

**THE INFLUENCE OF USING PPP TECHNIQUE TOWARD STUDENTS'
SPEAKING ABILITY OF THE EIGHTH GRADE
AT MTs DARUL ULUM TANJUNG BINTANG
IN THE ACADEMIC YEAR OF 2017/2018**



A Thesis

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

By

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2017**

ABSTRACT

THE INFLUENCE OF USING PPP TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY OF THE EIGHT GRADE AT MTS DARUL ULUM TANJUNG BINTANG IN THE ACADEMIC YEAR OF 2017/2018

**By
Dewi Yuliani**

Speaking is one of language skills that should be mastered by the students. The students' speaking ability of MTs Darul Ulum Tanjung Bintang is still low. It can be seen from the students' speaking score in preliminary research. There were 62, 2% of the students who got the score under 70 as the criteria of minimum mastery. To solve the problem applied Presentation, Practice and Production. Presentation, Practice and Production or PPP is research is a kind of teaching technique which consists of three steps: Presentation, Practice and Production so that students get sufficient opportunity to learn, practice and acquire the knowledge and skills in a controlled way. The objective of this research is to know whether there is a significant influence of using Presentation, Practice and Production towards students' speaking ability of the eight grade at MTs Darul Ulum Tanjung Bintang in the academic year of 2017/2018

The research methodology applied quasi experimental design. In this research, the population was the eighth grade of MTs Darul Ulum Tanjung Bintang. The sample of this research was two classes consisting of 30 students for experimental class and 29 students for control class. In the experimental class used Presentation, Practice and Production and in the control class the teacher used Discussion Technique. The treatments were held in 3 meetings in which 2×40 minutes for each class. In collecting the data used instrument in the form oral test. Before giving the treatment, this research gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, this research analyzed the data using SPSS version 16 to compute independent sample t-test

After giving the post test, this research analyzed the data by using independent sample t-test, it was found out that result of $Sig. (P.value) = 0.002 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. Therefore, there is a significant influence of using Presentation, Practice and Production (PPP) towards students' speaking ability of the eight grade at MTs Darul Ulum Tanjung Bintang in the academic year of 2017/2018

Keywords: Presentation Practice and Production Technique, Quasi Experimental, Speaking ability



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EIGHTH GRADE AT MTs DARUL ULUM TANJUNG
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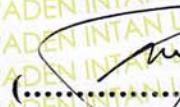
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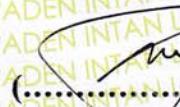
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DECLARATION

Hereby, I state this thesis entitled “The influence of using PPP Technique toward students speaking ability of the eighth grade at MTs Darul Ulum Tanjung Bintang in the academic year of 2017/2018” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



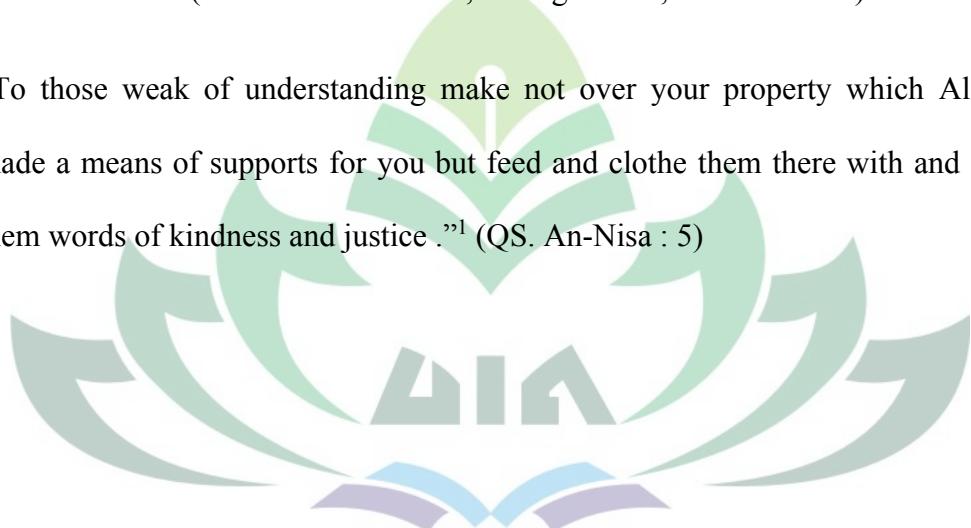
MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَلَا تُؤْتُوا السُّفَهَاءَ أَمْوَالَكُمُ الَّتِي جَعَلَ اللَّهُ لَكُمْ قِيَاماً وَارْزُقُوهُمْ فِيهَا وَأَكْسُرُوهُمْ وَقُولُوا
لَهُمْ قَوْلًا مَعْرُوفًا (النساء: ٥)

(In the name of Allah, most gracious, most merciful)

“To those weak of understanding make not over your property which Allah hath made a means of supports for you but feed and clothe them there with and speak to them words of kindness and justice .”¹ (QS. An-Nisa : 5)



¹ Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an* (Maryland: Amana Publications, 2001), pp.184-185.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Zainal Kosim and Ms Juhariah who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved sisters; Yanti Oktavia S.E and Diana Mala Sari who always give me spirit and suggestion for the betterment in my life.
3. My beloved Brother, Dian Novan Setiawan AMd. Kep who always give me support and motivation.
4. My beloved friends, who always support me in finishing this thesis.
5. My beloved Almamater of State Islamic University Raden Intan Lampung.



CURRICULUM VITAE

Dewi Yuliani was born in Bandar Lampung on July 10th, 1995. She is the second children of Mr. Zainal Kosim and Ms. Juhariah. She has two sisters Yanti Oktavia and Diana Mala Sari.

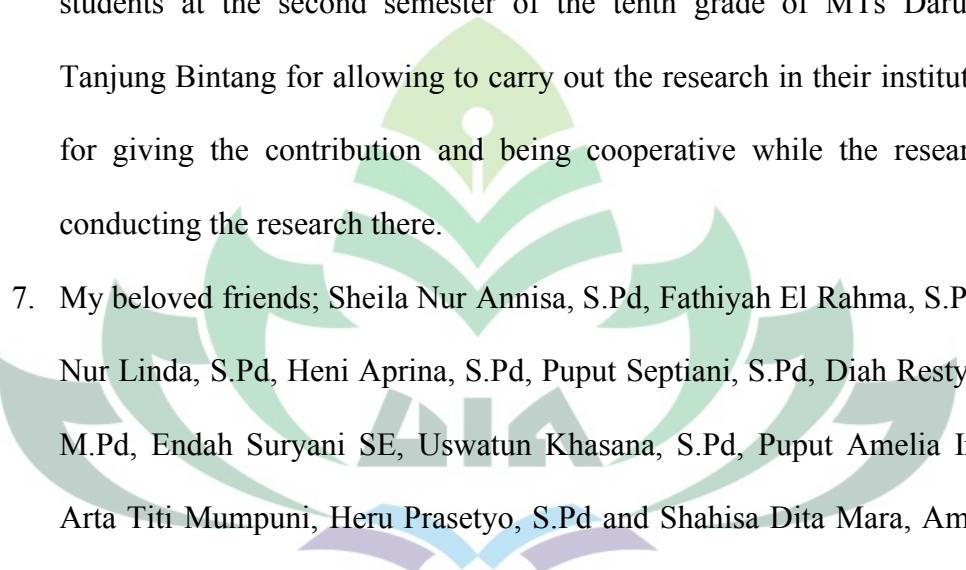
She began her study at SDN 1 Limau in 2001 and graduated in 2006. Then, she continued her study to SMP N 1 Limau in 2007. After that, she graduated in 2009. Then, she continued her study at MAN Pringsewu in 2009 and graduated in 2012. After that she continued her study at the State Islamic University Raden Intan of Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.



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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of using PPP toward Students’ Speaking Ability of the eighth grade at MTS Darul Ulum Tanjung Bintang in the academic year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan of Lampung. When finishing this thesis, the researcher obtain so much help, assistance, aid, support and many valuable things from various sides. Therefore, I would sincerely thank the gratitude should be addressed to:

1. Dr. H. Chairul Anwar, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel, who has given an opportunity until the accomplishment of this thesis.
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4. Satria Adi Pradana, M. Pd, the second advisor, who has always patiently guided, helped, supervised especially in correcting and giving countless time to finish this thesis as well.

- 
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Finally, it has to be admitted that nobody is perfect and the research is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the research sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Furthermore, the research expects that the thesis is useful for the research particularly and the readers generally, especially for those who are involved in English teaching profession.

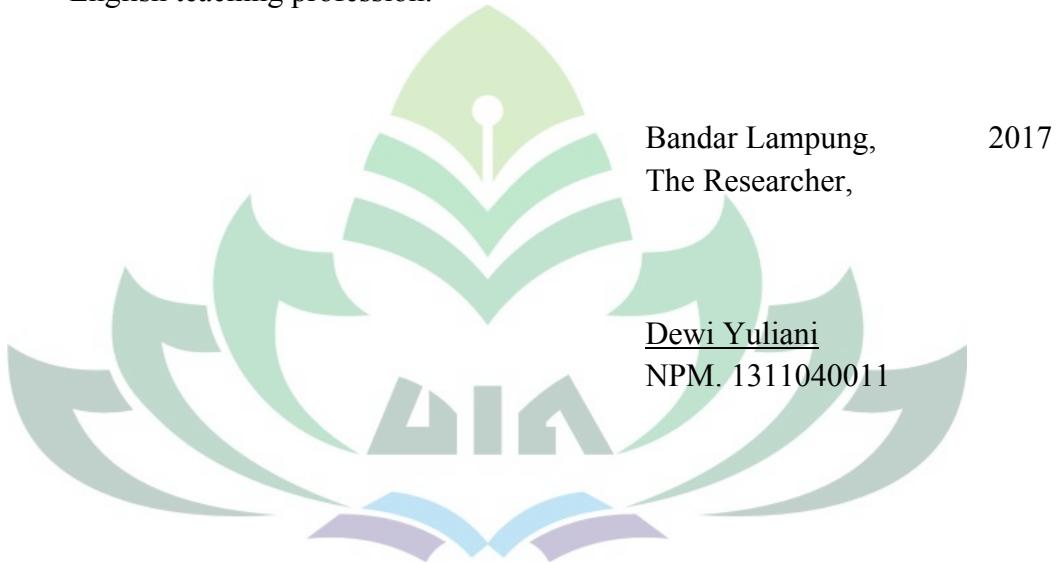


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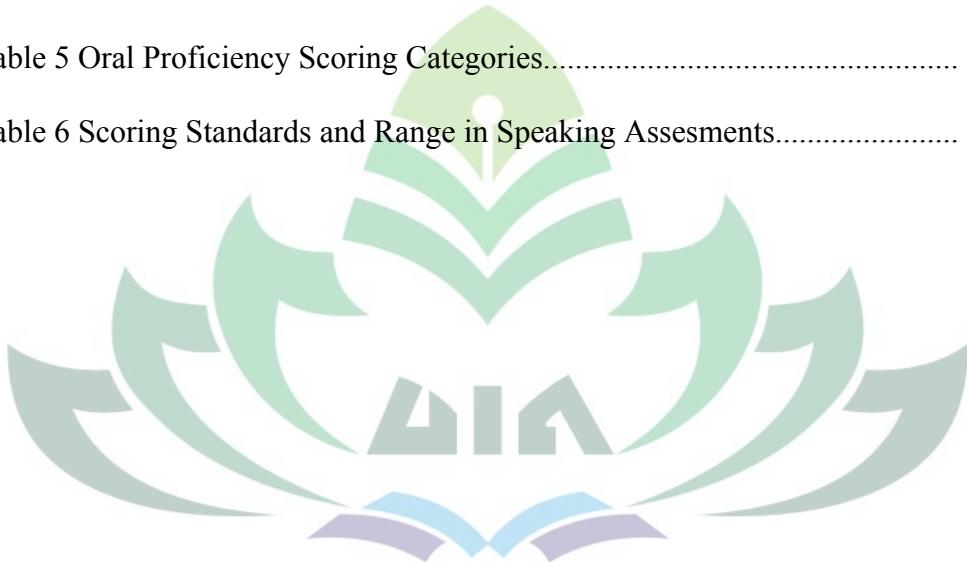
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CHAPTER I

INTRODUCTION

A. Background of the Problem

As social being, every human certainly needs to interact with others in order to grant their needs. The interaction in this case is the way human communicate to others. In order to communicate with others, human requires a tool or instrument to convey his/her ideas and intentions to be accepted and understood. The instrument is called a language. Language is an important things in our life, because everyone needs language as a part of communication or communication activity with other people. Harmer stated that language is used widely for communication between people who do not share the same first (or even second) language.¹ It means that language is a tool of communication to express what we thought. It also makes us able to give and receive information.

There are many languages in the world. They have different pronunciation, writing and grammar. Although we have different language, it does not mean that people can not communicate and interact each other in the world.

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (4th Ed), (Edinburgh Gate: Longman, 2007), p. 13

Quraish Shihab said, “The above verse emphasize the need for mutual know, introduction was needed to pull each other lessons”. Based on the verses, Allah has commanded everyone to know each other although they have differences in gender, tribes and also differences in languages. One of ways that can help someone to know and communicate each other is language. There are many languages in the world, one of them is English.

English is an international language. It has various functions in different countries. Some countries use English as the first language, some other use it as second language and others use it as foreign language. As stated in verse 22 of Surah Ar-Rum that languages is important to deliver a message:

Al-Qur'an also says in Q.S. An-Nisa:5

وَلَا تُؤْثِرُوا السُّفَهَاءَ أَمْوَالَكُمُ الَّتِي جَعَلَ اللَّهُ لَكُمْ قِيَاماً وَارْزُقُوهُمْ فِيهَا وَأَكْسُرُهُمْ وَقُولُوا
لَهُمْ قَوْلًا مَعْرُوفًا

“And among His signs is the creation of the heavens and the earth, and the differences in your languages and colours; indeed in this are signs for people who know.”² (QS. Ar-Rum: 22)

² Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an* (Maryland: Amana Publications, 2001), pp.184-185.

In surah above refers to the important of language is to deliver a message. Language has an important function in our life. It is because language is a tool to interact with other.

The ability to communicate in English is very important in global area because English takes up a very important position in almost any sectors of use such as business, commerce, academic field, technology and so on. Hutchinson and Waters stated that “English is an important language used by many people to communicate each other in the world. Learning English as foreign language is very important since English is the key to the international currencies of technology and commerce”.³ English has four skills. They are listening, speaking, reading and writing. All skills are very important to be mastered including speaking.

Thornbury stated that speaking is so much a part of daily life that we take it for granted. The average people produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in foreign language.⁴ As social human being, communication plays an important role to get response from the others. Speaking is effective and efficient in real communication.

³Tom Hutchinson and Alan Waters, *English for Specific Purpose-A Learning-Centered Approach*, (Cambridge: Cambridge University Press, 1987), p. 6

⁴Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p.1

Therefore, speaking is one of four skills which has important role in our daily life, even as a main skill in communication among human beings. Speaking is very important in learning in language.

In learning speaking, Harmer stated that good speaking could and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback – they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving so on) are intrinsically enjoyable in themselves.⁵ It means that teacher should be creative to make students feel fun during the process. They need more than instruction and commandment from the teacher. It is teachers' challenge to be able to motivate the students to pay attention in their lesson.

Based on the preliminary research conducted at MTs Darul Ulum Tanjung Bintang, the researcher found that the students have difficulty in speaking ability. The researcher interviewed Rita as an English teacher to get the data about the students' speaking ability, she stated that the students were difficult to express their ideas through oral, then the students are shy to speak with their friend. Besides, they did not have competence to speak English.⁶ The score of the students' speaking ability can be seen in table 1.

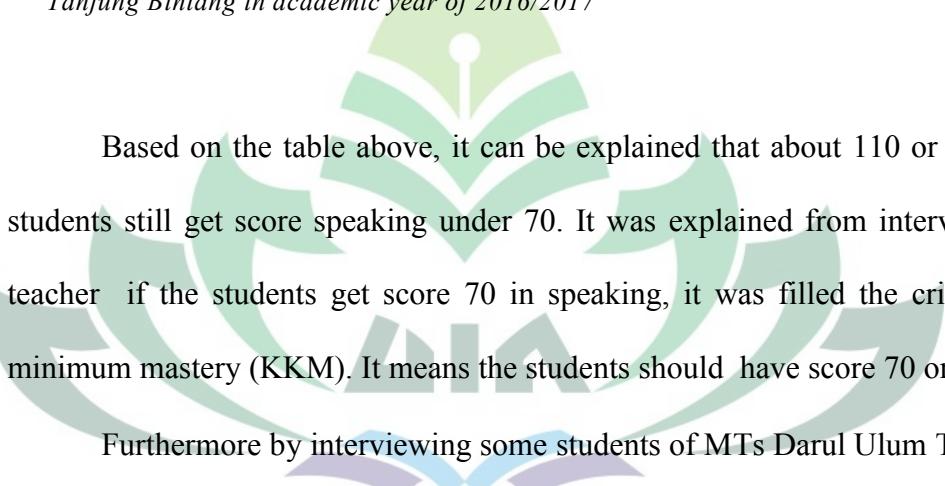
⁵Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Longman, 1998), p.8

⁶Rita , *Interview with the English Teacher*, March 2nd , Unpublished.

Table 1
Students' Speaking Score of the Eighth Grade at MTs Darul Ulum Tanjung Bintang in academic year of 2017/2018⁷

No	Student's Score	The number of student						Total	Percentage
		VIII A	VIII B	VIII C	VIII D	VIII E	VIII F		
1	≥ 70	11	25	9	10	8	4	67	37.8 %
2	< 70	19	5	21	19	20	26	110	62.2 %
	Total	30	30	30	29	28	30	177	100 %

Source : teacher's Documentation of the eighth grade students of MTs Darul Ulum Tanjung Bintang in academic year of 2016/2017



Based on the table above, it can be explained that about 110 or 62.2 % students still get score speaking under 70. It was explained from interview by teacher if the students get score 70 in speaking, it was filled the criteria of minimum mastery (KKM). It means the students should have score 70 or more .

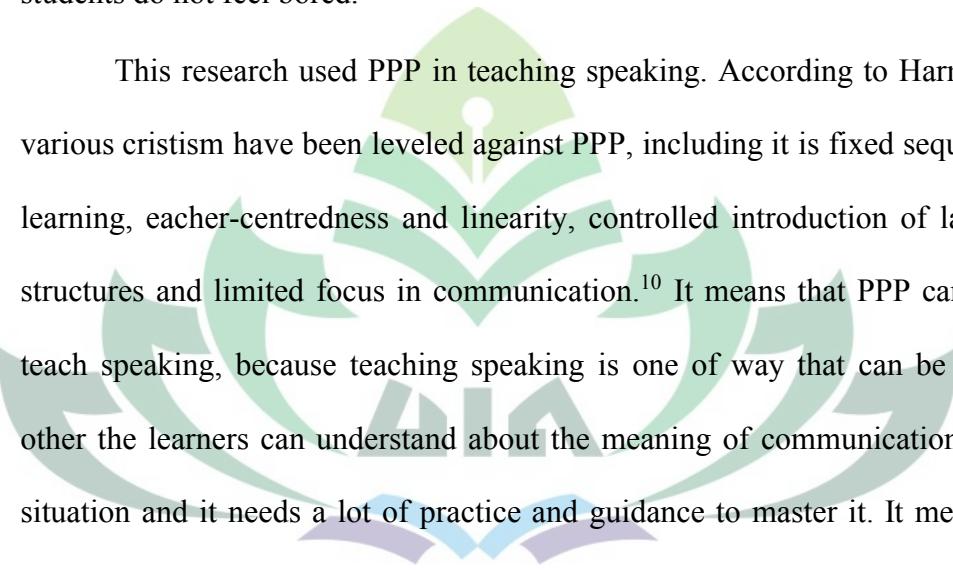


Furthermore by interviewing some students of MTs Darul Ulum Tanjung Bintang. It can be concluded that they have difficulty in speaking. The students are bored to learn English especially speaking because they do not know to speak English because they were not confident to speak English. They are difficult to greeting express, to describe themselves, to introduce themselves and others.⁸ In other side the teacher just used discussion as technique in speaking

⁷ Rita , *The Teacher Documentation*, March 2nd, Unpublished.

⁸ Interview with the students, March 2nd, Unpublished.

class. She never used another technique or strategy before.⁹ It is uninteresting technique to teach speaking. To overcome these problems they need various techniques in speaking. Considering the problem above it will solve by using a technique that makes the students always keep practicing in speaking. There are many kinds of teaching speaking techniques. The technique can attract students' motivation in learning English so that the students feel enjoyable and the students do not feel bored.



This research used PPP in teaching speaking. According to Harmer that various criticism have been leveled against PPP, including it is fixed sequence of learning, teacher-centredness and linearity, controlled introduction of language structures and limited focus in communication.¹⁰ It means that PPP can be used to teach speaking, because teaching speaking is one of ways that can be used in which the learners can understand about the meaning of communication in real situations and it needs a lot of practice and guidance to master it. It means that PPP can be used to help the students to speak fluently and it will motivate and stimulate the students to become active learners.

According to the previous research by Izzah, she said that PPP is really effective in improving students' speaking ability because it inspires students to speak up. PPP technique gives chance for students who get less chance to explore their ability and ideas without being afraid to speak. This technique is good for

⁹ Interview with the teacher, March 2nd, Unpublished.

¹⁰ Jeremy Harmer, *How to Teach English*, (2nd Ed), 1998

teachning speaking by using PPP technique students can be easy to improve speaking skill in the learning process.¹¹

Based on the background and the previous research before the researcher conducted this research entitled “The influence of using PPP technique toward students’ speaking ability of the Eighth Grade at MTs Darul Ulum Tanjung Bintang in the academic year of 2017/2018.”

B. Identification of the Problem

Based on those conditions, some problems were identified as follows:

1. The students’ speaking ability was very low.
2. The students are shy to speak English.
3. The teachers uses monotonous technique.

C. Limitation of the Problem

This research was focused on the use of Presentation, Practice and Production (PPP) technique for teaching students’ speaking ability at the first semester of the eighth grade of MTs Darul Ulum Tanjung Bintang in the 2017/2018 academic year. Moreover, this research was focused on students’ speaking ability in descriptive text about describing people, place and animal.

¹¹Alfiatul Izzah, JP3, Volume 1, No. 12, Agustus: *The Use of PPP (Presentation Practice Production) Technique to Improve Speaking Skill*, 2013. p.24.

D. Formulation of the Problem

Based on the limitation of the problem above, the formulation of the problem formulated by research as follows: "Is there a significant influence of using Presentation, Practice and Production (PPP) toward students' speaking ability at the first semester of the eighth grade of MTs Darul Ulum Tanjung Bintang in the academic year of 2017/2018?"

E. Objective of the Research

The objective of the research is to know whether there is significant influence of using Presentation, Practice and Production (PPP) toward students' speaking ability at the first semester of the eighth grade of MTs Darul Ulum Tanjung Bintang in the academic year of 2017/2018.

F. Significance of the Research

The result of this research is expected to give the theoretical and practical contribution.

1. Theoretically to enrich new theory to the English teacher of MTs Darul Ulum Tanjung Bintang, about the influence of using PPP technique to improve students' speaking ability.
2. Practically:
 - a. For the teacher, it is expected that they can use the result of the research as feedback on teaching language activities or can be one of choices to do in their classroom.

- b. For the students, it is expected that they will enjoy in learning process.
- c. For the school, it is expected that this research will give motivation for the school to observe in teaching English, especially in teaching speaking.

G. Scope of the Research

The researcher limits this research as follows:

1. Subject of the research

The subject of the research was the students of the eighth grade at MTs Darul Ulum Tanjung Bintang in academic year of 2017/2018.

2. Object of the research

The object of the research used PPP technique and students' speaking ability.

3. Place of the research

The research was conducted at MTs Darul Ulum Tanjung Bintang, Kaliasin street, Tanjung Bintang, Lampung Selatan.

4. Time of the research

The research was conducted in the first semester of the eighth grade in the academic year of 2017/2018.

CHAPTER I

INTRODUCTION

A. Background of the Problem

As social being, every human certainly needs to interact with others in order to grant their needs. The interaction in this case is the way human communicate to others. In order to communicate with others, human requires a tool or instrument to convey his/her ideas and intentions to be accepted and understood. The instrument is called a language. Language is an important things in our life, because everyone needs language as a part of communication or communication activity with other people. Harmer stated that language is used widely for communication between people who do not share the same first (or even second) language.¹ It means that language is a tool of communication to express what we thought. It also makes us able to give and receive information.

There are many languages in the world. They have different pronunciation, writing and grammar. Although we have different language, it does not mean that people can not communicate and interact each other in the world.

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (4th Ed), (Edinburgh Gate: Longman, 2007), p. 13

Al-Qur'an also says in Q.S. Al-Hujurat: 13

يَنَّا إِلَّا النَّاسُ إِنَّا خَلَقْنَاكُم مِّنْ ذَكَرٍ وَأُنْثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ

اللَّهِ أَنْقَذْكُمْ إِنَّ اللَّهَ عَلِيمٌ حَبِيرٌ ﴿١٣﴾

“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that they may know each other (not that ye may despise (each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)”.

Quraish Shihab said, “The above verse emphasize the need for mutual know, introduction was needed to pull each other lessons”. Based on the verses, Allah has commanded everyone to know each other although they have differences in gender, tribes and also differences in languages. One of ways that can help someone to know and communicate each other is language.

There are many languages in the world, one of them is English.

English is an international language. It has various functions in different countries. Some countries use English as the first language, some other use it as second language and others use it as foreign language. The ability to communicate in English is very important in global area because English takes up a very important position in almost any sectors of use such as business, commerce, academic field, technology and so on.

Hutchinson and Waters, stated that “English is an important language used by many people to communicate each other in the world. Learning English as foreign language is very important since English is the key to the international currencies of technology and commerce”.² English has four skills. They are listening, speaking, reading and writing. All skills are very important to be mastered including speaking.

Thornbury stated that speaking is so much a part of daily life that we take it for granted. The average people produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in foreign language.³ As social human being, communication plays an important role to get response from the others. Speaking is effective and efficient in real communication. Therefore, speaking is one of four skills which has important role in our daily life, even as a main skill in communication among human beings. Speaking is very important in learning in language.

In learning speaking, Harmer stated that good speaking activities could and should be highly motivating. If all the student are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback – they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving so on) are

²Tom Hutchinson and Alan Waters, *English for Specific Purpose-A Learning-Centered Approach*, (Cambridge: Cambridge University Press, 1987), p. 6

³Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p.1

intrinsically enjoyable in themselves.⁴ It means that teacher should be creative to make students feel fun during the process. They need more than instruction and commandment from the teacher. It is teachers' challenge to be able to motivate the students to pay attention in their lesson.

Based on the preliminary research conducted at MTs Darul Ulum Tanjung Bintang, the researcher found that the students have difficult in speaking. The researcher interviewed Rita as an English teacher to get the data about the students' speaking ability, she stated that the students were difficult to express their ideas through oral, then the students are shy to speak with their friend. Besides, they did not have competence to speak English.⁵ The score of the students' speaking ability can be seen in table 1.

Table 1
Students' Speaking Score of the Eighth Grade at MTs Darul Ulum Tanjung Bintang in academic year of 2017/2018⁶

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

Source : teacher's Documentation of the eighth grade students of MTs Darul Ulum Tanjung Bintang in academic year of 2016/2017

⁴Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Longman, 1998), p.8

⁵Rita , *Interview with the English Teacher*, March 2nd, Unpublished.

⁶Rita , *The Teacher Documentation*, March 2nd, Unpublished.

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

Furthermore by interviewing some students of MTs Darul Ulum Tanjung Bintang. It can be concluded that they have difficulty in speaking. The students are bored to learn English especially speaking because they do not know to speak English because they were not confident to speak English. They are difficult to greeting express, to describe themselves, to introduce themselves and others.⁷ In other side the teacher just used discussion as technique in speaking class. She never used another technique or strategy before.⁸ It is uninteresting technique to teach speaking. To overcome these problems they need various techniques in speaking. Considering the problem above it will solve by using a technique that makes the students always keep practicing in speaking.

To solve the problem, the teacher needs an appropriate technique to help students in speaking activity. Harmer states that There are many techniques that can be applied, they are Grammar Translation, Audio

⁷ Interview with the students, March 2nd , Unpublished.

⁸ Interview with the teacher, March 2nd , Unpublished.

Lingualism, PPP, Task-Based Learning, and Communative Language Teaching.⁹

This research was focused on using PPP in teaching descriptive text to improve students' speaking ability. According to Harmer that various criticism have been leveled against PPP, including its fixed sequence of learning, teacher-centredness and linearity, controlled introduction of language structures and limited focus in communication.¹⁰ It means that PPP can be used to teach speaking, because Teaching speaking is one of ways that can be used in which the learners can understand about the meaning of communication in real situation and it needs a lot of practice and guidance to master it. It means that PPP can be used to help the students to speak fluently and It will motivate and stimulate the students to become active learners.

