

**THE INFLUENCE OF USING GROUP INVESTIGATION
TOWARD STUDENTS' SPEAKING ABILITY AT THE SECOND
SEMESTER OF THE EIGHTH GRADE OF MTs HASANUDDIN
TELUK BETUNG BANDAR LAMPUNG IN 2015/2016
ACADEMIC YEAR**



A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1- Degree**

By

**MUHAMMAD FATHONI
NPM. 1011040116**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2016**

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2016**

ABSTRACT

The Influence of Using Group Investigation Toward Students' Speaking Ability at the Second Semester of the Eighth Grade of MTs Hasanuddin in 2015/2016 Academic Year

By:
Muhammad Fathoni

In teaching and learning process in the class, there are a lot of students who find some difficulties in learning English. One of the difficulties that the students find in English is speaking. The students' speaking ability in MTs Hasanuddin Teluk Betung Bandar Lampung is still low. For this reason there is technique to influence their speaking ability that is Group Investigation. Group Investigation is a learning technique that enables learners to work in group to talk over something and then share the finding with other groups. The objective of this research is to know the significant influence of using Group Investigation technique towards students' speaking ability at the second semester of the eighth grade of MTs Hasanuddin in 2015/2016 Academic year. The research methodology used is experimental method. The treatment held in three meetings which is 6 x 40 minutes for each class. The sample was taken from two classes. One class as experimental class and another class as control class which consisted of 60 students. In the experimental class the writer used Group Investigation and in control class the writer used dialog memorization. The population of this research was the eighth grade of MTs Hasanuddin Teluk Betung Bandar Lampung which consisted of 92 students. In collecting the data, the writer used the instrument of oral test. After conducting the treatments the instrument was used as pre-test and post-test, the writer analyzed the data by using SPSS to compute Independent sample t-test. After doing the hypothetical test, it was obtained that sig. (P_{value}) was 0.000. and $\alpha = 0.05$. It means that H_a is accepted because sig. (P_{value}) < $\alpha = 0.05$. In other words, it could be concluded that there was a significant influence of using Group Investigation towards students' speaking ability at the second semester of the eighth grade of MTs Hasanuddin in 2015/2016 Academic year.

Keyword: Dialog Memorization, Experimental Method, Group Investigation Technique, Students' Speaking Ability



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Certify that this thesis is definitely my own word. I am completely responsible for the content of this thesis. Other researcher opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, August 2016
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MOTTO

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ

“And say to My-servants, that they should speak in the most kindly manner”

(Q.S Al-Ishro: 53)¹

¹ Abdullah Yusuf Ali, The Meaning of Holy Qur'an New Edition Revised Translation, Commentary and Newly Comprehensive Index (Bestville: Amana Publication, 2005), p. 1153.

DEDICATION

I would like to dedicate this thesis for all my beloved people

1. My beloved parents, Ismono and Karti, S.Pd., who have already prayed, supported for my success, and advised me all the time.
2. My beloved brothers, Latiful Wahid , M.Pd,I, Komarul Latif, S.Kom, Luthfiati Ningrum, A.Md., and Khotmul Istiqomah, S.Pd.I who always motivate me to success.
3. My beloved wife, Desi Eka Dian As Diansah who always supports me all the time.
4. My lovely almamater, IAIN Raden Intan Bandar Lampung which has contributed a lot for my development.

CURICULUM VITAE

The researcher name is Muhammad Fathoni. He was born in Mesuji on August 28th 1991. He is the last child of Mr. Ismono and Mrs. Karti. S.Pd.I. He has two brothers (Latiful Wahid, M.Pd.I. and Komarul Latif, S.Kom.) and two sisters (Luthfiati Ningrum, A.Md. and Khotmul Istiqomah, S.Pd.I). He lives in Sukarame Bandar Lampung.

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During studying at IAIN Raden Intan Lampung the researcher followed an extra organization as a caretaker in HMI-Kom-Tarbiyah and as a member in HMI-Cabang Bandar Lampung.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim.

Alhamdulillah, All praise be to Allah, the Most beneficent, the Most merciful and the almighty for the blessing that is given to the researcher during the study and in completing this thesis. May sholawat and salam always be with the Prophet Muhammad SAW. peace be upon him who brings us from the darkness to the lightness.

This thesis is presented to know the influence of using group investigation towards students' speaking ability at the second semester of the eighth grade of MTs Hasanuddin Bandar Lampung in 2015/2016 academic year. It is handed as compulsory fulfillment of the requirement for S1-degree of English Education study program at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Raden Intan Lampung.

The researcher realizes that he cannot complete this thesis without guidance, suggestion, and many valuable things from various sides. The researcher obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them.

Therefore, the researcher would like to thank and to give an appreciation to:

1. Dr. H. Chairul Anwar, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty, IAIN Raden Intan Lampung.
2. Meisuri, M.Pd., the chairperson of English Education Study Program, who has granted the permission to the researcher in doing the research and also the advisor, who has patiently guided and directed the researcher until the completion of this thesis.
3. M. Sayid Wijaya, M.Pd., the co-advisor, who has given guidance and supervision, especially in correcting this thesis.
4. Bambang Irfani, M.Pd., my beloved lecturer who has given me a motivation, support, and a kindness during studying.
5. All of the lecturers at English Department of IAIN Raden Intan Lampung.
6. H. Janim, S.Pd.I., the headmaster of MTs Hasanuddin Bandar Lampung for allowing him to conduct the research; and also for Mujiono, S.Pd., the English teacher at MTs Hasanuddin Bandar Lampung for being so helpful during the research process and giving suggestions during the research; and to the students of the eighth grade of MTs Hasanuddin Bandar Lampung for being so cooperative during the research.
7. The researcher parents Ismono and Karti, S.Pd.I., as well as his encouragers for their support, love, and everything that he cannot tell all in words.
8. The researcher wife, Desi Eka Dian As Diansah as well as his partner and life companion.

9. His beloved friends, Sumista Ade Pratama, Doni Ari Setiawan, Umi Nurul Baiti (Alm), Uswatun Khoiriyah, M.Pd., Mitra Hidayati, S.Pd., Ahya Nuzul, and English Education '10 especially students of class A.

10. All his colleagues and all people who cannot be mentioned individually here, who has greatly contributed towards the completion of this thesis.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Any correction, comments and criticism for the improvement of this thesis is always open-heartedly welcome and the researcher hopes that this thesis will be useful for the readers.

Bandar Lampung, May 2016
The researcher,

Muhammad Fathoni
NPM. 1011040116

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CHAPTER I INTRODUCTION

A. Background of the Problem

It is generally known that no communication takes place without a language. People require a language to interact with other people from different countries. They use a language in common in order that they can express their feelings, opinions, and thoughts. It is supported by Richard and Rodgers who state that language is a system for expression of meaning and primary function of language is for interaction and communication¹. From definition, it implies how important language is in human life. So the human must master some elements and skills in order to be able to communicate by using language that they will create understanding and take the advantages from communication.

English is an international language used by most people throughout the world. They use it to communicate with other people from different countries. In addition, English is widely used in some fields such as education, economics, politics and trade.

In globalization era, the communication among people from different countries requires an international language which can be understood by other people easily.

¹Jack C Richards and Theodore S Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1986), p.26.

English has been the most widely used as an international language. Now, the demand of English as tool of communication among people in the world is getting broader. In addition, Brown says that language is a system of arbitrary, vocal symbols which allow people in a given culture or other people who have learned the system of that culture, to communicate or to interest.² English plays a big role for human being especially to face modern life in the globalization era. English is the international language that almost all people in the world use it as the means of communication. English is also used in the international activities such as: international seminar, international conference, which involve many people from different countries. Most books of knowledge and high technology are written in English, so that people who want to develop their knowledge and master of using high technology should master English. Furthermore Lim states that English is taught to relate to wider social needs outside the country. There is often the need to expand overseas trade or to increase understanding between countries by increasing ease of contact through a common language. English being an international language, is widely taught as a foreign language³.

In Indonesia, English is taught as one of the compulsory subjects which are taught from junior high school to university. By learning English, the students are expected to be able to communicate in English both in written and oral forms. Thus they have

²H. Douglas Brown, *Principles of Language Learning and Teaching*, (London: Longman, 1994), p. 4.

³Lim Kiat Boey, *An Introduction to Linguistics for the Language Teacher*, (Singapore: Cambridge University Press, 1982), p. 112.

to master the four skills; they are listening, speaking, reading and writing. They should be taught skillfully and communicatively in learning process in order to achieve the goal of Indonesian curriculum.

Realizing the importance of English, it is equally important to prepare the teachers who will teach it. Moreover, English is introduced from elementary school. In this case, the teachers should prepare kinds of appropriate technique to teach English in classroom. Richard and Rodgers also stated that, on teaching English as foreign language, there are design of approaches and methods in language teaching. It consists of six consideration such as; the objective of a method, the types of learning tasks and teaching activities the method and advocates, the roles of learners, the roles of teachers and the roles of instructional material⁴.

There are so many techniques in teaching vocabulary in the classroom. It is used because vocabulary is the complex component of language. There are so many elements on a word to study. So, teaching vocabulary was successful if it is suitable with the activities to create enjoyable situation on the lesson. It needs teacher role to find it. The teaching learning process should involve three factors, namely teacher, learner, and method⁵. The technique is very important because English is the first foreign language for students to learn and students' development is different. It also means that in teaching learning process the students should be involved actively in the lesson. They not only receive the instruction from the teacher but they should be

⁴ Jack C Richards and Theodore S Rodgers, *Op.Cit.*, p. 21.

⁵ *Ibid.*, p. 20.

active in the lesson with the guiding of teacher and active in the technique given by the teacher.

Speaking has an important skill in daily life, because it is the main skill in communication. Without speaking we cannot socialize with the others. Speaking activities are also a good indication of students' strengths and weaknesses. Scott and Ytreberg says that speaking is, perhaps, the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English⁶. Although English has been taught to the students at different levels of education for years, it is still difficult for students to use it in their daily lives. Students still find difficulties to communicate with other people either orally or in a written form. For example, when they asked them to make a short conversation. They were still confused how to manage the dialogue. They needed longer time to make it and they opened dictionary. They still have problems with their ability to master the language skills.

The fact that, this can be found at the eighth grade of MTs Hasanuddin in which the students' achievement in English, particularly in speaking, was still low. The following is the students' speaking score got from school's documentation.

⁶ Wendy A Scott and Lisbeth H Ytreberg, *Teaching English to Children*, (New York: Longman Inc., 1990), p. 3.

Table 1
The Students' English Score at the First semester of the Eighth Grade of MTs
Hasanuddin in 2015/2016 Academic Year

Class	Score			%
	70	%	<70	
8A	11	11.96	19	20.65
8B	12	13.04	18	19.57
8C	12	13.04	20	21.74
TOTAL	35	38.04%	57	61.96%

Source: Document of Students' score for English Test at the eighth grade students of MTs Hasanuddin in 2015/2016 academic year

Based on the Table 1, it can be seen that there are 57 out of 92 students or 61.96% than those who got scores above the criteria of minimum mastery, as 35 students or 38.04%. Further, from the result of interview with the teacher, it was found that the students got problems with their English because they felt unmotivated to learn, particularly to learn and master speaking. Moreover, the English teacher said that Most of the students still got difficulties in expressing their opinion, feelings or experiences orally.⁷ The unmotivated students here because they still lack of vocabulary to do the test, so the students nervous when the speaking test did. Besides, from the result of interview with the students, it was found that most of the students found difficulties in mastering speaking because they felt bored of the technique that the teacher used. Consequently, they felt unmotivated to learn English, especially in learning speaking.⁸

⁷ Mujiono, English teacher, at MTs Hasanuddin on March 23, 2014. *An interview, unpublished.*

⁸ The eighth grade students of MTs Hasanuddin, on March 23, 2013. *An Interview, unpublished.*

There are many techniques applied in teaching English speaking skill such as role play, games, information gap, song, discussion, and simulation⁹. These techniques could be implemented in any grade. Thus the researcher here tries to implement a good teaching speaking technique using the Group Investigation technique. By implementing this technique, the researcher wishes to give new experience in learning English and have a fun situation in the classroom.

Group Investigation is a learning technique that enables learners to work in group to talk over something and then share the finding with other groups. Javid on his journal said that one of the foremost challenges that confront English language teachers is the use of innovative and practical teaching techniques to make their students learn effectively and efficiently. There are many research has offered deep insights into the fact that the power of simulation can transpose the normal classroom into an authentic setting where language skills can be taught under more realistic conditions¹⁰.

According to Zingaro, the research into GI makes a compelling case for its use: it has been shown to improve achievement, increase motivation, and foster inter-ethnic friend-ships and respect across an array of age groups and subject areas. Only then will we really understand the full positive effect GI can have on our students¹¹. The

⁹ Jeremy Harmer, *How to Teach Speaking*, (London: Longman, 1984), p. 124.

¹⁰Choudhary Zahid Javid, *An Investigation of Effectiveness of Simulation in Developing Oral Skills: A Case Study*,(Edition vol.9) (European Scientific Journal November 2013, No.32 ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431. available at <http://www.readingrockets.org/article/9943> [28 July 2016]

¹¹Daniel Zingaro, *Group Investigation: Theory and Practice*, (Ontario: Ontario Institute for Studies in Education Toronto), July 18, 2008, p. 8.

researcher assumes that Group Investigation technique is a suitable technique for teaching speaking because it generally can motivate students in learning English particularly speaking and gains a better achievement in English subject and specifically improve students' speaking ability. Basedn on Mayasari, Group investigation is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes. Group investigation technique requires the students to form small interest groups, plan and implement their investigation, synthesize the group members' findings, and make a presentation to the entire class¹².

Relating to the problems faced by the teacher in teaching speaking and the problems faced by the students in mastering speaking, the researcher would like to do a research regarding to the teaching technique used by the teacher that can support his teaching of English especially for teaching speaking to the students because, he never used this technique in the class before. Thus, the researcher would like to use Group Investigation technique as a teaching technique for teaching speaking. In the research the researcher found out the influence of Group Investigation technique toward students' speaking ability. Therefore, the researcher entitles " The Influence of Using

¹²Rina Mayasari, *The use of Group investigaion to Improve Students' Ability in Writing Skill in Anlytical Exposition Text*, (Encounter: Volume 3, No. 2, 2012). available at http://ima.org.uk/viewItem.cfm-cit_id=383657.html, [15 July2016]

Group Investigation technique toward Students' Speaking Ability at the Second Semester of the Eighth Grade of MTs Hasanuddin in 2015/2016 Academic Year.

B. Identification of the Problem

Based on the background of the problem, the researcher identified that there were some problems as follows:

1. Most of the students still got difficulties in expressing their opinions, feelings or experiences orally.
2. They felt unmotivated to learn, particularly to learn and to master speaking.
3. They were still lack of vocabulary to do the test in their exam.
4. The students felt bored of the technique used by the teacher in teaching speaking.

C. Limitation of the Problem

Considering the problems above, the researcher limited the research only on the influence of using Group Investigation technique toward students' speaking ability (about recount text) at the second semester of the eighth grade students of MTs Hasanuddin in 2015/2016 academic year.

D. Formulation of the Problem

In this research, the researcher formulated the problem as follows:

“Is there any significant influence of using Group Investigation technique toward students’ speaking ability at the second semester of the eighth grade of MTs Hasanuddin in 2015/2016 academic year?”

E. Objective of the Research

The objective of the research was to know the significant influence of using Group Investigation technique toward students’ speaking ability at the second semester of the eighth grade of MTs Hasanuddin in 2015/2016 academic year.

F. Uses of the Research

In relation to the problem and objectives the results of this research are expected to have the following uses:

1. To explain the influence of Group Investigation.
2. To motivate the students in learning English especially speaking
3. To inform about the importance of interesting technique of teaching English especially Group Investigation.
4. As contribution for the development of educational research.

G. Scope of the Research

The researcher determines the scope of the research as follows:

1. Subject of the Research

The subject of the research was all of the eighth grade students of MTs Hasanuddin in 2015/2016 academic year.

2. Object of the Research

The object of the research was the use of Group Investigation technique in mastering speaking.

3. Place of the Research

The research was conducted at MTs Hasanuddin.

4. Time of the research

The reaserch was conducted at the second semester of 2015/2016 academic year.

CHAPTER II

FRAME OF THEORY, FRAME OF THINKING, AND HYPOTHESIS

A. Frame of Theory

1. Concept of Teaching English as a Foreign Language in Indonesia

Setiyadi states that language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions (learning theories). Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods.¹ It means that realizing the importance of English, it is equally important to prepare the teacher who will teach it. The teaching and learning process involves three factors, namely teacher, learner, and method or material.

English as a foreign language has different characteristics from mother tongue. Although the students have learned it for years, but they still get difficulties in mastering and using it in daily communication. Therefore, it is supposed to be a hard work for the teacher to help them learn and master the language.

Based on those statements, the researcher explains that in teaching English as a foreign language the teacher should prepare the material instructions and application

¹Ag.Bambang Setiyadi, *Teaching English as a Foreign Language*, (First Ed, Yogyakarta: Graha Ilmu, 2006), p .20.

of techniques well. Since language teaching and learning can be regarded as a process, the first role is to facilitate the communication process between the participants and the various activities. In addition, teaching means facilitating learning, enabling the learners to learn, setting the condition for learning and showing and helping someone to learn how to do something. Teaching also means giving instructions, guiding in study of something, proving with knowledge, causing to know or understand.² Therefore, it can be said that teaching is a process that should be done by the teacher, based on the experiences, knowledge, and materials.

Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned. It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation. As it is known that the objective of teaching a foreign language is to provide the students with the skills which enable them to communicate orally with the speakers of other nationalities who also learn this language³. It means that English can help people in communicating with people from other countries including knowing the culture. For that in teaching English needs more attention and more motivation for the students in learning it.

