IMPROVING EIGHTH GRADE STUDENTS' SPEAKING ABILITY IN GIVING OPINION BY USING ESA (ENGAGED, STUDY, ACTIVATE) METHOD AT SMP NEGERI 1 TALANG PADANG IN THE ACADEMIC YEAR 2022/2023

A Thesis

Submitted as a Partial Fulfillment of the Requirements for the Bachelor Degree

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ABSTRACT

This research was aimed to find out the improvement of eighth grade students' speaking ability in giving opinion using ESA (Engaged, Study, Activate) method at SMP N 1 Talang Padang in the Academic year 2022/2023. This particular research was categorized as classroom action research. The actions were implemented in three cycles based on the class schedule. This research involved the 31 students of class VIII A of SMP Negeri 1 Talang Padang in the academic year of 2022/2023 and the researcher as the research collaborator. The data of the research were in the forms of qualitative and quantitative data.

Meanwhile, the result of the research showed that there was an improvement in students' speaking ability. The students' improvement was proved by their speaking test result which improved from test to test. In the pre-test, there were only 25,8 % of students or 8 students who could pass the Minimum Mastery Criterion (KKM), and the mean score was 53.54. In the post-test 1 in Cycle 1, there were 29 % of students or 9 students who passed the KKM, and the mean score was 62,45. Therefore, there was a little improvement from the pre-test to the post-test 1. Then, in the post-test 2 in Cycle 2, there were 48,38 % of students or 15 students who passed the KKM, and the mean score was 73,16. there was a still little improvement from the post-test 1 to the post-test 2. Finally, in the post-test 3, it showed that the improvement was quite large that there were 80.64 % of students or 25 students who could pass the KKM, and the mean score was 76,64. Thus, this indicated that it had met the criterion of success that 75% of students must get the score above the KKM. Meanwhile, the result of the students' questionnaire also showed that their responses in learning speaking was good. The students were interested, motivated, and more self-confident in speaking English, after being introduced to and practiced using this ESA method.

Keyword : ESA (Engaged, Study, Activate), Speaking, Opinion, Classroom Action Research

DECLARATION

Hereby, I state this thesis entitled " Improving eigth grade students' speaking ability in giving opinion by using ESA (Engaged, Study, Activate) method at SMP N 1 Talang Padang in the Academic year 2022/2023 " is entirely my own work and is based on on my research. I also declare that all materials and sources consulted in the preparation of this thesis, by the books, articles,and any other kinds of documents are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, 24 May 2023

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MOTTO

اللِّسَانِ حِفْظِ فِي ٱلْإِنْسَانِ سَلَامَةُ

Human's safety lies in guarding his tongue."[1]

"Life's too mysterious to take it too seriously"

"Words can inspire, thoughts can provoke, but only action truly brings you closer to your dreams."

[1][Al-Yusi, Al-Muhadlarat fi Al-Lughat wa al-Adab]

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and love me. I would like to dedicate this thesis to:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.

2. My beloved parents, Mr. Adizon Gani and Mrs. Yusniar who have provided me with unconditional loves and never-ending supports, not only for the completion of my study but also for the success of my life. I am thankful for having you by my side, and this thesis is absolutely also yours.

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6. My best Friends, Resti wulandari, Suci febriyanti, Reza nurhaliza who always give love, motivation, support when i completing this thesis.

CURRICULUM VITAE

The author of this thesis is Reza Wiranda, or famously called by her friends, Eza. She was born on 24th july 2001 in the city of Lampung is the first daughter of Mr. Adizon Gani and Mrs. Yusniar. She has one brother, he is Rega Ramadhan. She went to elementary school in SDN 2 Sinar semendo on 2007 to 2013 Talang Padang, Tanggamus, Lampung (graduated in 2013). Her junior high school was completed in SMP N 1Talang Padang (from 2013-2016) and senior high school was completed in SMA N 1 Talang Padang , Tanggamus, Lampung. (from 2016 to 2019). In between 2019 and 2023, she went to Raden Intan State Islamic University of Lampung in Sukarame, for pursuing her bachelor's degree in the Departement of English Education. During her study in the university, she was active in ESA (English Students Association) until fourth semester, an extracurricular activity for students of the English Education Department.

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Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 18 March 2023
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CHAPTER I
INTRODUCTION

A. Title Confirmation

Confirmation Title is important to clarify the words associated with the title of this research. This research is entitled "Improving Eighth Grade Students' Speaking Abiltiy in Giving Opinion by Using ESA (Engage, Study, Activate) method at SMP N 1 Talang Padang in the Academic year 2022/2023" The explanation is as follows:

1. ESA (Engaged, Study, Activate)

ESA is a learning method developed by Jeremy Harmer. He stated that in the learning process, ESA is like a computer system where everything is interconnected. The application of this method to English language learning is carried out through three stages, namely the Engage stage, the Study stage, and the Activate stage.[2]

2. Speaking Ability

Speaking is one of the skills that must be mastered and really must be able to be practiced in the field with other people as the interlocutor. In the education system, learning English using Speaking material will be taught by the teacher and usually the teacher uses discussion or dialogue techniques as the first step in teaching. In this speaking skill, one must really have mastered the pronunciation well. Pronunciation is a rule in pronouncing words in English or the way someone pronounces a word.[3]

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[2]Jeremy Harmer, *How to Teach English. an Introduction to The Practice Of English Language Teaching*, (London: Longman, 1998), 15.

[3]Jeremy Harmer. *The Practice in English Teaching.* (New York: Longman, 2001), 271.

3. Giving Opinion

Giving opinions is the solution to express our idea based on the question or discussion to other people like judgment or belief that comes from an assumption point of view. In addition, there is a critical difference thing between opinions and facts. Facts are real events that happen, while opinions are opinions about something and are not necessarily true. So that by understanding these facts and opinions, we can understand the aims and objectives contained in a discourse.[4]

Based on the description of the terms above, it can be understood that what is meant by the title of this research is to find out the improvement of eighth grade students' speaking ability in giving and responding opinion by using ESA method at SMP N 1 Talang Padang.

B. Background of the Problem

Speaking is one of four skills that has important role than any skills due to its frequency us for kind of social connection in life. Speaking also becomes an indicator to measure person's communication. Speaking is important for communicate in social life and improving experiences in life. Without speaking, people will have a problem in communication and will get in almost total isolation from any ability in understanding English language.

The successfulness of English learners is seen from their ability in using English to communicate effectively.[5] According to Byme, speaking is oral communication in a two way process between the speaker and listener(s) which involves both productive skill of speaking and the receptive skill of

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[4]Mitchell Malcolm, *Propaganda, polls, and public opinion*. ed. (New York: Prentice hall, 1997), 67.

[5]Feri Kurniawan, "The Use of Audio Visual Media in Teaching Speaking," *English Education Journal (EEJ)* 7, no. 2, (2016): 180-193. http://jurnal.unsyiah.ac.id/EEJ/article/view/3732.

understanding (listening with understanding).[6] Many definitions about speaking have been proposed by language experts. Speaking is an interaction skill. It involves capability to use language to satisfy specific request[7]. It means, speaking is important since people use it to express specific request and content in life. Rebecca in Efrizal stated that speaking is the first way for children acquire language. It involves daily communication of most people with language activities. This process is the prime motor of language change.[8]

Burns and Joyc stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. So, it can be said that speaking is an important language skill which involves both productive and receptive skill that enables people (the students) to communicate with others effectively.[9] For example, when the teacher asks students for their opinions about the material that has been explained by the teacher before. Also, the teacher gives some questions to the students about the material being discussed. These activities will be easier to do by speaking. Speaking has a role as one of the goal of language lesson and others. To make a student can communicate effectively, the speaker needs to master communicative competence.

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that

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[6] Muhammad Sirul Muna, "Utilizing YouTube Videos to Enhance Students' Speaking Skill (A Classroom Action Research at the XI Grade Students of SMK Negeri 3 Surakarta, Academic Year 2010/2011*)"* (Undergraduate, Sebelas Maret University, Surakarta, 2011), 4.

[7] Martin Bygates, *Language Teaching Speaking*, (Oxford University Press, 2010), 6.

[8] Rebecca Hughes, *Teaching and Researching Speaking*. (Great Britain: Pearson Education, 2011), 92.

[9]Anne Burns and H. Joyce, *Focus on Speaking*, (Sydney: National Centre for English Language Teaching and Research, 1997), 87.

language. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers argues, speaking is used twice as much as reading and writing in our communication.[10]

Based on Bygates's opinion that people must be confident to speak English to do some transactions such as asking and answering 2 questions. It will be an indicator either they are good in communication or not, because it influences their friendship. So, speaking can be used in mixed situation based on place and condition, to value the way of how people communicate each other, to do several transaction to get the ideas from the speakers to the listeners with appropriate way based on their place and situation.

Therefore, speaking is the use of language to communicate with other. It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

The results of research conducted by Juita octaviani on 32 students SMPN 1 Sipahutar, shows that the students' distrust to speak English in public is high category.[11] Whereas, Research that conducted by Gunadi, Fitri novia shows that The problems of this research that students are reluctant to express their opinions due to a lack of vocabulary, lack of skills in the issue that students would address, or embarrassment if they are not accustomed to

[10]Rivers, W. *Teaching Foreign Language Skills* (2nd ed.). Chicago: University of Chicago Press, 1981.

[11]Juita octavia, "Using ESA Method For Improving Students'Speaking Ability At Second Grade Students Of SMP N 1 Sipahutar" (Skripsi, Universitas HKBP Nommensen, 2021), 1.

expressing their thoughts, and this classroom has become a passive class.[12]

In order to obtain the phenomenon of confidence in speaking, the researchers conducted initial interviews with 31 students of class VIII.1 at SMPN 1 Talang Padang. From the results of the interview, it was found that most of students have difficulty in learning speaking. The students can not deliver their ideas and thoughts orally, when the teacher asked their opinion about something. They did not know how or what to say in English. It caused they become speechless. The factors might be caused lack of vocabulary and self confidence.

Therefore, there are three reasons why speaking skill is difficult for the students. First, the cause is the students are lack of motivations in learning English. second, caused by the scheduled time is limited in teaching speaking skill, and another reason is the students mostly are not confident to share their idea and afraid of making mistakes in speaking.[13] Whereas, teaching English as a foreign language requires the use of effective learning methods, techniques, language games, or activities that promote the speaking ability.

meanwhile, the students' speaking abilities were assessed through test on 9th August 2022. Based on the result of the pre-test, the data was known that the mean of the pre-test was 53,54. Then, the class percentage of the pre-test was 25,8 %. It means that there were only 8 students who passed the Minimum Mastery Criterion or KKM, meanwhile the other 23 students were still got the scores below the criterion. Therefore, it means that the result of students' in speaking ability of eighth grade especially 8.1 was poor.[14]

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[12] Gunadi, Fitri Novia, Rekha Asmara, "Promoting Engaged, Study, Activate Technique To Teach Speaking Skiil," *DIDASCEIN: Journal of English Education* 2, no. 1 (2021): 6-1, http://univ-tridinanti.ac.id/ejournal/index.php/didasceinenglish/article/view/773.

[13] Leni Karlina, "Transcript of The Result Teacher Interview in Preliminary Research", *Wawancara*, August 8, 2022.

[14] *Transcript of The Result Pre-test Score.* (Appendix 11). Pages 52.

Then, the result of the pre-test, the researcher calculated the mean, maximum Score, minimum score of the pre-test score as follows :

Table 1.1 The result of pre-test

Content	Score of pre-test
Mean	53,54
Max. score	80
Min. score	36

For overcome this situation there is an effective method that teaching speaking ability can be done through some various activities that can promote speaking ability. We can choose one of the language teaching activities that are suitable with the level of our students. As known as later by using ESA (Engaged, Study, and Activate) Method. The ESA method is an acronym for Engage, Study, and Activate which are three important elements in the language learning process in particular. Harmer in English, Engage Study and Activate is one of the learning methods presented in the classroom to help students learn more effectively. related to the topic being discussed and the topic is able to involve students in the learning process.[15]

The selection of this method as a solution is based on the consideration that this method provides opportunities for students to develop and use the knowledge of the language they have and master because in this method students are required to speak actively and the teacher as a teacher functions as an activator.

[15]Jeremy Harmer, *How to Teach English. an Introduction to The Practice Of English Language Teaching*, (London: Longman, 1998), 15.

Engage can be interpreted as a condition where The teacher or the teacher arouses or arouses the attention of students so that students' emotions enter the learning situation. This element is elements that function to make students' emotions happy and challenged so that they do not feel bored but instead students feel they get a better learning situation.

Meanwhile, study can be interpreted as a situation where students are asked to focus on information or language and how that information or language is formed. In other words, students are involved in processing information from teaching materials, both information contained in a text and linguistic elements and structures contained in the text. that. So the main focus of this element is text and linguistic structure.

The last element is activate which describes exercises and learning activities designed in such a way that the student uses the language as freely and as communicatively as possible. In this element, learning activities do not focus on linguistic elements but invite students to use the language whether the language is acceptable in certain circumstances and situations or on certain topics.[16]

Considering the explanation above, the researcher proposes a research thesis entitle “Improving eighth grade students’ speaking ability in giving opinion by using ESA (Engage, Study, Activate) method at SMP N 1 Talang Padang in the Academic year 2022/2023"

C. Identification of the Research Area and Its Focus

Based on the background and the phenomena above, the researcher finds out that the focus that are identified as follows:

1. The students are lack of motivations in learning English
2. The students have limited time in learning English

[16] “Ibid “

3. The students in Junior high school still have difficulties in learning speaking
4. The students mostly are not confident to share their opinion and afraid of making mistakes in speaking.

D. Limitation of the Problem

Based on this background and problems, the problems studied in this study are as follows:

1. The research give motivated only in learning speaking
2. The research used is only limited to Giving Opinion
3. The research only tested for improving students' speaking ability
4. The research used by ESA (Engaged, Study, Activate) method

E. Formulation of the Problem

Based on the identification above, finally the problem is formulated as follows:

How is ESA Method improve the eighth grade students' speaking ability in giving opinion at SMP N 1 Talang Padang in the Academic year 2022/2023 ?

F. Objectives of the Research

Based on the formulation of the problem stated above, this research is aimed to find out the improvement of eighth grade students' speaking ability in giving opinion using ESA (Engaged, Study, Activate) at SMP N 1 Talang Padang in the Academic year 2022/2023.

G. Significance of the Research

1. For Theoretical Contribution

This study is using ESA Method to find out the improvement of eighth grade students' speaking abiltiy in giving opinion at SMP N 1 Talang Padang in the Academic

year 2022/2023. This method hopefully can accomplish and solve the problem come up in students teaching speaking ability.

2. For Practical Contribution

a. For the Students

This research is aimed to improve motivation and interest in learning speaking through giving and responding opinion expression so that they can enhance their speaking ability and find the interesting teaching and learning process. It can be the new experience for them in learning English so that their speaking achievement can be better.

b. For the Teacher

By using ESA Method, the teachers can teaching speaking well and make learning process can be interest.

c. For the next researcher

This Research hopefully can be used by next researchers as reference materials who are interested Improving students' speaking ability.

H. Relevant Research

Based on the theoretical study that has been done, there are severals previous researches are relevant to the research that will be carried out by the researcher, they are:

1. The results of research conducted by Ilinawati, Sudarsono, Regina[17] entitled:

   ESA (Engage, Study, Activate) to improve teaching speaking on job interview

   The problem of this research that the teacher did not teach pronunciation well. The teacher only taught some unfamiliar words without hearing any problems from the students. The

[17]Sudarsono, Regina, Ilnawati "ESA (Engaged, Study, Activate) to Improve Teaching Speaking On Job Iterview," *JPPK: Jurnal Pendidikan, Pembelajaran, Khatulistiwa* 6, no. 10 (2017): 8-1, https://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/22296/17778.

students still looked afraid of making mistakes on pronunciation, still doubt on mentioning some words. This study is about improving the teaching of speaking by applying ESA strategy to the students of SMK Nusantara Indah Sintang in Academic Year 2015/2016. It was a classroom action research (CAR) and involved the Year – 11 students of SMK Nusantara Indah. The sample of this research is the students of SMK Nusantara Indah Sintang in Academic Year 2015/2016, They consisted of 20 males and 4 females. this research, applied the observation and measurement techniques to collect the data, and data analysis from this research using by the improvement of the students' performance from the first cycle to the second cycle, as well as their score in each test and achievement in each item. The results were supported with the data collected through observation to students' and teachers' performances and the field notes, there were some important improvements of students and teacher. The result of this research showed that ESA strategy succeeded improving the teaching speaking. The mean score was 71,67 in the first cycle and 80,28 in the second cycle. The improvement of the teaching learning process was based on the improvement of teaching learning behaviour in the classroom.

2. The results of research conducted by Agus Rahmat[18] entitled:

   Enriching the Students Vocabulary Mastery in Speaking through Engage, Study, Activate Method

   Some problems faced by students, such as the lack of knowledge in language aspects and language functions, the lack of fluency in expressing their ideas, and lack of vocabulary. The objectives of this research are to find out the improvement of students' vocabulary mastery and the student's activeness in speaking through Engage, Study and

[18]Agus Rahmat, "Enriching the Students Vocabulary Mastery in Speaking through Engage, Study, Activate Method," *METATHESIS: Journal Of English Language, Literature, and Teaching* 3, no. 1 (2019): 19-1, https://jurnal.untidar.ac.id/index.php/metathesis/article/view/1237.

Activate Method at the second year students of SMP Negeri 26 Makassar. This research used Classroom Action Research that comprises of two cycles. The research population is the second year students of SMP Negeri 26 Makassar, and the sample of this research comprises of 25 students. The researcher obtained the data by using a speaking test and observation sheet. The results of this research show that there is an improvement in students' vocabulary between the cycle I and Cycle II. The mean scores of students in the diagnostic test are 4.7 became 6.21 in cycle I, and after doing a revision in the cycle II the mean score in cycle II is7.45 then the activeness of students also improve from first meeting 53 % became 92% in the last meeting and achieved the minimal criteria, 65.The research findings indicate that the use of Engage, Study and Activate method can enrich the students‟ vocabulary mastery and improve the students‟ activeness in speaking.

3. The result of research conducted by Abdul Aziz[19] entitled :

Improving Student's Speaking Skill Through ESA Straight for Word Model at The Year 11th Students Of MA Muhammadiah 1 Malang

The common problem of the Students in speaking are werelow in motivation, got difficulties to deliver what they want to say, and they were afraid of making an error. The researcher conducted his research in that school because he found the same problems atthe year 11th Students of MA MUHAMMADIAH 1 MALANG which consists of 21 students. ESA straight for word method were used to solve the problem. The researcher used Classroom Action Research as the research design. The research procedure consisted of some main steps: planning the action, implementation, observation

[19]Abdul Aziz, "Improving Students' Speaking Skill Through ESA Straight for Word Model At The Year 11th Students Of MA Muhammadiah 1 Malang*," Jurnal Peneletitian, Pendididkan, Pembelajaran* 15, no. 17 (2020): 8-2, http://riset.unisma.ac.id/index.php/jp3/article/view/5947.

(collecting the data), and reflection. The data were analyzed quantitatively. The quantitative data were obtained from the test. Considering the findings above, by using ESA straight for word method had reachedthe expected outcome and the criteria of success in one cycle. Based on the result of the analysis, it was concluded that the ESA straight for word model technique improved the students' speaking skill. The implementation of ESA straight for word model had successfully improved students' speaking skill of the year 11th students at MA Muhammadiah 1 Malang.

4. The result of research conducted by Juita octaviani purba[20] entitled:

Using ESA (Enganged, Study, Activate) Method for Improving Students' Speaking Ability at Second Grade Students of SMP N 1 Sipahutar

This research aimed to improves the students speaking ability by using ESA Method. Does ESA (Engage, Study, activate) method improve of the students' ability in speaking of second Grade at SMP NEGERI 1 Sipahutar?. The objective of this research was to investigate whether or not where ESA can Improves students' speaking in ability at Second Grade Students' of SMP Negeri 1 Sipahutar. This research was conducted by using Classroom Action Research (CAR). The subject of this research was the Second Grade students of SMP Negeri 1 Sipahutar which consist of 32 students. This research was conducted in two cycles which each consists' of planning, action, observation, and reflection. The data were gathered through quantitative and qualitative data. The result of this research showed that there was increasing of students in speaking ability. The mean of pre-test was 58.12. The mean of

[20]Juita octavia, "Using ESA Method For Improving Students'Speaking Ability At Second Grade Students Of SMP N 1 Sipahutar" (Skripsi, Universitas HKBP Nommensen, 2021), 11-15.

post-test cycle I was 66.87 and the mean of post-test cycle II was 79.37. It indicated that the scores and the mean in Cycle II were better than the Cycle I. The percentage of students who got students point >75 also grew up. In the pre-test, the students who got point >75 up were 5 students (15.62%). In the post-test Cycle I students who got >75 up were 9 students (28.12%). And in the post-test Cycle II the students who got point >75 up were 31 students (96.87%). In the other words, the students' ability in speaking improves.

5. The result of research conducted by Gunadi, Fitri Novia , Rekha Asmara[21]entitled:

   Promoting Engage Study Activate (Esa) Technique to Teach Speaking Skill

   The problems of this research that students are reluctant to express their opinions due to a lack of vocabulary, lack of skills in the issue that students would address, or embarrassment if they are not accustomed to expressing their thoughts, and this classroom has become a passive class. Then, Al Hosni (2014) argued that students are unable to communicate in English since They lacked lexical and grammatical mechanisms. The objectives of this research is The goal of the research was to see whether there was a significant difference in speaking performance between the students who learned using ESA technique and those who were not. This research was conducted by using a quasi-experimental design. The subject in this research is MIPA tenth grade students at SMA Negeri 1 Tanjung Raja, 128 Students. The data was collected using an oral test By using purposive sampling technique, The data was analyzed using the t-test. Based on the result of independent sample t-test, it was found that tobtained was 3.174. It was higher than table. It

[21]Gunadi, Fitri Novia, Rekha Asmara, "Promoting Engaged, Study, Activate Technique To Teach Speaking Skiil," *DIDASCEIN: Journal of English Education* 2, no. 1 (2021): 6-1, http://univ-tridinanti.ac.id/ejournal/index.php/didasceinenglish/article/view/773.

indicated that H0 was rejected and Ha was accepted. Therefore, it confirmed that the students who were taught using ESA technique had better speaking achievement than the students who were not taught using ESA technique.

From the explanation of the five previous studies above, there are several differences that distinguish this research from previous studies, including:

1. This research was conducted in first semester at SMP N 1 Talang Padang
2. This research focuses on Giving opinion
3. This study uses the ESA (Engaged, Study, Activate) method.
4. The subject of this research is 31 students

Then the similarity of this research with previous research is as follows:

1. Use the ESA method (engaged, study, activate) in overcoming the problem.
2. Use picture and video as media in learning speaking.
3. Use classroom action research.

I. Systematics of the research

As the orientation of writing this thesis, the researcher extended each chapter as follows :

1. Chapter I (Introduction) : it presents title confirmation, background of the problem, identification of the research area and its focus, limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant research, and the systematics of the research.

2. Chapter II (Review of literature) : it provides of some explanation based on the tittle and some literatures based on the research. It includes the general concept of speaking, general

concept of ESA method, general concept of giving opinion, action models, and the Hypothesis.

3. Chapter III (Research method) : it covers research design, subjects and setting of the research, and procedures of the research include, preliminary observation, planning, implementing, observing, and reflecting.

