

**THE USE OF ROUND TABLE TECHNIQUE
TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SECOND
SEMESTER OF THE EIGHTH GRADE OF SMP N 3 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2016/2017**



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ABSTRACT

THE USE OF ROUND TABLE TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 3 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

BY
ANISA HUSNI ALKAROMAH

This study deals with the implementation of Round Table Technique (RTT) to improve students' speaking skill in the eighth grade of SMPN 3 Bandar Lampung in the academic year of 2016/2017. RTT is one of cooperative learning technique which led the students to work together in a small group by taking turns in a round table. The objectives of this research was to find out whether RTT is effective to improve students' speaking skill and to measure how far the significant effectiveness of students' speaking skill before and after teaching speaking using RTT.

This research applied quasi experimental research. The object of the research was two classes in the eighth grade of SMPN3 Bandar Lampung. The object was selected by using cluster random sampling from 187 of population in six classes. The first class is VIII E as the experimental group and the second class is VIII C as the control group. The data collected from the score of pre-test and post-test after the treatment. In collecting the data, test had been used in this research. The Instrument of this research was an oral test.

From the data analysis, it was found that the results obtained in the independent sample t-test, that the value of significant generated $Sig.(P_{value}) = 0.002 < \alpha = 0.05$. So, H_a is accepted and H_o is rejected. Based on the computation, it can be concluded that there was asignificant influence of using Round Table Technique to improve students' speaking skill at the second semester of the eighth grade of SMPN 3 Bandar Lampung in the academic year 2016/2017.

Key Words : speaking skill, round table technique, quasi experimental



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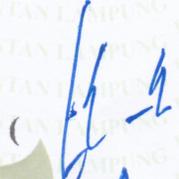
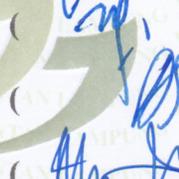
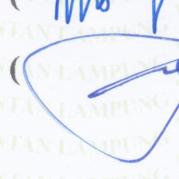
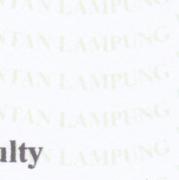
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ADMISSION

A thesis entitled: **THE USE OF ROUND TABLE TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 3 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017**

by: **ANISA HUSNI ALKAROMAH, NPM: 1311040084**, Study Program English Education, was tested in the examination session on Wednesday, October 25th, 2017.

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DECLARATION

In the name of Allah the most Gracious and Merciful.

Hereby, then I fully declare the thesis entitled “**THE USE OF ROUND TABLE TECHNIQUE TO IMPROVE STUDENTS’ SPEAKING SKILL AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 3 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017** ” is completely my own work, and it is not containing the materials that has been published by other people’s ideas unless the information from the references.



Bandar Lampung, October 2017

The Researcher,

ANISA HUSNI ALKAROMAH
NPM. 1311040084

MOTTO

يُشِيتُ اللَّهُ الَّذِينَ ءَامَنُوا بِالْقَوْلِ الثَّابِتِ فِي الْحَيَاةِ الدُّنْيَا وَفِي
الْآخِرَةِ وَيُضِلُّ اللَّهُ الظَّالِمِينَ وَيَفْعَلُ اللَّهُ مَا يَشَاءُ ﴿١٧﴾

Allah confirmeth those who believe by a firm saying in the life of the world and in the Hereafter, and Allah sendeth wrong-doers astray. And Allah doeth what He will. (Q.S Abraham:14:27) ¹

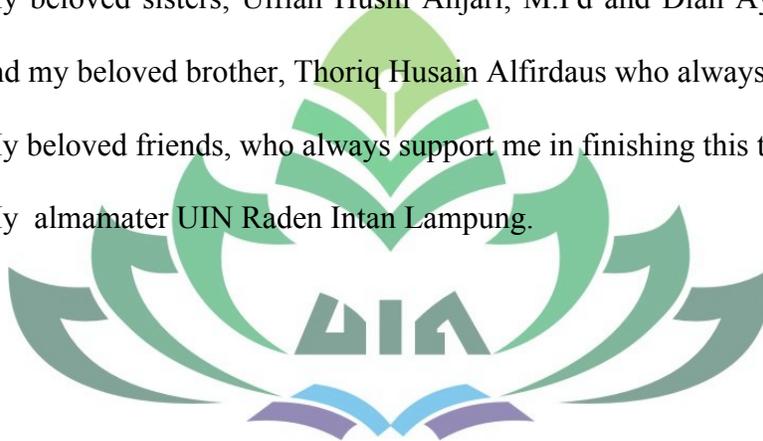


¹ Abdullah Yusuf Ali. *The holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p. 478

DEDICATION

From the depth of my heart. This thesis is proudly dedicated for everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, my father Mr. Kuszaini,S.Pd.I and my mother Mrs. Haniyatin who always inspire, support and give me motivation to study hard until now. Therefore, thank you for giving the financial, moral and spiritual support.
2. My beloved sisters, Ulfiah Husni Anjari, M.Pd and Diah Ayu KDZ, S.Kom and my beloved brother, Thoriq Husain Alfirdaus who always support me.
3. My beloved friends, who always support me in finishing this thesis.
4. My almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Anisa Husni Alkaromah, she was born on August 2nd 1995 in Sumbermulyo, Sumberejo Tanggamus, Lampung. She lives in Sumbermulyo 1 RT/RW 004/002 Kec. Sumberejo, Kab. Tanggamus. She is the third daughter of three siblings. The researcher began her school to SDN 3 Sumbermulyo, in 2001. Therefore, she continued her study to MTs Mambaul Ulum Margoyoso, in 2007. After that, she continued her study to MA Mambaul Ulum in 2010 and she finished her study in 2013. After graduating from Senior High School, she continued her study to Raden Intan State Islamic University of Lampung as an S1 degree student of English Study Program of Tarbiyah and Teacher Training Faculty.



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This thesis entitled “The Use of Round Table Technique to Improve Students’ Speaking Skill at the Second Semester of the Eighth Grade of SMPN 3 Bandar Lampung in the Academic Year of 2016/2017” is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore, the researcher would like to express the deepest sense of gratitude to:

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3. Satria Adi Pradana, M.Pd the co-advisor who patiently educated, supported, directed, and given the researcher countless advices, suggestions and recommendations for this graduating paper from beginning until the end.
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Finally, the researcher is aware that the thesis has a lot of weaknesses. Therefore, the researcher truthfully welcomes comments and criticisms from readers for enhance the quality of the thesis. Furthmore, the researcher expects that the thesis is useful for the researcher particulary and the readers generally, especially for those who are involved in English Teaching Profession

Bandar Lampung, Oktober 2017

The Researcher



CHAPTER I

INTRODUCTION

A. Background of the Problem

As social being, every human certainly needs to interact with others in order to grant their needs. The interaction in this case is the way human communicate to others. In order to communicate with others, human requires a tool or instrument to convey his/her ideas and intentions to be accepted and understood. The instrument is called a language. According to Ogden, language is one of distinctive characteristics of human being. Without formal instruction, we learn from infancy the skill that we need to be successful users of language. In acquiring language, we learn words, and how to put the together we learn to link words and sentences to meaning we learn how to use these structures to get what we want, to say how we feel, and to form social bound others.¹ It also explained from holy quran in Arrahman ayat 1 to 4:

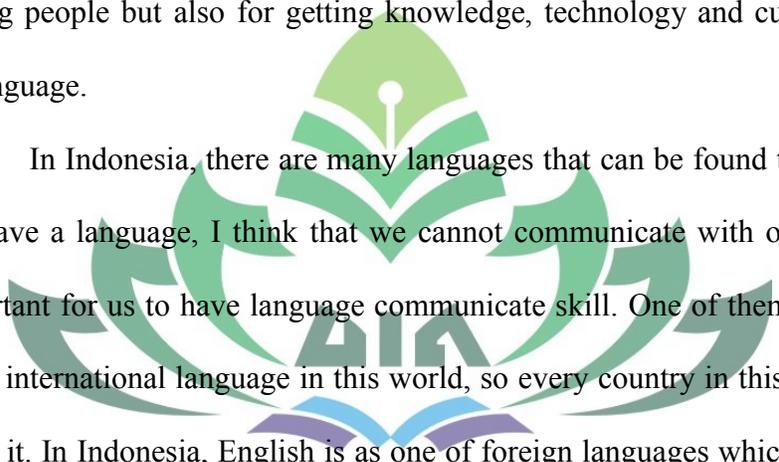
الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ لُبِّيَانًا (٤)

“1. The Most Beneficent (Allah)! 2 Has taught (you mankind) the Qur’an (by his Mercy). 3. He created man. 4. He taught him eloquent speech.”
(Ar-Rahman 1-4)²

¹ Richard Ogden. *An Introduction to English Phonetics* (Edinburg: Edinburg University Press.Ltd,2009). p.1

² Abdullah Yusuf Ali. *The holy Qur’an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p. 1067

Based on Quran verses above, it can be seen that language is a skill that given to human from God. This statement is supported by His firman that He created human with the knowledge and language skill. And it can be seen that in order to interact with other, human can use many ways to convey their ideas and intentions such as voice, gesture, and symbols. Thus, a human can interact either oral, written and gestures to express our feeling. Language is very important in our life because language is a tool to be used, not only for the communication among people but also for getting knowledge, technology and culture by using its language.

The logo for AIA (Asosiasi Indonesia) is centered on the page. It features a green stylized tree or plant with a white circle at the top, and a blue stylized book or open book at the bottom. The letters 'AIA' are prominently displayed in the center of the logo in a bold, blue font.

In Indonesia, there are many languages that can be found there. If we do not have a language, I think that we cannot communicate with others. So, it is important for us to have language communicate skill. One of them is English. It is the international language in this world, so every country in this world studies about it. In Indonesia, English is as one of foreign languages which are taught in every educational institution. English is a means for the students to develop science, technology, culture and art. The final objective of teaching and learning process is that the students are expected to master the four skills of language: listening, speaking, reading, and writing. Teaching and learning will be successful if they are supported by some factors such as the method that is used in teaching English, completeness of teaching facilitation, interesting media, and condition of school environment.

Richard states the mastery of speaking skills in English is priority formally in second language or foreign learners.³ The junior high schools students are expected to be able to express meaning of short functional text and monologues in many kinds of text such as recounts, descriptive, and narrative either formally and informally.

In the speaking class, the students should be taught how to speak. However, teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. According to Brown, there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.⁴

In fact, based on the preliminary research it had been done on October to December 2016 in SMP 3 Bandar Lampung. In Grade VIII SMPN 3 Bandar Lampung, and by interviewing the English teacher, since she thought in that school till now most of students in grade eight have many problems to practice speaking exercise, because they have many factors to face it. Like they did not do exercise, they afraid to speak up in front of the class. There are many students still have difficulty to speak English fluently. As a foreign language, it can be understood that English is difficult to be mastered because English is not used in everyday conversation. There are many factors why students in the

³ Ibid, p. 8

⁴ H. Brown Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy*. (New York: Addison Wesley Longman, 2001) , p. 270

school still have difficulty to speak English. Those factors are lack of vocabulary, limitation of practice to speak English and psychological factor such as being nervous and fear to speak English. The first factor is lack of vocabulary, the students mostly difficult in arranging suitable words or vocabulary into a sentence that they want to say. Some of them still hesitate to speak in English, whether they are correct or wrong. The second factor is limitation of practice to speak English, in English class the students mostly receive information from their teacher and they become passive rather than active. Some of the students still have difficulty to speak English because lack of practice whether in the class or outside the class. The next is psychological factors such as being nervous and fear to speak. It is because they are afraid to make mistake, whether they speak correctly or not. The difficulty to speak English can be decreased by considering those factors. The teacher can use alternative methods and techniques to help the students overcome their difficulty.

Actually, the students have been given many opportunities to speak English such as presentation, discussion, question and answer. However, many of them likely like to keep silent rather than speak to deliver their ideas. Therefore, learning to speak English must be designed as efficient as possible in order to make the students explore their ability in speaking English. The teacher should provide opportunities to the students to speak English confidently. Beside that, the students' speaking score can be seen in the following table:

Table 1.1
Score of Students' Speaking at the Second Semester of the Eighth Grade
of SMP N 3 Bandar Lampung in the Academic Year of 2016/2017

No	Student's Score	The number of student						Total	Percentage
		VIII A	VIII B	VIII C	VIII D	VIII E	VIII F		
1	≥ 70	11	25	9	10	8	4	67	37,8 %
2	< 70	19	5	21	19	20	26	110	62,2 %
Total		30	30	30	29	28	30	177	100 %

Source : teacher's Documentation of the eighth grade students of SMPN 3 Bandar Lampung in academic year of 2016/2017

Based on the table above, it can be explained that about 110 or 62,2 % students still get score speaking under 70. It was explained from interview by teacher if the students get score 70 in speaking, it filled the criteria of minimum mastery (KKM). It means the students should have score 70 or more .

Even based on questionnaires were given to the students of SMP N 3 Bandar Lampung of grade VIII. It is found some factors of students' problems in learning English especially speaking those are the first, students find the problems in developing practice speaking with their friend; the second, students have difficulties find and express of meaning words in English; the third, students have difficulties in speaking fluency. In other side, the teacher just used small group discussion as technique in speaking class. She never used another technique or strategy before. It is uninteresting technique to teach speaking. To overcome these problems they need various techniques in speaking. Considering the problem above it will be solved by using a technique that makes the students always keep practicing in speaking.

One of the techniques in cooperative learning is Round Table Technique (RTT). Harms, Emily and Myers say: “Round Table is a student-led approach to individual presentations. Round Table consists of small groups of five students, with each student having a specific role.”⁵ In addition, according to Kagan Round Table Technique is learning technique where the students take turn in their team by generating their responses, solving problems, or making a contribution to a project.⁶

It can be concluded that Round Table Technique regarded to be important to implement because this technique focuses on speaking activity with small group discussion that consists some of students. It can develop students’ active participation in teaching and learning process especially in speaking class.

From the above explanation, it is hoped that Round Table Technique can be used as one of the way to teach speaking in the grade eight students SMPN 3 Bandar Lampung. By implementing this technique, it is expected that it can help the teacher to provide fun and enjoyable learning activity. In short, it can help the students to improve their speaking ability.

Considering the benefits of Round Table Technique in improving students’ speaking skill, this research attempts to analyze the effectiveness of the implementation of Round Table Technique in teaching learning process in

⁵ Harms, Emily and Myers, CeAnn. *Empowering Students Through Speaking Round Tables* (Japan: Journal of Language Education in Asia Volume 4. 2013), p.40

⁶ Spencer Kagan & Kagan Miguel. *Kagan Cooperative Learning* (San Clemente: Kagan Publishing. 2009), p.6.34

the Eighth Grade in SMP N 3 Bandar Lampung. Besides that regulating teaching technique used by the teacher is Small Group Discussion. Therefore, in this experiment that Round Table Technique in experimen class and Small Group Discussion in Control Group.

Moreover, in order to make students are able to communicate using foreign language properly, students need to be trained more using that language for communication. However, success in achieving the goal of language learning determined by several factors they are: the teachers, students, medias, models, methods, techniques, learning atmosphere, and learning technologies. Each of these elements are interrelated and collaborated to achieve the learning objectives. One of the elements that need more attention is the teacher's ability to adopt the model, method, technique and innovative strategy to be applied in their class according to the students' need and interest.

B. Identification of the Problem

The problem existing in SMPN 03 Bandar Lampung in learning English is speaking skill. It could be seen that :

1. Some students were still low in fluency in speaking skill
2. There were no variations of techniques in teaching speaking,
3. The students had no motivation in speaking test. The role of students in teaching and learning process is only as the object of learning.

C. Limitation of the Problems

Since this research is focused on the improving students' speaking skill, the researcher most likely to limit the problem on the influence of Round Table Technique in improving students' speaking skill in the eighth grade students of SMPN 3 Bandar Lampung in the academic year of 2016/2017. This research only focuses on the use of Round Table Technique in teaching speaking and its effectiveness toward students' speaking skill.

D. Formulations of the Problem

Based on the research background above, it formulates some problems of the statement as follows:

1. How effective is the implementation of Round Table Technique to improve students' speaking skill in the eighth grade students of SMPN 3 of Bandar Lampung in the academic year 2016/2017?
2. To what extent is the significant effectiveness before and after teaching speaking using Round Table Technique?

E. Objectives of the Research

Considering the above problems, the objectives of this research can be elaborated obviously to describe, to find, and to measure the effectiveness of implementation Round Table Technique to improve students' speaking skill in the eighth grade students of SMP N 3 Bandar Lampung in the academic year of 2016/2017, which is described as follows:

1. To find out whether the realization of Round Table technique is effective toward students' speaking skill in the second grade students of SMPN 3 Bandar Lampung in the academic year of 2016/2017.
2. To measure how far the significant effectiveness of the students' speaking skill before and after teaching speaking using Round Table Technique.

F. The Use of the Research

Since, this research focuses on the implementation of Round Table technique to improve students' speaking skill, the result of this research is expected to give useful and worthwhile information and contribution for the students, educators, English teachers and English academicians to know more about Round Table Technique as a way to teach speaking.