² H. Douglas Brown, *The Principle of Language Learning and Teaching*, (New Jersey, Prentice Hall, 2000), p. 7.

³ D.A. Wilkins, *Linguistics in Language Teaching*, (London: Edward Arnold Publisher, 1980), p. 7.

Based on those theories, the researcher assumes that Learning English as foreign language is not a simple thing. It is not only to know English as foreign language itself, but also to learn it. In other word, that the objective of learning English is not only to accumulate the knowledge of the language, but at last, we should have good performance in speaking English for daily communication.

2. Concept of Speaking

Speaking is one of language skills that plays an important role in learning a language. Sanggam states that speaking is the spoken productive skill. It is the skill of speaker to communicate information to a listener or a group of listeners.⁴Speaking is one of the four basic skills in learning a language besides listening, reading, and writing. In Speaking means to say words, to say or to talk about something or to have a conversation with somebody in words, etc, while speech means the power of the action of speaking, a manner or way of speaking⁵. It means that speaking has an important skill in daily life, because it is the main skill in communication. Without speaking we can not socialize with the others.

Thus, the main purpose of speaking is to send the message to another one or to be able to communicate about something by using a language and understood by someone who becomes the listener. In other words, it can be said that speaking is

⁴ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta, Graha Ilmu, 2008), p. 2.

⁵AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (3rd Ed, London: Oxford University Press, 2005), p. 1140.

expressing ideas, opinions or feelings to another person in words or sounds of articulation in order to inform, to persuade, and to entertain.

Furthermore, speaking is the term that the researcher uses for verbal communication between people. When they are engaged in talking to each other, it is sure that they are doing communication. There is certain generalization that they can make about the majority of communicative events and these have particular relevance for the learning and teaching process. It is clear that to be able to speak well, a person should know the elements of speaking; they are grammar, vocabulary, pronunciation, fluency, and comprehension⁶. In other words, the researcher can conclude that speaking is act of expressing ideas, feelings, and opinions by using speaking elements; they are pronunciation, grammar, vocabulary, fluency, and comprehension.

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

1. Language feature

The elements necessary for spoken production are as follows:

- a. Connected speech

In connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning).

⁶ Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2002), p. 13.

b. Expressive devices

It involves Pitch, stress, speed, volume, physical-noun-verbal means for conveying meanings (super segmental features).

c. Lexis and grammar

Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval, etc.

d. Negotiation language

It is used to seek clarification and to show the structure of what we are saying

2. Mental and social processing

Success of speaker's productivity is also dependent upon the rapid processing skill:

a. Language processing

Processing the language in the head putting it into coherent order, which requires the need for comprehensibility and convey of the meaning (retrieval of words and phrases from memory, assembling them into systematically and proportionally appropriate sequences).

b. Interacting with others

Effective speaking also involves a good deal of listening and understanding of how linguistically to take turns or allow other to do so.

c. (on the spot) Information Processing

It is quite apart from our responses to other's feelings, we also need to be able process the information they tell us the moment we get it.⁷

Based those explanations, it is necessary that the participant processes knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas: connected speech, expressive devices, lexis and grammar, and negotiation language. Supposing the speaker processes these language features, processing skills, mental/social processing, will help him or her to achieve successful communication.

3. Concept of Speaking Ability

Speaking is the process between speaker and listener and it involves the productive skill and receptive skill understanding. To be good at speaking, the students must have the mastery of pronunciation, grammar, vocabulary, fluency and comprehension. This is supported by Littlewood who states that success is measured not only in the functional effectiveness of the language, but also in the terms of the acceptability of the forms that are used.⁸ Based on the statement, it can be said that speaking ability is the ability to express ideas, thought, feelings and opinions orally.

⁷Jeremy Harmer, *The Practice of English Language Teaching*, London: Longman (2003), p. 268.

⁸ William Littlewood, *Communicative Language Teaching*, (New York: Cambridge University Press, 2004), p. 21.

According to Byrne, speaking or oral communication is as a two ways process between a speaker and listener and involves productive and receptive skill of understanding of listening with understanding⁹. It means that speaking and listening are both active uses of language, but differ in the mental activity involved and demands that they make on learners of language in terms of finding and sharing meaning. Listening can be seen as (primarily) the active use of language to access other people's meanings, whereas speaking is the active use of language to express meanings so that other people can make sense of them. The labels 'receptive' and 'productive' uses of language can be applied to listening and speaking respectively. Speaking is the active use of language to express meanings so that other people can make sense of them. The labels 'receptive' and 'productive' uses of language can be applied to listening and speaking respectively¹⁰. It means that speaking will be meaningless if there is no one who listens to it; in other words, there must be interaction between two or more people to make communication.

Additionally, speaking ability is one of language abilities to be learned and mastered by the students in learning a foreign language. By practicing speaking the language learned, the students will be more easily master it. Speaking is limited to the ability to conduct a simple conversation on some subjects, while speaking skill is a difficult one to access with precision since it is a complex skill to acquire. In communicating

⁹Donn Byrne, *Teaching Oral English*, (Woodlands: The British Council, Longman, 1984), p. 8

¹⁰ Lynne Cameron, *Teaching Languages to Young Learners*. (New York : Cambridge University Press, 2001), p.40

with other people, it is important to know the situation whether it is formal or informal. Besides, it is also important to know that the language used, in this case English, can be standard or non-standard so that they can communicate effectively. Furthermore, it can be concluded that students' speaking ability is their ability to express their ideas, opinions, thoughts, experiences and feelings using English with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension.

4. Concept of Group Investigation Technique

Group Investigation is an effective organizational medium for encouraging and guiding students' involvement in learning. Students actively share in influencing the nature of events in their classroom. Also, by communicating freely and cooperating in planning and carrying out their chosen topic of investigation, they can achieve more than they would as individuals.

The final result of the group's work reflects each member's contribution, but it is intellectually richer than work done individually by the same students¹¹. It means that Group investigation is an organizational that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes.

¹¹ Yael Sharan and Shlomo Sharan, *Group Investigation Expands Cooperative Learning*, (Columbia: Association for Supervision and Curriculum Development, 1989), p.17

In Group Investigation, students take an active part in planning what they will study and how. They form cooperative groups according to common interest in a topic. All group members help plan how to research their topic. Then they divide the work among themselves and each group member carries out his or her part of the investigation. Finally, the groups synthesize and summarize its work and presents these findings to the class¹². This type demands the student's abilities of communication or the group skill. Group Investigation exercises the students to grow up their brain skill. The students as the actively will show from the first step until the last step of the learning process.

Adopting this technique, teacher is expected to be able to run the teaching learning process effectively, especially teaching of speaking. The students will work in groups by explain materials that given. Thus, when teacher puts the students in groups he or she has to ensure that the students whose levels are different are put together. In addition, the activity offered in Group investigation is interesting so that the students will feel the new atmosphere in classroom and are interested in learning speaking.

In GI, students form interest groups within which to plan and implement an investigation, and synthesize the findings into a group presentation for the class. The teacher's general role is to make the students aware of resources that may be helpful while carrying out the investigation. GI includes four important components (the four I's"): investigation, interaction, interpretation and intrinsic motivation. Investigation

¹²*Ibid.*, p.17.

refers to the fact that groups focus on the process of inquiring about a chosen topic. Interaction is a hall mark of all cooperative learning methods, required for students to explore ideas and help one another learn. Interpretation occurs when the group synthesizes and elaborates on the findings of each member in order to enhance understanding and clarity of ideas. Finally, intrinsic motivation is kindled in students by granting them autonomy in the investigative process¹³.

The technique can be used on teaching learning a language as motivation to learn it. There are hundreds of techniques that can be used in connection with language teaching. Most of students naturally like competition and co-operation in their life. Because of its element of fun is making a relaxation and enjoyable situation of class.

From those statements, it is concluded that Group investigation is a co-operative learning in which students help define topics for study and then together to complete their investigations. In Group Investigation technique students divides into four or five members with heterogeneities in each group. The group may form about friendship form the students' group based on their friendship or the same interest, students are likely to feel more comfortable in their groups and possibly to share in similar working style. As a matter of fact, it can be concluded that Group Investigation is the technique that can be improved the students' speaking skills¹⁴.

¹³ Daniel Zingaro, *Group Investigation: Theory and Practice*, (Ontario Institute for Studies in Education, Ontario, July 18, 2008), p. 8.

¹⁴*ibid*

5. Advantages and Disadvantages of Using Group Investigation

1. Advantages of using Group Investigation Technique

- a. This technique is expected to be able to motivate the students to learn English
- b. particularly in mastering speaking since they are involved in the speaking activity.
- c. It can promote the students' group work and their ability to share their opinion with other students.
- d. It can improve the quality of the teaching learning of English.¹⁵

Group Investigation technique is a suitable technique for teaching speaking because it generally can motivate students in learning English particularly speaking and gain a better achievement in English subject and specifically improve students' speaking ability.

2. Disadvantages of using Group Investigation Technique

When applying this technique, the class becomes noisy since they have to discuss something in their own group and then share the result of the discussion with other partners¹⁶. Noise that often makes the concentration of other students' distracted. The teacher needs to pay attention for the noisy students and give them understanding about the use of learning.

¹⁵Kasihani K.E Suyanto, , *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p. 100.

¹⁶*Ibid*, p. 101.

6. Procedure of Teaching Speaking through Group Investigation Technique

Below is the procedure of teaching speaking through Group Investigation technique.

1. The teacher greets the students.
2. The teacher gives a brief introduction to the students about the material that will be given.
3. The teacher introduces Group Investigation to the students.
4. The teacher asks the students to work in groups consist four students in each group.
5. The teacher gives ten minutes to students to discuss the theme which is given by the teacher that will be discussed.
6. The teacher asks two students of each group to stay and the others to stray or visit another group to share the finding with other members of different group.
7. The teacher asks the students who visited another group to return and share their finding gained from the other group with their respective group.
8. The teacher and the students discuss the result of discussion.¹⁷

7. Concept of Dialog Memorization

There are many activities that can be done in teaching speaking. All activities are hoped to be able to help the students in improving their ability especially for speaking. According to Izzan, there are two categories of communication's activities:

¹⁷Zainal Aqib, *Model-Model Media dan Strategi Pembelajaran Kontekstual (Inovatif)*, (Bandung: YramaWidya, 2013), p. 35.

1. Pre-communicative Activity

It is an activity that can be called as really communicative yet. It is caused there has not element that is needed in order to create the communication be natural. It means that there is no information gap.

2. Communicative Activity

In this activity, the teacher gives many opportunities for the students to speak English very much. The teacher is also suggested to choose the activity that is agreement for the class.

One of the pre-communicative activities is dialog memorization technique. The students ask to memorize and practice the dialog before the students are drilled about structure and vocabulary¹⁸. It means that using dialog technique for teaching speaking can help the students to improve their fluency but it cannot improve the students' competence in communication term, because the students just focus on dialog.

Larsen and Freeman state that dialog memorization is dialogus or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry¹⁹. It means that the students will be drilled to pronounce the dialog very well which it can be guided by the teacher, after that the students must be able to memorize the dialog and practice the dialog fluently.

¹⁸ Ahmad Izzan, *Methodologi Pembelajaran Bahasa Inggris*, (Bandung: Humaniora, 2008), p.86-p.87

¹⁹ Diane Larsen-Freeman, *Technique and Principles in Language Teaching (Twelvth Edition*, New York: Oxford University Press, 2000), p.47

Based on the explanation above, the researcher concluded that dialog memorization is a kind in teaching speaking that drills the students to be able to speak English fluently by memorization

8. The Advantages and Disadvantages Using Dialog Memorization in Speaking Class

The advantages :

- a. The students gets other view and not to defend their view
- b. It helps the students practice in speech, pronunciation, intonation, stress, and also improves vocabulary.
- c. It brings people naturally sit down together and talk about important issues.²⁰

Hopefully the dialog process will make the students' to absorb vocabulary easily in every conversation which they speak. Moreover, it also can train the students' to communicate naturally.

The disadvantages :

- a. Dialog is not a problem – solving process directly.

²⁰ Haryati, *Debate and Dialogue to Improve Speaking Skill*, available at <http://www.haryati18andy.wordpress.com/2011/06/17/debate-and-dialogue-to-improve-speaking-skill/>, [10 October 2016]

- b. Too much dialog can make confused, other people because sometime the dialog can run short or long.
- c. It can throw off readers because they dont yet understand why they should care.²¹

When the students are doing the dialog memorization, they should lower of the noisy voice and pay attention to the performance in front of the class. It will make the class conducively and the classroom activities will run well. Therefore, the students also should choose the simple dialog in order to make them understanding easily the content of the dialog.

9. The Procedures of Using Dialog Memorization in Teaching Speaking

There is a dialog memorization technique that is still used by the English teacher to teach the students in speaking activity. Here is the procedure of teaching speaking through Dialog Memorization:

1. Firstly, the teacher explains about description material and introduces about the Dialog Memorization technique.
2. Secondly, the students first hear a model dialog (either read by the teacher or on tape) after that the students take the role of one person in the dialog, and

²¹ *Ibid.*, p. 24

the teacher the other. The teacher pays attention to pronoun, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate.

3. Thirdly, switch roles and memorize the other person's part. The dialog is memorized gradually, line by line.
4. Then, the dialog is read aloud in chorus, one half saying one speaker's part and the other half responding. The students do not consult their book throughout this phase.
5. Next, this acted out by the students. The students may make dialog in pair and the students perform the dialog for the rest of the class.
6. Follow-up activities may take place in the language laboratory, where further dialog and drill work is carried out. It may be the next performance and the teacher gives evaluation about the students' performance²².

Based on those procedures, the researcher concluded that by using dialog memorization, the students can develop their fluency because the students have practiced the dialog repeatedly. By this technique, the students can be more fluent in speaking but it is just for the dialog that the students have memorized.

²² Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (Second Edition), Cambridge, Cambridge University Press, 2001, pp.64-65

B. Frame of Thinking

Based on the preliminary research, it was found out that the students got difficulty when they learned speaking or when they had to speak. This was because the teacher did not use effective and interesting techniques to teach them speaking. Consequently, they got bored and found difficulties to understand the lesson given by the teacher. In other words, it can be said that they were not motivated to learn speaking. On the other side, they might think that the teacher was not competent and uncreative in teaching speaking.

In Group investigation, the students worked in groups by explaining materials that are given. Thus, when teacher puts the students in groups he or she has to ensuring that the students whose levels are different are put together. In addition, the activity offered in Group investigation is interesting so that the students feel the new atmosphere in classroom and are interested in learning speaking.

In relation to the teaching of speaking and referring to the frame of the theories mentioned before, the researcher assumes that Group Investigation technique is a suitable technique for teaching speaking because it generally can motivate students in learning English particularly speaking and gains a better achievement in English subject and specifically improve students' speaking ability.

C. Hypothesis

Based on the theories and frame of thinking, the researcher proposed the following hypotheses:

H_a : There is a significant influence of using Group Investigation technique towards students' speaking ability at the second semester of the eighth grade of MTs Hasanuddin in 2015/2016 academic year.

H_o : There is not any significant influence of using Group Investigation technique towards students' speaking ability at the second semester of the eighth grade of MTs Hasanuddin in 2015/2016 academic year.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used quantitative study which is intended to see the student's speaking ability after he gives the Group Investigation technique. Besides, in this research the researcher used experimental method. Experimental Method is a systematic and scientific approach to research in which the researcher manipulates one or more variables, and control and measures any change in other variables¹.

Consequently, the researcher employed two classes of students, one class as an experimental class and another one as a control class. In this research, the students in experimental class was given the treatment (X) by using Group Investigation and the students in control class (O) was given treatment by using Dialog Memorization. The design is illustrated figure 1:

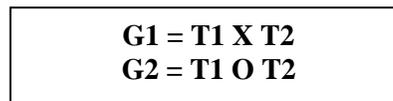


Figure 1
Research Design

¹ Gene V. Glass and Kenneth D. Hopkins, *The Handbook of Research for Educational Communications and Technology*, available in <http://www.aect.org/adtech/ed1/41/41-01.html>, Accessed on (October 25th 105).

Notes :

- G1 = The first group (experimental class)
- G2 = The second group (control class)
- T1 = Pre-test
- T2 = Post-test
- X = Treatment through Group Investigation technique
- O = Treatment through Dialog Memorization technique

This research used two classes as the sample of the research; both of classes was given different technique, the experimental class (G1) was given Group Investigation technique (X) and the control class (G2) was given Dialog Memorization technique (O). Both of classes were given the test namely: pre-test (T1) and post-test (T2).

B. Variables of the Research

A variable can be classified according to how they are measured and according to their functions in the research. Thus, it can be classified as dependent and independent variables². In this research, there were two variables; they were as follows:

1. Group Investigation symbolized with (X) is as independent variable of the reseach.
2. Students' speaking ability with (Y) is as dependent variable of the reseach.

²*Ibid*, p. 43.

C. Operational Definition of Variables

The operational variables in this research are as follows:

1. Group Investigation is cooperative learning in which students help define topics for study and then together to complete their investigations. In Group Investigation technique students divided into four or five members with heterogeneities in each group. The group may form about friendship form the students' group based on their friendship or the same interest, students are likely to feel more comfortable in their groups and possibly to share in similar working style.
2. The students' speaking ability (about recount) is their ability to express their ideas, opinion, and thought using English with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension in recount or to express their or others experience. It can finally be indicated with scores gained by the students from the oral test.

D. Population, Sample, and Sampling Technique

1. Population

Population is known as a census inquiry. It can be presumed that in such an inquiry, when all items are covered³. In this research, the population was the eighth grade students of MTs Hasanuddin in 2015/2016 academic year. The number of students

³ *Ibid*, p. 55.

were 92 students distributed in 3 classes. The distribution of the population of the research can be seen in the following table:

Table 2
The Total Number of the Eighth Grade Students of MTs Hasanuddin in 2015/2016 Academic Year

NO	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	8A	16	14	30
2	8B	14	16	30
3	8C	15	17	32
Total		45	47	92

Source: Documentation at the eighth grade students of MTs Hasanuddin in 2015/2016 academic year

2. Sample

The researcher overcame this problem by choosing a smaller, more manageable number of people to take part in their research this is called sampling⁴. Thus, in this research, the researcher took two of three classes as the sample classes. He took the two classes as control class and another one as experimental class.