4. Chapter IV (Findings and discussions) : it present findings before CAR, the implemintation CAR, findings after CAR, and the data interpretation.

5. Chapter V (Conclusion and suggestion) : it present the conclusion of the research and the suggestion from researcher to the english teacher, the students and the next researcher

CHAPTER II
LITERATURE REVIEW

A. Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as "speakers" of that language. Those are some definition, the aims, types, aspects of speaking according the expert, as follows :

1. Definition of Speaking

There are many definitions of speaking that have been proposed by some experts. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In addition, jeremy states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.[22]

Speaking is a skill in producing oral language. It is not only an utterance but also a tool of communication.[23] Speaking is the active production skill and use oral production. It is capability of someone to communicate orally with others. The one who has skilled in speaking can be identified from his/her ability in using the oral language fluently, clearly and attractively. As

[22]Jeremy Harmer. *Teaching by Principles: An interactive Approach in Language Pedagogy*. (2nd Ed). (New York: Pearson Education co, 2001), 275.

[23]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003), 135.

Rivers argues, speaking is used twice as much as reading and writing in our communication.[24]

Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker.

Developing speaking skills is of vital importance in EFL/ESL programs. Nunan and Burkart & Sheppard argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language.[25] Therefore, speaking is probably a priority for most learners of English.[26]

Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking is a productive language skill. It means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication.

Therefore, speaking is the use of language to communicate with other. It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing

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[24]Wilga M Rivers. *Teaching Foreign Language Skills* (2nd ed.). Chicago: University of Chicago Press, 1981.

[25]Burkart & Sheppard, K. *Content ESL across the USA: A Training Packet. A Descriptive Study of Content-ESL Practices.* National Clearinghouse for English Language Acquisition. http://www.ncela.gwu.edu/pubs/cal/contentesl/, accessed on 3rd March, 3006. 2004.

[26]Florez. "Improving Adult English Language Learners' Speaking Skills*". ERIC Digest. (ERIC Document Reproduction Service No. ED: 435204)*. 1999.

communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

2. The Aims of Speaking

The main purpose of speaking is to communicate. Speaking is an important tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why, speaking is very important. Basically, there are three important aims of speaking they are:

1) To inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose. In this case, the speaker just want to inform about a fact.

2) To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarilly based on their entertainment value. For example when the teacher told about story to the students, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listener

3) To persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activity. The teacher has to make a good teaching to the students by giving them example in delivering material. From the example, the students can be understand the mindset the lesson and be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.

4) To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make

some decisions and planning. Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher. From the statements before, it can be concluded that through speaking, somebody can inform their feeling and knows somebody's feeling from ask him in their communication and make some decisions.[27]

3. Types of Speaking

Brown states all effective tests, appropriate assessment tasks Speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance. Brown has stated four types speaking, those are :[28]

1) Imitative

At the one end of continuum of types of speaking performance is the ability of simply parrot back (imitate) or phrase or possibly a sentence.

2) Intensive

A type of speaking frequently employing assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrase, lexical or phonological relationship (such as prosodic elements into ration, stress, rhythm, or juncture)

3) Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

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[27]Henry Guntur Tarigan. *Membaca sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 2008), 30-36.

[28]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003), 141.

4) Interactive

It is the type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture).

5) Extensive

The difference betwee responsive speaking and interactive speaking is in the length of the conversation and the number of participants involved in a conversation where interactive speaking involves more participants who enliven the conversationand the conversation is more complex. For example, transactional conversations (conducted with the aim of obtaining information such as those in the examples of conversations A and B) and interpersonal (conducted with the aim of socializing such as greetings).

This reseach is going to focus in responsive speaking because responsive speaking deals with short replies to teacher's or other students' questions or comments.

4. Aspects of Speaking

In speaking, there are some aspects that must be fulfilled by the learners. It can be used as a measurement whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary, and pronunciation. The description is according to Brown as follows :

1) Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea.

2) Comprehension

Comprehension is student competence to comprehend all of the speakers says to them.

3) Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well.

4) Vocabulary

Vocabulary is the basic of language. It appears in every language skill, it is very important because we can say nothing without vocabulary in or mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

5) Pronunciation

Based on the definition, pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.[29]

5. Speaking Ability

Speaking ability are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking ability is one of the four languages foreign language skills (listening, speaking, reading, and writing) that must be mastered in learning language a foreign language. Harmer states that effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the

[29]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2004), 406-407.

meanings that are intended.[30] One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking is one of the four abilities in the language activities. It is important to convey in the communication. Those are the categories of core speaking:

1) Pronunciation

Pronunciation is the way in which a word or language is spoken. To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips.

2) Speech function

Speech function is a way of someone delivers ideas in communication to make listeners understand the ideas well. Speech function itself can be divided into four kinds; statement, question, command, and offer.

3) Interaction

Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect.

6. Teaching Speaking

Teaching is a process in which learner, teacher, curriculum and other variable are organized in a systematics and psychological way to attain some pre-determined goals. According to stated that the status EFL—when it is not used during daily interactions—is further compromised by reduced student motivation to learn the language. Living in an environment in which mastery of English is not an urgent goal likely decreases students' motivation to learn English, even if it is a

[30]Jeremy Harmer. *The Practice in English Teaching.* (New York: Longman, 2001), 271.

mandatory school subject. When English is a foreign language that is hardly used during daily local life, where students have limited opportunity to use and practice the language, this can lead to students thinking that English is not important, especially in remote control areas. As a result, they are unlikely to make it a priority to exert energy, time and money to learn English. Learning English as a foreign language is different thing to do for the most Indonesian students, because it cannot be learnt naturally as their mother tongue. Usually learning another language means learning the dictionary, grammar and the sound of system in that language. Focusing on language form is important in foreign language learning, but developing the ability to the real communication in English is the main goals of an English language course. At the end of a course, the learners should be able to communicate effectively in English in or outside the classroom for study, works or leisure.Teaching speaking as a set of competencies just as we can instruct, present and practice specific grammar features to students, the component competencies which make up speaking a pure language skill can also be broken down and presented systematically. Some useful language-sub-skills which can be turned into practice activities are:

1) Avoiding repetition
2) Responding appropriately while listening
3) Turn-taking techniques
4) Politeness
5) Circumlocution (talking around unknown words using known language)
6) Extending ideas

7. Micro and Macro-skills of Speaking

a. These are micro and micro-skills of speaking stated by Brown as follows :

1) Micro Skills of Speaking

a) Produce differences among English phonemes and allophonic variants.

b) Produce chunks of language of different lengths.

c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours.

d) Produce reduced forms of words and phrases.

e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

f) Produce fluent speech at different rates of delivery.

g) Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

h) Use grammatical word clauses (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), word order, patterns, rules and elliptical forms.

i) Produce speech in natural constituent: in appropriate phrases, pause groups, breath groups and sentence constituents.Express a particular meaning in different grammatical forms.

j) Teaching is a process in which learner, teacher, curriculum and other variable are organized in a systematic

k) Use cohesive devices in spoken discourse.

2) Macro skills of Speaking

a) Appropriately accomplish communicative functions according to situations, participants and goals.

b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and-yielding, interrupting and other sociolinguistic features in face-to-face conversations.

c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information, generalization and exemplification.

d) Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.

e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well your interlocutor is understanding you.[31]

B. ESA (Engaged, Study, Activate) Method

1. Definition of ESA Method

Engage, Study, Activate (ESA) is a method of sequencing activities in your lessons, and was first proposed by Jeremy Harmer in his book, 'How to Teach English' At first glance, ESA appears to be the same as PPP (Presentation, Practice, Production). Like PPP, there are three stages. Each stage of ESA roughly corresponds to PPP, but with ESA the stages can be moved around or used more than once. These stages can be

[31]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2004), 142-143.

used like Lego bricks, fitting together in multiple combinations. This can keep things interesting for students as they can get bored with the same structure every lesson. Let's look at each stage in turn, and then how they can fit together.[32]

a. Engage

This is the stage where you get the learners interest. If it's at the beginning of the lesson, it's also where you'll set the context. You could engage learners using things like:

1) Dramatic stories or anecdotes
2) Music
3) Discussions
4) Exciting pictures or video clips

It's also about personalisation — encouraging learners to relate the material to themselves, or making predictions about the material and lesson. The focus of this stage is building engagement.

b. Study

This is the equivalent to both the 'Practice' and 'Production' stages of a PPP lesson. Learners should look at the target language, notice how it looks or sounds, and make sure they can reproduce it accurately.

While the methods can include the kind of teacher-led activities that you might find in a PPP lesson (such as drilling or explicit grammar instruction), it can also include discovery activities. These are more like the tasks that you might find in a task-based lesson, and are more about leading students to find their own answers. The focus here is on accuracy of the target language.

c. Activate

This is the equivalent of the 'Production' stage of a PPP lesson. Learners should be able to do activities that

[32]Jeremy Harmer. *How to teach English. England*: Pearson Education Limited. 2007.

promote communication, that everyone can get involved in. This could involve writing activities as well as spoken. Unlike a strict PPP class, students can use any and all language that they feel necessary to complete the activity. All of these activities would fulfil the criteria for an 'activate' stage:

1) Role-plays
2) Dialogue creation
3) Email exchanges
4) Designing an advert
5) Debates

2. The Procedure of the ESA Method

ESA is a learning method developed by Jeremy Harmer. He stated that in the learning process, ESA is like a computer system where everything is interconnected.[33]

1. The Engaged point is carried out to provoke students to think and speak in English, as well as the first step towards learning. During the Engage phase, the teacher tries to arouse students' interest and engage their emotions. This can be done through games, the use of pictures, sound recordings, videos, stories, or funny anecdotes. The aim is to arouse interest, curiosity, and attention of students.

2. At the Study point, The point (activities) in a teaching sequence where Students are asked to focus in on language/information and how it is constructed. The range from macro to micro concentrations: Macro : studying a transcript for

[33]Jeremy Harmer, *How to Teach English. an Introduction to The Practice Of English Language Teaching*, (London: Longman, 1998), 15.

spoken style. Micro : studying a specific verb tense. It includes a variety of study styles: explanations, discovery through evidence, groups, whole-class, pairs, and individual. The main focus is the construction of language.

3. In the Activate point, exercises and activities are carried out that aim to provoke students to use communicative language according to their respective abilities. At this point, students are not focused on language construction or specific language practice patterns, but use their language knowledge in carrying out tasks. Activities that can be done include storytelling, compiling sentences, role playing, answering questions, communication games, and others.

Harmer describes a variation that can be used with the ESA model called the Straight Arrow Approach with the Boomerang (EASA) variation, which is a task-based approach. In the Boomerang approach, after the Engage (E) phase, students are given a task (A) using the language they know, and then proceed to the Study(S) phase. The Study Phase was carried out based on what the teacher saw in the students' language performance. In short, the teacher will fill in the gaps in students' knowledge. To check learning, students are then reactivated (A).[34]

Boomerang ESA: Engage > Study > Activate

[34] Jeremy Harmer, *The Practice of English Language Teaching,* (England: Pearson Longman, 2007), 54.

3. The Strength of the ESA Method

The most effective of ESA method is patchwork. It is unique procedure because on one procedure has many phases to make students understand and the students' achievement related well. For instance, it has some variations in giving the students activities which related their activity. Students are certainly more attentive, motivated, and helpful when they perceive the content to somehow relate their lives.

4. The Weakness of the ESA Method

The amount of teacher talking time is disproportionately high compared to the amount of students talking time, certainly in the first part of the lesson. It encourages accuracy over fluency, and this is not always the desired outcome of a course. In doing this Method, the teachers have to think of what to do in their lessons. The teachers have to decide what it is, the teacher hope their students will achieve by the end of a lesson. Three ESA elements reminds their of the need for student engagement; it prompts their to ensure that three are study events built into the plan; it ensures that in almost all lessons there are also opportunities for students to have a go at using the language they are learning.

C. Giving Opinion

1. Definition of Opinions

As a human, people need each other for the survival of their life. Without others, a human can not do anything. Especially the one activity that can not be avoided is communication. Communication is an important thing to get somebody connected, especially with family, friends, or maybe communicating with the teacher at a class or college. However, when the communication was running, people sometimes want to know how their opinions and how they will give their opinions based on their idea about what happened.

According to Mitchel, opinions are some of the oral response or answer that somebody gives in response to one stimulus condition in which some general question is raised. Thus, based on the definition above, giving opinions is the solution to express our idea based on the question or discussion to other people likejudgment or belief that comes from an assumption point of view. In addition, there is a critical difference thing between opinions and facts. Facts are real events that happen, while opinions are opinions about something and are not necessarily true. So that by understanding these facts and opinions, we can understand the aims and objectives contained in a discourse. Thus, opinion is the personal opinion of a person. which is not based on facts but rather on its taste.[35]

2. Types of Opinions

Everyone has their opinions, and the opinions maybe could similar or different from others. In addition, Iswandi stated that there are several types the opinions that can be differentiated such as :

a. Personal Opinions

Personal opinions are the opinions that come from individual opinions based on some issue that happened. For instance, in my opinion, learning a language is more difficult if you did not practice.

b. Group Opinions

Group opinion is an opinion that comes from a group of people to express social issues happened. It is opinions based on collecting opinions that gave other people. For example: Social media is capable of influencing the information of public opinions that determines the community's political attitude.

[35]Mitchell Malcolm, *Propaganda, polls, and public opinion*. ed. (New York: Prentice hall, 1997), 67.

c. Majority Opinions

Majority opinions are the opinions related to the issue that happened, contain pros, cons, and judgment. However, majority opinions has some similarities with cultural regulation. For example, in my opinion, tourists from other countries should follow the rules that exist in Balinese people.

d. Mass Opinions

Mass opinions are negative opinions that involve physical contact if the opinions should not accept very well. However, these opinions have positive characteristics because they are given free and open to understanding common people.[36]

3. Expressing Asking, Giving and Responding Opinions

People in certain circumstances given the issues that occur will certainly express and show their opinions. There are four ways to expressing asking, giving and responding opinions by the Ministry of Education and Culture of Republic Indonesia such as:

1) Asking opinions

The usage of this expression is flexible because utilized in formal and informal conditions. For example:

1) Would you give me your opinion on …?
2) What are your views on …?
3) Do you have any idea …?
4) What is your feeling about …?
5) Have you got any comments on …?
6) Could you tell me your opinion about ..?
7) I'd like to know your views on …?
8) What is your view on …?
9) What do you think about …?

[36]Iswandi Syahputra, *Opini Publik*, ed. (Bandung: Simbiosa Rekatama Media, 2018), 21.

10) What is your opinion?
11) How about ..?
12) What do you think of …?

2) Giving opinions

a. Personal point of view

The usage of this expression is flexible because utilized in formal and informal conditions. For example:

1) Personally, I think....
2) I strongly believe that...
3) In my humble opinions...
4) According to me...
5) In my opinions....
6) I would like to point out that....
7) May I make a comment on that?
8) My own view of the matter is…

b. General point of view

The usage of this expression is relative based on general people's thoughts, and they can use these words and phrases. For examples;

1) Generally, it is accepted...
2) Some people say that...
3) Majorly disagree with..
4) It is considered....
5) While some people believe
6) Feel that we should …

3) Responding opinions

a. Agreeing with an opinions

The usage of this expression for agreeing with someone's point of view. For example :

1) That is a good point.
2) That is absolutely right.

3) I think so look
4) I agree with this opinions.
5) You have a point there
6) I see what you mean
7) That is one way of looking at it
8) Good point

b. Refusing opinions

Usage of this expression for disagreeing with someone's point of view. For example:

1) I'm sorry, I don't agree with you.
2) I do not believe that.
3) I disagree with you.
4) It is not justified say so.
5) I don't think I care for it
6) I don't think much of it
7) I don't think so
8) I don't think that's a good idea.
9) I get you point, but …
10) I have a different opinion about it
11) I simply can't agree to this
12) I strongly disagree…
13) I think of the opposite
14) I think that would be awful
15) I think that's not a good idea
16) I think you're wrong
17) I'm afraid it doesn't ring a bell
18) I'm not totally convinced by your argument
19) I think you are wrong.[37]

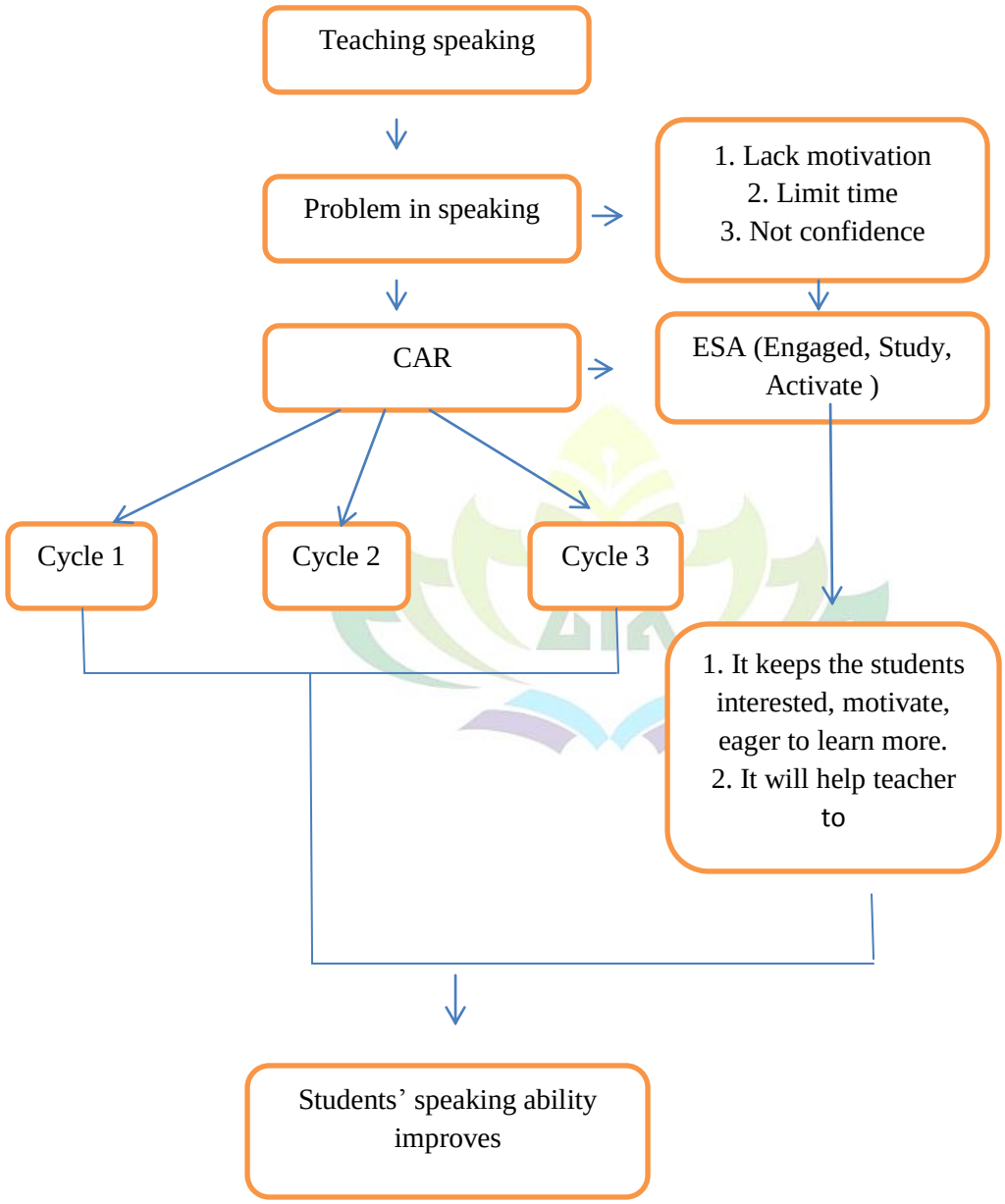
[37]M Mahrukh Bashir, In M. Mahrukh Bashir, D. Mangunsudarmo Agustin, & Lumbantoruan, *Stop Bullying Now, Stand Out, Speak Up*, (Indonesia: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), 73-77.

D. Action Models

This research is done in order to know the influence of Engaged, study and activate method in teaching speaking. Speaking is a skill used by someone to communicate orally in daily life whether at school or outside the school. Most teachers tried to find techniques in order to make students interested in learning speaking. At least, they can speak in a simple conversation freely. In fact, the students of the eight grade of SMP Negeri 1 Talang have difficulties in speaking subject. It caused by some factors: first, they are too shy and afraid to speak in the front of the class because lack of self- confidence. Second, they are unmotivated and lack of practice. Lastly, they need an interesting method to stimulate them to speak in the class.

In order to solve the students' problem faced by students of the eight grade of SMP Negeri 1Talang Padang, and make students more motivated, E.S.A Method may provide for helping the students to improve their oral ability. E.S.A present a real life situation and provide the most useful and interesting lesson so the students can speak freely and confidently in the front of the class and this method quite interesting and reduce students' boredom in learning English.

Based on the statement above, the researcher assumed that ESA (Engaged, study, and activate) method can be applicable to be use for teaching-learning English especially in speaking. Simply, it can be seen at the simple chart below :


Teaching speaking
Problem in speaking
1. Lack motivation
2. Limit time
3. Not confidence
CAR
ESA (Engaged, Study, Activate)
Cycle 1
Cycle 2
Cycle 3
1. It keeps the students interested, motivate, eager to learn more.
2. It will help teacher to
Students' speaking ability improves

E. Hypothesis

Based on Action models, the researcher formulated the hypothesis as follow : The ESA (Engaged, Study, Activate) method can improve eighth grade students' speaking ability in giving and responding opinion at SMP Negeri 1 Talang Padang in the academic year 2022/2023.

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APPENDICES

APPENDICE 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Pre-test)

A. Identitas

Mata pembelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 1 (satu)
Materi pokok	: Expression opinion
Sub materi	: Giving and responding opinion
Skill	: Speaking
Alokasi waktu	: 2 X 45 menit

B. Kompetensi Dasar

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.

4. 1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

1. Menyebutkan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion

2. Menjelaskan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
3. Mengaplikasikan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
4. Melengkapi teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
5. Menulis daftar pendapat berdasarkan gambar beserta responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
6. Menyusun dialog berdasarkan daftar yang telah dibuat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. Tujuan Pembelajaran

Peserta didik diharapkan dapat menyebutkan, menjelaskan, menentukan, dan menelaah fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion serta melengkapi, menulis, dan menyusun teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.

E. Materi Pembelajaran

1. Definition of giving and responding opinion

giving opinions is the solution to express our idea based on the question or discussion to other people likejudgment or belief that comes from an assumption point of view

2. The purpose of giving and responding opinion

to ask or express opinion and give reasons on a matter of issue.

3. Language features :

1. A phrase expressed opinion i think, i suppose, in my opinion
2. singular and plural nouns with or without a, the, this, those, my, their, etc.
3. speech stress, intonation, spelling, punctuation and handwriting.

Expressions of asking ang giving opinion

Personal point of view

The usage of this expression is flexible because utilized in formal and informal conditions. For example:

1. Personally, I think....
2. I strongly believe that...
3. In my humble opinions...
4. According to me...
5. In my opinions....
6. I would like to point out that....
7. I believe....

General point of view

The usage of this expression is relative based on general people's thoughts, and they can use these words and phrases. For examples;

1. Generally, it is accepted...
2. Some people say that...
3. Majorly disagree with..
4. It is considered....
5. While some people believe

Agreeing with an opinions

The usage of this expression for agreeing with someone's point of view. For example :

1. That is a good point.
2. That is absolutely right.
3. I think so look
4. I agree with this opinions.

Refusing opinions

Usage of this expression for disagreeing with someone's point of view. For example:

1. I'm sorry, I don't agree with you.
2. I do not believe that.
3. I disagree with you.
4. It is not justified say so.
5. I think you are wrong.