1. Theoretically
 - a. Giving some contribution to enlarge and enrich the English language teaching methodologies especially the knowledge about Round Table Technique which is hoped after reading this research, the readers will have more understanding about Round Table Technique as a way to teach English.
 - b. Giving more information about Round Table Technique for further researchers to conduct further researchers with the similar problem of speaking ability improvement.

2. Practically

a. The Researcher

This research can be used as starting point in improving the researcher teaching experience and it is hoped can contribute to help the researcher to find out more about the best technique to teach speaking.

b. The students

This research can significantly influence students' activeness to speak and awareness to responsible on their task in a group through Round Table Technique. It is hoped that the students will be more motivated to speak English well.

c. The English Teachers

This research can give an objective description to the teacher on how to teach speaking to the students through Round Table Technique. It is hoped that teachers can develop language teaching methods and improve the quality of teaching learning process.

d. The Institution

The result of this research can contribute to the institution to develop and create English language curriculum appropriate with the student's need. Thus, students are able to get satisfactory achievement.

F. Scope of the Research

1. Subject of the research

The subject of the research is one of six classes of eighth grade students in SMPN 3 Bandar Lampung in academic year 2016/2017

2. Object of the research

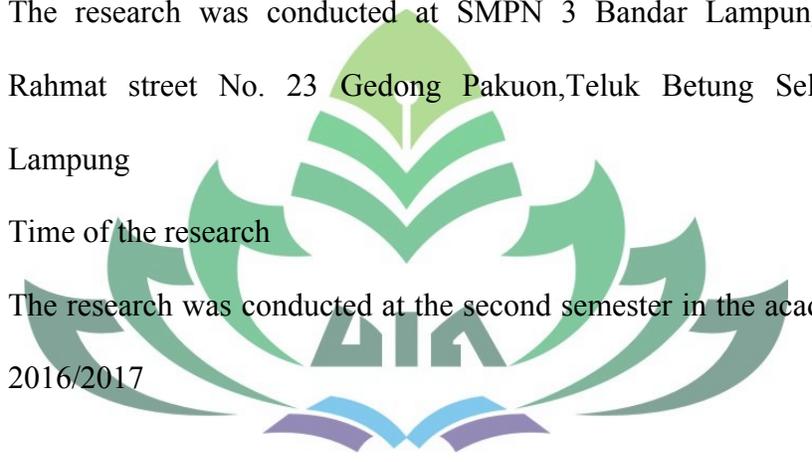
The object of the research is the use of technique to improve speaking skill.

3. Place of the research

The research was conducted at SMPN 3 Bandar Lampung, at Basuki Rahmat street No. 23 Gedong Pakuon, Teluk Betung Selatan Bandar Lampung

4. Time of the research

The research was conducted at the second semester in the academic year of 2016/2017



CHAPTER II

FRAME OF THEORIES

A. Concept of Teaching English as Foreign Language

English in Indonesia is more like to be taught and learnt only as a foreign language. It means that learning and teaching English occurs mostly in classrooms, rather than during daily communication. Teaching English is something people do when they are ready to change their lives. According to Bern cited by Sulistiyo, he said that defined foreign language learning as learning a target language in a country that does not use this language as a speech community.¹ But English learner in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom. In summary, several factors appear to impede the success of teaching and learning EFL in Indonesia. Teacher qualifications and low English proficiency, classroom size, students' motivation, classroom-oriented learning, and limited sources of learning are factors that strongly influence EFL teaching and learning success.²

Based on the explanation above teacher must be designed the lesson appropriate to teaching English as foreign language, like teaching skills and knowledge of the subject matter—are crucial to assessing what EFL teachers need to learn during their pre-service teacher program.

¹ Urip Sulistiyo. *Improving English as a Foreign Language Teacher Education in Indonesia*. (Jambi: RMIT University. Thesis. 2015), p.13

²Ibid. pp.15-16

B. Concept of Speaking

1. Definition of Speaking

Speaking is a process of uttering something as the representation of someone's thought or feeling. Speaking is productive skill where the speaker produces something through utterance to convey their meaning and intention to the listener. As assumed by Brown language is a system for the expression of meaning, primary function interaction and communication. In order to communicate and interact with other people need to express their meaning by producing something to gain the listener understanding. For this reason speaking become the most important part of people daily life especially for interaction and communication. Speaking allow people to express what they see, feel and think through utterances.³

Moreover, speaking describes as an interactive process of constructing meaning that involves producing, receiving and processing information. In line with Flores, Brown also state that: "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test"⁴.

The way of speech is very demanding for social relationship. For that Allah almighty says:

³ H. Brown Douglas, *Language Assessment Principles and Classroom Practices*, (New Jersey: Longman, 2004), p. 139

⁴ Ibid, p. 140

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ كَانَ لِلْإِنْسَانِ
 عَدُوًّا مُّبِينًا ﴿٥٣﴾

“And tell My servants to say that which is best. Indeed Satan induces (dissension) among them. Indeed Satan is ever, to mankind, a clear enemy. (Al-Isra:53)”⁵

A lot of the Qur’an verses from our Holy Qur’an told us that the way of speech can be understood by good speaking. It described as such as the verse before, He ask us to do a good activity and good talking. So that it will become good communication that consist of producing systematic and meaningful verbal of the speaker.

2. The Elements of Speaking

Meanwhile, in part of a speaker’s productive ability involves the knowledge of language skill such as those discussed above, the success of spoken production also depend on the rapid processing skills that taking necessitates , they are:

Heaton defines speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process. ⁶

⁵ Abdullah Yusuf Ali. *The holy Qur’an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p. 365

⁶ J Heaton, B. *Writing English Language Test (New Edition)*.(New York: New York Inc. 1990) p, 70

1. Pronunciation (including the segmental features-vowels and consonants, the stress and intonation patterns)

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the law language that do not exist in language they already know.

2. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speakers do not mastering grammar structure, they cannot speak English well.

3. Vocabulary

Vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

4. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al, fluency can be thought of as ‘the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

5. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

Based on above explanation, it can be inferred that there are five elements needed for spoken production they are pronunciation, grammar, vocabulary, fluency and comprehension.

3. Types of Classroom Speaking Performance

Brown, stated that there are five categorizes of speaking performance assessment tasks, described as follows:

a. Imitative

It is described as the ability to simply parrot back (imitative) a word or phrase or possibly a sentence.

b. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship. The example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentence level.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard, greeting and small talk, simple requests and comments, and the like. For example: Mary :”Excuse me, do you have the time?” Doug : “Yeah. Nine-fifteen.”

d. Interactive

It is similar with the previous category which is representative, however it is different in the length and complexity of the interaction, which someone includes multiple exchanges and/or multiple participants.

e. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for

oral interaction from listeners is either highly limited (perhaps for nonverbal response) or ruled out together.

4. Activities to Promote Speaking

To create classroom speaking activities that will develop communicative competence, teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression. Here are some activities that can be done in the speaking class to promote speaking according to Kayi :

a. Discussions

For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

b. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

c. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap

activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

e. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening.

In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

j. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: Diamonds: Earning money Hearts: Love and relationships Spades: An unforgettable memory Clubs: Best teacher Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

k. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

l. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

m. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.⁷

⁷ Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. University of Nevada. The Internet TESL Journal, Vol. XII, No. 11, November 2006 (<http://iteslj.org/> being accessed on September 5th, 2017),p.11

C. Concept of Speaking Skill

Many definitions about speaking have been proposed by language experts. Speaking is a productive skill. It involves using speech to express meaning to other people. The essential components mentioned to exist in speaking are the speakers, the hearers, the message and the response. In the process of speaking, the students have to pronounce words, use intonation and use stress properly because they are all connected to each other which the listener can get the message of the conversation.

In the same respect, Nunan agrees with Spratt et al. that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning.⁸ In addition, Harmer defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot.’⁹ It needs the ability to assist in the management of speaking turns and non-verbal language. Therefore, spoken fluency is required to reach the goal of the conversation. Brown also said that: “Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and

⁸Nunan Spratt, M., Pulverness, A., & Williams, M. *The TKT Course*. (Cambridge: Cambridge University Press. 2005) p. 48

⁹Jeremy Harmer. *The Practice of English Language Teaching*. (Harlow: Longman. 2001) p, 269

effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test".¹⁰

From the definition above, The purpose of speaking is to share knowledge, information and ideas. It can be concluded that speaking skill is one of productive skills to share idea and information through the use verbal or non-verbal language in using english with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension.

E. Concept of Teaching Speaking Skill

As the productive skill, speaking is the most important part of second language learning, because it is contribute to the ability to communicate in the target language fluently. Therefore, it is very essential for language teachers to pay more attention to teach speaking, rather than leading students to only receive information given by the teacher. Since, it is productive skill, teaching speaking should give students opportunity to produce something by giving more practice to speak in the target language. In order to do so, language teachers are expected to provide such interactive activity to encourage the students to speak in the target language actively. There are various speaking activities that can be applied in the classroom to improve student's speaking skill as described above in point 4. Those activities can

¹⁰ H. Brown Douglas. *Language Assessment: Principles and Classroom Practices*. (New York: Longman. 2004), p. 140

contribute a great deal toward student's speaking skill improvement, since it can help them to develop their ability. The more students practice to use the target language, the more they can, because language is habit rather than theory. In the other hand, scoring and measure the student's speaking ability also not easy. Brown argues,

“Oral production test, unlike comprehensions, takes time, money and ingenuity to measure. The best tests of oral proficiency involve a one-on-one tester/ test taker relationship, live performance, a careful specification of tasks to be accomplished during the test, and a scoring rubric that is truly descriptive of ability.”¹¹

From the above explanation it can be understood that speaking is the spoken communication consist of producing systematic and meaningful verbal utterance that used to deliver meaning and intention.

F. Round Table Technique (RTT)

1. Definition of Round Table Technique (RTT) as Cooperative Learning Technique

Round Table Technique is one of cooperative learning technique which led the students to work together in a small group by taking turns in a round table. Cooperative learning itself defines as broader concept covering all types of group work including group work that led or directed by the teacher.¹²

¹¹ Brown, H, Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy*. (New York: Addison Wesley Longman.2001). p.397

¹²Suprijono, Agus. *Cooperative Learning: Teori dan Aplikasi PAIKEM*.

Meanwhile, Felder and Brent define,

“Cooperative learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project”.¹³

According to above explanations, it can be inferred that cooperative learning is one of structured teaching and learning activity which is emphasize on student’s group work in a heterogenic team that can produce positive dependence, so that it is able to elicit responsibility among members in a group. In cooperative learning, it is more than students centered, rather than teacher centered. In other word, students are asserted to be more active and productive, rather than passive and receptive.

Suprijono argues that cooperative learning is different from team work. There are some elements of cooperative learning that differentiate it from another team work. Those elements are described by Roger and David cited by Suprijono as follows:

(Yogyakarta: Pustaka Pelajar. 2009) p. 48

¹³ Felder, Richard M and Brent, Rebecca. *Cooperative Learning*.

(Washington, DC: American Chemical Society Retrieved Monday, April 7th 2014 2:39:36 pm at P.A. Mabrouk, ed., *Active Learning: Models from the Analytical Sciences*. 2007) ,p.1

a. Positive interdependence

Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

b. Personal responsibility or individual accountability

All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

c. Face to face promotive interaction

Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

d. Interpersonal skill

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

e. Group processing

Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make the function more effectively in the future.

In line with Suprijono, Felder and Brent argue that cooperative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as cooperative learning to the extent that the five listed elements above are present.

Felder and Brent said that:

“As a team work cooperative learning can be used and applied in any types of assignment and skills, because cooperative learning can give many benefits in learning process. Some of the cooperative learning benefits are cooperatively taught students tend to exhibit higher academic achievement, greater persistence through graduation, better high-level reasoning and critical thinking skills, deeper understanding of learned material, greater time on task and less disruptive behavior in class, lower levels of anxiety and stress, greater intrinsic motivation to learn and achieve, greater ability to view situations from others perspectives, more positive and supportive relationships with peers, more positive attitudes toward subject areas, and higher self-esteem. Another nontrivial benefit for instructors is that when assignments are done cooperatively, the number of papers to grade decreases by a factor of three or four.”¹⁴

Based on explanation above it can be seen that there are many techniques in cooperative learning that can be applied to assess the students' performance, some of them are jigsaw, think-pair-share, peer editing, peer-led team learning, problem sets and many others. Round Table Technique is one of those cooperative learning techniques that can be applied in teaching speaking.

¹⁴ Ibid, p.20

Kagan argues that Round Table Technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table.¹⁵ In line with Kagan, Mccafferty cited by Ratnasari argues that Round Table Technique is learning technique that applies to appoint each member of the group to participate in the group by taking turns to form a round table or sit in circle.¹⁶

2. Steps of Round Table Technique

Round Table Technique is originally designed for teaching writing, but in practice this technique can be developed to teach all kinds of subjects and skills. According to Kagan , the steps of Round Table Technique are:

1. The teacher assigns a topic or question and provides think time.
2. All four students respond, simultaneously writing, drawing, or building something with manipulatives.
3. The teacher signals time, or students place thumbs up when done with the problem.
4. Students pass papers or projects one person clockwise.

¹⁵ Kagan, Spencer & Kagan, Miguel. *Kagan Cooperative Learning*. (San Clemente: Kagan Publishing. 2009), p.6.34

¹⁶ Ratnasari, Sekar Chandra. *Effectifitas Model Pembelajaran Kooperatif Tipe Round Table Dalam Meningkatkan Ketrampilan Menulis Siswa*. (Jakarta: UPI. Skripsi Retrieved. 2016, Wednesday, December 11 perpustakaan.upi.edu) p. 5

5. Students continue, adding to what was already completed.
6. Continue, starting at Step 3.¹⁷

Moreover, Kagan described that in team of Round Table Technique, each student write a response on their own piece of paper. Then Students pass their papers clockwise so each teammate can add to the prior responses. Meanwhile, according to Lie , the steps of Round Table Technique are;

- a. One of the students in each group begins by giving views and thoughts on the task at hand;
- b. The next student has also contributed;
- c. Speaking can turn clockwise.

Based on the explanation above it can be conclude that steps Round Table Technique in teaching speaking are:

1. The teacher will shape the students in some groups. And each groups consists of 4-6 students
2. Each student sits with their group in small circle and round the table
3. Each group chooses one story that given by the teacher
4. Each member of group starts telling the story by turns. Its arranging with the member collaboration

¹⁷ Opcit. Kagan, p. 6.34

5. In each group the first student can start to tell the story and the next student also contribute from the first students and continue to other students.
6. Speaking can start in one direction like clockwise.

Harms and Mayers conducted research by implementing Round Table Technique to teach speaking and describe Round Table Technique is a student-led approach to individual presentations. Round Table consists of small groups of five students, with each student having a specific role. These roles rotate among students throughout the semester, allowing students to practice each role. Furthermore, Harms and Mayers argues that implementing Round Table Technique may appear complicated at first, but with careful introduction and explanation teacher can implement them with great success.¹⁸

3. The Benefits of Round Table Technique

As cooperative learning, Round Table Technique contributes to make learning process actively and interactively. Here they are some benefits of Round Table Technique according to Harms and Mayers

¹⁸Harms, Emily and Myers, CeAnn. *Empowering Students Through Speaking Round Tables*. (Journal of Language Education in Asia Volume 4. Japan. Toyo University. 2013), p. 44

- a) Strengthening classroom relationship
- b) Integrating speaking and listening skill
- c) Building confidence and speaking fluency
- d) Improving students autonomy
- e) Using class time efficiently
- f) Providing students with multiple opportunities to speak.

In the end, Harms and Mayers states that Round Table Technique have proven to be a highly successful method of increasing student confidence, improving presentation skills, and creating more motivated independent learners. The rotating roles help students increase their confidence and integrate their listening and speaking skills, and are practical to implement in the classroom.¹⁹

4. The Disadvantages of Round Table Technique

According to Muarivah the disadvantages of RTT are:

- a. It is time consuming
- b. When team members pass ideas around the room, they might hold back simply because they know that the person next to them will see what they have written. This is one of disadvantages of roundtable technique. It is because when they write their idea, their friend who sit next to them are able to see the answer or idea;

¹⁹ *ibid.* p. 45

- c. Another is that each person gets inspiration for their new idea from the ideas of only one other person, rather than from the entire group. This situation can happen if there is a student who is low in knowledge. He or she will imitate the idea which is exposed by their friend before them. It will make similarity ideas.²⁰

G. Small Group Discussion Technique

1. Definition of Small Group Discussion

Kindsvatter states,

“A small-group discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach”.²¹

According to Gulley as quoted by Hastoyo stated that a group is more than a collection of individuals assembled in the same place. He adds that the accomplishment of the group tasks has involved interaction.²²

According to Hoover cited by Honang, discussion is the process of talking things over among two or more persons, preferably face to face. He added that the total discussion process ideally is a

²⁰ Titik Murviah. *The Use of Round Table and Think Pair Share Technique to Improve Students' Reading Comprehension*. (Salatiga IAIN: Salatiga, 2015), p. 25

²¹ Kindsvatter, R, William Wilen & Margaret Ishler . *Dynamics of effective teaching*. (London: Longman Published Ltd.1996), p. 242

²² Hastoyo, Sovenda Septa. *Improving Students' Speaking Competence through Small Group Discussion*. (Solo: Thesis-Unpublished. 2010), p.33

cooperative effort on the part of a number of individuals to work together as a group, through the exchange of thought orally, toward some group objectives. Risk stated that discussion means thoughtful consideration of the relationship involved in the topic or problem under study.²³

From the explanation above, it can be concluded that small group discussion is the technique which consists of two or more persons in small group for exchange of thought orally to achieve a result in team work, and they can take assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach.