3. Sampling Technique

To determine the experimental class and the control class, the researcher applied cluster random sampling technique. If the total area of interest happens to be a big one, a convenient way in which a sample can be taken is to divide the area into a number of smaller non-overlapping areas and then to randomly select a number of

⁴ Catherine Dawson, *Practical Research Method*, (London: Oxford, 2002), p. 47.

these smaller areas (usually called clusters), with the ultimate sample consisting of all (or samples of) units in these small areas or clusters.⁵

Here are the steps in determining the experimental and control classes:

1. First, the researcher provides 3 pieces of paper consisting of the three classes, 8A, 8B, and 8C.
2. Next, the researcher rolls those pieces of paper and puts them into a box.
3. Then, he shakes the box until the first rolled paper comes out of it and then this rolled paper was taken as the experimental class (8A) and, the second rolled paper was as the control class (8B).

E. Data Collecting Technique Test

To find out the research, the researcher used data collecting technique. To know students' speaking skill, the researcher gave the tests (pre-test and post-test) to the sample and documentation as the data.

F. Instrument of the Research

In this research, the instrument was an oral test. This test is aimed at measuring the students' speaking ability. In this case, the oral test. There were two kinds of instrument of the research; they were pre-test and post-test.

⁵*Ibid.*, p. 65.

a. Pre-test

Pre-test was administered to know the students' ability before the treatment. The test was done orally. The scoring based on pronunciation, grammar, vocabulary, fluency, and comprehension⁶. The result of the test was written in the scoring column on the paper.

Pre-test instrument

No.	Topics
1	Terrible Experience
2	Holiday
3	Traveling and Vacancy

b. Post-test

Post-test was administered to know the students' ability after they were given the treatment by using Group Investigation. The topics tested in the post-test was the same as those in the pre-test.

Post-test instrument

No.	Topics
1	Terrible Experience
2	Holiday
3	Traveling and Vacancy

⁶ David P. Haris, *Testing English as a Second Language*, (Rev. Ed.) (New York: Mc.Grew-Hil, Inc., 2004, p. 4.

G. Scoring Procedure

In evaluating the students' speaking ability, the researcher used the oral English Rating Sheet proposed by Harris. Based on this Rating Sheet, there are five aspects to be considered: pronunciation, grammar, vocabulary, fluency, and comprehension.⁷

Table 3
The Rating Sheet Score

No.	Criteria	Rating Score	Comments
1.	Pronunciation	(Excellent) 17 - 20	Has few traces of foreign language accent
		(Very Good) 13 - 16	Can be understood and sometimes use a certain accent
		(Good) 9 - 12	Pronunciation problem necessities concentration listening and occasionally lead to misunderstanding
		(Average) 5 - 8	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		(Poor) 0 - 4	Pronunciation problem to serve as to make speech virtually unintelligible

No.	Criteria	Rating Score	Comments
2.	Grammar	(Excellent) 17 - 20	Makes few (if any) noticeable errors of grammar and word order
		(Very Good) 13 - 16	Occasionally makes grammatical and word order errors that do not, however, obscure meaning
		(Good) 9 - 12	Makes frequent errors of grammar and word order, which occasionally obscure meaning
		(Average) 5 - 8	Grammar and word order errors make comprehension difficult, must often rephrases sentences and or rest rich himself to basic pattern

⁷ *Ibid.*, p. 4.

		(Poor) 0 - 4	Errors in grammar and word order, so much as to make speech quite hard to understand
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No.	Criteria	Rating Score	Comments
3.	Vocabulary	(Excellent) 17 - 20	Use of vocabulary and idioms is virtually that of native speaker
		(Very Good) 13 - 16	Sometimes uses inappropriate terms and must rephrase ideas because of lexical inadequacies
		(Good) 9 - 12	E wrong words conversation somewhat limited because of inadequate vocabulary
		(Average) 5 - 8	Misuses of words and very limited vocabulary makes comprehension quite difficult
		(Poor) 0 - 4	Vocabulary limitation so extreme as to make conversation virtually impossible

No.	Criteria	Rating Score	Comments
4.	Fluency	(Excellent) 17 - 20	Speech as fluency and efforts as that native speaker
		(Very Good) 13 - 16	Speed of speech seems to be slightly affected by language problem
		(Good) 9 - 12	Speed and fluency are rather strongly affected by language problem
		(Average) 5 - 8	Usually hesitant, often forced into silence by language limitation
		(Poor) 0 - 4	Speech is so halting and fragmentary as to make conversation virtually impossible

No.	Criteria	Rating Score	Comments
5.	Comprehension	(Excellent) 17 - 20	Appears to understanding without difficulty

		(Very Good) 13 - 16	Understanding nearly everything at normal speed although occasionally repetition maybe necessary
		(Good) 9 - 12	Understands most of what is said at slower than normal speed without repetition
		(Average) 5 - 8	Has great difficulty following what is said can comprehend spoken slowly and with frequent repetition
		(Poor) 0 - 4	Cannot be said to understand even simple conversation in English

Source : David P. Haris David P. Haris, *Testing English as a Second Language*,

Maximal score = 100

$$Student's\ Score = \frac{Obtained\ Score}{20} \times 100$$

The total of score is 100, if the students test is perfect in all criterias above.

H. Research Procedure

In this research, the researcher conducted seven steps; they were as follows:

a. Planning

Before the researcher applied the research procedure, he made some planning to run the application well.

b. Determining the subject

The researcher determined the subject, in this case the researcher chose the eighth grade students of MTs Hasanuddin as the subject of the research. There were one class taken as control class and the other class as experimental class.

c. Administering Pre-test

The researcher prepared a pre-test that that was given and aimed at capturing the students' initial ability. The pre-test took 80 minutes for both experimental and control classes. Each students took 5 minutes to share their story.

d. Giving the treatments

The researcher gave three treatments for experimental and control classes. In the experimental class, the researcher used Group Investigation as the technique in teaching speaking, while in the control, the researcher used dialog memorization technique about recount text.

e. Administering the Post-test

The researcher administered post-test to know whether there is significant influence of using Group Investigation technique towards students' speaking ability.

f. Analyzing the data

In analyzing the data, the researcher arranged the data systematically into a scoring table based on the pre-test and post-test aimed to see the difference in the increase of the students' speaking achievement before and after giving the treatment. The researcher found the normality of test and the homogeneity the test and analyzing the hypothesis test.

I. Validity

Fraenkel and Wallen said that validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a writer makes⁸. Based on the statement validity is the most important idea to consider when preparing or selecting an instrument for use. A test can be said valid if the test measures the object to be measured and suitable with the criteria. There is some criterion of good validity as follows:

a. Content Validity

Content validity is the extent to which the items on the data collection instrument are sampling the content area or domain of interest in a representative. A data collection instrument has high content validity when it reflects the content of interest⁹. To get the content validity, the test adapted with the students, book, that is the test is suitable with the material that taught to the students. It means the test have content validity since the test is good representative of material studied in classroom. To know whether the test have a good validity, the items of the test consult to the expert. In this case, the tests are consulted to the English teacher of MTs Hasanudin Teluk Betung.

⁸Jack R. Fraenkel & Norman E. Wallen, (6th Edition), *How to Design and Evaluate Research in Education*, New York, McGraw Hill Inc, 2003, p.150

⁹James Schreiber & Kimberly Asner-Self. *Education Research*, New York, John Wiley & Sons, Inc, 2011, p. 114

b. Construct Validity

Construct validity is the extent to which the data collection instrument provides scores that can be used to make inferences about a construct¹⁰. It means construct validity concerns with whether the test is actually in line with the theory or not. Thus the items should really show whether they have vocabulary mastery that has been taught or not, and should really measure the student's vocabulary mastery. To know whether the test have a good construct validity, the items of the test consulted to the English teacher of MTs Hasanudin Teluk Betung whether the instrument is valid or not based on the construct as mentioned in the syllabus such as standard competence, materials, indicator, instruction and types of instrument. Based on the result of the validation the instrument was valid and agreed with the writer to conduct the instrument to the students.

J. Reliability

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement. People who use such measuring instruments must identify and use techniques that will help them determine to what extent their measuring instrument

¹⁰*Ibid*, p.245

are consistent and reliable¹¹. Reliability means that scores from an instrument are stable and consistent.

To get the reliability of the test, the researcher used inter rater reliability. This inter rater reliability counted level of the reliability based on two series of score that were gotten by two raters more simultaneously. The inter rater in this research were an English teacher and the researcher. In this reseach, the researcher got score from the speaking test and the score had to be consistent with assessment. The reseacher asked the student to tell their experience (recount) in front of the class maximally three minutes. The reseacher recorded the speaking test and compared with teacher's assessment. The statistically formula for counting the inter rater reliability can use Pearson product-moment. The formulation is as follows:

$$r_{xy} = \frac{n \sum x_1 y_1 - (\sum x_1)(\sum y_1)}{\sqrt{(n \sum x_1^2 - (\sum x_1)^2)(n \sum y_1^2 - (\sum y_1)^2)}}$$

Notes :

n = The number of sample.

r_{xy} = The correlation between X and Y.

x_1 = The number of X score (odd items).

y_1 = The number of Y score (even score).

x^2 = The number of squares of X scores.

y^2 = The number of squares of Y scores.

xy = The total of X and Y

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

Reliability coefficient 0.800 until 1.000 is very high

¹¹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen ,(8th Edition), *Introduction to Research in Education*, (Toronto: Wadsworth Cengage Learning), p.236

Reliability coefficient 0.600 until 0.800 is high

Reliability coefficient 0.400 until 0.600 is fair

Reliability coefficient 0.200 until 0.400 is low

Reliability coefficient 0.000 until 0.200 is very low¹²

From the criteria of reliability above, it can be drawn a conclusion that the result of reliability for test has a very high reliability because the result of the reliability amount to 0.804. it means that reliability of the test in this reaserch are reliable (See Appendix 1). The instrument of test in pretest and posttest were speaking test, where the students performed their speaking in the class by telling their holiday, travelling or bad experience.

K. Data Analysis

After collecting the data, the reseacher analyzed the data by using t-test. There were two assumptions, before the reseacher analyzed the data by using independent sample t-test.

1. Fullfilment of the Assumptions

The researcher used independent sample t-test to find out the differences between the students' scores which were taken from post-test in experimental class and control class. Before testing the hypothesis the researcher first measured normality and homogeneity test. Moreover, the writer analyzed the

¹² Suharsimi Arikunto, *Prosedur Penelitian*, (Yogyakarta: Rineka Cipta, 2002), p.245

data by using Statistical Package for Social Science (SPSS) v.17 for windows software.

a. Normality of Test

Normality test was done towards two classes, those are experimental class and control class. Normality test was used to know whether the data from both sample groups which are examined come from the population of normal distribution or not. The normality test was done with *SPSS (Statistical Package for Social Science) v.17 for windows*.

The hypothesis for the test were formulated as follow:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance for the hypothesis were as follow :

H_0 is accepted if $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$

b. The Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data were homogenous or not. In this research the researcher used statistical computation by using *SPSS (Statistical Package for Social Science) v.17 for windows* to do homogeneity test.

The hypotheses are:

H_0 = The variance of the data is homogeneous

H_a = The variance of the data is not homogeneous

While the criteria of acceptance for the hypothesis test were as follows :

H_0 is accepted if Sig. (P_{value}) > $\alpha = 0.05$

H_a is accepted if Sig. (P_{value}) < $\alpha = 0.05$

2. The Hypothesis Test

For the hypothesis test the researcher used independent simple t-test to find out whether there is the differences between two variables in this study, the reseacher uses *SPSS (Statistical Package the Social Science) v.17 for windows* to calculate the independent sample t-test.

H_a : There is a significant influence of using Group Investigation towards students' speaking ability at the second semester of the eighth grade of MTs Hasanuddin in 2015/2016 academic year.

H_0 : There is not significant influence of using Group Investigation towards students' speaking ability at the second semester of the eighth grade of MTs Hasanuddin in 2015/2016 academic year¹³.

While the criteria for acceptance and rejection of the hypothesis were:

H_0 is accepted if Sig. (P_{value}) > $\alpha = 0.05$

H_a is accepted if Sig. (P_{value}) < $\alpha = 0.05$

¹³ *Ibid.*, p. 516.

CHAPTER IV RESULT AND DISCUSSION

A. The Result of Pre-Test and Post-Test

1. The Result of Pre-Test

a. The Result of Pre-Test in Control Class

The pre – test was administered on January 26th, 2016 for class VIII B. It was the first meeting where the reseacher conducted pre-test in order to know the students' speaking ability before the treatment. The minimum score was 50 and the maximum score was 70. There were 2 students who got the score 50. Then, there were 3 students who got the score 70 and there were 27 students who got the score lower than 70. The mean of the pre-test was 61.10. (see appendix 14)

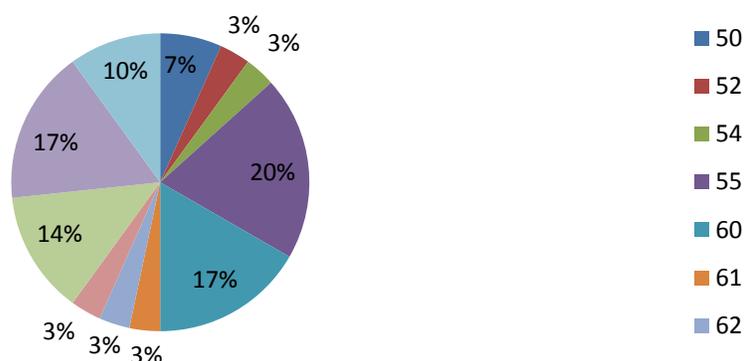


Figure. 2
The Result of Pre -Test of VIII B Control Class

Based on figure 2, there are 7 students (20%) got score 50-51, 6 students (17%) got score 54, 6 students (17%) got score 52-53, 5 students (14%) got score 55-60, 3 students (10%) got score 60, 2 students (7%) got score 61 and 1 students (3%) got score 70.

b. The Result of Pre-Test in Experimental Class

The pre – test was administered on January 22nd, 2016 for class VIII A. It was the first meeting where the reseacher conducted pre-test in order to know the students' speaking ability before the treatment. The minimum score was 50 and the maximum score was 70. There were 4 students who got the score 50. Then, there were 5 students who got the score 70 and there were 25 students who got the score lower than 70. The mean of the pre-test was 61.87.

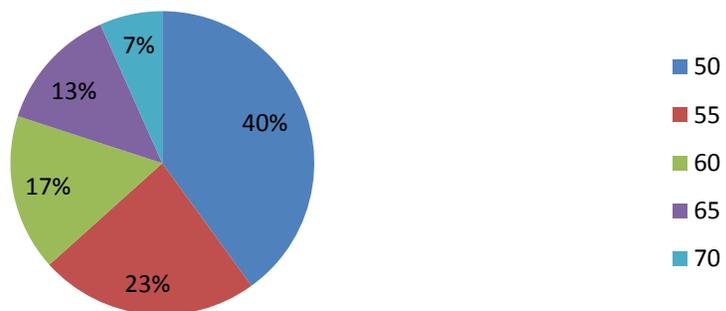


Figure. 3
The Result of Post-Test of VIII A Experimental Class

Based on figure 3, there are 12 students (40%) got score 50, 7 students (23%) got score 55, 5 students (17%) got score 60, 4 students (13%) got score 65 and 2 students (7%) got score 70.

2. The Result of Post –Test

a. The Result of Post –Test in Control Class

The post – test was administered on February 9th, 2016 for class VIII B. It was the last meeting where the reseacher conducted post-test in order to know the students' speaking ability after the treatment. The minimum score was 60 and the maximum score was 80. There were 6 students who got the score 60. Then, there was 1 student who got the score 80 and there were 29 students who got the score lower than 80. The mean of the post-test was 67.40. (see appendix 15)

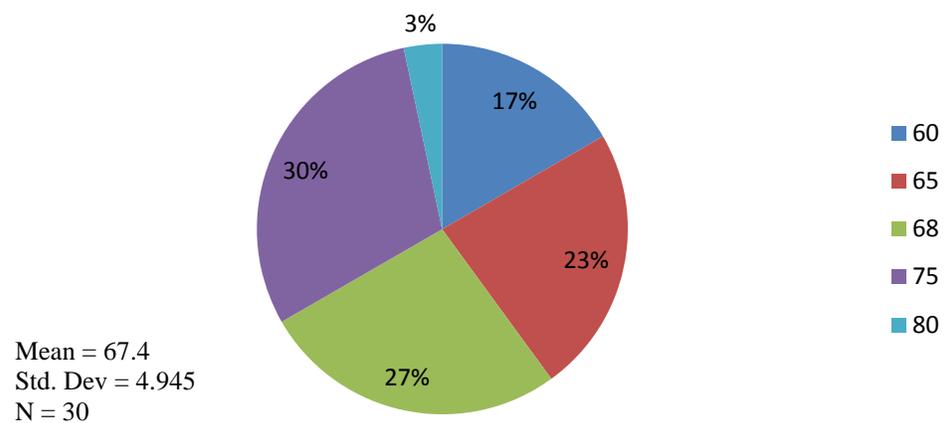


Figure. 4
The Result of Post-Test of VIII B Control Class

Based on figure 4, there are 9 students (30%) got score 75, 8 students (27%) got score 68, 7 students (23%) got score 65, 5 students (17%) got score 60 and 1 students (3%) got score 80.

b. The Result of Post –Test in Experimental Class

The post – test was administered on February 5th, 2016 for class VIII A. It was the last meeting where the reseacher conducted post-test in order to know the students' speaking ability after the treatment. The minimum score was 60 and the maximum score was 82. There was 1 student who got the score 60. Then, there were 4 students who got the score 82 and there were 26 students who got the score lower than 82. The mean of the post-test was 73.40.