According to the previous research by Alfiatul Izzah, she said that PPP is relatively straight forward, and structured enough to be easily understood by both of students and new or new emerging teachers. It is showed that this technique suitable for students which are difficult to receive new material. It is also easier for the teacher to make some plans step by step to make more students understand and it can minimize the mistake on the stage when learning process.¹¹

⁹ Jeremy Harmer, *How To Teach English*, P.30

¹⁰ Jeremy Harmer, *How to Teach English*, (2nd Ed), 1998

¹¹ Alfiatul Izzah, JP3, Volume 1, No. 12, Agustus: *The Use of PPP (Presentation Practice Production) Technique to Improve Speaking Skill*, 2013. p.24.

Based on the problem above, this research was focused on the ability of students of speaking, it is important to proven by the fact that the eighth grade students of MTs Darul Ulum Tanjung Bintang have low ability to understand people who speak english. The second difficulty students get bored after learning English. And third the students lack awareness on how important English is. In this research, PPP technique will be investigated whether it is appropriate to give a positive influence toward the students' speaking ability.

The information above motivated to explore the effectiveness of using PPP technique toward the students' speaking ability. The researcher was interested in conducting her research entitled "The influence of using PPP technique toward students' speaking ability of the Eighth Grade at MTs Darul Ulum Tanjung Bintang in the academic year of 2017/2018."

B. Identification of the Problem

Based on those conditions, some problems were identified as follows:

1. The students' speaking ability was very low.
2. The students get bored after long time in learning English.
3. The teachers' technique was less appropriate than PPP.

C. Limitation of the Problem

This research was focused on the use of Presentation, Practice and Production (PPP) technique for teaching students' speaking ability at the first

semester of the eighth grade of MTs Darul Ulum Tanjung Bintang in the 2017/2018 academic year. Moreover, this research was focused on students' speaking ability in descriptive text about describing people, place and animal.

D. Formulation of the Problem

Based on the limitation of the problem above, the formulation of the problem formulated by research as follows: "Is there a significant influence of using Presentation, Practice and Production (PPP) toward students' speaking ability at the first semester of the eighth grade of MTs Darul Ulum Tanjung Bintang in the academic year of 2017/2018?

E. Objective of the Research

The objective of the research is to know whether there is significant influence of using Presentation, Practice and Production (PPP) toward students' speaking ability at the first semester of the eighth grade of MTs Darul Ulum Tanjung Bintang in the academic year of 2017/2018 students' speaking ability.

F. Significance of the Research

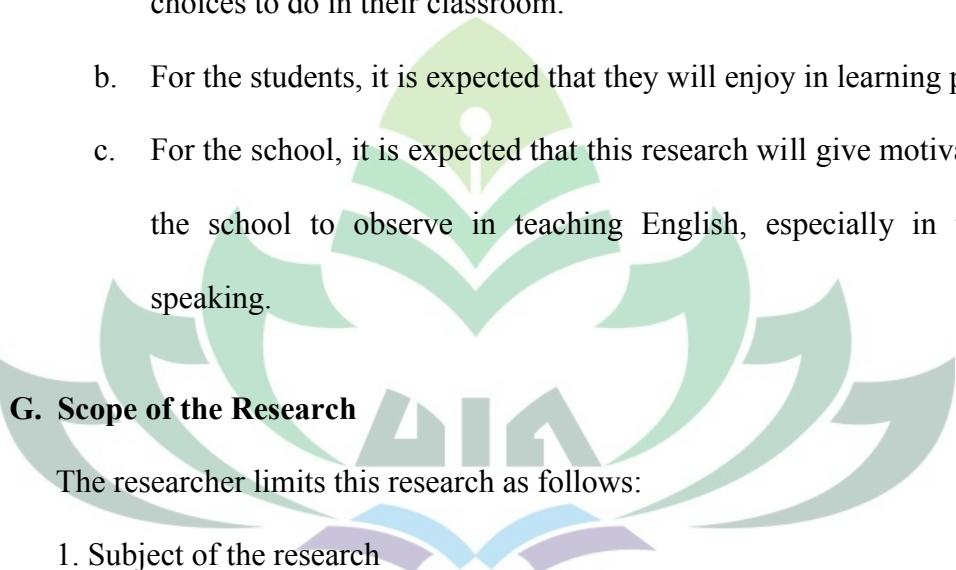
The result of this research is expected to give the theoretical and practical contribution.

1. Theoretically:

The students will get easy technique to speak something by using PPP technique

2. Practically:

- a. For the teacher, it is expected that they can use the result of the research as feedback on teaching language activities or can be one of choices to do in their classroom.
- b. For the students, it is expected that they will enjoy in learning process.
- c. For the school, it is expected that this research will give motivation for the school to observe in teaching English, especially in teaching speaking.



G. Scope of the Research

The researcher limits this research as follows:

1. Subject of the research

The subject of the research was the students of the eighth grade at MTs Darul Ulum Tanjung Bintang in academic year of 2017/2018.

2. Object of the research

The object of the research was use of PPP technique and students' speaking ability.

3. Place of the research

The research was conducted at MTs Darul Ulum Tanjung Bintang, Kaliasin street, Tanjung Bintang, Lampung Selatan.

4. Time of the research

The research was conducted in the first semester of the eighth grade in the academic year of 2017/2018.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

Teaching is an action to transfer knowledge from the teacher to the students. The aim is so the students can understand the teacher's explanation. Teaching is systematic activity that have many components and all of them relate each others. For the reason, it is very important to have good management in teaching. It should be considered about teacher's skill, ability in managing the class and his or her professionalism so the teaching goal is achieved. Further, teaching is guiding and facilitating learning, permit the learners to learn and setting the condition for the learning. Our understanding about teaching can determine our strategy, method, technique, approach, teaching style and phylosophy of education.

Harmer stated that teaching means to give (someone) knowledge or to instruct or to train (someone).¹ Thus, by teaching or being a teacher, someone transfers knowledge, guides and coach other people in learning process.

¹Jeremy Harmer,*How to Teach English* (Edinburgh Gate: Longman, 1998), p.56

It is supported by Harmer, “English as foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country”.² Hence, many students just use English for their communication in the school or institution. In this case, the teacher’s ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

In Indonesia, English is learned at schools and people do not speak the language in the society.³ Consequently, in Indonesia, many people think that English is difficult because they do not practice to use it in their daily life.

Based on explanation above, it can be concluded that teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. Many students are not good in English because they just practice it in their school or institution. In this case, the teacher’s ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

²Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Longman, 2004), p.39

³Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22

B. Speaking

a. Concept of Speaking

Speaking is one of the four language skills. McKay stated that when people speak, it is not the case that they simply open their mouths and speak the words and sentences, when people speak, they are doing so in a cultural context, they are speaking to another person or persons (perhaps friend, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs complementing.⁴ It means that speaking becomes the right way to express ideas and feelings by using language as a connector and the people must know the topic. From the topic, the people can talk to each other and know the purpose or meaning of their speaking.

Therefore, speaking skill is an important part of the curriculum in language teaching. As an important part of the curriculum in language teaching, students should be masters in speaking to achieve at purpose. The teachers will give the material based on the planning of teaching. Therefore, speaking skill is the ability to use the language in oral form.

⁴Penny McKay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2006), p. 179

Brown and quoted by Florez stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information".⁵ It means that in the process of speaking there must be at least two person: the first person is a speaker who gives information and the second person is a listener who receives information. They are part of speakers. Every speaker should express what they want to say and directly answer the question that have given.

Based on the statement above, it can be concluded that speaking or oral communication is a way of communication which involves not only to produce language correctly, but also to express feeling, to describe experiences, and to explain ideas by using language communicatively.

b. Function of Speaking

Function of speaking is to deliver message or ideas from the speaker to the listener and speaking will help the speaker and listener to know what they mean. Richard made a useful distinction between the interaction functions of speaking (in which it serves to establish and maintain social relations), and the transactional function (which focus on the exchange of information).

⁵Mary Ann Cunningham Florez,(1999)."Improving adult English language learners speaking skills ", Retrieved from <http://www.marshadulteducation.org/pdf/briefs/> improving%20Ellspgh. Florez.Pdf (accessed onFebruary 19, 2016).

Brown and Yule's in Jack Richard said that the function of speaking. They are talk as interaction, talk transaction and talk as performance.⁶

1. Talk is interaction

This refers to what we normally mean by conversation and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2. Talk as transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly with each other. In transactions, Jones in Richard states talk is associated with other activities. For example, students may be engaged in hand on activities. (e.g. in a science lesson) to explore concept associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

⁶Jack C Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p. 21

3. Talk as a performance

The third type of talk which can usefully be distinguished has been called talk as a performance. This refers to public talk. That is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. It is recognized by skill, strength or luck. It is an activity engaged in for amusement.⁷

Meanwhile, Thornbury states that speaking is one of the language skills that have vital function to orally express any messages, ideas, opinions, and emotions.

Furthermore, Thornbury elaborates some functions of speaking as follows:

a. Representative function

In this function, speaking has an important role to make statement and for sending information about knowledge.

b. Directive function

In this view, speaking is used to express any suggestion and advices orally.

c. Evaluation function

In this case, speaking is used to know and to evaluate comprehension degrees of speakers and listeners about the substances of speaking.⁸

⁷Ibid, p.24

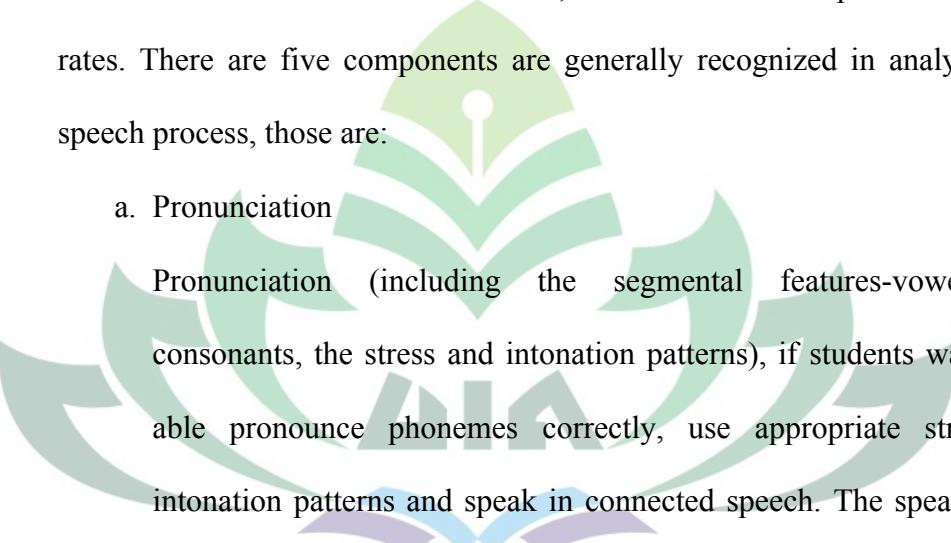
⁸Scott Thornbury, *How to Teach Speaking*, (London : Longman, 2005), p. 60

Based on explanation above it can be concluded that function of speaking is to orally express any message, ideas, opinions and emotions from the speaker to listener, in that is primary purpose is to establish and maintain social relationship.

c. Element of Speaking

Heaton stated that speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. There are five components are generally recognized in analyzing the speech process, those are:

a. Pronunciation



Pronunciation (including the segmental features-vowels and consonants, the stress and intonation patterns), if students want to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the law language that do not exist in language they already know.

b. Grammar

It is no obvious that in order be able speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sounds patterns, the basic units of

meaning, such as words, and the rules to combine them to form new sentences.

Therefore, grammar is very important in speaking because if the speakers do not master grammar structure, they cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element of language. Vocabulary is made up of single words, set phrases, variable phrases, phrasal verbs, idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

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

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information that they want. Comprehension is defined as

the ability to understand something by reasonable comprehension of the subject or as the knowledge of what a situation is really like.⁹

Based on the explanation above, it can be concluded that there are five elements needed for spoken production they are pronunciation, grammar, vocabulary, fluency, and comprehension. We do not only need one or two vocabularies but also as many as we can memorize and understand it. Sometimes some people say that grammar is not necessary but we can see if we do not understand grammar, how people can understand us. Good pronunciation is also necessary for our communication. So, all of elements are needed to produce spoken production well and make good communication for us.

d. Concept of Teaching Speaking

Teaching speaking is one of way that can be used in other the learners can understand about the meaning of communication in real situation and it needs a lot of practice and guidance to master it. Teaching speaking is about how to use language for communication, for transferring ideas, thought or even feeling to other people.

⁹ J. B. Heaton, *English Language Test*, (New York : New York Inc, 1990), p. 45

Harmer stated that students are using any and all the language at their command to perform some kind of oral task. The important thing is that there should be a task to complete and that the students should want to complete it.¹⁰ It means that the students need partner to practice their speaking. Because we know that speaking is much more complex so teaching speaking is an important aspect of learning process.

The purpose of teaching speaking is to train the teachers the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well.¹¹ Therefore, in teaching speaking, teachers should know to concept of speaking to make the students understand about what teachers explain about.

Teaching speaking is also the way for students to express their emotions, communicative needs, interact to other people in any situation, and influence the others. When teaching young learners, we constantly have to keep in mind the fact what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge, and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something

¹⁰ Jeremy Harmer, *How to Teach Speaking*, (Singapore: Longman,2001), p. 87

¹¹ Kimtafsirah and et.al., *Teaching Speaking*, (MGMP Bahasa Inggris : Jakarta, 2009),

to hold on to, expand and grow.¹² Thus, the teachers should give variation in teaching speaking process. It will make the learners pay attention with the material and also can keep their mind to receive the material easier.

Based on the explanation above, it can be concluded that teaching speaking is about how to use language communication, for transferring idea, though or even feeling to other people. In teaching speaking, teacher should know to concept of speaking to make students understand about what teacher explain about and also the interesting media to increase the students motivation when the study English especially speaking.

e. Concept of Speaking Ability

Speaking is the most important skill in English language teaching. As we know Speaking is a human intelligence to make a sound and convey the opinions of his mind. The use of good goals and also to speak to others is one of God's commands.

¹² Natasha Intihar Klancar, *Developing Speaking Skills in the Young Learners Classroom*, internet TESL Journal, Vol. XII, No. 11, November 2006. <http://www.google.ca/search?rd/Natasha%20intihar%klancar%developings%20speaking> p.1, (accessed on March 13th 2016).

As it is written in Holy Quran, Al-Baqarah, verse: 83

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَائِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهُ وَبِالْوَالِدَيْنِ إِحْسَانًا وَذِي الْقُرْبَى
وَآتَيْنَاهُمْ وَالْمَسَكِينَ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَءَاتُوا الْزَكَوَةَ ثُمَّ تَوَلَّتُمْ
إِلَّا قَلِيلًا مِنْكُمْ وَأَنْتُمْ مُعَرْضُونَ

Meaning: We made a covenant with the children of Israel: “Worship none but God; and be good parents and relatives and orphans and the needy; and speak nicely to people; and pray regularly, and give alms.”

Then you turned away, except for a few of you, recanting”. Therefore speaking is a necessary ability to communicate with each other. And people is communicating to anyone and ordered by Allah to use good words.

Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading and listening. It is supported by Jaulston and Brunder who said that speaking ability is taken to be the objectives of language teaching.¹³ It means that besides mastering listening, reading and writing, the learners should also master speaking as one of the goal of learning English.

¹³ Christiana BrattJaulston and Mary Newton Brunder, *Teaching English as Second Language: Technique and Procedure*, Winthrop Publisher Inc, Massachussets 1976, p. 55

Speaking ability is not only based on the time but also it is based on their habitation to speak English. They must practice in their daily activities because speaking ability is verbal intelligence. This is supported by Broughton, *et.al* who state that it is important that a students should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations.¹⁴ It means that speaking ability is a form of productive skill verbally which the students can practice the speaking English naturally based on the context.

Speaking ability cannot be assessed by time. Luoma stated that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.¹⁵ It means that speaking ability can be assessed appropriately based on its scale or scoring rubric.

¹⁴ Geoffrey Broughton, *et. al.*,*Teaching English as a Foreign Language*, (2nd Edition),(New York: Routledge, 1980), p.82

¹⁵ Sari Luoma, *Assesing Speaking*, (Cambridge: Cambridge University Press, 2004), p. 1

In this research, the researcher used the oral English sheet that is supported by Brown. The criteria of Oral Proficiency Score are:

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency
- e. Comprehension¹⁶

Based on the explanation above, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communication competence so that competence can be measured by five criteria; pronunciation, grammar, vocabulary, fluency, and comprehension.

B. Presentation Practice Production

A. Definition of Presentation Practice Production Technique

PPP or Presentation, Practice and Production is kind of organization typical of many published English language teaching course.¹⁷ Or an oral lesson which aims to teach new structure of function is often divided into three stage, commonly known as the presentation stage, the practice stage

¹⁶ Brown, H, Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy.*(New York: Addison Wesley Longman,2001) ,p. 406-407

¹⁷ *Ibid*, p.128

and production stage.¹⁸ It means that PPP technique which consists of three steps: Presentation, Practice, and Production.

Presentation Practice and Production (PPP) in British-based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production. In this procedure the teacher introduces a situation which contextualises the language to be taught. The language, too, presented. Later the students, using the new language, make sentences of their own, and this is referred to as production.¹⁹ It means that PPP technique there are three steps: Presentation, Practice, and Production, this procedure the teacher presented, than the students practice the language using accurate reproduction techniques such as choral repetition. It is a good place to start in terms of applying good communicative language teaching in the classroom.

Woodward stated that This teaching sequence involves setting up a situation, eliciting or modelling some language that fits the situation, having students practise the new language in a controlled way and then encouraging students to use the new language in a freer way either for their own purposes and meanings or in differing, artificially constructed contexts.²⁰ It means that is used by involving setting up a situation, eliciting or modeling some

¹⁸ Jeremy Harmer, *The Practice Of English Language Teaching*, (3rd Ed), (Edinburgh Gate; Longman), P.80

¹⁹ Jeremy Harmer, *The Practice Of English Language Teaching*, (3rd Ed), (Edinburgh Gate; Longman), P.80

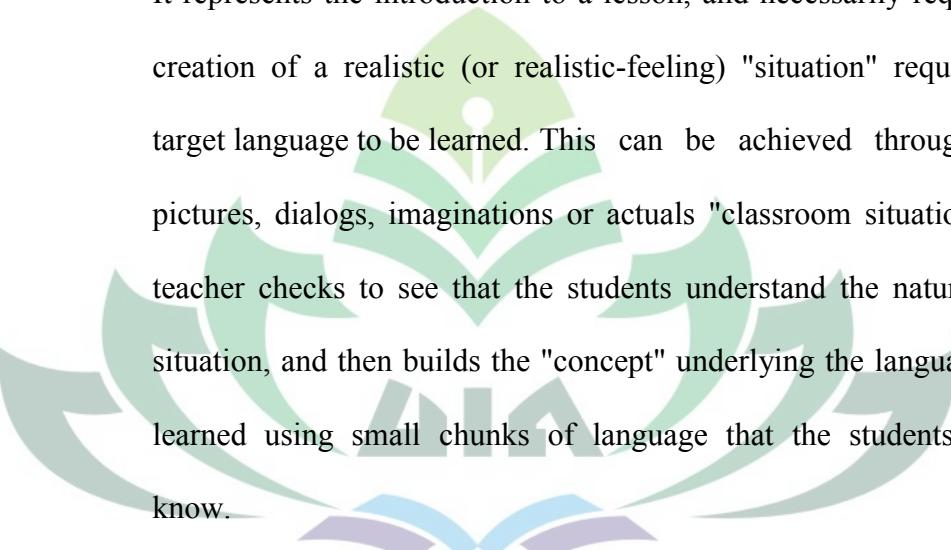
²⁰ Tessa Woodward, *Planning Lessons and Courses*, (Cambridge: Cambridge University Press, 2001), p.126

language that fits the situation, having students practice the new language in a controlled way and then encouraging students to use the new language.

Harmer explains PPP as follows²¹:

a. Presentation

Presentation is the practice of showing and explaining the content of a topic to an audience or learner.



It represents the introduction to a lesson, and necessarily requires the creation of a realistic (or realistic-feeling) "situation" requiring the target language to be learned. This can be achieved through using pictures, dialogs, imaginations or actuals "classroom situations". The teacher checks to see that the students understand the nature of the situation, and then builds the "concept" underlying the language to be learned using small chunks of language that the students already know.

Having understood the concept, students are then given the language "model" and engage in choral drills to learned statement, answer and question forms for the target language. This is a very teacher-orientated stage where error correction is important.

b. Practice

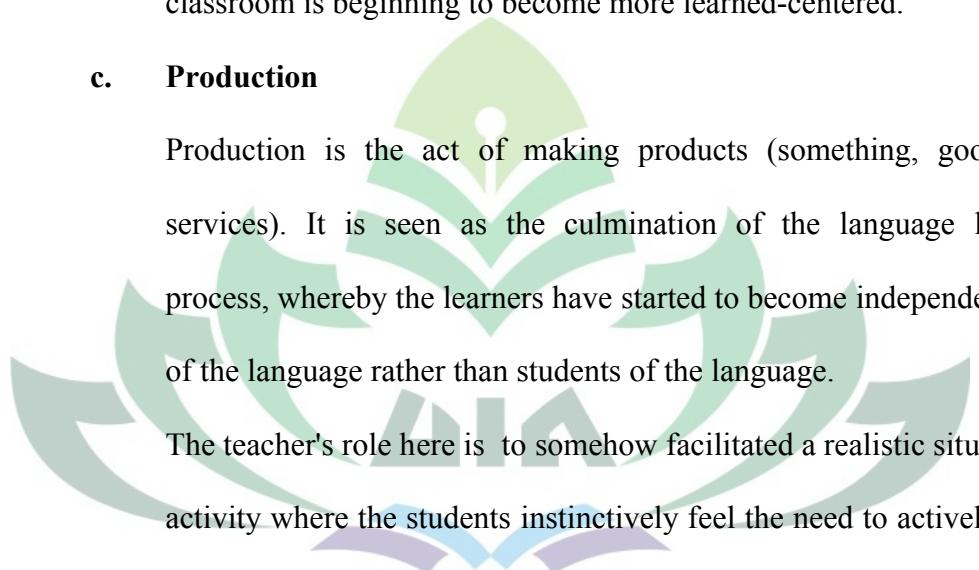
Practice is learning by repetition. Practice usually begins with what is termed "mechanical practice" open and closed pair work. Students

²¹ Ibid

gradually move into more "communicative practice" involving procedures like information gap activities, dialog creations and controlled role plays.

Practice is seen as the frequency device to created familiarity and confidence with the new language, and a measuring stick for accuracy. The teacher still directed and corrected at this stage, but the classroom is beginning to become more learned-centered.

c. Production



Production is the act of making products (something, goods and services). It is seen as the culmination of the language learning process, whereby the learners have started to become independent users of the language rather than students of the language.

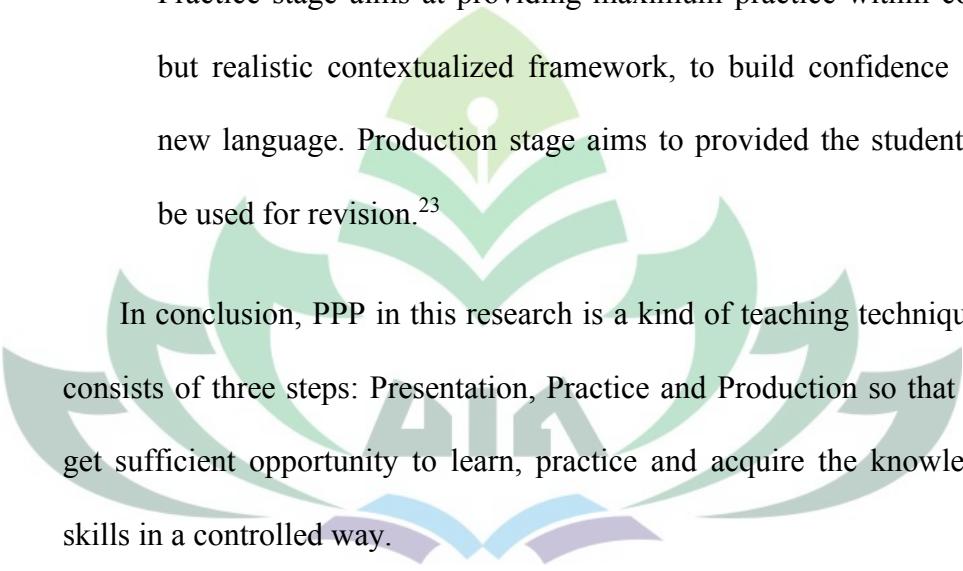
The teacher's role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have been practicing. The teacher does not correct or become involved unless students directly appeal to him/her to do so.

Woodward stated that in terms of our four basic ways of working, the presentation stage, with its setting up of the situation, is an opening stage in which the teacher makes the new language plain. The practice and production stages are chances for students to use and refine their understanding. If, during the presentation stage, a student comes up

with the target language, then this student is using memory from past learning encounters and may then be used as the person who makes the target items plain to the other students.²²

Presentation stage aims at giving students to realized the usefulness and relevance of a new language item, to present the meaning and formal to check understanding.

Practice stage aims at providing maximum practice within controlled but realistic contextualized framework, to build confidence in using new language. Production stage aims to provided the students and to be used for revision.²³



In conclusion, PPP in this research is a kind of teaching technique which consists of three steps: Presentation, Practice and Production so that students get sufficient opportunity to learn, practice and acquire the knowledge and skills in a controlled way.

C. Procedure of Using Presentation Practice Production Technique

In this procedure the teacher introduces a situation which contextualizes the language to be taught. The language, too, is then presented. The students now practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase,

²² Tessa Woodward, *Planning Lessons and Courses*, (Cambridge: Cambridge University Press, , 2001), p.126

²³ Scott Thornbury, Op. Cit, P.128

or sentences all together with the teacher ‘conducting’), individual repetition (where individual student repeat a word, phrase, or sentences at the teacher’s urging) and cue-response drills (where the teacher gives a cue such as cinema, nominates a student by name or by looking or pointing, and the student make the desired response, e.g. would you like to come to the cinema?) these have similarities with the classic kind of audio-lingual drill we saw above, but because they are contextualized by the situation that has been presented, they carry more meaning than a simple substitution drill. Latter the students, using the new language, make sentences of their own, and this is refer to as production. The following elementary-level example demonstrates this procedure:²⁴

- A. Presentation: the teacher shows the students the following picture and asks them about the picture.
- B. Practice: the teacher gets the students to repeat the sentence “*she is a beautiful*”. She may then nominate certain students to repeat the sentence individually, and she corrects any mistakes she hears. Now she goes back and models more sentences from the picture (*her face is oval*), getting choral and individual repetition where she thinks this is necessary.

²⁴ Jeremy Harmer, *The Practice Of English Language Teaching*, (3rd Ed), (Edinburgh Gate; Longman), P.80

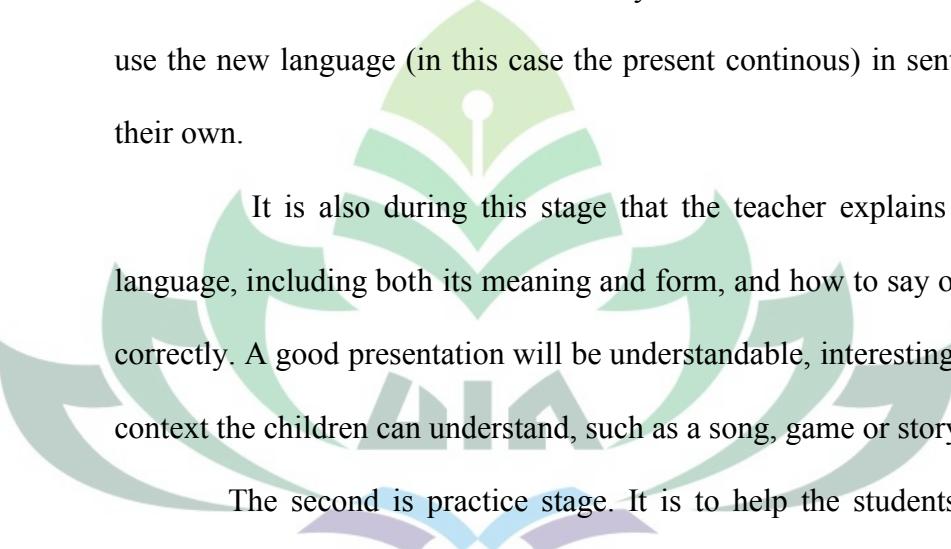
Now she is in a position to conduct a slightly freer kind of drill than the audio-lingual one above:

Teacher: can anyone tell me?

Student: She is a pointed.

Teacher: Good, etc.

- C. Production: the end point of PPP cycle is a production, which some trainers have called ‘immediate creativity’. Here the students are asked to use the new language (in this case the present continuous) in sentences of their own.