F. Metode Pembelajaran

Pendekatan : Scientific Approach
Metode : ESA (Engaged, Study, and Activate).

G. Media Pembelajaran

Papan tulis, spidol, LCD, Buku, lembar kerja siswa, dan gambar

H. Sumber Pembelajaran

Buku cetak dan internet

I. Langkah-langkah pembelajaran

No	Langkah-langkah	Deskripsi	Waktu
1.	Pembukaan	1. Guru dan peserta didik saling memberi salam dan menanyakan kabar 2. Guru meminta peserta didik memimpin do'a 3. Guru memeriksa kehadiran siswa	5 menit
2.	Kegiatan inti	A. ENGAGED (MELIBATKAN) a. Guru menampilkan vidio tentang profesi seseorang (contoh : actor, chef, singer, dll.) b. Guru meminta siswa untuk memberikan tanggapan tentang video yang disajikan dengan menggunakan pertanyaan, seperti : 1. what will you see first if you see a video ? 2. what will you do if you were in their position ? 3. the aims is that the studenst have to observe the video about asking	20 menit

		and giving opinion . c. Guru mempersilahkan siswa memberikan tanggapan mengenai vidio yang disajikan d. Guru mempersilahkan siswa lain memberikan pendapat terhadap pendapat pribadi yang disampaikan oleh siswa yang lain secara bergantian (proaktif) e. Guru memeberikan umpan balik kepada siswa untuk menyamakan persepsi atas infomasi yang diperoleh dari video yang disajikan. B. STUDY (BELAJAR) a. Guru bertanya kepada peserta didik tentang pengetahuan mereka terhadap giving and responding opinion b. Peserta didik menjawab pertanyaan dari guru c. Guru memberi waktu kepada peserta didik untuk bertanya tentang materi giving and	

		responding opinion d. Guru menjawab pertanyaan peserta didik e. Guru memberi penjelasan lanjut : menjelaskan tentang giving and responding opinion (definition, purpose, social fuction, language features, expression opinion, etc.) C. ACTIVATE (MENGAKTIFKAN) a. Peserta didik diminta untuk memperhatikan instruksi tugas yang telah dibuat oleh peneliti. b. Peserta didik diminta untuk menjawab intruksi yang telah disediakan oleh peneliti. c. Peserta didik diminta untuk mempresentasikan jawabannya didepan kelas sesuai dengan instruksi. d. Guru dan peneliti menilai setiap siswa yang mempresentasikan hasil jawaban mereka.	25 menit 30 menit

3.	Penutup	1. Guru dan Peserta didik Menyimpulkan apa yang sudah dipelajari 2. Refleksi (Guru menanyakan kembali tentang giving and responding opinion (definition, purpose, social fuction, language features, expression opinion, etc.) 3. Guru memberi tahu materi yang akan di pelajari minggu depan 4. Salam penutup	10 menit

J. Job sheet

Reads the instructions and then give your own opinions!

1. Every students tell their name and class
2. Think and choose one topic from place, food, movie, singer, or an idol
3. You have 1 minute for thinking the object/topic
4. If you ready, give your opinions that you have chosen
5. Your time to speak 1-2 minutes

K. Speaking scoring rubric

Categories	Score	Criteria
Grammar	5	The students are able to use grammar very well in speaking
	4	The students are able to use grammar well in speaking and students' errors are quite rare

	3	The students have good grammar and they are able to speak with sufficient structure
	2	The students' grammar structure is quite accurate but they do not have confidence control
	1	The students have many errors in grammar and word order, but they understand the content
Vocabulary	5	The students have breadth of vocabulary and idioms
	4	The students have satisfactory vocabulary
	3	The students have sufficient vocabulary
	2	The students have definite vocabulary
	1	The students have very definite vocabulary
comprehension	5	The students understand the instruction and the content clearly
	4	The students understand the instruction although there is repeating in certain part
	3	The students understand the instruction but there are some repetition
	2	The students understand enough about the instruction but they difficult to give feed back to the teacher
	1	The students can understand the instruction with very limited language
Fluency	5	The students are able to speak without too much hesitation
	4	The students fluency is having a little disruption by language problem
	3	The students make so much mistake in language problem
	2	The students often doubt and stop because of limited language
	1	The students often break off and stop while

		conveying the answer
pronunciation	5	The students are able to pronounce the words very well
	4	The students are able to pronounce the words well
	3	The students are able to pronounce the words good enough
	2	The students are able to pronounce the words but continually uncomprehensible
	1	The students are able to pronounce the words badly

Scoring : $\frac{\text{N. Total x 100}}{25}$

Talang Padang, 9 Agustus 2022

Guru mata pelajaran

Leni karlina S.Pd
NIP.

Peneliti

Reza wiranda
NPM. 1911040459.

APPENDICE 2

RENCANA PELAKSANAAN PEMBELAJARAN

(Cyclel 1 - Pertemuan 1)

A. Identitas

Mata pembelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 1 (satu)
Materi pokok	: Expression Opinion
Sub materi	: Asking, Giving and Responding Opinion
Skill	: Speaking
Alokasi waktu	: 2 X 45 menit

B. Kompetensi Dasar

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.

4. 1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

1. Menyebutkan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
2. Menjelaskan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion

3. Mengaplikasikan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
4. Melengkapi teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
5. Menulis daftar pendapat berdasarkan gambar beserta responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
6. Menyusun dialog berdasarkan daftar yang telah dibuat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. Tujuan Pembelajaran

Peserta didik diharapkan dapat menyebutkan, menjelaskan, menentukan, dan menelaah fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion serta melengkapi, menulis, dan menyusun teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.

E. Materi Pembelajaran

1. Definition of opinion

opinions is the solution to express our idea based on the question or discussion to other people likejudgment or belief that comes from an assumption point of view

2. The purpose of opinion

to ask or express opinion and give reasons on a matter of issue.

3. Language features :

1. A phrase expressed opinion i think, i suppose, in my opinion

2. singular and plural nouns with or without a, the, this, those, my, their, etc.

3. speech stress, intonation, spelling, punctuation and handwriting.

Expressions of asking, giving and responding opinion

Asking opinions

The usage of this expression is flexible because utilized in formal and informal conditions. For example:

13) Would you give me your opinion on …?
14) What are your views on …?
15) Do you have any idea …?
16) What is your feeling about …?
17) Have you got any comments on …?
18) Could you tell me your opinion about ..?
19) I'd like to know your views on …?
20) What is your view on …?
21) What do you think about …?

Personal point of view

The usage of this expression is flexible because utilized in formal and informal conditions. For example:

1) Personally, I think....
2) I strongly believe that...
3) In my humble opinions...
4) According to me...
5) In my opinions....
6) I would like to point out that....

General point of view

The usage of this expression is relative based on general people's thoughts, and they can use these words and phrases. For examples;

7) Generally, it is accepted...
8) Some people say that...
9) Majorly disagree with..
10) It is considered....
11) While some people believe

Agreeing with an opinions

The usage of this expression for agreeing with someone's point of view. For example :

9) That is a good point.
10) That is absolutely right.
11) I think so look
12) I agree with this opinions.

Responding opinions

Usage of this expression for disagreeing with someone's point of view. For example:

20) I'm sorry, I don't agree with you.
21) I do not believe that.
22) I disagree with you.
23) It is not justified say so.
24) I think you are wrong.

F. Metode Pembelajaran

Pendekatan : Scientific Approach
Metode : ESA (Engaged, Study, and Activate).

G. Media Pembelajaran

Papan tulis, spidol, LCD, Buku, lembar kerja siswa, gambar dan video

H. Sumber Pembelajaran

Buku cetak dan internet

I. Langkah-langkah pembelajaran

No	Langkah-langkah	Deskripsi	Waktu
1.	Pembukaan	1. Guru dan peserta didik saling memberi salam dan menanyakan kabar 2. Guru meminta peserta didik memimpin do'a 3. Guru memeriksa kehadiran siswa	5menit
2.	Kegiatan inti	A. ENGAGED (MELIBATKAN) a. Guru menampilkan vidio tentang some conversation opinion. https://youtu.be/O9PY1J7u-BU b. Guru meminta siswa untuk memberikan tanggapan tentang video yang disajikan dengan menggunakan pertanyaan, seperti : 1. what will you see first if you see this video ? 2. what do you think about this	20 menit

		video ? what is the video talking about ? c. 3. the aims is that the studenst have to observe the video about asking and giving opinion . d. Guru mempersilahkan siswa memberikan tanggapan mengenai vidio yang disajikan. e. Guru mempersilahkan siswa lain memberikan pendapat terhadap pendapat pribadi yang disampaikan oleh siswa yang lain secara bergantian (proaktif) f. Guru memeberikan umpan balik kepada siswa untuk menyamakan persepsi atas infomasi yang diperoleh dari video yang disajikan. B. STUDY (BELAJAR) a. Guru memberi informasi kepada peserta didik tentang pengetahuan terhadap giving and responding opinion b. Peserta didik mendengarkan dan memahami informasi dari guru c. Guru dan peserta didik mengidentifikasi ungkapan pendapat dari vidio yang	25 menit 30 menit

		ditayangkan. (engaged) d. Guru meminta siswa menirukan conversation yang ada pada vidio. e. Siswa menirukan conversation opinion yang ada pada vidio secara bersama-sama f. Guru memberi waktu kepada peserta didik untuk bertanya tentang materi giving and responding opinion g. Guru menjawab pertanyaan peserta didik h. Guru memberi penjelasan lanjut : menjelaskan tentang giving and responding opinion (definition, purpose, social fuction, language features, expression opinion, etc.) C. ACTIVATE (MENGAKTIFKAN) a. Peserta didik diminta untuk memperhatikan ruangan kelas mereka b. Peserta didik diminta untuk mengungkapkan pendapat mereka mengenai kondisi dan suasana kelas mereka. c. peserta didik diminta untuk	

		mengungkapkan pendapatnya didepan kelas. d. Guru memberikan feedback.	
3.	Penutup	1. Guru dan Peserta didik Menyimpulkan apa yang sudah dipelajari 2. Refleksi (Guru menanyakan kembali tentang giving and responding opinion (definition, purpose, social fuction, language features, expression opinion, etc.) 3. Guru memberi tahu materi yang akan di pelajari minggu depan 4. Salam penutup	10 menit

L. Job sheet

Reads the instructions and then give your own opinions!

LET'S HAVE A LOOK AT THIS CLASSROOM! WHAT IS YOUR OPINION ABOUT IT? PLEASE, TELL YOUR OPINION IN FRONT OF CLASS CLEARLY!

M. Speaking scoring rubric

Categories	Score	Criteria
Grammar	5	The students are able to use grammar very well in speaking
	4	The students are able to use grammar well in speaking and students' errors are quite rare
	3	The students have good grammar and they are able to speak with sufficient structure
	2	The students' grammar structure is quite accurate but they do not have confidence control
	1	The students have many errors in grammar and word order, but they understand the content
Vocabulary	5	The students have breadth of vocabulary and idioms
	4	The students have satisfactory vocabulary
	3	The students have sufficient vocabulary
	2	The students have definite vocabulary
	1	The students have very definite vocabulary
comprehension	5	The students understand the instruction and the content clearly
	4	The students understand the instruction although there is repeating in certain part
	3	The students understand the instruction but there are some repetition
	2	The students understand enough about the instruction but they difficult to give feed

		back to the teacher
	1	The students can understand the instruction with very limited language
Fluency	5	The students are able to speak without too much hesitation
	4	The students fluency is having a little disruption by language problem
	3	The students make so much mistake in language problem
	2	The students often doubt and stop because of limited language
	1	The students often break off and stop while conveying the answer
pronunciation	5	The students are able to pronounce the words very well
	4	The students are able to pronounce the words well
	3	The students are able to pronounce the words good enough
	2	The students are able to pronounce the words but continually uncomprehensible
	1	The students are able to pronounce the words badly

Scoring : $\frac{\text{N. Total x 100}}{25}$

Talang Padang, November 2022

Peneliti

Reza wiranda
NPM. 1911040459

Guru mata pelajaran

Leni karlina S.Pd.
NIP.

APPENDICE 3

RENCANA PELAKSANAAN PEMBELAJARAN

(Cycle 1 – Pertemuan 2 (POST-TEST 1))

A. Identitas

Mata pembelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 1 (satu)
Materi pokok	: Expression Opinion
Sub materi	: Asking, Giving and Responding Opinion
Skill	: Speaking
Alokasi waktu	: 2 X 45 menit

B. Kompetensi Dasar

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.

4. 1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

1. Menyebutkan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion

2. Menjelaskan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
3. Mengaplikasikan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
4. Melengkapi teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
5. Menulis daftar pendapat berdasarkan gambar beserta responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
6. Menyusun dialog berdasarkan daftar yang telah dibuat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. Tujuan Pembelajaran

Peserta didik diharapkan dapat menyebutkan, menjelaskan, menentukan, dan menelaah fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion serta melengkapi, menulis, dan menyusun teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.

E. Materi Pembelajaran

1. Definition of opinion

opinions is the solution to express our idea based on the question or discussion to other people likejudgment or belief that comes from an assumption point of view

2. The purpose of opinion

to ask or express opinion and give reasons on a matter of issue.

3. Language features :

1. A phrase expressed opinion i think, i suppose, in my opinion

2. singular and plural nouns with or without a, the, this, those, my, their, etc.

3. speech stress, intonation, spelling, punctuation and handwriting.

Expressions of asking, giving and responding opinion

Asking opinions

The usage of this expression is flexible because utilized in formal and informal conditions. For example:

1) Would you give me your opinion on …?
2) What are your views on …?
3) Do you have any idea …?
4) What is your feeling about …?
5) Have you got any comments on …?
6) Could you tell me your opinion about ..?
7) I'd like to know your views on …?
8) What is your view on …?
9) What do you think about …?

Personal point of view

The usage of this expression is flexible because utilized in formal and informal conditions. For example:

1) Personally, I think....
2) I strongly believe that...
3) In my humble opinions...
4) According to me...
5) In my opinions....

6) I would like to point out that....

General point of view

The usage of this expression is relative based on general people's thoughts, and they can use these words and phrases. For examples;

1) Generally, it is accepted...
2) Some people say that...
3) Majorly disagree with..
4) It is considered....
5) While some people believe

Agreeing with an opinions

The usage of this expression for agreeing with someone's point of view. For example :

1) That is a good point.
2) That is absolutely right.
3) I think so look
4) I agree with this opinions.

Responding opinions

Usage of this expression for disagreeing with someone's point of view. For example:

25) I'm sorry, I don't agree with you.
26) I do not believe that.
27) I disagree with you.
28) It is not justified say so.
29) I think you are wrong.

F. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : ESA (Engaged, Study, and Activate).

G. Media Pembelajaran

Papan tulis, spidol, LCD, Buku, lembar kerja siswa, dan video

H. Sumber Pembelajaran

Buku cetak dan internet

I. Langkah-langkah pembelajaran

No	Langkah-langkah	Deskripsi	Waktu
1.	Pembukaan	1. Guru dan peserta didik saling memberi salam dan menanyakan kabar 2. Guru meminta peserta didik memimpin do'a 3. Guru memeriksa kehadiran siswa	5menit
2.	Kegiatan inti	A. ENGAGED (MELIBATKAN) a. Guru menampilkan vidio tentang some conversation opinion. https://youtu.be/O9PY1J7u-BU b. Guru meminta siswa untuk memberikan tanggapan tentang video yang disajikan dengan menggunakan pertanyaan, seperti :	20 menit

		1. what will you see first if you see this video ? 2. what do you think about this video ? what is the video talking about ? 3. the aims is that the studenst have to observe the video about asking and giving opinion . c. Guru mempersilahkan siswa memberikan tanggapan mengenai vidio yang disajikan. d. Guru mempersilahkan siswa lain memberikan pendapat terhadap pendapat pribadi yang disampaikan oleh siswa yang lain secara bergantian (proaktif) e. Guru memeberikan umpan balik kepada siswa untuk menyamakan persepsi atas infomasi yang diperoleh dari video yang disajikan. B. STUDY (BELAJAR) a. Guru memberi informasi kepada peserta didik tentang pengetahuan terhadap giving and responding opinion b. Peserta didik mendengarkan dan memahami informasi dari guru	25 menit

		c. Guru dan peserta didik mengidentifikasi ungkapan pendapat dari vidio yang ditayangkan. (engaged) d. Guru meminta siswa menirukan conversation yang ada pada vidio. e. Siswa menirukan conversation opinion yang ada pada vidio secara bersama-sama f. Guru memberi waktu kepada peserta didik untuk bertanya tentang materi giving and responding opinion g. Guru menjawab pertanyaan peserta didik h. Guru memberi penjelasan lanjut : menjelaskan tentang giving and responding opinion (definition, purpose, social fuction, language features, expression opinion, etc.) C. ACTIVATE (MENGAKTIFKAN) a. Peserta didik diminta untuk memperhatikan vidio beserta dialog tentang "hobi seseorang"yang disediakan oleh guru. https://youtube.com/watch?v=m	30 menit

		PQOYMfLNfU&feature=share b. Peserta didik diminta untuk mengungkapkan pendapat mereka mengenai vidio yang telah mereka lihat. (post-test 2) c. Peserta didik diminta untuk mengungkapkan hobi mereka masing-masing dan memberikan alasan terhadap hobi apa yang mereka pilih. d. peserta didik diminta untuk mengungkapkan pendapatnya didepan kelas. e. Guru memberikan feedback	
3.	Penutup	1. Guru dan Peserta didik Menyimpulkan apa yang sudah dipelajari 2. Refleksi (Guru menanyakan kembali tentang giving and responding opinion (definition, purpose, social fuction, language features, expression opinion, etc.) 3. Peserta didik diberi pekerjaan rumah (pr) " diminta untuk membuat dialog tentang giving and responding opinion bertema “ unforgettable experience " 4. Guru memberi tahu materi yang	10 menit

		akan di pelajari minggu depan 5. Salam penutup	

N. Job sheet

Reads the instructions and then give your own opinions!

1. Every students tell their name and class
2. Think about your hobby
3. You have 1 minute for thinking the object
4. If you ready, give your opinions that you have chosen
5. Time to speak 1-2 minutes

O. Speaking scoring rubric

Categories	Score	Criteria
Grammar	5	The students are able to use grammar very well in speaking
	4	The students are able to use grammar well in speaking and students' errors are quite rare
	3	The students have good grammar and they are able to speak with sufficient structure
	2	The students' grammar structure is quite accurate but they do not have confidence control
	1	The students have many errors in grammar and word order, but they understand the content
Vocabulary	5	The students have breadth of vocabulary and idioms
	4	The students have satisfactory vocabulary
	3	The students have sufficient vocabulary

	2	The students have definite vocabulary
	1	The students have very definite vocabulary
comprehension	5	The students understand the instruction and the content clearly
	4	The students understand the instruction although there is repeating in certain part
	3	The students understand the instruction but there are some repetition
	2	The students understand enough about the instruction but they difficult to give feed back to the teacher
	1	The students can understand the instruction with very limited language
Fluency	5	The students are able to speak without too much hesitation
	4	The students fluency is having a little disruption by language problem
	3	The students make so much mistake in language problem
	2	The students often doubt and stop because of limited language
	1	The students often break off and stop while conveying the answer
pronunciation	5	The students are able to pronounce the words very well
	4	The students are able to pronounce the words well
	3	The students are able to pronounce the words good enough
	2	The students are able to pronounce the words but continually uncomprehensible
	1	The students are able to pronounce the words badly

Scoring : $\frac{\text{N. Total x 100}}{25}$

Talang Padang, November 2022

Peneliti

Guru mata pelajaran

Reza wiranda
NPM. 1911040459

Leni karlina S.Pd.
NIP.

APPENDICE 4

RENCANA PELAKSANAAN PEMBELAJARAN

(Cycle 2 – Pertemuan 1)

A. Identitas

Mata pembelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 1 (satu)
Materi pokok	: Expression Opinion
Sub materi	: Asking, Giving and Responding Opinion
Skill	: Speaking
Alokasi waktu	: 2 X 45 menit

B. Kompetensi Dasar

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.

4. 1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

1. Menyebutkan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion

2. Menjelaskan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
3. Mengaplikasikan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
4. Melengkapi teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
5. Menulis daftar pendapat berdasarkan gambar beserta responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
6. Menyusun dialog berdasarkan daftar yang telah dibuat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. Tujuan Pembelajaran

Peserta didik diharapkan dapat menyebutkan, menjelaskan, menentukan, dan menelaah fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion serta melengkapi, menulis, dan menyusun teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.

E. Materi Pembelajaran

1. Definition of opinion

opinions is the solution to express our idea based on the question or discussion to other people likejudgment or belief that comes from an assumption point of view

2. The purpose of opinion

to ask or express opinion and give reasons on a matter of issue.

3. Language features :

1. A phrase expressed opinion i think, i suppose, in my opinion

2. singular and plural nouns with or without a, the, this, those, my, their, etc.

3. speech stress, intonation, spelling, punctuation and handwriting.

Expressions of asking, giving and responding opinion

Asking opinions

The usage of this expression is flexible because utilized in formal and informal conditions. For example:

1) Would you give me your opinion on …?
2) What are your views on …?
3) Do you have any idea …?
4) What is your feeling about …?
5) Have you got any comments on …?
6) Could you tell me your opinion about ..?
7) I'd like to know your views on …?
8) What is your view on …?
9) What do you think about …?

Personal point of view

The usage of this expression is flexible because utilized in formal and informal conditions. For example:

1) Personally, I think....
2) I strongly believe that...
3) In my humble opinions...
4) According to me...

5) In my opinions....
6) I would like to point out that....

General point of view

The usage of this expression is relative based on general people's thoughts, and they can use these words and phrases. For examples;

1) Generally, it is accepted...
2) Some people say that...
3) Majorly disagree with..
4) It is considered....
5) While some people believe

Agreeing with an opinions

The usage of this expression for agreeing with someone's point of view. For example :

1) That is a good point.
2) That is absolutely right.
3) I think so look
4) I agree with this opinions.

Responding opinions

Usage of this expression for disagreeing with someone's point of view. For example:

1) I'm sorry, I don't agree with you.
2) I do not believe that.
3) I disagree with you.
4) It is not justified say so.
5) I think you are wrong.

F. Metode Pembelajaran

Pendekatan : Scientific Approach
Metode : ESA (Engaged, Study, and Activate).