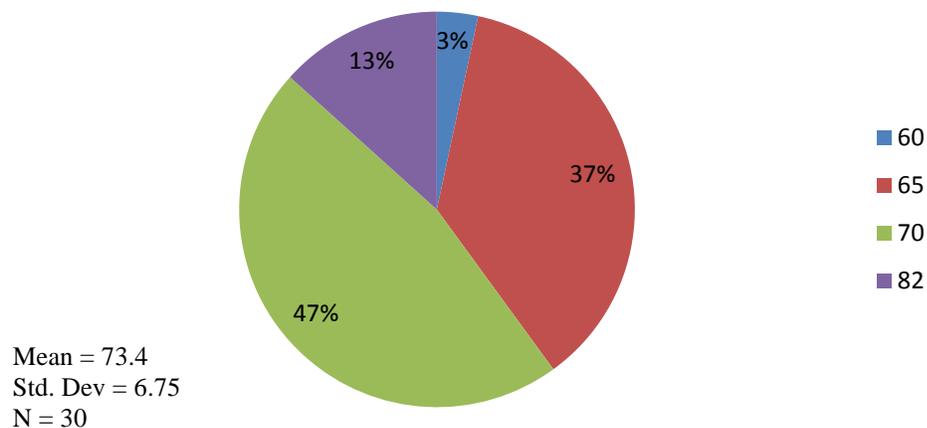


Figure. 5
The Result of Post-Test of VIII A Experimental Class

Based on figure 5, there are 14 students (37%) got score 70-81, 11 students (47%) got score 61-69, 4 students (13%) got score 82 and 1 students (3%) got score 60.

B. Data Analysis

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumption underlying them such as normality and homogeneity test must be satisfied.

a. The Result of Normality Test

The reseacher did this normality test to know whether the data has normal distribution or not. The hypothesis for normality test are formulated as follow:

H_o = The data are normally distrubuted

H_a = The data are not normally distrubuted

While the criteria for the normality test are as follow :

H_o is accepted if Sig. (p_{value}) > = 0.05

H_a is accepted if Sig. (p_{value}) < = 0.05

Table 4
The Normality Test of Experimental and Control Class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.203	30	.003	.899	30	.008
Control Class	.200	30	.003	.906	30	.012

Lilliefors Significance Correction

Based on the table 4, it can be seen that Sig. (p_{value}) for experimental class was 0.003 for Kolmogorov-Smirnov and 0.008 for Shapiro-Wilk. Sig. (p_{value}) for control class

was 0.003 for Kolmogorov-Smirnov and 0.012 for Shapiro-Wilk. Because Sig. (p_{value}) of experimental class < 0.05 it means H₀ is rejected and H_a is acceptance. The conclusion was that the data had normal distribution.

b. The Result of Homogeneity Test

The reseacher did this homogeneity test to know whether the data was homogenous or not. The hypotheses for the homogeneity test were formulated as follows :

H₀ = The variance of the data homogenous

H_a = The variance of the data not homogenous

While the criteria for the homogeneity test are as follows :

H₀ is accepted if Sig. (p_{value}) > = 0.05

H_a is accepted if Sig. (p_{value}) < = 0.05

It can be seen that Sig. (p_{value}) based on mean was 0.22, and = 0.05. It means that Sig. (p_{value}) > and H₀ is accepted. The conclusion is that the data has same variance or homogenous. It is calculated based on the gain of the experimental and control class.

c. The Result of Hypothetical Test

After the reseacher knew that the data were normal and homogenous, the data were then analyzed by using independent sample test in order to know the significance of the treatment effect.

The hypotheses are :

H_o = There is not any significant influence of using Group Investigation technique towards students' speaking ability at the second semester of the eighth grade of MTs Hasanuddin in 2015/2016 academic year.

H_a = There is a significant influence of using Group Investigation technique towards students' speaking ability at the second semester of the eighth grade of MTs Hasanuddin in 2015/2016 academic year.

While the criteria for acceptance and rejection of the hypothesis are :

H_o is accepted if Sig. (p_{value}) > = 0.05

H_a is accepted if Sig. (p_{value}) < = 0.05

Based on the result obtained in Appendix 6, it is clear that the value of significant generated Sig. (p_{value}) or Sig. (2-tailed) of the equal variance assumed = 0.000 and = 0.05. It means that Sig. (p_{value}) < = 0.05. So, H_o is rejected and H_a is accepted.

Based on computation, it can be concluded that there is a significant influence of using Group Investigation technique towards students' speaking ability at the second semester of the eighth grade of MTs Hasanuddin in 2015/2016 academic year.

C. Discussion

Based on the preliminary research, it was found out that the students got difficulty when they learned speaking or when they had to speak (see appendix 2). This was because the teacher did not use effective and interesting techniques to teach them speaking. Consequently, they got bored and found difficulties to understand (see appendix 2). In other words, it can be said that they were not motivated to learn speaking. On the other side, they might think that the teacher was not competent and uncreative in teaching speaking. Interaction is a hall mark of all cooperative learning methods, required for students to explore ideas and help one another learn.

Group Investigation is a learning technique that enables learners to work in group to talk over something and then share the finding with other groups. Javid on his journal said that one of the foremost challenges that confront English language teachers is the use of innovative and practical teaching techniques to make their students learn effectively and efficiently. In this technique, the students works in groups by explaining materials that are given. Thus, when teacher put the students in groups he or she has to ensuring that the students whose levels are different are put together. In addition, the activity offered in Group investigation is interesting so that the students feel the new atmosphere in classroom and are interested in learning speaking.

Relation to the teaching of speaking and referring to the frame of the theories mentioned before, the researcher assumes that Group Investigation technique is a

suitable technique for teaching speaking because it generally can motivate students in learning English particularly speaking and gains a better achievement in English subject and specifically improve students' speaking ability. Although in practically, there are still some students who bring the notes to help them in conversation. It can be seen from some kinds of meetings in the classroom when the group investigation technique was held. The reseacher got the records of the students speaking about their recounts.

According to the result of the students' post-test score, the average of students' post-test score in the experimental class was 73.40 and the average of students' post-test score in the control class was 67.40. It shows that the students' post-test score in experimental class was higher than of students' post-test score in control class. While based on the calculation of the independent sample test Sig. (p_{value}) was 0.000 and $= 0.05$. It means that It means that Sig. (p_{value}) $< = 0.05$ and H_a is accepted. Because the alternative hypothesis is accepted, the reseacher concludes that there is a significant influence of using Group Investigation technique towards students' speaking ability at the second semester of the eighth grade of MTs Hasanuddin in 2015/2016 academic year.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

According to the result of the students' post-test score, the average of students' post-test score in experimental class was 73.40 and the average of students' post-test score in control class was 67.40. It shows that the students' post-test score in experimental class is higher than the students' post-test score in control class. While based on the calculation of the independent sample test Sig. (p_{value}) was 0.000 and $\alpha = 0.05$. It means that $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$ and H_a is accepted.

5.2 Suggestion

Based on the conclusion above, the researcher gives some suggestions to increase the quality of teaching learning English at the eighth class of MTs Hasanuddin, they are:

For the Teachers

1. Group Investigation technique is one of good technique in teaching speaking, so it is suggested that the English teacher use this technique.
2. The teacher should apply the appropriate technique of teaching in the classroom.
3. To increase the students' speaking ability, the teacher gives the students more exercises and practice to improve their speaking ability.

For Other Researchers

It is hoped that the other researchers can use this research as reference to their source of knowledge for the same interest.

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APPENDICES

Appendix.20

**SYLLABUS
AND
LESSON PLAN**

Appendix.1

THE RESULT OF THE INTERVIEW IN PRELIMINARY RESEARCH FROM THE ENGLISH TEACHER

- Fathoni : Di kelas berapa sajakah bapak mengajar Bahasa Inggris?
- Teacher : Saya hanya mengajar Bahasa Inggris di kelas VIII.
- Fathoni : Di kelas VIII apa saja yang bapak ajar?
- Teacher : Saya mengajar 3 lokal, di kelas VIII A, VIII B, dan VIII C.
- Fathoni : Berapa KKM (Kriteria Ketuntasan Minimal) mata pelajaran Bahasa Inggris di MTs Hasanuddin Bandar Lampung?
- Teacher : KKM untuk mata pelajaran Bahasa Inggris di sekolah ini adalah 70.
- Fathoni : Ada berapa siswa yang lulus KKM di kelas VIII, khususnya pada mata pelajaran Bahasa Inggris?
- Teacher : Ada 35 siswa yang mencapai standar KKM, dan persentasinya adalah $\pm 38,04\%$.
- Fathoni : Ada berapa siswa yang tidak lulus KKM di kelas VIII, khususnya pada mata pelajaran Bahasa Inggris?
- Teacher : Dari 92 siswa kelas VIII, ada 57 siswa yang nilainya kurang atau tidak masuk KKM, dan jika dipersentasikan $\pm 61,96\%$ siswa yang tidak lulus.
- Fathoni : Bagaimanakah minat siswa dalam pembelajaran Bahasa Inggris, khususnya untuk kemampuan *speaking*?
- Teacher : Minat siswa bersifat relatif, ada sebagian siswa yang menyukai Bahasa Inggris, dan ada juga yang tidak, walaupun terbilang lebih banyak siswa yang tidak menyukai pelajaran Bahasa Inggris.
- Fathoni : Bagaimana kemampuan *speaking* siswa di kelas VIII?
- Teacher : Kemampuan *speaking* siswa di kelas VIII beragam, ada yang berkemampuan baik dan juga ada yang sangat kurang, namun mayoritas

kemampuan *speaking* mereka masih sangat rendah. Karena *vocabulary* yang mereka kuasai masih sangat sedikit sehingga mereka kesulitan untuk mengungkapkan opini, perasaan dan pengalaman mereka secara lisan.

Fathoni : Kesalahan umum apa sajakah yang bapak temukan pada siswa dalam *speaking*?

Teacher : Mayoritas kesalahan siswa adalah pada *fluency*, karena kurangnya menguasai *vocabulary* sehingga sangat berpengaruh pada *fluency* siswa dalam *speaking*.

Appendix.2

THE RESULT OF THE QUESTIONNAIRE IN PRELIMINARY RESEARCH FROM THE STUDENTS

No	Questions	Yes	No	Conclusion
1	Apakah kalian menyukai bahasa Inggris?	42%	58%	Based on preliminary research, often students dislike English subject because English is difficult. They also said that they felt bored
2	Apakah rata-rata nilai yang anda dapatkan di mata pelajaran bahasa Inggris sudah baik?	29%	71%	Based on preliminary research, there are many students get difficulty in English subject. It could be seen in score list and interview of students that still low.
3	Apakah anda mampu berkomunikasi secara lisan dengan baik menggunakan bahasa Inggris?	31%	69%	Often all the students said that they are cannot speak English well.
4	Apakah anda sering berkomunikasi secara lisan menggunakan bahasa Inggris disaat mata pelajaran bahasa inggris berlangsung?	21%	79%	The students said that they rarely speak English in English class, they just speak English when opening and closing of the English subject.
5	Apakah anda mengalami kesulitan saat belajar speaking?	87%	13%	Based on preliminary research, the students have difficulties when learning English. Because the situation of the teaching speaking so be monotonous so that the students are not to learning English especially in speaking.

6	Apakah cara mengajar yang digunakan guru membuat anda senang dalam belajar bahasa Inggris?	43%	57%	Based on the preliminary research, felt bored when they learning English because the teacher's way (teacher's technique) in teaching English. Though most of the students said that they like English subject.
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Appendix.3**THE INSTRUMENT OF PRE-TEST AND POST-TEST****Directions:**

1. The teacher asked each student to make a recount text by theme that is decided by the teacher.
2. The students were asked in front of the class then they let on their recount one by one.

No.	Topics
1	Terrible Experience
2	Holiday
3	Traveling and Vacancy

Instructions:

1. Make a recount based on the topic that you choose.
2. Share your recount in front of the class.

Appendix.4

THE VALIDATION FORM OF INSTRUMENT

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (✓) pada kolom “ya” bila soal yang ditelaah sudah sesuai dengan kriteria. Dan beri tanda cek (✓) pada kolom “tidak” bila soal yang ditelaah tidak sesuai dengan kriteria, kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbailanya.

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrumen sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VIII?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah instruksi dapat dipahami siswa?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5	Apakah instruksinya sudah sesuai dengan kisi-kisi?			

Catatan:

.....

.....

.....

Bandar Lampung,
Validator,

Mujiono, S.Pd

Appendix.5

Table 5
Reliability of The Test

No	Students' Code	X	Y	X ²	Y ²	XY
1	C - 1	64	68	4096	4624	4352
2	C - 2	70	68	4900	4624	4760
3	C - 3	68	64	4624	4096	4352
4	C - 4	66	68	4356	4624	4488
5	C - 5	70	68	4900	4624	4760
6	C - 6	58	62	3364	3844	3596
7	C - 7	72	70	5184	4900	5040
8	C - 8	54	58	2916	3364	3132
9	C - 9	64	68	4096	4624	4352
10	C - 10	70	70	4900	4900	4900
11	C - 11	52	56	2704	3136	2912
12	C - 12	64	60	4096	3600	3840
13	C - 13	72	70	5184	4900	5040
14	C - 14	66	64	4356	4096	4224
15	C - 15	64	66	4096	4356	4224
16	C - 16	68	70	4624	4900	4760
17	C - 17	68	66	4624	4356	4488
18	C - 18	64	62	4096	3844	3968
19	C - 19	70	64	4900	4096	4480
20	C - 20	58	64	3364	4096	3712
TOTAL		1302	1306	85380	85604	85380

Source: Data Calculation

Based on the table above, we know that:

$$n = 20$$

$$\sum X = 1302$$

$$\sum Y = 1306$$

$$\sum X^2 = 85380$$

$$\sum Y^2 = 85604$$

$$\sum XY = 85380$$

The statistic formula is:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{20 \times 85380 - (1302)(1306)}{\sqrt{(20 \times 85380 - (1302)^2)(20 \times 85604 - (1306)^2)}}$$

$$r_{xy} = \frac{1707600 - 1700412}{\sqrt{(1707600 - 1695204)(1712080 - 1705636)}}$$

$$r_{xy} = \frac{7188}{\sqrt{(12396)(6444)}}$$

$$r_{xy} = \frac{7188}{\sqrt{79879824}}$$

$$r_{xy} = \frac{7188}{8937.55}$$

$$r_{xy} = 0.804 \longrightarrow \text{Reliability is very high}$$

Table 5
The Reliability of Try Out of Pre-Test

No	Students' Code	X	Y	X ²	Y ²	XY
1	C - 1	64	68	4096	4624	4352
2	C - 2	70	68	4900	4624	4760
3	C - 3	68	64	4624	4096	4352
4	C - 4	66	68	4356	4624	4488
5	C - 5	70	68	4900	4624	4760
6	C - 6	58	62	3364	3844	3596
7	C - 7	72	70	5184	4900	5040
8	C - 8	54	58	2916	3364	3132
9	C - 9	64	68	4096	4624	4352
10	C - 10	70	70	4900	4900	4900
11	C - 11	52	56	2704	3136	2912
12	C - 12	64	60	4096	3600	3840
13	C - 13	72	70	5184	4900	5040
14	C - 14	66	64	4356	4096	4224
15	C - 15	64	66	4096	4356	4224
16	C - 16	68	70	4624	4900	4760
17	C - 17	68	66	4624	4356	4488
18	C - 18	64	62	4096	3844	3968
19	C - 19	70	64	4900	4096	4480
20	C - 20	58	64	3364	4096	3712
TOTAL		1302	1306	85380	85604	85380

Resource: Data Calculation

Based on the table above, we know that:

$$n = 20$$

$$\sum X = 1302$$

$$\sum Y = 1306$$

$$\sum X^2 = 85380$$

$$\sum Y^2 = 85604$$

$$\sum XY = 85380$$

The statistic formula is:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{20 \times 85380 - (1302)(1306)}{\sqrt{(20 \times 85380 - (1302)^2)(20 \times 85604 - (1306)^2)}}$$

$$r_{xy} = \frac{1707600 - 1700412}{\sqrt{(1707600 - 1695204)(1712080 - 1705636)}}$$

$$r_{xy} = \frac{7188}{\sqrt{(12396)(6444)}}$$

$$r_{xy} = \frac{7188}{\sqrt{79879824}}$$

$$r_{xy} = \frac{7188}{8937.55}$$

$$\longrightarrow r_{xy} = 0.804$$

Reliability is very high

Table 6
Table of The Reliability of Try Out of Post-Test

CODE	SCORE	X (ODD)	Y (EVEN)	X²	Y²	XY
1	34	16	18	256	324	288
2	34	17	17	289	289	289
3	33	15	18	225	324	270

4	32	16	16	256	256	256
5	32	17	15	289	225	255
6	32	17	15	289	225	255
7	32	16	16	256	256	256
8	31	15	16	225	256	240
9	31	15	16	225	256	240
10	31	14	17	196	289	238
11	30	16	14	256	196	224
12	30	15	15	225	225	225
13	30	17	13	289	169	221
14	30	15	15	225	225	225
15	30	13	17	169	289	221
16	30	15	15	225	225	225
17	29	15	14	225	196	210
18	29	13	16	169	256	208
19	29	14	15	196	225	210
20	28	14	14	196	196	196
21	27	14	13	196	169	182
22	26	13	13	169	169	169
23	25	12	13	144	169	156
24	21	11	10	121	100	110
25	21	11	10	121	100	110
26	19	9	10	81	100	90
27	16	8	8	64	64	64
28	15	8	7	64	49	56
29	14	7	7	49	49	49
30	13	6	7	36	49	42
TOTAL		404	410	5726	5920	5780