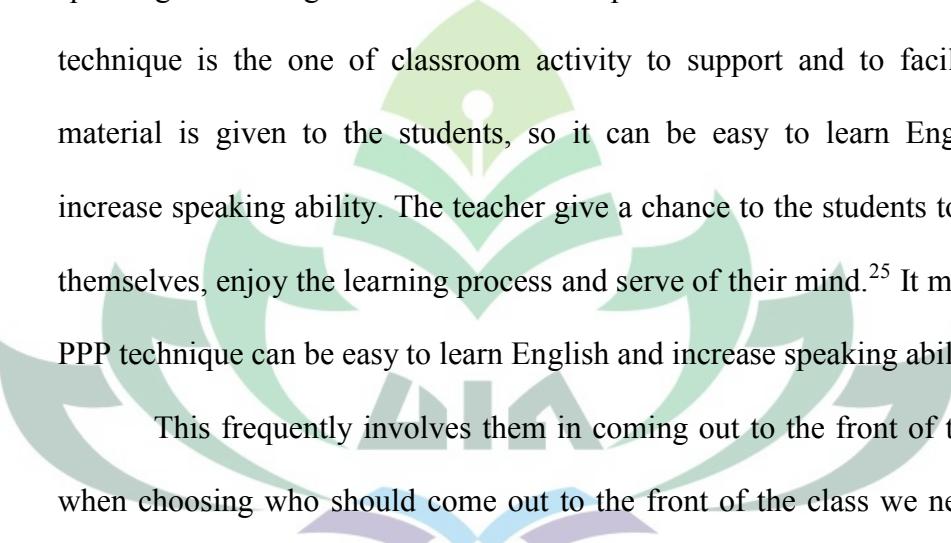
It is also during this stage that the teacher explains the new language, including both its meaning and form, and how to say or write it correctly. A good presentation will be understandable, interesting and in a context the children can understand, such as a song, game or story.

The second is practice stage. It is to help the students use the new language you have just explained to them. The teacher can ask the children to produce sentences or answer questions that demonstrate they understand how to use the language correctly. In a good practice stage, language will also be in a context which children understand. It is at this stage that error correction is most important.

The final stage is the production stage. This stage will be helped motivate children to communicate meaning with the new language. Students should have the opportunity during this stage to experiment with the language.

D. Teaching Speaking through PPP

Teaching speaking through PPP technique can assist our teaching of speaking. Providing a differentiate atmosphere and motivate students. PPP technique is the one of classroom activity to support and to facilitate the material is given to the students, so it can be easy to learn English and increase speaking ability. The teacher give a chance to the students to express themselves, enjoy the learning process and serve of their mind.²⁵ It means that PPP technique can be easy to learn English and increase speaking ability.



This frequently involves them in coming out to the front of the class, when choosing who should come out to the front of the class we need to be careful not to choose the shyest students first and we need to work to create the right kind supportive atmosphere in the class. Then, the teacher puts the students in pairs to practice. By giving students practice this stage will be helped motivate children to communicate meaning with the new language. Students should have the opportunity during this stage to experiment with the language.

²⁵Scott Thornbury, *How to Teach Speaking* ,(London: Longman, 2005), p. 67

From the statement above, it can be concluded that teaching speaking through PPP is needed as a part from classroom speaking activity to grow up the students interact and active in the class. The teacher also is most important role in the class as a facilitator and help student to improve their ability, especially students' speaking ability.

E. The Strengths of Using Presentation Practice Production

The strengths of are as follows:

- a. The teacher will be aware that teaching learning is not only giving material for the students but also giving the opportunity to make their own sentences by using PPP.
- b. The students can understand about the English Language especially speaking ability.
- c. The advantage of using PPP make the students interested in speaking skill.
- d. PPP technique make the students active in the class.²⁶

With the material that will be provided to teachers in the form of pictures or stories, able to attract the interest of students towards the English especially speaking ability that many students rated difficult.

²⁶ Jeremy Harmer, *How to teach English*, (Edinburg Gate; Longman, 1998), p.30

F. The Weakness of Using Presentation Practice Production

The weakness of PPP technique is that it needs much time to prepare the material.

It means that PPP technique requires a lot of time to prepare the material, so the teacher should be able to take a manage of the time so that this technique can run well.

G. Discussion Technique

a. Concept of Discussion Technique

Discussion technique or group learning which organized students' into small groups so that they can work to gather to maximize their own and each other's learning. Discussion is a communication process when both parties send a message which must not only be properly encoded but also decoded.²⁷

It means discussion is three or more people interacting face to face, with or without an assigned leader in such a way that each person influence, and is influenced by another person in the group.

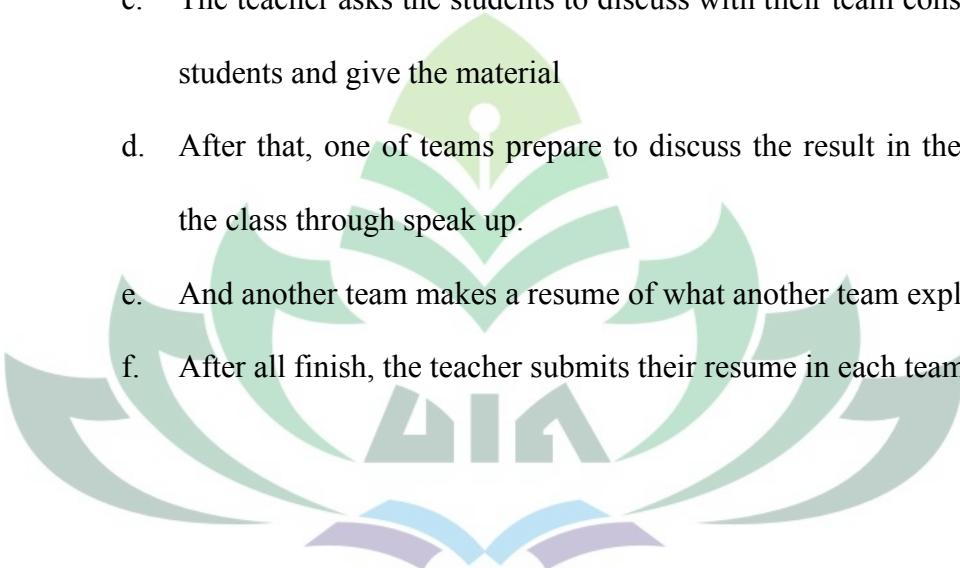
From the explanation above, it can be concluded that discussion technique is design to provide to opportunity for discussion between teacher and students, and students to students ns that the technique creates to conversation and exchange of ideas in class.

²⁷George Brown and Madeleine Atkins, *Effective Teaching in Higher Education*, (London: Routledge, 1988), p. 50

b. Procedure of Discussion Technique

The procedure of discussion technique are:

- a. The teacher should prepare the material and gives the purpose of the material.
- b. The teacher chooses the case that will be discussed from the material.
- c. The teacher asks the students to discuss with their team consist of six students and give the material
- d. After that, one of teams prepare to discuss the result in the front of the class through speak up.
- e. And another team makes a resume of what another team explains.
- f. After all finish, the teacher submits their resume in each team.²⁸



c. Teaching Speaking through Discussion Technique

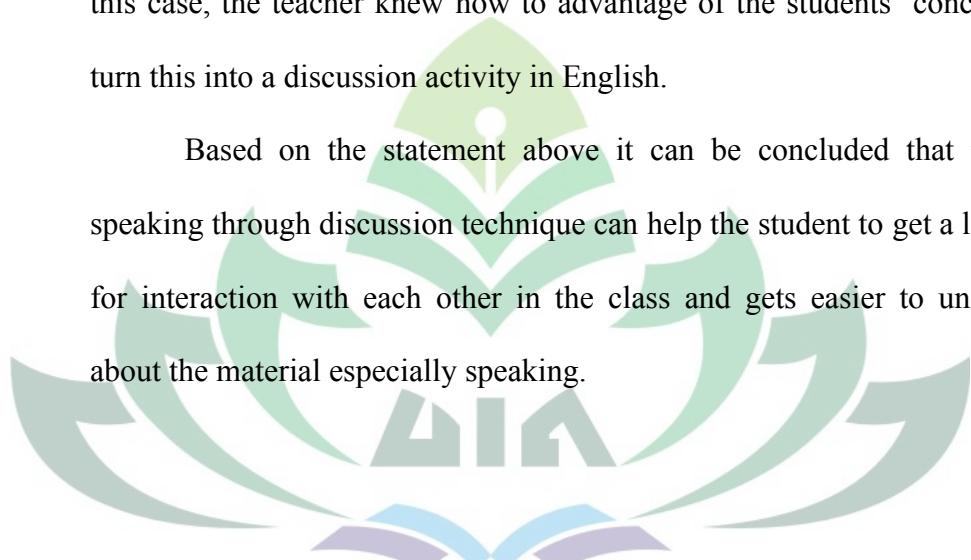
Teaching speaking through discussion technique can assist our teaching speaking. The problem of developing small group teaching dependsas much on student training as on teacher training.

Brown and Atkins stated that Effective small group teaching is a much more challenging task than isoften realized. It is relatively easy to have

²⁸Wina Sanjaya, *Strategi Pembelajaran*, (Jakarta: KencanaPrenamedia Group, 2006), p. 158

a vague meandering discussion. It is much more difficult for students to discuss coherently, to question, and to think.²⁹ Many teachers would agree that the best discussion in class are those that arise spontaneously, either because a something personal that a learners reports or because a topic or a text in the course book in triggers some debate. Here for example, a teacher describes how one such discussion erupted in a class of catalan teenagers. In this case, the teacher knew how to advantage of the students' concern, and turn this into a discussion activity in English.

Based on the statement above it can be concluded that teaching speaking through discussion technique can help the student to get a lot easier for interaction with each other in the class and gets easier to understand about the material especially speaking.



d. Advantages and Disadvantages of Discussion Technique

A. Advantages

- (a) The student can be active to give idea in this technique.
- (b) The students can be given opportunities to share their idea to solve the problem.

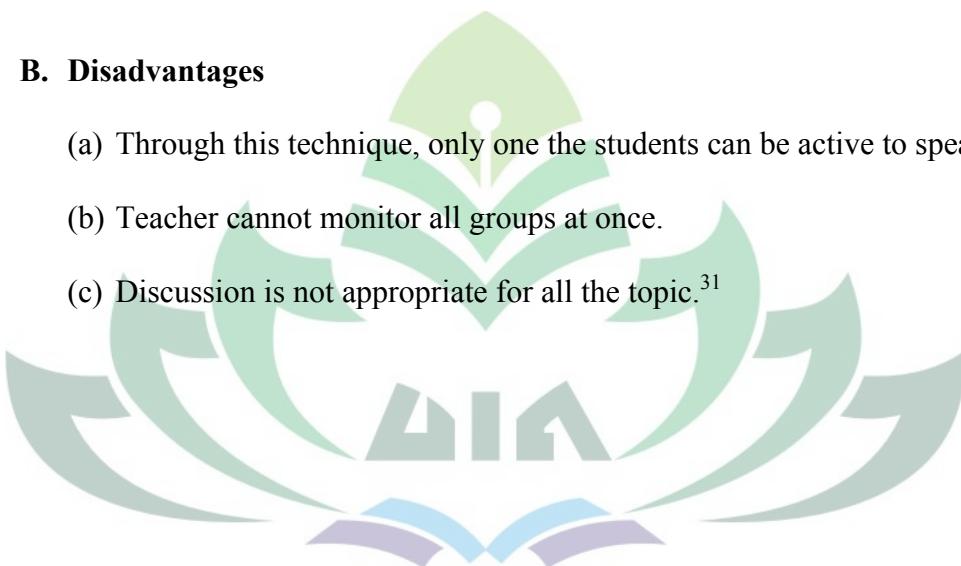
²⁹Ibid

- (c) This technique can help students to express their idea through speak up.³⁰

Based on the statement above it can be inferred that discussion technique is an activity in the classroom that can make the students to be more active in giving the students opinions with the group and directly improving students speaking ability.

B. Disadvantages

- (a) Through this technique, only one the students can be active to speak.
- (b) Teacher cannot monitor all groups at once.
- (c) Discussion is not appropriate for all the topic.³¹



Based on the statements above, it can be concluded that disadvantages of discussion is the class situation becomes noisy and not appropriate for all the topics. And then, the teacher cannot monitor all of the students because the teacher only focus on the students will be active.

H. Frame of Thinking

³⁰Ibid., p.156

³¹Ibid

In teaching and learning English, we need not only the suitable material for the students but also the appropriate technique in giving material to make the students interest in learning English in the classroom. The main aim of teaching and learning English is to enable the students to use English in real life situation and the real life communication.

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered in junior high school. Speaking will be used to communicate with other people. In our daily activities we need the ability to speak well in order to make our partner understand about what we want to talk about, what feeling we have so on. Teaching and learning Speaking usually uses the monotonous technique; it makes students feel bored in learning English, especially speaking needs a good technique, so that the students would not feel bored and unmotivated. In this research will be observed the technique by using PPP to increase and give motivation the students.

Presentation Practice Production (PPP) is a technique, students will acquire what they are learning and give them opportunities to practice, so they will be able to use the structure in communicative situation. So, to increase student's in learning speaking ability, teacher can use PPP technique.

Based on the description above, the researcher assumed that using PPP in teaching speaking in the classroom will be attractive the students' interest

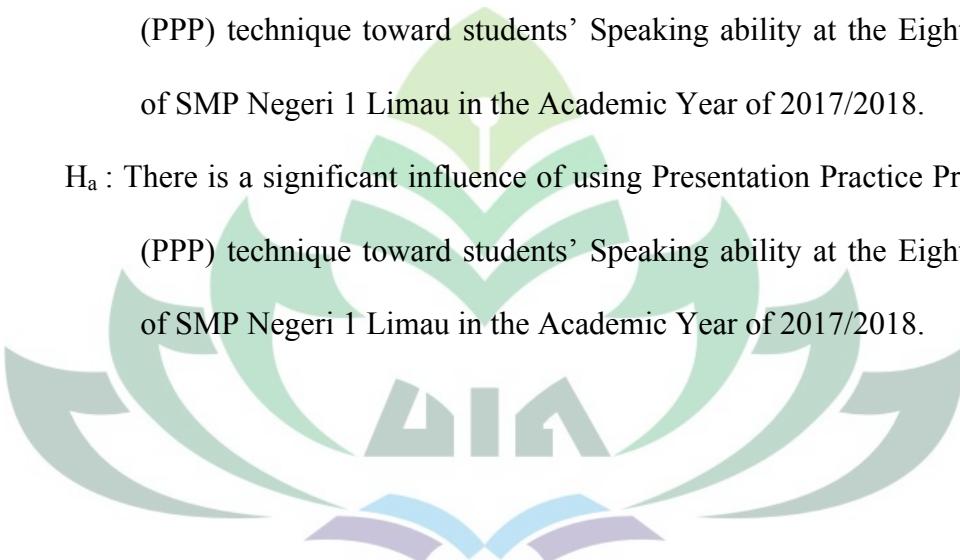
and increase their motivation to speak their idea, it makes them more actively to speak up in front of their friend.

I. Hypothesis

Based on the frame of thinking above, the researcher formulated the hypotheses as follows:

H_0 : There is no significant influence of using Presentation Practice Production (PPP) technique toward students' Speaking ability at the Eighth Grade of SMP Negeri 1 Limau in the Academic Year of 2017/2018.

H_a : There is a significant influence of using Presentation Practice Production (PPP) technique toward students' Speaking ability at the Eighth Grade of SMP Negeri 1 Limau in the Academic Year of 2017/2018.



CHAPTER II

REVIEW OF RELATED LITERATURE

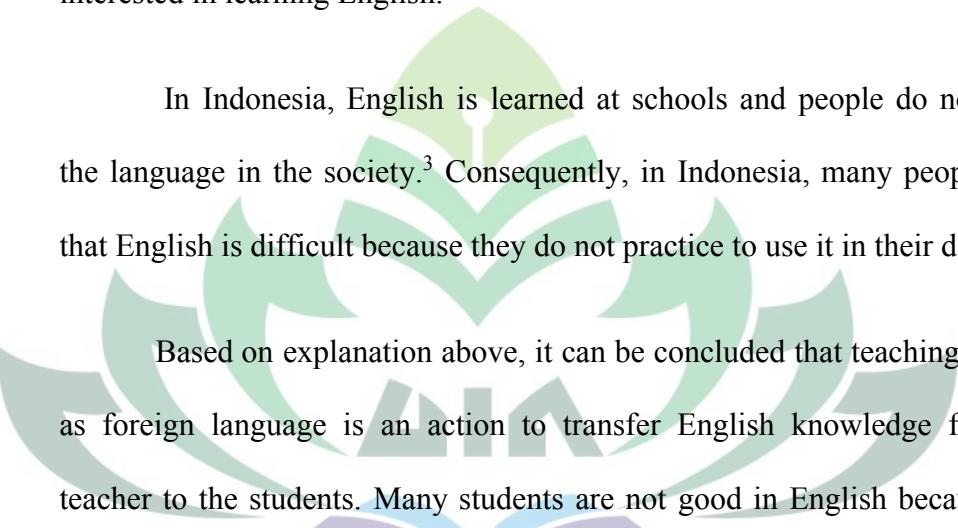
A. Teaching English as a Foreign Language

Teaching is an action to transfer knowledge from the teacher to the students. The aim is so the students can understand the teacher's explanation. Teaching is systematic activity that have many components and all of them relate each others. For the reason, it is very important to have good management in teaching. It should be considered about teacher's skill, ability in managing the class and his or her professionalism so the teaching goal is achieved. Further, teaching is guiding and facilitating learning, permit the learners to learn and setting the condition for the learning. Our understanding about teaching can determine our strategy, method, technique, approach, teaching style and phylosophy of education.

Harmer stated that teaching means to give (someone) knowledge or to instruct or to train (someone).¹ Thus, by teaching or being a teacher, someone transfers knowledge, guides and coach other people in learning process.

¹Jeremy Harmer,*How to Teach English* (Edinburgh Gate: Longman, 1998), p.56

It is supported by Harmer, “English as foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country”.² Hence, many students just use English for their communication in the school or institution. In this case, the teacher’s ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.



In Indonesia, English is learned at schools and people do not speak the language in the society.³ Consequently, in Indonesia, many people think that English is difficult because they do not practice to use it in their daily life.

Based on explanation above, it can be concluded that teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. Many students are not good in English because they just practice it in their school or institution. In this case, the teacher’s ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

²Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Longman, 2004), p.39

³Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22

B. Speaking

a. Concept of Speaking

Speaking is one of the four language skills. McKay stated that when people speak, it is not the case that they simply open their mouths and speak the words and sentences, when people speak, they are doing so in a cultural context, they are speaking to another person or persons (perhaps friend, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs complementing.⁴ It means that speaking becomes the right way to express ideas and feelings by using language as a connector and the people must know the topic. From the topic, the people can talk to each other and know the purpose or meaning of their speaking.

Therefore, speaking skill is an important part of the curriculum in language teaching. As an important part of the curriculum in language teaching, students should be masters in speaking to achieve at purpose. The teachers will give the material based on the planning of teaching. Therefore, speaking skill is the ability to use the language in oral form.

⁴Penny McKay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2006), p. 179

Brown and quoted by Florez stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information".⁵ It means that in the process of speaking there must be at least two person: the first person is a speaker who gives information and the second person is a listener who receives information. They are part of speakers. Every speaker should express what they want to say and directly answer the question that have given.

Based on the statement above, it can be concluded that speaking or oral communication is a way of communication which involves not only to produce language correctly, but also to express feeling, to describe experiences, and to explain ideas by using language communicatively.

b. Function of Speaking

Function of speaking is to deliver message or ideas from the speaker to the listener and speaking will help the speaker and listener to know what they mean. Richard made a useful distinction between the interaction functions of speaking (in which it serves to establish and maintain social relations), and the transactional function (which focus on the exchange of information).

⁵Mary Ann Cunningham Florez,(1999)."Improving adult English language learners speaking skills ", Retrieved from <http://www.marshadulteducation.org/pdf/briefs/> improving%20Ellspgh. Florez.Pdf (accessed onFebruary 19, 2016).

Brown and Yule's in Jack Richard said that the function of speaking. They are talk as interaction, talk transaction and talk as performance.⁶

1. Talk is interaction

This refers to what we normally mean by conversation and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2. Talk as transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly with each other. In transactions, Jones in Richard states talk is associated with other activities. For example, students may be engaged in hand on activities. (e.g. in a science lesson) to explore concept associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

⁶Jack C Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p. 21

3. Talk as a performance

The third type of talk which can usefully be distinguished has been called talk as a performance. This refers to public talk. That is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. It is recognized by skill, strength or luck. It is an activity engaged in for amusement.⁷

Meanwhile, Thornbury states that speaking is one of the language skills that have vital function to orally express any messages, ideas, opinions, and emotions.

Furthermore, Thornbury elaborates some functions of speaking as follows:

a. Representative function

In this function, speaking has an important role to make statement and for sending information about knowledge.

b. Directive function

In this view, speaking is used to express any suggestion and advices orally.

c. Evaluation function

In this case, speaking is used to know and to evaluate comprehension degrees of speakers and listeners about the substances of speaking.⁸

⁷Ibid, p.24

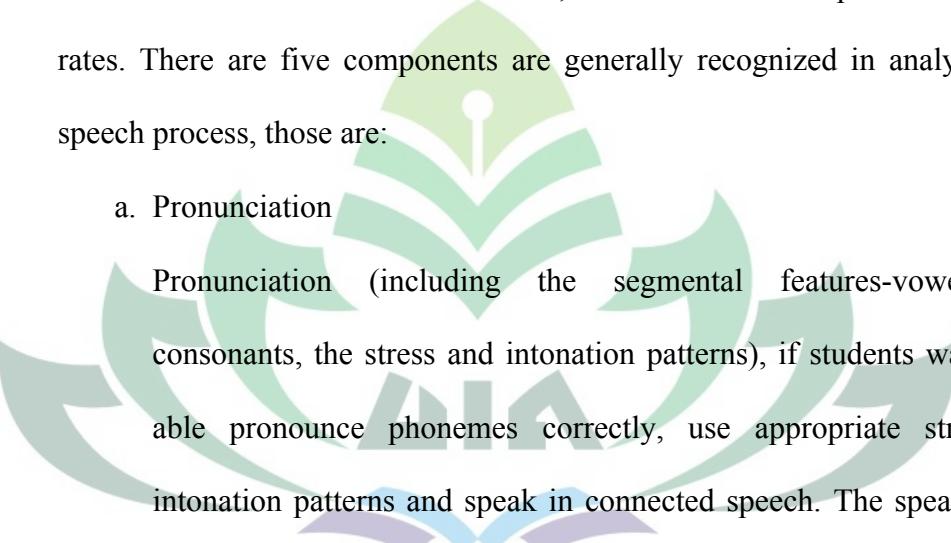
⁸Scott Thornbury, *How to Teach Speaking*, (London : Longman, 2005), p. 60

Based on explanation above it can be concluded that function of speaking is to orally express any message, ideas, opinions and emotions from the speaker to listener, in that is primary purpose is to establish and maintain social relationship.

c. Element of Speaking

Heaton stated that speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. There are five components are generally recognized in analyzing the speech process, those are:

a. Pronunciation



Pronunciation (including the segmental features-vowels and consonants, the stress and intonation patterns), if students want to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the law language that do not exist in language they already know.

b. Grammar

It is no obvious that in order be able speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sounds patterns, the basic units of

meaning, such as words, and the rules to combine them to form new sentences.

Therefore, grammar is very important in speaking because if the speakers do not master grammar structure, they cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element of language. Vocabulary is made up of single words, set phrases, variable phrases, phrasal verbs, idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

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

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information that they want. Comprehension is defined as

the ability to understand something by reasonable comprehension of the subject or as the knowledge of what a situation is really like.⁹

Based on the explanation above, it can be concluded that there are five elements needed for spoken production they are pronunciation, grammar, vocabulary, fluency, and comprehension. We do not only need one or two vocabularies but also as many as we can memorize and understand it. Sometimes some people say that grammar is not necessary but we can see if we do not understand grammar, how people can understand us. Good pronunciation is also necessary for our communication. So, all of elements are needed to produce spoken production well and make good communication for us.

d. Concept of Teaching Speaking

Teaching speaking is one of way that can be used in other the learners can understand about the meaning of communication in real situation and it needs a lot of practice and guidance to master it. Teaching speaking is about how to use language for communication, for transferring ideas, thought or even feeling to other people.

⁹ J. B. Heaton, *English Language Test*, (New York : New York Inc, 1990), p. 45

Harmer stated that students are using any and all the language at their command to perform some kind of oral task. The important thing is that there should be a task to complete and that the students should want to complete it.¹⁰ It means that the students need partner to practice their speaking. Because we know that speaking is much more complex so teaching speaking is an important aspect of learning process.

The purpose of teaching speaking is to train the teachers the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well.¹¹ Therefore, in teaching speaking, teachers should know to concept of speaking to make the students understand about what teachers explain about.

Teaching speaking is also the way for students to express their emotions, communicative needs, interact to other people in any situation, and influence the others. When teaching young learners, we constantly have to keep in mind the fact what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge, and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something

¹⁰ Jeremy Harmer, *How to Teach Speaking*, (Singapore: Longman,2001), p. 87

¹¹ Kimtafsirah and et.al., *Teaching Speaking*, (MGMP Bahasa Inggris : Jakarta, 2009),

to hold on to, expand and grow.¹² Thus, the teachers should give variation in teaching speaking process. It will make the learners pay attention with the material and also can keep their mind to receive the material easier.

Based on the explanation above, it can be concluded that teaching speaking is about how to use language communication, for transferring idea, though or even feeling to other people. In teaching speaking, teacher should know to concept of speaking to make students understand about what teacher explain about and also the interesting media to increase the students motivation when the study English especially speaking.

e. Concept of Speaking Ability

Speaking is the most important skill in English language teaching. As we know Speaking is a human intelligence to make a sound and convey the opinions of his mind. The use of good goals and also to speak to others is one of God's commands.

¹² Natasha Intihar Klancar, *Developing Speaking Skills in the Young Learners Classroom*, internet TESL Journal, Vol. XII, No. 11, November 2006. <http://www.google.ca/search?rd/Natasha%20intihar%klancar%developings%20speaking> p.1, (accessed on March 13th 2016).

As it is written in Holy Quran, Al-Baqarah, verse: 83

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَائِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهُ وَبِالْوَالِدَيْنِ إِحْسَانًا وَذِي الْقُرْبَى
وَآتَيْنَاهُمْ وَالْمَسَكِينَ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَءَاتُوا الْزَكَوَةَ ثُمَّ تَوَلَّتُمْ
إِلَّا قَلِيلًا مِنْكُمْ وَأَنْتُمْ مُعَرْضُونَ

Meaning: We made a covenant with the children of Israel: “Worship none but God; and be good parents and relatives and orphans and the needy; and speak nicely to people; and pray regularly, and give alms.”

Then you turned away, except for a few of you, recanting”. Therefore speaking is a necessary ability to communicate with each other. And people is communicating to anyone and ordered by Allah to use good words.

Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading and listening. It is supported by Jaulston and Brunder who said that speaking ability is taken to be the objectives of language teaching.¹³ It means that besides mastering listening, reading and writing, the learners should also master speaking as one of the goal of learning English.

¹³ Christiana BrattJaulston and Mary Newton Brunder, *Teaching English as Second Language: Technique and Procedure*, Winthrop Publisher Inc, Massachussets 1976, p. 55

Speaking ability is not only based on the time but also it is based on their habitation to speak English. They must practice in their daily activities because speaking ability is verbal intelligence. This is supported by Broughton, *et.al* who state that it is important that a students should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations.¹⁴ It means that speaking ability is a form of productive skill verbally which the students can practice the speaking English naturally based on the context.

Speaking ability cannot be assessed by time. Luoma stated that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.¹⁵ It means that speaking ability can be assessed appropriately based on its scale or scoring rubric.

¹⁴ Geoffrey Broughton, *et. al.*,*Teaching English as a Foreign Language*, (2nd Edition),(New York: Routledge, 1980), p.82

¹⁵ Sari Luoma, *Assesing Speaking*, (Cambridge: Cambridge University Press, 2004), p. 1

In this research, the researcher used the oral English sheet that is supported by Brown. The criteria of Oral Proficiency Score are:

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency
- e. Comprehension¹⁶

Based on the explanation above, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communication competence so that competence can be measured by five criteria; pronunciation, grammar, vocabulary, fluency, and comprehension.

B. Presentation Practice Production

A. Definition of Presentation Practice Production Technique

PPP or Presentation, Practice and Production is kind of organization typical of many published English language teaching course.¹⁷ Or an oral lesson which aims to teach new structure of function is often divided into three stage, commonly known as the presentation stage, the practice stage

¹⁶ Brown, H, Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy.*(New York: Addison Wesley Longman,2001) ,p. 406-407

¹⁷ *Ibid*, p.128

and production stage.¹⁸ It means that PPP technique which consists of three steps: Presentation, Practice, and Production.

Presentation Practice and Production (PPP) in British-based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production. In this procedure the teacher introduces a situation which contextualises the language to be taught. The language, too, presented. Later the students, using the new language, make sentences of their own, and this is referred to as production.¹⁹ It means that PPP technique there are three steps: Presentation, Practice, and Production, this procedure the teacher presented, than the students practice the language using accurate reproduction techniques such as choral repetition. It is a good place to start in terms of applying good communicative language teaching in the classroom.