G. Media Pembelajaran

Papan tulis, spidol, LCD, Buku, lembar kerja siswa, gambar dan video

H. Sumber Pembelajaran

Buku cetak dan internet

I. Langkah-langkah pembelajaran

No	Langkah-langkah	Deskripsi	Waktu
1.	Pembukaan	1. Guru dan peserta didik saling memberi salam dan menanyakan kabar 2. Guru meminta peserta didik memimpin do'a 3. Guru memeriksa kehadiran siswa	5menit
2.	Kegiatan inti	A. ENGAGED (MELIBATKAN) a. Guru menampilkan vidio tentang some conversation opinion. https://youtu.be/O9PY1J7u-BU b. Guru meminta siswa untuk memberikan tanggapan tentang video yang disajikan dengan menggunakan	20 menit

		pertanyaan, seperti : 1. what will you see first if you see this video ? 2. what do you think about this video ? what is the video talking about ? 3. the aims is that the studenst have to observe the video about asking and giving opinion . c. Guru mempersilahkan siswa memberikan tanggapan mengenai vidio yang disajikan. d. Guru mempersilahkan siswa lain memberikan pendapat terhadap pendapat pribadi yang disampaikan oleh siswa yang lain secara bergantian (proaktif) e. Guru memeberikan umpan balik kepada siswa untuk menyamakan persepsi atas infomasi yang diperoleh dari video yang disajikan. B. STUDY (BELAJAR) a. Guru memberi informasi kepada peserta didik tentang	25 menit

		pengetahuan terhadap giving and responding opinion b. Peserta didik mendengarkan dan memahami informasi dari guru c. Guru dan peserta didik mengidentifikasi ungkapan pendapat dari vidio yang ditayangkan. (engaged) d. Guru meminta siswa menirukan conversation yang ada pada vidio. e. Siswa menirukan conversation opinion yang ada pada vidio secara bersama-sama f. Guru memberi waktu kepada peserta didik untuk bertanya tentang materi giving and responding opinion g. Guru menjawab pertanyaan peserta didik h. Guru memberi penjelasan lanjut : menjelaskan tentang giving and responding opinion (definition, purpose, social fuction, language features, expression opinion, etc.)	

		C. ACTIVATE (MENGAKTIFKAN) a. Peserta didik diminta untuk memperhatikan gambar dialog tentang opinion b. Peserta didik bersama-sama mempraktikan dialog yang ada pada gambar c. Peserta didik diminta untuk membuat dialog tentang opinion dengan teman sebangku mereka masing-masing dengan tema bebas. d. Peserta didik diminta untuk mengungkapkan hasil kerja mereka didepan kelas. e. Guru memberikan feedback	30 menit
3.	Penutup	1. Guru dan Peserta didik Menyimpulkan apa yang sudah dipelajari 2. Refleksi (Guru menanyakan kembali tentang giving and responding opinion (definition, purpose, social fuction, language features, expression opinion, etc.) 3. Guru memberi tahu materi	10 menit

		yang akan di pelajari minggu depan 4. Salam penutup	

P. Job sheet

Reads the instructions and then give your own opinions!

Make a dialoge opinion to your classmate! Please, tell your dialoge directly in front of your class!

Q. Speaking scoring rubric

Categories	Score	Criteria
Grammar	5	The students are able to use grammar very well in speaking
	4	The students are able to use grammar well in speaking and students' errors are quite rare
	3	The students have good grammar and they are able to speak with sufficient structure
	2	The students' grammar structure is quite accurate but they do not have confidence control
	1	The students have many errors in grammar and word order, but they understand the content
Vocabulary	5	The students have breadth of vocabulary and idioms
	4	The students have satisfactory vocabulary
	3	The students have sufficient vocabulary
	2	The students have definite vocabulary
	1	The students have very definite vocabulary
comprehension	5	The students understand the instruction and the content clearly
	4	The students understand the instruction although there is repeating in certain part

	3	The students understand the instruction but there are some repetition
	2	The students understand enough about the instruction but they difficult to give feed back to the teacher
	1	The students can understand the instruction with very limited language
Fluency	5	The students are able to speak without too much hesitation
	4	The students fluency is having a little disruption by language problem
	3	The students make so much mistake in language problem
	2	The students often doubt and stop because of limited language
	1	The students often break off and stop while conveying the answer
pronunciation	5	The students are able to pronounce the words very well
	4	The students are able to pronounce the words well
	3	The students are able to pronounce the words good enough
	2	The students are able to pronounce the words but continually uncomprehensible
	1	The students are able to pronounce the words badly

Scoring : $\frac{\text{N. Total x 100}}{25}$

Talang Padang, November 2022

Peneliti

Reza wiranda
NPM. 1911040459

Guru mata pelajaran

Leni karlina S.Pd.
NIP.

APPENDICE 5

RENCANA PELAKSANAAN PEMBELAJARAN

(Cyclel 2 - Pertemuan 2 (POST-TEST 2))

A. Identitas

Mata pembelajaran	:	Bahasa Inggris
Kelas / Semester	:	VIII / 1 (satu)
Materi pokok	:	Expression Opinion
Sub materi	:	Asking, Giving and Responding Opinion
Skill	:	Speaking
Alokasi waktu	:	2 X 45 menit

B. Kompetensi Dasar

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.

4. 1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

1. Menyebutkan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion

2. Menjelaskan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
3. Mengaplikasikan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
4. Melengkapi teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
5. Menulis daftar pendapat berdasarkan gambar beserta responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
6. Menyusun dialog berdasarkan daftar yang telah dibuat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. Tujuan Pembelajaran

Peserta didik diharapkan dapat menyebutkan, menjelaskan, menentukan, dan menelaah fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion serta melengkapi, menulis, dan menyusun teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.

E. Materi Pembelajaran

1. Definition of opinion

opinions is the solution to express our idea based on the question or discussion to other people likejudgment or belief that comes from an assumption point of view

2. The purpose of opinion

to ask or express opinion and give reasons on a matter of issue.

3. Language features :

1. A phrase expressed opinion i think, i suppose, in my opinion

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3. speech stress, intonation, spelling, punctuation and handwriting.

Expressions of asking, giving and responding opinion

Asking opinions

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5) Have you got any comments on …?
6) Could you tell me your opinion about ..?
7) I'd like to know your views on …?
8) What is your view on …?
9) What do you think about …?

Personal point of view

The usage of this expression is flexible because utilized in formal and informal conditions. For example:

1) Personally, I think....
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3) In my humble opinions...
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5) In my opinions....
6) I would like to point out that....

General point of view

The usage of this expression is relative based on general people's thoughts, and they can use these words and phrases. For examples;

1) Generally, it is accepted...
2) Some people say that...
3) Majorly disagree with..
4) It is considered....
5) While some people believe

Agreeing with an opinions

The usage of this expression for agreeing with someone's point of view. For example :

1) That is a good point.
2) That is absolutely right.
3) I think so look
4) I agree with this opinions.

Responding opinions

Usage of this expression for disagreeing with someone's point of view. For example:

1) I'm sorry, I don't agree with you.
2) I do not believe that.
3) I disagree with you.
4) It is not justified say so.
5) I think you are wrong.

F. Metode Pembelajaran

Pendekatan : Scientific Approach
Metode : ESA (Engaged, Study, and Activate).

G. Media Pembelajaran

Papan tulis, spidol, LCD, Buku, lembar kerja siswa, video dan gambar

H. Sumber Pembelajaran

Buku cetak dan internet

I. Langkah-langkah pembelajaran

No	Langkah-langkah	Deskripsi	Waktu
1.	Pembukaan	1. Guru dan peserta didik saling memberi salam dan menanyakan kabar 2. Guru meminta peserta didik memimpin do'a 3. Guru memeriksa kehadiran siswa	5menit
2.	Kegiatan inti	A. ENGAGED (MELIBATKAN) a. Guru menampilkan vidio tentang some conversation opinion. https://youtu.be/O9PY1J7u-BU b. Guru meminta siswa untuk memberikan tanggapan tentang video yang disajikan dengan menggunakan pertanyaan, seperti : c. 1. what will you see first if you see	20 menit

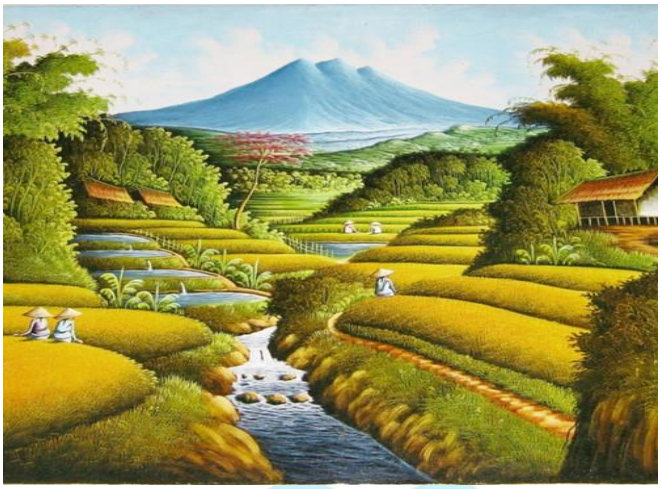
		this video ? d. 2. what do you think about this video ? what is the video talking about ? e. 3. the aims is that the studenst have to observe the video about asking and giving opinion . f. Guru mempersilahkan siswa memberikan tanggapan mengenai vidio yang disajikan. g. Guru mempersilahkan siswa lain memberikan pendapat terhadap pendapat pribadi yang disampaikan oleh siswa yang lain secara bergantian (proaktif) h. Guru memeberikan umpan balik kepada siswa untuk menyamakan persepsi atas infomasi yang diperoleh dari video yang disajikan. B. STUDY (BELAJAR) a. Guru memberi informasi kepada peserta didik tentang pengetahuan terhadap giving and responding opinion b. Peserta didik mendengarkan dan memahami informasi dari guru c. Guru dan peserta didik mengidentifikasi ungkapan	25 menit

		pendapat dari vidio yang ditayangkan. (engaged) d. Guru meminta siswa menirukan conversation yang ada pada vidio. e. Siswa menirukan conversation opinion yang ada pada vidio secara bersama-sama f. Guru memberi waktu kepada peserta didik untuk bertanya tentang materi giving and responding opinion g. Guru menjawab pertanyaan peserta didik h. Guru memberi penjelasan lanjut : menjelaskan tentang giving and responding opinion (definition, purpose, social fuction, language features, expression opinion, etc.) C. ACTIVATE (MENGAKTIFKAN) a. Peserta didik diminta untuk memperhatikan dan memilih salah satu topik yang telah disediakan oleh guru . (post-test) b. Peserta didik diminta untuk mengungkapkan pendapat mereka mengenai pilihan yang telah mereka pilih. c. peserta didik diminta untuk mengungkapkan pendapatnya	30 menit

		didepan kelas. d. Guru memberikan feedback.	
3.	Penutup	1. Guru dan Peserta didik Menyimpulkan apa yang sudah dipelajari 2. Refleksi (Guru menanyakan kembali tentang giving and responding opinion (definition, purpose, social fuction, language features, expression opinion, etc.) 3. Guru memberi tahu materi yang akan di pelajari minggu depan 4. Salam penutup	10 menit

J. Job sheet

Reads the instructions and then give your own opinions!
LOOK AT THE PICTURES! CHOOSE ONE PICTURE TO DESCRIBE AND TELL YOUR OPINION WHY YOU LIKE IT?



K. Speaking scoring rubric

Categories	Score	Criteria
Grammar	5	The students are able to use grammar very well in speaking
	4	The students are able to use grammar well in speaking and students' errors are quite rare
	3	The students have good grammar and they are able to speak with sufficient structure
	2	The students' grammar structure is quite accurate but they do not have confidence control
	1	The students have many errors in grammar and word order, but they understand the content
Vocabulary	5	The students have breadth of vocabulary and idioms
	4	The students have satisfactory vocabulary
	3	The students have sufficient vocabulary
	2	The students have definite vocabulary
	1	The students have very definite vocabulary
comprehension	5	The students understand the instruction and the content clearly
	4	The students understand the instruction although there is repeating in certain part
	3	The students understand the instruction but there are some repetition
	2	The students understand enough about the instruction but they difficult to give feed back to the teacher
	1	The students can understand the instruction with very limited language
Fluency	5	The students are able to speak without too

		much hesitation
	4	The students fluency is having a little disruption by language problem
	3	The students make so much mistake in language problem
	2	The students often doubt and stop because of limited language
	1	The students often break off and stop while conveying the answer
pronunciation	5	The students are able to pronounce the words very well
	4	The students are able to pronounce the words well
	3	The students are able to pronounce the words good enough
	2	The students are able to pronounce the words but continually uncomprehensible
	1	The students are able to pronounce the words badly

Scoring : $\frac{\text{N. Total x 100}}{25}$

Talang Padang, November 2022

Peneliti

Reza wiranda
NPM. 1911040459

Guru mata pelajaran

Leni karlina S.Pd.
NIP.

APPENDICE 6

RENCANA PELAKSANAAN PEMBELAJARAN

(Cyclel 3 - Pertemuan 1)

J. Identitas

Mata pembelajaran : Bahasa Inggris
Kelas / Semester : VIII / 1 (satu)
Materi pokok : Expression Opinion
Sub materi : Asking, Giving and Responding Opinion
Skill : Speaking
Alokasi waktu : 2 X 45 menit

K. Kompetensi Dasar

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.

4. 1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

L. Indikator Pencapaian

7. Menyebutkan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion

8. Menjelaskan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
9. Mengaplikasikan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
10. Melengkapi teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
11. Menulis daftar pendapat berdasarkan gambar beserta responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
12. Menyusun dialog berdasarkan daftar yang telah dibuat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

M. Tujuan Pembelajaran

Peserta didik diharapkan dapat menyebutkan, menjelaskan, menentukan, dan menelaah fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion serta melengkapi, menulis, dan menyusun teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.

N. Materi Pembelajaran

1. Definition of opinion

opinions is the solution to express our idea based on the question or discussion to other people likejudgment or belief that comes from an assumption point of view

2. The purpose of opinion

to ask or express opinion and give reasons on a matter of issue.

3. Language features :

4. A phrase expressed opinion i think, i suppose, in my opinion

5. singular and plural nouns with or without a, the, this, those, my, their, etc.

6. speech stress, intonation, spelling, punctuation and handwriting.

Expressions of asking, giving and responding opinion

Asking opinions

The usage of this expression is flexible because utilized in formal and informal conditions. For example:

22) Would you give me your opinion on …?
23) What are your views on …?
24) Do you have any idea …?
25) What is your feeling about …?
26) Have you got any comments on …?
27) Could you tell me your opinion about ..?
28) I'd like to know your views on …?
29) What is your view on …?
30) What do you think about …?

Personal point of view

The usage of this expression is flexible because utilized in formal and informal conditions. For example:

7) Personally, I think....
8) I strongly believe that...
9) In my humble opinions...
10) According to me...

11) In my opinions....

12) I would like to point out that....

General point of view

The usage of this expression is relative based on general people's thoughts, and they can use these words and phrases. For examples;

12) Generally, it is accepted...

13) Some people say that...

14) Majorly disagree with..

15) It is considered....

16) While some people believe

Agreeing with an opinions

The usage of this expression for agreeing with someone's point of view. For example :

13) That is a good point.

14) That is absolutely right.

15) I think so look

16) I agree with this opinions.

Responding opinions

Usage of this expression for disagreeing with someone's point of view. For example:

30) I'm sorry, I don't agree with you.

31) I do not believe that.

32) I disagree with you.

33) It is not justified say so.

34) I think you are wrong.

O. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : ESA (Engaged, Study, and Activate).

P. Media Pembelajaran

Papan tulis, spidol, LCD, Buku, lembar kerja siswa, gambar dan video

Q. Sumber Pembelajaran

Buku cetak dan internet

R. Langkah-langkah pembelajaran

No	Langkah-langkah	Deskripsi	Waktu
1.	Pembukaan	1. Guru dan peserta didik saling memberi salam dan menanyakan kabar 2. Guru meminta peserta didik memimpin do'a 3. Guru memeriksa kehadiran siswa	5menit
2.	Kegiatan inti	A. ENGAGED (MELIBATKAN) 1. Guru menampilkan cerita anekdot 2. Guru meminta siswa untuk memberikan tanggapan tentang cerita yang disajikan dengan menggunakan pertanyaan, seperti : 3. 1. what do you think about this text ? what is the text about ? 4. Guru mempersilahkan siswa	20 menit

		memberikan tanggapan mengenai text yang disajikan. 5. Guru mempersilahkan siswa lain memberikan pendapat terhadap pendapat pribadi yang disampaikan oleh siswa yang lain secara bergantian (proaktif) 6. Guru memeberikan umpan balik kepada siswa untuk menyamakan persepsi atas infomasi yang diperoleh dari text yang disajikan. B. STUDY (BELAJAR) 1. Guru memberi informasi kepada peserta didik tentang pengetahuan terhadap giving and responding opinion 2. Peserta didik mendengarkan dan memahami informasi dari guru 3. Guru dan peserta didik mengidentifikasi ungkapan pendapat dari text yang disajikan. (engaged) 4. Guru meminta siswa menirukan conversation yang ada pada text. 5. Siswa menirukan conversation opinion yang ada pada text secara bersama-sama 6. Guru memberi waktu kepada	25 menit

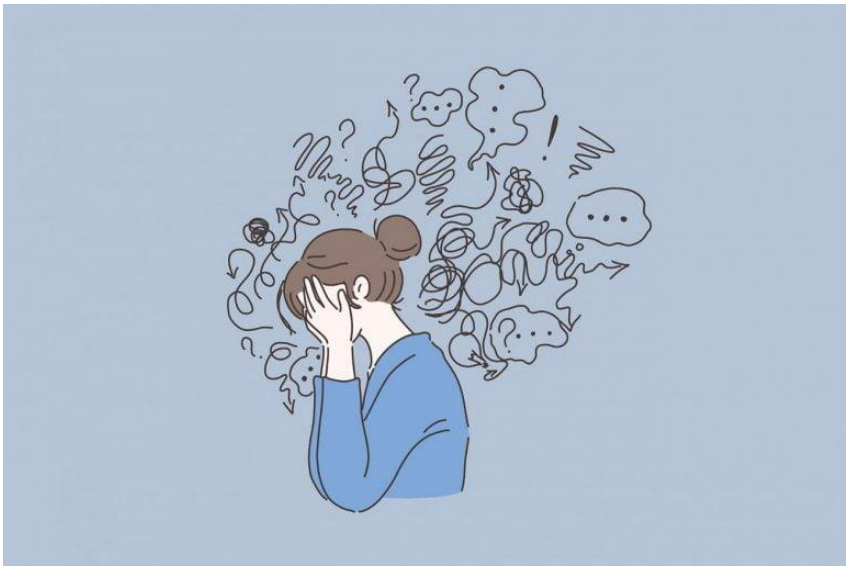
		peserta didik untuk bertanya tentang materi giving and responding opinion 7. Guru menjawab pertanyaan peserta didik 8. Guru memberi penjelasan lanjut : menjelaskan tentang giving and responding opinion (definition, purpose, social fuction, language features, expression opinion, etc. And anecdot text) D. ACTIVATE (MENGAKTIFKAN) 1. Peserta didik diminta untuk memperhatikan text anekdot yang disajikan guru yang berjudul " Go left " 2. Peserta didik diminta untuk mengungkapkan pendapat mereka mengenai teks anekdot yang disajikan. 3. peserta didik diminta untuk mengungkapkan pendapatnya didepan kelas. 4. Guru memberikan feedback.	30 menit

3.	Penutup	5. Guru dan Peserta didik Menyimpulkan apa yang sudah dipelajari 6. Refleksi (Guru menanyakan kembali tentang giving and responding opinion (definition, purpose, social fuction, language features, expression opinion, etc. And anecdot text) 7. Guru memberi tahu materi yang akan di pelajari minggu depan 8. Salam penutup	10 menit

R. Job sheet

Reads the text and then give your own opinions!

Go Left



A woman came to a wise man and asked for advice. She said that she had a terrible day. Nothing went right. She did everything wrong and her boss got angry easily.

That woman told everything that happened to her. While the wise man nodded in understanding. At the end of her story, she asked, “Why nothing is going right?”

The wise man gave her a simple answer “If nothing goes right, then go left.”

Terjemahannya :

Pergi ke kiri

Seorang wanita mengunjungi lelaki bijak dan meminta nasehat. Wanita itu berkata kalo ia memiliki hari yang buruk, tidak ada satupun yang berjalan dengan baik. Dia melakukan kesalahan dan bosnya mudah marah.

Wanita itu menceritakan segala yang terjadi kepadanya. Sedangkan lelaki bijak tersebut mengangguk memahaminya. Di akhir ceritanya, wanita itu bertanya "Why nothing is going right?"

Lekaki bijak tersebut memberinya jawaban singkat "If nothing goes right, then go left"

Questions : what is your view on the text above?

S. Speaking scoring rubric

Categories	Score	Criteria
Grammar	5	The students are able to use grammar very well in speaking
	4	The students are able to use grammar well in speaking and students' errors are quite rare
	3	The students have good grammar and they are able to speak with sufficient structure
	2	The students' grammar structure is quite accurate but they do not have confidence control
	1	The students have many errors in grammar and word order, but they understand the content
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	4	The students have satisfactory vocabulary
	3	The students have sufficient vocabulary
	2	The students have definite vocabulary

	1	The students have very definite vocabulary
comprehension	5	The students understand the instruction and the content clearly
	4	The students understand the instruction although there is repeating in certain part
	3	The students understand the instruction but there are some repetition
	2	The students understand enough about the instruction but they difficult to give feed back to the teacher
	1	The students can understand the instruction with very limited language
Fluency	5	The students are able to speak without too much hesitation
	4	The students fluency is having a little disruption by language problem
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Scoring : $\frac{\text{N. Total x 100}}{25}$

Talang Padang, November 2022

Peneliti	Guru mata pelajaran
Reza wiranda	Leni karlina S.Pd.
NPM. 1911040459	NIP.

RENCANA PELAKSANAAN PEMBELAJARAN

(Cyclel 3 - Pertemuan 2 (post-test 3))

A. Identitas

Mata pembelajaran : Bahasa Inggris
Kelas / Semester : VIII / 1 (satu)
Materi pokok : Expression Opinion
Sub materi : Asking, Giving and Responding Opinion
Skill : Speaking
Alokasi waktu : 2 X 45 menit

B. Kompetensi Dasar

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.

4. 1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian

1. Menyebutkan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
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3. Mengaplikasikan fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion
4. Melengkapi teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
5. Menulis daftar pendapat berdasarkan gambar beserta responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
6. Menyusun dialog berdasarkan daftar yang telah dibuat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. Tujuan Pembelajaran

Peserta didik diharapkan dapat menyebutkan, menjelaskan, menentukan, dan menelaah fungsi sosial, struktur teks, unsur kebahasaan teks asking and response for opinion serta melengkapi, menulis, dan menyusun teks asking and response for opinion dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.

E. Materi Pembelajaran

1. Definition of opinion

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to ask or express opinion and give reasons on a matter of issue.

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1. A phrase expressed opinion i think, i suppose, in my opinion

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Expressions of asking, giving and responding opinion

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The usage of this expression is flexible because utilized in formal and informal conditions. For example:

1) Would you give me your opinion on …?
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3) Do you have any idea …?
4) What is your feeling about …?
5) Have you got any comments on …?
6) Could you tell me your opinion about ..?
7) I'd like to know your views on …?
8) What is your view on …?
9) What do you think about …?

Personal point of view

The usage of this expression is flexible because utilized in formal and informal conditions. For example:

1) Personally, I think....
2) I strongly believe that...
3) In my humble opinions...
4) According to me...
5) In my opinions....
6) I would like to point out that....

General point of view

The usage of this expression is relative based on general people's thoughts, and they can use these words and phrases. For examples;

1) Generally, it is accepted...

2) Some people say that...
3) Majorly disagree with..
4) It is considered....
5) While some people believe

Agreeing with an opinions

The usage of this expression for agreeing with someone's point of view. For example :

1) That is a good point.
2) That is absolutely right.
3) I think so look
4) I agree with this opinions.

Responding opinions

Usage of this expression for disagreeing with someone's point of view. For example:

1) I'm sorry, I don't agree with you.
2) I do not believe that.
3) I disagree with you.
4) It is not justified say so.
5) I think you are wrong.

F. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : ESA (Engaged, Study, and Activate).

G. Media Pembelajaran

Papan tulis, spidol, LCD, Buku, lembar kerja siswa, gambar dan video

H. Sumber Pembelajaran

Buku cetak dan internet

I. Langkah-langkah pembelajaran

No	Langkah-langkah	Deskripsi	Waktu
1.	Pembukaan	5. Guru dan peserta didik saling memberi salam dan menanyakan kabar 6. Guru meminta peserta didik memimpin do'a 7. Guru memeriksa kehadiran siswa	5menit
2.	Kegiatan inti	A. ENGAGED (MELIBATKAN) 1. Guru menampilkan cerita anekdot. 2. Guru meminta siswa untuk memberikan tanggapan tentang cerita yang disajikan dengan menggunakan pertanyaan, seperti : 3. 1. what do you think about this text ? what is the text about ? 4. Guru mempersilahkan siswa memberikan tanggapan mengenai text yang disajikan. 5. Guru mempersilahkan siswa lain memberikan pendapat terhadap pendapat pribadi yang disampaikan oleh siswa yang lain secara bergantian (proaktif) 6. Guru memeberikan umpan balik kepada siswa untuk menyamakan persepsi atas infomasi yang diperoleh dari text yang disajikan.	20 menit

		B. STUDY (BELAJAR) 1. Guru memberi informasi kepada peserta didik tentang pengetahuan terhadap giving and responding opinion 2. Peserta didik mendengarkan dan memahami informasi dari guru 3. Guru dan peserta didik mengidentifikasi ungkapan pendapat dari text yang disajikan. (engaged) 4. Guru meminta siswa menirukan conversation yang ada pada text. 5. Siswa menirukan conversation opinion yang ada pada text secara bersama-sama 6. Guru memberi waktu kepada peserta didik untuk bertanya tentang materi giving and responding opinion 7. Guru menjawab pertanyaan peserta didik 8. Guru memberi penjelasan lanjut : menjelaskan tentang giving and responding opinion (definition, purpose, social fuction, language features,	25 menit

		expression opinion, etc. And anecdot text) C. ACTIVATE (MENGAKTIFKAN) 1. Peserta didik diminta untuk memperhatikan text anekdot yang disajikan guru yang berjudul " Obeying mother " 2. Peserta didik diminta untuk mengungkapkan pendapat mereka mengenai teks anekdot yang disajikan. 3. peserta didik diminta untuk mengungkapkan pendapatnya didepan kelas. 4. Guru memberikan feedback.	30 menit
3.	Penutup	1. Guru dan Peserta didik Menyimpulkan apa yang sudah dipelajari 2. Refleksi (Guru menanyakan kembali tentang giving and responding opinion (definition, purpose, social fuction, language features, expression opinion, etc. And anecdot text) 3. Guru memberi tahu materi yang akan di pelajari minggu depan 4. Salam penutup	10 menit

T. Job sheet

Reads the text and then give your own opinions!

Obeying Mother

One day there was a mother cooking in the kitchen. Then she called her son who was watching TV in the living room. “Budi buy me a packet of salt in Mrs. Inah’s shop!” Her mother begged. “Take this money but remember that the shop is across the street. You have to be careful. Do not cross the street before the car passes first, “her mother warned.”Alright mom” replied Budi.

Budi immediately went to the shop. After waiting for a long time, his mother was worried because Budi did not come after nearly a half an hour. Soon afterward, she left her house to see Budi. She was worried that Budi was in danger.

After arriving near the shop, she was surprised to see the Budi stood motionless on the roadside. “Why are you so long?” asked her mother.

“I cannot cross this street mom” she was wonder and asked “why does it so? The street was very quiet, right? “”That is right, I want to cross the street but there is no car which passing by” Budi replied. “How can be like that?” her mother getting surprised. “You told me that don’t cross the street before the car pass first and now I am waiting for the car

to pass first. Therefore I cannot cross this street “replied Budi. His mother could only be silent.

Artinya:

Mematuhi Perintah Ibu

Pada suatu hari seorang ibu yang sedang memasak di dapur. dia memanggil anaknya yang sedang asyik menonton TV di ruang tamu. “Budi belikan ibu sebungkus garam di warung bu inah!” pinta ibunya. “ini uangnya, ingat warung bu inah ada di seberang jalan sana. kamu harus berhati-hati. jangan menyebrang sebelum mobil lewat” ibunya memperingatkan. “baik bu” jawab budi.

Budi pun segera pergi menuju warung bu inah. Setelah lama menunggu ibunya merasa khawatir karena Budi tak kunjung datang setelah hampir setengah jam menunggu. “Lama sekali anak itu jangan-jangan dia tetabrak mobil” segera ibunya pergi menyusul si Budi karena khawatir anaknya dalam bahaya.

Setelah sampai di deket warung bu inah, ibunya terkejut melihat budi berdiri terdiam di pinggir jalan raya. “budi kenapa kau lama sekali?” Tanya ibunya. “aku tidak bisa menyebrangi jalannan ini bu” jawab budi. Ibunya heran dan bertanya “kenapa tidak bisa? Jalanan itu sangat sepi kan?” “jalanan sangat sepi buk, aku ingin meyebrang tapi tidak ada mobil yang lewat” jawab budi. “kenapa begitu?” ibunya semakin heran. “loh bukannya ibu menyuruhku jangan menyebrang sebelum mobil lewat. Setelah aku tunggu-tunggu tidak ada mobil yang lewat. oleh karena itu aku tidak bisa menyebrang jalanan ini” jawab budi. Ibunya pun hanya bisa terdiam.

Questions : Answer the questions based on the text above :

1. what is your opinion about the mother mean to her child ?

2. give your own opinion about the child on the text above ?

U. Speaking scoring rubric

Categories	Score	Criteria
Grammar	5	The students are able to use grammar very well in speaking
	4	The students are able to use grammar well in speaking and students' errors are quite rare
	3	The students have good grammar and they are able to speak with sufficient structure
	2	The students' grammar structure is quite accurate but they do not have confidence control
	1	The students have many errors in grammar and word order, but they understand the content
Vocabulary	5	The students have breadth of vocabulary and idioms
	4	The students have satisfactory vocabulary
	3	The students have sufficient vocabulary
	2	The students have definite vocabulary
	1	The students have very definite vocabulary
comprehension	5	The students understand the instruction and the content clearly
	4	The students understand the instruction although there is repeating in certain part
	3	The students understand the instruction but there are some repetition
	2	The students understand enough about the instruction but they difficult to give feed back to the teacher
	1	The students can understand the instruction with very limited language
Fluency	5	The students are able to speak without too much hesitation
	4	The students fluency is having a little disruption by language problem
	3	The students make so much mistake in language problem

	2	The students often doubt and stop because of limited language
	1	The students often break off and stop while conveying the answer
Pronunciation	5	The students are able to pronounce the words very well
	4	The students are able to pronounce the words well
	3	The students are able to pronounce the words good enough
	2	The students are able to pronounce the words but continually uncomprehensible
	1	The students are able to pronounce the words badly

Scoring : $\frac{\text{N. Total x 100}}{25}$

Talang Padang, November 2022

Peneliti

Reza wiranda
NPM. 1911040459

Guru mata pelajaran

Leni karlina S.Pd.
NIP.

APPENDICE 7

INTERVIEW GUIDELINE
(BEFORE CAR)

These guidelines list the questions or issues to be explored during the interviews which were conducted in the reconnaissance process and during the implementation of the actions.

IN THE RECONNAISSANCE PROCESS
a. Interviewee : English teacher

WAWANCARA

Deskripsi Wawancara

Waktu **: 08 agustus 2022**

Pukul **: 10.00 WIB**

Lokasi **: SMP Negeri 1 Talang Padang**

Narasumber **: Leni karlina S.Pd.**

Topik **: Proses belajar mengajar bahasa inggris di kelas VIII.1**

Table.1 The interview questions for teacher

NO	PERTANYAAN
1.	Kesulitan apa yang sering ibu hadapi ketika menyampaikan materi dikelas ?
2.	Bagaimana dengan motivasi belajar siswa terhadap pembelajaran bahasa inggris ?
3.	Berapakah standar nilai KKM bahasa inggris dan bagaimana hasil perolehan nilai siswa nya?

4.	Menurut ibu, apakah siswa di kelas sudah aktif atau tidak dalam proses belajar mengajar ? jika tidak, kira-kira apa kendalanya ?
5.	Usaha apa yang ibu lakukan dalam meningkatkan kemampuan speaking siswa ?

b. Interviewee : students

Lembar Wawancara siswa

Waktu : 08 agustus 2022

Pukul : 11.00 WIB

Lokasi : SMP Negeri 1 Talang Padang

Narasumber : siswa kelas VIII.1

Table.2 The interview questions for students

NO	PERTANYAAN
1.	Menurut anda, Apakah bahasa inggris adalah mapel paling sulit ?
2.	Kesulitan apa yang dialami dalam belajar bahasa inggris ?
3.	dari empat skill bahasa inggris yaitu Reading, Speaking, Listening, Writing. ? menurut anda, skill yang paling susah yang mana ? alasannya ?
4.	Menurut anda, bagaimana dengan cara mengajar guru dikelas ? apakah menyenangkan atau membosankan ?
5.	Apakah guru selalu mengajak siswa aktif dalam pembelajaran dikelas ?
6.	Media apa yang sering digunakan guru saat mengajar ?

APPENDICE 8

The result Interview guidelines for the Need Analysis (Before Car)
(Thursday, august 8th 2022)

R: The Researcher
T: The Teacher

a. Interviewee : English teacher

R : Kesulitan apa yang sering ibu hadapi ketika menyampaikan materi dikelas ?
T : Kesulitan yang sering terjadi si kadang mereka menolak kalau ditugaskan berbicara, apalagi di depan kelas. Mereka malu kalau harus ngomong bahasa inggris. Mereka membutuhkan waktu untuk terbiasa juga karena sehari-hari mereka juga kan menggunakan bahasa ibu mereka juga.

R : Bagaimana dengan motivasi belajar siswa terhadap pembelajaran bahasa inggris ?
T : motivasi belajar siswa di bahasa inggris kurang si, karena memang bahasa inggris kan hal baru yang mereka pelajari, karena mereka baru mengenal pelajaran bahasa inggris di tingkat smp.

R : Berapakah standar nilai KKM bahasa inggris dan bagaimana hasil perolehan nilai siswa nya?
T : KKM Untuk bahasa inggris 75 nak. Beberapa siswa sudah mencapai KKM namun masih ada banyak siswa yang belum mencapai KKM.

R : Menurut ibu, apakah siswa di kelas sudah aktif atau tidak dalam proses belajar mengajar ? jika tidak, kira-kira apa kendalanya ?
T : kalau pada saat menjelaskan sih mereka diam-diam saja. Tapi beberapa dari meraka aktif, dan itu-itu aja orangnya yang aktif. Tapi ibu terus menstimulus supaya aktif dengan memberi pertanyaan-pertanyaan kepada mereka.

R : Usaha apa yang ibu lakukan dalam meningkatkan kemampuan speaking siswa ?
T : kalau biasanya si saya terapkan berbicara percakapan atau paragraf yang tersedia di buku-buku dan menanyakan mereka pertanyaan mudah dengan bahasa inggris.

b. Interviewee : students

R : Researcher
S : Students

INTERVIEW 1
R : Menurut anda, Apakah bahasa inggris adalah mapel paling sulit ?
S1 : Sulit banget, miss.

R : Kesulitan apa yang dialami dalam belajar bahasa inggris ?
S1 : ga ngerti artinya, miss. Kadang suka kebalik-balik kalau di artiin, nah itu buat bingung.

R : dari empat skill bahasa inggris yaitu Reading, Speaking, Listening, Writing ? menurut anda, skill yang paling susah yang mana ? alasannya ?
S1 : semuanya si, miss. Hahahaha... tapi speaking miss, karena malu miss mau ngomong nya juga

R : Menurut anda, bagaimana dengan cara mengajar guru dikelas ? apakah menyenangkan atau membosankan ?
S1 : karena saya ga ngerti sama pelajarannya jadi bengong-bengong aja miss, nyimak. Nah itu bikin ngantuk.

R : Apakah guru selalu mengajak siswa aktif dalam pembelajaran dikelas ?
S1 : iya miss, gurunya suka nanya-nanya.
R : Media apa yang sering digunakan guru saat mengajar ?
S1 : buku miss

INTERVIEW 2

R : Menurut anda, Apakah bahasa inggris adalah mapel paling sulit ?
S2 : Iya miss sulit

R : Kesulitan apa yang dialami dalam belajar bahasa inggris ?
S2 : grammar dan bingung sama artinya

R : dari empat skill bahasa inggris yaitu Reading, Speaking, Listening, Writing ? menurut anda, skill yang paling susah yang mana ? alasannya ?
S2 : speaking miss, karena kurangnya praktik dalam pengucapan sehari-hari

R : Menurut anda, bagaimana dengan cara mengajar guru dikelas ? apakah menyenangkan atau membosankan ?
S2 : cara ngajarnya membosankan miss, biasanya hanya memberikan tugas tanpa menjelaskan

R : Apakah guru selalu mengajak siswa aktif dalam pembelajaran dikelas ?
S2 : kadang-kadang si miss

R : Media apa yang sering digunakan guru saat mengajar ?
S2 : buku si biasanya miss

INTERVIEW 3

R : Menurut anda, Apakah bahasa inggris adalah mapel paling sulit ?
S3 : Lumayan sulit miss

R : Kesulitan apa yang dialami dalam belajar bahasa inggris ?
S3 : saya gak ngerti dengan artinya miss

R : dari empat skill bahasa inggris yaitu Reading, Speaking, Listening, Writing ? menurut anda, skill yang paling susah yang mana ? alasannya ?
S3 : speaking miss, karena susah mengucapkannya, suka salah kalau ngomong bahasa inggris

R : Menurut anda, bagaimana dengan cara mengajar guru dikelas ? apakah menyenangkan atau membosankan ?
S3 : kadang menyenangkan kadang membosankan, tergantung hari kayaknya miss

R : Apakah guru selalu mengajak siswa aktif dalam pembelajaran dikelas ?
S3 : iya sering nanya ke siswa nya miss

R : Media apa yang sering digunakan guru saat mengajar ?
S3 : buku miss

INTERVIEW 4

R : Menurut anda, Apakah bahasa inggris adalah mapel paling sulit ?
S4 : Tidak terlalu sulit jika saya mengetahui arti dari kalimat bahasa inggris, jadi harus di translate pakai kamus dulu miss

R : Kesulitan apa yang dialami dalam belajar bahasa inggris ?
S4 : tidak paham dan ribet harus pakai kamus terus

R : dari empat skill bahasa inggris yaitu Reading, Speaking, Listening, Writing ? menurut anda, skill yang paling susah yang mana ? alasannya ?
S4 : speaking miss, karena dalam pengucapannya sering keliru

R : Menurut anda, bagaimana dengan cara mengajar guru dikelas ? apakah menyenangkan atau membosankan ?
S4 : membosankan, karena tidak paham apa yang dibicarakan

R : Apakah guru selalu mengajak siswa aktif dalam pembelajaran dikelas ?
S4 : kadang-kadang miss, kadang suka nanya-nanya juga

R : Media apa yang sering digunakan guru saat mengajar ?
S4 : buku miss

INTERVIEW 5

R : Menurut anda, Apakah bahasa inggris adalah mapel paling sulit ?
S5 : sulit banget miss

R : Kesulitan apa yang dialami dalam belajar bahasa inggris ?
S5 : cara pengucapan dan artinya miss, kadang ga berani mau ngomong bahasa inggris

R : dari empat skill bahasa inggris yaitu Reading, Speaking, Listening, Writing ? menurut anda, skill yang paling susah yang mana ? alasannya ?
S5 : speaking si miss, karena takut salah ngomong aja

R : Menurut anda, bagaimana dengan cara mengajar guru dikelas ? apakah menyenangkan atau membosankan ?
S5 : agak membosankan miss,ga seru aja

R : Apakah guru selalu mengajak siswa aktif dalam pembelajaran dikelas ?
S5 : sepertinya jarang, tapi pernah lah dikit-dikit nanya

R : Media apa yang sering digunakan guru saat mengajar ?
S5 : pakai buku miss

APPENDICE 9

INTERVIEW GUIDELINE
(AFTER CAR)

DURING THE IMPLEMENTATION OF THE ACTION

Table.3 The interview questions for teacher after classroom action research

No.	Questions	Description
1.	Bagaimana penilaian ibu terhadap kemampuan berbicara siswa setelah menerapkan ESA method?	
2.	Apakah ESA method yang dipakai efektif untuk meningkatkan kemampuan speaking siswa?	
3.	Apa saja kesulitan ketika menerapkan metode ESA saat proses belajar mengajar ?	

APPENDICE 10

The result Interview guidelines for the Need Analysis (After Car)

(Thursday, November 24th 2022)

R : Researcher

T : Teacher

R : Bagaimana penilaian ibu terhadap kemampuan berbicara siswa setelah menerapkan ESA method?

T : mereka terlihat lebih aktif. ESA method membantu siswa meningkatkan kemampuan speaking mereka. Mereka juga lebih percaya diri seperti tidak lagi memikirkan rasa kurang percaya diri saat berbicara.

R : Apakah ESA method yang dipakai efektif untuk meningkatkan kemampuan speaking siswa?

T: Menurut saya metode ini dapat membantu memecahkan masalah speaking siswa ya, bisa meningkatkan kemampuan speakingnya. Bisa dipakai di materi apapun juga selain giving opinion, bisa seperti simple present dan lain-lain.

R : Apa saja kesulitan ketika menerapkan metode ESA saat proses belajar mengajar ?

T: Sepertinya tidak ada, mungkin agak sedikit ribet di awal pembelajaran kita harus menyiapkan lcd saja. Tapi sejauh ini, saya merasa lebih mudah dalam menyampaikan materi Ditambah siswanya banyak yang tertarik apabila ada tampilan vidio atau gambar.

APPENDICE 11

CHECKLIST OBSERVATION
(BEFORE CAR)

Observation checklist of students'and teacher activities in teaching speaking

Table.4 The checklist observation before CAR

No.	Indikator	Kualifikasi			Keterangan
		Ya	Kadang-kadang	Tidak	
1.	Guru mempraktikan bagaimana pelafalan yang benar				
2.	Siswa mempraktikan kata/kalimat yang guru ucapkan				
3.	Guru mengecek pelafalan siswa satu persatu				
4.	Guru mengoreksi pelafalan siswa yang kurang tepat dan membetulkannya				
5.	Guru menggunakan suatu metode untuk membuat siswa aktif berbicara				
6.	Guru memerintah siswa membuat kelompok untuk berdialog didepan kelas				
7.	Guru aktif berbicara bahasa inggris				
8.	Guru aktif berbicara bahasa inggris dan mentranslatenya ke bahasa indonesia				

9.	Guru memerintah siswa membaca text bahasa inggris dengan lantang				
10.	Siswa lain mentertawakan temannya ketika salah dalam membaca/mengucapkan suatu kata				
11.	Siswa lain membantu membetulkan pelafalan temannya yang salah				
12.	Guru memerintah siswa sering berlatih berbicara bahasa inggris di dalam maupun diluar kelas				

APPENDICE 12

THE RESULT OF CHECKLIST OBSERVATION

(BEFORE CAR)

Table.5 The result of checklist observation (before CAR)

No.	Indikator	Kualifikasi			Keterangan
		Ya	Kadang-kadang	Tidak	
1.	Guru mempraktikan bagaimana pelafalan yang benar		V		
2.	Siswa mempraktikan kata/kalimat yang guru ucapkan		V		
3.	Guru mengecek pelafalan siswa satu persatu		V		
4.	Guru mengoreksi pelafalan siswa yang kurang tepat dan membetulkannya		V		
5.	Guru menggunakan suatu metode untuk membuat siswa aktif berbicara		V		
6.	Guru memerintah siswa membuat kelompok untuk berdialog didepan kelas		V		
7.	Guru aktif berbicara bahasa inggris		V		
8.	Guru aktif berbicara bahasa inggris dan		V		

	mentranslatenya ke bahasa indonesia				
9.	Guru memerintah siswa membaca text bahasa inggris dengan lantang	V			
10.	Siswa lain mentertawakan temannya ketika salah dalam membaca/mengucapkan suatu kata	V			
11.	Siswa lain membantu membetulkan pelafalan temannya yang salah			V	
12.	Guru memerintah siswa sering berlatih berbicara bahasa inggris di dalam maupun diluar kelas		V		

APPENDICE 13

OBSERVATION CHECKLIST
(after CAR - cycle one)
Date : November 14th and 17th 2022

I = Attending the class
II = Paying attention to the teacher
III = Following Teacher's instructions
IV = Working on own
V = Sharing information
VI = Listening to other
VII = Waiting turn to speak
VII = Answering teacher's questions
IX = Interacting with teacher
X = Doing the task well

Student No.	Student's presence	Student's attention to the teacher		Student's cooperation				Student's self confidence		Student's understanding
	I	II	III	IV	V	VI	VII	VIII	IX	X
1.	V	V	V	V	V	V	V	V	V	V
2.	V	V	V	V	V	V	V	V	V	V
3.	V	V	V	V	V	V	V	V	V	V
4.	V	V	V	V	V	V	V	V	V	V
5.	V	V	V	V	V	V	V	V	V	V
6.	V	V	V	V	V	V	V	V	V	V
7.	V	V	V	V	V	V	V	V	V	V
8.	V	V	V	V	V	V	V	V	V	V
9.	V	V	V	V	V	V	V	V	V	V
10.	V	V	V	V	V	V	V	V	V	V
11.	V	V	V	V	V	V	V	V	V	V

12.	V	V	V	V	V	V	V	V	V	V
13.	V	V	V	V	V	V	V	V	V	V
14.	V	V	V	V	V	V	V	V	V	V
15.	V	V	V	V	V	V	V	V	V	V
16.	V	V	V	V	V	V	V	V	V	V
17.	V	V	V	V	V	V	V	V	V	V
18.	V	V	V	V	V	V	V	V	V	V
19.	V	V	V	V	V	V	V	V	V	V
20.	V	V	V	V	V	V	V	V	V	V
21.	V	V	V	V	V	V	V	V	V	V
22.	V	V	V	V	V	V	V	V	V	V
23.	V	V	V	V	V	V	V	V	V	V
24.	V	V	V	V	V	V	V	V	V	V
25.	V	V	V	V	V	V	V	V	V	V
26.	V	V	V	V	V	V	V	V	V	V
27.	V	V	V	V	V	V	V	V	V	V
28.	V	V	V	V	V	V	V	V	V	V
29.	V	V	V	V	V	V	V	V	V	V
30.	V	V	V	V	V	V	V	V	V	V
31.	V	V	V	V	V	V	V	V	V	V

APPENDICE 14

OBSERVATION CHECKLIST
(after CAR - cycle two)
Date : November 21th and 24th 2022

I = Attending the class
II = Paying attention to the teacher
III = Following Teacher's instructions
IV = Working on own
V = Sharing information
VI = Listening to other
VII = Waiting turn to speak
VII = Answering teacher's questions
IX = Interacting with teacher
X = Doing the task well

Student No.	Student's presence	Student's attention to the teacher		Student's cooperation				Student's self confidence		Student's understanding
	I	II	III	IV	V	VI	VII	VIII	IX	X
1.	V	V	V	V	V	V	V	V	V	V
2.	V	V	V	V	V	V	V	V	V	V
3.	V	V	V	V	V	V	V	V	V	V
4.	V	V	V	V	V	V	V	V	V	V
5.	V	V	V	V	V	V	V	V	V	V
6.	V	V	V	V	V	V	V	V	V	V
7.	V	V	V	V	V	V	V	V	V	V
8.	V	V	V	V	V	V	V	V	V	V