Source : The Data Analysis

Based on the table above, the data as follows:

$$n = 30$$

$$\sum X = 404$$

$$\sum Y = 410$$

$$\sum X^2 = 5726$$

$$\sum Y^2 = 5920$$

$$\sum XY = 5780$$

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{30 \times 5780 - (404)(410)}{\sqrt{(30 \times 5726 - (404)^2)(30 \times 5920 - (410)^2)}}$$

$$r_{xy} = \frac{173400 - 165640}{\sqrt{(171780 - 163216)(177600 - 168100)}}$$

$$r_{xy} = \frac{7760}{\sqrt{(8564)(9500)}}$$

$$r_{xy} = \frac{7760}{\sqrt{81358000}}$$

$$r_{xy} = \frac{7760}{9019.86}$$

$$r_{xy} = 0.860$$

$$rgg = \frac{2r_{xy}}{1 + r_{xy}}$$

$$rgg = \frac{2(0,860)}{1 + 0.860}$$

$$rgg = \frac{1.72}{1.860}$$

$$rgg = 0.92$$

Appendix.6

INDEPENDENT SAMPLE TEST (POST-TEST)

Group Statistics

KELOMPOK	N	Mean	Std. Deviation	Std. Error Mean
NILAI KELOMPOK A	30	73.40	6.750	1.232
KELOMPOK B	30	67.40	4.945	.903

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
NILAI Equal variances assumed	5.540	.022	3.928	58	.000	6.000	1.528	2.942	9.058
Equal variances not assumed			3.928	53.169	.000	6.000	1.528	2.936	9.064

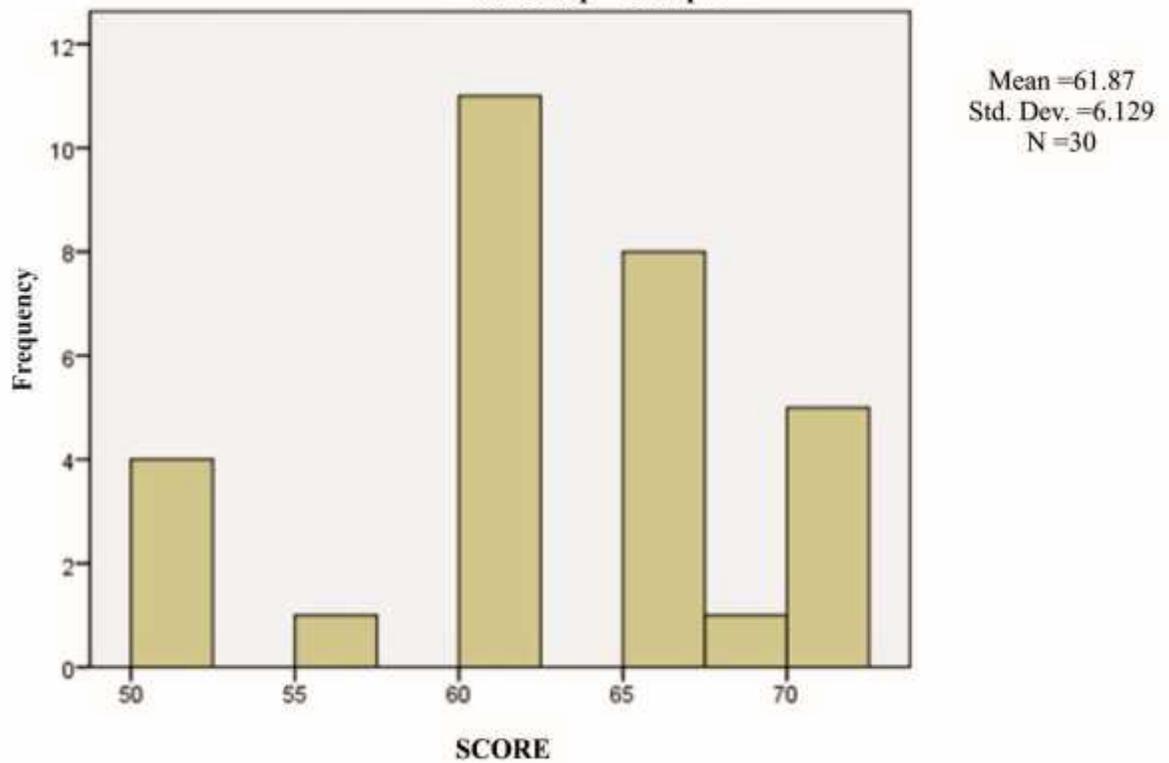
Appendix.7

HOMOGENEITY VARIANT TEST (PRE-TEST)**Test of Homogeneity of Variance**

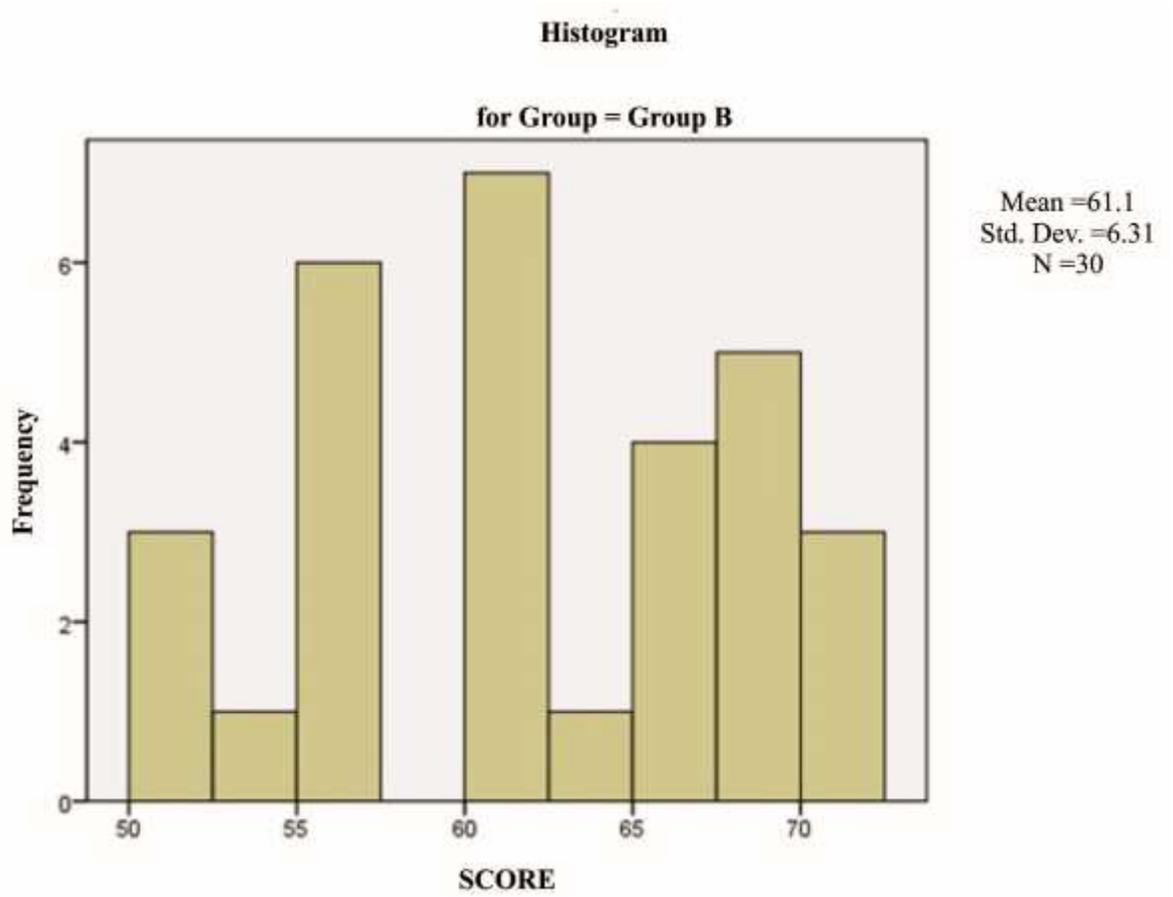
	Levene Statistic	df1	df2	Sig.
NILAI Based on Mean	.416	1	58	.521
Based on Median	.397	1	58	.531
Based on Median and with adjusted df	.397	1	56.833	.531
Based on trimmed mean	.423	1	58	.518

EXPERIMENTAL CLASS (PRE-TEST)**Histogram**

for Group = Group A



CONTROL CLASS (PRE-TEST)

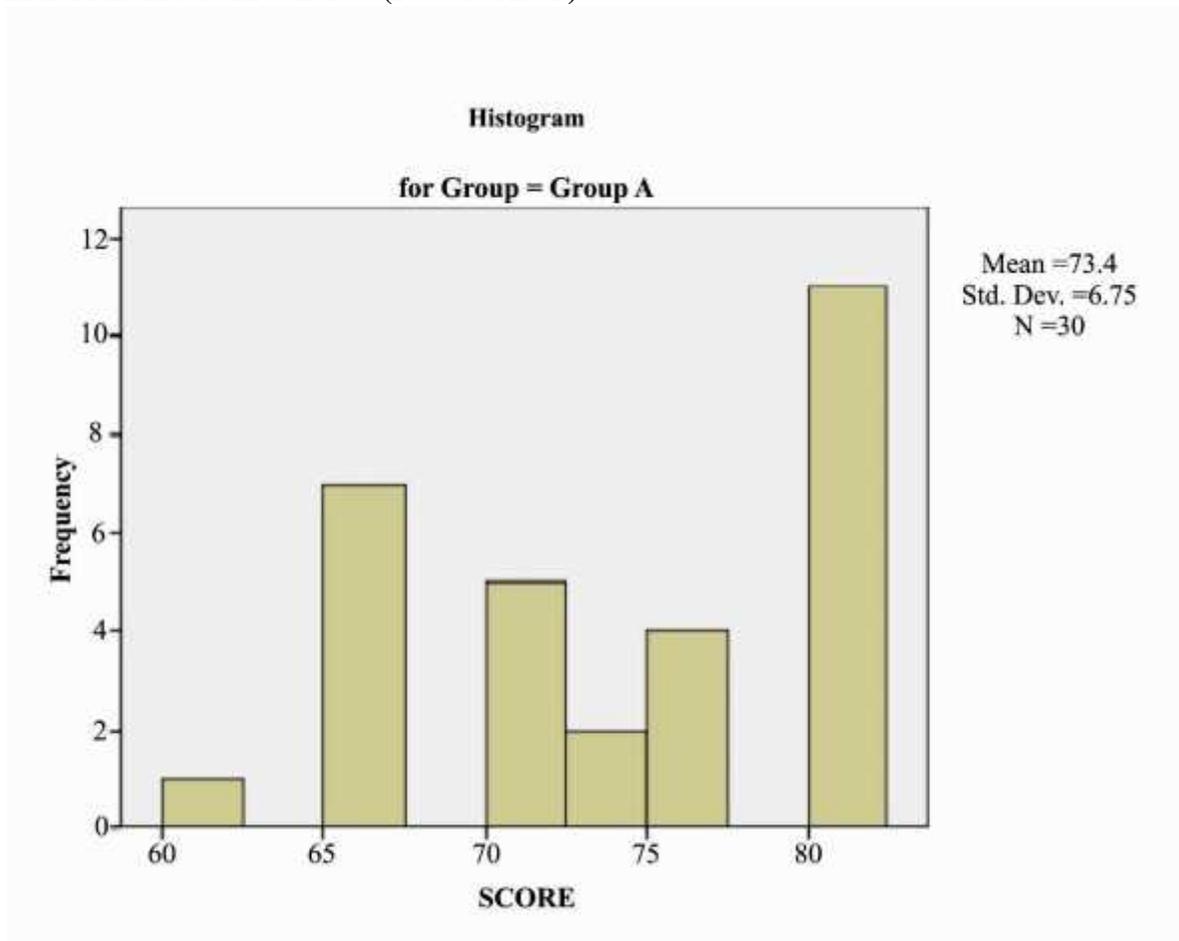


HOMOGENEITY VARIANT TEST (POST-TEST)

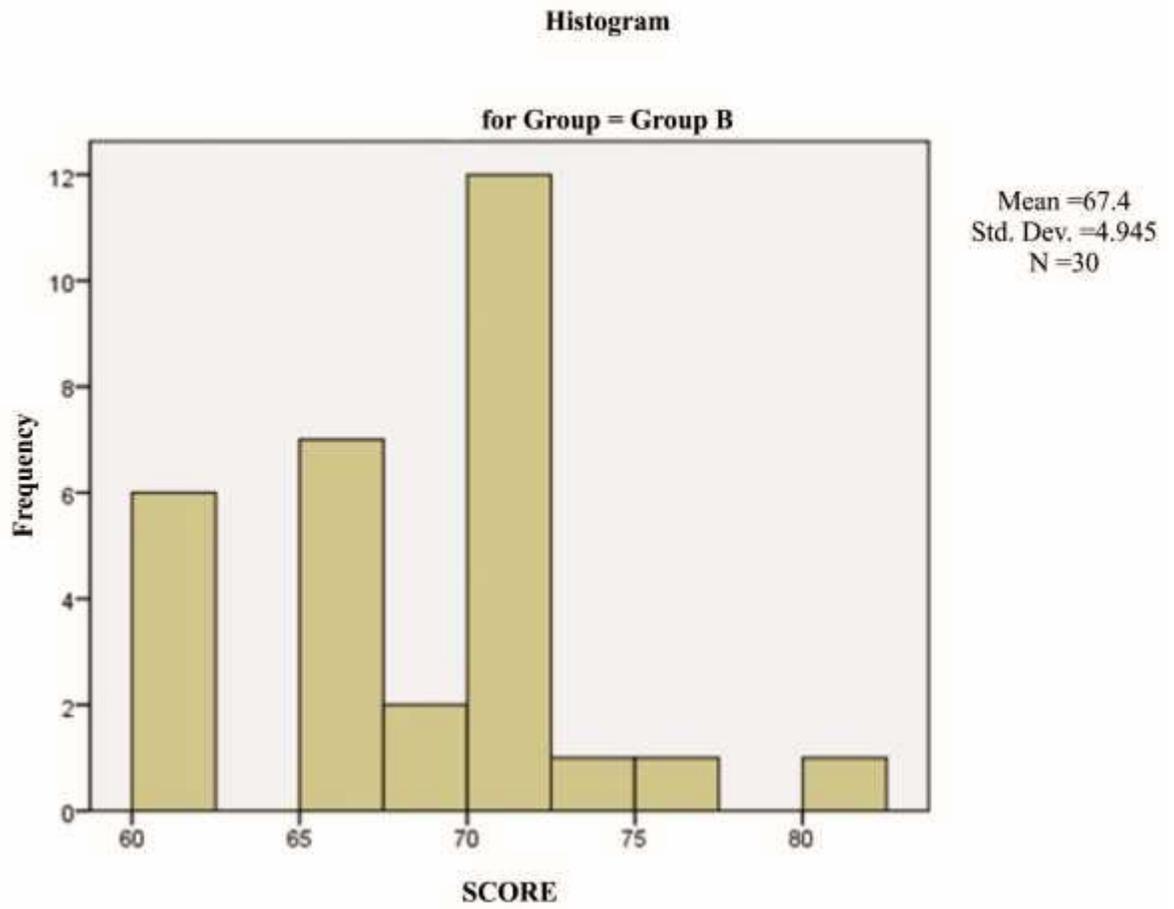
Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
NILAI Based on Mean	5.540	1	58	.022
Based on Median	4.523	1	58	.038
Based on Median and with adjusted df	4.523	1	57.910	.038
Based on trimmed mean	5.315	1	58	.025

EXPERIMENTAL CLASS (POST-TEST)



CONTROL CLASS (POST-TEST)



Appendix.8

LIST SAMPLE OF THE RESEARCH

No	Student's Name of Control Class	Code	No	Student's Name of Experimental Class	Code
1	Abdi Rizal Prasetya	B-1	1	Aditya Maulana Yahya	A-1
2	Alysa Mardiana	B-2	2	Aisyah Yulianti	A-2
3	Anisa Fertika	B-3	3	Amanda Lestari	A-3
4	Arif Munandar	B-4	4	Andika Rahmawanto	A-4
5	Aris Budi Santoso	B-5	5	Andre Sebastian	A-5
6	Arman Maulana	B-6	6	Annisa Dwi Fitri	A-6
7	Aziz Zulfikar	B-7	7	Ari Budianto	A-7
8	Basyirudin Muskar	B-8	8	Arjuna Densen Risaldi	A-8
9	Bella Sartika	B-9	9	Aziz Lukman	A-9
10	Berly Annita	B-10	10	Balqis Alyssa Pramesti	A-10
11	Betty Ulung Sari	B-11	11	Beni Munandar	A-11
12	Boby Mahardika	B-12	12	Brilla Ardika Putri	A-12
13	Cinta Irfiany	B-13	13	Cindy Mustika	A-13
14	Daffa Nur Alim	B-14	14	Dewi Sekar Arum	A-14
15	Dinda Kirana	B-15	15	Edgar Rahmawan	A-15
16	Dwi Anjar Wati	B-16	16	Etta Gracia	A-16
17	Hafizah Nur Umi	B-17	17	Frans Rivaldo	A-17
18	Hamdani Akbar	B-18	18	Friscilla Octa	A-18
19	Herizal Putra	B-19	19	Gazali irawan	A-19
20	Ilham Fajar	B-20	20	Gebillah	A-20
21	Irfan Hakim	B-21	21	Gery Reynaldo	A-21
22	Jelita Tifany	B-22	22	Herfian Shabda	A-22
23	Khotim isty Rahayu	B-23	23	Irene Gerhani	A-23
24	Khoirul Amrulloh	B-24	24	Irfan Zulaidan	A-24
25	Latif Ardhani	B-25	25	Kessya Sekarrani	A-25
26	Linggar Jati Arum	B-26	26	M. Nawawi	A-26
27	Lia Sintia	B-27	27	M. Yoga Hendika	A-27
28	Mardiana Sari	B-28	28	Maulidah Hasanah	A-28
29	Nurul Khasanah	B-29	29	Mohamad Hanafi	A-29
30	Siza Auliya Rahman	B-30	30	Nova Elliya	A-30