2. The Techniques of Small Group Discussion

According to Dobson as quoted by Antoni explained that discussion techniques used to in small group discussion are outline as follows:

- a. Divide the class into small groups of three to six students each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group to write down these points as they emerge from discussion by group members.
- b. Allow the groups to discuss their respective topic for at least 10 minutes.

When group member have finished their discussion, they should elect a

²³ Honang Adi. R. *Improving speaking skill through smallgroup discussion*. Salatiga: Thesis. 2015, p. 27

spokesman who will report on the group collective thoughts to entire class.

- c. Call on the spokesman of one of the groups. After he gives a short presentation (5 minutes or so), class members should question him or anyone else in the group in view point expressed. You can help general discussion along by addressing your own questions to members of the group.²⁴

Based on the explanation above the students should follow some procedure with the remaining groups until all groups have given their presentation. Finally, the teacher uses the small group discussion during the speaking class and also contribute for the control class.

3. The Advantages of Small Group Discussion

According to Hoover as quoted by Hastoyo explained that there are number of values to be gained through the use of small group discussion:

- a. It tends to develop group cohesion and responsibility.
- b. It encourages the timid person to participate.
- c. It enables to develop greater creativity than would otherwise be possible.
- d. It offers additional opportunities for leadership.

²⁴ Antoni, Rivi. Teaching Speaking Skill through Small Group Discussion Technique at the Accounting Study Program. *Journal of Education and Islamic Studies Vol. 5, Num. 1, January-June 2017*.2014. p. 56

- e. It may be used effectively to assist the class in planning and directing over-all learning activities.

It is also assumed that having a variety of group activities in the classroom will be effective in the way:

- a. It helps teachers deal with differences among learners.
- b. It provides opportunity for students to plan and develop special project on which groups can work together.
- c. It increases students interaction and socialization.²⁵

According to Ur, he believed that group work bring advantages. The first advantages of group work is of course the increased participation. If we have five or six groups then there will be five or six times the amount of talking. Class discussions are very wasteful in terms of the ratio of teacher or student-effort and time to actual language practice taking place; group discussions are relatively efficient. Moreover, this heightened participation is not limited to those who are usually articulate anyway; students who are shy of saying something in front of the whole class, or to the teacher, often find it much easier to express themselves in front of a small group of their peers.²⁶

4. The Disadvantages of Small Group Discussion

- a. It is time-consuming.
- b. Some participants in the group may do all the talking.

²⁵ Hastoyo, Sovenda Septa. Op. Cit, p. 48-49

²⁶ Ur, Penny. *Discussion that work-task-centered fluency practice*. (London: Cambridge University Press. 1981), p .7

- c. It involves less presenter involvement than other methods.
- d. The discussion can easily get off track.²⁷

H. Frame of Thinking

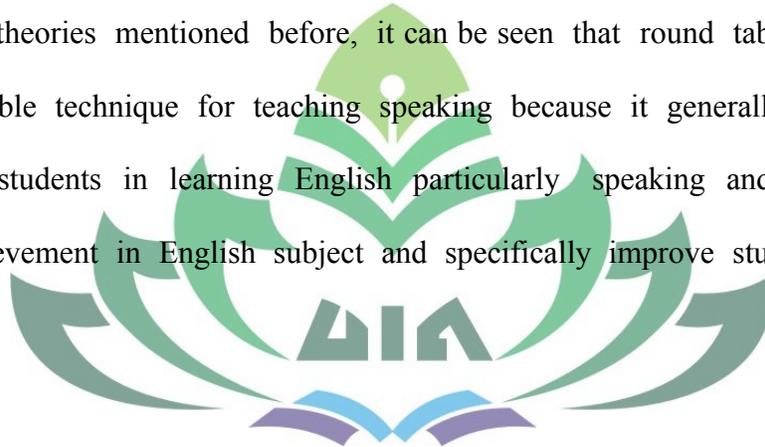
So based on the benefit of round table and problem in that school it can be assumed that roundtable can increase the speaking skill in eight grade. Even it integrates the speaking skill, it is also building confidence and speaking fluency. Then, the round table technique is guessed consider to team work, so it means when the student practice it, they don't be afraid to improve their speaking skill because they do together (with group and friends).

Based on the preliminary research, it is discovered that students get difficulty when they learn speaking or when they had to speak. This was caused by many factors, for example is uninteresting technique that used in class to teach speaking. As a consequence, they get difficulties to understand the lesson given by the teacher. In other words, it can be said that they were not motivate and feel boring during the class speaking.

²⁷ Ernest W. Brewer. *Proven Ways to Get your Message Across.*(California: Corwin Press,Inc. 1997), p. 27

In Round Table Technique, the students work in groups and this is one of structures teaching and learning activity which is emphasize on student's group work in a various team that can produce positive dependence, so that it is able to elicit responsibility among members in a group. In addition this technique round table technique is interesting so that the students feel the new way of learning speaking in classroom.

In relation to the teaching of speaking and referring to the frame of the theories mentioned before, it can be seen that round table technique is suitable technique for teaching speaking because it generally can motivate the students in learning English particularly speaking and gain a better achievement in English subject and specifically improve students' speaking skill.



E. Hypotheses

According to Kasiram, hypothesis is temporary assumption that will be used to determine the purpose of this research. There are two kinds of hypothesis state by Kasiram on his book *Methodologi Penelitian Kualitatif-Kuantitatif* (Research Methodology Quantitative and Qualitative), they are: Alternative Hypothesis (Ha) is hypothesis which is used in positive sentence. Null/NoI Hypothesis (Ho) is hypothesis which is formulated in negative sentence.²⁸

So based on explanation above, the hypotheses in this research can be concluded that :

1. Alternative Hypothesis (Ha)

In this research the alternative hypothesis (Ha) said that Round Table Technique can significantly influence students' speaking skill.

2. Null/NoI Hypothesis (Ho)

In this research the null hypothesis said that Round Table technique can not significantly influence students' speaking skill.

²⁸ Kasiram, Muh *Methodologi Penelitian Kualitatif-Kuantitatif*. (Malang: UIN –Maliki Press. 2010), p. 252

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, experimental design had been used. 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 conclusion about the effect of the experimental treatment on the dependent variable.¹ The kind of experimental design are Pre-experimental Design, True Experimental Design, and Quasi Experimental Design.²

In Experimental Design, it had been used Quasi Experimental Design . According to Sugiyono, the quasi experimental design is a study which is aimed at discovering the influence of particular treatment. This design covers quantitative data and statistical technique in analyzing the data.³ In this case, the Quasi Experimental Pretest - Posttest Group Design had been used. Then, it compares the influence of the treatment towards an experimental class. The research design in this research can be seen below:

$$G1 = T1 \times T2$$

$$G2 = T1 \ 0 \ T2$$

¹ Donald Ary. Et.al. *Introduction to Research in Education English Edition*. (Canada: Wadsworth. Cengage Learning . 2010), p.316

² Sugiyono. *Metode Penelitian pendidikan Kuantitatif, Kualitatif dan R&D* . (Bandung: Alfabeta, 2009), p. 107

³ Donald Ary, et.al; op. Cit. p.317

- G1 : Experimental class
- G2 : Control class
- T1 : Pre-test
- T2 : Post-test
- X : Treatment for experimental class; speaking through RTT
- O : Teaching speaking using Small Group Discussion ⁴

B. Variables of the Research

A variable could be classified according to how they are measured and their functions in the research. Thus, it had been classified as dependent variable and independent variable.⁵ In this research , there are two variables, they are, dependent variable and independent variable. Dependent variable is variables whose change the researcher wishes to explain. Whereas independent variable is variables that help explain the change in the dependent variable.⁶

Based on the explanation above, variables of the research can be seen that:

⁴ Ag, Bambang Setiyadi. *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.142

⁵ Ibid, p. 141

⁶ Patel, Parina. *Introduction to Quantitative Methods*, (Cambridge: Harvard University, 2009), p. 2

1. Round Table Technique with (X) as Independent Variable of the research
2. Student's Speaking Skill with (Y) as Dependent Variable of the research.

C. Operational Definition of Variable

The Operational variables in this research was as follows:

1. Round Table Technique is one of cooperative learning technique which led the students to work together in a small group by taking turns in a round table. Cooperative Learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project.
2. Students' speaking skill (about narative) is one of productive skills to share their idea and information through the use verbal or non-verbal language in using english with good mastery of grammar, vocabulary,pronunciation, fluency and comprehension in narrative or to retell the story.

D. Population

According to Arikunto population is all the individuals of that group.⁷ In this research, the population was the eight grade students of SMPN 3 Bandar Lampung in academic year 2016/2017. A number of students are 187 students in 6 classes. The distribution of the students of the research can be seen in the following table;

Table 3.1
The Population of Research

No	Class	Gender		Total
		Male	Female	
1	8 A	14	16	30
2	8 B	8	22	30
3	8 C	16	14	30
4	8 D	10	19	29
5	8 E	12	16	28
6	8 F	10	20	30
Total		80	107	187

E. Sample

According to Arikunto sample is part of population being researched.⁸ Therefore, sample in this research is taken from population. So, in this research, it was took two of six classes as the sample classes. The two classes were the first as control class and the second one as experimental class.

⁷ Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta : Rineka Cipta. 2002), p. 108

⁸ Ibid, p. 109

F. Sampling Technique

Cluster random sampling technique had been used to determine the experimental class and the control class. If the total area of interest happens to be a big one, a convenient way in which a sample could be taken is to divide the area into a number of smaller non-overlapping areas and then to randomly select a number of these smaller areas (usually called clusters), with the ultimate sample consisting of all (or sample of) units in these small areas or cluster.⁹

Here are steps in determining sample by using cluster random sampling technique:

- 1) First, the paper of six classes was prepared, 8A, 8B, 8C, 8D, 8E, and 8F.
- 2) Next, those pieces of paper were rolled and put them into a box.
- 3) Then the box was shaken until the first rolled -paper comes out of it and then this rolled -paper would be determined as the experimental class is 8F
- 4) The last, the box was shaken again until rolled-paper comes out of it and then this rolled-paper would be determined as the control class is 8C.

⁹ Ibid, p. 65

G. Data Collecting Technique

Data collecting technique had been used to find out the research. In this research, quasi experimental pretest-posttest group design had been used to analyze the data.

H. Instrument of the Research

In this research, the instrument is an oral test. The purpose of the oral test to know the students' skill in speaking. The oral test was to measure the students' speaking skill. To collect the data pre-test and post- test had been used in this research.

a. Pre-test

Pre-test had been conducted before presenting the special treatment. The test was did orally. In pre-test the students have a chance to present in front of the class during 2 minutes in retelling the story. They had been assesed from five criterias, they are fluency, pronunciation, vocabularies, grammar and comprehension. The instrument test had been chosen, because the topic is appropriated with learning material in the syllabus and lesson plan too.

Pre-test Instrument

Table 3.2

No	Topics	Title of Stories
1	Foreign Stories	1. Pinocchio
2	Local Stories	1. Timun Mas 2. Cindelas

b. Post-test

Post-test had been given after conducting the treatment. It had been given to know the students' improvement after they get the treatment. The post-test had been given to the control class and experimental class. The test had been conducted orally by retelling story after they read some stories. The story had been decided from the teacher. The students should perform in front of the class during 2 minutes. The instrument had been chosen same with pre-test's instrument to see how much the differentiation between pre-test and post-test.

Post-test Instrument

Table 3.3

No	Topics	Title of Stories
1	Foreign Stories	1. Pinocchio
2	Local Stories	1. Timun Mas 2. Cinderelas

I. Scoring Scale for Evaluating Students' Speaking Skill

According to Brown there are five categories of Oral Proficiency Scoring.

Table 3.4 Oral Proficiency Scoring Categories

		Level	Description
Grammar	1		Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2		. Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3		Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4		Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5		Equivalent to that of an educated native speaker.
		Level	Description
Vocabulary	1		Speaking vocabulary inadequate to express anything but the most elementary needs
	2		Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3		Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4		Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5		Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

	Level	Description
Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker. ¹⁰

¹⁰Brown, H, Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy.* (New York: Addison Wesley Longman,2001) ,p. 406-407

$$\text{Score} = \frac{\text{Total Score}}{25} \times 100$$

Table 3.5 Scoring Standards and Range in Speaking Assesments

Standards of Scoring	Range of Score
Excellent	80 -100
Very good	73 -79
Good	65 -72
Average	60 – 64
Poor	55 – 59
Very poor	≤ 55

However, there are five components usually used to analyze speech performance, they are relevant respond, grammar, pronunciation, vocabulary and fluency. The scoring also can include accuracy, articulation, the eye contact, expression, intonation and gesture of the speaker. The speaking scoring rubric will be used to collect the data.

J. Research Procedure

In this research, it had been implemented three steps, they are as follows :

1. Planning

After making the planning, the planning would be applied based on research procedure. There were some steps that had been planed. The procedure of making planning of the research could be seen as follow:

a) Determining the subject

In this case, eight grader had been chosen as the subject of the research. There is one class takes as control class and the other class as experimental class.

b) Administering Pre-test

Pre-test had been given and aimed at capturing the students' speaking skill. The pre-test takes during 90 minutes both experimental and control class.

c) Giving Treatments

The treatments had been given within two meeting for experimental class and control class too. In the experimental class it had been used round table as the technique in teaching speaking, while in the control class it would be used conventional way (Small Group Discussion) had been used.

d) Administering the Post-test

Post-test had been done to find out whether there is an increase in the students' speaking achievement or not.

e) Analyzing the data

In analyzing the data ,due to know the different between students' speaking achievement before and after give the treatments. The data was distribut into the scoring table based on the pre-test and post test systematically.

2. Application

After making the planning, it was tried to apply the research procedure that has been already planned. There are some steps in doing this research:

- a) In the first meeting, the pre-test had been given.
- b) After giving the pre-test, the students had been given the treatment.

There are two meetings in control class and two meetings in experimental class. It had been delivered the meeting in experimental class by using round table technique. While in control class this research had been given the treatment by using small group discussion. The treatments had been given in two meeting, because to know the differences between the control class and the experimen class significantly.

- c) The last meeting the post test had been given.

3. Reporting

In this research, reporting had been done for the last procedure. There are two steps in reporting. The steps are as follow:

- a) Analyzing the data that is already received from pre-test and post test.
- b) Making report on the findings.

K. Validity and Reliability of the Test

To know whether the test is good or not, some criterias should be considered. The criterias of good tests were validity (content validity and construct validity), and reliability.

1. Validity of the Test

Validity is a matter of relevance. It means that to measure what is claimed to be measured.¹¹ A test is valid if the test can be really test what needs to be tested correctly. In another word it had high accuracy to measure the aspect that is needed to be measured. In this research there were several aspects in measuring validity of the test. They are:

a) Content Validity

Content validity concerns whether the test are good reflection of the materials that needs to be tested. Content validity refers to instruments that are parallel with matter that had been measured. Because in this research the test had been intended to measure students' speaking skill of the eight grade of junior high school, the test would be given to the students is the test that could measure students' mastery about speaking which based on what they have learnt before on the curriculum. In this case, the instrument had agreement with the objective of the learning in the

¹¹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R & D* (Bandung:Alfabeta, 2014), p. 172

school which was based on the syllabus.

b) Construct Validity

Construct validity refers to assumptions, shows the measurement uses to contain correct operational definition, which is based on the theoretical concept, in another word, construct validity is just like a concept, both of the generalization that need to be defined so clearly that can be measured and be examined. We may think construct validity as labelling issue. Construct validity focusses on the kind of the test that is used to measures the ability. In other words, the test can measure what needs to be measured. The scoring covers five aspects of speaking that are adapted from Brown, they are; pronuntiation, grammar, vocabulary, fluency and comprehension. To make sure the researcher discussed the instrument to the English teacher.

2. Reliability of the Test

Frankel and Wallen stated that reliability refers to consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of item to another.¹² Beside having high validity, a good test must have high reliability. To get the reliability of the test, inter-rater reliability had been used. Inter-

¹² Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research and Education*. (Sun Fransisco :Beth Mejia,2008), p.154

rater reliability counts level of the reliability based on two series of score that are gotten by two raters, they are an English teacher and the researcher.

