife. "Hide. He likes to eat boys!" The giant sat down and asked for his hen. The giant's hen laid golden eggs. When the giant went to sleep, Jack picked up the hen and climbed down the beanstalk. The next morning, Jack climbed up the beanstalk again. This time, the giant asked for his golden harp. When the giant went to sleep Jack picked up the harp. The harp shouted, "Master! Wake up!" The giant woke up and roared, "Fee Fi Fo Fum, I smell the blood of an Englishman." Jack ran to the beanstalk and climbed down. The giant climbed down after him. "Mother, give me the ax" said Jack. Jack took the ax and chopped down the beanstalk. The giant fell into a big hole and disappeared. Jack and his mother lived happily ever after with the hen and the harp.

Appendix 15

Sleeping Beauty

A long time ago there were a king and queen who said every day, "Ah, if only we had a child," but they never had one. But it happened that once when the queen was bathing, a frog crept out of the water on to the land, and said to her, "Your wish shall be fulfilled, before a year has gone by, you shall have a daughter."

What the frog had said came true, and the queen had a little girl who was so pretty that the king could not contain himself for joy, and ordered a great feast. He invited not only his kindred, friends and acquaintances, but also the wise women, in order that they might be kind and well disposed towards the child. There were thirteen of them in his kingdom, but, as he had only twelve golden plates for them to eat out of, one of them had to be left at home.

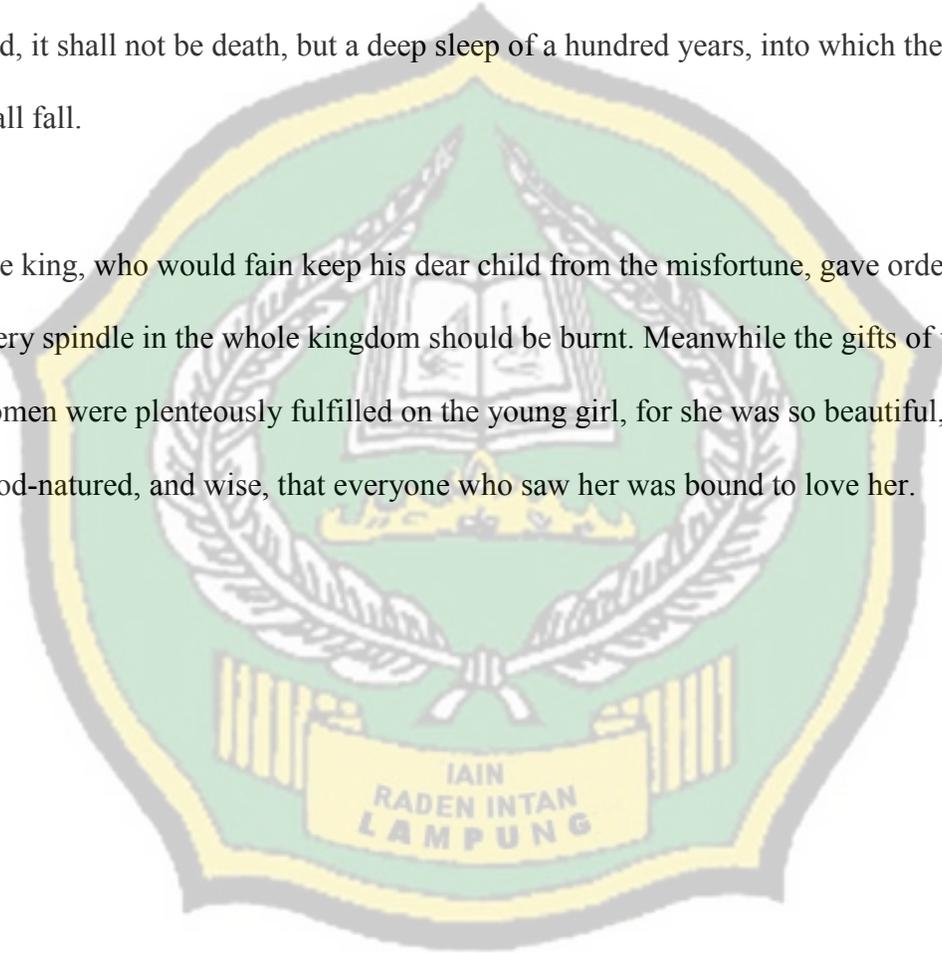
The feast was held with all manner of splendor and when it came to an end the wise women bestowed their magic gifts upon the baby - one gave virtue, another beauty, a third riches, and so on with everything in the world that one can wish for.

When eleven of them had made their promises, suddenly the thirteenth came in. She wished to avenge herself for not having been invited, and without greeting, or even looking at anyone, she cried with a loud voice, "The king's daughter shall in her fifteenth year prick herself with a spindle, and fall down dead." And, without saying a

word more, she turned round and left the room.

They were all shocked, but the twelfth, whose good wish still remained unspoken, came forward, and as she could not undo the evil sentence, but only soften it, she said, it shall not be death, but a deep sleep of a hundred years, into which the princess shall fall.

The king, who would fain keep his dear child from the misfortune, gave orders that every spindle in the whole kingdom should be burnt. Meanwhile the gifts of the wise women were plenteously fulfilled on the young girl, for she was so beautiful, modest, good-natured, and wise, that everyone who saw her was bound to love her.



Appendix 16

The Goose With The Golden Eggs

There was a country man who lives poorly in a village, he was very suffered by this condition and he wished the miracle come. One day he was going to see his goose in the backyard of his house to take an egg for his breakfast. There was not strange feeling when he approached the goose's cage. Then, when he would take an egg of his goose, he was so surprise and didn't believe that there was a strange egg with the yellow color and the egg glittering. He thought that there was a sneaky one who cheated him by lying a yellow egg in his goose's nest. He thought to throw away that egg because that egg was so strange and heavy as like as lead. But, after he rethinking about that egg. He decided to keep the egg and took it to his home. He was very curious with the egg, after he checked the egg he was very delight because the egg was the gold egg. His heart was very happy when he knew the fact that he had a gold egg. After that, he was going to sell the gold egg to meet his needed life. Day by day, he was going to market to sell the gold egg and he was a richman now. But, he was so greedy now. And he thought to get the egg more and more. He thought to take an egg directly from the goose because the goose always laid the gold egg. Then, he was going to kill the goose and opened it body. He thought that in the goose's body there was a lot of the gold egg, but after he killed it and opened the goose's body he didnt find nothing.