*Nilai angka maksimum 20

Appendix.9

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PRE-TEST AND POST-TEST SCORE IN CONTROL CLASS

NO	CODE	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		TOTAL SCORE		SCORE
		PR-T	PS-T	PR-T	PS-T	PR-T	PS-T	PR-T	PS-T	PR-T	PS-T	PR-T	PS-T	
1	B-1	13	17	13	18	8	11	6	11	10	13	50	70	60
2	B-2	12	13	13	15	10	10	9	9	11	13	55	60	57,5
3	B-3	13	14	15	15	10	12	9	12	13	12	60	65	62,5
4	B-4	12	15	14	14	10	13	8	11	10	12	54	65	59,5
5	B-5	14	16	15	17	13	12	11	11	12	12	65	68	66,5
6	B-6	15	16	17	19	12	12	11	10	13	13	68	70	69
7	B-7	14	18	16	19	14	11	10	10	10	12	64	70	67
8	B-8	13	13	15	16	11	12	7	9	9	10	55	60	57,5
9	B-9	14	15	15	18	12	13	12	11	12	13	65	70	67,5
10	B-10	12	13	13	15	10	10	9	9	11	13	55	60	57,5
11	B-11	16	17	18	18	11	13	11	11	12	13	68	72	70
12	B-12	12	13	14	15	8	11	6	10	10	11	50	60	55
13	B-13	17	19	18	19	12	12	11	11	12	12	70	73	71,5
14	B-14	12	15	14	17	8	12	8	11	10	13	52	68	60
15	B-15	13	14	16	16	11	12	9	10	11	13	60	65	62,5
16	B-16	13	15	16	18	11	13	9	11	11	13	60	70	65
17	B-17	13	14	15	16	11	12	10	11	11	12	60	65	62,5
18	B-18	16	16	17	17	12	13	11	11	12	13	68	70	69
19	B-19	14	14	15	17	12	12	10	10	11	12	62	65	63,5
20	B-20	12	14	14	16	10	12	9	11	10	13	55	66	60,5
21	B-21	15	18	18	19	13	15	11	13	13	15	70	80	75
22	B-22	13	16	14	19	12	12	10	10	12	13	61	70	65,5
23	B-23	15	14	18	15	13	12	11	11	13	13	70	65	67,5
24	B-24	16	17	17	18	12	12	11	11	12	12	68	70	69
25	B-25	12	13	13	15	10	12	9	9	11	11	55	60	57,5
26	B-26	14	16	15	18	13	15	11	13	12	13	65	75	70
27	B-27	12	17	16	18	12	12	9	11	11	12	60	70	65
28	B-28	13	13	15	16	11	11	7	8	9	12	55	60	57,5
29	B-29	16	15	17	18	12	13	11	11	12	13	68	70	69
30	B-30	14	14	15	16	11	12	12	13	13	15	65	70	67,5

*Maximum Score 20

Note :

PR-T = Pre-Test

PS-T = Post-Test

Appendix.10

PRE-TEST AND POST-TEST SCORE IN EXPERIMENTAL CLASS

NO	CODE	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		TOTAL SCORE		SCORE
		PR-T	PS-T	PR-T	PS-T	PR-T	PS-T	PR-T	PS-T	PR-T	PS-T	PR-T	PS-T	
1	A-1	15	17	14	19	11	12	12	14	13	12	65	74	69,5
2	A-2	14	19	16	18	10	13	14	14	14	16	68	80	74
3	A-3	15	16	15	17	10	11	12	13	13	14	65	71	68
4	A-4	11	15	11	14	9	11	10	12	9	13	50	65	57,5
5	A-5	11	12	12	12	10	12	11	11	11	13	55	60	57,5
6	A-6	12	15	11	15	9	13	9	11	9	11	50	65	57,5
7	A-7	13	19	12	15	11	18	12	14	12	16	60	82	71
8	A-8	16	17	17	17	10	13	13	14	14	14	70	75	72,5
9	A-9	17	19	14	17	9	11	13	14	12	12	65	73	69
10	A-10	11	15	10	13	10	15	10	11	9	11	50	65	57,5
11	A-11	16	16	15	17	11	12	12	12	11	13	65	70	67,5
12	A-12	13	15	13	14	11	13	11	11	12	12	60	65	62,5
13	A-13	17	20	17	19	10	13	13	13	13	15	70	80	75
14	A-14	12	18	11	16	9	14	9	10	9	12	50	70	60
15	A-15	16	20	16	18	10	13	12	14	11	15	65	80	72,5
16	A-16	14	17	13	14	11	12	10	10	12	13	60	66	63
17	A-17	14	16	14	14	12	13	9	10	11	12	60	65	62,5
18	A-18	15	20	16	19	11	16	12	14	11	13	65	82	73,5
19	A-19	15	20	14	17	11	15	9	10	11	13	60	75	67,5
20	A-20	13	16	15	15	12	15	10	11	12	13	62	70	66
21	A-21	17	20	18	20	10	13	12	13	13	14	70	80	75
22	A-22	14	16	14	17	12	14	9	10	12	13	61	70	65,5
23	A-23	18	20	16	19	11	14	12	13	13	14	70	80	75
24	A-24	14	19	13	19	12	17	11	14	10	13	60	82	71
25	A-25	15	20	12	14	13	16	10	12	10	13	60	75	67,5
26	A-26	16	20	16	19	12	16	11	12	10	13	65	80	72,5
27	A-27	14	15	15	15	12	15	9	9	10	11	60	65	62,5
28	A-28	14	19	16	19	13	17	8	12	9	13	60	80	70
29	A-29	17	20	16	20	12	16	10	12	10	14	65	82	73,5
30	A-30	18	20	17	18	12	13	10	11	13	13	70	75	72,5

*Nilai angka maksimum 20

Note :

PR-T = Pre-Test

PS-T = Post-Test

Appendix.11

LIST OF POPULATION VIII C

NO	NAMA
1	Arif Saputra
2	Awan Maulana
3	Ayumila Kurnia
4	Budiman
5	Citra Marheinis
6	Dedi Alukman
7	Dela Safitri
8	Diah Insani
9	Dwi Gustiani
10	Dwi Tiana
11	Ferdiansyah
12	Hakim Iskandar
13	Hendra Setiawan
14	Herizal Arianto
15	Ika Novita Sari
16	Indah Puspa Sari
17	Kaila Fitriansa
18	Lara Septiani
19	Muhamad Rifai
20	Musyafa Satibi
21	Nanang Mustakim
22	Neneng Khatimah
23	Nora wati
24	Pedi Ekoza
25	Pipit Mayarofah
26	Rafi Saputra
27	Siti Khalifa
28	Siti Nur Janah
29	Syahid Kurniawan
30	Wardani Anwar
31	Wiwik Susanti
32	Yuni Wulandari

VIII.A		VIII.B		VIII.C	
Male	16	Male	14	Male	15
Female	14	Female	16	Female	17
Total	30	Total	30	Total	32
Population					92

Note :

PR-T = Pre-Test

PS-T = Post-Test

Appendix.11**Normality of Pre-Test**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EKSPERIMENTAL	.214	30	.001	.885	30	.004
CONTROL	.166	30	.033	.924	30	.035

a. Lilliefors Significance Correction

Appendix.12

Normality of Post-Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EKSPERIMENTAL	.203	30	.003	.899	30	.008
CONTROL	.200	30	.003	.906	30	.012

a. Lilliefors Significance Correction

Appendix.13

The Homogeneity Test of Control Class and Experimental Class

		Levene Statistic	df1	df2	Sig.
SCORE	Based on Mean	5.540	1	58	.022
	Based on Median	4.523	1	58	.038
	Based on Median and with adjusted df	4.523	1	57.910	.038
	Based on trimmed mean	5.315	1	58	.025

Appendix.14

THE RESULT OF PRE-TEST

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
EXPERIMENTAL	30	100.0%	0	.0%	30	100.0%
CONTROL	30	100.0%	0	.0%	30	100.0%

Descriptive

			Statistic	Std. Error
EXPERIMENTAL	Mean		61.87	1.119
	95% Confidence Interval for Mean	Lower Bound	59.58	
		Upper Bound	64.16	
	5% Trimmed Mean		62.07	
	Median		61.50	
	Variance		37.568	
	Std. Deviation		6.129	
	Minimum		50	
	Maximum		70	
	Range		20	
	Interquartile Range		5	
	Skewness		-.626	.427
	Kurtosis		-.160	.833
CONTROL	Mean		61.10	1.152
	95% Confidence Interval for Mean	Lower Bound	58.74	
		Upper Bound	63.46	
	5% Trimmed Mean		61.22	
	Median		60.50	

	Variance	39.817	
	Std. Deviation	6.310	
	Minimum	50	
	Maximum	70	
	Range	20	
	Interquartile Range	13	
	Skewness	-.176	.427
	Kurtosis	-1.217	.833

Appendix.15

THE RESULT OF POST-TEST

Case Processing Summary

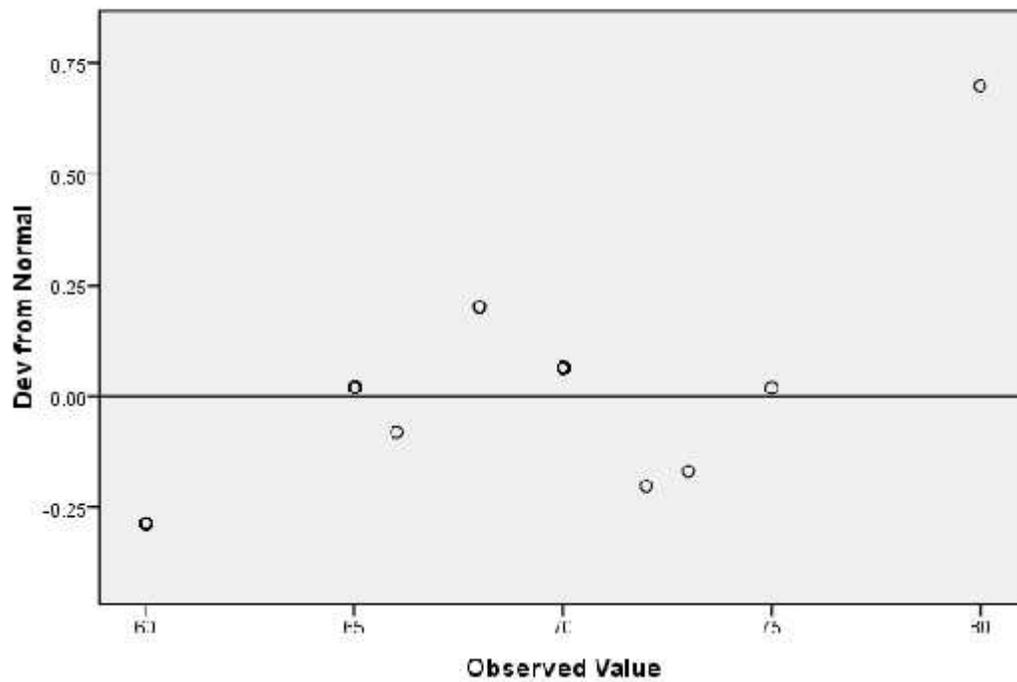
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
EKSPERIMENTAL	30	100.0%	0	.0%	30	100.0%
CONTROL	30	100.0%	0	.0%	30	100.0%

Descriptive

		Statistic	Std. Error
EKSPERIMENTAL	Mean	73.40	1.232
	95% Confidence Interval for Mean	Lower Bound	70.88
		Upper Bound	75.92
	5% Trimmed Mean	73.57	
	Median	74.50	
	Variance	45.559	
	Std. Deviation	6.750	
	Minimum	60	
	Maximum	82	
	Range	22	
	Interquartile Range	14	
	Skewness	-.236	.427
	Kurtosis	-1.276	.833
CONTROL	Mean	67.40	.903
	95% Confidence Interval for Mean	Lower Bound	65.55
		Upper Bound	69.25

	5% Trimmed Mean	67.20	
	Median	69.00	
	Variance	24.455	
	Std. Deviation	4.945	
	Minimum	60	
	Maximum	80	
	Range	20	
	Interquartile Range	5	
	Skewness	.119	.427
	Kurtosis	.115	.833

Detrended Normal Q-Q Plot of KONTROL



Appendix.16

The Students' Script of Pre-Test in Control Class

Student-1:

Name : Aris Budi Santoso

Class : VIII.B

Morning, I go to school

My mom got me ready for school and then I had to wait for him to brush my hair and put each piece in just the perfect position.

I had to show her my shoes that I had cleaned the night before by me and my school bag should be neatly placed on my shoulder before I could get near the door in my room. Whether, I would be allowed to rush out of my house.

I would leave home at 7 am at the point and make your way down the path. After walking about 500 meters I could see the tower of my high school. Play will be full in the summer and the noise would make me want to rush into the courtyard and into a good game of football before the bell. That's how I now want to go to school.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
12	17	16	18	12	12	9	11	11	12	65

R1 : Researcher

R2 : Teacher

Student-2:

Name : Aziz Zulfikar

Class : VIII.B

Going to School

My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just the perfect position.

I had to show her my shoes that I had cleaned the night before and my school bag had to be neatly put on my shoulder before I could get near the door. Only after my mother was totally satisfied, would I be allowed to rush out of the front door. I would leave home at 8 am on the dot and make my way down the lane. After a walk of about 700 meters I would be able to see the tall steeple of the school.

The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell went.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
13	16	17	16	11	12	9	11	12	11	64

Student-3:

Name : Betty Ulung Sari

Class : VIII.B

Camping at Mount Ciremai

Last weekend, my friends and I went camping in the mountain Ciremai. We reached the camping ground as we walked for about a half hour from the parking lot.

The next day, we spent our time observing plantation and insects while the girls were preparing food for lunch together. In the afternoon we went to the river and catch a fish for dinner. At night, we held a bonfire night.

On Monday, we packed our bags and got ready to go home, respectively.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	68
15	16	15	17	10	11	12	13	13	14	

Student-4:

Name : Cinta Irfiany

Class : VIII.B

Sunday The Terrible

Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us. First, it was really fun until I kicked the ball too strong, so the ball led me to the window and broke the window. When we want to escape, all of a sudden we all heard a loud voice.

After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can. But, I fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house.

My cousin took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for one week more. That's a terrible day of the week for me, may not happen to me again in his next week Sunday.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
14	19	16	19	13	17	8	12	9	13	70

Student-5:

Name : Nurul Khasanah

Class : VIII.B

My trip to Borobudur Temple

Last week, I spent my vacation in Jogjakarta, the city is famous in Indonesia. I went to the temple of Borobudur. My family and I went there in the morning we went to Borobudur temple by private car family. I had prepared everything before we went to Jogja. While we were driving, we get to see some beautiful scenery mountains, forests, and waterfalls as well as cars pass by.

My family and I arrived at the Borobudur Temple at 4:30 pm. There, I saw a lot of tourists. Borobudur temple is crowded on a holiday vacation. I can learn and practice speaking English with a foreign tourist different language to me.

Doffi his name. He is very friendly. This is the first time I spoke English with foreign tourists. We returned at 22:30 at night. It was a very interesting holiday for me and my family was happy.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
16	15	16	16	11	10	14	11	14	13	68

Appendix.17**The Students' Script of Post-Test in Control Class***Student-1:*

Name : Aris Budi Santoso

Class : VIII.B

My Very Busy Day

Last Monday was a busy day for me. I spent my time to do a lot of activities from college to my home.

First, at the morning, I did my presentation's assignment with my partner, she was Nurhidayah. But, the lecturer said that our presentation would be started next week. It made us disappointed. After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. When I got there, there were so many members of my family. We all hoped that our grandmother would get better soon.

Those activities made my day busy.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	68
16	15	16	16	11	10	12	13	14	13	

R1 : Researcher**R2 : Teacher**

Student-2:

Name : Aziz Zulfikar

Class : VIII.B

Watching Movie

My sister and I went to see a film last night. It was an American movie called The Lost Flight.

Although the passengers were safe, nobody knew where the plane had crashed. So the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers were eating raw fish and meat. After they had been on the island for two months, three of the men made a boat and sailed away to find help. But their boat sank and they were drowned.

The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	70
15	18	17	18	14	16	9	11	10	12	

Student-3:

Name : Betty Ulung Sari

Class : VIII.B

My Friday Night

During my third year of college I became acutely aware of the Woman Rights Issue.

I made an attempt to re-examine many of the cultural norms that I had previously accepted as just being “the natural order of things.” One of the paths I took to expand my awareness of the female psyche involved women’s literature. That is why I spent one weekend of my life in bed crying, laughing, feeling sometimes confused, and often, incredibly angry and distraught.

On that rainy Friday night I had decided to read “The Women’s Room.”

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
18	20	17	18	12	13	10	11	12	13	72

Student-4:

Name : Cinta Irfiany

Class : VIII.B

Bad Shopping Experience

I had a bad experience when I did shopping. However, the security officer of the shop really embarrassed me of stealing a pair of blue jeans.

That was on Sunday afternoon. I went to a fashion shop with my friends. Unfortunately, the shop assistant was careless. She forgot to take the censor clip on the blue jeans. So, when I left the shop, the detector beeped. The security officer shouted at me. Then, he took me to the manager's room. After examining, the security officer and the manager realized that it was not my fault. They said they were very sorry about what had happened. Finally, the manager asked me to take one piece of clothing for free.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
15	20	16	18	11	16	12	14	11	13	73

Student-5:

Name : Nurul Khasanah

Class : VIII.B

Travelling Around The Java

Deni saved his money and spent two months traveling around the Java center. He wrote his journey in his diary. I spent a week in Jogja and then flew to Solo and enjoyed several weeks in Semarang.