9.	V	V	V	V	V	V	V	V	V	V
10.	V	V	V	V	V	V	V	V	V	V
11.	V	V	V	V	V	V	V	V	V	V
12.	V	V	V	V	V	V	V	V	V	V
13.	V	V	V	V	V	V	V	V	V	V
14.	V	V	V	V	V	V	V	V	V	V
15.	V	V	V	V	V	V	V	V	V	V
16.	V	V	V	V	V	V	V	V	V	V
17.	V	V	V	V	V	V	V	V	V	V
18.	V	V	V	V	V	V	V	V	V	V
19.	V	V	V	V	V	V	V	V	V	V
20.	V	V	V	V	V	V	V	V	V	V
21.	V	V	V	V	V	V	V	V	V	V
22.	V	V	V	V	V	V	V	V	V	V
23.	V	V	V	V	V	V	V	V	V	V
24.	V	V	V	V	V	V	V	V	V	V
25.	V	V	V	V	V	V	V	V	V	V
26.	V	V	V	V	V	V	V	V	V	V
27.	V	V	V	V	V	V	V	V	V	V
28.	V	V	V	V	V	V	V	V	V	V
29.	V	V	V	V	V	V	V	V	V	V
30.	V	V	V	V	V	V	V	V	V	V
31.	V	V	V	V	V	V	V	V	V	V

OBSERVATION CHECKLIST
(after CAR - cycle three)
Date : November 28 th and December 1st 2022

I = Attending the class
II = Paying attention to the teacher
III = Following Teacher's instructions
IV = Working on own
V = Sharing information
VI = Listening to other
VII = Waiting turn to speak
VII = Answering teacher's questions
IX = Interacting with teacher
X = Doing the task well

Student No.	Student's presence	Student's attention to the teacher		Student's cooperation				Student's self confidence		Student's understanding
	I	II	III	IV	V	VI	VII	VIII	IX	X
1.	V	V	V	V	V	V	V	V	V	V
2.	V	V	V	V	V	V	V	V	V	V
3.	V	V	V	V	V	V	V	V	V	V
4.	V	V	V	V	V	V	V	V	V	V
5.	V	V	V	V	V	V	V	V	V	V
6.	V	V	V	V	V	V	V	V	V	V
7.	V	V	V	V	V	V	V	V	V	V
8.	V	V	V	V	V	V	V	V	V	V
9.	V	V	V	V	V	V	V	V	V	V
10.	V	V	V	V	V	V	V	V	V	V
11.	V	V	V	V	V	V	V	V	V	V
12.	V	V	V	V	V	V	V	V	V	V

13.	V	V	V	V	V	V	V	V	V	V
14.	V	V	V	V	V	V	V	V	V	V
15.	V	V	V	V	V	V	V	V	V	V
16.	V	V	V	V	V	V	V	V	V	V
17.	V	V	V	V	V	V	V	V	V	V
18.	V	V	V	V	V	V	V	V	V	V
19.	V	V	V	V	V	V	V	V	V	V
20.	V	V	V	V	V	V	V	V	V	V
21.	V	V	V	V	V	V	V	V	V	V
22.	V	V	V	V	V	V	V	V	V	V
23.	V	V	V	V	V	V	V	V	V	V
24.	V	V	V	V	V	V	V	V	V	V
25.	V	V	V	V	V	V	V	V	V	V
26.	V	V	V	V	V	V	V	V	V	V
27.	V	V	V	V	V	V	V	V	V	V
28.	V	V	V	V	V	V	V	V	V	V
29.	V	V	V	V	V	V	V	V	V	V
30.	V	V	V	V	V	V	V	V	V	V
31.	V	V	V	V	V	V	V	V	V	V

APPENDICE 15

THE CODE OF STUDENTS' NUMBER IN VIII.1 CLASS

Table.6 The code of students' number

NO.	STUDENTS'CODE
1.	S1
2.	S2
3.	S3
4.	S4
5.	S5
6.	S6
7.	S7
8.	S8
9.	S9
10.	S10
11.	S11
12.	S12
13.	S13
14.	S14
15.	S15
16.	S16

17.	S17
18.	S18
19.	S19
20.	S20
21.	S21
22.	S22
23.	S23
24.	S24
25.	S25
26.	S26
27.	S27
28.	S28
29.	S29
30.	S30
31.	S31

APPENDICE 16

PRE-TEST

Reads the instructions and then give your own opinions!

1. Every students tell their name and class
2. Think and choose one topic from place, food, movie, singer, or an idol
3. You have 1 minute for thinking the object/topic
4. If you ready, give your opinions that you have chosen
5. Your time to speak 1-2 minutes

APPENDICE 17

Transcription of students' pre-test

Table.7 The Transcription of students' pre-test

NUMBER OF STUDENTS	STUDENTS' PRE-TEST TRANSCRIPTION
S1	My name is wahid. I am from eight class. I choose best movies is anime because the story is fun and has many genres like romantic comedy, sad and character boy is fun and handsome and have a sixpack stomach hehehe
S2	My name is annisa. I am from eight one. My idol is na jaemin. Because na jaemin is handsome. Not hurt my heart. I feel sad if he married. He make me happy too not mine. He is my dream husband. He always smile.
S3	My name is andini. I am from eight one. My idol is is naisa alifia yuriza. Because she is a little youtuber, beautiful, friendly and like help other people.
S4	My name is anita. I am from eight one. My idol is uchiha sasuke because uchiha is handsome, calm, smart, and friendly.
S5	My name is annazwa. I am from eight class. Myb idol is bright vachirawitchivaera because he is handsome, pushy, cute. I want to merried but has different religion.
S6	My name is aquin. I am from eight one class. My favorite food is SATE. Because SATE delicious food and healthy food.
S7	My name is arimbi. I am from eight one. My idol is Ustadz handy bony. Because the way he delivered a good lecture connected with direction of his lecture

	and public speaking too good.
S8	My name is balqis oktavia. I am from eight one. My favourite food is Nasi goreng. Because my opinion nasi goreng very delicious food and make me happy if i eat it. And also i like cooking nasi goreng to help my mother.
S9	My name is deviena. I am class eight one. My idol is jungkook. Because jungkook is handsome, white, good voice and good looking.
S10	My name is dona. I am from class eight one. My favourite film is one piece. Because i like pirate.and the movie not end
S11	My name is dwi astuti. I am from eight one class. My idol is tony stark (avengers). Because he is friendly, humble, and brave boy. He is brave to face enemy and also feel tom holand like a his son.
S12	My name is fahmi. I am from eight one. My idol is levvandoskiy. Because i like the way he playing.
S13	My name is gustian. I am from class eight one. My favorite movie is THE GIFT. Because i think the movie a school theme. Where there is a class that gives several people who have special powers and the students there get mission to solve a past law tragedy. This movie is sains fantacy genre.
S14	My name is intan. I am from eight one. My favorite food is BAKSO. Because bakso delicious and big. There is has sambel and kecap.
S15	My name is istinah. I am from eight one class. My favorite movie is ONE PIECE. Because the movie anime that has 1000 episode. In anime has many arc,villain. And this movie is ongoing movie.
S16	My name is kaylla. I am from eight one class. My idol is TWICE. Because i think they are beautiful, can dance, singing, and acting. And i like their songs.
S17	My name is lubna. I am from eight one. My idol is

	LEE MIN HO. Because i think he is handsome and smart acting and also good looking.
S18	My name is marissa. I am from eight one. My favorite food is MARTABAK. Because martabak nice and delicious and have many topping.
S19	My name is miftahul. I am from eight one. My favorite place is SOUTH KOREA. Because there is my idol. And my dream i want to there. Aamiin.
S20	My name is mulya. I am from eight one. My idol is TIARA ANDINI. Because she is can singing and pretty girl.
S21	My name is navida. I am from eight one class. My idol is JUSTIN BIEBER. Because i think he is a handsome boy. He can singing and he charismatic boy.
S22	My name is nesya. I am from eight one. My favorite food is Naget. Because it very delicious and make me eat to eat.
S23	My name is raffi. I am from eight one. My favorite movie is one piece. Because there is many episode and not end.
S24	My name is rahmat. I am from eight one. My favorite place is TAMAN ASMORO. Because i like view in there
S25	My name is ramadania. I am from eight one. My favorite food is TELOR GULUNG. Because it is delicious and simple food.
S26	My name is rendy. I am from eight one class. My idol is JACKIE CHEN. Because he is a smart actor and also humble. And i like the way he is acting. He is so powerfull and awesome.
S27	My name is saluna. I am from eight one. My favorite food is SIOMAY. Because it delicious and sambel kacang very delicious.
S28	My name is salwa. I am from eight one. My idol is

	ALIANDO. Because aliando handsome boy and he has nice smile.
S29	My name is tubagus. I am from eight one class. My idol is MICHAEL JORDAN. Because he is profesional player in america, he is ever win in NBA. And he is awesome.
S30	My name is ulvi. I am from eight one. My favorite movie is KOREAN DRAMA. Because i like all play and love them.
S31	My name is rafila. I am from eight one. My idol is TAEHYUNG .because he is most handsome boy in this world. And he is my dream husband.

APPENDICE 18

The result of students' score pre-test

Table 8. The score of pre-test students'SMP Negeri 1 Talang Padang VIII.1 class

No	Student's code	Assessment Aspect					Score	Value N. score / 25 X 100%
		Gram	Voc	Comp	Flue	Pron		
1.	S1	2	2	3	2	2	11	44
2.	S2	3	3	2	3	2	13	52
3.	S3	2	2	2	2	2	10	40
4.	S4	2	3	2	2	3	12	48
5.	S5	2	2	3	2	2	11	44
6.	S6	2	3	3	2	2	12	48
7.	S7	2	3	2	2	2	11	44
8.	S8	3	4	4	4	4	19	*76
9.	S9	2	2	2	3	2	11	44
10.	S10	2	3	2	2	2	11	44
11.	S11	4	4	3	4	4	19	*76

12.	S12	2	1	2	3	2	10	40
13.	S13	4	4	4	4	4	20	*80
14.	S14	2	3	2	2	2	11	44
15.	S15	4	4	3	4	4	19	*76
16.	S16	4	4	4	3	4	19	*76
17.	S17	3	2	2	2	1	10	40
18.	S18	3	4	3	3	3	16	64
19.	S19	2	1	2	2	2	9	36
20.	S20	2	2	2	2	2	10	40
21.	S21	4	4	4	4	3	19	*76
22.	S22	3	2	1	2	1	9	36
23.	S23	2	3	2	2	2	11	44
24.	S24	4	3	3	4	1	15	60
25.	S25	1	3	3	2	2	11	44
26.	S26	4	4	4	4	3	19	*76
27.	S27	3	2	2	2	2	11	44
28.	S28	4	3	2	3	3	15	60
29.	S29	4	4	3	4	4	19	*76
30.	S30	2	3	2	2	2	11	44
31.	S31	3	2	2	2	2	11	44

	2,77	2,80	2,51	2,67 2,32		∑x = 1660
Mean	53,54					
Max. Score	80					
Min. Score	36					

*student who passed the KKM

To get the result of the pre-test, the researcher calculated the mean of the pre-test score as follows :

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{1660}{31}$$

$$= 53,54$$

Next, the percentage of students who have reached the KKM, the researcher used the formula as follows :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{31} \times 100\%$$

$$= 25,8\ \%$$

APPENDICE 19

INSTRUMENT TEST
POST-TEST 1

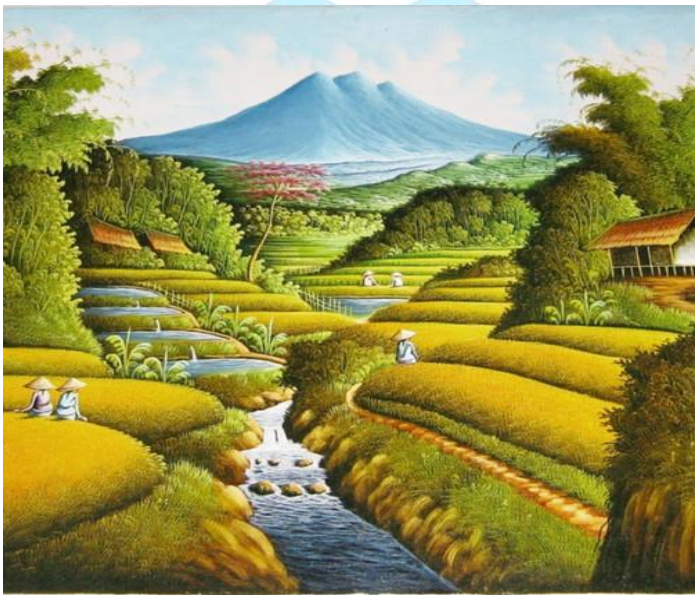
Reads the instructions and then give your own opinions!

1. Every students tell their name and class
2. Think about your hobby
3. You have 1 minute for thinking the object
4. If you ready, give your opinions that you have chosen
5. Time to speak 1-2 minutes

POST-TEST 2

Reads the instructions and then give your own opinions!
LOOK AT THE PICTURES! CHOOSE ONE PICTURE TO DESCRIBE AND TELL YOUR OPINION WHY YOU LIKE IT?

A.



B.

POST-TEST 3

Read the anecdote text below to answer the questions!

Obeying Mother

One day there was a mother cooking in the kitchen. Then she called her son who was watching TV in the living room. “Budi buy me a packet of salt in Mrs. Inah’s shop!” Her mother begged. “Take this money but remember that the shop is across the street. You have to be careful. Do not cross the street before the car passes first, “her mother warned.”Alright mom” replied Budi.

Budi immediately went to the shop. After waiting for a long time, his mother was worried because Budi did not come after nearly a half an hour. Soon afterward, she left her house to see Budi. She was worried that Budi was in danger.

After arriving near the shop, she was surprised to see the Budi stood motionless on the roadside. “Why are you so long?” asked her mother.

“I cannot cross this street mom” she was wonder and asked “why does it so? The street was very quiet, right? “”That is right, I want to cross the street but there is no car which passing by” Budi replied. “How can be like that?” her mother getting surprised. “You told me that don’t cross the street before the car pass first and now I am waiting for the car to pass first. Therefore I cannot cross this street “replied Budi. His mother could only be silent.

Artinya:

Mematuhi Perintah Ibu

Pada suatu hari seorang ibu yang sedang memasak di dapur. dia memanggil anaknya yang sedang asyik menonton TV di ruang tamu. “Budi belikan ibu sebungkus garam di warung bu inah!” pinta ibunya. “ini uangnya, ingat warung bu inah ada di seberang jalan sana. kamu harus berhati-hati. jangan menyebrang sebelum mobil lewat” ibunya memperingatkan. “baik bu” jawab budi.

Budi pun segera pergi menuju warung bu inah. Setelah lama menunggu ibunya merasa khawatir karena Budi tak kunjung datang setelah hampir setengah jam menunggu. “Lama sekali anak itu jangan-jangan dia

tetabrak mobil" segera ibunya pergi menyusul si Budi karena khawatir anaknya dalam bahaya.

Setelah sampai di deket warung bu inah, ibunya terkejut melihat budi berdiri terdiam di pinggir jalan raya. "budi kenapa kau lama sekali?" Tanya ibunya. "aku tidak bisa menyebrangi jalannan ini bu" jawab budi. Ibunya heran dan bertanya "kenapa tidak bisa? Jalanan itu sangat sepi kan?" "jalanan sangat sepi buk, aku ingin meyebrang tapi tidak ada mobil yang lewat" jawab budi. "kenapa begitu?" ibunya semakin heran. "loh bukannya ibu menyuruhku jangan menyebrang sebelum mobil lewat. Setelah aku tunggu-tunggu tidak ada mobil yang lewat. oleh karena itu aku tidak bisa menyebrang jalanan ini" jawab budi. Ibunya pun hanya bisa terdiam.

Questions : Answer the questions based on the text above :

1. **what is your opinion about the mother mean to her child ?**
2. **give your own opinion about the child on the text above ?**
3. **please, tell your opinion to your class!**

APPENDICE 20

TRANSCRIPTIONS
Transcription of students' post-test 1

Table.9 The Transcription of students' post-test 1

NUMBER OF STUDENTS	STUDENTS' POST-TEST 1 TRANSCRIPTION
S1	My name is wahid. I am from eight class. My hobby is playing football. Because it very fun and healthy.
S2	My name is annisa. I am from eight one. My hobby is singing. Because i like ariana grande so i like sing of ariana.
S3	My name is andini. I am from eight one. My hobby is eating. Because delicious.
S4	My name is anita. I am from eight one. My hobby is reading book story. Because funny.
S5	My name is annazwa. I am from eight class. My hobby is watching drama korea. Because zeruuuuuuu.
S6	My name is aquin. I am from eight one class. My hobby is playing guitar. Because i think playing guitar fun and make me happy.
S7	My name is arimbi. I am from eight one. My hobby is sleeping. Because sleep make me comfortable.
S8	My name is balqis oktavia. I am from eight one. My hobby is singing. Because in my opinion singing make me funny and happy.
S9	My name is deviena. I am class eight one. My hobby is eating. Because i like eating.
S10	My name is dona. I am from class eight one. My hobby is make up. I think make up make me happy.
S11	My name is dwi astuti. I am from eight one class. In my opinion, my hobby is cooking. Because i like eating so i must cooking.

S12	My name is fahmi. I am from eight one. My hobby is playing basket ball. I think basket ball make me healthy.
S13	My name is gustian. I am from class eight one. My hobby is playing futsal. Because, in my opinion futsal one of activity i like and make me fresh.
S14	My name is intan. I am from eight one. My hobby is watching drakor. I think drakor so interesting to watch.
S15	My name is istinah. I am from eight one class. My hobby is reading the story. Because i think it make me read agian.
S16	My name is kaylla. I am from eight one class. My hobby is singing. Because i like song of twice and i like sing it.
S17	My name is lubna. I am from eight one. My hobby is eating .
S18	My name is marissa. I am from eight one. My hobby is cooking. Because i like help my mother.
S19	My name is miftahul. I am from eight one. My hobby is reading qur'an.
S20	My name is mulya. I am from eight one. My hobby is playing game. I think it make me happy.
S21	My name is navida. I am from eight one class. My hobby is singing. I think singing make me fun and i like sing of justin bieber"s song.
S22	My name is nesya. I am from eight one. My hobby is watching drakor. I think drakor interesting me to watch.
S23	My name is raffi. I am from eight one. My hobby is playing mobile legend. I think the game is so georgeous game.
S24	My name is rahmat. I am from eight one. My hobby is playing volly and playing futsal. I think volly and

	futsal fun.
S25	My name is ramadania. I am from eight one. My hobby is shopping. Because happy.
S26	My name is rendy. I am from eight one class. My hobby is playing game. I think game make me fun.
S27	My name is saluna. I am from eight one. My hobby is cooking. Because i think cooking productive activity.
S28	My name is salwa. I am from eight one. My is cooking because i want to be a chef.
S29	My name is tubagus. I am from eight one class. My hobby is swimming. I think swimming make me fresh.
S30	My name is ulvi. I am from eight one. My hobby is watching drakor. Because i thnk drakor make me interesting.
S31	My name is rafila. I am from eight one. My hobby is playing badminton. Because i think badminton perfect sport.

Transcription of students' post-test 2

Table.10 The Transcription of students' post-test 2

NUMBER OF STUDENTS	STUDENTS' POST-TEST 2 TRANSCRIPTION
S1	I chose A, I think picture A has perfect mountains because I dream of climbing mountains. there are also rice fields and trees making the scenery very beautiful.
S2	in my opinion I chose picture A, because the scenery is very beautiful because there are green rice fields

	and makes the scenery more beautiful and fresher, good views because the rice fields are green and mountains make the atmosphere more perfect
S3	I chose picture B, I would like to point out that picture B, the beauty is so real and reassuring to the soul, and because the beauty of the sunset and the calm of the sea water makes me like sunsets and the sea.
S4	I chose sunset pictures because the scenery is beautiful, interesting and I have a hobby of painting sunsets and a hobby of taking pictures of sunsets in the clouds. I think the sunset is beautiful to look at.
S5	I chose the second picture, in my opinion I like sunsets because the beauty of the sunset can make me amazed and calm and because the sunset even reminds me of someone. but twilight is not only in my opinion but some people say that twilight is perfect for healing.
S6	I chose photo B, because in my opinion photo B is very beautiful and perfect, this place is perfect as a vacation spot with family and friends
S7	I chose image B, because I like sunsets, I think sunsets are so beautiful, I hope I can become twilight in my opinion so that I am beautiful to look at and liked by many people.
S8	I chose picture A, because according to me the scenery is beautiful, there are mountains, green rice fields, bright blue skies and fast flowing rivers that make the scenery very beautiful when you look at it.

S9	I chose picture B, because I like twilight, I think twilight is so beautiful and gorgeous, I hope I can become twilight.
S10	In my opinion, picture B has twilight and blue sea water, so I prefer the twilight picture
S11	I think picture A is very interesting, the scenery is nice there are rice fields and mountains, flowing rivers, green leaves and green skies.
S12	I chose a picture of a mountain and rice field view, in my opinion the view is comfortable to look at, cool, lots of fresh trees, there is a river whose spring water flows directly from the mountains, there are rice fields and people harvesting while enjoying the beautiful and beautiful scenery. and we have to keep nature awake.
S13	I chose image A, because in my opinion image A is very beautiful, interesting and cool to look at. there are trees and there is water flowing along the fields.
S14	in my opinion I chose picture B, because it's good that there are coconut trees, there is a relaxing place to see the sea water which is very beautiful and fresh and see the sunset, breathe fresh air and be able to relax. I think this activity is very exciting.
S15	I chose image A because in my opinion image A is much calmer, the view is more peaceful to the mind.
S16	I chose sunset pictures because the scenery is beautiful, interesting and I have a hobby of painting sunsets and a hobby of taking pictures of sunsets in

	the clouds. I think the sunset is beautiful to look at.
S17	I chose photo B, because in my opinion the photo has a sunset and the sea which is so beautiful, especially since there is a beach so this place can be a choice for a vacation, especially a vacation with you.
S18	I chose picture A because in my opinion the scenery is nice and beautiful, there are rice fields and mountains, flowing rivers which make the scenery feel cooler and more beautiful.
S19	I think picture A is very interesting, the scenery is nice there are rice fields and mountains, flowing rivers, green leaves and green skies.
S20	according to me picture A the view is nice, there are trees, rice fields and mountains which are very beautiful and fresh.
S21	I chose picture B, according to me photo B there is the sea and sunset, here you can see the sky and sunset which are very beautiful in the afternoon, seeing the calm sea waves my heart also becomes calm and I won't miss a photo moment here.
S22	I chose image B, according to me the image has a beautiful sea color and has a very beautiful sunset. there are coconut trees and gazebos to look at the sunset and the sea. I think looking at the sea can relieve stress.
S23	I chose image A, because in my opinion image A is very beautiful, interesting and cool to look at. there are trees and there is water flowing along the fields.