Gain Experimental Class

No	Pre-Test	Post-Test	Gains
1	3.7	10.9	7.2
2	3.65	11.1	7.45
3	3.85	11.05	7.2
4	3.75	10.85	7.1
5	3.9	11.1	7.2
6	3.95	11	7.05
7	3.85	11	7.15
8	3.8	11.05	7.25
9	4	11	7
10	4.05	11.1	7.05
11	3.85	10.9	7.05
12	3.7	11.05	7.35
13	3.95	11.05	7.1
14	3.75	10.9	7.15
15	3.95	10.95	7
16	3.7	11	7.3
17	4	11	7
18	3.75	10.95	7.2
19	3.7	11.2	7.5
20	3.75	11.1	7.35

Appendix 22

Gain Control Class

No	Pre-Test	Post-Test	Gains
1	3.35	8.15	4.8
2	3.45	8.55	5.4
3	3.7	8.45	4.75
4	3.55	8.7	5.15
5	3.65	8.9	5.25
6	3.7	8.55	4.85
7	3.75	9.15	5.4
8	3.7	8.45	4.75
9	3.9	8.85	4.45
10	3.95	8.5	4.55
11	3.6	8.6	5
12	3.45	8.45	5
13	3.85	8.8	4.95
14	3.5	8.2	4.7
15	3.8	9.5	5.7
16	4.1	8.45	4.35
17	3.8	8.6	4.8
18	3.55	8.7	5.15
19	3.4	8.25	4.85
20	3.75	8.6	4.85

SILABUS PEMBELAJARAN

Nama Sekolah :
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Mendengarkan 7 Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan	respond to expression of happiness; 1. What do you think of the situations? Are there good news or bad news? 2. What do you feel when you hear a good news? 3. What do you feel when you hear a bad news? 4. How do you respond to someone	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Mendengarkan percakapan interpersonal/transaksional melalui film secara individu. Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan. Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar 	<ul style="list-style-type: none"> Mengidentifikasi kata yang didengar Mengidentifikasi makna kata Mengidentifikasi hubungan antar pembicara Mengidentifikasi makna tindak tutur berterima kasih Merespon tindak tutur berterima kasih Mengidentifikasi makna tindak tutur memuji Merespon tindak tutur memuji Mengidentifikasi makna tindak tutur mengucapkan selamat Merespon tindak 	Quiz Ulangan tertulis Tugas	2 x 45 2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat	telling you a good and a bad news? 5. What will you do or say to show your happiness? 6. What will you do or say to show your sympathy? 7. Will you be surprised especially when hearing the bad news?				tutur mengucapkan selamat • Mengidentifikasi konteks situasi			Internet
	7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal	respond to expressions of sympathy and showing affection;	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, 	<ul style="list-style-type: none"> Mendengarkan percakapan interpersonal/ transaksional melalui tape secara klasikal Mendiskusikan tindak tutur 	<ul style="list-style-type: none"> Mengidentifikasi makna tindak tutur menyatakan rasa terkejut Merespon tindak tutur menyatakan rasa terkejut 	Quiz Ulangan tertulis	2 x 45 4 x 45	Developing English Competencies for Grade X Senior High

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	(bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan	<p>1. Congratulations. You get Rp 10.000 credit bonus.</p> <p>2. You are excellent and brilliant. You got a great mark for the final test.</p> <p>3. Well done. You get a free ticket for this holiday.</p> <p>4. I've lost my wallet somewhere. It's got Rp. 100,000,- on it.</p> <p>5. Did you hear that Mr. Rendy got a</p>	cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	<p>enerjik).</p> <ul style="list-style-type: none"> • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok	<ul style="list-style-type: none"> • Mengidentifikasi makna tindak tutur menyatakan rasa tak percaya • Merespon tindak tutur menyatakan rasa tak percaya. • Mengidentifikasi makna tindak tutur menyetujui undangan, tawaran, ajakan. • Merespon tindak tutur menyetujui undangan, tawaran, ajakan. 	Tugas	6 x 45	<p>School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>serious cancer disease?</p> <p>6. I heard that Budi was in jail. He was arrested for traffic violence.</p> <p>7. Rendi was knocked down by a car. He was in hospital for five weeks.</p> <p>8. Yesterday, on the TV news, I saw a bad thunder storm in California. Many people died and got</p>							

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		serious injured.							
8 Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari	8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	<i>respond to narrative texts.</i> Listen to the tape and complete the following story. The Little Girl and the Wolf James Thurber One afternoon, a big wolf 1..... in the dark forest for a little girl to come along	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Mengidentifikasi beberapa iklan lisan di tempat umum secara berkelompok. Mendengarkan iklan melalui tape secara klasikal. Mendiskusikan isi dan bentuk bahasa yang digunakan secara kelompok 	<ul style="list-style-type: none"> Mengidentifikasi topik sebuah pengumuman lisan Mengidentifikasi informasi tertentu dari undangan lisan Mengidentifikasi tujuan dari pengumuman yang didengar. 	Quiz Ulangan tertulis Tugas	1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>carrying 2..... to her</p> <p>grandmother. Finally, the little girl</p> <p>came along and she was carrying a</p> <p>basket of food. "Are you carrying that basket to your grandmother?"</p> <p>3the wolf. The little girl said</p> <p>yes she was. So the wolf asked her</p> <p>where her grandmother lived and the</p> <p>little girl told him and he</p>							

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>4..... into the woods.</p> <p>When the little girl 5the door of her grand mother's house, she saw there was somebody in bed with a nightcap and 6 She had approached no nearer than twenty-five feet from the bed when she 7..... it was not her grandmother but the wolf, for even in a nightcap a wolf</p>							

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>doesn't</p> <p>look anymore like your grandmother</p> <p>than 8..... lion looks like Calvin</p> <p>Coolidge. So the little girl took an automatic out of her basket and shot the wolf dead.</p>							
	8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan	<p>respond to narrative texts.</p> <p>Study the following explanation. Then, listen to your teacher reading another story and complete the table</p>	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan 	<ul style="list-style-type: none"> Mendengarkan berita/deskripsi/ naratif untuk menemukan berbagai informasi secara klasikal melalui kaset. Mendiskusikan pembedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok 	<ul style="list-style-type: none"> Mengidentifikasi <i>main idea</i> dari teks yang didengar Mengidentifikasi tokoh dari cerita yang didengar Mengidentifikasi kejadian dalam teks yang didengar Mengidentifikasi ciri-ciri dari benda/orang yang 	<p>Tugas</p> <p>Ulangan tertulis</p> <p>Tugas</p>	<p>1 x 45</p> <p>1 x 45</p>	<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape Kaset/CD Tape/CD</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	sehari-hari dalam teks berbentuk; <i>narrative, descriptive, dan news item</i>	Different writers organise their stories in different ways. <ul style="list-style-type: none"> • However, they usually give their information about: • the setting (the place, time) • the characters (the people in the story) • the events (the conflict in the story) • the outcome (what happened in the end) 	peduli sosial, tanggung jawab	(punya perspektif untuk masa depan)		dideskripsikan <ul style="list-style-type: none"> • Mengidentifikasi inti berita yang didengar • Mengidentifikasi sumber berita yang didengar 			Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
Berbicara 9 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi	use expression of happiness Answer these questions orally. 1. What do you usually say when you	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, 	<ul style="list-style-type: none"> • Secara berpasangan berlatih menggunakan tindak tutur dan responnya. 	<ul style="list-style-type: none"> • Menggunakan tindak tutur berterima kasih • Merespon tindak tutur berterima kasih • Menggunakan tindak tutur memuji • Merespon tindak tutur memuji 	Tugas Performans	6 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat	<p>are pleased or happy?</p> <p>2. What do you usually say when you want to attract someone's attention?</p> <p>3. Do you have different expressions when showing your happiness in front of your friends and elderly people? If yes, what are the expressions?</p> <p>4. One of your friends had an accident.</p>	cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	mampu memimpin) <ul style="list-style-type: none"> Orientasi ke masa depan (punya perspektif untuk masa depan) 		<ul style="list-style-type: none"> Menggunakan tindak tutur mengucapkan selamat Merespon tindak tutur mengucapkan selamat 			Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>What do you say</p> <p>to show your sympathy?</p> <p>5. Your brother has a problem. He looks sad. What will you say to show your affection?</p>							
	9.2 Mengungkap-kan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosiali-sasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan	<p>use expressions of sympathy and showing affection;</p> <ol style="list-style-type: none"> 1. It's really great. I'm so happy. 2. I'm delighted to hear that. 3. It gives me a great 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya 	<ul style="list-style-type: none"> • Bermain peran secara berkelompok 	<ul style="list-style-type: none"> • Menggunakan tindak tutur menyatakan rasa terkejut • Merespon tindak tutur menyatakan rasa terkejut • Menggunakan tindak tutur menyatakan rasa tak percaya • Merespon tindak tutur menyatakan rasa tak percaya • Menggunakan tindak tutur menerima 	<p>Tugas kelompok</p> <p>Performans</p>	6 x 45	<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan	<p>pleasure.</p> <p>4. What a nice news. It makes me happy.</p> <p>5. I'm really sorry to hear that!</p> <p>6. Oh that's awful. What a shame.</p> <p>7. Are you fine?</p> <p>8. Oh dear. I know how it feels.</p> <p>9. Please accept my condolences !</p> <p>10. What a terrible situation for you.</p>	tanggung jawab	perspektif untuk masa depan)		undangan			<p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
10 Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	10.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari	<p><i>perform a monologue of narrative texts.</i></p> <p>Blind Listening</p> <p>A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted</p> <p>His salt. When he returned home, his father told him that if he</p>	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Menyampaikan iklan lisan secara berpasangan di depan kelas. Menceritakan kembali iklan yang dilihat atau didengarnya 	<ul style="list-style-type: none"> Memberi pengumuman lisan Menyampaikan undangan lisan Melakukan monolog untuk mengiklankan sesuatu Menggunakan bahasa lisan 	<p>Tugas</p> <p>Performans</p>	<p>1 x 45</p> <p>2 x 45</p>	<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>had helped the miners to dig, they would havebought his salt.</p> <p>The man next went to a house where a wedding was taking place.</p> <p>There he dug a huge hole. This made the people angry and they chased him away. When he returned</p>							