When I had seen the sights in Semarang, I took a train to Surabaya and visited many places in Java center. First, I flew from his home in Sumatra to Jogja City. After through all City, I went to south Java and finally back home to Sumatra.

Deni felt tired but he was very excited and wanted to travel again.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
14	16	15	18	13	15	11	13	12	13	70

Appendix.18**The Students' Script of Pre-Test in Experimental Class***Student-1:*

Name : Aisyah Yulianti

Class : VIII.A

Our trip to the Betung Mountain

In Friday I and my brother went to the Mountains. It was name Betung mountain. We went to there by car.

We arrived in there on Friday night. We met with three girls who camping in there. They name were Della, Dini, and Rita. Then we greeted to them and went to top in Betung mountain together. They always went in mountain in every month. So they know the way to went to around the mountain.

In Saturday afternoon we went home. That was very happy moment with my brother that I ever got.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	68
15	14	18	15	13	12	11	11	13	14	

R1 : Researcher**R2 : Teacher**

Student-2:

Name : Ari Budianto

Class : VIII.A

Travelling Around Jogja

My friend the name was Deri spent one months to traveling in Jogja. He went in Sunday morning.

He arrived in Jogja at Monday. After that he visited the friend that study in UM Jogja. The name was Anung. He asked him to guide Deri to went to Borobudur. And they went to Borobudur in Tuesday. After they visited Borobudur they visited too Malioboro, Candi Prambanan and many place until Sunday.

After he around Jogja, he went back to home. He was tired he was very happy.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	60
13	17	13	18	8	11	6	11	10	13	

Student-3:

Name : Dewi Sekar Arum

Class : VIII.A

Visiting to the Zoo

Yesterday my family went to the zoo to see the elephant. We bought some food for the animals.

After getting the food we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
12	13	13	15	10	12	9	9	10	11	57

Student-4:

Name : Irfan Zulaidan

Class : VIII.A

My Holiday Was Fantastic

Last summer I got a fantastic holiday. I went to Cleveland by plane. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. It had become world-famous as the center of the film industry. Four major film companies—Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York city. I visited the Statue of Liberty. That was very amazing. The places made me feel at home but I have to go home. Next time I would return to them.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	60
12	18	11	16	9	14	9	10	9	12	

Student-5:

Name : Kessya Sekarrani

Class : VIII.A

Holiday in Bali

We had a wonderful holiday in Bali. I went to there with my uncle his name is Fahri.

Most days were pretty. We swam two times in a day. The next day we went across to the east coast to see some of the old villages. It was fun to try. Fahri actually spoke it quite well, but he was afraid to open his mouth, so I was the one who talked to people. In Thursday we go back to the home. We were very happy.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
12	14	14	16	10	12	9	11	10	12	60

Appendix.19**The Students' Script of Post-Test in Experimental Class***Student-1:*

Name : Aisyah Yulianti

Class : VIII.A

Lateness

Last morning, Dinar, woke up late and she had to go to campus.

When she wanted to take her motorcycle, in fact she couldn't move it because there were some motorcycles that blocked up her motorcycle. She tried to move all of the motorcycles, but she couldn't do it. Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her.

Finally, she could move her motorcycle and rode it to go to campus.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	80
14	16	16	17	15	14	16	17	18	17	

R1 : Researcher**R2 : Teacher**

Student-2:

Name : Ari Budianto

Class : VIII.A

My Bad Day on Sunday

I had a terrible day yesterday.

First, I woke up an hour late because my alarm clock didn't go off. Then, After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the bus, but I missed it.

Finally, I walked the three miles to my school I hope I never have a day as the one I had yesterday.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
14	16	18	17	15	15	17	17	18	17	82

Student-3:

Name : Dewi Sekar Arum

Class : VIII.A

My First Day At School

When I was 6 years old I felt very excited in school.

I had never been away from my mom. She left me with my teacher as soon as she did. I started crying. Then I ran as fast as I could. My mom had left though. My teacher picked me up and took me back in. I cried most of the day.

Finally, She got me to stop and some other kids who seemed concerned, played with me and we became good friends.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
14	16	15	18	13	15	11	13	12	13	70

Student-4:

Name : Irfan Zulaidan

Class : VIII.A

My Adolescence

I had my adolescence when I was thirteen.

It started with acne that showed up on my face. I was embarrassed to come out of my house. Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
14	16	18	17	15	15	18	16	18	17	82

Student-5:

Name : Kessya Sekarrani

Class : VIII.A

Travel on the Plane for the First Time

When I was young, I did not really like traveling. I preferred playing games on the computer. I never traveled abroad on the plane until 1998. At that time, I was 21 years old.

My first trip was a 4-day trip to Taipei. Before I came to the airport, I did not know how to check-in. All procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at the time.

After that trip, I like traveling. I also traveled to Korea, France, Germany, Switzerland, Italy, and Austria.

Pronunciation		Grammar		Fluency		Vocabulary		Comprehension		Total Score
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
15	18	18	19	13	15	11	13	13	15	75

RENCANA PELAKSANAAN PEMBELAJARAN
RPP KELAS KONTROL 1

SMP/MTS	: MTs Hasanuddin Teluk Betung Bandar Lampung
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 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 <i>recount</i> dan <i>narrative</i>
Jenis teks	: monolog <i>recount</i>
Tema	: Holiday
Aspek/Skill	: Berbicara
Alokasi Waktu	: 1 x 40 menit (2 x Pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Menceritakan kejadian berdasarkan dialog
- b. Memberikan deskripsi tentang orang-orang yang mempunyai perbandingan tertentu
- c. Menceritakan kembali bagaimana seseorang akan menghabiskan akhir pekannya
- d. Mengulangi pengucapan kalimat yang memuat pengecualian pada pelafalan huruf h

2. Indikator :

- Melakukan monolog pendek sederhana dalam bentuk *recount*

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
 Rasa hormat dan perhatian (*respect*)
 Tekun (*diligence*)

3. Materi Pembelajaran

Recount Teks

Singapore

I want to tell you about my memorable time in Singapore. It was one of the best holidays I ever had.

I shall never forget the spectacular sight of the city. I saw from Mount Fable that night. The roller-coaster ride, the stunts performed by the dolphins and the killer whale at the Sea World were also exciting. I shall remember the thrill of having been on one of the longest rides in the monorail in Sentosa Island for many years to come.

I also enjoyed various varieties of seafood at the makeshift roadside stalls at the Chinatown night market. I also enjoyed the shopping trips. My family and friends agreed that the souvenirs were value for money, especially the silk scarves with pretty prints and the attractive key chains.

4. Metode Pembelajaran: Dialogue Memorization

5. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- *Class activity*: membuat survey berdasarkan perintah pada inquiry.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memberikan pengenalan singkat kepada siswa tentang materi yang akan diberikan
- Membagi siswa menjadi empat kelompok.
- Memberikan dialog kepada masing – masing kelompok.
- Memerintahkan kepada siswa didalam kelompok untuk meghafal dialog tersebut.
- Kemudian guru memerintahkan kepada tiap – tiap kelompok untuk mempraktekan dialog tersebut didepan kelas.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Sumber belajar

- a. Buku teks yang relevan. (Buku pegangan kelas 8, Penerbit Erlangga)

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
- Melakukan monolog pendek sederhana dalam bentuk <i>recount</i>	Unjuk kerja	Uji Petik berbicara	1. <i>Tell us briefly about your holiday</i>

a. Instrumen:

Daftar petunjuk:

Make up some descriptions about your holiday

Say it in front of the class (± 5 mins)

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Element	Score
Pronunciation	20
Fluency	20
Grammar	20
Vocabulary	20
Comprehension	20

Standard of each element:

Excellent	17-20
Very good	13-16
Good	9-12
Average	5-8
Poor	0-4

Guru Bidang Studi

Mujiono,S.Pd.

Bandar Lampung, Oktober 2015
Peneliti,

Muhammad Fathoni

RENCANA PELAKSANAAN PEMBELAJARAN RPP KELAS KONTROL 2

SMP/MTS	: MTs Hasanuddin Teluk Betung Bandar Lampung
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 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 <i>recount</i> dan <i>narrative</i>
Jenis teks	: monolog <i>recount</i>
Tema	: Travelling
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit (1 x Pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Menceritakan kejadian berdasarkan dialog
- b. Memberikan deskripsi tentang orang-orang yang mempunyai perbandingan tertentu
- c. Menceritakan kembali bagaimana seseorang akan menghabiskan akhir pekannya
- d. Mengulangi pengucapan kalimat yang memuat pengecualian pada pelafalan huruf h

2. Indikator :

- Melakukan monolog pendek sederhana dalam bentuk *recount*

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
 Rasa hormat dan perhatian (*respect*)
 Tekun (*diligence*)

3. Materi Pembelajaran

Recount Teks

My first flight

Last semester I spent my long holiday abroad. I went there by plane. My father, mother and uncle saw me off at the airport. We arrived there thirty minutes before the departure time.

Arriving at the airport, I went straight to check in counter. The man at the security control checked my passport. When everything was fine, I went into the departure lounge and took a seat. While waiting for the departure, I bought some cheap things at the duty free shop.

After waiting for about twenty minutes, the plane was ready to depart so all passengers had to get into the plane. A friendly flight attendant asked the passengers to fasten their seatbelts on board.

Few minutes later the plane was airborne.

During the flight we were served with food and drink. We were even given reading materials. It was my first flight but I enjoyed it very much.

4. Metode Pembelajaran: Dialogue Memorization

5. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- *Class activity*: membuat survey berdasarkan perintah pada inquiry.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memberikan pengenalan singkat kepada siswa tentang materi yang akan diberikan
- Membagi siswa menjadi empat kelompok.
- Memberikan dialog kepada masing – masing kelompok.
- Memerintahkan kepada siswa didalam kelompok untuk menghafal dialog tersebut.
- Kemudian guru memerintahkan kepada tiap – tiap kelompok untuk mempraktekan dialog tersebut didepan kelas.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Sumber belajar

- a. Buku teks yang relevan. (Buku pegangan kelas 8, Penerbit Erlangga)

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
- Melakukan monolog pendek sederhana dalam bentuk <i>recount</i>	Unjuk kerja	Uji Petik berbicara	1. <i>Tell us briefly about your travelling</i>

a. Instrumen:

Daftar petunjuk:

Make up some descriptions about your travelling

Say it in front of the class (±3 mins)

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Element	Score
Pronunciation	20
Fluency	20
Grammar	20
Vocabulary	20
Comprehension	20

Standard of each element:

Excellent	17-20
Very good	13-16
Good	9-12
Average	5-8
Poor	0-4

Guru Bidang Studi

Mujiono,S.Pd.

Bandar Lampung, Oktober 2015
Peneliti,

Muhammad Fathoni

RENCANA PELAKSANAAN PEMBELAJARAN
RPP KELAS KONTROL 3

SMP/MTS	: MTs Hasanuddin Teluk Betung Bandar Lampung
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 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 <i>recount</i> dan <i>narrative</i>
Jenis teks	: monolog <i>recount</i>
Tema	: Bad Experience
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit (1 x Pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Menceritakan kejadian berdasarkan dialog
- b. Memberikan deskripsi tentang orang-orang yang mempunyai perbandingan tertentu
- c. Menceritakan kembali bagaimana seseorang akan menghabiskan akhir pekannya
- d. Mengulangi pengucapan kalimat yang memuat pengecualian pada pelafalan huruf h

2. Indikator :

- Melakukan monolog pendek sederhana dalam bentuk *recount*

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
 Rasa hormat dan perhatian (*respect*)
 Tekun (*diligence*)

3. Materi Pembelajaran

Recount Teks

Bad Experience

I have a bad experience in shopping. Actually it was not my fault. It was the shop assistant's fault. However, the security officer of the shop really embrssed me. He accused me of stealing a pair of blue jeans.

Here how it happened. One Saturday afternoon I went to a fashion shop with my friends. I wanted to buy a pair of blue jeans. I got one. I took them to the cashier and paid for them. Then, my friends an I left the shop.

There was a cencor clip on every piece of article. The shop assistant was creless. She forgot putting it off. So, when I left the shop, the detector beeped. The security officer shouted at me, "Hey, you!" He caught me. Everyone in the shop looked at me. Then, he took me to the manager's room.

How embrassing!

Shortly, the shop assistant and the security officer said they were sorry about what had happened the manager of the shop did too. They knew it was not my fault. Finally, the manager asked me to take one piece of clotching article for free. I took an extravagant gown. You know the price? It was Rp.102.900,00!.

4. Metode Pembelajaran: Dialogue Memorization

5. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- *Class activity*: membuat survey berdasarkan perintah pada inquiry.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memberikan pengenalan singkat kepada siswa tentang materi yang akan diberikan
- Membagi siswa menjadi empat kelompok.
- Memberikan dialog kepada masing – masing kelompok.
- Memerintahkan kepada siswa didalam kelompok untuk meghafal dialog tersebut.
- Kemudian guru memerintahkan kepada tiap – tiap kelompok untuk mempraktekan dialog tersebut didepan kelas.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Sumber belajar

- a. Buku teks yang relevan. (Buku pegangan kelas 8, Penerbit Erlangga)

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
- Melakukan monolog pendek sederhana dalam bentuk <i>recount</i>	Unjuk kerja	Uji Petik berbicara	1. <i>Tell us briefly about your Bad Experience</i>

a. Instrumen:

Daftar petunjuk:

Make up some descriptions about your bad experience

Say it in front of the class (±3 mins)

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Element	Score
Pronunciation	20
Fluency	20
Grammar	20
Vocabulary	20
Comprehension	20

Standard of each element:

Excellent	17-20
Very good	13-16
Good	9-12
Average	5-8
Poor	0-4

Guru Bidang Studi

Mujiono,S.Pd.

Bandar Lampung, Oktober 2015
Peneliti,

Muhammad Fathoni

RENCANA PELAKSANAAN PEMBELAJARAN
RPP KELAS EXPERIMENTAL 1

SMP/MTS	: MTs Hasanuddin Teluk Betung Bandar Lampung
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 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 <i>recount</i> dan <i>narrative</i>
Jenis teks	: monolog <i>recount</i>
Tema	: Holiday
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit (1 x Pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Menceritakan kejadian berdasarkan dialog
- b. Memberikan deskripsi tentang orang-orang yang mempunyai perbandingan tertentu
- c. Menceritakan kembali bagaimana seseorang akan menghabiskan akhir pekannya
- d. Mengulangi pengucapan kalimat yang memuat pengecualian pada pelafalan huruf h

2. Indikator :

- Melakukan monolog pendek sederhana dalam bentuk *recount*

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

3. Materi Pembelajaran

Recount Teks

Singapore

I want to tell you about my memorable time in Singapore. It was one of the best holidays I ever had.

I shall never forget the spectacular sight of the city. I saw from Mount Fable that night. The roller-coaster ride, the stunts performed by the dolphins and the killer whale at the Sea World were also exciting. I shall remember the thrill of having been on one of the longest rides in the monorail in Sentosa Island for many years to come.

I also enjoyed various varieties of seafood at the makeshift roadside stalls at the Chinatown night market. I also enjoyed the shopping trips. My family and friends agreed that the souvenirs were value for money, especially the silk scarves with pretty prints and the attractive key chains.

4. Metode Pembelajaran: Group Investigation Technique

5. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- *Class activity*: membuat survey berdasarkan perintah pada inquiry.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memberikan pengenalan singkat kepada siswa tentang materi yang akan diberikan
- Membagi siswa menjadi empat kelompok dan berdiskusi tentang topik yang akan mereka bicarakan.
- Memerintahkan kepada siswanya dua orang dari kelompok untuk tetap ditempat, sementara dua yang lainnya kekelompok lain untuk berbagi cerita tentang apa yang didiskusikan dengan kelompoknya.
- Memerintahkan siswa – siswa yang menunjungi kelompok lain untuk kembali lagi kekelompoknya.
- Memerintahkan siswa – siswa tersebut menceritakan kembali cerita yang diberikan oleh kelompok lain kedepan kelas.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Sumber belajar

- a. Buku teks yang relevan.

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
- Melakukan monolog pendek sederhana dalam bentuk <i>recount</i>	Unjuk kerja	Uji Petik berbicara	1. <i>Tell us briefly about your holiday</i>

a. Instrumen:

Daftar petunjuk:

Make up some descriptions about your holiday

Say it in front of the class (± 5 mins)

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Element	Score
Pronunciation	20
Fluency	20
Grammar	20
Vocabulary	20
Comprehension	20

Standard of each element:

Excellent	17-20
Very good	13-16
Good	9-12
Average	5-8
Poor	0-4

Guru Bidang Studi

Mujiono,S.Pd.

Bandar Lampung, Oktober 2015
Peneliti,

Muhammad Fathoni

RENCANA PELAKSANAAN PEMBELAJARAN
RPP KELAS EXPERIMENTAL 2

SMP/MTS	: MTs Hasanuddin Teluk Betung Bandar Lampung
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 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 <i>recount</i> dan <i>narrative</i>
Jenis teks	: monolog <i>recount</i>
Tema	: Travelling
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit (1 x Pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Menceritakan kejadian berdasarkan dialog
- b. Memberikan deskripsi tentang orang-orang yang mempunyai perbandingan tertentu
- c. Menceritakan kembali bagaimana seseorang akan menghabiskan akhir pekannya
- d. Mengulangi pengucapan kalimat yang memuat pengecualian pada pelafalan huruf h

2. Indikator :

- Melakukan monolog pendek sederhana dalam bentuk *recount*

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

3. Materi Pembelajaran

Recount Teks

My first flight

Last semester I spent my long holiday abroad. I went there by plane. My father, mother and uncle saw me off at the airport. We arrived there thirty minutes before the departure time.