S24	I chose the first option because in my opinion it has a good view, and lots of rice fields, therefore I like the first choice.
S25	I chose photo B, I think the picture is beautiful, good and I like it. there are coconut trees, the sea is blue and the sky is orange, both of which are my favorite colors. image B in my opinion perfect.
S26	In my opinion, i choose picture 1 because from the picture 1there are coconut trees, rice fields, and water flowing along the fields. Therefore, the view is look gorgeous.
S27	I chose photo B, because in my opinion photo B is very beautiful and perfect, this place is perfect as a vacation spot with family and friends.
S28	I chose the first option, in my opinion the first picture the air looks cool and beautiful to look at, the scenery also makes the eyes fresh because it is surrounded by rice fields and trees.
S29	I chose the first photo because in my opinion the scenery is beautiful, cool, there are trees and mountains, and there is also a river flowing. it makes the scenery more beautiful and perfect.
S30	I chose picture A, because I think the scenery is perfect and refreshing to the eye and calming the mind. the combination of green, blue and clear is very extraordinary God's creation.
S31	I chose picture A, because in my opinion in picture A

	there is a river flowing and the river comes from the tears of the mountains, that makes picture A look the most real.

Transcription of students' post-test 3

Table.11 The Transcription of students' post-test 3

NUMBER OF STUDENTS	STUDENTS' POST-TEST 3 TRANSCRIPTION
S1	1. my point of view about Budi's mother mean is : If the road is full of vehicles passing by, then he have to wait a moment for the vehicles to pass, so Budi can cross safely. 2. In my opinion, the child did not do what his mother ordered correctly because of the child's misunderstanding of the mother's words.
S2	1. I think the mother gives an unclear message to the child, she should use language that is to the point and easy to understand 2. in my opinion, the son does not understand the true meaning of her mother's words.
S3	1. In my opinion, the mother is right to say that to her child so that her child will be safe when crossing. 2. I don't think his son is wrong either, because he obeys what his mother says, but in a different sense.
S4	1. In my opinion, his mother meant to give a message that if you want to cross, you have to be careful. 2. in my opinion, Budi misinterpreted his mother's words

S5	1. i think The mother meant that her child should be careful when crossing the road but the child misunderstood the words of his mother whose words were not quite right 2. in my opinion, Budi carries out his mother's orders according to what his mother says, even though it is not according to what the mother means
S6	1. in my personal opinion, the child is very obedient to the words or orders of his mother 2. in my opinion true, the child has obeyed according to his mother's orders
S7	1. In my opinion, in the eyes of Budi, it is important to obey his mother's requests and warnings 2. In my opinion, Budi has carried out his mother's orders correctly, it's just that Budi has not been able to properly understand the meaning of his mother's warning
S8	1. I think what the mother means to her child is that the mother orders her child to buy a pack of salt at Mrs. Inah's shop, and the mother warns her child to be careful crossing the road because there are many cars passing by. 2. In my opinion, he has carried out the order well, but the child has the wrong assumption and listens to his mother's words that don't cross the road before a car passes and the child doesn't want to pass or cross before a car passes. So the mother waited a long time and finally followed the child to Warung Bu Inah.
S9	1. From my point of view, the meaning of a mother who orders her child to be careful before crossing, but the command sentence from the mother is less effective so that her child thinks not to cross if no cars are passing. 2. in my opinion, the child has carried out his

	mother's orders But wrong in interpreting orders from his mother
S10	1. In my opinion, what his mother means is don't cross before the car passes if there are lots of vehicles passing by on that road. So his son was told to be careful. Maybe the way of delivery is just not right so the child misunderstands. 2. In my opinion, it's not wrong, because he carries out orders according to what his mother says and according to his son's understanding. But if the child understands what his mother means, he will cross the road because the road is quiet, he doesn't have to wait for a car to cross.
S11	1. In my opinion, the intention of the mother is to be more careful and pay attention to passing vehicles when she wants to cross a road. 2. In my opinion, the child responds to his mother's warnings/orders in a different way. he thought that he had to wait for the car to pass before he could walk, but what his mother meant was to be careful when a vehicle passed. wait for the vehicle to pass first, then cross. even if there are no cars passing by, you can walk straight while looking right and left if there is a vehicle that will pass
S12	1. according to me, the mother intends to give a message to her child to be careful when crossing the street and in my opinion what her mother said is correct. 2. In my opinion, the child misunderstood the mother's words and the child did not understand the mother's words hmm
S13	1. In my opinion, his mother said the truth, meaning his mother told him to be careful when crossing. cross after the car has passed. 2. In my opinion, the child is also not wrong and the

	child has followed his mother's words even though it doesn't match what is meant.
S14	1. According to me, the mother meant that when crossing the road, you have to be careful and cross after there are no traffic vehicles. 2. in my opinion, the child misunderstood his mother's words. her child is stupid so her mother has to be to the point when conveying something so that he is not mistaken.
S15	1. In my opinion, his mother said to be careful when crossing when buying salt. 2. In my opinion, the child misunderstood the meaning of his mother's words.
S16	1. In my personal opinion, his mother gave a warning to his son who was crossing the road to be careful. 2. In my opinion, I dissagree with his son's wrong understanding of his mother's words
S17	1. I think you mean you want to give a message to your child to be careful when crossing 2. in my opinion, the child is not wrong in carrying out his mother's orders, but it shouldn't be like that.
S18	1. in my opinion, the mother was not clear in giving warnings to her child who was a little stupid. 2. I don't agree with what his son is doing, it doesn't make sense.
S19	1. In my opinion, mothers want their children to be careful when crossing. When the road is quiet, he can cross so that he arrive at the mother's shop safely and give his mother some salt. 2. I do not agree with the understanding of the child who does not understand what his mother means.
S20	1. I think Mother was clear in giving orders to Budi to be careful when crossing Mrs. Inah's shop to buy salt. 2. in my opinion, Budi misunderstood his mother's

	orders.
S21	1. In my opinion about Budi's mother, mother wants Budi to be careful when crossing the street. When you want to cross, make sure the road conditions are quiet. 2. in my opinion, Budi is too innocent in interpreting his mother's intentions.
S22	1. According to me, his mother said the truth, meaning his mother told him to be careful when crossing. cross after the car has passed. 2. In my opinion, the child is also not wrong and the child has followed his mother's words even though it doesn't match what is meant.
S23	1. i think, his mother said to be careful when crossing when buying salt. 2. In my opinion, the child misunderstood the meaning of his mother's words.
S24	1. according to me, his mother meant to give a message that if you want to cross, you have to be careful. 2. in my opinion, Budi misinterpreted his mother's words
S25	1. I think Budi's mother meant to convey caution when crossing to Budi when buying salt 2. in my opinion, Budi is not wrong because Budi follows his mother's words, but this is very funny, Budi misinterprets the meaning.
S26	1. In my opinion, Budi's mother said to be careful when crossing, pay attention to the right and left. 2. In my opinion, Budi misunderstood his mother's words, so his mother had to be direct to Budi when delivering the next order.
S27	1. In my personal opinion, his mother gave a warning to his son who was crossing the road to be careful. 2. In my opinion, I dissagree with his son's wrong

	understanding of his mother's words
S28	1. I think you mean you want to give a message to your child to be careful when crossing 2. in my opinion, the child is not wrong in carrying out his mother's orders, but it shouldn't be like that.
S29	1. According to me, the mother meant that when crossing the road, you have to be careful and cross after there are no traffic vehicles. 2. in my opinion, the child misunderstood his mother's words. her child is stupid so her mother has to be to the point when conveying something so that she is not mistaken.
S30	1. according to me, his mother meant to give a message that if you want to cross, you have to be careful. 2. in my opinion, Budi misinterpreted his mother's words
S31	1. I think Budi's mother should be clearer when giving orders even though the instructions in the text are correct, but this is a lesson to say more clearly and specifically. 2. As for Budi, I don't think it's wrong, only Budi doesn't pay attention to the other meaning of his mother's words.

APPENDICE 21

THE SCORES OF TEST
The result of students' score post-test 1 (cycle 1)

Table 12. The score of post-test 1 students'SMP Negeri 1 Talang Padang VIII.1 class

No	Student's code	Assessment Aspect					Score	Value N. score / X 100% / 25
		Gram	Voc	Comp	Flue	Pron		
1.	S1	3	3	2	4	3	15	60
2.	S2	4	3	3	3	3	16	64
3.	S3	3	3	3	2	3	14	56
4.	S4	3	4	2	3	2	14	56
5.	S5	3	2	3	4	4	16	64
6.	S6	2	4	3	2	3	14	56
7.	S7	3	3	2	2	4	14	56
8.	S8	3	4	4	4	4	19	76*
9.	S9	4	3	2	2	3	14	56
10.	S10	3	2	2	3	3	13	52
11.	S11	4	4	4	3	4	19	76*

12.	S12	2	4	3	3	3	15	60
13.	S13	4	4	4	4	5	21	84*
14.	S14	3	2	2	3	4	14	56
15.	S15	4	3	4	4	4	19	76*
16.	S16	4	4	4	3	4	19	76*
17.	S17	4	4	4	4	4	20	80*
18.	S18	2	3	3	3	3	14	56
19.	S19	2	2	3	3	3	13	52
20.	S20	3	2	2	2	4	13	52
21.	S21	4	4	4	3	4	19	76*
22.	S22	2	3	2	3	3	13	52
23.	S23	3	2	2	3	3	13	52
24.	S24	3	3	2	3	3	14	56
25.	S25	4	2	2	4	3	15	60
26.	S26	4	4	4	4	4	20	80*
27.	S27	2	2	3	3	3	13	52
28.	S28	3	3	3	3	3	15	60
29.	S29	4	3	4	4	4	19	76*
30.	S30	3	3	2	2	3	13	52
31.	S31	4	3	2	2	3	14	56

	3,19	3,06	2,87	3,06 3,41		∑x = 1936
Mean	62,45					
Max. Score	84					
Min. Score	52					

*student who passed the KKM

To get the result of the post-test 1, the researcher calculated the mean of the post-test score as follows :

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{1936}{31}$$

$$= 62,45$$

Next, the percentage of students who have reached the KKM, the researcher used the formula as follows :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{9}{31} \times 100\%$$

$$= 29\ \%$$

The improvement score was derived by the formula:

$$P = \frac{y1 - y}{y} X\ 100\%$$

$$P = \frac{62,45 - 53,54}{53,54} X\ 100\%$$

$$P = 16,64\ \%$$

The result of students' score post-test 2 (cycle 2)

Table 13. The score of post-test 2 students'SMP Negeri 1 Talang Padang VIII.1 class

No	Student's code	Assessment Aspect					Score	Value $\frac{\text{N. score}}{25} X\ 100\%$
		Gram	Voc	Comp	Flue	Pron		
1.	S1	4	4	3	4	4	19	76*
2.	S2	4	3	4	4	4	19	76*
3.	S3	4	3	4	3	3	17	68
4.	S4	3	4	4	3	4	18	72
5.	S5	3	3	4	4	4	18	72
6.	S6	3	4	4	3	3	17	68

7.	S7	3	3	3	3	4	16	64
8.	S8	3	4	4	4	4	19	76*
9.	S9	4	3	4	3	3	17	68
10.	S10	3	3	4	4	4	18	72
11.	S11	4	4	4	3	4	19	76*
12.	S12	4	4	4	4	4	20	80*
13.	S13	4	4	4	4	5	21	84*
14.	S14	4	3	3	4	4	18	72
15.	S15	4	3	4	4	4	19	76*
16.	S16	4	4	4	3	4	19	76*
17.	S17	4	4	4	4	4	20	80*
18.	S18	3	3	4	3	3	16	64
19.	S19	4	3	4	4	4	19	76*
20.	S20	3	3	4	3	4	17	68
21.	S21	4	4	4	3	4	19	76*
22.	S22	3	3	4	4	4	18	72
23.	S23	4	3	4	3	3	17	68
24.	S24	4	3	4	4	4	19	76*
25.	S25	4	3	4	4	3	18	72
26.	S26	4	4	4	4	4	20	80*

27.	S27	3	4	4	4	4	19	76*
28.	S28	3	3	4	3	4	17	68
29.	S29	4	3	4	4	4	19	76*
30.	S30	3	3	4	3	4	17	68
31.	S31	4	3	4	3	4	18	72
		3,61	3,38	3,83	3,54 3,83			∑x = 2268

Mean	73,16
Max. Score	84
Min. Score	68

*student who passed the KKM

To get the result of the post-test 2, the researcher calculated the mean of the post-test score as follows :

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{2268}{31}$$

$$= 73,16$$

Next, the percentage of students who have reached the KKM, the researcher used the formula as follows :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{15}{31} \times 100\%$$

$$= 48{,}38\ \%$$

The improvement score was derived by the formula:

$$P = \frac{y2 - y1}{y\,2} \times 100\%$$

$$P = \frac{73{,}16 - 62{,}45}{62{,}45} \times 100\%$$

$$P = 17{,}14\ \%$$

Table 14. The score of post-test 3 students'SMP Negeri 1 Talang Padang VIII.1 class

No	Student's code	Assessment Aspect					Score	Value N. score / 25 X 100%
		Gram	Voc	Comp	Flue	Pron		
1.	S1	4	4	3	4	4	19	76
2.	S2	4	3	4	4	4	19	76
3.	S3	4	4	4	3	4	19	76
4.	S4	3	3	4	4	4	18	72
5.	S5	4	4	4	4	4	18	80
6.	S6	3	4	4	4	4	19	76
7.	S7	4	4	4	3	4	19	76
8.	S8	3	4	5	4	4	20	80
9.	S9	4	3	4	4	4	19	76
10.	S10	4	3	4	4	3	18	72
11.	S11	4	4	4	3	4	19	76
12.	S12	3	4	5	4	4	20	80
13.	S13	4	4	5	4	5	22	88
14.	S14	4	3	4	4	4	19	76
15.	S15	4	3	4	4	4	19	76
16.	S16	4	4	4	3	4	19	76

17.	S17	4	4	4	4	4	20	80
18.	S18	4	4	4	3	4	19	76
19.	S19	4	3	5	3	4	19	76
20.	S20	4	4	4	4	4	20	80
21.	S21	4	4	5	3	4	20	80
22.	S22	3	3	4	4	4	18	72
23.	S23	4	4	4	3	4	19	76
24.	S24	4	3	4	4	4	17	76
25.	S25	4	4	4	4	4	20	80
26.	S26	4	4	4	4	4	20	80
27.	S27	4	3	4	4	4	19	76
28.	S28	3	3	4	4	4	18	72
29.	S29	4	3	4	4	4	19	76
30.	S30	4	3	4	3	4	18	72
31.	S31	4	3	4	3	4	18	72
		3,80	3,54	4,12	3,67 4,00			∑x = 2376
Mean		76,64						
Max. Score		88						
Min. Score		72						

***student who passed the KKM**

To get the result of the post-test 3, the researcher calculated the mean of the final post-test score as follows :

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{2376}{31}$$

$$= 76,64$$

Next, the percentage of students who have reached the KKM, the researcher used the formula as follows :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{25 \times 100\%}{31}$$

$$= 80,64\ \%$$

The improvement score was derived by the formula:

$$P = \frac{y3 - y2}{y\,2} X\ 100\%$$

$$P = \frac{76,64 - 73,16}{73,16} X\ 100\%$$

$$P = 4,75\ \%$$

APPENDICE 22

THE SUMMARY OF STUDENTS' TEST RESULT

NUMBER	PRE-TEST	POST-TEST 1	POST-TEST 2	POST-TEST 3
1	44	60	76	76
2	52	64	76	76
3	40	56	68	76
4	48	56	72	72
5	44	64	72	80
6	48	56	68	76
7	44	56	64	76
8	76	76	76	80
9	44	56	68	76
10	44	52	72	72
11	44	76	76	76
12	76	60	80	80
13	40	84	84	88
14	80	56	72	76
15	44	76	76	76
16	76	76	76	76
17	40	80	80	80
18	64	56	64	76

19	36	52	76	76
20	40	52	68	80
21	76	76	76	80
22	36	52	72	72
23	44	52	68	76
24	60	56	76	76
25	44	60	72	80
26	76	80	80	80
27	44	52	76	76
28	60	60	68	72
29	76	76	76	76
30	44	52	68	72
31	44	56	72	72
JUMLAH	1660	1936	2268	2376
MEAN	53,54	62,45	73,16	76,64

APPENDICE 23

VALIDITAS & RELIABILITAS

(SPSS)

PRE-TEST :

1. **Uji Validitas**

Hasil analisis uji validitas pada instrumen soal *pre-test* dapat dilihat sebagai berikut ini:

Tabel. 9
Validitas item soal *pre-test*

NO.	r_{xy}	r_{tabel}	Kesimpulan
1.	0,813	0,456	Valid
2.	0,868	0,456	Valid
3.	0,821	0,456	Valid
4.	0,894	0,456	Valid
5.	0,855	0,456	Valid

Berdasarkan tabel di atas bahwasannya hasil perhitungan validitas terhadap 5 butir soal *pre-test* yang di ujikan kepada sampel, menunjukkan bahwa ke-5 butir soal tersebut tergolong valid karena $r_{xy} \geq r_{tabel}$, sehingga dapat diujikan untuk mengukur kemampuan siswa.

Lampiran :

PERHUTUNGAN UJI VALIDITAS *PRE-TEST*

Correlations

		S1	S2	S3	S4	S5	Total
S1	Pearson Correlation	1	,593**	,496**	,795**	,554**	,813**
	Sig. (2-tailed)		,000	,005	,000	,001	,000
	N	31	31	31	31	31	31
S2	Pearson Correlation	,593**	1	,687**	,663**	,735**	,868**
	Sig. (2-tailed)	,000		,000	,000	,000	,000
	N	31	31	31	31	31	31

S3	Pearson Correlation	,496**	,687**	1	,680**	,664**	,821**
	Sig. (2-tailed)	,005	,000		,000	,000	,000
	N	31	31	31	31	31	31
S4	Pearson Correlation	,795**	,663**	,680**	1	,670**	,894**
	Sig. (2-tailed)	,000	,000	,000		,000	,000
	N	31	31	31	31	31	31
S5	Pearson Correlation	,554**	,735**	,664**	,670**	1	,855**
	Sig. (2-tailed)	,001	,000	,000	,000		,000
	N	31	31	31	31	31	31
Total	Pearson Correlation	,813**	,868**	,821**	,894**	,855**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	31	31	31	31	31	31

**. Correlation is significant at the 0.01 level (2-tailed).

Telah ditetapkan bahwa butir soal dikatakan valid jika memiliki $\boldsymbol{r_{xy} \geq r_{tabel}}$ **,** dengan nilai $\boldsymbol{r_{tabel}}$ **= 0,456** , menggunakan *Correlation is significant at the 0,01* (1%) *level (2-tailed)*.

2. Uji Reliabilitas

Perhitungan uji reliabilitas pada 5 *pre-test* digunakan untuk melihat apakaah butir soal tersebut dikatakan layak atau tidak digunakan. Uji reliabilitas ini menggunakan rumus *Alpha Cornbach*. Berdasarkan perhitungan reliabilitas pada 5 butir soal tersebut diperolah r_{11} = 0,903. Nilai r_{11} dibandingkan dengan nilai 0,456 sehingga butir-butir soal dikatakan reliabel dikarenakan nilai r_{11} > 0,456 dan butir soal tersebut dapat digunakan untuk mengukur kemampuan siswa karena keajegan atau konsisten yang layak pada soal.

Hasil uji reliabilitas dapat dilihat pada lampiran berikut yang diperoleh nilai *Cornbach's Alpha* sebesar 0,903, maka dapat dilakukan bahwa instrumen tes tersebut reliabel karena nilai yang diperoleh lebih besar dari 0,456 sehingga sekarang soal tes tersebut layak untuk digunakan dalam pengambilan data penelitian.

Tabel. 10
Output Reliabilitas item soal *pre-test*

Reliability Statistics

Cronbach's Alpha	N of Items
,903	5

Tabel. 10
Output Scale Mean if Item Deleted *pre-test*

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S1	10,6129	9,445	,699	,895
S2	10,5161	9,058	,782	,877
S3	10,8065	9,895	,728	,889
S4	10,6774	9,159	,830	,867
S5	10,9355	9,129	,762	,881

POST-TEST 1 :

1. Uji Validitas

Hasil analisis uji validitas pada instrumen soal **post-test 1 (cycle 1)** dapat dilihat sebagai berikut ini:

Tabel. 13
Validitas item soal *post-test 1 (cycle 1)*

NO.	r_{xy}	r_{tabel}	Kesimpulan
1.	0,662	0,456	Valid
2.	0,634	0,456	Valid
3.	0,872	0,456	Valid
4.	0,638	0,456	Valid
5.	0,733	0,456	Valid

Berdasarkan tabel di atas bahwasannya hasil perhitungan validitas terhadap 5 butir soal *post-test 1 (cycle 1)* yang di ujikan kepada sampel, menunjukkan bahwa ke-5 butir soal tersebut tergolong valid karena $r_{xy} \geq r_{tabel}$, sehingga dapat diujikan untuk mengukur kemampuan siswa.

Lampiran :

PERHUTUNGAN UJI VALIDITAS *post-test 1 (cycle 1)*

Correlations

		S1	S2	S3	S4	S5	Total
S1	Pearson Correlation	1	,266	,356*	,282	,465**	,662**
	Sig. (2-tailed)		,148	,049	,124	,008	,000
	N	31	31	31	31	31	31
S2	Pearson Correlation	,266	1	,575**	,111	,220	,634**
	Sig. (2-tailed)	,148		,001	,552	,234	,000
	N	31	31	31	31	31	31
S3	Pearson Correlation	,356*	,575**	1	,501**	,614**	,872**
	Sig. (2-tailed)	,049	,001		,004	,000	,000
	N	31	31	31	31	31	31
S4	Pearson Correlation	,282	,111	,501**	1	,381*	,638**
	Sig. (2-tailed)	,124	,552	,004		,034	,000
	N	31	31	31	31	31	31
S5	Pearson Correlation	,465**	,220	,614**	,381*	1	,733**
	Sig. (2-tailed)	,008	,234	,000	,034		,000
	N	31	31	31	31	31	31
Total	Pearson Correlation	,662**	,634**	,872**	,638**	,733**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	31	31	31	31	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Telah ditetapkan bahwa butir soal dikatakan valid jika memiliki $r_{xy} \geq r_{tabel}$, dengan nilai r_{tabel} **= 0,456** , menggunakan *Correlation is significant at the 0,01* (1%) *level (2-tailed)*.

2. Uji Reliabilitas

Perhitungan uji reliabilitas pada 5 *post-test 1 (cycle 1)* digunakan untuk melihat apakaah butir soal tersebut dikatakan layak atau tidak digunakan. Uji reliabilitas ini menggunakan rumus *Alpha Cornbach*. Berdasarkan perhitungan reliabilitas pada 5 butir soal tersebut diperolah r_{11} = 0,751. Nilai r_{11} dibandingkan dengan nilai 0,456 sehingga butir-butir soal dikatakan reliabel dikarenakan nilai r_{11} > 0,456 dan butir soal tersebut dapat digunakan untuk mengukur kemampuan siswa karena keajegan atau konsisten yang layak pada soal.

Hasil uji reliabilitas dapat dilihat pada lampiran berikut yang diperoleh nilai *Cornbach's Alpha* sebesar 0,751, maka dapat dilakukan bahwa instrumen tes tersebut reliabel karena nilai yang diperoleh lebih besar dari 0,456 sehingga sekarang soal tes tersebut layak untuk digunakan dalam pengambilan data penelitian.