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		<p>home, his father told him that if he had beaten a drum and danced instead, the people there would have bought salt from him.</p> <p>Then, he went to a village where there happened to be a fire. Rushing</p>							

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		<p>to the place, he started drumming and dancing, only to be thrown out by the people. His father told him that he should have poured water on the fire instead, if he wanted to sell salt there.</p> <p>In the next place he went to, a</p>							

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		<p>couple were fighting with each other.</p> <p>The foolish man poured a bucketful of water on them, again to be chased away. His father later told him that he should have tried to settle the quarrel, in which case they would have bought salt from him.</p>							

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls							
	10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan	perform a monologue of narrative texts.	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu 	<ul style="list-style-type: none"> Berdiskusi secara berkelompok untuk membuat sebuah berita/deskripsi/naratif secara sambung menyambung 	<ul style="list-style-type: none"> Menggunakan kalimat <i>simple present</i> dalam mendeskripsikan benda atau orang Melakukan monolog untuk menyampaikan sebuah berita Melakukan monolog untuk menyampaikan 	Tugas Performans	2 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus

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	berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>		membaca, peduli lingkungan, peduli sosial, tanggung jawab	memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)		sebuah deskripsi • Bercerita secara lisan • Menjadi reporter • Menjadi <i>toryteller</i>			Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
Membaca 11 Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan	identify the structure of narrative texts;	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa 	<ul style="list-style-type: none"> Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok. Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok 	<ul style="list-style-type: none"> Membaca nyaring bermakna wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar Mengidentifikasi topik dari teks yang dibaca Mengidentifikasi informasi tertentu 	Tugas Ulangan tertulis	1 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	n ragam bahasa tulis dalam konteks kehidupan sehari-hari			depan)					Poster Gambar Koran berbahasa Inggris Majalah Internet
	11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative, descriptive,</i>	identify meanings and information in narrative texts read and understand narrative texts.	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. Berlatih menggunakan kalimat <i>simple present</i> untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita 	<ul style="list-style-type: none"> Mengidentifikasi makna kata dalam teks yang dibaca Mengidentifikasi makna kalimat dalam teks yang dibaca Mengidentifikasi komplikasi dalam sebuah cerita narasi Mengidentifikasi kejadian dalam teks yang dibaca Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan Mengidentifikasi inti berita yang didengar Mengidentifikasi 	<p>Quiz</p> <p>Ulangan tertulis</p> <p>Tugas</p>	<p>2 x 45</p> <p>2 x 45</p> <p>2 x 45</p>	<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p>

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	dan <i>news item</i>					<p>sumber berita yang didengar</p> <ul style="list-style-type: none"> • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca 			Majalah Internet
<p>Menulis</p> <p>12 Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p>	12.1 Mengungkap-kan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan	<ul style="list-style-type: none"> • develop a paragraph of narrative texts; • write main ideas and its supporting ideas; 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Membuat pengumuman secara individu dan mempublikasikan di papan pengumuman 	<ul style="list-style-type: none"> • Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat <i>draft</i>, merevisi, menyunting • Menghasilkan teks fungsional pendek 	Tugas portofolio	3 x 45	<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	sehari-hari								Inggris Majalah Internet
	12.2 Mengungkap-kan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>	<i>write narrative texts.</i>	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Membuat draft teks naratif,berita atau deskripsi dengan melakukan <i>chain writing</i>. 	<ul style="list-style-type: none"> • Menggunakan kalimat <i>reported speech</i> dalam menyampaikan sebuah berita • Menggunakan kalimat <i>simple present</i> dalam membuat sebuah deskripsi • Menggunakan <i>adverbial clause</i> dalam menulis sebuah narasi • Menghasilkan teks berbentuk <i>news item</i> • Menghasilkan teks berbentuk <i>narrative</i> 	Tugas portofolio	2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KTSP
EXPERIMENTAL CLASS

Nama Sekolah : SMK Taruna Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 1

Standar Kompetensi :

10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kompetensi Dasar :

- 10.2 Mengungkap-kan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *spoof*, dan *hortatory exposition*

Indikator :

1. Memahami percakapan sederhana dengan seksama
2. Melakukan monolog untuk menyampaikan sebuah cerita

Tujuan Pembelajaran :

Siswa dapat berinteraksi secara lisan dalam hal *retelling* bersama dikelas

Materi Ajar :

Menceritakan kembali dongeng Cinderella

Teknik/Metode Pembelajaran :

Story telling

Dalam teknik ini siswa berbicara untuk menyampaikan sebuah cerita

Langkah Pembelajaran :**1. Kegiatan Awal :**

- a. Memberi salam
- b. Membaca doa
- c. Mengabsen siswa
- d. Menjelaskan kepada siswa tentang materi yang akan disampaikan yaitu tentang *creative story*

2. Kegiatan Inti :

- a. Guru menjelaskan bahwa permainan ini adalah cerita berantai. Setiap siswa bercerita dengan ringkas, kemudian siswa lain meneruskan cerita itu secara lisan dan spontan. Tak apa bila siswa mengucapkan kalimat yang salah dan terbata-bata atau menggunakan bahasa campuran yaitu bahasa Indonesia dan bahasa *Inggris*

- b. Guru meminta siswa duduk membentuk sebuah lingkaran besar
- c. Guru menyiapkan spidol untuk siswa dan beri mereka instruksi untuk memberikan spidol ke teman sebelahnya ketika guru mulai menghitung
- d. Dihitungan ke 5 siswa diberi instruksi untuk menghentikan spidol
- e. Siswa terakhir yang mendapat spidol harus melanjutkan cerita menurut imajinasi mereka
- f. Cerita yang dilanjutkan tidak terlalu banyak, hanya satu kalimat saja
- g. Guru harus membebaskan siswa untuk melanjutkan cerita dan jangan paksa siswa untuk tetap pada alur cerita
- h. Setelah siswa menyelesaikan lanjutan cerita tersebut, maka teruskan menghitung dan siswa yang mendapatkan spidol pada hitungan kelima, diinstruksikan untuk melanjutkan cerita
- i. Siswa yang tidak mampu melanjutkan cerita, maka dihukum untuk bernyanyi atau melakukan hal positif lainnya