Then, the result of r_{xy} consulted to the criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.60 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low¹³

After calculating the reliability, it was found that Cronbach's Alpha of reliability in Pre-test was 0.824 and reliability in Post-test was 0.833. It can be concluded that the degree of the level of reliability of the students in pre-test was very high, in post-test was very high. (see appendix 14)

L. Data Analysis

To analyze the result of the data from pre-test and post-test, it will be used the following steps:

¹³ John W Best and James , V. Khan, p.308

a. Normality Test

In this research normality test had been used. Normality test is used to know whether the data have a normal distribution or not.¹⁴ In this research, the statistical computation by using SPSS (*Statistical Package for Social Science*) version 20. had been used for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test were formulated as follows:

Ho : The data have normal distribution

Ha : The data do not have normal distribution.

While the criteria of acceptance or rejection of hypotheses for normality test are as follows :

H₀ is accepted if Sig. > $\alpha = 0.05$

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

b. Homogeneity test

Homogeneity test had been used to know whether the data in experimental class and control class are homogeneous or not. In this research, the statistical computation by using SPSS version 20. (*Statistical Package for the Social Science*) had been used for homogeneity of test. The test of homogeneity employing Levene statistic test. The hypotheses for the homogeneity tests are formulated as follows:

¹⁴ Sudjana, *Metode Statistika*, (Bandung: Tarsito, edisi 6, 2006), p. 466

H_0 = the variances of the data are homogenous.

H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

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

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

c. Hypothetical test

The data of this research had been analyzed statistically. If the fulfillment of the assumptions normally test and homogeneity test were fulfilled, in this research it had been used independent sample t-test. In this case, the statistical computation by using *SPSS* (Statistical *Package* for Social Science) version 20. had been used for hypothetical of test. The purpose of using *SPSS* in this case would to practicality and efficiency in the study.

The hypotheses are

H_a : There is significant influence of using RTT to improve students' speaking skill

H_0 : There is no significant influence of using RTT to improve students' speaking skill

While the criteria of the test

H_0 is refused, if the score of $t_{\text{observed}} < t_{\text{critical}}$, in other case H_a is administered

H_a is accepted, if the score of $t_{\text{observed}} > t_{\text{critical}}$, with $\alpha = 0.05$ (5%)

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Treatments

The treatment was conducted since May 18th, 2017 to 27th May 2017. This research has been carried through 3 steps. They involved 2 times treatments and post test to find out the influence of using Round Table Technique. This research was identified several results, they were : score of students after treatment, the differences between students who are thought by Round Table Technique and those thought by Small Group Discussion.

1. Description of the First Treatment

The lesson was begun by praying together and greeting. Then checking attendance list. Stimulating the students by asking what are the stories that they ever known. After stimulate by giving the question and get the answer from the students, the lesson material about narrative text in topic local stories was explained for example Cindelaras and Timun Mas. Then, shaping the students into 4 groups. After the students finished make groups, the procedure of Round Table was explained. After ensuring that students had been understood about Round Table, the group was given one story. Then, each group should retell after discussing the the story. After that, the first student in each group started to retell the story and it was contributed to the second student, the third student and so on.

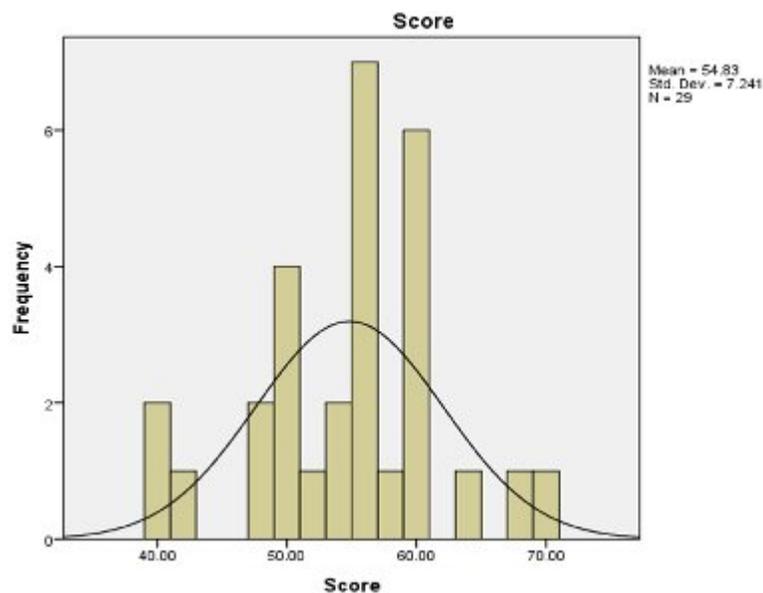
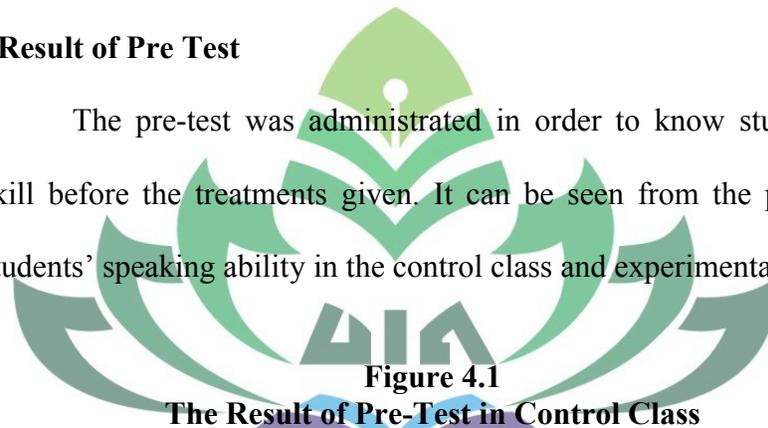
2. Description the Second Treatment

The students were taught through another topic that is foreign stories for example The Hobbit (Unexpected Journey) and Pinnochio by using Round Table. In this section the students was divided into some groups like in the previous meeting. Then each group was given one story. Then the students should retell the story like the previous meeting too.

B. Result of Test

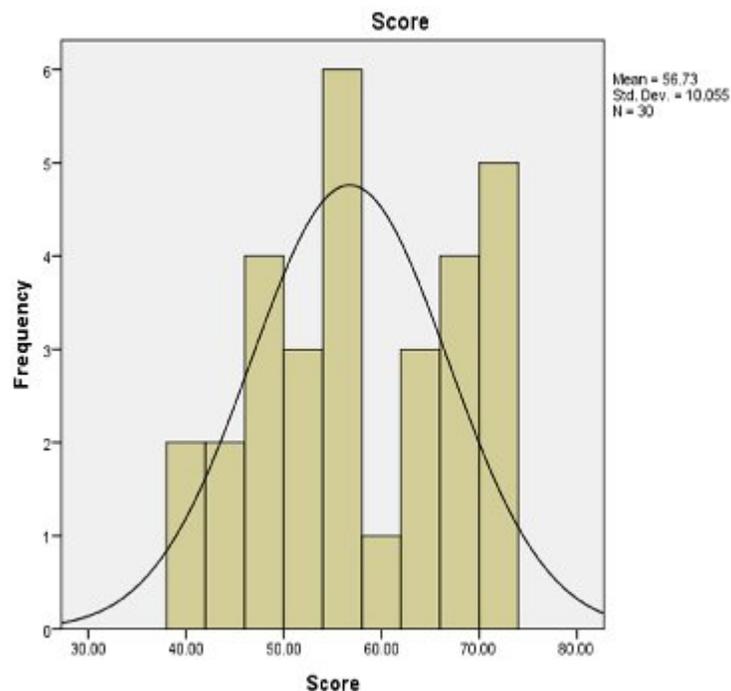
1. Result of Pre Test

The pre-test was administrated in order to know students' speaking skill before the treatments given. It can be seen from the pre-test score of students' speaking ability in the control class and experimental class.



Based on the figure 1 it could be seen that there were 2 students who got 2 score, 1 student who got 42 score, 2 students who got 48 score, 4 students who got 50 score, 1 student who got 52 score, 2 students who got 54 score, 7 students who got 56 score, 1 student who got 58 score. 6 students who got 60 score, 1 student who got 64, 1 student who got 68 and 1 student who get 70. It can be seen that highest of pre-test of control class was 70 and the lowest score was 40, the mean of pre-test in control class is 54.82, standard deviation = 7.24110, N = 29, median = 56.0000, mode = 56.00, variance = 52.433, minimum score = 40, maximum= 70. It showed students' speaking ability before they got treatments.

Figure 4.1
The Result of Pre-Test in Experimental Class

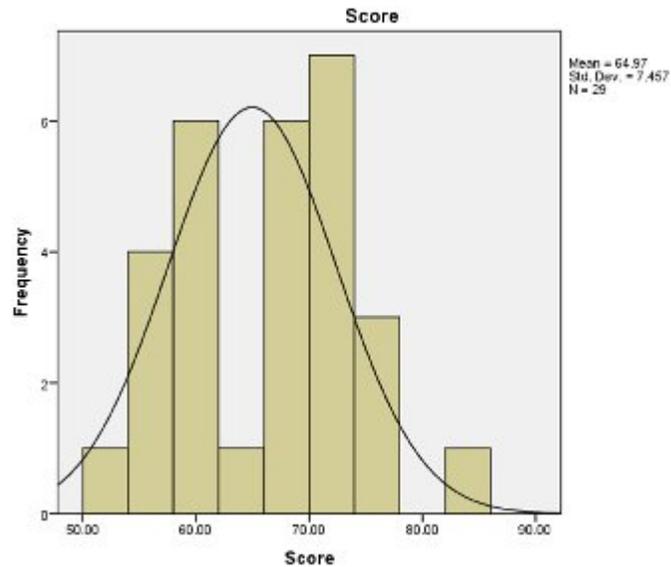


Based on the figure 1 it could be seen that there were 2 students who got 40 score, 1 student who got 42 score, 1 student who got 42, 1 student who got 44, 2 students who got 46, 2 students who got 48 score, 2 students who got 50 score, 1 student who got 52 score, 4 students who got 54 score, 2 students who got 56 score, 1 student who got 60 score. 1 student who got 62 score, 2 students who got 64, 3 students who got 66, 1 student who get 68, 4 students who got 70 and 1 student who get 72. It can be seen that highest of pre-test of experimental class was 72 and the lowest score was 40, the mean of pre-test in experimental class is 56.7333, standard deviation = 10.05479, N = 30, median = 55.0000, mode = 54.00, variance =101.099, minimum score = 40, maximum= 72. It showed students' speaking ability before they got treatments.

2. Result of Post Test

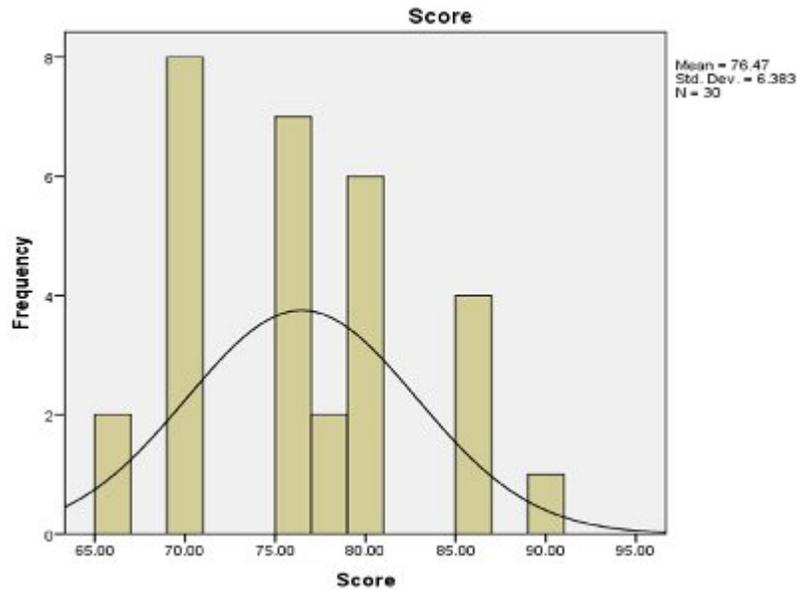
The post-test was administrated in order to know students' speaking skill before the treatments given. It can be seen from the post-test score of students' speaking ability in the control class and experimental class.

Figure 4.3
The Result of Post Test in Control Class



Based on the figure 3 it could be seen that there were one students who got 52 score, 3 students who got 54 score, 1 students who got 56 score, 6 students who got 60 score, 1 student who got 62 score, 6 students who got 66 score, 7 students who got 70 score, 3 students who got 74 score and 1 student who got 84 score. It can be seen that highest of pre-test of control class was 84 and the lowest score was 52, the mean of post-test in control class is 64.97, standard deviation = 7.457, N = 30, median = 66.00, mode = 70, variance = 55.606, minimum score = 52, maximum= 84. It showed students' speaking skill after they got treatments.

Figure 4.4
The Result of Post Test in Experimental Class



Based on the figure 3 it could be seen that there were 2 students who got 66 score, 8 students who got 70 score, 7 students who got 76 score, 2 students who got 78 score, 6 students who got 80 score, 4 students who got 86 score and 1 student who got 90 score. It can be seen that highest of experiment class was 90 and the lowest score was 66, the mean of post-test in experimental class is 76.47, standard deviation = 6.383, N = 30, median = 76.0000, mode = 70.00, variance = 40.740, minimum score = 66, maximum= 90. It showed students' speaking skill after they got treatments.

C. Result of the Data Analysis

1. Fullfilment of Assumption

a. Result of Reliability

Reliability shows that the instrument can be believed to be used as a tool of data collecting when the instrument good enough. From the calculation above, the result of pre-test (0.824) and the result of post-test (0.839). It means that the instrument has very high reliability.

b. Result of Normality Test

Normality test was done to know wether the data has normal distribution or not. The hypothesis for the normality test is formulated as follows:

a) The hypotheses are:

H_0 :the data are normally distributed

H_a :the data are not normally distributed

b) The test criteria

If the value $(p) > \text{significant } (\alpha = 0.05)$ it means that, H_0 was accepted

If the value $(p) < \text{significant } (\alpha = 0.05)$ it means that, H_a was accepted

Table 4.1
Tests of Normality

	Technique	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experimental	.120	30	.200*	.968	30	.491
	Control	.160	29	.055	.927	29	.047

Lilliefors Significance Correction

Based on Table above, it can be seen that Pvalue (Sig.) for experimental class was 0.200 and Pvalue (Sig.) for control class was 0.055. Because *Sig.* (Pvalue) of experimental class $> \alpha$ 0.05. So, H_0 is accepted and *Sig.* (Pvalue) for the control class $> \alpha$ 0.05. So, H_a is rejected. The conclusion was that the data in the experimental class and control class had normal distribution.

c. Result of Homogeneity

Homogeneity test was to know whether the variance of the data is homogeneous or not. The hypotheses for the homogeneity test are formulated as follows

a) The hypotheses are:

H_a = The variance of the data is not homogeneous

H_0 = The variance of the data is homogeneous

b) The criteria of the test are follows:

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

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

Table 4.2
Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.	
Score	Based on Mean	.860	1	57	.358
	Based on Median	.830	1	57	.366
	Based on Median and with adjusted df	.830	1	56.919	.366
	Based on trimmed mean	.882	1	57	.352

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $Sig.(Pvalue) = 0.358 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $Sig.(Pvalue) > \alpha = 0.05$. It means that the variance of the data was homogenous.

d. Result of hypothetical test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis formulas are:

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

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

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

Ha : There is significant influence of using RTT to improve students' speaking skill

Ho : There is no significant influence of using RTT to improve students' speaking skill

While the criteria of the test

Ho is refused, if the score of $t_{\text{observed}} < t_{\text{critical}}$, in other case

Ha is accepted, if the score of $t_{\text{observed}} > t_{\text{critical}}$, with $\alpha = 0.05$ (5%)

Table 4.3
Independent Samples Test

	Levene's Test for Equality of Variance s		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
Sc or e	.860	.358	3.192	57	.002	9.59540	3.00648	3.57502	15.61578
Equal variances not assumed			3.198	56.526	.002	9.59540	2.99997	3.58697	15.60383

Based on the results obtained in the independent sample t-test in Table 14, that the value of significant generated $Sig.(P_{value}) = 0.002 < \alpha = 0.05$. So, H_a is accepted and H_o is rejected. Based on the computation, it can be concluded that there was asignificant influence of using Round Table Technique to improve students' speaking skill at the second semester of the eighth grade of SMPN 3 Bandar Lampung in the academic year 2016/2017.

D. Discussion

Based on the finding of the research, it was found that the students who were taught by using Round Table Technique have improved their speaking skill, it might due to in Round Table Technique the students were highly involves in speaking process, since they had to explore their speaking skill in daily life.