Woodward stated that This teaching sequence involves setting up a situation, eliciting or modelling some language that fits the situation, having students practise the new language in a controlled way and then encouraging students to use the new language in a freer way either for their own purposes and meanings or in differing, artificially constructed contexts.²⁰ It means that is used by involving setting up a situation, eliciting or modeling some

¹⁸ Jeremy Harmer, *The Practice Of English Language Teaching*, (3rd Ed), (Edinburgh Gate; Longman), P.80

¹⁹ Jeremy Harmer, *The Practice Of English Language Teaching*, (3rd Ed), (Edinburgh Gate; Longman), P.80

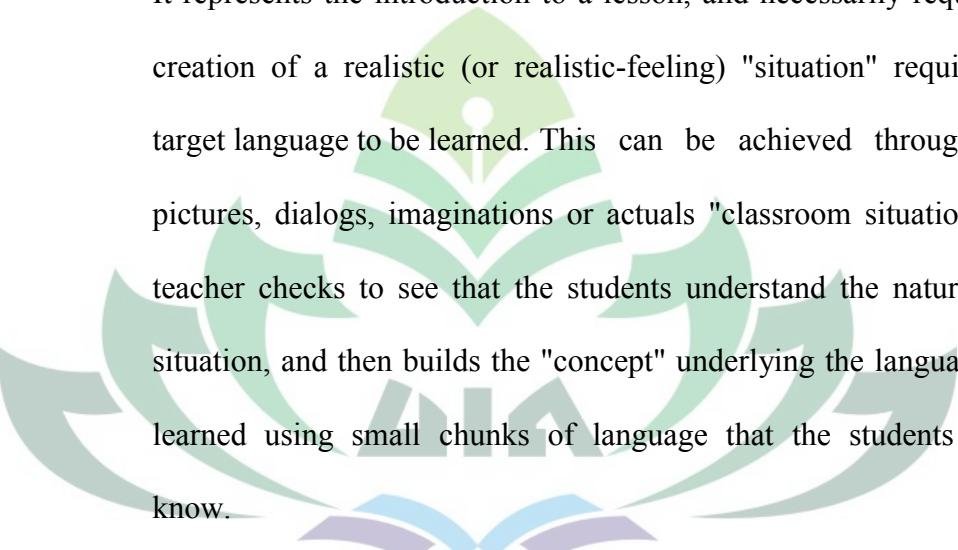
²⁰ Tessa Woodward, *Planning Lessons and Courses*, (Cambridge: Cambridge University Press, 2001), p.126

language that fits the situation, having students practice the new language in a controlled way and then encouraging students to use the new language.

Harmer explains PPP as follows²¹:

a. Presentation

Presentation is the practice of showing and explaining the content of a topic to an audience or learner.



It represents the introduction to a lesson, and necessarily requires the creation of a realistic (or realistic-feeling) "situation" requiring the target language to be learned. This can be achieved through using pictures, dialogs, imaginations or actuals "classroom situations". The teacher checks to see that the students understand the nature of the situation, and then builds the "concept" underlying the language to be learned using small chunks of language that the students already know.

Having understood the concept, students are then given the language "model" and engage in choral drills to learned statement, answer and question forms for the target language. This is a very teacher-orientated stage where error correction is important.

b. Practice

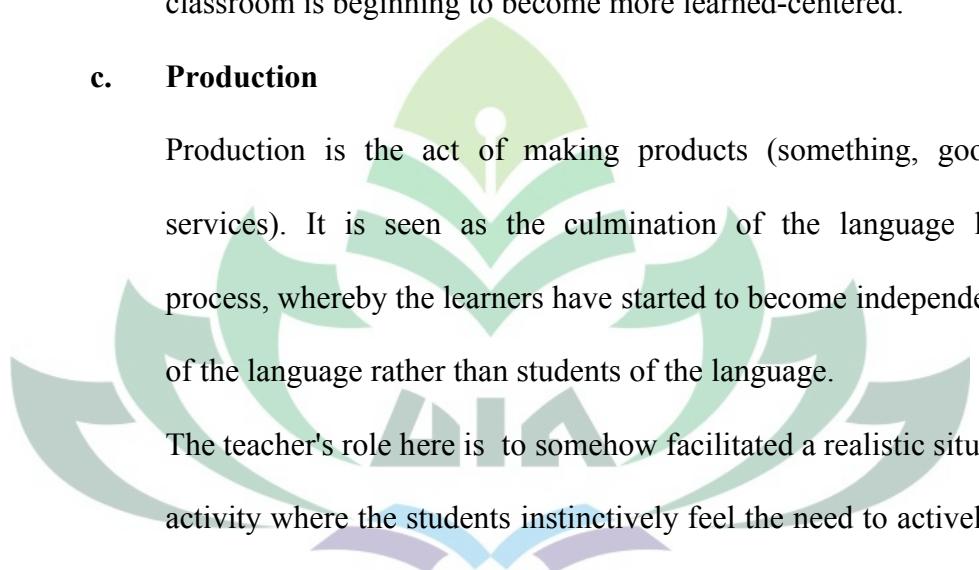
Practice is learning by repetition. Practice usually begins with what is termed "mechanical practice" open and closed pair work. Students

²¹ Ibid

gradually move into more "communicative practice" involving procedures like information gap activities, dialog creations and controlled role plays.

Practice is seen as the frequency device to created familiarity and confidence with the new language, and a measuring stick for accuracy. The teacher still directed and corrected at this stage, but the classroom is beginning to become more learned-centered.

c. Production



Production is the act of making products (something, goods and services). It is seen as the culmination of the language learning process, whereby the learners have started to become independent users of the language rather than students of the language.

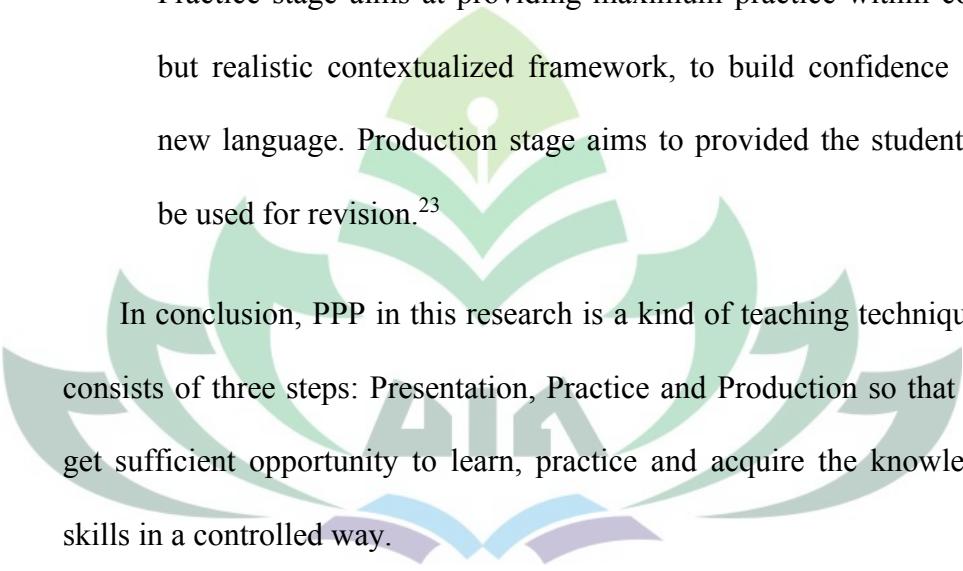
The teacher's role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have been practicing. The teacher does not correct or become involved unless students directly appeal to him/her to do so.

Woodward stated that in terms of our four basic ways of working, the presentation stage, with its setting up of the situation, is an opening stage in which the teacher makes the new language plain. The practice and production stages are chances for students to use and refine their understanding. If, during the presentation stage, a student comes up

with the target language, then this student is using memory from past learning encounters and may then be used as the person who makes the target items plain to the other students.²²

Presentation stage aims at giving students to realized the usefulness and relevance of a new language item, to present the meaning and formal to check understanding.

Practice stage aims at providing maximum practice within controlled but realistic contextualized framework, to build confidence in using new language. Production stage aims to provided the students and to be used for revision.²³



In conclusion, PPP in this research is a kind of teaching technique which consists of three steps: Presentation, Practice and Production so that students get sufficient opportunity to learn, practice and acquire the knowledge and skills in a controlled way.

C. Procedure of Using Presentation Practice Production Technique

In this procedure the teacher introduces a situation which contextualizes the language to be taught. The language, too, is then presented. The students now practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase,

²² Tessa Woodward, *Planning Lessons and Courses*, (Cambridge: Cambridge University Press, , 2001), p.126

²³ Scott Thornbury, Op. Cit, P.128

or sentences all together with the teacher ‘conducting’), individual repetition (where individual student repeat a word, phrase, or sentences at the teacher’s urging) and cue-response drills (where the teacher gives a cue such as cinema, nominates a student by name or by looking or pointing, and the student make the desired response, e.g. would you like to come to the cinema?) these have similarities with the classic kind of audio-lingual drill we saw above, but because they are contextualized by the situation that has been presented, they carry more meaning than a simple substitution drill. Latter the students, using the new language, make sentences of their own, and this is refer to as production. The following elementary-level example demonstrates this procedure:²⁴

- A. Presentation: the teacher shows the students the following picture to describe of the pictures.



²⁴ Jeremy Harmer, *The Practice Of English Language Teaching*, (3rd Ed), (Edinburgh Gate; Longman), P.80

B. Practice: the teacher gets the students to repeat the sentence “*her face is oval*”. She may then nominate certain students to repeat the sentence individually, and she corrects any mistakes she hears. Now she goes back and models more sentences from the picture (*she is very beautiful, her eyes are brown and lighting*), getting choral and individual repetition where she thinks this is necessary.

Now she is in a position to conduct a slightly freer kind of drill than the audio-lingual one above:

Teacher: can anyone tell me?

Student: she is a pointed.

Teacher: Good, etc.

In this cue-response drill the teacher gives the cue (*Prilly Latuconsina*) before nominating a student who will give the response (*she is very beautiful*). By cueing before nominating she keeps everyone alert. She will avoid nominating students in a predictable order for the same reason.

Usually the teacher puts the students in pairs to practice the sentences a bit more listening to a few examples just to check that the learning has been effective.

C. Production: the end point of PPP cycle is a production, which some trainers have called ‘immediate creativity’. The process of this technique is the first is the presentation stage involves explaining the aims of the lesson so that children know what they will learn and why.

It is also during this stage that the teacher explains the new language, including both its meaning and form, and how to say or write it correctly. A good presentation will be understandable, interesting and in a context the children can understand, such as a song, game or story.

The second is practice stage. It is to help the students use the new language you have just explained to them. The teacher can ask the children to produce sentences or answer questions that demonstrate they understand how to use the language correctly. In a good practice stage, language will also be in a context which children understand. It is at this stage that error correction is most important.

The final stage is the production stage. This stage will be helped motivate children to communicate meaning with the new language. Students should have the opportunity during this stage to experiment with the language.

D. Teaching Speaking through PPP

Teaching speaking through PPP technique can assist our teaching of speaking. Providing a differentiate atmosphere and motivate students. PPP

technique is the one of classroom activity to support and to facilitate the material is given to the students, so it can be easy to learn English and increase speaking ability. The teacher give a chance to the students to express themselves, enjoy the learning process and serve of their mind.²⁵ It means that PPP technique can be easy to learn English and increase speaking ability.

This frequently involves them in coming out to the front of the class, when choosing who should come out to the front of the class we need to be careful not to choose the shyest students first and we need to work to create the right kind supportive atmosphere in the class. Then, the teacher puts the students in pairs to practice. By giving students practice this stage will be helped motivate children to communicate meaning with the new language. Students should have the opportunity during this stage to experiment with the language.

From the statement above, it can be concluded that teaching speaking through PPP is needed as a part from classroom speaking activity to grow up the students interact and active in the class. The teacher also is most important role in the class as a facilitator and help student to improve their ability, especially students' speaking ability.

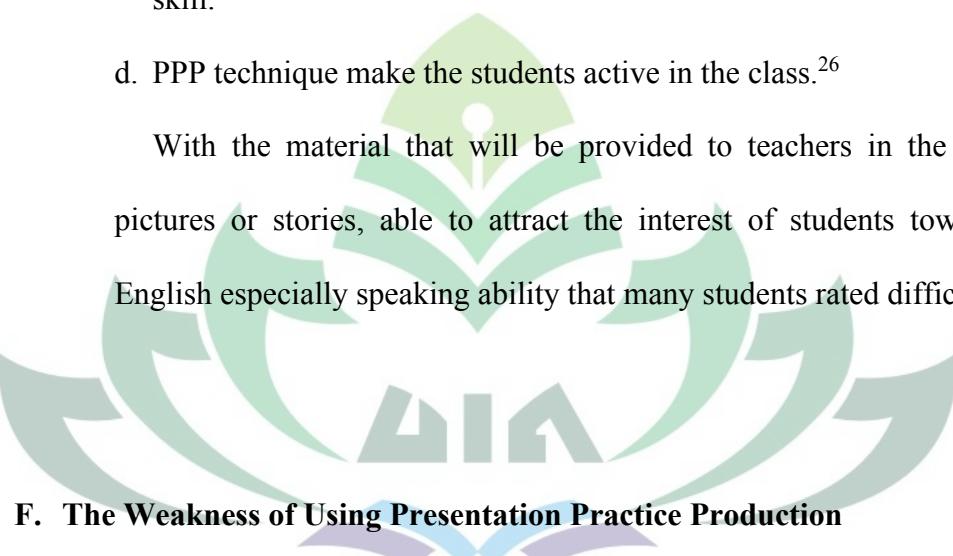
E. The Strengths of Using Presentation Practice Production

The strengths of are as follows:

²⁵Scott Thornbury, *How to Teach Speaking* ,(London: Longman, 2005), p. 67

- a. The teacher will be aware that teaching learning is not only giving material for the students but also giving the opportunity to make their own sentences by using PPP.
- b. The students can understand about the English Language especially speaking ability.
- c. The advantage of using PPP make the students interested in speaking skill.
- d. PPP technique make the students active in the class.²⁶

With the material that will be provided to teachers in the form of pictures or stories, able to attract the interest of students towards the English especially speaking ability that many students rated difficult.



F. The Weakness of Using Presentation Practice Production

The weakness of PPP technique is that it needs much time to prepare the material.

It means that PPP technique requires a lot of time to prepare the material, so the teacher should be able to take a manage of the time so that this technique can run well.

G. Discussion Technique

²⁶ Jeremy Harmer, *How to teach English*, (Edinburg Gate; Longman, 1998), p.30

a. Concept of Discussion Technique

Discussion technique or group learning which organized students' into small groups so that they can work to gather to maximize their own and each other's learning. Discussion is a communication process when both parties send a message which must not only be properly encoded but also decoded.²⁷ It means discussion is three or more people interacting face to face, with or without an assigned leader in such a way that each person influence, and is influenced by another person in the group.

From the explanation above, it can be concluded that discussion technique is design to provide opportunity for discussion between teacher and students, and students to students ns that the technique creates to conversation and exchange of ideas in class.

b. Procedure of Discussion Technique

The procedure of discussion technique are:

- a. The teacher should prepare the material and gives the purpose of the material.
- b. The teacher chooses the case that will be discussed from the material.
- c. The teacher asks the students to discuss with their team consist of six students and give the material

²⁷George Brown and Madeleine Atkins, *Effective Teaching in Higher Education*, (London: Routledge, 1988), p. 50

- d. After that, one of teams prepare to discuss the result in the front of the class through speak up.
- e. And another team makes a resume of what another team explains.
- f. After all finish, the teacher submits their resume in each team.²⁸

c. Teaching Speaking through Discussion Technique

Teaching speaking through discussion technique can assist our teaching speaking. The problem of developing small group teaching dependsas much on student training as on teacher training.

Brown and Atkins stated that Effective small group teaching is a much more challenging task than isoften realized. It is relatively easy to have a vague meanderingdiscussion. It is much more difficult for students to discuss coherently, to question, and to think.²⁹ Many teachers would agree that the best discussion in class are those that arise spontaneously, either because a something personal that a learners reports or because a topic or a text in the course book in triggers some debate. Here for example, a teacher describes how one such discussion erupted in a class of catalan teenagers. In this case, the teacher knew how to advantage of the students' concern, and turn this into a discussion activity in English.

²⁸Wina Sanjaya, *Strategi Pembelajaran*, (Jakarta: KencanaPrenamedia Group, 2006), p. 158

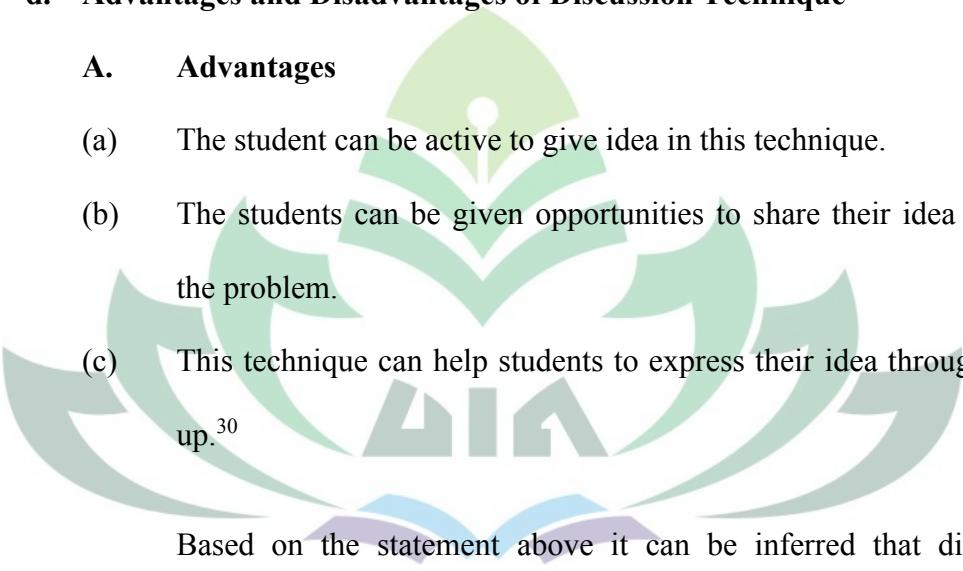
²⁹*Ibid*

Based on the statement above it can be concluded that teaching speaking through discussion technique can help the student to get a lot easier for interaction with each other in the class and gets easier to understand about the material especially speaking.

d. Advantages and Disadvantages of Discussion Technique

A. Advantages

- (a) The student can be active to give idea in this technique.
- (b) The students can be given opportunities to share their idea to solve the problem.
- (c) This technique can help students to express their idea through speak up.³⁰



Based on the statement above it can be inferred that discussion technique is an activity in the classroom that can make the students to be more active in giving the students opinions with the group and directly improving students speaking ability.

B. Disadvantages

- (a) Through this technique, only one the students can be active to speak.
- (b) Teacher cannot monitor all groups at once.

³⁰Ibid., p.156

(c) Discussion is not appropriate for all the topic.³¹

Based on the statements above, it can be concluded that disadvantages of discussion is the class situation becomes noisy and not appropriate for all the topics. And then, the teacher cannot monitor all of the students because the teacher only focus on the students will be active.

H. Frame of Thinking

In teaching and learning English, we need not only the suitable material for the students but also the appropriate technique in giving material to make the students interest in learning English in the classroom. The main aim of teaching and learning English is to enable the students to use English in real life situation and the real life communication.

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered in junior high school. Speaking will be used to communicate with other people. In our daily activities we need the ability to speak well in order to make our partner understand about what we want to talk about, what

³¹Ibid

feeling we have so on. Teaching and learning Speaking usually uses the monotonous technique; it makes students feel bored in learning English, especially speaking needs a good technique, so that the students would not feel bored and unmotivated. In this research will be observed the technique by using PPP to increase and give motivation the students.

Presentation Practice Production (PPP) is a technique, students will acquire what they are learning and give them opportunities to practice, so they will be able to use the structure in communicative situation. So, to increase student's in learning speaking ability, teacher can use PPP technique.

Based on the description above, the researcher assumed that using PPP in teaching speaking in the classroom will be attractive the students' interest and increase their motivation to speak their idea, it makes them more actively to speak up in front of their friend.

I. Hypothesis

Based on the frame of thinking above, the researcher formulated the hypotheses as follows:

H_0 : There is no significant influence of using Presentation Practice Production (PPP) technique toward students' Speaking ability at the Eighth Grade of SMP Negeri 1 Limau in the Academic Year of 2017/2018.

H_a : There is a significant influence of using Presentation Practice Production (PPP) technique toward students' Speaking ability at the Eighth Grade of SMP Negeri 1 Limau in the Academic Year of 2017/2018.

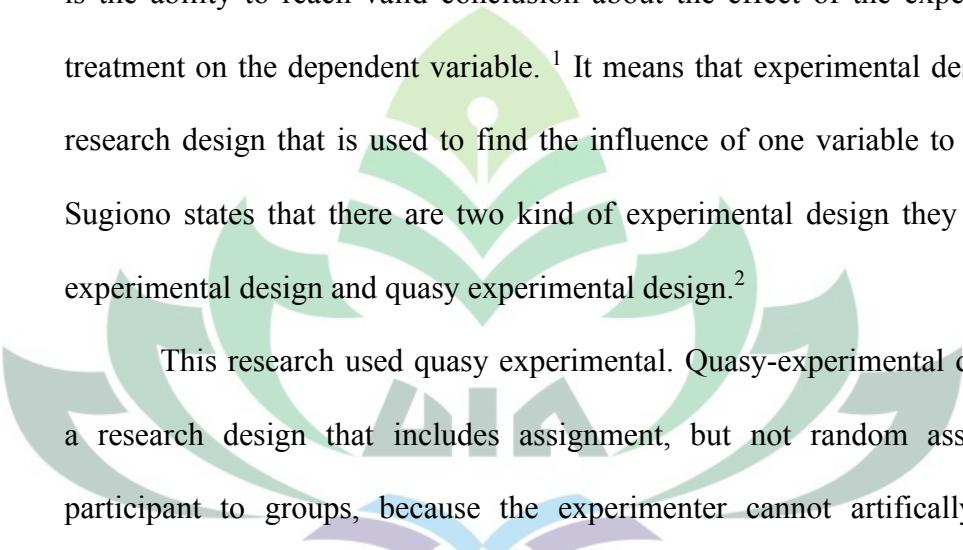


CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research used experimental design. Experimental design is the general plan to carry out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.¹ It means that experimental design is a research design that is used to find the influence of one variable to another. Sugiono states that there are two kinds of experimental design they are true experimental design and quasi-experimental design.²



This research used quasi-experimental design. Quasi-experimental design is a research design that includes assignment, but not random assignment of participants to groups, because the experimenter cannot artificially create groups for the experiment.³ It means that we do not have the opportunity for random assignment of the students to special groups in different conditions. The variety of quasi-experimental designs which can be divided into two

¹ Donal Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to research in education*, (8th Ed), (Singapore: Wardsworth Cengage Learning), p.301

² Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta dan Sopiah) 2010, p. 60

³ *Op.Cit.*, p. 50

main categories, one of them is pretest-posttest control group design.⁴ This research used quasi experimental pre-test post-test group.

Creswell states that we can apply pre-test and post-test group design approach to quasi experimental design.⁵ In addition, A pre-test and post-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive treatment. A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. This research selected two classes consisting of experimental and control class. The experimental class had been treated with PPP technique and in the control class with Discussion technique from the teacher. In this research, the students were given pre-test to know their speaking ability before treatment and post-test to know their speaking ability after the treatment. The pre-test and post-test were conducted for control and experimental class.

The research design is as follows:

$$\begin{array}{llll} G_1(\text{Random}) & = & T_1 & X \\ G_2(\text{Random}) & = & T_1 & O \end{array} \quad T_2 \quad T_2$$

Where :

- G₁: Experimental Class (which receives the treatment of using PPP Technique)
- G₂ : Control Class (which is taught by using Discussion technique)
- T₁ : Pre- test (this is given to see the students' Speaking ability)
- T₂: Post test (this is given after the treatment to see the result after applying the treatment)

⁴ *Ibid.*, p. 60

⁵ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Ed), (Boston: Person Education, 2012), p. 310

X : Treatment by using PPP technique
 O : Treatment by using Discussion technique⁶

B. Variables of the Research

There are two variables of the research, those are:

1. Independent Variable

The independent variable of this research is PPP technique that is symbolized by (X).

2. Dependent Variable

The dependent variable of this research is students' speaking ability that is symbolized by (Y).

C. Operational Definition of Variable

This operational definition of variable is used to explain the variables which is used in this research to collect the data and information. It is as follows:

1. Independent variable (X)

PPP is a kind of teaching technique which consists of three steps: Presentation, Practice and Production so that students get sufficient opportunity to learn, practice and acquire the knowledge and skills in a controlled way.

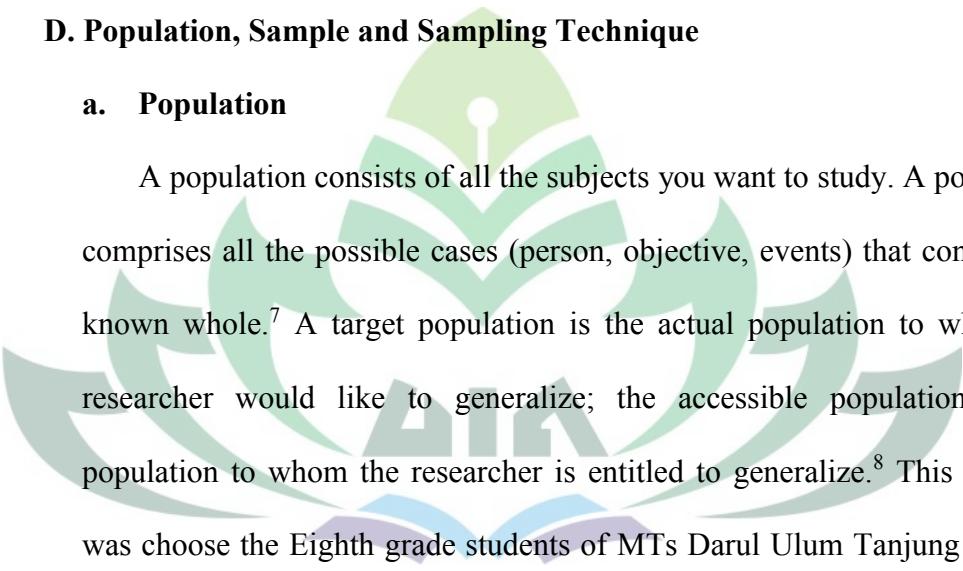
⁶ Ag. Bambang Setiady, *Metode Penelitian untuk pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. (Yogyakarta: Graha Ilmu, 2006), p.142

2. Dependent variable (Y)

Students' speaking ability is their verbal intelligence in producing language naturally to achieve the communicative competence, in this case to describe objects including people, animal and place which is measured by five criteria: grammar, vocabulary, fluency, pronunciation and comprehension.

D. Population, Sample and Sampling Technique

a. Population



A population consists of all the subjects you want to study. A population comprises all the possible cases (person, objective, events) that constitute a known whole.⁷ A target population is the actual population to whom the researcher would like to generalize; the accessible population is the population to whom the researcher is entitled to generalize.⁸ This research was choose the Eighth grade students of MTs Darul Ulum Tanjung Bintang in the 2017/2018 Academic year as the population of this research.

⁷ Donald Ary, et, al. *Op, Cit.*, 12

⁸ Jack R Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research to Education*, (7th Ed), (New York: Mc Graw Hill, 2009), p. 91

Table II
Population of the students at the Eighth Grade of
MTs Darul Ulum Tanjung Bintang in the 2017/2018 Academic Year

No	Class	Gender		Total
		Male	Female	
1	8 A	14	16	30
2	8 B	8	22	30
3	8 C	16	14	30
4	8 D	10	19	29
5	8 E	12	16	28
6	8 F	10	20	30
Total		70	107	177

Source: The data of MTs Darul Ulum Tanjung Bintang, Tanggamus

b. Sample

The sample of participants for the study is part of the population, and all process some characteristic of characteristics that make them members of sample group. Bordens and Abbot stated that “a sample is a small sub group chosen from the larger population”.⁹ This research choose two classes as sample. They are one class as control class and another class as experimental class.

c. Sampling Technique

Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group

⁹ Kenneth S. Bordens and Bruce B. Abbott, *Research Design and Methods: A Process Approach*, Eight Ed, (New York: McGraw-Hill Companies, 2011), p. 163

from which they were selected.¹⁰ In taking the sample cluster random sampling was used in this research.

Frankel and Wallen stated that the selection of groups, or clusters, of subjects, rather than individuals is known as cluster random sampling.¹¹ This research uses two classes by using pieces of paper as the sample.

Here are the steps of taking sample by using cluster random sampling technique:

- a. First, the name of all classes at the Eighth grade of MTs Darul Ulum Tanjung Bintang is written in small piece of paper.
- b. Then, put them into a glass
- c. After that shake until one of the rolled-paper out of the glass. The first paper which out from the glass was as the experimental class.
- d. Then, shake the glass again until one of the rolled-paper out of the glass. The second paper which out from the glass was as the control class.