3. Kegiatan Penutup :

- a. Membahas kalimat-kalimat yang diucapkan siswa
- b. Tanya jawab tentang kesulitan yang siswa hadapi
- c. Memberi motivasi dan nasehat
- d. Membaca doa
- e. Salam penutup

4. Sumber Belajar :

- a. Kamus Bahasa *Inggris* Jhon M. Echols, PT. Gramedia Pustaka, Jakarta, 2007

- b. Buku teks bahasa *Inggris* Creative English, Ng Foo Mun Dkk, Erlangga, Jakarta, 2013

Penilaian :

1. Tes lisan berbicara

Menceritakan sebuah cerita secara berantai

Cinderella

One day, there was a beautiful girl named Cinderella. She lived with a wicked stepmother and her two stepsisters. They treated Cinderella very bad and did not appreciate her. Near from her home, there was a king's palace which was so beautiful and there would be held a big party. Her stepmother and her sisters were invited to attend the party. However, they did not allow her to go to the party. She was ordered to sew the party dresses that would be worn by her mother and sisters. While, she did not have time to sew her dress. Her mother and her sisters went to a party and left Cinderella alone at home.

She felt very sad and cried. Between her tears, suddenly a fairy godmother appeared and said "do not cry, I can send you to the ball now!", But she kept crying and looked so sad. She said, "I do not have a dress to wear in the ball". The fairy godmother of course would not be worry and waved the wand to transform the Cinderella's old clothes into the new dress which was very beautiful. Furthermore, that fairy godmother touched Cinderella's foot with the wand and suddenly Cinderella had beautiful glass slippers. Cinderella was shocked and said, "wow, thank you, but how I

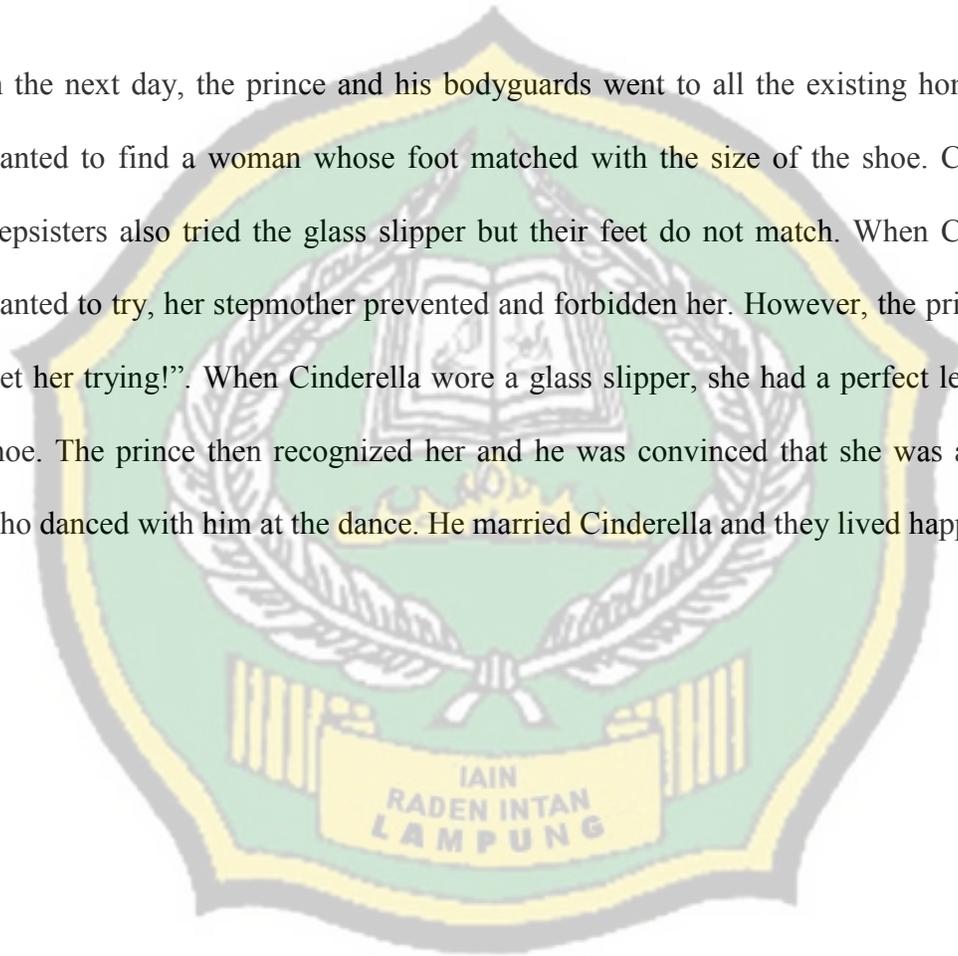
could go to the ball?”. Fairy godmother then went into the kitchen and saw four rats. She turned it into golden four horses and into a beautiful buggy. Before leaving home, the Fairy Godmother said “Cinderella, you have to go home at middle of the night, because this magic will works only until midnight!”

When Cinderella entered the palace, everyone was stunned by her beautiful face. In fact, no one recognized her because she was so different. Cinderella was so pretty with the dress and the glass slippers. A handsome prince also saw Cinderella and he fell in love. He met Cinderella and asked, “Do you want to dance?” And she said, “yes, I want to dance with you”. Prince and Cinderella danced during the night and she was so happy at that night. She forgot the fairy godmother warning that she should go home in the middle of the night. At the last moment, Cinderella remembered her promise to the fairy godmother and went home. “I must go!”, said her. She ran quickly and one of her glass slippers left but she did not come back to pick it up.

Cinderella arrived home a few minutes later. When she arrived, the clock struck in twelve. The horses and the buggy back into the previous shape and she did not wear the glass slippers and the beautiful dress anymore. After that, her stepmother and sisters came home and talked about the beautiful women who danced with the prince. They were very curious about the identity of the woman who suddenly appeared.

In the palace, Prince kept thinking about Cinderella and he fell in love. Prince wanted to find out the identity of the girl, but he even did not know her name. Prince has only found the glass slipper, and he said, “I will find her, and I will marry the woman whose foot fits into this glass slipper!”.

In the next day, the prince and his bodyguards went to all the existing home. They wanted to find a woman whose foot matched with the size of the shoe. Cinderella stepsisters also tried the glass slipper but their feet do not match. When Cinderella wanted to try, her stepmother prevented and forbidden her. However, the prince said, “let her trying!”. When Cinderella wore a glass slipper, she had a perfect leg for the shoe. The prince then recognized her and he was convinced that she was a woman who danced with him at the dance. He married Cinderella and they lived happily.