Round Table Technique is effective to be implemented in teaching learning learning speaking. It has been revealed by previous research conducted by Anggi Sintia Hapsari entitled The Use Of Round Table Technique To Improve Students' Achievement In Writing Hortatory Exposition Text. Therefore students' speaking skill is one of productive skills to share their idea and information. Producing words or sounds but also having a meaning. Think using english with good mastery of grammar, vocabulary, pronunciation, fluency and relevant respond. Therefore, Round Table Technique proves effective to improve students' speaking skill. It can be seen from the pre-test and post-test, the mean of pre-test was 56.73 and post-test was 76.47. It means that the most

improvement was in the experimental class. Based on the result of this study, in other word, this experiment also proves the argument states by Harms and Mayers that RTT can increase students' confidence, improve students' speaking skill and create more motivated independent. The rotating turns to speak help students increase their confidence and integrate their listening and speaking skills, and are practical to be implemented in the classroom. According to Kagan "Round Table Technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table".



This experiment strengthens the above argument. By implementing RTT in speaking class, it can help the students to responsible for their task by taking turns to speak and giving responses to the topic given by the teacher, they also can solve the problems by working together in a group. Moreover, Harms and Mayers state the benefit of RTT as follows: (a) Strengthening classroom relationship; (b) Integrating speaking and listening skill; (c) Building confidence and speaking fluency; (d) Improving students autonomy; (e) Using class time efficiently; (f) Providing students with multiple opportunities to speak. Round Table Technique create a sense of relationship through community as each group learns and shares their ideas together.¹ These statements related with the explanation in Alquran verse Mujadalah:11 that "Allah will exalt those of you

¹ Harms, Emily and Myers, CeAnn. Empowering *Students Through Speaking Round Tables*. (Journal of Language Education in Asia Volume 4. Japan Toyo University.2013), p. 44

who believe, and those who are give knowledge, in high degrees; and Allah is Aware of what you do”.² It can be concluded that a teacher should be mastered the learning systems. One of them is learning method or technique in teaching. Technique is very important in teaching and learning process. If in the education process does not use the right technique then the purposes of learning process will be difficult to achieve. In the Qur'an and some hadiths also advocate using methods or technique in the learning process.

The implementation of this technique enable students to communicate along with the member of the group and develop relationship within the classroom. In this study, RTT creates cooperative atmosphere and the students are more likely feel comfortable practicing their speaking skill. Through RTT students can develop their listening and speaking simultaneously. Each student in the group actively participates by taking turn to speak and share their ideas and opinions. It can provide opportunity for students to comprehend the relationship between listener and speaker. Round Table Technique also help the students build confidence and fluency. The result of this study proves that after getting treatment using Round Table Technique the students' fluency improves from 3 score to 4 score. More than 50% students of experimental group get very good score and excellent after getting treatment using RTT. Implementing RTT in the class especially in speaking class, it can help the teacher use time effectively.

² Abdullah Yusuf Ali. *The holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p. 1097

RTT also make the students work independently and improve their autonomy in class, because RTT let the students as the learning center.

However, implementing RTT in the classroom is not easy. Harms and Mayers also argue that “Implementing Round Table Technique may appear complicated at first, but with careful introduction and explanation teacher can implement them with great success”. The above statement is proven true in this experiment. The writer found difficulties in implementing RTT in the first time. The students still confuse and do not understand their role and what they have to do. However, with clear explanation and example the students can understand their role lately among 30 minutes after at the beginning the explanation of RTT and then for the next meeting it can be mastered for the students.

Therefore, with brief explanation RTT can be implemented in the class successfully. Based on the calculation and the above analysis, it can be inferred that students in experimental group have higher speaking ability after given treatment through speaking Round Table Technique than students in control group who are taught using discussion technique. In short, it can be said that Round Table Technique is better than small group discussion technique to help the students improving their speaking ability in the eighth grade students of SMPN 3 Bandar Lampung.

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the research, presenting the data, analyzing the data and discussing the result, in this chapter the conclusion and suggestion would like to present which is entitled “*The Use of Round Table Technique to Improve Students’ Speaking Skill in the Eighth Grade at the Second Semester of SMPN 3 Bandar Lampung in the Academic Year of 2016/2017*”.

A. Conclusion

After presenting and analyzing data in the previous chapter, the writer accomplishes to the conclusion as follows:

There is a significant influence of using Round Table Technique to improve students’ speaking skill. Because by seeing the result of the data calculation in the previous chapter where null hypothesis () was rejected, and alternative hypothesis () was accepted, it means that the researcher’s assumption is true, that is, Round Table technique can give a significant influence towards students’ speaking Skill. It was supported by the scores achieved by the students in which they got higher scores after gave the treatment. Round Table as a technique for teaching speaking. The significant can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig (2-tailed) is 0.002. it is lower than $\alpha = 0.05$ and its mean its rejected and is accepted.

It can be revealed from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

B. Suggestion

After conducting the experiment, analyzing the data and discussing the result, the reasearcher gives some suggestions to those who might be benefited to the result of this research; they are English teacher and future researcher.

1. Suggestion for English Teacher

To make Round Table Technique successfully to be implemented in the classroom, the writer recommends several suggestions to be taken into consideration by English teacher. Those suggestions are:

- a. Round Table Technique can be one alternative technique to teach speaking, writing, listening and reading.
- b. The implementation of Round Table Technique is suitable for elementary or intermediete level especially junior or senior high school students. The discussions□ topic should be appropriated to the age of the students and interesting for them in order to get a maximum result.
- c. The teacher should be patient in giving clear instruction to the students before implementing Round Table Technique because this technique is confusing for the students in the beginning. The teacher should give clear explanation about what the students should do while Round Table Technique applied, so that they can

understand their role. Clear and well-organized instruction will help the students to perform and understand more easily.

- d. The teacher must carefully set the time allocation and the member of the groups. If the time allocation is not appropriate and the member of the group is too large, it is difficult to handle.

2. Suggestion to The Students

- a. The students should learn and be more seriously in learning English in order to develop their speaking skill.
- b. The students should practice the language they have to learn with their environment even with their friends or teachers.

3. Suggestion to the School

The school should provide other facilities for students to practice their english competency.

4. Suggestion to Future Researcher

To other future researchers, it is recommended for them to develop this technique for teaching other skills, such as: writing, listening and reading; or teaching speaking in the different level of the students, such as: senior high school students. It can be hoped this study will emerge further researcher to conduct or continue the same study in other skills.

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Appendix 1

The Interview with the english teacher in preliminary research

Interview for the teacher

No	Question	Answer
1	How long have you been teaching english in this school?	About 5 years more
2.	Can you explain your experience in teaching english, especially in teaching speaking?	In speaking the most students that I taught still get difficulty because they are not doing exercise.
3	Do you have special methods, strategies, techniques in teaching speaking?	I dont use special method /technique strategies, but I often using discussion method/technique.
4	Do you have problem in teaching speaking? What are they?	Yes I have, most of the student can't do practice in front of the class because they are afraid to practice it.
5	How is student ability in speaking skill?	Most of the students are low in speaking ability, becuse they can't speaking fluently.
6	Do you ever use technique in in teaching speaking?	Not yet. Just method that I used before. And I use small group disscussion as a technique
7	What are criterias in scoring speaking procedure and how did you give score to the students?	I have five criterias, they are fluency, pronunciation, vocabularies, grammar, and comprehension. Each criteria I gave score 1-25. For all criterias I counted them for 70 . The score was filled to the criteria of minimum mastery (KKM)

Appendix 2

The Questionnaires for the Students in Preliminary Research

Penjelasan:

Kuesioner ini dibuat untuk mengetahui pendapat anda tentang pelajaran bahasa inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai. Oleh karena itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan dibawah ini sejujur-jujurnya dan sejelas-jelasnya sesuai dengan kondisi yang kalian alami.

Petunjuk Pengisian:

1. Bacalah dengan teliti setiap pertanyaan sebelum anda memberi jawaban.
2. Berilah tanda Silang (X) pada alternatif jawaban yang telah disediakan sesuai dengan keadaan anda.

Keterangan Alternative Jawaban

1. SS : Sangat setuju
2. S : Setuju
3. BS : Biasa saja
4. TS : Tidak setuju
5. STS : Sangat tidak setuju

No	Pernyataan	Keterangan				
		SS	S	BS	TS	STS
1	Saya menyukai bahasa inggris					
2	Saya sangat pandai berbicara dalam bahasa inggris					
3	Saya suka belajar bahasa inggris khususnya speaking					
4	Saya sering menghadapi kesulitan dalam belajar speaking					
5	Saya kesusulitan mengungkapkan kata-kata dalam bahasa inggris					
6	Saya malu berbicara bahasa inggris					
7	Saya merasa bosan ketika belajar bahasa inggris					
8	Guru menciptakan suasana kelas yang menyenangkan dalam belajar berbicara bahasa inggris					
9	Saya menikmati pelajaran bahasa inggris yang diberikan guru					
10	Saya lebih suka guru mengajar bahasa inggris dengan dengan teknik/ metode yang menarik.					

No	Pernyataan	Teori
1	Saya menyukai bahasa inggris	Brown (1997:7) English is viewed as a language which gives you access to the world. It means that students should have motivation to learn english because now english can give you access to arround the world and english is international language.
2	Saya sangat pandai berbicara dalam bahasa inggris	Harmer (2001) stated that speaking happens when two people are engaged in talking to each other and they are sure that they are doing it for good reason. Their reason may be that they want to say something, they have some communicative purposes, and they select from their language store.
3	Saya suka belajar bahasa inggris khususnya speaking.	Chaney (1998:13), Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context. It means if student have a high motivation and intereset to learn speaking, it help students can build their language especially in English and they can share the ideas and feelings with their partner too.
4	Saya sering menghadapi kesulitan dalam belajar speaking.	Magdalena (2011:38) Speaking is generally perceived as the most fundamental skill to acquire. However, it is also a commonly recognized fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. It means speaking is a skill which is need more knowledge and prosperity.
5	Saya kesulitan mengungkapkan kata-kata dalam bahasa inggris	Hugges (2003:131) there are five categories of Oral Proficiency Scoring. One of them is vocabulary. It means if the students want to practice speaking they

		<p>should have one categories that is vocabulary.</p> <p>Sometimes if the students speak English, they should have a sentence in mind, but they miss two or three important vocabulary words – and then it becomes difficult to say what they are thinking.</p>
6	Saya malu berbicara bahasa inggris	<p>The problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning Problems and challenges in teaching and learning speaking , process and learning speaking in particular. Ur (1995:121) defined that inhibition – fear of making mistakes, losing face, criticism; shyness. It means the students scared to speak up and make some mistakes</p>
7	Saya merasa bosan ketika belajar bahasa inggris	<p>Zamel (1985: 79) states that teacher's feedback can be effective if teachers respond to students writing as genuine and interested readers rather than as judges and evaluators.</p> <p>It mean that, when students low-motivation to learn english, the teacher should actively encourage and attract the students' motivation in the class in order to make them interested and motivated in learning English.</p>
8	Guru menciptakan suasana kelas yang menyenangkan dalam belajar berbicara bahasa inggris	<p>Richard (2002), the teacher's strategy is a way of engaging all of activities and materials into a classroom.</p> <p>The last factor that influenced the change of the students' speaking skill was the teacher's approach in the classroom activities. It was stated by Brown (2001), the teacher's approach is important roles in managing the class. There were several characteristics in teaching and learning process such as controller, director,</p>

		<p>manager, facilitator, and resources.</p> <p>One of the important factors causing students' poor speaking skill is the technique used by the teacher where the teacher uses inappropriate speaking teaching techniques or strategies, teaching media, and teaching materials. The speaking teaching techniques or strategies in the classroom normally employed by the teacher may not work very well or be monotonous and not interesting for the students. As a result, the students have difficulty developing themselves in teaching and learning process.</p>
9	Saya menikmati pelajaran bahasa inggris yang diberikan guru	<p>In every foreign language classroom, language functions as the medium through which teachers teach and students demonstrate what they have learned (Johnson 1995). It means that the teachers try to use the target language to control both the content and the structure of classroom interactions, learners try to respond to their teachers' use of language. And also create class atmosphere comfortably.</p>
10	Saya lebih suka guru mengajar bahasa inggris dengan dengan teknik/ metode yang menarik.	<p>Suzane (2006:1) Education has always been awash with new ideas about learning and teaching. Teachers and administrators are regularly bombarded with suggestions for reform. They are asked to use new curricula, new teaching strategies, and new assessments. It can be seen that as a suggestion a teacher should use strategy or technique to tech the students.</p>

Appendix 3

The Result of Questionnaires' Answers in Preliminary Research

Number of question	SS		S		BS		TS		STS		Total	
	Respondent	(%)										
1	15	25 %	20	34 %	14	24 %	7	12 %	3	5 %	59	100 %
2	0	0 %	8	14 %	15	25 %	25	42 %	11	19 %	59	100 %
3	7	12 %	9	15 %	16	27 %	18	31 %	9	15 %	59	100 %
4	13	22 %	17	29 %	13	22 %	7	13 %	8	14 %	59	100 %
5	18	31 %	20	34 %	7	13 %	8	14 %	6	8 %	59	100 %
6	10	17 %	21	36 %	12	19 %	8	14 %	8	14 %	59	100 %
7	12	19 %	15	25 %	12	19 %	10	17 %	10	17 %	59	100 %
8	10	17 %	13	22 %	18	31 %	10	17 %	8	14 %	59	100 %
9	15	25 %	15	25 %	18	31 %	6	10 %	5	9 %	59	100 %
10	20	34 %	20	34 %	9	15 %	5	9 %	4	8 %	59	100 %

Appendix 4

Students' Name Control Class

No	Name of the Students	Code
1	Adelia Handayani	C- 1
2	Adrian Maulana Ilham	C- 2
3	Ahni Wira Amelista	C- 3
4	Alvyn Dwi Apriyanto	C- 4
5	Anisa Avrilia	C- 5
6	Atara Lusita Budiman	C- 6
7	Ayunda Eka Wulandari	C- 7
8	Erick Dwi Anggoro	C- 8
9	Faisa Adi Wijaya	C- 9
10	Hartina	C- 10
11	Hendri Irawan	C- 11
12	Ilham Ferdiansyah	C- 12
13	Irvansyah	C- 13
14	Ishika Putri Nurazizah	C- 14
15	Jerry Hasan	C- 15
16	Juan Verdo Putra Mahesa	C- 16
17	Kadirmansyah	C- 17
18	Leo Candra Setiawan	C- 18
19	M. Ade Putra Pratama	C- 19
20	M. Ikhsan Rajabi	C- 20
21	Mia Novita Sari	C- 21
22	Muhammad Fajri	C- 22
23	Muhammad Nashihiin	C- 23
24	Norikha Hasbillah Nursa	C- 24
25	Nur Indah Lestari	C- 25
26	Rania Salsabila	C- 26
27	Santia	C- 27
28	Siti Syakilah	C- 28
29	Utari Putri Lestari	C- 29

Appendix 5

Students' Name Experimental Class

No	Name of the Students	Code
1	Adjeng Shelomitha	E- 1
2	Alya Zahradita Sirani	E- 2
3	Amelia Putri	E- 3
4	Anisa Sari	E- 4
5	Anisa Sintia	E- 5
6	Annisa Aprilia	E- 6
7	Apridian Saputra	E- 7
8	Chandra Adi Winata	E- 8
9	Clarisa Frisilia	E- 9
10	Diana Agustina	E- 10
11	Feby Putri Maharani	E- 11
12	Feronika	E- 12
13	Imas Riani	E- 13
14	M. Khaidar Humaidi	E- 14
15	M. Khoirul Rafi	E- 15
16	Mia Anggraini	E- 16
17	Mutiara Annisa	E- 17
18	Nuraini	E- 18
19	Pandika Arbi Rangga Wilapa	E- 19
20	Putri Maharani b	E- 20
21	Raihan Abil Nugraha	E- 21
22	Razhie Hendi Pratama	E- 22
23	Rima Oktaviyana	E- 23
24	Sellyha Maulina Sawida	E- 24
25	Simon Simamora	E- 25
26	Sopianti Diana Putri	E- 26
27	Sania Nur Purnama	E- 27
28	Vitta Aulia	E- 28
29	Yazid Al-Bustomi	E- 29
30	Thyo Fanny Ananda	E- 30

Appendix 6

SCORE PRE-TEST CONTROL CLASS

NO	NAME	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	C-1	2	2	3	2	2	3	2	3	3	3	25	50
2	C -2	2	3	2	2	3	2	3	3	2	2	24	48
3	C -3	2	2	2	3	2	3	4	4	3	3	28	56
4	C -4	4	3	3	3	2	3	3	3	3	3	30	60
5	C -5	3	3	3	3	3	2	2	2	3	3	27	54
6	C -6	4	3	4	3	4	2	3	3	3	3	32	64
7	C -7	3	3	2	3	3	3	3	4	3	2	29	58
8	C -8	3	2	3	3	3	3	2	3	2	2	26	52
9	C -9	4	3	3	3	2	3	3	2	2	3	28	56
10	C -10	3	3	3	3	2	2	3	3	3	3	28	56
11	C -11	4	3	3	3	3	3	2	2	2	2	27	54
12	C -12	3	3	3	4	3	3	2	3	3	3	30	60
13	C -13	3	3	3	3	3	3	2	3	2	3	28	56
14	C -14	2	2	2	2	2	3	3	3	3	3	25	50
15	C -15	2	2	3	2	3	2	3	2	2	3	24	48
16	C -16	3	3	3	3	3	3	4	3	3	2	30	60
17	C -17	3	3	3	4	3	3	3	2	3	3	30	60
18	C -18	3	4	3	4	3	4	4	3	3	4	35	70
19	C -19	3	4	4	4	3	3	3	3	4	3	34	68
20	C -20	3	2	3	3	3	2	3	2	2	2	25	50
21	C -21	3	3	3	3	3	2	3	2	3	2	28	56
22	C -22	2	1	2	2	2	2	2	2	3	2	20	40