¹⁰ L. R. Gay, Educational Research: *Competencies for Analysis and Application*, 3rd Ed, (Colombus Ohio: Merril Publishing Company, 1987), p. 101

¹¹ Jack R Frankel and Norman E. Wallen, *Op. Cit.*, p. 95

E. Data Collecting Technique

In this research, data collected by using test and it is an oral test to collect the data. The oral test was used to measure the students' ability in speaking. It is a pre-test and post-test as described below:

- a. Pre-test conducted for the students in the experimental class control class in order to find out the students' speaking ability before the treatment.
- b. Post-test conducted for the students' control class and experimental class in order to know the influence of the treatment towards the students' speaking ability.

The system and difficulty is same as the pre-test, because both of them are used to measure the students' speaking ability.

F. Research Instrument

In this instrument is a device used during the data collection by which the work is easier as the data are complete and systematic. Creswell stated that an instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that we establish or develop in advance of the study.¹²

¹² John W. Creswell, *Educational Research*, (4th Ed) , (Boston: Pearson Education, 2008), p. 14

To know the influence of teaching speaking by using PPP Technique, the instrument in this research is an oral test. This research was prepared several topics and deliver a monolog to describe a picture of an object given to them. After the students choose the topic they have to perform it individually.

The picture are (Ayu ting-ting, Borobudur Temple and Lion. *etc.*) for pre-test and (Syahrini, Cat and Prambanan Temple, *etc.*) for post-test. The purpose of the oral test is to measure the students' speaking ability.

G. Research Procedure

The research procedure was conducted in first semester 2017.

Before conducting the research, the researcher asks the permission to the headmaster and the English teacher at the school. After she has the permission, the researcher conducts through the following steps:

1. Determining the subject

The researcher chosen the first semester of the Eighth grade of MTs Darul Ulum Tanjung Bintang as the subjects of the research.

2. Determining the sample

In taking the sample of the research, this research was used random sampling.

This research was choose two classes as the sample of the research; one class as the experimental class and other one as the control class.

3. Selecting the material that would be given

This research was determine the material that is taught to the students of the Eighth grade at MTs Darul Ulum Tanjung Bintang.

4. Doing pre-test to get the data

It done for the students in the control class and experimental class in order to find out the students' speaking skill before the treatment.

5. Conducting the treatment

In this research was given the treatment in three times for the experimental class. In this research treatment as the teacher will teach the students by using PPP Technique in the experimental class.

Meanwhile, in the control class, the students taught by using ordinary strategy that have been taught by the teacher there (discussion technique).

6. Doing the post-test to get the data

In this research was conducted the pot-test after the treatments.

By giving the post-test, the researcher know the students improve their speaking skill or not. The test includes an oral test.

7. Analyzing the result of post test

In analyzing the result, this research go to compare the result of post test between experimental and control class to see whether the posttest's score of experimental class is higher than control class.

H. Speaking Rubric

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

Table III
Oral Proficiency Scoring Categories

Fluency	Level	Description	Weight
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.	
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can	

		participate in any conversation with a high degree of fluency.	
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	

Pronunciation	Level	Description	Weight
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	
	2	Accent is intelligible though often quite faulty.	
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	
	4	Errors in pronunciation are quite rare.	
	5	Equivalent to and fully accepted by educated native speakers.	

Vocabulary (choice of word, diction)	Level	Description	Weight
	1	Speaking vocabulary inadequate to express anything but the most elementary needs	
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is	

		broad enough that he rarely has to grope for a word.	
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	
	5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	

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

		normally pertinent to professional needs. Errors in grammar are quite rare.	
	5	Equivalent to that of an educated native speaker.	

Comprehension	Level	Description	Weight
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase	
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	
	3	Comprehension is quite complete at a normal rate of speech.	
	4	Can understand any conversation within the range of his experience.	
	5	Equivalent to that of an educated native speaker. ¹³	

Table IV
Scoring Standards and Range in Speaking Assesments

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

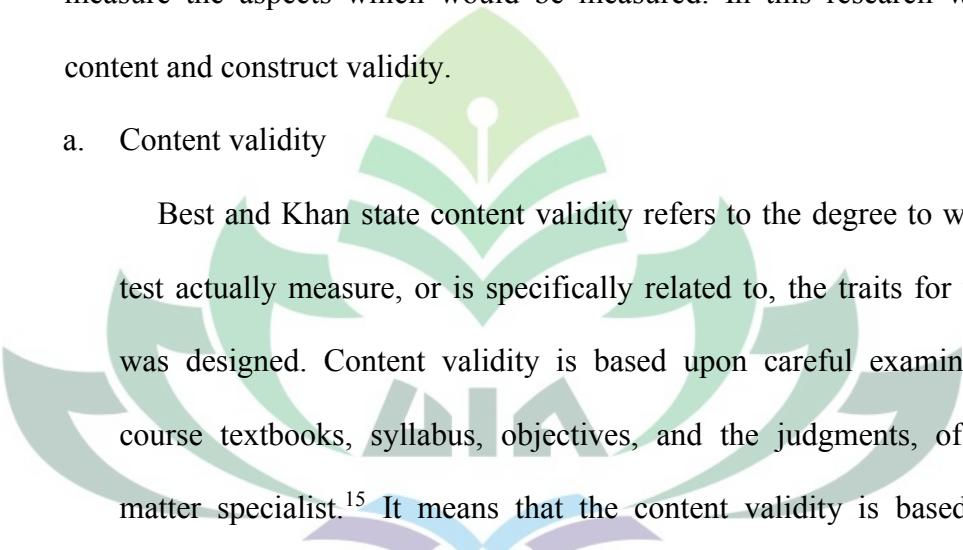
¹³Brown, H, Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy.*(New York: Addison Wesley Longman,2001) ,p. 406-407

I. Validity

Fraenkel and wallen stated that validity refers to appropriateness, meaningfulness, correctness, and usefulness, of the inference a researcher makes.¹⁴ Based on the statement above, validity is the most important idea to consider when preparing or selecting an instrument for use.

It means that the test must have good validity, so that the test can measure the aspects which would be measured. In this research was used content and construct validity.

a. Content validity



Best and Khan state content validity refers to the degree to which the test actually measure, or is specifically related to, the traits for which it was designed. Content validity is based upon careful examination of course textbooks, syllabus, objectives, and the judgments, of subject matter specialist.¹⁵ It means that the content validity is based on the material, and the material is agreement with the objective of learning.

In this case of this research, the instrument of the test have agreement with the objective of learning in the school which it were based on the syllabus because the test to measure the students' speaking ability at the Eighth grade of junior high school.

¹⁴ Jack R frankael and Norman E, *Op. Cit.*, p. 150

¹⁵John W. Best and James V. Kahn, *Research in Education*, 7th Ed , (New Delhi: Prentice-Hall, 1995), p. 219

b. Construct Validity

Construct validity focuses on the kind of the test that is used to measure the ability. In the word, the test can measure what needs to be measured especially in speaking skill. Best and Khan State “construct validity is the degree to which scores on a test can be accounted for by the explanatory construct of a sound theory.

In this research, the researcher administered an oral test whose scoring norms covered five aspects of speaking that were adapted from Brown and they are grammar, vocabulary, comprehension, fluency and pronunciation. The researcher consulted the instrument of the test to the English teacher in October 2017 at MTs Darul Ulum Tanjung Bintang named Rita Melinda, S.Pd to make sure whether the instrument had been valid or not. As the result, the teacher said the instrument of the data was valid.

J. Reliability

Frankel and Wallen state that reliability refers to consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of item to another.¹⁶ Besides having high validity, a good test must have high reliability. To get the reliability of the test, the researcher used inter-rater reliability.

¹⁶ Jack R. Fraenkel and Norman E. Wallen, *Op.Cit.*, p. 154

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

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

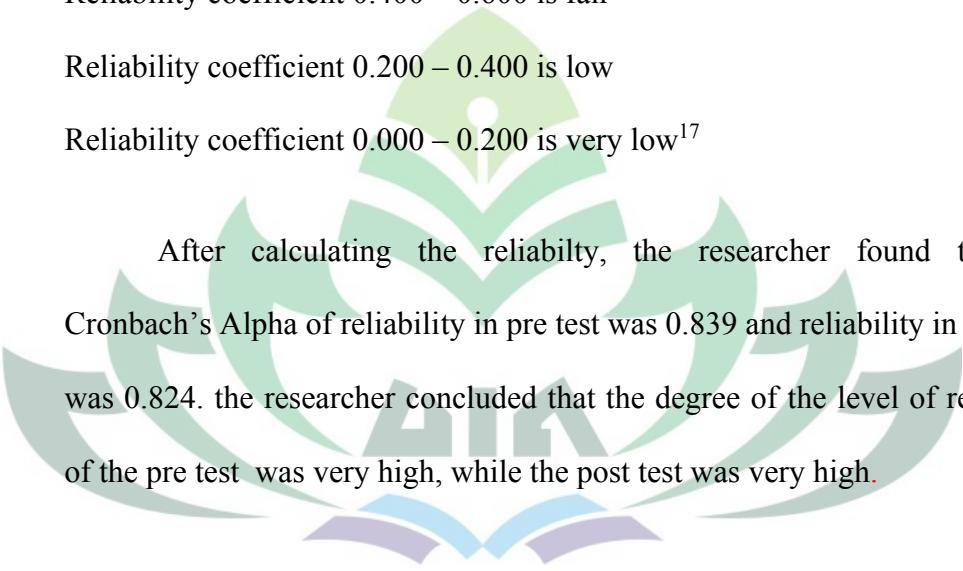
Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.60 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low¹⁷



After calculating the reliability, the researcher found that the Cronbach's Alpha of reliability in pre test was 0.839 and reliability in post test was 0.824. the researcher concluded that the degree of the level of reliability of the pre test was very high, while the post test was very high.

K. Data Analysis

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

¹⁷ John W.Best and James.V.Kha, *Op.Cit.*, p. 308

a. Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not.¹⁸ In this study the researcher use statistical computation by using SPSS (*Statistical Package for the Social Science*) for normality of test. The test of normality employed are Kolmogorov – Smirnov and Sapiro – Wilk.

The hypothesis formulas are:

H_0 = the data have normal distribution.

H_1 = the data do not have normal distribution

While the criteria for acceptance of the normality test is as follows:

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

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

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this study the researcher use statistical computation by using SPSS (*Statistical Package for the Social Scienc*) for homogeneity of test. The test of homogeneity employing Levene's Test.

The hypothesis are:

H_0 = the variance of the data is homogenous.

¹⁸ Budiyono. 2004. *Statistika Untuk Penelitian*. Surakarta: 11 maret University Press. p.170

H_0 = the variance of the data is not homogenous

While the criteria for acceptance of the homogeneity test is as follow:

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

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

2. Hypothetical Test

If the fulfillment of the assumptions normality test and homogeneity test are fulfilled, the researcher was used t-test. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Sciences*) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are:

Ha: There is a significant influence of using PPP technique toward students' Speaking ability of the eight grade at MTs Darul Ulum Tanjung Bintang in the academic year of 2017/2018.

Ho: There is no significant influence of using PPP technique toward students' Speaking ability of the eight grade at MTs Darul Ulum Tanjung Bintang in the academic year of 2017/2018.

While the criteria of acceptance or rejection of hypothesis are:

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

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

CHAPTER IV

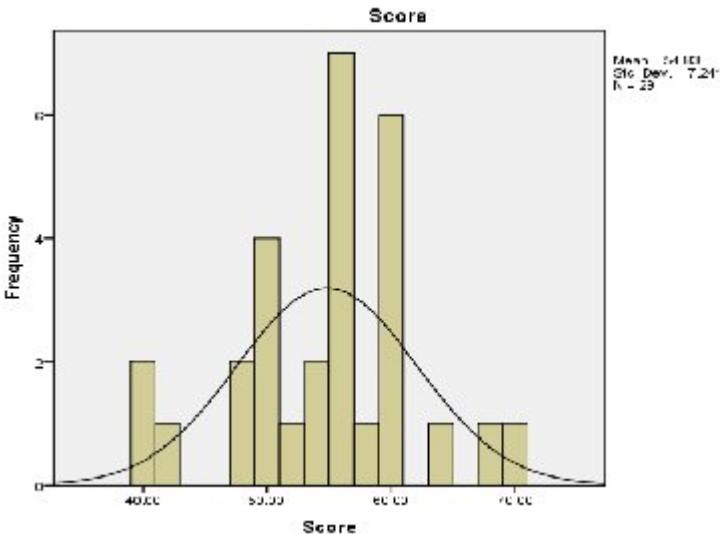
RESULT AND DISCUSSION

A. Result of the Research

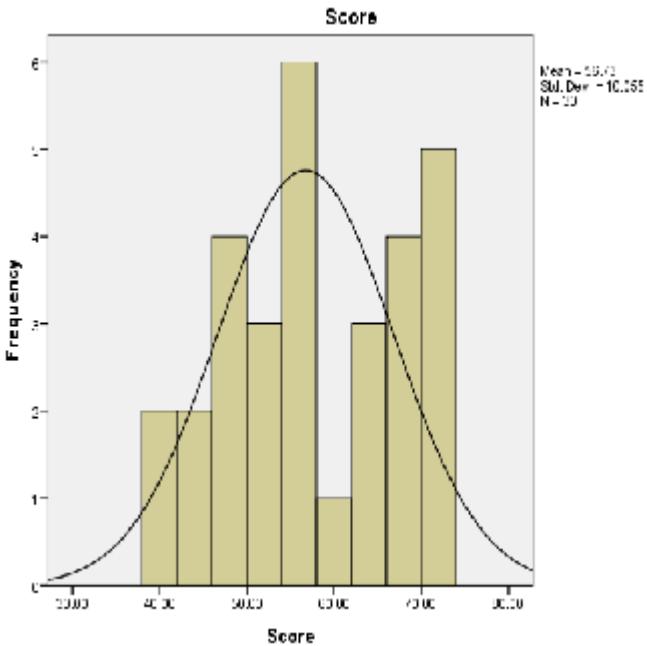
The research was aimed to know any significant for the students' speaking ability after they were given treatment by using PPP technique in this research. The research was conducted of the first semester of the eighth grade of Mts Darul Ulum Tanjung Bintang, South Lampung. The number of population was 117 students of the first semester. Two classes sample of research, they were VIII E and VIII D. In this case, this research used cluster random sampling to select the sample. Furthermore, the instrument of this research was oral test especially in speaking skill.

1. Result of Pre Test

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

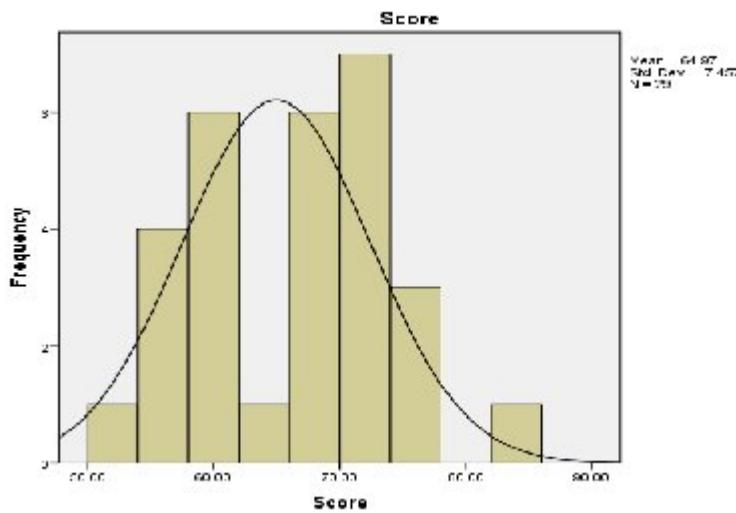


Based on the figure 1 it could be seen that there were 2 students who got 2 score, 1 student who got 42 score, 2 students who got 48 score, 4 students who got 50 score, 1 student who got 52 score, 2 students who got 54 score, 7 students who got 56 score, 1 student who got 58 score. 6 students who got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

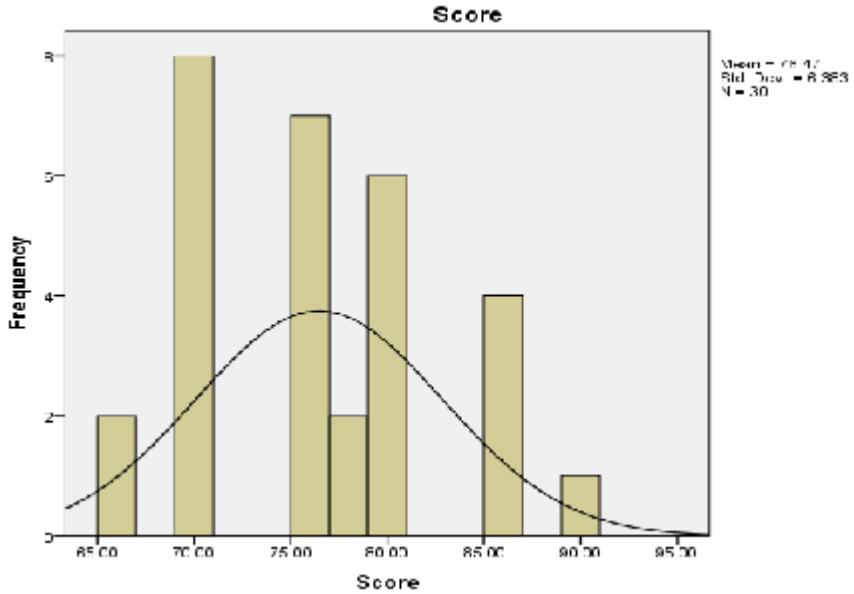


2. Result of Post Test

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



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



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

3. Result of Normality test

Normality test was done to know whether the data has normal distribution or not. In this research used statistical computations by using SPSS (*Statistical Package for Social Science*) version 16. The tests of normality employed are Kolmogorov-Smirnov and Shapiro Wilk.

The hypothesis for the normality test is formulated as follows:

- a. The hypotheses are

H_0 = the data are normally distributed

H_1 = the data are not normally distributed

- b. The test criteria

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

If the value (p) < significant ($\alpha = 0.05$) it means that H_1 was accepted

Tests of Normality

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

Based on the table above, it can be seen that Pvalue (Sig.) for experimental class was 0.200 for Kolmogorov-Smirnov^a and Pvalue (Sig.) for control class was 0.55. because Sig. (Pvalue) of experimental $>\alpha 0.05$. So, H_0 is accepted and Sig. (Pvalue) for the control class $> \alpha 0.05$. So, H_0 was rejected. The conclusion was that the data in the experimental class and control class had normal distribution.

4. Result of Homogeneity

Homogeneity test is used to determine whether the data obtained from the sample homogenous or not. In this research used statistical computation by using SPSS (*Statistical Package for Social Science*) version 16 for homogeneity. The test of homogeneity employing Levene's test.

The hypothesis for the homogeneity tests are:

H_0 = the variance of the data is not homogeneous

H_1 = the variance of the data is homogeneous

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

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

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

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
Score Based on Mean	.860	1	57	.358

Based on the result obtained in the test of homogeneity of variances in the column, it could be seen that $\text{sig.}(P\text{value}) = 0.358 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $\text{sig.}(P\text{value}) > \alpha = 0.05$. It means that the variance of the data was homogeneous.

5. Result of Hypothetical test

Based on the previous explanation that the normally and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*statistical Program for Social Science*) version 16, independent sample t-test.

The hypothesis formulas are:

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

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

H_0 is accepted if $\text{sig.}(P\text{value}) < \alpha = 0.05$

While the criteria of the test

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

H_a is accepted, if the score of $t_{\text{observed}} > t_{\text{critical}}$, with $\alpha = 0.5$ (5%)

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.860	.358	3.192	57	.002	9.59540	3.00648	3.57502	15.61578
Equal variances not assumed			3.198	56. 526	.002	9.59540	2.99997	3.58697	15.60383

Based on the results obtained in the independent sample t-test on the table, that the value of significant generated $sig.$ (P_{value}) = 0.002 $< \alpha = 0.05$. So, H_a is accepted and H_0 is rejected. Based on the computation, it can be concluded that there was a significant influence of using PPP technique toward students' speaking ability of the eighth grade at MTs Darul Ulum Tanjung Bintang in academic year of 2017/2018.

B. Discussion

The result of the pre-test and post-test in both control and experimental class showed that there is improvement in speaking ability of the students. From the previous chapter, the researcher states that the score of the speaking tests, he checked five components of speaking, including vocabulary, grammar, pronunciation, fluency, and comprehension. The alternative hypothesis is accepted, the researcher concludes that there was influence of using PPP technique towards students' speaking ability at of the eighth grade at MTs Darul Ulum Tanjung Bintang in the academic year of 2017/2018. The result was same with the previous research that had done by Alfiatul Izzah at SMA Kedondong. She applied PPP technique in her research and it showed that *The Use of PPP (Presentation Practice Production) Technique to Improve Speaking Skill*¹. It can be seen from the pre-test and post-test, the mean of pre-test is 64.97 and post-test is 76.47.

Based on the result of the students' pre-test and post-test score, it shows that the students post-test is higher than pre-test. Based on the finding of the research, it was found that the students who were taught by using PPP technique have increased and help them to generate the idea in process of speaking.

¹Alfiatul Izzah, JP3, Volume 1, No. 12, Agustus: *The Use Of PPP (Presentation Practice and Production) Technique to Improve Speaking Skill*, 2013. P.24.

The teacher should give the best technique to help the students to speak very well is also stated in the holy Qur'an on first verse of surah Ali-Imran:

وَمَا جَعَلَهُ اللَّهُ إِلَّا بُشَرَىٰ لَكُمْ وَلَتَطَمِّنَ قُلُوبُكُمْ بِهِ وَمَا الْنَّصْرُ إِلَّا مِنْ عِنْدِ اللَّهِ الْعَزِيزِ الْحَكِيمِ

“And Allah made it not except as (a sign of) good endings for you and to reassure your heart thereby. And victory is not except from Allah, the Exalted in Might, the Wise”. (QS. Ali-Imran : 126)

الْعَزِيزِ al'aziizi in this verse means as a assist (the best technique or method) which is used to help students in learning process in speaking.

According to Thornbury, PPP technique is the one of classroom activity to support and to facilitate the material is given to the students, so it can be easy to learn English and increase speaking ability.² The teacher give a chance to the students to express themselves, enjoy the learning process and serve of their mind. Therefore, students' speaking ability is students' capacity to express their ideas, opinions, feelings, and experiences using English with good pronunciation, grammar, vocabulary, fluency, and comprehension.

² Scott Thornbury, *How to Teach Speaking*, (London : Longman, 2005), p. 60

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data the researcher draws a conclusion as follows: There is a significant influence of using PPP technique towards students' speaking ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis () was rejected, and alternative hypothesis () was accepted, it means that the researcher's assumption is true, that is PPP technique can give a significant influence towards students' speaking ability. It was supported by the scores achieved by the students in which they got higher scores after the researcher gave the treatment PPP as a technique for teaching speaking. The significant can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig (2-tailed) is 0.002. It is lower than $\alpha = 0.05$ and its mean its rejected and is accepted. It can be revealed from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

B. Suggestion

Based on the result of the research and the advantages of using PPP technique in teaching speaking English to the eighth grade of MTs Darul Ulum in academic year of 2017/2018, the researcher would like to give some suggestion.

1. Suggestion for the Teacher

- a. PPP technique is a good technique to be applied in the tenth grade of MTs Darul Ulum to improve their ability in speaking.
- b. The teacher should manage the class in order to make the students focused in learning speaking using PPP technique the teaching and learning process.
- c. Teacher should be creative and innovative to use various technique to arise students' in speaking class.
- d. Speaking activity should be enjoyable and stress free because enjoyment and from free threatening situation will increase students' participation in speaking class.

2. Suggestion for the Students

- a. The students should learn and be more active in speaking English in other to develop their ability in speaking English.

- b. Students should not feel shy or nervous in speaking. Besides they do not have to be afraid of making mistakes because making mistakes is part of learning.
- c. The students should practice the language they have to learn with their environment even with their friends or teacher.

3. Suggestion for the School

- a. The school should provide some more English learning media to help the teacher in making an interested and applicable method or technique of teaching.
- b. The school should provide more adequate sources or books, and also another program of English for the students to practice their English competency.

4. Suggestion for the Next Researcher

- a. In this research used PPP technique to teach students of Junior High School, especially in learning descriptive text about people, animal, and place. Further researchers can conduct this technique on different level of students, for example Senior High School. They can apply other text, for examples Narrative text.
- b. In this research the treatments were done in three meeting. Other researchers can spend more time in giving treatments to the students so that they can get more practice.

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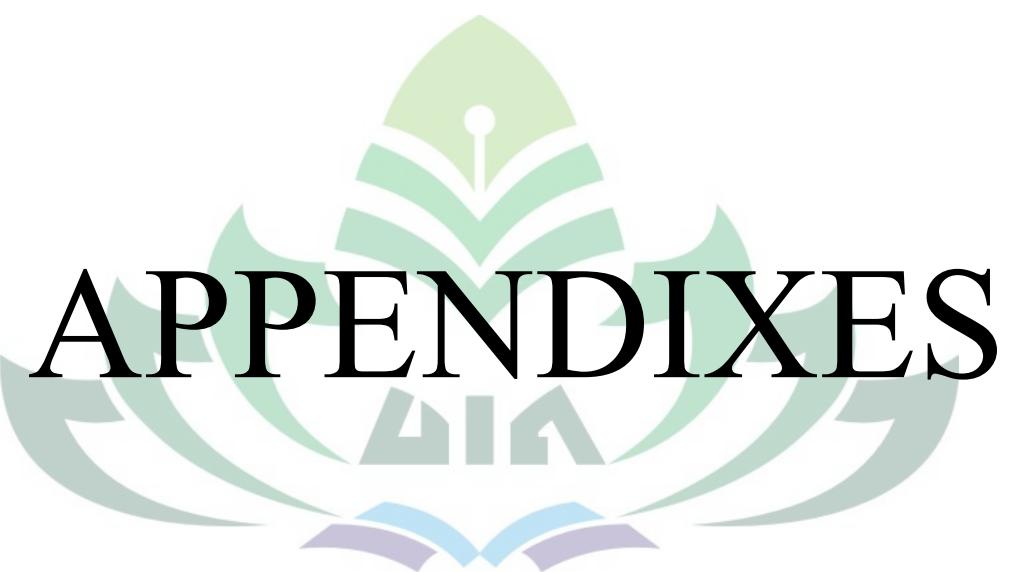
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Appendix 6
SCORE PRE-TEST CONTROL CLASS

NO	NAME	Grammar		Vocabulary		Pronuniation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	C-1	2	2	3	2	2	3	2	3	3	3	25	50
2	C-2	2	3	2	2	3	2	3	3	2	2	24	48
3	C-3	2	2	2	3	2	3	4	4	3	3	28	56
4	C-4	4	3	3	3	2	3	3	3	3	3	30	60
5	C-5	3	3	3	3	3	2	2	2	3	3	27	54
6	C-6	4	3	4	3	4	2	3	3	3	3	32	64
7	C-7	3	3	2	3	3	3	3	4	3	2	29	58
8	C-8	3	2	3	3	3	3	2	3	2	2	26	52
9	C-9	4	3	3	3	2	3	3	2	2	3	28	56
10	C-10	3	3	3	3	2	2	3	3	3	3	28	56
11	C-11	4	3	3	3	3	3	2	2	2	2	27	54
12	C-12	3	3	3	4	3	3	2	3	3	3	30	60
13	C-13	3	3	3	3	3	3	2	3	2	3	28	56
14	C-14	2	2	2	2	2	3	3	3	3	3	25	50
15	C-15	2	2	3	2	3	2	3	2	2	3	24	48
16	C-16	3	3	3	3	3	3	4	3	3	2	30	60
17	C-17	3	3	3	4	3	3	3	2	3	3	30	60
18	C-18	3	4	3	4	3	4	4	3	3	4	35	70
19	C-19	3	4	4	4	3	3	3	3	4	3	34	68
20	C-20	3	2	3	3	3	2	3	2	2	2	25	50
21	C-21	3	3	3	3	3	2	3	2	3	2	28	56
22	C-22	2	1	2	2	2	2	2	2	3	2	20	40
23	C-23	2	2	2	2	3	2	1	3	2	2	21	42

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

R1 : English Teacher

R2 : The Researcher



Appendix 7

SCORE POST-TEST CONTROL CLASS

NO	NAME	Grammar		Vocabulary		Pronuniation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
25	C -25	3	3	3	3	3	4	4	4	4	4	35	70
26	C -26	2	3	3	3	4	4	4	4	4	4	35	70
27	C -27	3	3	4	4	3	4	3	3	4	4	35	70
28	C -28	3	3	3	3	4	4	4	4	4	3	35	70
29	C -29	4	4	3	3	3	3	4	3	4	5	35	70