2. Tes Kinerja (Performasi)

Untuk setiap kalimat, diberi nilai maksimal 3 bila kategori dalam speakingnya sudah tepat

Jumlah skor maksimal : $5 \times 3 = 15$

Nilai maksimal : = 3

Nilai siswa : $\frac{\text{jumlah skor maksimal}}{\text{nilai maksimal}}$

Guru Bidang Studi

Dra. Endah Suprihatiningsih

Bandar Lampung,
Mahasiswa

2016

Yunisty Andarie

Mengetahui

Kepala Sekolah SMK Taruna Bandar Lampung

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KTSP
EXPERIMENTAL CLASS

Nama Sekolah : SMK Taruna Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 2

Standar Kompetensi :

10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kompetensi Dasar :

- 10.2 Mengungkap-kan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive*, dan *news item*

Indikator :

1. Melakukan monolog untuk menyampaikan sebuah cerita
2. Berbicara secara lisan

Tujuan Pembelajaran :

Siswa dapat berinteraksi secara lisan dalam hal *retelling* bersama dikelas

Materi Ajar :

Menceritakan kembali dongeng Timun Mas

Teknik/Metode Pembelajaran :

Story telling

Dalam teknik ini siswa berbicara untuk menyampaikan sebuah cerita

Langkah Pembelajaran :

1. Kegiatan Awal :

- a. Memberi salam
- b. Membaca doa
- c. Mengabsen siswa
- d. Menjelaskan kepada siswa tentang materi yang akan disampaikan yaitu tentang *creative story*

2. Kegiatan Inti :

- a. Guru menjelaskan bahwa permainan ini adalah cerita berantai. Setiap siswa bercerita dengan ringkas, kemudian siswa lain meneruskan cerita itu secara lisan dan spontan. Tak apa bila siswa mengucapkan kalimat yang salah dan terbata-bata atau menggunakan bahasa campuran yaitu bahasa Indonesia dan bahasa *Inggris*
- b. Guru meminta siswa duduk membentuk sebuah lingkaran besar

- c. Guru menyiapkan spidol untuk siswa dan beri mereka instruksi untuk memberikan spidol ke teman sebelahnya ketika guru mulai menghitung
- d. Dihitungan ke 5 siswa diberi instruksi untuk menghentikan spidol
- e. Siswa terakhir yang mendapat spidol harus melanjutkan cerita menurut imajinasi mereka
- f. Cerita yang dilanjutkan tidak terlalu banyak, hanya satu kalimat saja
- g. Guru harus membebaskan siswa untuk melanjutkan cerita dan jangan paksa siswa untuk tetap pada alur cerita
- h. Setelah siswa menyelesaikan lanjutan cerita tersebut, maka teruskan menghitung dan siswa yang mendapatkan spidol pada hitungan kelima, diinstruksikan untuk melanjutkan cerita
- i. Siswa yang tidak mampu melanjutkan cerita, maka dihukum untuk bernyanyi atau melakukan hal positif lainnya

3. Kegiatan Penutup :

- a. Membahas kalimat-kalimat yang diucapkan siswa
- b. Tanya jawab tentang kesulitan yang siswa hadapi
- c. Memberi motivasi dan nasehat
- d. Membaca doa
- e. Salam penutup

4. Sumber Belajar :

- a. Kamus Bahasa *Inggris* Jhon M. Echols, PT. Gramedia Pustaka, Jakarta, 2007

- b. Buku teks bahasa *Inggris* Creative English, Ng Foo Mun Dkk, Erlangga, Jakarta, 2013

Penilaian :

1. Tes lisan berbicara
Menceritakan sebuah cerita secara berantai

Timun Emas

Long time ago, lived an old women named Mbok Sirni. She lived by herself because her husband had long passed away and she had no children. Every day, she prayed so God would give her a child. One night, when she was praying, a giant passed her house and heard her pray. "I can give you a child on one condition," the giant said to Mbok Sirni, "You must give the child back to me when it is six years old." Mbok Sirni was so happy; she did not think about the risk of losing the child later and agreed to take the giant's offer. The giant then gave her a bunch of cucumber seeds. "Plant it around your house." The giant then left without saying anything else. In the morning, Mbok Sirni planted the seeds. The seeds grew within mere days, and blossomed plentifully. Not longer after that, a big golden cucumber grew from plants. Carefully, Mbok Sirni plucked the golden cucumber and carried it home. With caution and care, she sliced the cucumber. She was very surprised to see a beautiful baby girl inside the cucumber. She then named the baby Timun Emas (it means Golden Cucumber).

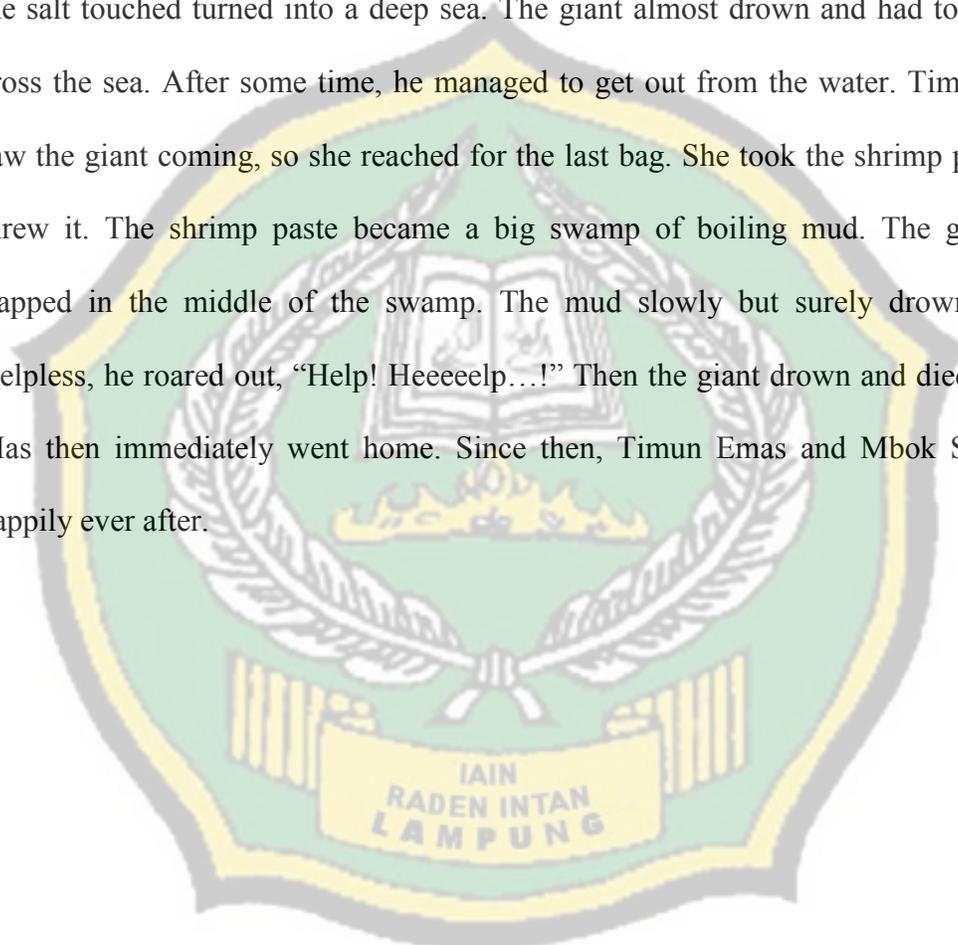
Years passed by and Timun Emas has grown to become a lovely and beautiful little girl. She was also smart and kind. Mbok Sirni loved her very much. But she kept thinking about the time the giant would take Timun Emas away from her. One night, Mbok Sirni had a dream. In order to save Timun Emas from the giant, she had to meet the holy man who lived in Mount Gundul. The next morning, Mbok Sirni took leave of Timun Emas to go to Mount Gundul. The holy man then gave her four little bags, each one containing cucumber seeds, needles, salt, and shrimp paste. “Timun Emas can use these to protect herself,” said the holy man to Mbok Sirni.