NO	NAME	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
23	C -23	2	2	2	2	3	2	1	3	2	2	21	42
24	C -24	2	2	2	2	2	2	2	2	2	2	20	40
25	C -25	3	2	3	3	3	4	3	3	3	3	30	60
26	C -26	3	3	2	2	2	3	2	3	3	2	25	50
27	C -27	2	3	2	2	3	3	3	4	3	3	28	56
28	C -28	3	3	4	3	2	3	3	3	2	2	28	56
29	C -29	3	4	3	4	2	3	3	3	3	2	30	60



Appendix 7

SCORE POST-TEST CONTROL CLASS

NO	NAME	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	C -1	3	4	2	3	3	3	3	3	3	3	30	60
2	C -2	3	3	2	3	2	3	3	2	3	3	27	54
3	C -3	2	3	3	4	3	2	4	3	3	3	26	52
4	C -4	4	4	3	3	3	3	3	2	3	2	30	60
5	C -5	3	2	3	3	3	2	3	2	3	3	27	54
6	C -6	2	3	3	3	4	4	3	3	4	4	33	66
7	C -7	3	3	4	4	3	2	2	3	3	3	30	60
8	C -8	3	2	3	3	2	2	3	3	3	3	30	60
9	C-9	4	4	5	4	4	3	5	5	4	4	42	84
10	C -10	4	3	3	3	3	3	3	3	3	2	30	60
11	C -11	3	2	3	3	3	3	2	3	3	2	28	56
12	C -12	3	3	4	4	3	3	3	2	3	3	31	62
13	C -13	3	2	3	3	2	2	3	3	3	3	27	54
14	C -14	3	3	3	3	4	4	3	3	2	2	30	60
15	C -15	4	4	4	4	3	4	3	3	3	3	35	70
16	C -16	4	3	4	3	4	3	3	3	4	4	35	70
17	C -17	3	3	3	3	3	3	3	4	4	4	33	66
18	C -18	3	3	4	4	4	4	2	3	3	3	33	66
19	C -19	3	4	4	3	3	4	3	3	3	3	33	66
20	C -20	3	3	3	4	3	3	4	3	4	3	33	66
21	C -21	4	4	4	4	4	4	3	4	3	3	37	74
22	C -22	4	4	3	3	4	4	3	4	4	4	37	74

NO	NAME	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
23	C -23	3	3	4	4	3	4	4	3	3	2	33	66
24	C -24	3	3	3	4	4	4	4	4	4	4	37	74
25	C -25	3	3	3	3	3	4	4	4	4	4	35	70
26	C -26	2	3	3	3	4	4	4	4	4	4	35	70
27	C -27	3	3	4	4	3	4	3	3	4	4	35	70
28	C -28	3	3	3	3	4	4	4	4	4	3	35	70
29	C -29	4	4	3	3	3	3	4	3	4	5	35	70



Appendix 8

SCORE PRE -TEST EXPERIMENTAL CLASS

NO	NAME	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	E-1	2	2	3	3	4	4	3	3	3	4	31	62
2	E-2	3	3	3	3	4	3	4	3	4	4	34	68
3	E -3	4	3	4	4	3	4	3	4	3	4	36	72
4	E -4	4	4	3	4	3	3	4	3	3	4	35	70
5	E -5	3	3	4	4	3	2	3	3	3	2	30	60
6	E -6	3	3	3	2	3	3	3	4	2	2	28	56
7	E -7	2	1	2	3	2	2	2	1	2	3	20	40
8	E -8	2	2	2	2	3	2	3	3	2	3	24	48
9	E -9	2	2	2	3	3	2	3	3	2	3	25	50
10	E-10	3	2	3	2	3	3	2	3	3	4	28	56
11	E -11	2	2	2	2	2	2	3	3	2	3	23	46
12	E -12	3	2	3	2	3	2	3	3	2	3	26	52
13	E -13	2	1	3	3	2	2	2	2	2	2	21	42
14	E -14	3	3	3	3	3	3	4	3	4	4	33	66
15	E -15	3	3	3	2	3	3	4	3	4	4	32	64
16	E -16	2	3	2	3	2	2	2	2	3	2	23	46
17	E -17	2	1	3	3	2	1	2	2	2	2	20	40
18	E -18	4	3	4	3	3	3	4	4	2	2	32	64
19	E -19	4	4	3	3	4	4	4	3	3	3	35	70
20	E -20	3	3	3	3	3	3	4	3	4	4	33	66
21	E -21	3	3	3	3	3	3	4	3	4	4	33	66

NO	NAME	Grammar		Vocabulary		pronuniation		Fluency		comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
22	E -22	2	3	3	3	3	2	3	2	3	3	27	54
23	E -23	2	2	3	2	2	2	2	2	3	2	22	44
24	E -24	2	2	3	3	3	3	2	3	3	3	27	54
25	E -25	4	4	3	3	4	4	4	3	3	3	35	70
26	E -26	4	4	3	3	4	4	4	3	3	3	35	70
27	E -27	2	2	2	3	3	3	3	2	2	2	24	48
28	E -28	2	3	2	3	2	3	2	3	3	2	25	50
29	E -29	2	2	3	3	3	3	3	2	2	3	27	54
30	E -30	2	2	3	5	3	3	3	2	2	2	27	54



Appendix 9

SCORE POST EXPERIMENTAL CLASS

NO	NAME	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	E-1	3	3	3	3	4	4	3	3	4	5	35	70
2	E-2	4	3	3	4	3	4	4	3	4	3	35	70
3	E-3	3	3	3	4	2	4	3	5	4	4	35	70
4	E-4	3	4	4	3	4	4	4	3	3	3	35	70
5	E-5	3	3	4	4	3	4	3	3	3	3	33	66
6	E-6	4	4	4	4	4	3	4	3	4	4	38	76
7	E-7	4	3	5	3	5	4	4	3	3	4	38	76
8	E-8	5	4	4	3	4	4	4	3	4	3	38	76
9	E-9	4	4	4	4	4	3	3	4	4	4	38	76
10	E-10	4	5	5	5	4	3	3	3	3	3	38	76
11	E-11	3	3	3	4	3	3	4	3	3	4	33	66
12	E-12	5	4	5	4	5	4	5	5	4	4	45	90
13	E-13	4	4	4	4	4	4	5	4	4	3	40	80
14	E-14	3	3	3	3	3	4	4	4	4	4	35	70
15	E-15	3	2	2	3	5	3	5	4	4	4	35	70
16	E-16	3	3	3	3	4	4	4	3	4	4	35	70
17	E-17	4	4	4	4	4	3	3	3	3	3	35	70
18	E-18	3	3	4	4	4	4	4	4	5	5	40	80
19	E-19	4	4	5	5	4	3	4	3	4	4	40	80
20	E-20	4	4	5	5	4	4	5	4	4	4	43	86
21	E-21	4	3	4	4	4	4	5	4	3	3	38	76

NO	NAME	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
22	E-22	4	4	5	5	4	4	4	4	4	5	43	86
23	E-23	5	4	5	5	4	4	4	4	4	4	43	86
24	E-24	4	4	3	4	4	4	4	4	5	4	40	80
25	E -25	4	4	5	5	5	4	4	4	4	4	43	86
26	E -26	4	4	3	4	5	4	4	4	4	4	40	80
27	E -27	3	3	3	4	5	5	4	5	4	4	40	80
28	E -28	4	4	4	3	5	5	3	3	4	4	39	78
29	E -29	4	4	5	5	3	4	3	3	4	4	39	78
30	E -30	3	3	4	4	5	5	4	3	4	3	38	76



Appendix 10

The Result of Pre-Test Control Class Frequency Table

		Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
	40.00	2	6.9	6.9	6.9
	42.00	1	3.4	3.4	10.3
	48.00	2	6.9	6.9	17.2
	50.00	4	13.8	13.8	31.0
	52.00	1	3.4	3.4	34.5
	54.00	2	6.9	6.9	41.4
Valid	56.00	7	24.1	24.1	65.5
	58.00	1	3.4	3.4	69.0
	60.00	6	20.7	20.7	89.7
	64.00	1	3.4	3.4	93.1
	68.00	1	3.4	3.4	96.6
	70.00	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Statistics

		Score	Strategy
N	Valid	29	29
	Missing	0	0
Mean		54.8276	2.00
Median		56.0000	2.00
Mode		56.00	2
Std. Deviation		7.24110	.000
Variance		52.433	.000
Skewness		-.234	
Std. Error of Skewness		.434	.434
Kurtosis		.271	
Std. Error of Kurtosis		.845	.845
Range		30.00	0
Minimum		40.00	2
Maximum		70.00	2
Sum		1590.00	58

Appendix 11

**The Result of Post-Test Control Class
Frequency Table
Score**

	Frequency	Percent	Valid Percent	Cumulative Percent
52.00	1	3.4	3.4	3.4
54.00	3	10.3	10.3	13.8
56.00	1	3.4	3.4	17.2
60.00	6	20.7	20.7	37.9
Valid 62.00	1	3.4	3.4	41.4
66.00	6	20.7	20.7	62.1
70.00	7	24.1	24.1	86.2
74.00	3	10.3	10.3	96.6
84.00	1	3.4	3.4	100.0
Total	29	100.0	100.0	

Statistics

	Score	Strategy
N	29	29
Valid	29	29
Missing	0	0
Mean	64.9655	2.00
Median	66.0000	2.00
Mode	70.00	2
Std. Deviation	7.45694	.000
Variance	55.606	.000
Skewness	.221	
Std. Error of Skewness	.434	.434
Kurtosis	.050	
Std. Error of Kurtosis	.845	.845
Range	32.00	0
Minimum	52.00	2
Maximum	84.00	2
Sum	1884.00	58

Appendix 12

The Result of Pre-Test Experimental Class Frequency Table

		Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
	40.00	2	6.7	6.7	6.7
	42.00	1	3.3	3.3	10.0
	44.00	1	3.3	3.3	13.3
	46.00	2	6.7	6.7	20.0
	48.00	2	6.7	6.7	26.7
	50.00	2	6.7	6.7	33.3
	52.00	1	3.3	3.3	36.7
	54.00	4	13.3	13.3	50.0
Valid	56.00	2	6.7	6.7	56.7
	60.00	1	3.3	3.3	60.0
	62.00	1	3.3	3.3	63.3
	64.00	2	6.7	6.7	70.0
	66.00	3	10.0	10.0	80.0
	68.00	1	3.3	3.3	83.3
	70.00	4	13.3	13.3	96.7
	72.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Statistics

		Score	Strategy
N	Valid	30	30
	Missing	0	0
Mean		56.7333	1.00
Median		55.0000	1.00
Mode		54.00 ^a	1
Std. Deviation		10.05479	.000
Variance		101.099	.000
Skewness		-.057	
Std. Error of Skewness		.427	.427
Kurtosis		-1.278	
Std. Error of Kurtosis		.833	.833
Range		32.00	0
Minimum		40.00	1
Maximum		72.00	1
Sum		1702.00	30

Appendix 13

The Result of Post-Test Experimental Class Frequency Table

		Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66.00	2	6.7	6.7	6.7
	70.00	8	26.7	26.7	33.3
	76.00	7	23.3	23.3	56.7
	78.00	2	6.7	6.7	63.3
	80.00	6	20.0	20.0	83.3
	86.00	4	13.3	13.3	96.7
	90.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	



Statistics

		Score	Strategy
N	Valid	30	30
	Missing	0	0
Mean		76.4667	1.00
Median		76.0000	1.00
Mode		70.00	1
Std. Deviation		6.38281	.000
Variance		40.740	.000
Skewness		.250	
Std. Error of Skewness		.427	.427
Kurtosis		-.640	
Std. Error of Kurtosis		.833	.833
Range		24.00	0
Minimum		66.00	1
Maximum		90.00	1
Sum		2294.00	30

Appendix 14

The Result of Reliability of Test

The Result of Reliability of Pretest

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.824	.826	10

The Result of Reliability of Posttest

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.839	.836	10

Appendix 15

The Result of Normality Test of the Experimental Class and Control Class

Tests of Normality							
	Strategy	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experimental	.120	30	.200*	.968	30	.491
	Control	.160	29	.055	.927	29	.047



Appendix 16

The Result of Homogeneity Test

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.860	1	57	.358
Based on Median	.830	1	57	.366
Score Based on Median and with adjusted df	.830	1	56.919	.366
Based on trimmed mean	.882	1	57	.352



Appendix 17

The Result of Hypothetical Test

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
Score									
Equal variances assumed	.860	.358	3.192	57	.002	9.59540	3.00648	3.57502	15.61578
Equal variances not assumed			3.198	56.526	.002	9.59540	2.99997	3.58697	15.60383



Appendix 18

Expert Validation Form for Speaking Test

Direction:

For each question, please give your responses by ticking (√) a box representing your choice .

No	Questions	Yes	No	Comments
1	Apakah instruments sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas 8 di semester 2 ?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas ?			
3	Apakah intruksi dapat di pahami siswa ?			
4	Apakah rubrik penilaian sudah mencakup aspek / indicator yang di ukur ?			
5	Apakah rubric penilaian sudah di mengerti			

General comments

Please give any general comment or suggestion you may have concerning this test development

.....

.....

.....

Validator

Devi Sasmega, S.Pd

Appendix 19

Speaking Test (oral)

Test Instrument for Pre-Test

Subject : English
 Sub Matter : Speaking
 Sub Subjek Matter : Narrative Text
 Class / Semester : VIII/ 2
 Time Allocation : 2 x 40 minutes

Direction

1. Use your time effectively and efficiently
2. Work individually

Instruction

1. Every student should choose one title of the stories.
2. Every student should tell the story

The Instrument

No	Topics
1	Foreign Stories
2	Local Stories

Appendix 20

Speaking Test (oral)

Test Instrument for post-test

Subject : English
 Sub Matter : Speaking
 Sub Subjek Matter : Narrative Text
 Class / Semester : VIII/ 2
 Time Allocation : 2 x 40 minutes

Direction

1. Use your time effectively and efficiently
2. Work with your partner well.

Instruction

1. Every group should choose one title of the stories.
2. Every student should tell about the story

The Instrument

No	Topics
1	Foreign Stories
2	Local Stories

Appendix 21

Lesson Plan for Experimental Class

School	: SMP Negeri 3 Bandar Lampung
Course	: English
Class / Semester	: VIII / 2
Time Allocation	: 4 X 40 Minutes
Topic	: Foreign Stories
Item	: Narrative Text
Skill	: Speaking

A. Standard Competence

Expressing the meaning in oral texts functional and simple short monologue and recount, narrative form to interact with their surrounding environments.

B. Basic Competence

101 Expressing the meaning of simple short functional oral text by using varieties of language spoken accurately, fluently and thankful to interact with their surrounding environments

102 Expressing the meaning of simple monologue by using varieties of language spoken accurately, fluently and thankful to interact with their surrounding environments

C. Indicators

1. Expressing functionl text orally (announce, invitation, short message)
2. Asking and answering various informations of announcement text, invitation, short message orally (Doing simple short monologue in narrative and recount)

D. Learning Objective

At the end of the course students are expected to be able to:

1. The students are able to understand the purpose of oral text in functional simple oral text.
2. The students are able to express the purpose of the function of simple oral text .
3. The students are able to understand the purpose of written text and short functional text in narrative form.
4. The students give the response of the purpose which consist in short functional text in narrative form
5. The students give the response and rethoric steps in the simple short functional text in narrative form.
6. The Students can express the purpose and rethoric steps short essay in narrative form.