R1 : English Teacher
 R2 : The Researcher



Appendix 8
SCORE PRE -TEST EXPERIMENTAL CLASS

NO	NAME	Grammar		Vocabulary		pronuniation		Fluency		comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	E-1	2	2	3	3	4	4	3	3	3	4	31	62
2	E-2	3	3	3	3	4	3	4	3	4	4	34	68
3	E -3	4	3	4	4	3	4	3	4	3	4	36	72
4	E -4	4	4	3	4	3	3	4	3	3	4	35	70
5	E -5	3	3	4	4	3	2	3	3	3	2	30	60
6	E -6	3	3	3	2	3	3	3	4	2	2	28	56
7	E -7	2	1	2	3	2	2	2	1	2	3	20	40
8	E -8	2	2	2	2	3	2	3	3	2	3	24	48
9	E -9	2	2	2	3	3	2	3	3	2	3	25	50
10	E-10	3	2	3	2	3	3	2	3	3	4	28	56
11	E -11	2	2	2	2	2	2	3	3	2	3	23	46
12	E -12	3	2	3	2	3	2	3	3	2	3	26	52
13	E -13	2	1	3	3	2	2	2	2	2	2	21	42
14	E -14	3	3	3	3	3	3	4	3	4	4	33	66
15	E -15	3	3	3	2	3	3	4	3	4	4	32	64
16	E -16	2	3	2	3	2	2	2	2	3	2	23	46
17	E -17	2	1	3	3	2	1	2	2	2	2	20	40
18	E -18	4	3	4	3	3	3	4	4	2	2	32	64
19	E -19	4	4	3	3	4	4	4	3	3	3	35	70
20	E -20	3	3	3	3	3	3	4	3	4	4	33	66
21	E -21	3	3	3	3	3	3	4	3	4	4	33	66
22	E -22	2	3	3	3	3	2	3	2	3	3	27	54
23	E -23	2	2	3	2	2	2	2	2	3	2	22	44

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

R1 : English Teacher

R2 : The Researcher



Appendix 9
SCORE POST EXPERIMENTAL CLASS

NO	NAME	Grammar		Vocabulary		Pronuniation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	E-1	3	3	3	3	4	4	3	3	4	5	35	70
2	E-2	4	3	3	4	3	4	4	3	4	3	35	70
3	E-3	3	3	3	4	2	4	3	5	4	4	35	70
4	E-4	3	4	4	3	4	4	4	3	3	3	35	70
5	E-5	3	3	4	4	3	4	3	3	3	3	33	66
6	E-6	4	4	4	4	4	3	4	3	4	4	38	76
7	E-7	4	3	5	3	5	4	4	3	3	4	38	76
8	E-8	5	4	4	3	4	4	4	3	4	3	38	76
9	E-9	4	4	4	4	4	3	3	4	4	4	38	76
10	E-10	4	5	5	5	4	3	3	3	3	3	38	76
11	E-11	3	3	3	4	3	3	4	3	3	4	33	66
12	E-12	5	4	5	4	5	4	5	5	4	4	45	90
13	E-13	4	4	4	4	4	4	5	4	4	3	40	80
14	E-14	3	3	3	3	3	3	4	4	4	4	35	70
15	E-15	3	2	2	3	5	3	5	4	4	4	35	70
16	E-16	3	3	3	3	4	4	4	3	4	4	35	70
17	E-17	4	4	4	4	4	3	3	3	3	3	35	70
18	E-18	3	3	4	4	4	4	4	4	5	5	40	80
19	E-19	4	4	5	5	4	3	4	3	4	4	40	80
20	E-20	4	4	5	5	4	4	5	4	4	4	43	86
21	E-21	4	3	4	4	4	4	5	4	3	3	38	76
22	E-22	4	4	5	5	4	4	4	4	4	5	43	86
23	E-23	5	4	5	5	4	4	4	4	4	4	43	86
24	E-24	4	4	3	4	4	4	4	4	5	4	40	80

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

R1 : English Teacher
 R2 : The Researcher



Appendix 10

The Result of Pre-Test Control Class

Frequency Table

Score

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

Statistics

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

Appendix 11

The Result of Post-Test Control Class

**Frequency Table
Score**

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

Statistics

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

Appendix 12

The Result of Pre-Test Experimental Class

Frequency Table

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

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

Appendix 13

The Result of Post-Test Experimental Class

Frequency Table

Score

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

Statistics

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

Appendix 14

The Result of Reliability of Pretest

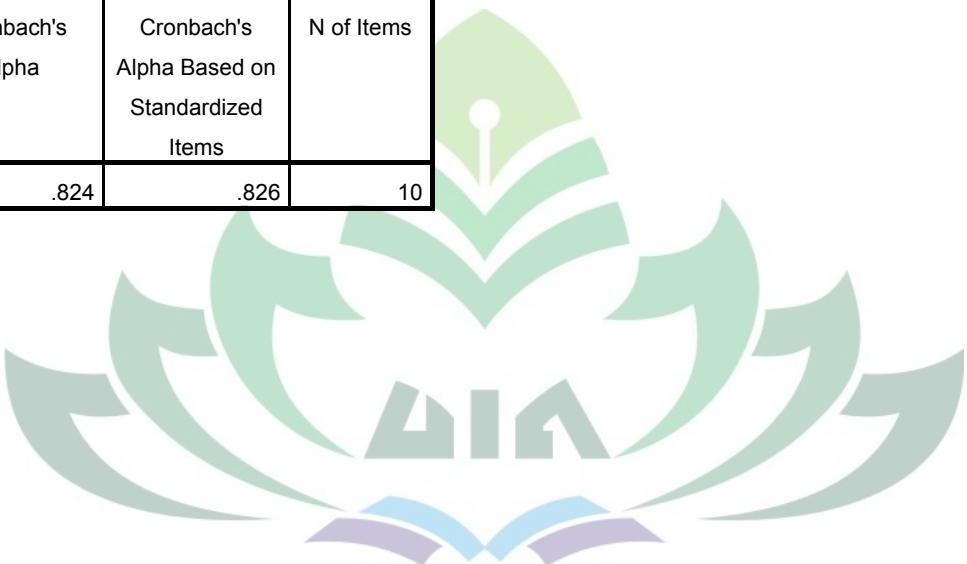
Reliability Statistics

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

The Result of Reliability of Posttest

Reliability Statistics

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



Appendix 15

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

Tests of Normality

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



Appendix 16

The Result of Homogeneity Test

Test of Homogeneity of Variance

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



Appendix 17

The Result of Hypothetical Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
							95% Confidence Interval of the Difference		
							Lower	Upper	
Equal variances assumed	.860	.358	3.192	57	.002	9.59540	3.00648	3.57502	15.61578
Equal variances not assumed			3.198	56.526	.002	9.59540	2.99997	3.58697	15.60383



Appendix 1

The Interview with the english teacher in prelimenary research Interview for the teacher

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

Mengetahui

Guru Bidang Study

Kepala Sekolah

Rita Meilinda S.Pd

Ainun Ariani, S.Ag



Appendix 2

The Questionnaires for the Students in Preliminary Research

Penjelasan:

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

Petunjuk Pengisian:

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

Keterangan Alternative Jawaban

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

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

The result of questionnaires' answers

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

Mengetahui

Guru Bidang Study

Kepala Sekolah

Rita Meilinda S.Pd

Ainun Ariani, S.Ag

Appendix 2

The Result of Interview with the students in preliminary research at MTs Darul Ulum Tanjung Bintang

No	Question	Answer	
		Yes	No
1	Apakah kamu menyukai cara miss Rita dalam mengajar?	6%	4%
2	Apakah kamu merasa senang ketika belajar bahasa Inggris terutama belajar speaking?	2%	8%
3	Menurut kamu apakah belajar speaking itu penting?	3%	7%

The table contains the result of interview with the students on the eighth grade of MTs Darul Ulum tanjung Bintang. The interview was done by the researcher when she did the preliminary research. The researcher interviewed 30 students that were taken from 6 classes. Based on the table above it can be seen that many students don't like to learn speaking and they also don't interest to join the speaking teaching and learning process.

Appendix 3

The Result of Interview With the Students

ARINI NURUL IZZATI

CLASS : V111 A

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Saya sulit memahami apa yang diajarkan oleh beliau	Difficult to accept the material
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Selalu menjelaskan dalam waktu yang sebentar dan langsung memberi tugas dan membosankan	Students felt bored
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Speaking yang paling sulit	Difficult in mastering speaking
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya susah untuk memulai suatu percakapan kalau suruh menulis saya senang	The passive in learning process especially in speaking skill
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris dikelas?	Jarang sekali	The students never practice in the class
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Membosankan karena gurunya juga setelah memberi soal tidak menunggu dikelas sehingga pada sibuk	The student felt bored

		membicarakan topic masing-masing diluar materi	
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WARDATU ZAKIYAH

CLASS : V111B

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Saya sulit memahami apa yang diajarkan oleh beliau	Difficult to accept the material
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya dan teman-teman hanya menghafal dan menghafal	Between student and teacher nothing cooperation.
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitananya?	Speaking yang paling sulit menurut saya	Difficult in mastering speaking skill
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya tidak tau bagaimana cara berbicara bahasa inggris yang baik	The student can't speak english well
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris dikelas?	Ya hanya memberi kesempatan berbicara untuk bertanya jika ada yang belum faham	The student never practice in the class

6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Gurunya sering kali hanya memberi soal lalu pergi jadi saya merasa malas untuk belajar dan memahami materinya	The student lazy to learn because the method make student lazy
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DENI SAPUTRA

CLASS : V111 C

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Saya dan teman-teman saya selalu disusuruh nyatet atau mengerjakan tugas yang ada di LKS	The method not interesting
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Sangat jemuhan dan bosan dan malas untuk memperhatikan	The student felt bored
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Semua sulit karna saya tidak terlalu suka pelajaran bahasa inggris dan yang paling sulit adalah speaking	Difficult in mastering speaking skill
e4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya dan teman-teman tidak pernah latihan bagaimana berbicara	The student never practice
5.	Apakah guru memeberi kesempatan berbicara dengan	Di beri kesempatan berbicara untuk bertanya saja	The student never practice

	menggunakan bahasa inggris dikelas?		
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Merasa bosan	Students feel bored.

TRIO ANDI LOVA

CLASS : V111C

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Buk guru jarang menjelaskan materi hanya memanggil sekertaris dan memberi tugas	The method is not interesting
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya kurang mengerti apa yang di tugaskan oleh Bu Rita saya dan teman-teman saya diberi waktu lalu disuruh mengerjakan lalu diperiksa dan dinilai	The student felt difficult accept the material
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Speaking	Difficult in mastering speaking skill
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Susah untuk memulai percakapan selain jarang peraktik saya juga kurang hapal kata-kata dalam bahasa inggris	Difficult to start some discussion because vocabulary that she have is limited
5.	Apakah guru memeberi kesempatan berbicara dengan	Di beri tapi saya bingung karna tidak pernah praktik	The students never practice

	menggunakan bahasa inggris dikelas?	sebelumnya	
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Merasa bosan	The students felt bored

ROBI CHANDRA

CLASS : V111D

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Bu Rita menjelaskan dengan waktu yang singkat, saya faham materi tapi ketika praktik berbicara bahasa inggris saya merasa sulit	Short explanation
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya tidak mengerti akan pelajaran tersebut	Not understand the material
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Speaking dan writing	Difficult in mastering speaking skill
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya merasa sulit untuk merangkai kata.	Difficult to start or to string the word
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris	Di beri tapi saya belum bisa bagaimana merangkai kata dan memulainya apa lagi cara	The student difficult to string up the word

	dikelas?	melaftalkannya bahasa inggris itu sulit	because vocabulary that student have is limited
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Ingin metode yang lebih membuat saya aktif	The method not make student active

ALI JORDAN

KELAS : V111B

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Beliau memberi penjelasan dan kami mengerjakan latihan yang terdapat di LJK	The method not interesting
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya kurang mengerti apa yang disampaikan beliau	The student cannt to accept the material
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Speaking and writing	Difficult in mastering writing and speaking skill
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya malu untuk berbicara bahasa inggris karna memang tidak bisa	The student afraid to speak english
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris dikelas?	Tidak	He never practice in the class

6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Ya kalau beliau masuk saya merasa senang tapi ketika pelajaran berjalan merasa bosan karna tidak ada hal baru dalam kegiatan belajar mengajar	The student bored with the method
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YULIANTI

CLASS : V111C

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Kami hanya diberi catatan dan sekertaris yang menulis didepan lalu di beri soal dan dikumpul	The method not interesting
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Tidak ada semangat	There is no motivation
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Semuanya sulit karena saya tidak menyukai bahasa inggris	English is difficult
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya tidak bisa berbicara bahasa inggris	The student can't speak english
5.	Apakah guru memeberi kesempatan berbicara dengan	Tidak	Never practice in the class

	menggunakan bahasa inggris dikelas?		
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Bosan	Feel bored

RETNO GITA LUCYANA

CLASS : V111A

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Penjelasan yang singkat dan selalu ada latihan yang banyak	Short explanation
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya sering bingung dan belum mengerti atas apa yang beliau jelaskan tapi saya malu untuk bertanya	Student feel confused and not understand the material
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Yang paling sulit adalah speaking	Speaking is difficult
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya butuh waktu lama untuk merangkai kata karena kosa kata saya rendah	vocabulary that student have is limited
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris dikelas?	Jarang	Seldom practice in the class

6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Saya malu kalau saya salah saya di tertawakan teman-teman	The student afraid to speak english
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SINDI AULIA

CLASS : V111B

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Cara menjelaskannya sulit di mengerti	The method is difficult to understanding
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya tidak tau karna saya tidak mengerti	The student didn't understand the material
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Pelajaran bahasa inggris yang paling saya sukai itu adalah reading, apalagi speaking benar-benar kurang faham saya	Disklike speaking
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya tidak lancar berbahasa inggris grammar nya berantakan	The student can not speak english well
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris dikelas?	Tidak	The student never practice in the class
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak	Saya malu juga sulit ketika mau mencoba berbicara	Difficult to start so just silent

	guru ajarkan dikelas ?	bahasa inggris	
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SAIFULLAH

CLASS : V111B

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Beliau hanya masuk dan memberi penjelasan sebentar lalu memberikan tugas	The student dislike the method
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Kurang memahami apa yang beliau jelaskan	Not accept the material
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitananya?	Saya merasakan kesulitan di bagian speaking	Difficult to mastering speaking skill
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya tidak lancar bahkan tidak bisa berbahasa inggris	Cann't speak english
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris dikelas?	Tidak	The student never practice in the class
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Bosan dan tidak termotivasi untuk berbicara bahasa inggris	The student feel bored

APPENDIX 18

EXPERT VALIDATION FORM FOR SPEAKING TEST

Direction:

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

No	Questions	Yes	No
1	Apakah indikator – indikator sudah mencakup aspek yang ingin diukur?		
2	Apakah petunjuk pengertian sudah jelas		
3	Apakah alokasi waktu sudah cukup?		
4	Apakah rubric penilaian sudah mencakup aspek/indikator yang diukur?		
5	Apakah rubric penilaian sudah di mengerti?		

Mengetahui
Validator

Rita Meilinda S.Pd

Tanjung Bintang, 09 Oktober 2017

Kepala Sekolah

Ainun Ariani, S.Ag

Form of Construct Validity:

Mata Pelajaran : Bahasa Inggris

Penelaah : Rita Meilinda, S.Pd

Petunjuk pengisian format penelaah butir soal:

Analisislah instrument soal berdasarkan semua criteria yang tertera didalam format!

- Berilah tanda (✓) pada kolom “Yes” bila soal yang ditelaah sudah sesuai dengan criteria
- Berilah tanda (✗) pada kolom “No” bila tidak sesuai dengan criteria, kemudian berikan alas an pada ruang “comments” atau pada soal dan perbaikannya.

No	Questions	Yes	No
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas 8 di semester 1?		
2	Apakah isi materi dan topik sesuai dengan jangkauan sekolah atau ngkat kelas?		
3	Apakah instruksi mudah dipahami oleh siswa?		
4	Apakah instruksi sudah sesuai dengan aspek/indikator yang akan diukur?		
5	Apakah instruksinya sudah sesuai dengan kisi-kisi?		

Tanjung Bintang, 09 Oktober 2017

Mengetahui

Validator

Kepala Sekolah

Rita Meilinda S.Pd

Ainun Ariani, S.Ag

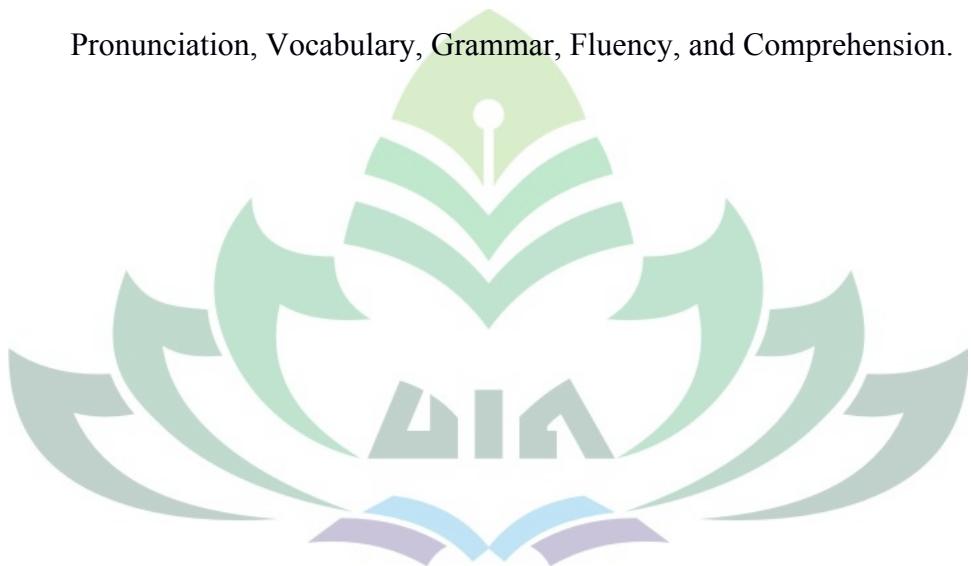


Appendix 19

Instrument for pre-test

Instructions

1. Perform and describe orally the picture in front of the class
2. Speak clearly and fluently
3. Score of the speaking test will be based on five indicators of speaking;
Pronunciation, Vocabulary, Grammar, Fluency, and Comprehension.







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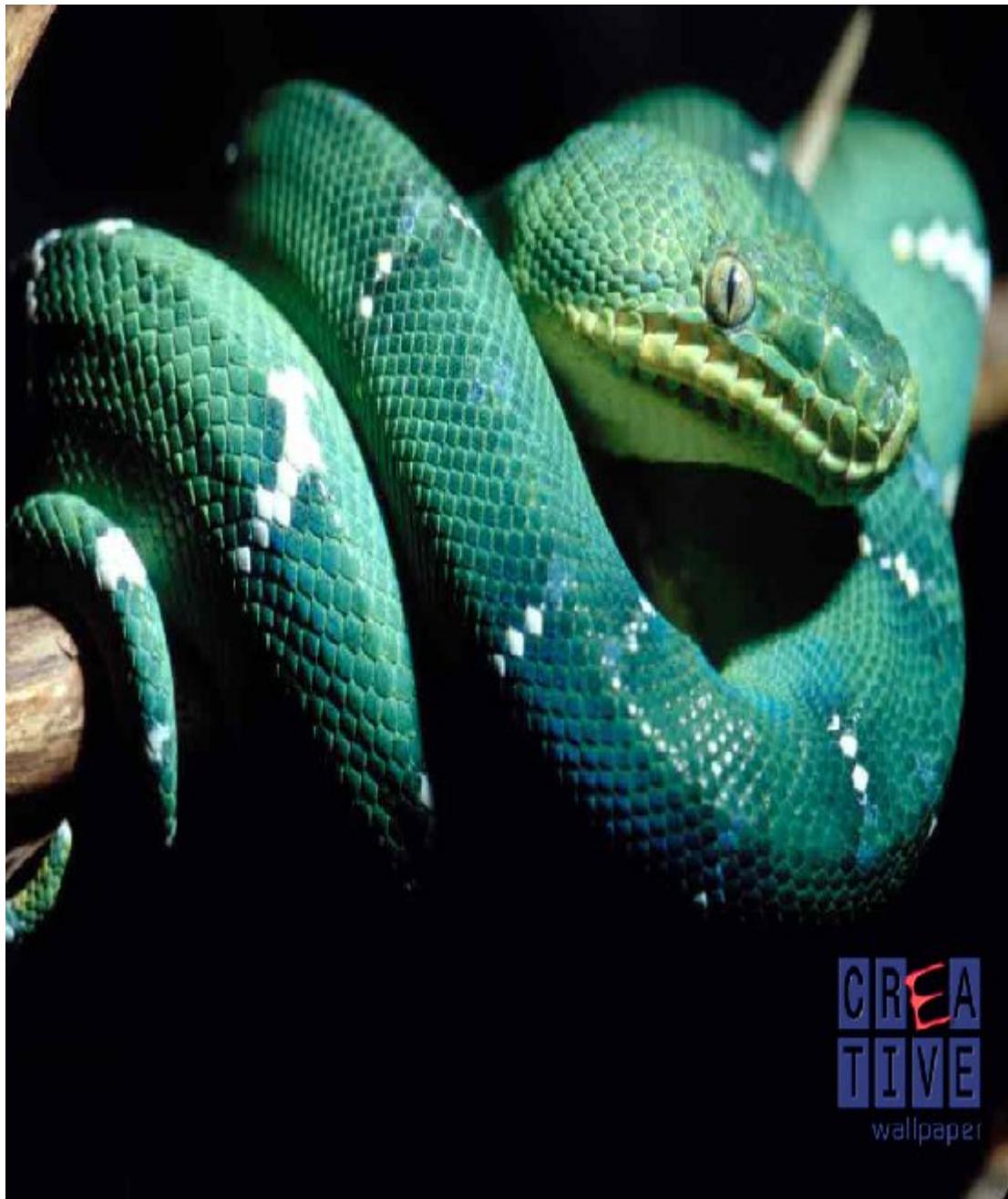


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Shanghai, 3 September 2016



























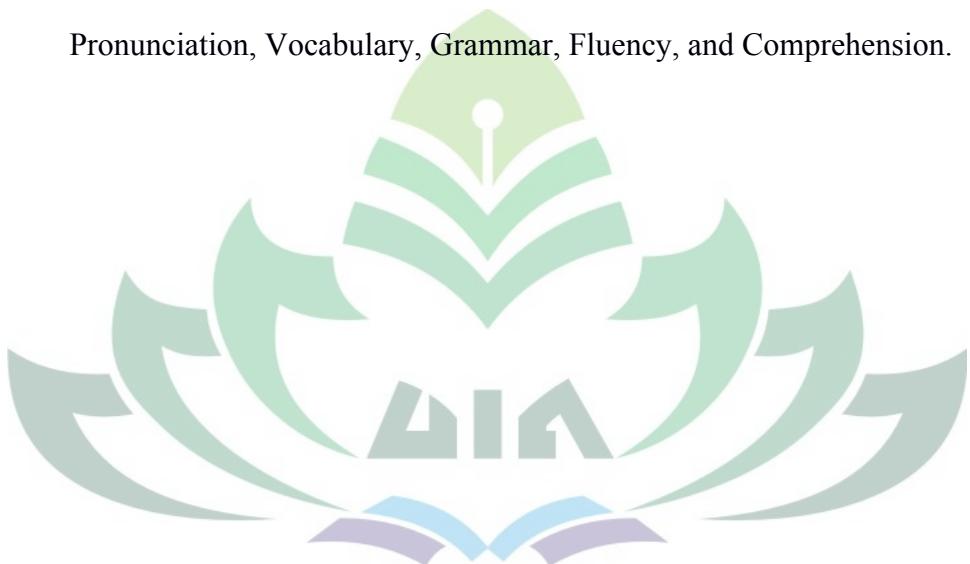
Appendix 20

Instrument for post-test

Instructions

1. Perform and describe orally the picture in front of the class
2. Speak clearly and fluently
3. Score of the speaking test will be based on five indicators of speaking;

Pronunciation, Vocabulary, Grammar, Fluency, and Comprehension.







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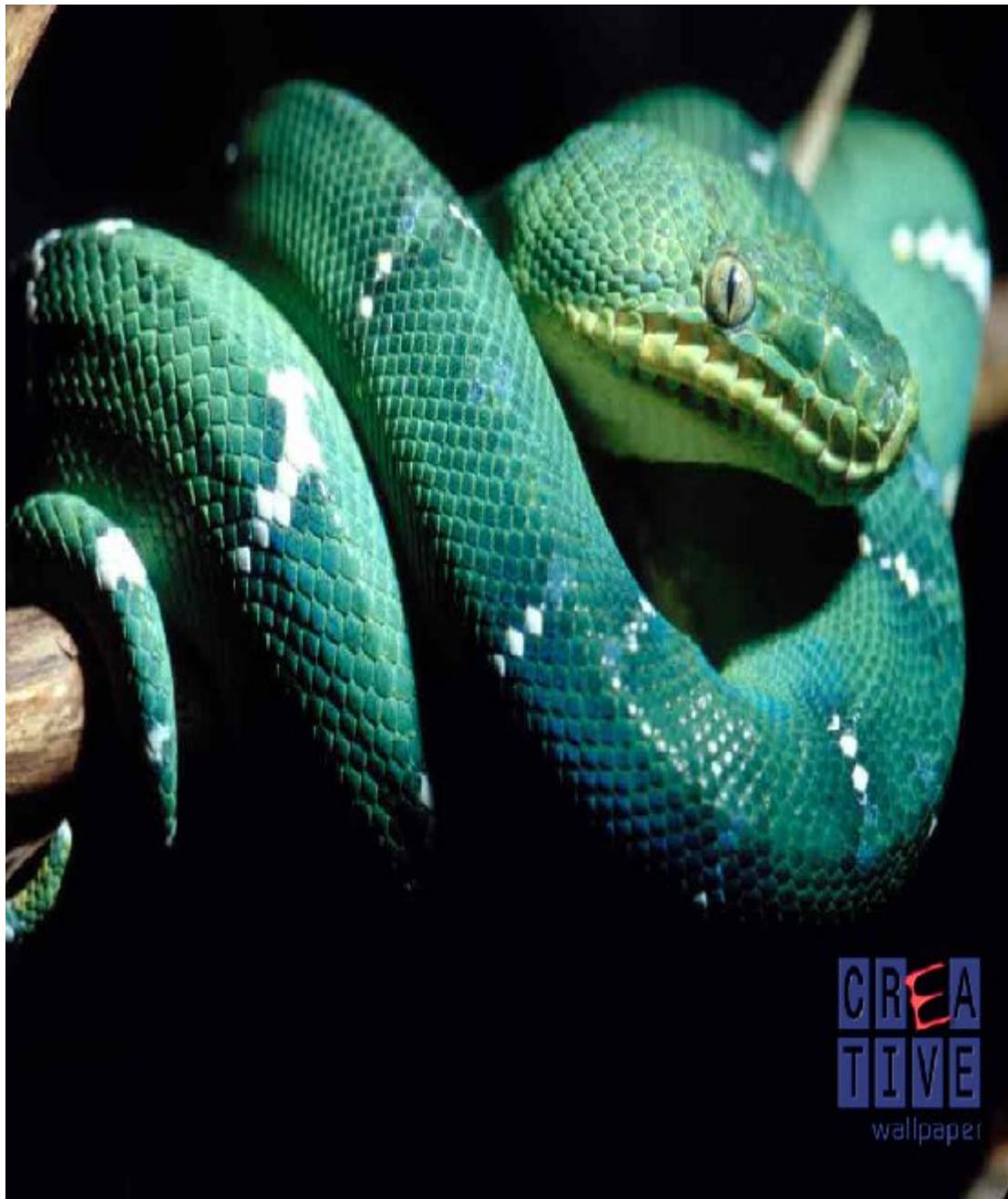