A few days later, the giant came to see Mbok Sirni about her promise. “Mbok Sirni! Where is Timun Emas?” shouted the giant. “My daughter, take these bag with you. It can save you from the giant. Now, run through the back door,” said Mbok Sirni. But the giant saw Timun Emas running to the woods. The giant was angry. Starved and enraged, he rushed toward Timun Emas. Mbok Sirni tried to stop him, but the giant was unstoppable.

The giant was getting closer and closer, so Timun Emas opened the first bag she got from Mbok Sirni. Inside the bag were cucumber seeds. She threw the seeds, and instantly they grew into large cucumber field. But the giant ate them all, giving him more strength. As the giant was getting close, Timun Emas took the second bag with needles inside and spilled the content behind her. The needles turned into bamboo trees, sharp and thorny. The giant’s body was scratched and bled. “Aaargh, I’ll get

you, Timun Emas!” shouted the giant as he tried to get himself out from the bamboo field. He made it and still chasing Timun Emas.

Timun Emas then reached the third bag and spilled the salt inside. The ground which the salt touched turned into a deep sea. The giant almost drown and had to swim to cross the sea. After some time, he managed to get out from the water. Timun Emas saw the giant coming, so she reached for the last bag. She took the shrimp paste and threw it. The shrimp paste became a big swamp of boiling mud. The giant was trapped in the middle of the swamp. The mud slowly but surely drowned him. Helpless, he roared out, “Help! Heeeeelp...!” Then the giant drown and died. Timun Mas then immediately went home. Since then, Timun Emas and Mbok Sirni live happily ever after.



2. Tes Kinerja (Performasi)

Untuk setiap kalimat, diberi nilai maksimal 3 bila kategori dalam speakingnya sudah tepat

Jumlah skor maksimal : $5 \times 3 = 15$

Nilai maksimal : = 3

Nilai siswa : $\frac{\text{jumlah skor maksimal}}{\text{nilai maksimal}}$

Guru Bidang Studi

Dra. Endah Suprihatiningsih

Bandar Lampung, 2016

Mahasiswa

Yunisty Andarie

Mengetahui

Kepala Sekolah SMK Taruna Bandar Lampung

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KTSP
EXPERIMENTAL CLASS

Nama Sekolah : SMK Taruna Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 3

Standar Kompetensi :

10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kompetensi Dasar :

- 10.2 Mengungkap-kan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive*, dan *news item*.

Indikator :

1. Melakukan monolog untuk menyampaikan sebuah cerita
2. Bercerita secara lisan
3. Menjadi *storyteller*

Tujuan Pembelajaran :

Siswa dapat berinteraksi secara lisan dalam hal *retelling* bersama dikelas

Materi Ajar :

Menceritakan kembali dongeng Malin Kundang

Teknik/Metode Pembelajaran :

Story telling

Dalam teknik ini siswa berbicara untuk menyampaikan sebuah cerita

Langkah Pembelajaran :**1. Kegiatan Awal :**

- a. Memberi salam
- b. Membaca doa
- c. Mengabsen siswa
- d. Menjelaskan kepada siswa tentang materi yang akan disampaikan yaitu tentang *creative story*

2. Kegiatan Inti :

- a. Guru menjelaskan bahwa permainan ini adalah cerita berantai. Setiap siswa bercerita dengan ringkas, kemudian siswa lain meneruskan cerita itu secara lisan dan spontan. Tak apa bila siswa mengucapkan kalimat yang salah dan terbata-bata atau menggunakan bahasa campuran yaitu bahasa Indonesia dan bahasa *Inggris*
- b. Guru meminta siswa duduk membentuk sebuah lingkaran besar

- c. Guru menyiapkan spidol untuk siswa dan beri mereka instruksi untuk memberikan spidol ke teman sebelahnya ketika guru mulai menghitung
- d. Dihitungan ke 5 siswa diberi instruksi untuk menghentikan spidol
- e. Siswa terakhir yang mendapat spidol harus melanjutkan cerita menurut imajinasi mereka
- f. Cerita yang dilanjutkan tidak terlalu banyak, hanya satu kalimat saja
- g. Guru harus membebaskan siswa untuk melanjutkan cerita dan jangan paksa siswa untuk tetap pada alur cerita
- h. Setelah siswa menyelesaikan lanjutan cerita tersebut, maka teruskan menghitung dan siswa yang mendapatkan spidol pada hitungan kelima, diinstruksikan untuk melanjutkan cerita
- i. Siswa yang tidak mampu melanjutkan cerita, maka dihukum untuk bernyanyi atau melakukan hal positif lainnya

3. Kegiatan Penutup :

- a. Membahas kalimat-kalimat yang diucapkan siswa
- b. Tanya jawab tentang kesulitan yang siswa hadapi
- c. Memberi motivasi dan nasehat
- d. Membaca doa
- e. Salam penutup

4. Sumber Belajar :

- a. Kamus Bahasa *Inggris* Jhon M. Echols, PT. Gramedia Pustaka, Jakarta, 2007

- b. Buku teks bahasa *Inggris* Creative English, Ng Foo Mun Dkk, Erlangga, Jakarta, 2013

Penilaian :

1. Tes lisan berbicara
Menceritakan sebuah cerita secara berantai

The Legend Of Malin Kundang

Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to live hard with his mother.

Malin Kundang was a healthy, dilligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town.

One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

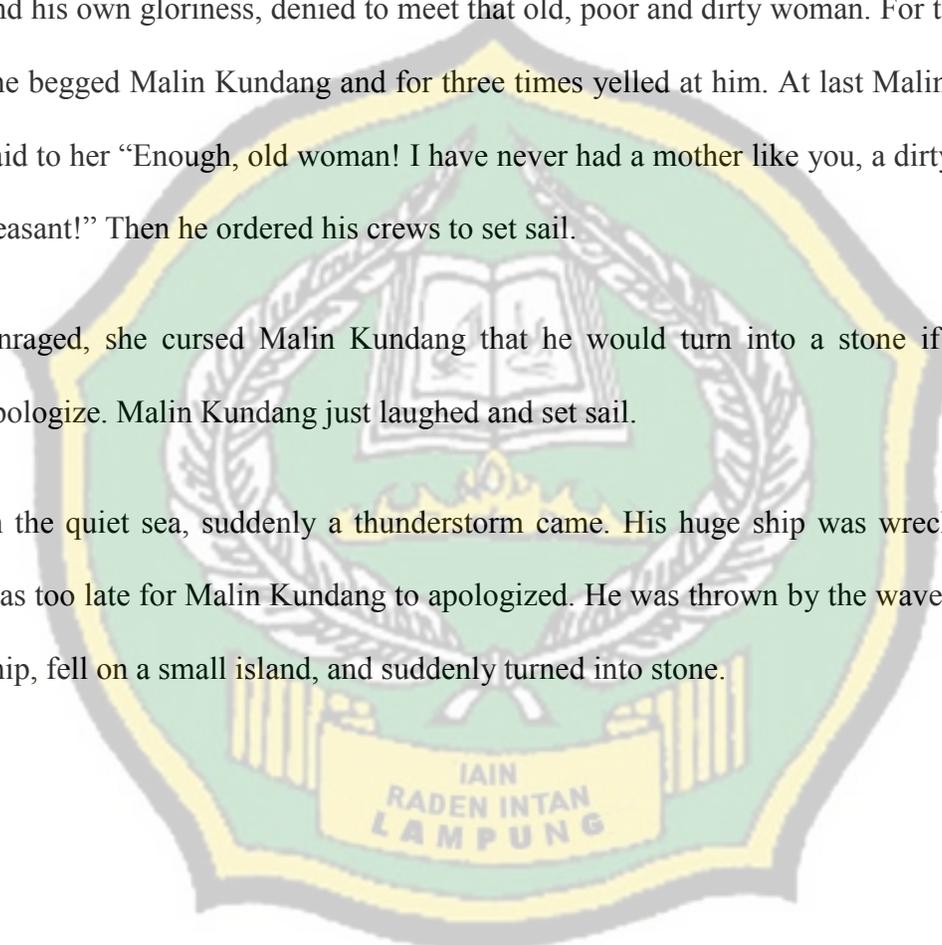
Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers reconigzed him, and the news ran fast in the town:

Malin Kundang became a rich man and now he is here. His mother, in deepful sadness after years of loneliness, ran to the beach to meet her beloved son again.