E. Materials

- a. The definition of narative text
- b. The purpose of narative text
- c. Generic structure of narrative text.
- d. Language features of narrative text.
- e. Example of narrative text

F. Method/ Technique

- Round Table Technique

G. Learning activities

Activities	Time	Life skill Aspects
1. Preface <ul style="list-style-type: none"> • The teacher greet the students by salam and ask ‘how are you?’ • Teacher checks students’ attendance by asking “Who is absent today? Where is she/he?” (attention) 	5 minutes	Communicative
2. Pre-activity <ul style="list-style-type: none"> • The teacher asks the students how to 	15 minutes	Communicative

<p>ask for information about the materials that will be learned.</p> <ul style="list-style-type: none"> • The teacher mentions the material. • The teacher tells the purpose of narrative text. • The teacher informs the generic structure of narrative text. • The teacher introduces narrative text. • The teacher ask some of vocabularies on the text. • The students are guided for determain basic competence that related with the materials. • The teacher explains the purpose of learning narrative text. 		
<p>3. Whilst</p> <p>a. Exploration</p> <ul style="list-style-type: none"> • The teacher informs the language features in narrative text. • The students guess the type of sentence that used in narrative text. <p>b. Elaboration</p> <ul style="list-style-type: none"> • Teacher devides the students into 4 groups. • The students do excercises. • One of the student in Each group begins by giving views and thoughts on the task at hand; and the next students has also contributed. <p>c. Confirmation</p> <ul style="list-style-type: none"> • The students practice speaking. • The students and the teacher correct the mistakes of excercises that have been done. • The students repair their excercise by them self. • The teacher see the excercise and gives mark toward the students learning result. 	<p>25 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	<p>Active</p>

<p>4. Post Activity</p> <ul style="list-style-type: none"> • The students and the teacher make a conclusion about the material that have been learned. • The teacher informs the benefits, and concludes the result of learning about narative text. • The students gather the information about the next materials will be learned. 	10 minutes	Active
--	------------	--------

H. Sources/ Media

1. The relevan text book
2. Ppt
3. Example narative Text

I. Scoring Rubric

- a. Instrument form : oral test (appendix 2)

Scoring : Speaking Scoring Rubrik

Scoring Speaking Procedure

Scoring Speaking Procedure

	Level	Description
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	. Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.

	Level	Description
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
	Level	Description
Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	Level	Description
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

	Level	Description
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.

$$\text{Score} = \frac{\text{Total Score}}{25} \times 100$$

Scoring Standards and Range in Speaking Assesments

Standards of Scoring	Range of Score
Excellent	80 -100
Very good	73 -79
Good	65 -72
Average	60 – 64
Poor	55 – 59
Very poor	≤ 55

Mengetahui,
Guru Mata Pelajaran

Bandar Lampung, Mei 2017
Mahasiswa

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Appendix I

Materials

1. Definition of narrative text. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.
2. The purpose of narrative text.
The Purpose of Narrative Text is to amuse or to entertain the reader with a story.
3. The kinds of narrative text.
There are many kinds of Narrative Text:
 - Legend
Examples: Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.
 - Fable
Examples: The smartest Parrot and The story of Monkey and Crocodile.
 - Fairy Tale
Examples: Cinderella, Snow White, The story of Rapunzel and Painting the Wall.
4. Generic structure of narrative text.
A Narrative text will consists of the following structure:
 - **Orientation** : introducing the participants and informing the time and places.
 - **Complication** : describing the rising crises which the participants have to do with.
 - **Resolution** : showing the way of participant to solve the crises, better or worse. Or solution to the problems.
5. Language features of narrative text.
 - Past tense (killed, drunk, etc)
 - Adverb of time (Once upon a time, one day, etc)
 - Time conjunction (when, then, suddenly, etc)

- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

Examples of narrative Text

Thumbelina

Once upon time, there was a very poor woman. There was not a boy or a daughter who lived with her. She wished very much to have a child. **(Orientation)**

One day, the poor woman went to a fairy god mother. The fairy lived near the green meadow in the valley. The poor woman received a barleycorn seed from the fairy. She went home and planted it in a flower pot. Several days latter, the seed grew up into a large beautiful flower. **(Complication)**

Surprisingly, the woman saw a little girl inside the flower. The sweet little girl was as long as a thumb. The woman gave her the name of Thumbelina because she was so small. **(Resolution)**

The vocabularies

Poor woman	: Wanita miskin
Wish	: Keinginan/mengharap
Fairy god mother	: Ibu peri
Valley	: Lembah
Meadow	: Padang rumput
Thumb	: Ibu jari

Appendix II

Speaking Test

1. Use your time effectively and efficiently
2. Work with your partner well.

Instruction

1. Every group should choose one title of the stories.
2. Every group should tell and present about the story
3. Every student in each group should continue the story that was told.
4. Please for other groups give your comments and ask the group for that present.

Possibility Answer

a. Pinocchio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire.

They went home back together. In the end, they lived happy forever after.

b. Timun Mas

Long time ago in the Island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buto Ijo to give them children. Buto Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buto Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Emas. The farmers were happy. Timun Emas was very healthy and smart. She was also very diligent. When she was a teenager Buto Ijo came to their house. Timun Emas was frightened so she ran away to hide. The farmers then told Buto Ijo that Timun Emas was still a child. They asked him to postpone. Buto Ijo agreed. He promised to come again. The following year Buto Ijo came again. But again and again their parents said that Timun Emas was still a child.

When the third time Buto Ijo came their parents had prepared something for him. They gave Timun Emas several bamboo needles, seeds of cucumber, dressing and salt.

“Timun, take these things”

“What are these things?”

“These are your weapons. Buto Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!”

Timun Emas was scared so she ran as quickly as she could. When Buto Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Emas was just a girl while Buto Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Emas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buto Ijo was very thirsty so he grabbed and ate them. When Buto Ijo was busy eating cucumber Timun Emas could run away.

But soon Buto Ijo realized and started running again. When he was just several steps behind Timun Emas threw her bamboo needles. Soon they turned into dense bamboo trees. Buto Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Emas could run farther.

Buto Ijo chased her again. When he almost catch her again and again Timun Emas threw her dressing. This time it turned into a lake. Buto Ijo was busy to save himself so Timun Emas ran way. But Buto Ijo could overcome it and continue chasing her.

Finally when Timun Emas was almost caught she threw her salt. Soon the land where Buto Ijo stood turned into ocean. Buto Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her home.

c. Cindelas

Raden Putra was the king of Jenggala kingdom. He had a beautiful queen and concubine. Unlike the queen, the concubine had bad personalities. She was envious and jealous with the queen, so she planned to make the queen leave the palace. The concubine then asked the royal healer to help her in her plan. One day, the concubine pretended to be ill. Raden Putra called the royal healer to give the concubine treatments. "What is her disease?" Raden Putra asked the royal healer. "I'm very sorry, My Majesty. She is sick because the queen put poison in her meal," the royal healer lied.

Raden Putra was shock and angry to hear the explanation. He called the queen and asked her if the story was true. Of course the queen denied, but Raden Putra won't listen. "Please Your Majesty, have mercy. I really didn't do anything," cried the queen in her tears. Raden Putra's anger ended in a decision. The queen should be banished to the woods and terminated. He did not know that the queen was already pregnant. Raden Putra commanded one of his general to do the punishment. The queen was banished to the woods, but the wise general didn't have the heart to kill her. He built a simple house in the woods for her. On his way back to the palace, he smeared his sword with rabbit blood, so Raden Putra would believe that he had killed the queen.

After the general left, the queen lived by herself in the woods. Several months later, she gave birth to a healthy baby boy. The baby was named Cindelas. He grew up as a nice, healthy, and handsome boy. One day, while Cindelas helped her mother to collect some fire woods, an eagle dropped an egg. Cindelas brought the egg to be brooded by a chicken behind their house. The egg hatched into a chick and

then it slowly became a strong rooster. The rooster is no ordinary rooster. The rooster could sing. Every morning, the rooster woke Cinderelas up with its beautiful song, “My master is Cinderelas. His house is in the woods. He’s the son of Raden Putra.” The rooster often sang that song.

Cinderelas always woke up early in the morning and listen happily to his rooster’s song. He didn’t realize the meaning of the song until one day, he started to think. “Who is Raden Putra?” he asked his mother. The queen then told him the whole story. She also told him why they were banned from the kingdom and lived in the woods. Cinderelas was very surprised. He decided to go to the palace to meet the king, his father. Cinderelas asked her mother’s permission to go to the kingdom and to tell the king what really happened. He also brought his rooster that grew bigger and stronger each day.

On his way, Cinderelas stopped at a village. There, he met some people who were involved in cockfighting. They challenge him to see how strong his rooster was. “If your rooster wins, you’ll get a reward,” said the man who challenged him. Cinderelas accepted the challenge. In a few minutes, his rooster defeated the opponent’s rooster. He was challenged again by other man, and one more time, his rooster won. He won again and again.

The news about Cinderelas’ rooster quickly spread to the whole Jenggala kingdom and made Raden Putra curious. So, he invited Cinderelas to the palace. “What is your name, boy?” Raden Putra asked as Cinderelas arrived in the palace. “My name is Cinderelas, Your Majesty,” Cinderelas answered. He felt both thrilled and happy to see Raden Putra.

Raden Putra challenged Cinderelas with one condition. If Raden Putra’s rooster won, Cinderelas’ head would be cut off. But if Cinderelas’ rooster won, Raden Putra would share half of his wealth. Cinderelas accepted the condition. The competition was held in the front yard of the palace. The two roosters fought bravely. But in just a few minutes, Cinderelas’ rooster won the fight! Raden Putra shook his head and stared at Cinderelas from his seat, “That rooster is no ordinary rooster, and the boy is not an ordinary boy either. Who is he exactly?” he thought. Raden Putra was about to asked when suddenly Cinderelas’ rooster sang the song, “My master is Cinderelas. His house is in the woods. He’s the son of Raden Putra.”

Raden Putra was surprised. “Is it true?” he asked. “Yes, My Majesty. My name is Cinderelas and my mother was the queen,” said Cinderelas. Raden putra called the general who had banished the queen. The general then confessed that he never killed the queen. Later, the royal healer also admitted his mistake. Raden Putra was so

shocked. He immediately went to the woods to pick up the queen. Ever since, Cindelas and his parents lived happily together. As for the concubine, she was sent to the jail as punishment.

d. The Hobbit (An Unexpected Journey)

Bilbo Baggins (Martin Freeman) joins Gandalf (Ian McKellen) and a band of dwarves led by the brave Thorin (Richard Armitage) on a treacherous quest to reclaim their mountain home from the fierce dragon Smaug in this epic fantasy adventure adapted from J.R.R. Tolkien's beloved novel by the creative forces behind the Lord of the Rings trilogy. Long before Frodo Baggins (Elijah Wood) made his arduous journey to Mordor, his brave uncle Bilbo embarked on an adventure for the ages.

Bilbo's story gets under way when the great wizard Gandalf appears at his front gate with a most unusual offer. Displaced from their massive fortress in the Lonely Mountain by Smaug - a greedy dragon who coveted their gold - a community of noble dwarves were decimated by a surprise attack by monstrous orcs, whose dreaded leader the Pale Orc slew their king in a gruesome battle.

Now, Thorin, the descendent of the king, is determined to reclaim his mountain kingdom for his people. Together with a fearless team of dwarves, Thorin and Gandalf recruit Bilbo to aid them in their quest since Hobbits have the unique ability to go undetected when they wish to. Before Bilbo, Gandalf, and the dwarves can reach The Lonely Mountain and defeat Smaug, however, they'll have to contend with trolls, goblins, stone giants, Gollum (Andy Serkis), and even the dreaded Pale Orc himself. Peter Jackson directs a screenplay he co-penned with Fran Walsh, Philippa Boyens, and Guillermo del Toro. ~ Jason Buchanan, Rovi

Lesson Plan for Experimental Class

School	: SMP Negeri 3 Bandar Lampung
Course	: English
Class / Semester	: VIII / 2
Time Allocation	: 4 X 40 Minutes
Topic	: Local Stories
Item	: Narrative Text
Skill	: Speaking

A. Standard Competence

Expressing the meaning in oral texts functional and simple short monologue and recount, narrative form to interact with their surrounding environments.

B. Basic Competence

10.1 Expressing the meaning of simple short functional oral text by using varieties of language spoken accurately, fluently and thankful to interact with their surrounding environments

10.2 Expressing the meaning of simple monologue by using varieties of language spoken accurately, fluently and thankful to interact with their surrounding environments

C. Indicators

1. Expressing functional text orally (announce, invitation, short message)
2. Asking and answering various informations of announcement text, invitation, short message orally (Doing simple short monologue in narrative and recount)

D. Learning Objective

At the end of the course students are expected to be able to:

1. The students are able to understand the purpose of oral text in functional simple oral text.

2. The students are able to express the purpose of the function of simple oral text .
3. The students are able to understand the purpose of written text and short functional text in narrative form.
4. The students give the response of the purpose which consist in short functional text in narrative form
5. The students give the response and rethoric steps in the simple short functional text in narrative form.
6. The Students can express the purpose and rethoric steps short essay in narrative form.

E. Materials

- a. The definition of narative text
- b. The purpose of narative text
- c. Generic structure of narrative text.
- d. Language features of narrative text.
- e. Example of narrative text

F. Method/ Technique

- Round Table Technique

G. Learning activities

Activities	Time	Life skill Aspects
1. Preface <ul style="list-style-type: none"> • The teacher greet the students by salam and ask ‘how are you?’ • Teacher checks students’ attendance by asking “Who is absent today? Where is she/he?” (attention) 	5 minutes	Communicative
2. Pre-activity <ul style="list-style-type: none"> • The teacher asks the students how to ask for information about the materials that will be lerned. • The teacher mentions the material.. • The teacher tells the purpose of narrative text. • The teacher informs the generic 	15 minutes	Comunicative

<p>structure of narrative text.</p> <ul style="list-style-type: none"> • The teacher introduces narrative text. • The teacher ask some of vocabularies on the text. • The students are guided for determain basic competence that related with the materials. • The teacher explains the purpose of learning narrative text. 		
<p>3. Whilst</p> <p>d. Exloration</p> <ul style="list-style-type: none"> • The teacher informs the language features in narrative text. • The students guess the type of sentence that used in narrative text. <p>e. Elaboration</p> <ul style="list-style-type: none"> • Teacher devided the students into 4 groups. • The students do excercises. • One of the student in Each group begins by giving views and thoughts on the task at hand; and the next students has also contributed. <p>f. Confirmation</p> <ul style="list-style-type: none"> • The students practice speaking. • The students and the teacher correct the mistakes of excercises that have been done. • The students repair their excercise by them self. • The teacher see the excercise and gives mark toward the students learning result. 	<p>25 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	<p>Active</p>
<p>4. Post Activity</p> <ul style="list-style-type: none"> • The students and the teacher make a conclusion about the material that have been learned. • The teacher informs the 	<p>10 minutes</p>	<p>Active</p>

benefits, and concludes the result of learning about narative text.		
<ul style="list-style-type: none"> The students gather the information about the next materials will be learned. 		

H. Sources/ Media

1. The relevan text book
2. Ppt
3. Example narative Text

I. Scoring Rubric

- a. Instrument form : oral test (appendix 2)
- Scoring : Speaking Scoring Rubrik

Scoring Speaking Procedure

	Level	Description
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.

	Level	Description
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
	Level	Description
Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	Level	Description
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

	Level	Description
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if <u>delivered with slowed speech, repetition, or paraphrase</u>
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his <u>experience</u> .
	5	Equivalent to that of an educated native speaker.

$$\text{Score} = \frac{\text{Total Score}}{25} \times 100$$

Scoring Standards and Range in Speaking Assesments

Standards of Scoring	Range of Score
Excellent	80 -100
Very good	73 -79
Good	65 -72
Average	60 – 64
Poor	55 – 59
Very poor	≤ 55

Mengetahui,
Guru Mata Pelajaran

Bandar Lampung, Mei 2017
Mahasiswa

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Appendix 22

Lesson Plan for Control Class

School	: SMP Negeri 3 Bandar Lampung
Class / Semester	: VIII / 2
Time Allocation	: 2 X 40
Topic	: Foreign Stories
Item	: Narrative Text
Skill	: Speaking

A. Standard Competence

Expressing the meaning in oral texts functional and simple short monologue and recount, narrative form to interact with their surrounding environments.

B. Basic Competence

101 Expressing the meaning of simple short functional oral text by using varieties of language spoken accurately, fluently and thankful to interact with their surrounding environments

102 Expressing the meaning of simple monologue by using varieties of language spoken accurately, fluently and thankful to interact with their surrounding environments

C. Indicators

1. Expressing functionl text orally (announce, invitation, short message)
2. Asking and answering various informations of announcement text, invitation, short message orally (Doing simple short monologue in narrative and recount)

D. Learning Objectives

At the end of the course students are expected to be able to:

1. The students are able to understand the purpose of oral text in functional simple oral text.

2. The students are able to express the purpose of the function of simple oral text .
3. The students are able to understand the purpose of written text and short functional text in narrative form.
4. The students give the response of the purpose which consist in short functional text in narrative form
5. The students give the response and rethoric steps in the simple short functional text in narrative form.
6. The Students can express the purpose and rethoric steps short essay in narrative form.