Arriving at the airport, I went straight to check in counter. The man at the security control checked my passport. When everything was fine, I went into the departure lounge and took a seat. While waiting for the departure, I bought some cheap things at the duty free shop.

After waiting for about twenty minutes, the plane was ready to depart so all passengers had to get into the plane. A friendly flight attendant asked the passengers to fasten their seatbelts on board.

Few minutes later the plane was airborne.

During the flight we were served with food and drink. We were even given reading materials. It was my first flight but I enjoyed it very much.

4. Metode Pembelajaran: Group Investigation Technique

5. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- *Class activity*: membuat survey berdasarkan perintah pada inquiry.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memberikan pengenalan singkat kepada siswa tentang materi yang akan diberikan
- Membagi siswa menjadi empat kelompok dan berdiskusi tentang topik yang akan mereka bicarakan.
- Memerintahkan kepada siswanya dua orang dari kelompok untuk tetap ditempat, sementara dua yang lainnya kekelompok lain untuk berbagi cerita tentang apa yang didiskusikan dengan kelompoknya.
- Memerintahkan siswa – siswa yang menunjungi kelompok lain untuk kembali lagi kekelompoknya.
- Memerintahkan siswa – siswa tersebut menceritakan kembali cerita yang diberikan oleh kelompok lain kedepan kelas.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Sumber belajar

- a. Buku teks yang relevan.

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
- Melakukan monolog pendek sederhana dalam bentuk <i>recount</i>	Unjuk kerja	Uji Petik berbicara	1. <i>Tell us briefly about your Travelling</i>

a. Instrumen:

Daftar petunjuk:

Make up some descriptions about your Travelling

Say it in front of the class (±3 mins)

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Element	Score
Pronunciation	20
Fluency	20
Grammar	20
Vocabulary	20
Comprehension	20

Standard of each element:

Excellent	17-20
Very good	13-16
Good	9-12
Average	5-8
Poor	0-4

Guru Bidang Studi

Mujiono,S.Pd.

Bandar Lampung, Oktober 2015
Peneliti,

Muhammad Fathoni

RENCANA PELAKSANAAN PEMBELAJARAN RPP KELAS EXPERIMENTAL 3

SMP/MTS	: MTs Hasanuddin Teluk Betung Bandar Lampung
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 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 <i>recount</i> dan <i>narrative</i>
Jenis teks	: monolog <i>recount</i>
Tema	: Bad Experience
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit (1 x Pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Menceritakan kejadian berdasarkan dialog
- b. Memberikan deskripsi tentang orang-orang yang mempunyai perbandingan tertentu
- c. Menceritakan kembali bagaimana seseorang akan menghabiskan akhir pekannya
- d. Mengulangi pengucapan kalimat yang memuat pengecualian pada pelafalan huruf h

2. Indikator :

- Melakukan monolog pendek sederhana dalam bentuk *recount*

- ❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
 Rasa hormat dan perhatian (*respect*)
 Tekun (*diligence*)

3. Materi Pembelajaran

Recount Teks

Bad Experience

I have a bad experience in shopping. Actually it was not my fault. It was the shop assistant's fault. However, the security officer of the shop really embarrassed me. He accused me of stealing a pair of blue jeans.

Here how it happened. One Saturday afternoon I went to a fashion shop with my friends. I wanted to buy a pair of blue jeans. I got one. I took them to the cashier and paid for them. Then, my friends and I left the shop.

There was a censor clip on every piece of article. The shop assistant was careless. She forgot putting it off. So, when I left the shop, the detector beeped. The security officer shouted at me, "Hey, you!" He caught me. Everyone in the shop looked at me. Then, he took me to the manager's room.

How embarrassing!

Shortly, the shop assistant and the security officer said they were sorry about what had happened the manager of the shop did too. They knew it was not my fault. Finally, the manager asked me to take one piece of clothing article for free. I took an extravagant gown. You know the price? It was Rp.102.900,00!.

4. Metode Pembelajaran: Group Investigation Technique

5. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- *Class activity*: membuat survey berdasarkan perintah pada inquiry.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memberikan pengenalan singkat kepada siswa tentang materi yang akan diberikan
- Membagi siswa menjadi empat kelompok dan berdiskusi tentang topik yang akan mereka bicarakan.
- Memerintahkan kepada siswanya dua orang dari kelompok untuk tetap ditempat, sementara dua yang lainnya kekelompok lain untuk berbagi cerita tentang apa yang didiskusikan dengan kelompoknya.
- Memerintahkan siswa – siswa yang menunjangi kelompok lain untuk kembali lagi kekelompoknya.

- Memerintahkan siswa – siswa tersebut menceritakan kembali cerita yang diberikan oleh kelompok lain kedepan kelas.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Sumber belajar

- a. Buku teks yang relevan.

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
- Melakukan monolog pendek sederhana dalam bentuk <i>recount</i>	Unjuk kerja	Uji Petik berbicara	1. <i>Tell us briefly about your Bad Experience</i>

- a. Instrumen:

Daftar petunjuk:

Make up some descriptions about your Bad Experience

Say it in front of the class (±3 mins)

- b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

- c. Rubrik Penilaian

Element	Score
Pronunciation	20
Fluency	20
Grammar	20
Vocabulary	20
Comprehension	20

Standard of each element:

Excellent	17-20
Very good	13-16
Good	9-12
Average	5-8
Poor	0-4

Guru Bidang Studi

Mujiono,S.Pd.

Bandar Lampung, Oktober 2015
Peneliti,

Muhammad Fathoni

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
(bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon	<p>1. Percakapan yang memuat ungkapan-ungkapan berikut:</p> <p>- <i>A: What if it I do it again.</i> <i>B: Fine, with me.</i></p> <p>- <i>A: I have to go now.</i> <i>B: Do you have to?</i></p> <p>- <i>A:</i> <i>B: Right / I see / Hm...m.</i></p> <p>- <i>Hello, excuse me</i> <i>Did you? / Were you ?</i></p> <p>- <i>Thanks/ Bye.../ See you.</i></p> <p>- <i>Could I speak to please?</i></p> <p>- <i>Well, I'm calling to....</i></p> <p>- <i>Nice talking to you</i></p> <p>2. Tata Bahasa</p> <p>- Have / Has to</p>	<p>1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas</p> <p>2. Mendaftar kosakata yang digunakan dalam percakapan</p> <p>3. Menentukan makna kosakata dalam daftar</p> <p>4. Menggunakan kosakata dalam kalimat</p> <p>5. Tanya jawab menggunakan ungkapan – ungkapan terkait</p> <p>6. Menirukan ungkapan yang diucapkan guru</p> <p>7. Mendengarkan percakapan</p> <p>8. Menjawab pertanyaan tentang percakapan</p>	<p>1. Merespon ungkapan meminta, memberi persetujuan</p> <p>2. Merespon ungkapan pernyataan</p> <p>3. Merespon ungkapan memberi perhatian terhadap pembicara</p> <p>4. Mengawali, memperpanjang an menutup percakapan</p> <p>5. Merespon ungkapan mengawali, memperpanjang dan menutup percakapan telepon</p>	<p>Tes lisan</p> <p>Tes lisan</p> <p>Tes tulis</p>	<p>Merespon ungkapan</p> <p>Merespon ungkapan</p> <p>Melengkapi percakapan</p> <p>Pilihan ganda</p>	<p><i>Listen to the expressions and give your response to them.</i></p> <p><i>Listen to the dialogue and complete the text</i></p> <p><i>Listen to the dialogue and choose the best answer</i></p> <p><i>Listen to the dialogue and choose the best answer</i></p>		<p>percakapan</p> <p>3 Rekaman percakapan</p> <p>4 Tape recorder</p> <p>5 Gambar yang relevan</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	<ul style="list-style-type: none"> - Could I ...? - Past form of be 3. Kosa kata Kata terkait tema dan jenis teks							
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i>	<p>1. Teks monolog pendek berbentuk :</p> <ul style="list-style-type: none"> - <i>narrative</i> - <i>recount</i> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> - Simple past tense - Past Continuous tense <p>3. Kosak kata</p> <ul style="list-style-type: none"> - kata terkait tema dan jenis teks <p>1. Ungkapan Baku</p> <ul style="list-style-type: none"> - It's terrific ! - It's wonderful 	<p>informasi yang terdapat dalam teks.</p> <p>6. Menentukan makna teks fungsional yang diperdengarkan.</p> <p>1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas.</p> <p>2. Mendaftar kosakata yang digunakan dalam percakapan</p> <p>3. Menentukan makna kosakata dalam daftar.</p> <p>4. Mendengarkan teks <i>narrative</i> / <i>recount</i> yang dibacakan guru.</p> <p>5. Tanya jawab berbagai informasi tentang teks yang dibaca guru.</p> <p>6. Mendengarkan teks <i>narrative</i> /</p>	<p>1. Mengidentifikasi berbagai informasi dalam teks monolog <i>narrative</i> dan <i>recount</i>.</p> <p>2. Mengidentifikasi tujuan komunikatif teks naratif dan <i>recount</i></p> <p>3. Membuat cerita berdasarkan versi siswa.</p> <p>4. Mengidentifikasi cerita yang didengar</p>	Tes tulis	Menjawab pertanyaan	<i>Listen to the story and identify the story !</i>	4 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Internet</p> <p>3. Gambar2 yg relevan</p> <p>4. video</p> <p>5. LCD</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		recount lainnya. 7. Menjawab pertanyaan tentang teks narrative / recount yang didengar secara lisan.						
❖ Karakter siswa yang diharapkan : Percaya Diri (<i>Confidence</i>) Berani (<i>Bravery</i>) Rasa hormat dan perhatian (<i>respect</i>)							7.	

SILABUS PEMBELAJARAN

Sekolah : SMP AL AZHAR 3 BANDAR LAMPUNG

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Berbicara

9 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta,	1.Percakapan singkat memuat ungkapan – ungkapan : Contoh : -A: <i>Do you mind lending me some money?</i> B: <i>No, problems</i> -A: <i>Can I have a bit?</i> B: <i>Sure, here you are.</i> -A: <i>Here is some money for you.</i> B: <i>Sorry, I can't take this.</i>	1. Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik.tema yang di pilih 3. Menirukan ungkapan-ungkapan terkait materi yang diucapkan guru 4. Latihan bertanya	1. Bertanya dan menjawab tentang meminta,memberi ,menolak jasa 2. Bertanya dan menjawab tentang meminta,memberi ,menolak barang 3. Bertanya dan menjawab tentang meminta,memberi dan mengingkari informasi 4. Bertanya dan menjawab tentang meminta,memberi dan menolak pendapat	Unjuk kerja	Uji petik berbicara, Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class</i>	6 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 4. Role cards

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p>	<p>-A: <i>Do you like it ?</i> B: <i>Yes, I do.</i></p> <p>-A: <i>Have you done it?</i> B: <i>No, I haven't.</i></p> <p>-A: <i>Do you think it's good?</i> B: <i>I think it is / Sorry I can't say any thing</i></p> <p>-A: <i>Would you like some?</i> B: <i>Yes, please / No, Thanks</i></p> <p>2.Tata Bahasa - Do you mind - Present perfect tense</p> <p>3. Kosa kata - Kata terkait tema dan jenis teks</p> <p>4. Ungkapan Baku - No Problem</p>	<p>dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan</p> <p>5. Bermain peran melakukan percakapan berdasarkan situasi yang diberikan</p>	<p>5. Bertanya dan menjawab tentang menawarkan, menerima, menolak sesuatu</p>					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.2. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang,	<p>- Sorry - No, thanks - Yes, Please</p> <p>1. Teks percakapan memuat ungkapan berikut: Contoh : - A: <i>what if I do it again?</i> B: <i>Fine with me.</i></p> <p>- A: <i>I Must go now</i> B: <i>Do you have to?</i></p> <ul style="list-style-type: none"> • <i>Right.</i> • <i>I see.</i> • <i>Hm...m yeah</i> • <i>Hello,excuse me</i> • <i>Did you? / Were you?</i> • <i>Thanks/ Bye / see you</i> • <i>Could I speak to ..?</i> • <i>Well,I'm calling to ...?</i> • <i>Nice talking to you.</i> 	<p>1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari</p> <p>2. Mendengarkan yang memuat ungkapan-ungkapan yang telah dipelajari</p> <p>3. Menjawab pertanyaan tentang isi percakapan</p> <p>4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait</p> <p>5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks</p> <p>6. Bermain peran menggunakan</p>	<p>1. Bertanya dan menjawab tentang meminta,memberi persetujuan</p> <p>2. Bertanya dan menjawab tentang merespon pernyataan</p> <p>3. Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara</p> <p>4. Mengawali,memperpanjang menutup percakapan</p> <p>5. Mengawali,memperpanjang menutup percakapan telepon</p>	Unjuk kerja	<p>Uji petik berbicara</p> <p>Bermain peran</p>	<p><i>Create a dialogue based on the role cards and perform it in front of the class.</i></p>	6 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar yang relevan</p> <p>3. Benda sekitar</p> <p>4. Kartu peran</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon	2. Tata Bahasa - Past form of be 3. Kosa kata - Kata terkait tema dan jenis teks 4. Spelling and intonation	ungkapan yang telah dipelajari						
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)							4.	

SILABUS PEMBELAJARAN

Sekolah : SMP AL AZHAR 3 BANDAR LAMPUNG

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Berbicara

10 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>	6 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	1. Teks monolog berbentuk <i>recount</i> dan <i>narrative</i> . 2. Ciri-ciri kebahasaan teks <i>narrative</i> dan <i>recount</i> . 3. Langkah retorika teks <i>narrative</i> dan <i>recount</i> . 4. Tata Bahasa - Simple Past tense	<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 <i>recount</i> dan <i>narrative</i> dengan tema yang dipilih</p> <p>2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks <i>recount</i> dan <i>narrative</i></p>	- Melakukan monolog pendek sederhana dalam bentuk <i>narrative</i> dan <i>recount</i>	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>	4 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		
teks berbentuk <i>recount</i> dan <i>narrative</i>	<ul style="list-style-type: none"> - Past continuous tense - 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 ? 	<ul style="list-style-type: none"> - <i>simple past</i> - <i>past continuous</i> - <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</p> <p>Menceritakan</p>						

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

SILABUS PEMBELAJARAN

Sekolah : SMP AL AZHAR 3 BANDAR LAMPUNG

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Membaca

11 Memahami makna dalam esei 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		
11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	<ol style="list-style-type: none"> 1. Teks Essai berbentuk <i>narrative / recount</i> 2. Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i> 3. Tujuan komunikatif teks esai <i>narratif / recount</i> 4. Langkah retorika <i>narrative / recount</i> 5. Spelling, stress, intonation 	<ol style="list-style-type: none"> 1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita populer 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks <i>narrative / recount</i> yang dibaca guru 4. Membaca nyaring teks <i>narrative / recount</i> dengan ucapan dan 	<ul style="list-style-type: none"> • Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> • Mengidentifikasi berbagai makna teks <i>narrative / recount</i> • Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i> 	<p>Tes lisan</p> <p>Tes tulis</p> <p>Tes Tulis</p>	<p>Membaca nyaring</p> <p>Pilihan ganda</p> <p>Isian singkat</p>	<p><i>Read the story aloud.</i></p> <p><i>Choose the right answer based on the text.</i></p> <p><i>Complete the following sentences using the information from the text.</i></p>	<p>4 x 40 menit</p> <p>4 X 40 menit</p>	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p>		<p>intonasi yang benar</p> <p>5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca</p> <p>6. Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca</p> <p>7. Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca</p> <p>8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca</p> <p>9. Membaca teks <i>narrative / recount</i> lainnya</p>	<ul style="list-style-type: none"> Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i> 	Tes Tulis	Pertanyaan tertulis	<p><i>Answer the following questions based on the text.</i></p>		
<p>11.3 Merespon makna dan langkah retorika dalam</p>	<p>1. Teks fungsional : - undangan</p>	<p>1. Mencermati teks fungsional pendek terkait materi</p>	<ul style="list-style-type: none"> Mengidentifikasi berbagai 	Tes tulis	PG	<p><i>Choose the best option, a,b,c or d</i></p>	<p>4 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Contoh teks fungsional</p> <p>3. Gambar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	- pengumuman - pesan - iklan 2. Tujuan komunikatif 3. Ciri kebahasaan	2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber	informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengidentifikasi ciri kebahasaan teks fungsional	Tes tulis Tes tulis	Jawaban singkat Jawaban singkat	<i>Answer the following questions</i> <i>Give short answers !</i>		terkait materi dan topik 4. Benda sekitar
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	<ol style="list-style-type: none"> 1. Teks Essai <i>narrative / recount</i> 2. Ciri kebahasaan teks <i>narrative / recount</i> 3. Langkah retorika teks <i>narrative / recount</i> 4. Tatabahasa <ul style="list-style-type: none"> - Simple past - Past continuous 5. Kosakata <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks 6. Tandabaca, spelling 	<p>fungsional pendek</p> <ol style="list-style-type: none"> 1. Review ciri kebahasaan teks <i>narrative/ recount</i> 2. Membuat kalimat sederhana terkait teks <i>narrative/ recount</i> 3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i> 4. Membuat draft teks <i>recount</i> dan <i>narrative</i> 5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding 	Menulis teks pendek dan sederhana dalam bentuk <i>recount / narrative</i> dengan langkah retorika yang benar	<p>Tes tertulis</p> <p>Proyek</p>	<p>Uraian</p> <p>Penugasan</p>	<p><i>Write a short recount/narrative text based on:</i></p> <p><i>a. Your experience happend to you</i></p> <p><i>b. The story You have ever read</i></p> <p><i>c. Series of pictures given.</i></p> <p><i>Find 5 short texts of recount or narratives and expose them.</i></p>	6 x 40 menit	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Mengetahui;
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