When the mother came, Malin Kundang, in front of his well dressed wife, his crews and his own gloriness, denied to meet that old, poor and dirty woman. For three times she begged Malin Kundang and for three times yelled at him. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!” Then he ordered his crews to set sail.

Enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.



2. Tes Kinerja (Performasi)

Untuk setiap kalimat, diberi nilai maksimal 3 bila kategori dalam speakingnya sudah tepat

Jumlah skor maksimal : $5 \times 3 = 15$

Nilai maksimal : = 3

Nilai siswa : $\frac{\text{jumlah skor maksimal}}{\text{nilai maksimal}}$

Guru Bidang Studi : Dra. Endah Suprihatiningsih
Mahasiswa : Yunisty Andarie

Bandar Lampung, 2016

Dra. Endah Suprihatiningsih

Yunisty Andarie

Mengetahui

Kepala Sekolah SMK Taruna Bandar Lampung

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LAMPUNG

Haikal Fasya.S.H

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KTSP
CONTROL CLASS

Nama Sekolah : SMK Taruna Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 1

Standar Kompetensi :

10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kompetensi Dasar :

- 10.2 Mengungkap-kan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive*, dan *news item*

Indikator :

1. Memahami percakapan sederhana dengan seksama
2. Melakukan monolog untuk menyampaikan sebuah cerita

Tujuan Pembelajaran :

Siswa dapat berinteraksi secara lisan dalam hal *retelling* bersama dikelas

Materi Ajar :

Menceritakan kembali dongeng Cinderella

Teknik/Metode Pembelajaran :

Diskusi

Siswa membentuk beberapa kelompok didalam kelas, masing-masing kelompok berisi 6 siswa dan siswa membahas cerita secara bersama-sama

Langkah Pembelajaran :**1. Kegiatan Awal :**

- a. Memberi salam
- b. Membaca doa
- c. Mengabsen siswa
- d. Menjelaskan kepada siswa tentang materi yang akan disampaikan yaitu tentang *story telling* melalui teknik diskusi

2. Kegiatan Inti :

- a. Membagi siswa menjadi beberapa kelompok, 6-8 orang dalam satu kelompok
- b. Membuat lingkaran kecil di masing-masing kelompok
- c. Lamanya waktu diskusi adalah 40 menit
- d. Guru memberikan tugas yang harus didiskusikan
- e. Guru memberitahu cara melaporkan tugas
Misalnya berupa rangkuman, kesimpulan-kesimpulan atau pemecahan masalah
- f. Guru menunjuk perwakilan kelompok untuk membahas hasil diskusi mereka

3. Kegiatan Penutup :

- a. Membahas kalimat-kalimat yang diucapkan siswa
- b. Tanya jawab tentang kesulitan yang siswa hadapi
- c. Memberi motivasi dan nasehat
- d. Membaca doa
- e. Salam penutup

4. Sumber Belajar :

- a. Kamus Bahasa *Inggris* Jhon M. Echols, PT. Gramedia Pustaka, Jakarta, 2007
- b. Buku teks bahasa *Inggris* Creative English, Ng Foo Mun Dkk, Erlangga, Jakarta, 2013

Penilaian :

1. Tes lisan berbicara
Menceritakan sebuah cerita secara berantai

Cinderella

By: Charles Perrault

One day, there was a beautiful girl named Cinderella. She lived with a wicked stepmother and her two stepsisters. They treated Cinderella very bad and did not appreciate her. Near from her home, there was a king's palace which was so beautiful and there would be held a big party. Her stepmother and her sisters were invited to attend the party. However, they did not allow her to go to the party. She was ordered to sew the party dresses that would be worn by her mother and sisters. While, she did

not have time to sew her dress. Her mother and her sisters went to a party and left Cinderella alone at home.

She felt very sad and cried. Between her tears, suddenly a fairy godmother appeared and said “do not cry, I can send you to the ball now!”, But she kept crying and looked so sad. She said, “I do not have a dress to wear in the ball”. The fairy godmother of course would not be worry and waved the wand to transform the Cinderella’s old clothes into the new dress which was very beautiful. Furthermore, that fairy godmother touched Cinderella’s foot with the wand and suddenly Cinderella had beautiful glass slippers. Cinderella was shocked and said, “wow, thank you, but how I could go to the ball?”. Fairy godmother then went into the kitchen and saw four rats. She turned it into golden four horses and into a beautiful buggy. Before leaving home, the Fairy Godmother said “Cinderella, you have to go home at middle of the night, because this magic will works only until midnight!”

When Cinderella entered the palace, everyone was stunned by her beautiful face. In fact, no one recognized her because she was so different. Cinderella was so pretty with the dress and the glass slippers. A handsome prince also saw Cinderella and he fell in love. He met Cinderella and asked, “Do you want to dance?” And she said, “yes, I want to dance with you”. Prince and Cinderella danced during the night and she was so happy at that night. She forgot the fairy godmother warning that she should go home in the middle of the night. At the last moment, Cinderella remembered her promise to the fairy godmother and went home. “I must go!”, said

her. She ran quickly and one of her glass slippers left but she did not come back to pick it up.

Cinderella arrived home a few minutes later. When she arrived, the clock struck in twelve. The horses and the buggy back into the previous shape and she did not wear the glass slippers and the beautiful dress anymore. After that, her stepmother and sisters came home and talked about the beautiful women who danced with the prince. They were very curious about the identity of the woman who suddenly appeared.

In the palace, Prince kept thinking about Cinderella and he fell in love. Prince wanted to find out the identity of the girl, but he even did not know her name. Prince has only found the glass slipper, and he said, "I will find her, and I will marry the woman whose foot fits into this glass slipper!"

In the next day, the prince and his bodyguards went to all the existing home. They wanted to find a woman whose foot matched with the size of the shoe. Cinderella stepsisters also tried the glass slipper but their feet do not match. When Cinderella wanted to try, her stepmother prevented and forbidden her. However, the prince said, "let her trying!". When Cinderella wore a glass slipper, she had a perfect leg for the shoe. The prince then recognized her and he was convinced that she was a woman who danced with him at the dance. He married Cinderella and they lived happily.