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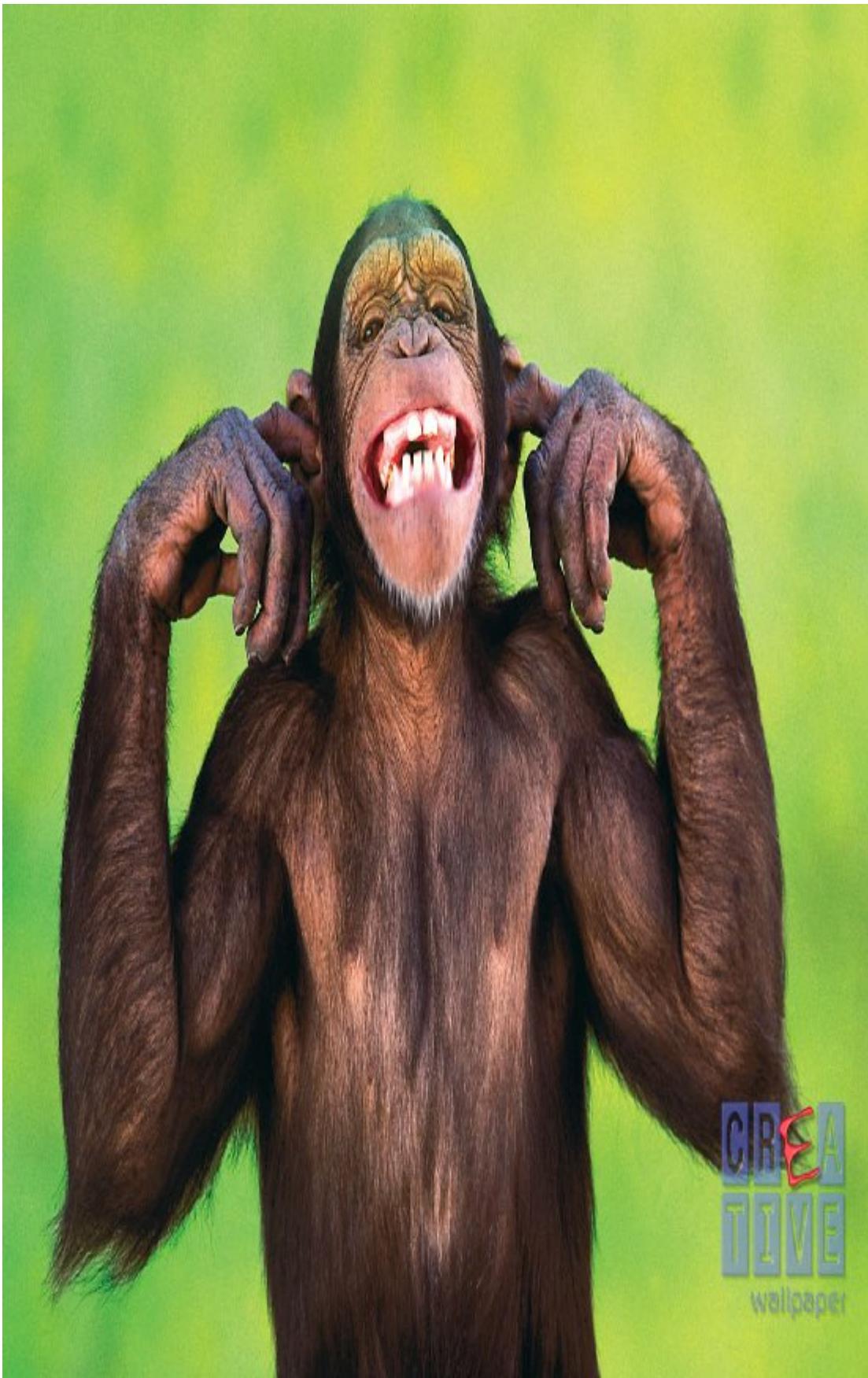
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Shanghai, 3 September 2016





















$$= 1 - \frac{6 \sum}{(N - 1)}$$

Notes:

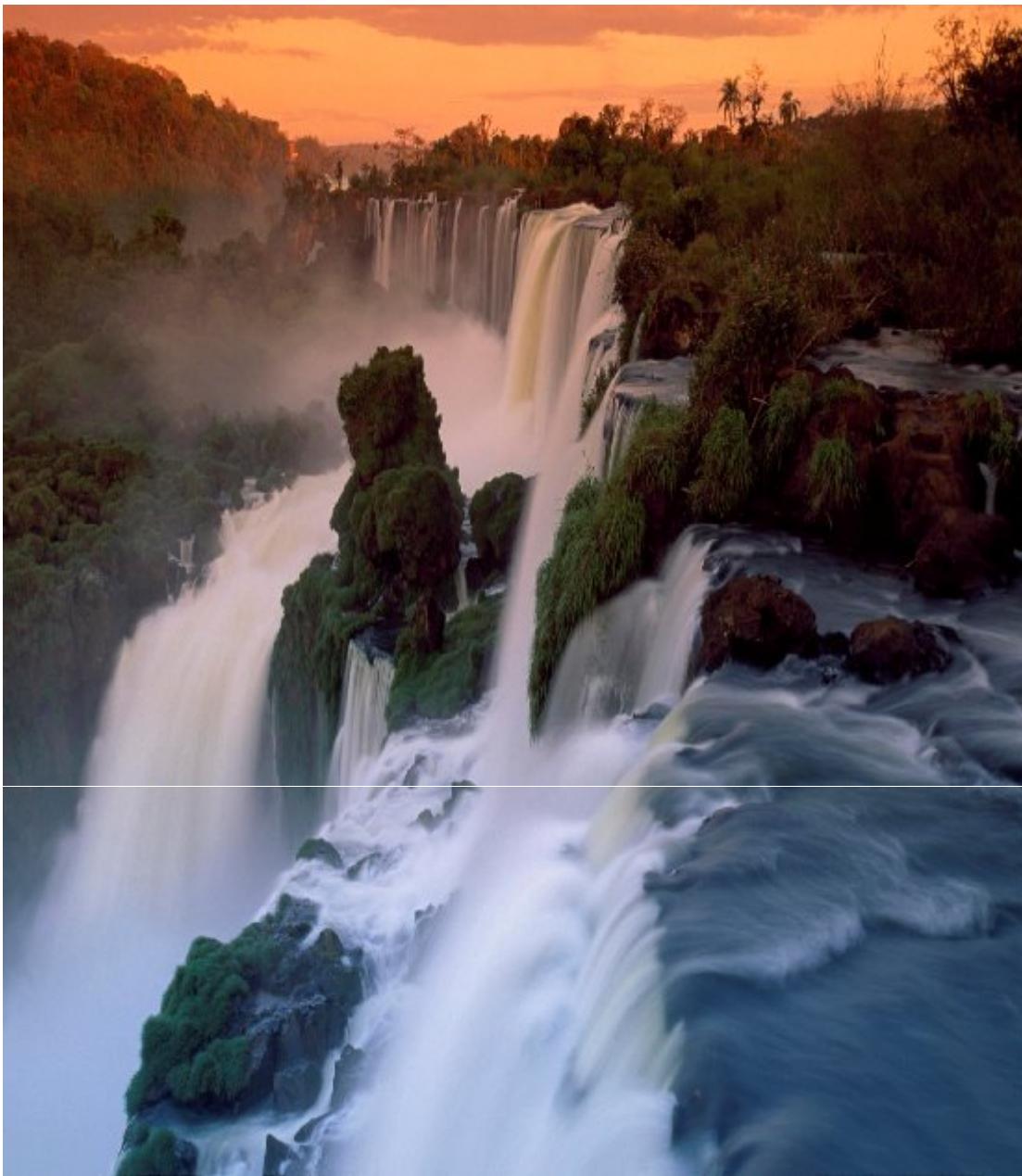
R : reliability

d : difference of rank correlation

N : number of students¹

¹Anas Sudijono, *Pengantar Statistika Pendidikan*, (Jakarta: Rajawali Press, 2010), p.





APPENDIX 23**SILABUS PEMBELAJARAN**

Sekolah :

Kelas : VIII (Delapan)

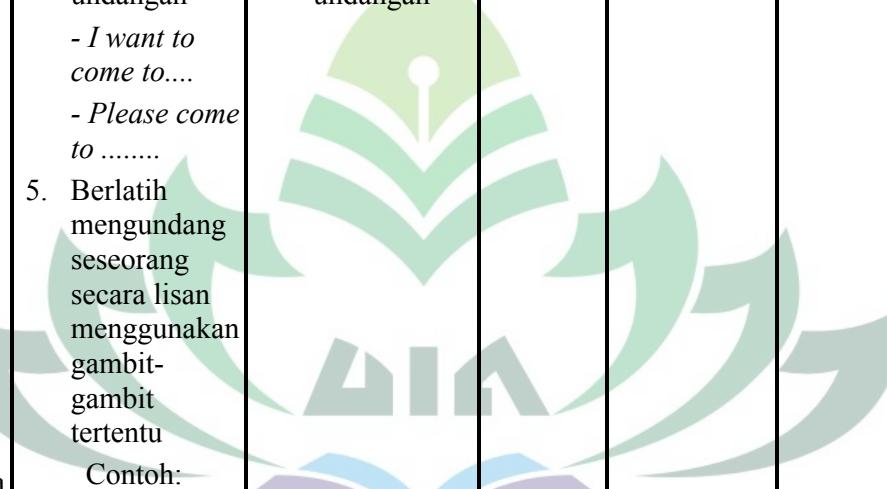
Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

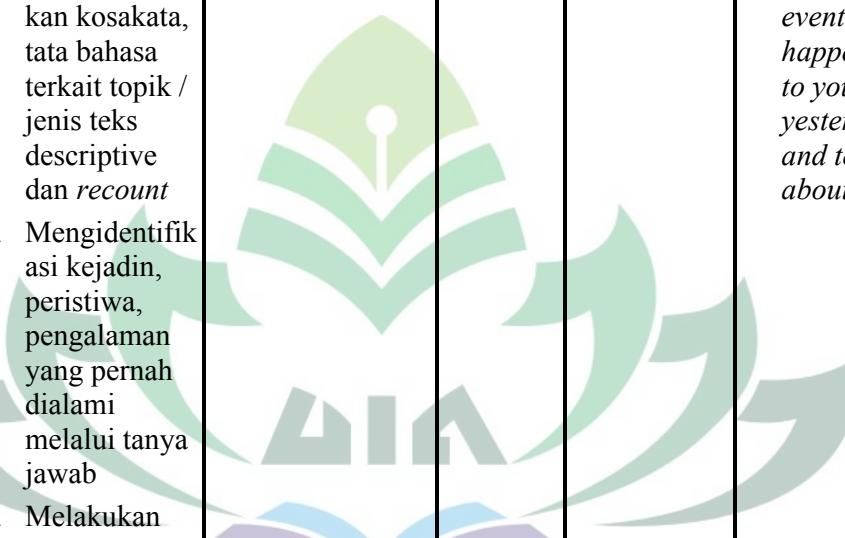
Standar Kompetensi : Berbicara

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 .Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima	1. Teks fungsional pendek berupa : • <i>Undangan</i> Contoh: <i>Dear Rio, I want you to come to my house for lunch on Sunday at 12 a.m. Thanks.</i>	1. Mendengarkan teks fungsional pendek: undangan 2. Tanya jawab tentang isi teks “undangan” 3. Tanya jawab tentang struktur teks 4. Membuat	1. Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan. 2. Bertanya dan menjawab secara lisan berbagai informasi	Unjuk kerja Tes lisan	<i>Uji petik berbicara</i> Pertanyaan lisan	<i>1. Invite your friend to come to your bithday party orally!</i> <i>2. Ask and answer orally based on the</i>	2 x 40 menit	Buku teks yang relevan 1.Gambar terkait tema/topik 2.Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
untuk berinteraksi dengan lingkungan sekitar	<p><i>Mona</i></p> <ul style="list-style-type: none"> • Pesan Singkat, Contoh : Intan, Meet me after school. Aya. <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> - I want you to - Don't Forget to <p>3. Kosa kata</p> <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks <p>4. Ungkapan Baku</p> <ul style="list-style-type: none"> - Ungkapan pembuka - Dear..... - Hi,..... 	<p>kalimat sederhana terkait jenis teks bentuk undangan</p> <ul style="list-style-type: none"> - <i>I want to come to....</i> - <i>Please come to</i> <p>5. Berlatih mengundang seseorang secara lisan menggunakan gemit-gambit tertentu</p> <p>Contoh:</p> <p><i>A: Hi Guys, I want you all to come to my birthday party.</i></p> <p><i>B: We'd love</i></p>	<p>tentangteks fungsional pendek berbentuk undangan</p> 			<i>invitation card given.</i>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa	<ul style="list-style-type: none"> - Ungkapan penutup <ul style="list-style-type: none"> - Yours - Love 1. Teks pendek berbentuk <i>descriptive</i> dan <i>recount</i>. 2. – informasi faktual <ul style="list-style-type: none"> - informasi rinci - gagasan 	<p><i>to! When?</i> <i>A:</i> <i>Tomorrow, at 4.00</i></p> <p>6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks/situasi yang diberikan</p> <p>7. Secara mandiri mengungkapkan undangan lisan</p> <p>1. Tanya jawab berbagai hal terkait topik tertentu (peristiwa,</p>		<p>Unjuk kerja</p> <p>Unjuk kerja</p> <p>Tes lisan</p>	<p>Uji petik berbicara, bertanya dan menjawab</p> <p>Uji petik berbicara mendeskripsikan sesuatu</p> <p>Uji petik berbicara, menceritakan</p>	<p>Ask and answer based on the following situation</p> <p>1. <i>Look at this thing and describe it.</i></p>	6 x 40 menit	<p>1.Buku teks yang relevan</p> <p>2.Koran/majalah</p> <p>3.Gambar peristiwa</p> <p>4.Benda-benda sekitar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	<ul style="list-style-type: none"> utama <ul style="list-style-type: none"> - gagasan pendukung dalam teks pendek berbentuk <i>recount</i> 3. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i> 4. Langkah retorika teks <i>descriptive</i> dan <i>recount</i>. 5. Kosa kata terkait tema dan jenis teks 6. Tata Bahasa <ul style="list-style-type: none"> - Adverb phrase - Conjunctions <ul style="list-style-type: none"> - and - but - or etc 	<p>kejadian, pengalaman)</p> <p>2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks <i>descriptive</i> dan <i>recount</i></p> <p>3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab</p> <p>4. Melakukan monolog dalam bentuk <i>descriptive</i> dan <i>recount</i></p>	<p>bentuk</p> <p>- <i>descriptive</i></p> <p>- <i>recount</i></p>		kejadian	<p>2. <i>Think of an activity or event that happened to you yesterday and tell us about it.</i></p>		

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



Appendix 24

Field Note in the Control Class

Day/date : Oct 21st 2017
Time : 07.00
Place : MTs Darul ulum Tanjung Bintang

Meeting 1

(1) Pre-activity

In the first meeting the researcher started the activity by greeting the students.

(2) Main activity

In the teaching and learning process by using Discussion technique, the researcher gave the explanation to the students clearly about the material how to describe people with the theme was favorite artist, but only some students took a good attention to the researcher's explanation, after giving the explanation, the researcher gave a speaking assignment to the students and the students discuss the topic given by the researcher. After that the students perform their speaking ability in front of the class. After all group finished their performance, the researcher evaluated students' activity by giving some comments towards what they had already done. In this case, the researcher's comments was focus on all of speaking aspect: pronunciation, fluency, vocabulary, comprehension and grammar. Finally, the researcher gave motivation to the students, especially the rest of the groups to have more practice to perform the play better.

(3) post-activity

At the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related to language components. The researcher gave motivation to the students to be more confident and active to participate in the activity. Then, she closed the lesson and said good bye. At the end of the meeting, the researcher reminded the students that the next day they had to present their play in front of the class. They should prepare their performance well.

Meeting 2

Day/date : Oct 23th 2017

Time : 10.00

Place : MTs Darul Ulum Tanjung Bintang

(1) Pre-activity

In the first meeting the researcher started the activity by greeting the students.

(2) Main activity

In the teaching and learning process by using Discussion technique, the researcher gave the explanation to the students clearly about the material how to describe people with the theme was *Best Friend*, but only some students took a good attention to the researcher's explanation, after giving the explanation, the researcher gave a speaking assignment to the students and the students discuss the topic given by the researcher. After that the students perform their speaking ability in front of the class. After all group finished their performance, the researcher evaluated students' activity by giving some comments towards what they had already done. In this case, the researcher's comments was focus on all of speaking aspect: pronunciation, fluency, vocabulary, comprehension and grammar. Finally, the researcher gave motivation to the students, especially the rest of the groups to have more practice to perform the play better.

(3) post-activity

At the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related to language components. The researcher gave motivation to the students to be more confident and active to participate in the activity. Then, she closed the lesson and said good bye. At the end of the meeting, the researcher reminded the students that the next day they had to present their play in front of the class. They should prepare their performance well.

Meeting 3

Day/date : Oct 26 2017

Time : 07.30

Place : MTs Darul Ulum Tanjung Bintang

(1) Pre-activity

In the first meeting the researcher started the activity by greeting the students.

(2) Main activity

In the teaching and learning process by using Discussion technique, the researcher gave the explanation to the students clearly about the material how to describe people with the theme was *My Mother*, but only some students took a good attention to the researcher's explanation, after giving the explanation, the researcher gave a speaking assignment to the students and the students discuss the topic given by the researcher. After that the students perform their speaking ability in front of the class. After all group finished their performance, the researcher evaluated students' activity by giving some comments towards what they had already done. In this case, the researcher's comments was focus on all of speaking aspect: pronunciation, fluency, vocabulary, comprehension and grammar. Finally, the researcher gave motivation to the students, especially the rest of the groups to have more practice to perform the play better.

(3) post-activity

At the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related to language components. The researcher gave motivation to the students to be more confident and active to participate in the activity. Then, she closed the lesson and said good bye. At the end of the meeting, the researcher reminded the students that the next day they had to present their play in front of the class. They should prepare their performance well.

Appendix 25

Field Note in the Experimental Class

Day/date : Oct 21st 2017
Time : 10.00
Place : MTs Darul Ulum Tanjung Bintang

Meeting 1

(1) Pre-activity

In the first meeting the researcher started the activity by greeting the students.

(2) Main activity

The researcher introduced PPP Technique in teaching speaking, what was meant by PPP, how to make it and how to perform it. The students seemed to be curious with the idea of learning speaking by using PPP. The researcher also accomplished the students by explaining about the tenses especially present tense which might be useful to express their ideas. The researcher explained the expression about describing animal, people and place, how to express it, why did we use it, and at what condition. The teacher gave many examples of describe about it and the students had to practice those expressions from the examples given.

Then topic was given by the researcher about describing animal, place and animal. It was time to show. The first performed their act in front of the class while the others were observing and listening to the action to find mistakes from their friends' performance if they might make it. Fortunately, action from students ran smoothly. They acted bravely and only made slightly mistake in pronunciation. But still their action was understandable. The performance continued by next students. After all students finished their performance the teacher evaluated students' activity by giving some comments towards what they had already done. In this case, the focus of the teacher's comments was on all speaking aspect: pronunciation, fluency, vocabulary,

comprehension and grammar. Finally, the researcher gave motivation to the students, especially the rest of the students to have more practice to perform the play better.

(3) post-activity

At the end of the meeting, the researcher reminded the students that the next day they had to present their perform in front of the class. They should prepare their performance well, at the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related to language components. The researcher gave motivation to the students to be more confident and active to participate in the activity. Then, she closed the lesson and said good bye.



Meeting 2

Day/date : Oct 23rd 2017
Time : 07:30
Place : MTs Darul Ulum Tanjung Bintang

(1) Pre-activity

In the first meeting the researcher started the activity by greeting the students.

(2) Main activity

The researcher introduced PPP Technique in teaching speaking, what was meant by PPP, how to make it and how to perform it. The students seemed to be curious with the idea of learning speaking by using PPP. The researcher also accomplished the students by explaining about the tenses especially present tense which might be useful to express their ideas. The researcher explained the expression about describing people, animal and place, how to express it, why did we use it, and at what condition. The teacher gave many examples of describing about it and the students had to practice those expressions from the examples given.

Then topic was given by the researcher about describing people. It was time to show. The first performed their act in front of the class while the others were observing and listening to the action to find mistakes from their friends' performance if they might make it. Fortunately, action from the students ran smoothly. They acted bravely and only made slightly mistake in pronunciation. But still their action was understandable. The performance continued by next students. After all student finished their performance the teacher evaluated students' activity by giving some comments towards what they had already done. In this case, the focus of the teacher's comments was on all speaking aspect: pronunciation, fluency, vocabulary, comprehension and grammar. Finally, the researcher gave motivation to the students, especially the rest of the students to have more practice to perform the play better.

(3) post-activity

At the end of the meeting, the researcher reminded the students that the next day they had to present their perform in front of the class. They should prepare their performance well, at the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related tolanguage components.The researcher gave motivation to the students to be more confident and active to participate in the activity. Then, she closed the lesson and said good bye



(1) Pre-activity

In thefirst meeting the researcher started the activity by greeting the students.

(2) Main activity

The researcher introduced PPP Technique in teaching speaking, what was meant by PPP, how to make it and how to perform it. The students seemed to be curious with the idea of learning speaking by using PPP. The researcher also accomplished the students by explaining about the tenses especially present tense which might be useful to express their ideas. The researcher explained the expression about describing people, animal and place, how to express it, why did

we use it, and at what condition. The teacher gave many examples of describe about it and the students had to practice those expressions from the examples given.

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(3) post-activity

At the end of the meeting, the researcher reminded the students that the next day they had to present their play in front of the class. They should prepare their performance well, at the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related to language components. The researcher gave motivation to the students to be more confident and active to participate in the activity. Then, she closed the lesson and said good bye.



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Student Number : 1311040011

Title : THE INFLUENCE OF USING PPP BETWEEN DISCUSSION
TECHNIQUE TOWARD STUDENTS SPEAKING ABILITY
AT THE SEVENTH GRADE OF SMP N 1 LIMAU 2016/2017
ACADEMIC YEAR

No	Date	Consultation	Signature	
			Co-Adv.	Student
1				
2				
3				
4				
5				

Bandar Lampung, 2017

Co- Advisor

Satria Adi Pradana M.Pd



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No	Date	Consultation	Signature	
			Advisor	Student
1				
2				
3				
4				
5				

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No	Date	Consultation	Signature
			Co-Adv.
1			
2			
3			
4			
5			

Bandar Lampung, 2017

Co- Advisor

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NIP.19860218205031005



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No	Date	Consultation	Signature
			Advisor
1			
2			
3			
4			
5			

Bandar Lampung, 2017

Co- Advisor

BambangIrfani, M.Pd

NIP.19730517 200604 1 001

NABILA JKT48.

In this opportunity, I would like to describe my favorite artist. Her name is Nabila. Her fullname is Nabilah Ratna Ayu Azalia. She was born in Jakarta, on November 11th, 1999.

Nabila is one of JKT48 members. She can sing and dance beautifully. I like to watch her singing with her partner in JKT48.

Nabila has nice physical appearance. She has average body. She is not tall enough. She is only 154 tall. Her weight is 48 kg. She looks cute enough with her long hair.

Sule "Prikitiw" - A Famous Comedian From Indonesia

I would like to describe my favorite artist His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese.

Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing.

Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri).

PRILLY LATUCONSINA

I would like to describe my favorite artist .Her full name is Prilly Latuconsina. People usually call her Prilly or Ii. She was born on 15 october 1996 in tangerang. She is a model, little chef and a famous actress in Indonesia.

Prilly has 1 siblings. She is the first child of the family. His father's name is Rizal Latuconsina and his mother is Ully Julita. Prilly becoming known as co- host trans 7 little chef. After that she penetrated the world of acting in her first soap opera is Get Merried the series.

Prilly has many lifetime achievements during his career. Some of them are SCTV awards 2014, Yahoo Indonesia Awards 2014, Infotainment Awards 2015.

ALIANDO SYARIEF

I would like to describe my favorite artist .His full name is Muhammad Aliando Syarief. He was born on October 26, 1996. He is an actor and a songwriter. His father's name is Syarief Alkatiri and her mother is Tengku Resi Revado.

Aliando has great physical appearance. He is good looking. He has short black hair and oval face. He is tall enough.

As an actor, Aliando acts in several TV series. Some movies on TV played are Ibrahim Anak Betawi, Bara Bere, and Ganteng Ganteng Srigala (GGS).

He has also created several songs and sing them. His songs are Kau Terindah, Hanyalah Kepadamu, and Suara Hati.

AFGAN

I would like to describe my favorite artist . His full name is Afgan Syah Reza, he was born on 27 May 1989 in Jakarta. He is well know as a telented young singer, Afgan was born into a musical family of Minangkabau origin, although he never had any vocal training. He is the second of four children of Lola Purnama and Loya Yahya.

He has oval face, black hair, think brow, pointed nose, black eyes. he is medium, he has brown skin. he's frendly. I like him, because his very good voive, frendly, cute, and he is very perfect.

AFGAN

I would like to describe my favorite artist . His full name is Afgan Syah Reza. He was born on 27 May 1989 in Jakarta. He is well known as a talented young singer.

Afgan is quiet tall. His height is 170 cm. He has an oval face, short hair. He is easily known because there are dimples on his cheek when he is smiling and always wears glasses.

Afgan's favourite music is pop, R & B, Soul and Jazz. That music influence his way to sing.

Afgan likes eating. His favourite food is Balado Potato. He loves it because

CINTA LAURA

I would like to describe my favorite artist .he full name is Cinta Laura. Cinta Laura Kiehl born August 17, 1993 is an Indonesian-German actress, electropop singer and model in Indonesia. Beginning her career in 2007, she has starred in several TV series, movies and endorsed several local and international brands. Since the start of her career, she has won several awards for acting and singing, two of which are from the "Nickelodeon Kids Choice Awards Indonesia" and "SCTV Awards".

Her debut single, Oh Baby was from the soundtrack of her film, "Oh Baby". Having tested the ability to learn vocal and had appeared on stage with Ahmad Dhani sing Umbrella for Rihanna, Cinta finally entered the studio. Cinta also featured in Guy Sebastian's hit single Who's That Girl. Her albums has sold 2 million copies in Indonesia.

SYAHRINI

I would like to describe my favorite artist . Syahrini is a beautiful Indonesian pop singer. The beautiful girl was born in Bogor, on August 1, 1980. She has two siblings. They are Ridwan Jaelani and Aisyahraeni. Her real name is Rini Fatimah. The fans call her Princess Syahrini.

Syahrini is one of beautiful woman in Indonesia. She has white skin, long black hair, pointed nose, thin pink lips, and brown eyes.

Syahrini is a trend maker. She always looks trendy. Her wonderful fashion style is always followed by Indonesian ladies. People are very familiar with Syahrini's bag, veil, hair, and make up.

Beside her style, Syahrini is also popular with some unique statements. Her quote examples are "Oh Seperti Itu?", "Alhamdulillah Yah Sesuatu.", and "Maju Mundur Cantik."

STEFAN WILLIAM

I would like to describe my favorite artist . his full name Stefan William he was born in California, USA, on August 11, 1993. He is an Indonesia actor. He is the first son of Clinton Avery and Ellen Thelma Umboh.

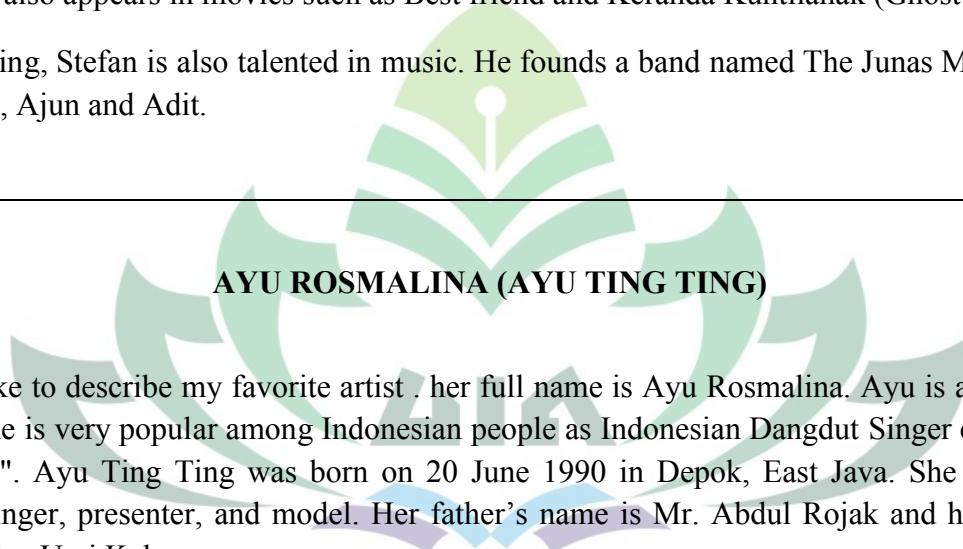
Stefan is a very good looking guy. He is very tall. His height is 1,78 m. He has white skin, pointed nose and average body.

Stefan has same hobbies as boys in general. He likes playing game, futsal and basketball. What interesting is he has ever won international and national game competition.

Stefan plays in several TV series like Arti Sahabat (a Friend Meaning) and Anak Jalanan (Street Boys). He also appears in movies such as Best friend and Keranda Kuntilanak (Ghost Coffin).

Beside acting, Stefan is also talented in music. He founds a band named The Junas Monkey with his friends, Ajun and Adit.

AYU ROSMALINA (AYU TING TING)



I would like to describe my favorite artist . her full name is Ayu Rosmalina. Ayu is a artist from Depok. She is very popular among Indonesian people as Indonesian Dangdut Singer called "Ayu Ting Ting". Ayu Ting Ting was born on 20 June 1990 in Depok, East Java. She works as a dangdut singer, presenter, and model. Her father's name is Mr. Abdul Rojak and her mother's name is Mrs. Umi Kalsum.

Ayu Ting Ting has slim body. She is not tall enough, 160 cm only. She has long, brown, and straight hair. Her face is oval. She has black and narrow eyes, thin lips, and pointed nose. People say that his face is cute.