E. Materials

- a. The definition of narative text
- b. The purpose of narative text
- c. Generic structure of narrative text.
- d. Language features of narrative text.
- e. Example of narrative text

F. Method/ Techniqu

- Small Group Discession

G. Learning activities

Activities	Time	Life skill Aspects
1. Preface <ul style="list-style-type: none"> • The teacher greet the students by salam and ask ‘how are you?’ • Teacher checks students’ attendance by asking “Who is absent today? Where is she/he?” (attention) 	5 minutes	Communicative
2. Pre-activity <ul style="list-style-type: none"> • The teacher asks the students how to ask for information about the materials that will be lerned. • The teacher mentions the material.. • The teacher tells the purpose of narrative text. • The teacher informs the generic 	15 minutes	Comunicative

<p>structure of narrative text.</p> <ul style="list-style-type: none"> • The teacher introduces narrative text. • The teacher ask some of vocabularies on the text. • The students are guided for determain basic competence that related with the materials. • The teacher explains the purpose of learning narrative text. 		
<p>3. Whilst</p> <p>a. Exploration</p> <ul style="list-style-type: none"> • The teacher informs the language features in narrative text. • The students guess the type of sentence that used in narrative text. <p>b. Elaboration</p> <ul style="list-style-type: none"> • Divide the class into small groups • The students do excercises concern narrative text by group. • Allow the groups to discuss their respective topic • The students collect the excercises that have been done. • They should select a spokesman who will report on the group <p>c. Confirmation</p> <ul style="list-style-type: none"> • The students and the teacher disscus the excercises that have been done. • The students and the teacher correct the mistakes of excercises that have been done. • The students repair their excercise by them self. • The teacher see the excercise and gives mark toward the students learning result 	<p>25 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	<p>Active</p>

<p>4. Post Activity</p> <ul style="list-style-type: none"> • The students and the teacher make a conclusion about the material that have been learned. • The teacher informs the benefits, and concludes the result of learning about narative text. • The students gather the information about the next materials will be learned. 	10 minutes	Active
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H. Sources/ Media

1. The relevan text book
2. Ppt
3. Example narative Text

I. Scoring Rubric

- a. Instrument form : oral test (appendix 2)
Scoring : Speaking Scoring Rubrik

Scoring Speaking Procedure

	Level	Description
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	. Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
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	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
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	Level	Description
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs
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	Level	Description
Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
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	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	Level	Description
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native

speakers.

	Level	Description
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.

$$\text{Score} = \frac{\text{Total Score}}{25} \times 100$$

Scoring Standards and Range in Speaking Assesments

Standards of Scoring	Range of Score
Excellent	80 -100
Very good	73 -79
Good	65 -72
Average	60 – 64
Poor	55 –59
Very poor	≤ 55

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Mahasiswa

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Kepala Sekolah

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Appendix I

Materials

1. Definition of narrative text. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.
2. The purpose of narrative text.
The Purpose of Narrative Text is to amuse or to entertain the reader with a story.
3. The kinds of narrative text.
There are many kinds of Narrative Text:
 - Legend
Examples: Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.
 - Fable
Examples: The smartest Parrot and The story of Monkey and Crocodile.
 - Fairy Tale
Examples: Cinderella, Snow White, The story of Rapunzel and Painting the Wall.
4. Generic structure of narrative text.
A Narrative text will consists of the following structure:
 - **Orientation** : introducing the participants and informing the time and places.
 - **Complication** : describing the rising crises which the participants have to do with.
 - **Resolution** : showing the way of participant to solve the crises, better or worse. Or solution to the problems.
5. Language features of narrative text.
 - Past tense (killed, drunk, etc)
 - Adverb of time (Once upon a time, one day, etc)
 - Time conjunction (when, then, suddenly, etc)

- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

Examples of narrative Text

Thumbelina

Once upon time, there was a very poor woman. There was not a boy or a daughter who lived with her. She wished very much to have a child. **(Orientation)**

One day, the poor woman went to a fairy god mother. The fairy lived near the green meadow in the valley. The poor woman received a barleycorn seed from the fairy. She went home and planted it in a flower pot. Several days latter, the seed grew up into a large beautiful flower. **(Complication)**

Surprisingly, the woman saw a little girl inside the flower. The sweet little girl was as long as a thumb. The woman gave her the name of Thumbelina because she was so small. **(Resolution)**

The vocabularies

Poor woman	: Wanita miskin
Wish	: Keinginan/mengharap
Fairy god mother	: Ibu peri
Valley	: Lembah
Meadow	: Padang rumput
Thumb	: Ibu jari

Appendix II

Speaking Test

1. Use your time effectively and efficiently
2. Work with your partner well.

Instruction

1. Every student should choose one title of the stories.
2. Every student should tell the story

Possibility Answer

a. Pinocchio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach

by made a fire.

They went home back together. In the end, they lived happy forever after.

b. The Hobbit (An Unexpected Journey)

Bilbo Baggins (Martin Freeman) joins Gandalf (Ian McKellen) and a band of dwarves led by the brave Thorin (Richard Armitage) on a treacherous quest to reclaim their mountain home from the fierce dragon Smaug in this epic fantasy adventure adapted from J.R.R. Tolkien's beloved novel by the creative forces behind the Lord of the Rings trilogy. Long before Frodo Baggins (Elijah Wood) made his arduous journey to Mordor, his brave uncle Bilbo embarked on an adventure for the ages.

Bilbo's story gets under way when the great wizard Gandalf appears at his front gate with a most unusual offer. Displaced from their massive fortress in the Lonely Mountain by Smaug - a greedy dragon who coveted their gold - a community of noble dwarves were decimated by a surprise attack by monstrous orcs, whose dreaded leader the Pale Orc slew their king in a gruesome battle.

Now, Thorin, the descendent of the king, is determined to reclaim his mountain kingdom for his people. Together with a fearless team of dwarves, Thorin and Gandalf recruit Bilbo to aid them in their quest since Hobbits have the unique ability to go undetected when they wish to. Before Bilbo, Gandalf, and the dwarves can reach The Lonely Mountain and defeat Smaug, however, they'll have to contend with trolls, goblins, stone giants, Gollum (Andy Serkis), and even the dreaded Pale Orc himself. Peter Jackson directs a screenplay he co-penned with Fran Walsh, Philippa Boyens, and Guillermo del Toro. ~ Jason Buchanan, Rovi

Lesson Plan for Control Class

School	: SMP Negeri 3 Bandar Lampung
Course	: English
Class / Semester	: VIII / 2
Time Allocation	: 2 X 40
Topic	: Local Stories
Item	: Narrative Text
Skill	: Speaking

A. Standard Competence

Expressing the meaning in oral texts functional and simple short monologue and recount, narrative form to interact with their surrounding environments.

B. Basic Competence

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F. Method/ Techniqu

- Small Group Discession

G. Learning activities

Activities	Time	Life skill Aspects
1. Preface <ul style="list-style-type: none"> • The teacher greet the students by salam and ask ‘how are you?’ • Teacher checks students’ attendance by asking “Who is absent today? Where is she/he?” (attention) 	5 minutes	Communicative
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<p>structure of narrative text.</p> <ul style="list-style-type: none"> • The teacher introduces narrative text. • The teacher ask some of vocabularies on the text. • The students are guided for determain basic competence that related with the materials. • The teacher explains the purpose of learning narrative text. 		
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<p>4. Post Activity</p> <ul style="list-style-type: none"> • The students and the teacher make a conclusion about the material that have been learned. • The teacher informs the benefits, and concludes the result of learning about narative text. • The students gather the information about the next materials will be learned. 	10 minutes	Active
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Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.

	Level	Description
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
	Level	Description
Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	Level	Description
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

	Level	Description
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.

Score = $\frac{\text{Total Score}}{25} \times 100$

Scoring Standards and Range in Speaking Assesments

Standards of Scoring	Range of Score
Excellent	80 -100
Very good	73 -79
Good	65 -72
Average	60 – 64
Poor	55 – 59
Very poor	≤ 55

Mengetahui,
Guru Mata Pelajaran

Bandar Lampung, Mei 2017
Mahasiswa

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Appendix II

Speaking Test

1. Use your time effectively and efficiently
2. Work with your partner well.

Instruction

1. Every student should choose one title of the stories.
2. Every student should tell the story

Possibility Answer

a. Timun Mas

Long time ago in the Island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buto Ijo to give them children. Buto Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buto Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Emas. The farmers were happy. Timun Emas was very healthy and smart. She was also very diligent. When she was a teenager Buto Ijo came to their house. Timun Emas was frightened so she ran away to hide. The farmers then told Buto Ijo that Timun Emas was still a child. They asked him to postpone. Buto Ijo agreed. He promised to come again. The following year Buto Ijo came again. But again and again their parents said that Timun Emas was still a child.

When the third time Buto Ijo came their parents had prepared something for him. They gave Timun Emas several bamboo needles, seeds of cucumber, dressing and salt.

“Timun, take these things”

“What are these things?”

“These are your weapons. Buto Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!”

Timun Emas was scared so she ran as quickly as she could. When Buto Ijo arrived she was far from home. He was very angry when he realized that his prey had

left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Emas was just a girl while Buto Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Emas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buto Ijo was very thirsty so he grabbed and ate them. When Buto Ijo was busy eating cucumber Timun Emas could run away.

But soon Buto Ijo realized and started running again. When he was just several steps behind Timun Emas threw her bamboo needles. Soon they turned into dense bamboo trees. Buto Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Emas could run farther.

Buto Ijo chased her again. When he almost catch her again and again Timun Emas threw her dressing. This time it turned into a lake. Buto Ijo was busy to save himself so Timun Emas ran way. But Buto Ijo could overcome it and continue chasing her.

Finally when Timun Emas was almost caught she threw her salt. Soon the land where Buto Ijo stood turned into ocean. Buto Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her home.

b. Cinderelas

Raden Putra was the king of Jenggala kingdom. He had a beautiful queen and concubine. Unlike the queen, the concubine had bad personalities. She was envious and jealous with the queen, so she planned to make the queen leave the palace. The concubine then asked the royal healer to help her in her plan. One day, the concubine pretended to be ill. Raden Putra called the royal healer to give the concubine treatments. "What is her disease?" Raden Putra asked the royal healer. "I'm very sorry, My Majesty. She is sick because the queen put poison in her meal," the royal healer lied.

Raden Putra was shock and angry to hear the explanation. He called the queen and asked her if the story was true. Of course the queen denied, but Raden Putra won't listen. "Please Your Majesty, have mercy. I really didn't do anything," cried the queen in her tears. Raden Putra's anger ended in a decision. The queen should be banished to the woods and terminated. He did not know that the queen was already pregnant. Raden Putra commanded one of his general to do the punishment. The queen was banished to the woods, but the wise general didn't have the heart to kill

her. He built a simple house in the woods for her. On his way back to the palace, he smeared his sword with rabbit blood, so Raden Putra would believe that he had killed the queen.

After the general left, the queen lived by herself in the woods. Several months later, she gave birth to a healthy baby boy. The baby was named Cindelas. He grew up as a nice, healthy, and handsome boy. One day, while Cindelas helped her mother to collect some fire woods, an eagle dropped an egg. Cindelas brought the egg to be brooded by a chicken behind their house. The egg hatched into a chick and then it slowly became a strong rooster. The rooster is no ordinary rooster. The rooster could sing. Every morning, the rooster woke Cindelas up with its beautiful song, "My master is Cindelas. His house is in the woods. He's the son of Raden Putra." The rooster often sang that song.

Cindelas always woke up early in the morning and listen happily to his rooster's song. He didn't realize the meaning of the song until one day, he started to think. "Who is Raden Putra?" he asked his mother. The queen then told him the whole story. She also told him why they were banned from the kingdom and lived in the woods. Cindelas was very surprised. He decided to go to the palace to meet the king, his father. Cindelas asked her mother's permission to go to the kingdom and to tell the king what really happened. He also brought his rooster that grew bigger and stronger each day.

On his way, Cindelas stopped at a village. There, he met some people who were involved in cockfighting. They challenge him to see how strong his rooster was. "If your rooster wins, you'll get a reward," said the man who challenged him. Cindelas accepted the challenge. In a few minutes, his rooster defeated the opponent's rooster. He was challenged again by other man, and one more time, his rooster won. He won again and again.

The news about Cindelas' rooster quickly spread to the whole Jenggala kingdom and made Raden Putra curious. So, he invited Cindelas to the palace. "What is your name, boy?" Raden Putra asked as Cindelas arrived in the palace. "My name is Cindelas, Your Majesty," Cindelas answered. He felt both thrilled and happy to see Raden Putra.

Raden Putra challenged Cindelas with one condition. If Raden Putra's rooster won, Cindelas' head would be cut off. But if Cindelas' rooster won, Raden Putra would share half of his wealth. Cindelas accepted the condition. The competition was held in the front yard of the palace. The two roosters fought bravely. But in just a few minutes, Cindelas' rooster won the fight! Raden Putra shook his head and

stared at Cindelas from his seat, “That rooster is no ordinary rooster, and the boy is not an ordinary boy either. Who is he exactly?” he thought. Raden Putra was about to ask when suddenly Cindelas’ rooster sang the song, “My master is Cindelas. His house is in the woods. He’s the son of Raden Putra.”

Raden Putra was surprised. “Is it true?” he asked. “Yes, My Majesty. My name is Cindelas and my mother was the queen,” said Cindelas. Raden putra called the general who had banished the queen. The general then confessed that he never killed the queen. Later, the royal healer also admitted his mistake. Raden Putra was so shocked. He immediately went to the woods to pick up the queen. Ever since, Cindelas and his parents lived happily together. As for the concubine, she was sent to the jail as punishment.



Appendix 23
SILABUS PEMBELAJARAN

Sekolah : SMPN 3 Bandar Lampung
Kelas : VIII (Delapan)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (Dua)
Standar Kompetensi : Berbicara

1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek : - Notices - Iklan 2. Tata Bahasa - Imperatives - Comparison 3. Kosakata - Kata terkait tema dan jenis teks 4. Ungkapan baku - attention, please	1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi 2. Membuat kalimat sederhana untuk: - Memberi perhatian (Notice) - Menarik seseorang membeli /	1. Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat 2. Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Unjuk kerja	<i>Uji petik berbicara</i>	1. <i>Give suitable notices based on the pictures</i> 2. <i>Make simple advertisements based on the pictures</i>	4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait materi dan topik 3. Benda sekitar 4. Teks bentuk khusus: - undangan - pengumuman - pesan singkat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk	<p>1. Teks monolog berbentuk recount dan narrative.</p> <p>2. Ciri-ciri kebahasaan teks narrative dan recount.</p> <p>3. Langkah retorika teks narrative dan recount.</p> <p>4. Tata Bahasa</p> <ul style="list-style-type: none"> - Simple Past tense - Past continuous 	<p>menggunakan produk tertentu</p> <p>3. Membahas gambit-gambit yang sering muncul dalam teks fungsional terkait</p> <p>4. Membuat secara lisan:</p> <ul style="list-style-type: none"> - Notice - Iklan <p>1. Review kosakata dan tata bahasa terkait jenis teks recount dan narrative dengan tema yang dipilih</p> <p>2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks recount dan narrative</p> <ul style="list-style-type: none"> - <i>simple past</i> - <i>past</i> 	<p>- Melakukan monolog pendek sederhana dalam bentuk narrative dan recount</p>	Unjuk kerja	Uji Petik berbicara	<p>1. <i>Tell us briefly what you did yesterday</i></p> <p>2. <i>Retell a story that you know very well.</i></p> <p>3. <i>Tell a story based on the series of a pictures given.</i></p>	8 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar yang relevan</p> <p>3. Benda sekitar</p> <p>4. Buku cerita dalam bahasa Inggris</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<i>recount</i> dan <i>narrative</i>	<p>tense</p> <ul style="list-style-type: none"> - temporal conjunctions - Connective words - Adverbs - Adjectives <p>5.Kosa kata</p> <ul style="list-style-type: none"> - kata terkait tema dan jenis teks <p>6.Ungkapan baku</p> <ul style="list-style-type: none"> - Really? - That's terrible - How Then ? 	<p><i>continuous</i></p> <ul style="list-style-type: none"> - <i>temporal conjunctions</i> - <i>connective words</i> - <i>adverbs</i> - <i>adjectives</i> <p>3. Melakukan percakapan terkait kegiatan yang dialami atau cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: <i>Really?</i> <i>That's terrible!</i> <i>How then?</i> <i>First,...., then...., finally...</i></p> <p>4. Menceritakan kembali kegiatan / pengalaman atau teks narative yang pernah didengar Menceritakan berdasarkan foto atau Gambar cerita populer.</p>						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Mengetahui,
Guru Mata Pelajaran

Bandar Lampung, Mei 2017
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**Appendix 24
Documentation**





Appendix 25

Students' Transcription

Student 1

In a city there is onet, maked named gepetto. How wonderful if this please (Place) though maked a kid. after he (hehehehe) with a miraclly....good afternun (afternoon) papa. Doll tell kid and started walking. With eye great joy he say from today. You are my from I'll give you the moni (money) pinocchio in older to be in mate in you step a full tomorrow.

Student 2

How cidelaras give spret to the wall cindelaras to the wall kingdom to the wall and mother raden putra for rules. he in vintage(village) to the place "what is your name boy, your name boy raden putra asked cindelaras to the place. My name is cindelaras your majesty and cindelaras happy to raden putra.

Student 3

One day, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he has an idea. He (want) to make a puppet so he would never (feel) lonely again. He made a puppet all night without resting. In the morning, finally he finished (he) work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio (cannot) talk or walk by himself. In the middle of the night, Geppetto prayed to the God. (He) wish was Pinocchio became a real boy, human. He (think) it on his mind in his dream.