2. Tes Kinerja (Performasi)

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Jumlah skor maksimal : $5 \times 3 = 15$

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Bandar Lampung, 2016

Guru Bidang Studi

Mahasiswa

Dra. Endah Suprihatiningsih

Yunisty Andarie

Mengetahui

Kepala Sekolah SMK Taruna Bandar Lampung

Haikal Fasya.S.H

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KTSP
CONTROL CLASS

Nama Sekolah : SMK Taruna Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 2

Standar Kompetensi :

10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kompetensi Dasar :

- 10.2 Mengungkap-kan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive*, dan *news item*

Indikator :

1. Melakukan monolog untuk menyampaikan sebuah cerita
2. Berbicara secara lisan

Tujuan Pembelajaran :

Siswa dapat berinteraksi secara lisan dalam hal *retelling* bersama dikelas

Materi Ajar :

Menceritakan kembali dongeng Timun Mas

Teknik/Metode Pembelajaran :

Diskusi

Siswa membentuk beberapa kelompok didalam kelas, masing-masing kelompok berisi 6 siswa dan siswa membahas cerita secara bersama-sama

Langkah Pembelajaran :**1. Kegiatan Awal :**

- a. Memberi salam
- b. Membaca doa
- c. Mengabsen siswa
- d. Menjelaskan kepada siswa tentang materi yang akan disampaikan yaitu tentang story telling melalui teknik diskusi

2. Kegiatan Inti :

- a. Membagi siswa menjadi beberapa kelompok, 6-8 orang dalam satu kelompok
- b. Membuat lingkaran kecil di masing-masing kelompok
- c. Lamanya waktu diskusi adalah 40 menit
- d. Guru memberikan tugas yang harus didiskusikan
- e. Guru memberitahu cara melaporkan tugas
Misalnya berupa rangkuman, kesimpulan-kesimpulan atau pemecahan masalah
- f. Guru menunjuk perwakilan kelompok untuk membahas hasil diskusi mereka

3. Kegiatan Penutup :

- a. Membahas kalimat-kalimat yang diucapkan siswa
- b. Tanya jawab tentang kesulitan yang siswa hadapi
- c. Memberi motivasi dan nasehat
- d. Membaca doa
- e. Salam penutup

4. Sumber Belajar :

- a. Kamus Bahasa *Inggris* Jhon M. Echols, PT. Gramedia Pustaka, Jakarta, 2007
- b. Buku teks bahasa *Inggris* Creative English, Ng Foo Mun Dkk, Erlangga, Jakarta, 2013

Penilaian :

1. Tes lisan berbicara
Menceritakan sebuah cerita secara berantai

Timun Emas

Long time ago, lived an old women named Mbok Sirni. She lived by herself because her husband had long passed away and she had no children. Every day, she prayed so God would give her a child. One night, when she was praying, a giant passed her house and heard her pray. "I can give you a child on one condition," the giant said to Mbok Sirni, "You must give the child back to me when it is six years old." Mbok Sirni was so happy; she did not think about the risk of losing the child later and agreed to take the giant's offer. The giant then gave her a bunch of cucumber seeds. "Plant it around your house." The giant then left without saying anything else. In the

morning, Mbok Sirni planted the seeds. The seeds grew within mere days, and blossomed plentifully. Not longer after that, a big golden cucumber grew from plants. Carefully, Mbok Sirni plucked the golden cucumber and carried it home. With caution and care, she sliced the cucumber. She was very surprised to see a beautiful baby girl inside the cucumber. She then named the baby Timun Emas (it means Golden Cucumber).

Years passed by and Timun Emas has grown to become a lovely and beautiful little girl. She was also smart and kind. Mbok Sirni loved her very much. But she kept thinking about the time the giant would take Timun Emas away from her. One night, Mbok Sirni had a dream. In order to save Timun Emas from the giant, she had to meet the holy man who lived in Mount Gundul. The next morning, Mbok Sirni took leave of Timun Emas to go to Mount Gundul. The holy man then gave her four little bags, each one containing cucumber seeds, needles, salt, and shrimp paste. "Timun Emas can use these to protect herself," said the holy man to Mbok Sirni.

A few days later, the giant came to see Mbok Sirni about her promise. "Mbok Sirni! Where is Timun Emas?" shouted the giant. "My daughter, take these bag with you. It can save you from the giant. Now, run through the back door," said Mbok Sirni. But the giant saw Timun Emas running to the woods. The giant was angry. Starved and enraged, he rushed toward Timun Emas. Mbok Sirni tried to stop him, but the giant was unstoppable.

The giant was getting closer and closer, so Timun Emas opened the first bag she got from Mbok Sirni. Inside the bag were cucumber seeds. She threw the seeds, and instantly they grew into large cucumber field. But the giant ate them all, giving him more strength. As the giant was getting close, Timun Emas took the second bag with needles inside and spilled the content behind her. The needles turned into bamboo trees, sharp and thorny. The giant's body was scratched and bled. "Aaargh, I'll get you, Timun Emas!" shouted the giant as he tried to get himself out from the bamboo field. He made it and still chasing Timun Emas.

Timun Emas then reached the third bag and spilled the salt inside. The ground which the salt touched turned into a deep sea. The giant almost drown and had to swim to cross the sea. After some time, he managed to get out from the water. Timun Emas saw the giant coming, so she reached for the last bag. She took the shrimp paste and threw it. The shrimp paste became a big swamp of boiling mud. The giant was trapped in the middle of the swamp. The mud slowly but surely drowned him. Helpless, he roared out, "Help! Heeeeelp...!" Then the giant drown and died. Timun Mas then immediately went home. Since then, Timun Emas and Mbok Sirni live happily ever after.

2. Penilaian Kinerja (Performasi)

Untuk setiap kalimat, diberi nilai maksimal 3 bila kategori dalam speakingnya sudah tepat

Jumlah skor maksimal : $5 \times 3 = 15$

Nilai maksimal : = 3

Nilai siswa : $\frac{\text{jumlah skor maksimal}}{\text{nilai maksimal}}$

Guru Bidang Studi Bandar Lampung, 2016
Mahasiswa

Dra. Endah Suprihatiningsih Yunisty Andarie

Mengetahui

Kepala Sekolah SMK Taruna Bandar Lampung

Haikal Fasya.S.H

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KTSP
CONTROL CLASS

Nama Sekolah : SMK Taruna Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 3

Standar Kompetensi :

10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kompetensi Dasar :

- 10.2 Mengungkap-kan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive*, dan *news item*

Indikator :

1. Melakukan monolog untuk menyampaikan sebuah cerita
2. Bercerita secara lisan
3. Menjadi *storyteller*

Tujuan Pembelajaran :

Siswa dapat berinteraksi secara lisan dalam hal *retelling* bersama dikelas

Materi Ajar :

Menceritakan kembali dongeng Malin Kundang

Teknik/Metode Pembelajaran :

Diskusi

Siswa membentuk beberapa kelompok didalam kelas, masing-masing kelompok berisi 6 siswa dan siswa membahas cerita secara bersama-sama

Langkah Pembelajaran :**1. Kegiatan Awal :**

- a. Memberi salam
- b. Membaca doa
- c. Mengabsen siswa
- d. Menjelaskan kepada siswa tentang materi yang akan disampaikan yaitu tentang *story telling* melalui teknik diskusi

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Penilaian :

1. Tes lisan berbicara
Menceritakan sebuah cerita secara berantai

The Legend Of Malin Kundang

Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to live hard with his mother.

Malin Kundang was a healthy, dilligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town.

One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin

Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers recognized him, and the news ran fast in the town: Malin Kundang became a rich man and now he is here. His mother, in deep sadness after years of loneliness, ran to the beach to meet her beloved son again.

When the mother came, Malin Kundang, in front of his well dressed wife, his crews and his own glory, denied to meet that old, poor and dirty woman. For three times she begged Malin Kundang and for three times yelled at him. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!” Then he ordered his crews to set sail.

Enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

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Guru Bidang Studi

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Bandar Lampung, 2016

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Yunisty Andarie

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IAIN
RADEN INTAN
LAMPUNG

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