Tabel. 14
Output Reliabilitas item soal post-test 1 (cycle 1)

Reliability Statistics

Cronbach's Alpha	N of Items
,751	5

Tabel. 14
Output Scale Mean if Item Deleted post-test 1 (cycle 1)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S1	12,4194	4,918	,451	,730
S2	12,5484	4,989	,404	,748
S3	12,7419	3,798	,747	,606
S4	12,5484	5,056	,426	,738
S5	12,1935	4,961	,591	,688

POST-TEST 2 :

1. **Uji Validitas**

Hasil analisis uji validitas pada instrumen soal **post-test 2 (cycle 2)** dapat dilihat sebagai berikut ini:

Tabel. 16
Validitas item soal *post-test 2(cycle 2)*

NO.	r_{xy}	r_{tabel}	Kesimpulan
1.	0,741	0,456	Valid
2.	0,539	0,456	Valid
3.	0,689	0,456	Valid
4.	0,603	0,456	Valid
5.	0,549	0,456	Valid

Berdasarkan tabel di atas bahwasannya hasil perhitungan validitas terhadap 5 butir soal *post-test 2 (cycle 2)* yang di ujikan kepada sampel, menunjukkan bahwa ke-5 butir soal tersebut tergolong valid karena $r_{xy} \geq r_{tabel}$, sehingga dapat diujikan untuk mengukur kemampuan siswa.

Lampiran :

PERHUTUNGAN UJI VALIDITAS *post-test 2 (cycle 2)*

Correlations

		S1	S2	S3	S4	S5	Total
S1	Pearson Correlation	1	,210	,510**	,397*	,179	,741**
	Sig. (2-tailed)		,257	,003	,027	,337	,000
	N	31	31	31	31	31	31
S2	Pearson Correlation	,210	1	,223	,127	,112	,539**
	Sig. (2-tailed)	,257		,227	,495	,548	,002
	N	31	31	31	31	31	31
S3	Pearson Correlation	,510**	,223	1	,156	,123	,689**
	Sig. (2-tailed)	,003	,227		,403	,510	,000
	N	31	31	31	31	31	31
S4	Pearson Correlation	,397*	,127	,156	1	,358*	,603**
	Sig. (2-tailed)	,027	,495	,403		,048	,000
	N	31	31	31	31	31	31
S5	Pearson Correlation	,179	,112	,123	,358*	1	,549**
	Sig. (2-tailed)	,337	,548	,510	,048		,001
	N	31	31	31	31	31	31
Total	Pearson Correlation	,741**	,539**	,689**	,603**	,549**	1
	Sig. (2-tailed)	,000	,002	,000	,000	,001	
	N	31	31	31	31	31	31

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Telah ditetapkan bahwa butir soal dikatakan valid jika memiliki $r_{xy} \geq r_{tabel}$, dengan nilai $r_{tabel} = 0{,}456$, menggunakan *Correlation is significant at the 0,01* (1%) *level (2-tailed)*.

2. Uji Reliabilitas

Perhitungan uji reliabilitas pada 5 *post-test 2 (cycle 2)* digunakan untuk melihat apakaah butir soal tersebut dikatakan layak atau tidak digunakan. Uji reliabilitas ini menggunakan rumus *Alpha Cornbach*. Berdasarkan perhitungan reliabilitas pada 5 butir soal tersebut diperolah r_{11} = 0,608. Nilai r_{11} dibandingkan dengan nilai 0,456 sehingga butir-butir soal dikatakan reliabel dikarenakan nilai $r_{11} > 0{,}456$ dan butir soal tersebut dapat digunakan untuk mengukur kemampuan siswa karena keajegan atau konsisten yang layak pada soal.

Hasil uji reliabilitas dapat dilihat pada lampiran berikut yang diperoleh nilai *Cornbach's Alpha* sebesar 0,608, maka dapat dilakukan bahwa instrumen tes tersebut reliabel karena nilai yang diperoleh lebih besar dari 0,456 sehingga sekarang soal tes tersebut layak untuk digunakan dalam pengambilan data penelitian.

Tabel. 17
Output Reliabilitas item soal post-test 2 (cycle 2)

Reliability Statistics

Cronbach's Alpha	N of Items
,608	5

Tabel. 17
Output Scale Mean if Item Deleted post-test 2 (cycle 2)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S1	13,9355	2,329	,529	,460
S2	14,0968	2,824	,253	,608
S3	14,0645	2,329	,399	,534
S4	14,0000	2,800	,392	,545
S5	13,8387	2,806	,269	,600

POST-TEST 3 :

1. Uji Validitas

Hasil analisis uji validitas pada instrumen soal **post-test 3 (cycle 3)** dapat dilihat sebagai berikut ini:

Tabel. 18
Validitas item soal *post-test 3(cycle 3)*

NO.	r_{xy}	r_{tabel}	Kesimpulan
1.	0,628	0,456	Valid
2.	0,541	0,456	Valid
3.	0,727	0,456	Valid
4.	0,727	0,456	Valid
5.	0,727	0,456	Valid

Berdasarkan tabel di atas bahwasannya hasil perhitungan validitas terhadap 5 butir soal *post-test 3 (cycle 3)* yang di ujikan kepada sampel, menunjukkan bahwa ke-5 butir soal tersebut tergolong valid karena $r_{xy} \geq r_{tabel}$, sehingga dapat diujikan untuk mengukur kemampuan siswa.

Lampiran :

PERHUTUNGAN UJI VALIDITAS *post-test 3 (cycle 3)*

Correlations

		S1	S2	S3	S4	S5	Total
S1	Pearson Correlation	1	,156	,393*	,185	,185	,628**
	Sig. (2-tailed)		,401	,029	,320	,320	,000
	N	31	31	31	31	31	31
S2	Pearson Correlation	,156	1	,094	,109	,109	,541**
	Sig. (2-tailed)	,401		,616	,559	,559	,002
	N	31	31	31	31	31	31
S3	Pearson Correlation	,393*	,094	1	,528**	,528**	,727**
	Sig. (2-tailed)	,029	,616		,002	,002	,000
	N	31	31	31	31	31	31
S4	Pearson Correlation	,185	,109	,528**	1	1,000**	,727**
	Sig. (2-tailed)	,320	,559	,002		,000	,000
	N	31	31	31	31	31	31
S5	Pearson Correlation	,185	,109	,528**	1,000**	1	,727**
	Sig. (2-tailed)	,320	,559	,002	,000		,000
	N	31	31	31	31	31	31
Total	Pearson Correlation	,628**	,541**	,727**	,727**	,727**	1
	Sig. (2-tailed)	,000	,002	,000	,000	,000	
	N	31	31	31	31	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Telah ditetapkan bahwa butir soal dikatakan valid jika memiliki $r_{xy} \geq r_{tabel}$, dengan nilai r_{tabel} **= 0,456** , menggunakan *Correlation is significant at the 0,01* (1%) *level (2-tailed)*.

2. Uji Reliabilitas

Perhitungan uji reliabilitas pada 5 *post-test 3 (cycle 3)* digunakan untuk melihat apakaah butir soal tersebut dikatakan layak atau tidak digunakan. Uji reliabilitas ini menggunakan rumus *Alpha Cornbach*. Berdasarkan perhitungan reliabilitas pada 5 butir soal tersebut diperolah r_{11} = 0,634. Nilai r_{11} dibandingkan dengan nilai 0,456 sehingga butir-butir soal dikatakan reliabel dikarenakan nilai r_{11} > 0,456 dan butir soal tersebut dapat digunakan untuk mengukur kemampuan siswa karena keajegan atau konsisten yang layak pada soal.

Hasil uji reliabilitas dapat dilihat pada lampiran berikut yang diperoleh nilai *Cornbach's Alpha* sebesar 0,634, maka dapat dilakukan bahwa instrumen tes tersebut reliabel karena nilai yang diperoleh lebih besar dari 0,456 sehingga sekarang soal tes tersebut layak untuk digunakan dalam pengambilan data penelitian.

Tabel. 19
Output Reliabilitas item soal post-test 3 (cycle 3)

Reliability Statistics

Cronbach's Alpha	N of Items
,634	5

Tabel. 19
Output Scale Mean if Item Deleted post-test 3 (cycle 3)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S1	15,6452	1,303	,326	,618
S2	15,9355	1,396	,158	,731
S3	15,3871	1,245	,521	,514
S4	15,5484	1,389	,589	,518
S5	15,5484	1,389	,589	,518

APPENDICE 24

OBSERVATION LIST

Observation List 1 (Cycle 1)

1.	**Students' presence**	All of students attended the class for today class.
2.	**Students' attention to the teacher**	There were enhancement from students who payed attention to the teacher though several students were still doing another activities while the teacher was explaining. Morever, when teacher gave instruction, students seemed confused what they must do. Thus, teacher gave explanation of ESA method twice to make students following
3.	**Students' cooperation**	The students seemed to focus in working this post-test. Some of them also asked the teacher to face problems. They were able to share they did well in their group. However, some of them did not respect in listening their friends when speaking. Yet overall they had shared their information cooperatively.
4.	**Students' self confidence**	The students seemed better than before in answering teacher's question while the class took place. Most of them did actively while the others tried to be active although they sometime got difficulty to try to answer teacher's question. In addition, they did not seem shy to

		ask and to answer. They enjoyed the class and interacted one another.
5.	**Students' understanding**	Every students knew what they should do. They waited their turn and did their best perform.

Observation List 2 (Cycle 2)

1.	**Students' presence**	All of students attended the class for today class.
2.	**Students' attention to the teacher**	There were enhancement from students who payed attention to the teacher though several students were still doing another activities while the teacher was explaining. Morever, when teacher gave instruction, students seemed confused what they must do. Thus, teacher gave explanation of ESA method twice to make students following
3.	**Students' cooperation**	The students seemed to focus in working this post-test. Some of them also asked the teacher to face problems. They were able to share they did well in their group. However, some of them did not respect in listening their friends when speaking. Yet overall they had shared their information cooperatively.
4.	**Students' self confidence**	The students seemed better than before in answering teacher's question while the class took place. Most of them did actively while the

		others tried to be active although they sometime got difficulty to try to answer teacher's question. In addition, they did not seem shy to ask and to answer. They enjoyed the class and interacted one another.
5.	**Students' understanding**	Every students knew what they should do. They waited their turn and did their best perform.

Observation List 3 (Cycle 3)

1.	**Students' presence**	All of students attended the class for today class.
2.	**Students' attention to the teacher**	There were enhancement from students who payed attention to the teacher though several students were still doing another activities while the teacher was explaining. Morever, when teacher gave instruction, students seemed confused what they must do. Thus, teacher gave explanation of ESA method twice to make students following
3.	**Students' cooperation**	The students seemed to focus in working this post-test. Some of them also asked the teacher to face problems. They were able to share they did well in their group. However, some of them did not respect in listening their friends when speaking. Yet overall they had shared their information

		cooperatively.
4.	**Students' self confidence**	The students seemed better than before in answering teacher's question while the class took place. Most of them did actively while the others tried to be active although they sometime got difficulty to try to answer teacher's question. In addition, they did not seem shy to ask and to answer. They enjoyed the class and interacted one another.
5.	**Students' understanding**	Every students knew what they should do. They waited their turn and did their best perform.

APPENDICE 25

QUESTIONNAIRE (After CAR)

Nama :
No. Absen :

Berikan tanda Check (v) pada salah satu kolom jawaban yang kalian pilih !

No.	**Pertanyaan**	**Jawaban**	
		YA	**TIDAK**
1.	Apakah anda menyukai pelajaran Bahasa Inggris?		
2.	Apakah lingkungan sekitar rumah anda memotivasi anda untuk berbicara Bahasa Inggris?		
3.	Apakah anda mengalami kesulitan berbicara bahasa inggris karena anda jarang berlatih berbicara Bahasa Inggris?		
4.	Apakah anda merasa takut salah ketika berbicara bahasa inggris?		
5.	Apakah guru anda sebelumnya pernah menggunakan suatu metode tertentu dalam meningkatkan berbicara Bahasa Ingrris?		
6.	Menurut anda, apakah belajar aspek berbicara Bahasa Inggris menggunakan metode ESA menarik?		

7.	Apakah belajar aspek berbicara Bahasa Inggris menggunakan metode ESA membantu anda berbicara Bahasa Inggris?		
8.	Apakah belajar aspek berbicara Bahasa Inggris menggunakan metode ESA meningkatkan kepercayaan diri anda?		
9.	Apakah penggunaan metode ESA efektif dalam proses belajar mengajar?		
10.	Apakah anda setuju apabila guru menerapkan metode ESA dalam proses pembelajaran?		

APPENDICE 26

THE RESULT OF QUESTIONNAIRE

Students' number	Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	√			√	√		√			√	√		√		√		√		√	
2	√			√	√			√		√	√		√		√		√		√	
3		√		√	√		√			√	√		√		√		√		√	
4	√			√	√		√			√	√		√		√		√		√	
5	√			√		√	√			√	√		√		√		√		√	
6	√			√		√	√			√	√		√		√			√	√	
7	√			√	√			√		√	√		√		√		√		√	
8	√		√		√		√			√	√		√		√		√		√	
9	√			√	√		√			√	√		√		√		√		√	
10		√		√	√		√			√	√		√		√		√		√	
11	√			√		√		√		√	√		√		√		√		√	
12	√			√	√		√			√	√		√			√	√		√	
13	√			√	√		√		√		√		√		√		√		√	
14	√			√		√	√			√	√		√		√		√		√	
15	√			√	√		√			√	√		√		√			√	√	
16		√		√	√			√		√	√		√		√		√		√	
17	√			√	√		√			√	√			√	√		√		√	
18		√		√	√		√			√	√		√		√		√		√	
19	√			√	√		√			√	√		√		√		√		√	
20	√			√	√			√		√	√		√		√		√		√	
21	√			√	√		√			√	√		√		√			√	√	
22	√			√		√	√		√		√		√		√		√		√	
23	√			√	√		√			√	√		√		√		√		√	

24	√			√	√		√			√	√		√		√		√		√	
25	√			√	√			√		√	√		√		√		√		√	
26		√		√	√		√			√	√		√		√		√		√	
27	√			√	√		√			√	√		√		√		√		√	
28	√			√		√	√			√	√		√		√		√		√	
29		√		√	√		√			√	√		√			√	√		√	
30	√			√	√		√			√	√		√		√		√		√	
31	√			√		√	√			√	√		√		√		√		√	

APPENDICE 27

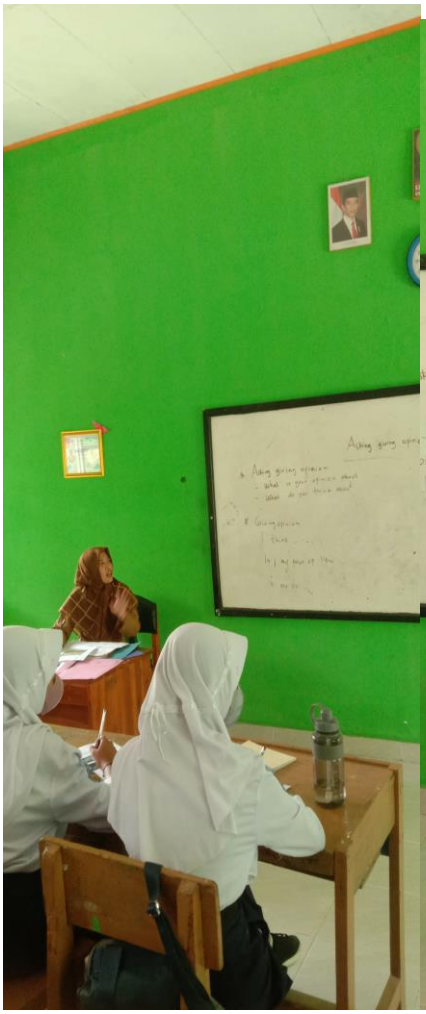
DOCUMENTATIONS

(Interview)

(Pre-test)

APPENDICE 28

(Cycle 1-3)



I'm not sure

(Post-test 1-3)

APPENDICE 29

LEMBAR VALIDASI INSTRUMEN TEST SPEAKING OLEH AHLI

Judul skripsi	: Improving eighth grade students'speaking ability in giving opinion by using ESA (Engaged, Study, and Activate) method at SMP Negeri 1 Talang Padang in the academic year 2022/2023
Nama mahasiswa	: Reza wiranda
Npm	: 1911040459
Program study	: Pendidikan Bahasa Inggris

A. PENGANTAR

Lembar validasi ini digunakan untuk memperoleh penilaian bapak/ibu terhadap instrumen test speaking yang digunakan dalam penelitian ini. Saya ucapkan terima kasih atas kesediaan bapak/ibu menjadi validator dan mengisi lembar validasi ini.

B. PETUNJUK

Petunjuk pengisian format penelaah butir soal:

Analisis instrument berdasarkan semua kriteria yang tertera didalam format!

- Berikanlah tanda centang (√) pada kolom "ya" jika instrument yang ditelaah sudah sesuai dengan kriteria.
- Berikanlah tandan centang (√) pada kolom "tidak" jika soal yang ditelaah tidak/belum sesuai dengan kriteria. Kemudian dengan alasan pada kolom "catatan".

C. PENILAIAN

No.	Aspek	Ya	Tidak	Catatan
1.	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VIII ?	√		
2.	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat sekolah?	√		
3.	Apakah alokasi waktu sudah cukup?	√		
4.	Apakah instruksi mudah dipahami oleh siswa?	√		
5.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	√		

Bandar Lampung, 19 september 2022

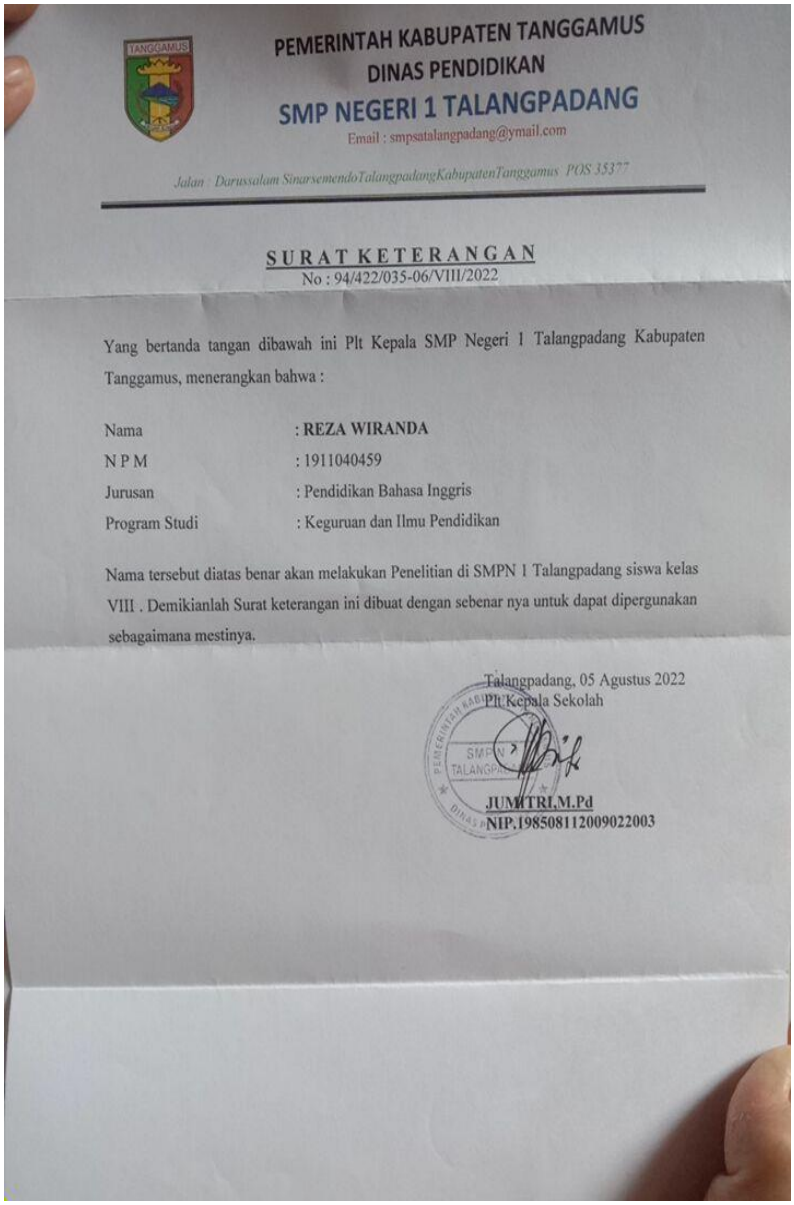
validator

Yuspik M.Pd.

NIP.

APPENDICE 30

SURAT IZIN PENELITIAN



PEMERINTAH KABUPATEN TANGGAMUS
DINAS PENDIDIKAN
SMP NEGERI 1 TALANGPADANG
Email : smpsatalangpadang@ymail.com
Jalan Darussalam SinarsemendoTalangpadangKabupatenTanggamus POS 35377

SURAT KETERANGAN
No : 94/422/035-06/VIII/2022

Yang bertanda tangan dibawah ini Plt Kepala SMP Negeri 1 Talangpadang Kabupaten Tanggamus, menerangkan bahwa :

Nama	: **REZA WIRANDA**
N P M	: 1911040459
Jurusan	: Pendidikan Bahasa Inggris
Program Studi	: Keguruan dan Ilmu Pendidikan

Nama tersebut diatas benar akan melakukan Penelitian di SMPN 1 Talangpadang siswa kelas VIII . Demikianlah Surat keterangan ini dibuat dengan sebenar nya untuk dapat dipergunakan sebagaimana mestinya.

Talangpadang, 05 Agustus 2022
Plt Kepala Sekolah

JUMITRI,M.Pd
NIP.198508112009022003

B.205 /Un.16/PP.00.9/PPB/UKT/2 /2023

MINISTRY OF RELIGIOUS AFFAIRS

RADEN INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG

LANGUAGE DEVELOPMENT CENTER

This is to certify that:

Name	**: REZA WIRANDA**
Date of birth	**: TALANG PADANG, 24 July 2001**
ID/ Student Number	**: 1911040459**

Has taken an English Proficiency Test and obtained the scores as follows:

Listening comprehension	**: 41**
Structure and written expression	**: 51**
Reading comprehension	**: 56**
Equivalent TOEFL score	**: 493**

Test date: 2/21/2023

This certificate is valid for 2 years

Bandar Lampung, 2/23/2023

Head of Language Development Center

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Pusat Pengembangan Bahasa UIN Raden Intan Lampung

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Nomor : B- /Un.16/DT.1/PP.009/11/2022 Bandar Lampung, 7 November 2022
Sifat : Penting
Lampiran : -
Prihal : Permohonan Mengadakan Penelitian

Kepada
Yth Kepala Sekolah SMP Negeri 1 Talang Padang

Di,
Tempat

Assalamualaikum Wr.Wb
Setelah memperhatikan Judul Skripsi dan Out Line yang sudah di setujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama	: Reza wiranda
NPM	: 1911040459
Semester/T.A	: VII (Tujuh)/2022/2023
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Improving eighth grade students'speaking ability in giving and responding opinion by using ESA method at SMP Negeri 1 Talang Padang in the academic year 2022/2023

Akan mengadakan penelitian di sekolah SMP Negeri 1 Talang Padang, via luring guna mengumpulkan data dan bahan-bahan penulisan skripsi yang bersangkutan, maka waktu yang diberikan mulai 8 November 2022 sampai dengan 30 November 2022.

Demikian, atas perkenaan dan bantuannya di ucapkan terimakasih.

Wassalamualikum Wr.Wb.

Dekan,

Prof. Dr. Hj. Nirva Diana, M.Pd.
NIP. 19630828 198803 2 002

Tembusan:
- Wakil Dekan Bidang Akademik;
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