Ayu Ting Ting has won several awards during her life. She has got Sari Ayu Star 2006, Miss Depok 2006, and Mojang Depok. Ayu Ting Ting is very famous with song entitled "Alamat Palsu

Appendix 22

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control class 1

Nama Sekolah : MTS DARUL ULUM TANJUNG BINTANG

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Genre : Descriptive Text

Tema/Topik : *Discussion about describing object (Place)*

Pertemuan ke- : 1(Speaking)

Alokasi Waktu : 2 JP

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan dalam makna monolog pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

C. Indikator

Setelah menerima contoh teks deskriptif tentang mendeskripsikan seseorang, peserta didik diharapkan mampu:

1. Mengidentifikasi dan Memahami teks deskriptif tertulis tentang gambar yang diberikan secara berkelompok.
2. Mendiskusikan isi yang terdapat dalam gambar dan tata bahasa yang digunakan secara berkelompok.
3. Menyebutkan informasi rinci dalam teks deskriptif tentang gambar.
4. Menjelaskan makna kata atau ungkapan tertentu dalam teks deskriptif tentang gambar dalam bentuk esai.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi dan Memahami teks deskriptif tertulis tentang gambar yang diberikan secara berkelompok.
2. Siswa dapat mendiskusikan isi yang terdapat dalam gambar dan tata bahasa yang digunakan secara berkelompok.
3. Siswa dapat menyebutkan menyebutkan informasi rinci dalam teks deskriptif tentang gambar.
4. Siswa dapat Menjelaskan makna kata atau ungkapan tertentu dalam teks deskriptif tentang gambar dalam bentuk esai.

E. Materi Ajar

1. Definition of descriptive texts

Descriptive text is as text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Generic structure of descriptive text

- Identification

Identifies phenomenon to be describe

- Description

Describe parts, qualities, characteristics

3. The example of descriptive text



Borobudur Temple

Borobudur is a Hindu-Buddhist temple in the 9th century unnder the sailendra dynasty of Java. It is located near Magelang on the Island of Java, Indonesia.

Description Abandoned in the 11th century and partially excavated by achaelogists in early 20th century. Borobudur temple id well-known all over the world. Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) hight consist of eight step-like stone terraces, one on top of the other. The first

five terraces are square and surrounded by walls adorned with buddhist sculpture in bas-relief, the upper three aid circular, each with a circle of bell shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way of the summit extends through some 4,8 km of passages and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor Cambodia. Borobudur, rededicated as an Indonesian national monument in 1983, is a valuable treasure for indonesian people.

F. Metode Pembelajaran

Discussion Technique

G. Sumber Pembelajaran

- | | |
|-------------------|--|
| 1. Media | : The picture of artist |
| 2. Alat | : Kertas dan alat tulis |
| 3. Sumber Belajar | : Suara Guru, Buku Siswa Bahasa Inggris kelas VIII |

H. Langkah-Langkah Pembelajaran

A. Pendahuluan

- Memberi salam
- Berdoa (optional)
- Mengecek kehadiran siswa
- Mengetengahkan topik pelajaran (*Brain Storming*)
- Menjelaskan tujuan pelajaran
- Menjelaskan manfaat pelajaran

B. Kegiatan Inti

Tahap	Kegiatan Guru	Kegiatan Siswa
Eksplorasi	<ul style="list-style-type: none"> Guru menjelaskan tentang konsep diskusi kelompok. Guru meminta siswa untuk membuat beberapa kelompok yang terdiri dari 6 orang orang dan membuat lingkaran kecil 	<ul style="list-style-type: none"> Siswa mengamati guru yang menjelaskan tentang diskusi kelompok Siswa mengikuti perintah guru membuat kelompok yang masing masing kelompok dari 6 siswa.
Elaborasi	<ul style="list-style-type: none"> Guru memberikan materi tentang descriptive text kepada siswa untuk dibahas didalam kelompok tersebut. Guru menyuruh siswa untuk mendiskusikan gambar yang telah diberikan oleh guru dan mendeskripsikan gambar tersebut 	<ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang materi tersebut tersebut.. Siswa bekerjasama dalam mengidentifikasi dan memahami beberapa contoh teks yang telah di diskusikan.
Konfirmasi	<ul style="list-style-type: none"> Guru memberikan perintah kepada siswa setiap kelompok memiliki satu kandidat untuk 	<ul style="list-style-type: none"> Siswa mengikuti perintah guru dan salah satu siswa dari setiap kelompok maju

	<p>menjelaskan hasil diskusi kelompok didepan kelas</p> <ul style="list-style-type: none"> • Guru memberitahu siswa untuk merangkum hasil diskusi kelompok • Guru mengoreksi hasil diskusi kelompok 	<p>kedepan kelas untuk menjelaskan hasil diskusinya.</p> <ul style="list-style-type: none"> • Siswa merangkum hasil diskusi kelompok
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C. Penutup

1. Meringkas pelajaran
2. Melakukan refleksi (seperti tanya jawab untuk mendapatkan feedback)
3. Menyiapkan pelajaran yang akan datang
4. Memberi salam penutup

H. Penilaian

Scoring Rubric

a. Instrument form : oral test (appendix 2)

Scoring : Speaking Scoring Rubrik

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

25

Scoring Standards and Range in Speaking Assesments

Standards of Scoring	Range of Score
Excellent	80 -100

Very good	73 -79
Good	65 -72
Average	60 – 64
Poor	55 – 59
Very poor	≤ 55

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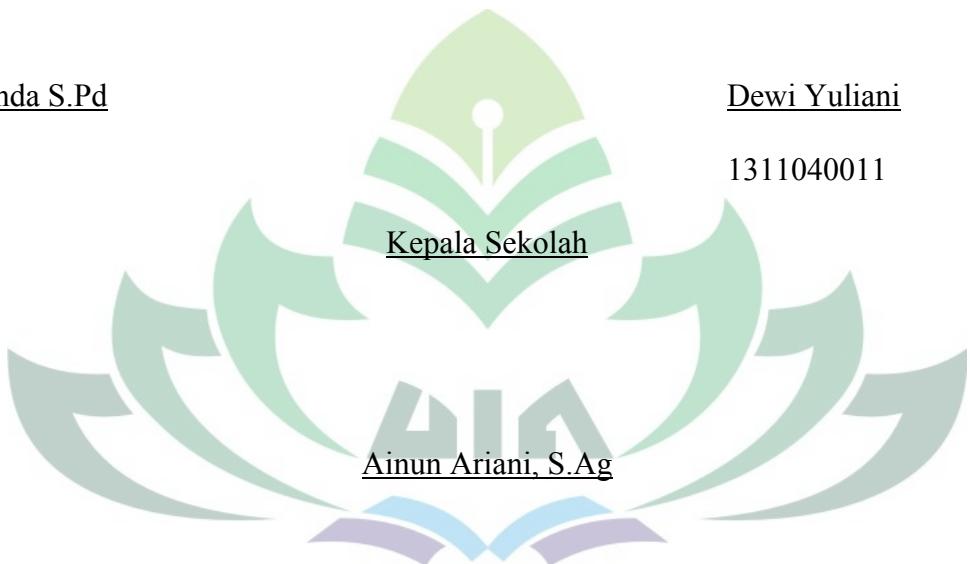
Rita Meilinda S.Pd

Dewi Yuliani

1311040011

Kepala Sekolah

Ainun Ariani, S.Ag



Appendix 22

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control class 1

Nama Sekolah : MTS DARUL ULUM TANJUNG BINTANG

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Genre : Descriptive Text

Tema/Topik : *Discussion about describing object (Place)*

Pertemuan ke- : 1(Speaking)

Alokasi Waktu : 2 JP

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan dalam makna monolog pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

C. Indikator

Setelah menerima contoh teks deskriptif tentang mendeskripsikan seseorang, peserta didik diharapkan mampu:

1. Mengidentifikasi dan Memahami teks deskriptif tertulis tentang gambar yang diberikan secara berkelompok.
2. Mendiskusikan isi yang terdapat dalam gambar dan tata bahasa yang digunakan secara berkelompok.
3. Menyebutkan informasi rinci dalam teks deskriptif tentang gambar.
4. Menjelaskan makna kata atau ungkapan tertentu dalam teks deskriptif tentang gambar dalam bentuk esai.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi dan Memahami teks deskriptif tertulis tentang gambar yang diberikan secara berkelompok.
2. Siswa dapat mendiskusikan isi yang terdapat dalam gambar dan tata bahasa yang digunakan secara berkelompok.
3. Siswa dapat menyebutkan menyebutkan informasi rinci dalam teks deskriptif tentang gambar.
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F. Metode Pembelajaran

Discussion Technique

G. Sumber Pembelajaran

- | | |
|-------------------|--|
| 1. Media | : The picture of artist |
| 2. Alat | : Kertas dan alat tulis |
| 3. Sumber Belajar | : Suara Guru, Buku Siswa Bahasa Inggris kelas VIII |

H. Langkah-Langkah Pembelajaran

A. Pendahuluan

- Memberi salam
- Berdoa (optional)
- Mengecek kehadiran siswa
- Mengetengahkan topik pelajaran (*Brain Storming*)
- Menjelaskan tujuan pelajaran
- Menjelaskan manfaat pelajaran

B. Kegiatan Inti

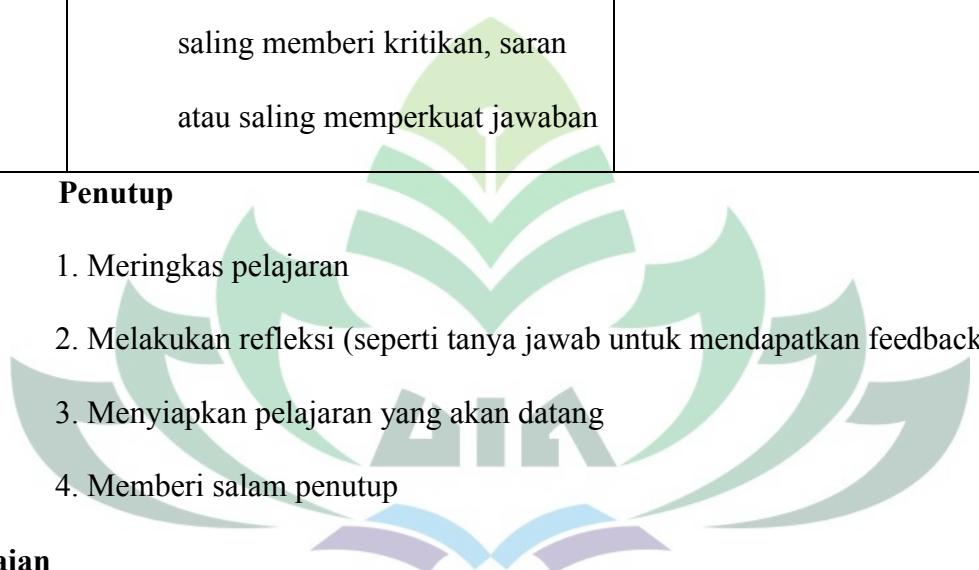
Tahap	Kegiatan Guru	Kegiatan Siswa
Eksplorasi	<ul style="list-style-type: none"> Guru menjelaskan dan menyatakan dan menanyakan tentang deskripsi orang, dalam berbagai konteks. Guru dan siswa menyatakan dan menanyakan tentang deskripsi orang, dengan bahasa Inggris, di dalam dan di luar kelas. Guru meminta siswa untuk membuat beberapa kelompok Guru menyuruh siswa untuk berdiskusi dan memberikan topic dan media tentang membandingkan ungkapan menyatakan dan menanyakan tentang deskripsi orang, yang telah dipelajari dengan ungkapan-ungkapan lainnya setelah itu menampilkan hasil diskusi Guru menanyakan kepada siswa tentang pemahaman tentang 	<ul style="list-style-type: none"> Siswa mengikuti interaksi menyatakan dan menanyakan tentang deskripsi orang, selama proses pembelajaran, dengan bimbingan guru. Siswa mengikuti interaksi menyatakan dan menanyakan tentang deskripsi orang, selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang deskripsi orang. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan tentang deskripsi orang, (fungsi sosial, struktur teks, dan unsur kebahasaan). Siswa menuliskan permasalahan dalam menggunakan bahasa

	<p>membandingkan ungkapan menyatakan dan menanyakan tentang deskripsi orang.</p> <ul style="list-style-type: none"> • Siswa dapat membandingkan ungkapan menyatakan dan menanyakan tentang deskripsi orang, yang telah dipelajari dengan ungkapan-ungkapan lainnya dan dapat berinteraksi dengan teman yang lain melalui grup diskusi • Guru menilai hasil diskusi siswa • Guru mempertanyakan tentang pemahaman siswa tentang ungkapan, perbedaan antara menyatakan dan menanyakan tentang deskripsi orang, yang ada dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia.kemungkinan menggunakan ungkapan lain, dsb • Siswa dapat mempertanyakan hal-hal yang kurang di mengerti. 	<p>Inggris menyatakan dan menanyakan tentang deskripsi orang, dalam jurnal belajarnya</p> <ul style="list-style-type: none"> • Menyebutkan beberapa terkait dengan descriptive text.
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Elaborasi	<ul style="list-style-type: none"> • Guru meminta siswa untuk membuat beberapa kelompok • Guru menyuruh siswa untuk berdiskusi dan memberikan topic dan media tentang membandingkan ungkapan menyatakan dan menanyakan tentang deskripsi orang, yang telah dipelajari dengan ungkapan-ungkapan lainnya setelah itu menampilkan hasil diskusi • Guru menanyakan kepada siswa tentang pemahaman tentang membandingkan ungkapan menyatakan dan menanyakan tentang deskripsi orang. • Memberikan penjelasan mengenai pemahaman yang di dapat oleh siswa dalam membedakan bentuk bahasa dan isi dari contoh teks yang telah di diskusikan 	<ul style="list-style-type: none"> • Membentuk kelompok beranggotakan empat orang. • Menerima beberapa contoh descriptive text. • Bekerjasama dalam mengidentifikasi dan memahami beberapa contoh teks yang telah di diskusikan. • Mendengarkan penjelasan mengenai perbedaan bentuk bahasa dan isi dari contoh teks yang telah di diskusikan
Konfirmasi	<ul style="list-style-type: none"> • Menegaskan pemahaman 	<ul style="list-style-type: none"> • Menjawab pertanyaan sesuai

	<p>tentang tujuan dari descriptive text yang sesuai dengan konteks kehidupan sehari-hari dan kemudian memberikan beberapa pertanyaan yang terkait isi di dalam teks yang telah di diskusikan</p> <ul style="list-style-type: none"> • Memberi kesempatan untuk saling memberi kritikan, saran atau saling memperkuat jawaban 	<p>dengan isi dalam teks yang telah di diskusikan.</p> <ul style="list-style-type: none"> • Siswa siap menerima kritik dan saran atau memperkuat Jawaban.
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C. Penutup

- 
1. Meringkas pelajaran
 2. Melakukan refleksi (seperti tanya jawab untuk mendapatkan feedback)
 3. Menyiapkan pelajaran yang akan datang
 4. Memberi salam penutup

H. Penilaian

Scoring Rubric

a. Instrument form : oral test (appendix 2)

Scoring : Speaking Scoring Rubrik

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

Scoring Standards and Range in Speaking Assessments

Standards of Scoring	Range of Score
Excellent	80 -100
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Tanjung Bintang, 2017

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Guru Bidang Study

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Mahasiswa Penelitian

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**
Control class 2

Nama Sekolah	:	MTs Darul Ulum Tanjung Bintang
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/1
Genre	:	Descriptive Text
Tema/Topik	:	<i>Discussion about describing object (favorite artist)</i>
Pertemuan ke-	:	2(Speaking)
Alokasi Waktu	:	2 JP

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan dalam makna monolog pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

C. Indikator

Setelah menerima contoh teks deskriptif tentang mendeskripsikan seseorang, peserta didik diharapkan mampu:

1. Mengidentifikasi dan Memahami teks deskriptif tertulis tentang gambar yang diberikan secara berkelompok.
2. Mendiskusikan isi yang terdapat dalam gambar dan tata bahasa yang digunakan secara berkelompok.
3. Menyebutkan informasi rinci dalam teks deskriptif tentang gambar.
4. Menjelaskan makna kata atau ungkapan tertentu dalam teks deskriptif tentang gambar dalam bentuk esai.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi dan Memahami teks deskriptif tertulis tentang gambar yang diberikan secara berkelompok.
2. Siswa dapat mendiskusikan isi yang terdapat dalam gambar dan tata bahasa yang digunakan secara berkelompok.
3. Siswa dapat menyebutkan menyebutkan informasi rinci dalam teks deskriptif tentang gambar.
4. Siswa dapat Menjelaskan makna kata atau ungkapan tertentu dalam teks deskriptif tentang gambar dalam bentuk esai.

E. Materi Ajar

1. Definition of descriptive texts

Descriptive text is as text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Generic structure of descriptive text

- Identification

Identifies phenomenon to be described

- Description

Describe parts, qualities, characteristics

3. The example of descriptive text



Prilly Latuconsina

Her fullname is Prilly Latucontina. She is usually called prilly or li. She was born in Tanggerang, 15 october 1996. She is a singer, an actress and a presenter. Her favorite food is sushi and noodle. Her favorite drink is water. Her favorite color is purple and white. Her favorite singer are Justin Bieber and Greyson Chance. Her hair is long and a bristly face. She is a beautiful face and tiny.

F. Metode Pembelajaran

Discussion Technique

G. Sumber Pembelajaran

1. Media : The picture of artist
2. Alat : Kertas dan alat tulis
3. Sumber Belajar : Suara Guru, Buku Siswa Bahasa Inggris kelas VIII

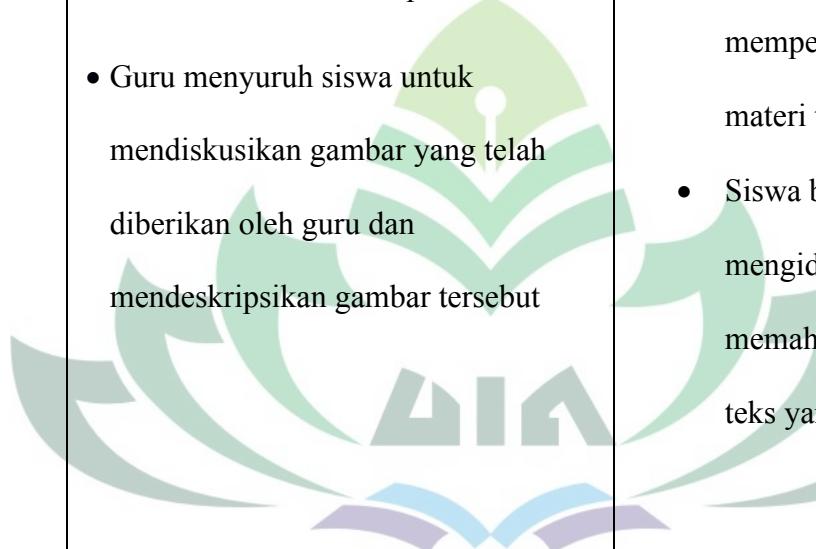
H. Langkah-Langkah Pembelajaran

A. Pendahuluan

- a. Memberi salam
- b. Berdoa (optional)
- c. Mengecek kehadiran siswa
- d. Mengetengahkan topik pelajaran (*Brain Storming*)
- e. Menjelaskan tujuan pelajaran
- f. Menjelaskan manfaat pelajaran

B. Kegiatan Inti

Tahap	Kegiatan Guru	Kegiatan Siswa
Eksplorasi	<ul style="list-style-type: none"> • Guru menjelaskan tentang konsep diskusi kelompok. 	<ul style="list-style-type: none"> • Siswa mengamati guru yang menjelaskan tentang diskusi

	<ul style="list-style-type: none"> Guru meminta siswa untuk membuat beberapa kelompok yang terdiri dari 6 orang orang dan membuat lingkaran kecil 	<p>kelompok</p> <ul style="list-style-type: none"> Siswa mengikuti perintah guru membuat kelompok yang masing masing kelompok dari 6 siswa.
Elaborasi	<ul style="list-style-type: none"> Guru memberikan materi tentang descriptive text kepada siswa untuk dibahas didalam kelompok tersebut. Guru menyuruh siswa untuk mendiskusikan gambar yang telah diberikan oleh guru dan mendeskripsikan gambar tersebut 	<ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang materi tersebut tersebut.. Siswa bekerjasama dalam mengidentifikasi dan memahami beberapa contoh teks yang telah di diskusikan.
Konfirmasi	<ul style="list-style-type: none"> Guru memberikan perintah kepada siswa setiap kelompok memiliki satu kandidat untuk menjelaskan hasil diskusi kelompok didepan kelas Guru memberitahu siswa untuk merangkum hasil diskusi 	<ul style="list-style-type: none"> Siswa mengikuti perintah guru dan salah satu siswa dari setiap kelompok maju kedepan kelas untuk menjelaskan hasil diskusinya.

	<p>kelompok</p> <ul style="list-style-type: none"> • Guru mengoreksi hasil diskusi kelompok 	<ul style="list-style-type: none"> • Siswa merangkum hasil diskusi kelompok
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C. Penutup

1. Meringkas pelajaran
2. Melakukan refleksi (seperti tanya jawab untuk mendapatkan feedback)
3. Menyiapkan pelajaran yang akan datang
4. Memberi salam penutup

H. Penilaian

Scoring Rubric

a. Instrument form : oral test (appendix 2)

Scoring : Speaking Scoring Rubrik

Score = Total Score x 100

25

Scoring Standards and Range in Speaking Assesments

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

Very poor	≤ 55
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Tanjung Bintang, 2017

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Guru Bidang Study

Mahasiswa Penelitian

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Dewi Yuliani

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Kepala Sekolah

Ainun Ariana, S.Ag



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**
Control class 3

Nama Sekolah	: MTs Darul Ulum Tanjung Bintang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Genre	: Descriptive Text
Tema/Topik	: <i>Discussion about describing object (Animals)</i>
Pertemuan ke-	: 3(Speaking)
Alokasi Waktu	: 2 JP

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan dalam makna monolog pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

C. Indikator

Setelah menerima contoh teks deskriptif tentang mendeskripsikan seseorang, peserta didik diharapkan mampu:

1. Mengidentifikasi dan Memahami teks deskriptif tertulis tentang gambar yang diberikan secara berkelompok.
2. Mendiskusikan isi yang terdapat dalam gambar dan tata bahasa yang digunakan secara berkelompok.
3. Menyebutkan informasi rinci dalam teks deskriptif tentang gambar.
4. Menjelaskan makna kata atau ungkapan tertentu dalam teks deskriptif tentang gambar dalam bentuk esai.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi dan Memahami teks deskriptif tertulis tentang gambar yang diberikan secara berkelompok.
2. Siswa dapat mendiskusikan isi yang terdapat dalam gambar dan tata bahasa yang digunakan secara berkelompok.
3. Siswa dapat menyebutkan menyebutkan informasi rinci dalam teks deskriptif tentang gambar.
4. Siswa dapat Menjelaskan makna kata atau ungkapan tertentu dalam teks deskriptif tentang gambar dalam bentuk esai.

E. Materi Ajar

1. Definition of descriptive texts

Descriptive text is as text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Generic structure of descriptive text
 - Identification
Identifies phenomenon to be described
 - Description
Describe parts, qualities, characteristics
3. The example of descriptive text



Lion

Lion is a wild animal. They have characteristic like brown colour. The characteristic between male and female lion is different. Male lion has an unfurl fur in around of his head. If the lion is female, it's just like other big cat like tiger or cheetah but with plain colour in her body, it doesn't have motif of pattern like spot looks like tiger or cheetah. Lion has a moustache in front of their mouth. They have

canine tooth to lacerate their victim and eat it. Lion has 4 feet, 2 in front of and 2 in backside. Lion has a big voice that make all of animal in the jungles care with them.

The male of lion is a animal without faihtful to their couples or pair. They have more than one pair or couple. And they scare if the female of lion has a children, they will taking a power in a jungle and defeated his father. So, they killed their son, like that no one can defeated them in future. Lion life is not static, they are dinamic, moving from one place to another place. Lion food is an other animal like rabbit, deer and also goose. Lion run is so fast, they can catch their victim in a second counting. Lion is a animal that fast to be hungry and full. If they finding the big animal that they can eat it, they are only eat for one time. After that, they sleep for long time until they feel that they are hungry again and they wake up to finding new victim again.

F. Metode Pembelajaran

Discussion Technique

G. Sumber Pembelajaran

1. Media : The picture of artist
2. Alat : Kertas dan alat tulis
3. Sumber Belajar : Suara Guru, Buku Siswa Bahasa Inggris kelas VIII

H. Langkah-Langkah Pembelajaran

A. Pendahuluan

- a. Memberi salam
- b. Berdoa (optional)
- c. Mengecek kehadiran siswa
- d. Mengetengahkan topik pelajaran (*Brain Storming*)
- e. Menjelaskan tujuan pelajaran
- f. Menjelaskan manfaat pelajaran

B. Kegiatan Inti

Tahap	Kegiatan Guru	Kegiatan Siswa
Eksplorasi	<ul style="list-style-type: none"> • Guru menjelaskan tentang konsep 	<ul style="list-style-type: none"> • Siswa mengamati guru yang

	<p>diskusi kelompok.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat beberapa kelompok yang terdiri dari 6 orang dan membuat lingkaran kecil 	<p>menjelaskan tentang diskusi kelompok</p> <ul style="list-style-type: none"> • Siswa mengikuti perintah guru membuat kelompok yang masing-masing kelompok dari 6 siswa.
Elaborasi	<ul style="list-style-type: none"> • Guru memberikan materi tentang descriptive text kepada siswa untuk dibahas didalam kelompok tersebut. • Guru menyuruh siswa untuk mendiskusikan gambar yang telah diberikan oleh guru dan mendeskripsikan gambar tersebut 	<ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang materi tersebut tersebut.. • Siswa bekerjasama dalam mengidentifikasi dan memahami beberapa contoh teks yang telah di diskusikan.
Konfirmasi	<ul style="list-style-type: none"> • Guru memberikan perintah kepada siswa setiap kelompok memiliki satu kandidat untuk menjelaskan hasil diskusi kelompok didepan kelas 	<ul style="list-style-type: none"> • Siswa mengikuti perintah guru dan salah satu siswa dari setiap kelompok maju kedepan kelas untuk menjelaskan hasil

	<ul style="list-style-type: none"> • Guru memberitahu siswa untuk merangkum hasil diskusi kelompok • Guru mengoreksi hasil diskusi kelompok 	<ul style="list-style-type: none"> diskusinya. • Siswa merangkum hasil diskusi kelompok
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C. Penutup

1. Meringkas pelajaran
2. Melakukan refleksi (seperti tanya jawab untuk mendapatkan feedback)
3. Menyiapkan pelajaran yang akan datang
4. Memberi salam penutup

H. Penilaian

Scoring Rubric

a. Instrument form : oral test (appendix 2)

Scoring : Speaking Scoring Rubrik

Score = Total Score x 100

25

Scoring Standards and Range in Speaking Assesments

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

Tanjung Bintang,

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Kepala Sekolah

Ainun Ariana, S.Ag



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**
Experimental Class 2

Nama Sekolah	:	MTs Darul Ulum Tanjung Bintang
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/1
Genre	:	Descriptive Text
Tema/Topik	:	<i>describing object (favorite Artist)</i>
Pertemuan ke-	:	2(Speaking)
Alokasi Waktu	:	2 JP

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan dalam makna monolog pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

C. Indikator

Setelah menerima contoh teks deskriptif tentang mendeskripsikan seseorang, peserta didik diharapkan mampu:

1. Mengidentifikasi dan Memahami teks deskriptif tertulis tentang gambar yang diberikan secara individual.
2. Menyebutkan informasi rinci dalam teks deskriptif tentang gambar.
3. Menjelaskan makna kata atau ungkapan tertentu dalam teks deskriptif tentang gambar dalam bentuk monolog.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi dan memahami teks deskriptif tertulis tentang gambar yang diberikan secara individual.

2. Siswa dapat menyebutkan informasi rinci dalam teks deskriptif tentang gambar.
3. Siswa dapat menjelaskan makna kata atau ungkapan tertentu dalam teks deskriptif tentang gambar dalam bentuk monolog.

E. Materi Ajar

1. Definition of descriptive texts

Descriptive text is as text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Generic structure of descriptive text
 - Identification
Identifies phenomenon to be described
 - Description
Describe parts, qualities, characteristics

3. The example of descriptive text



Prilly Latuconsina

Her fullname is Prilly Latucontina. She is usually called prilly or li. She was born in Tanggerang, 15 october 1996. She is a singer, an actress and a presenter. Her favorite food is sushi and noodle. Her favorite drink is water. Her favorite color is purple and white. Her favorite singer are Justin Bieber and Greyson Chance. Her hair is long and a bristly face. She is a beautiful face and tiny.

F. Metode Pembelajaran.

1. Tehnik : *PPP (Presentation, Practice and Production)*

G. Sumber Pembelajaran

1. Media : The picture of artist
2. Alat : Kertas dan alat tulis
3. Sumber Belajar : Suara Guru, Buku Siswa Bahasa Inggris kelas VIII

H. Langkah-Langkah Pembelajaran

A. Pendahuluan

- a. Memberi salam
- b. Berdoa (optional)
- c. Mengecek kehadiran siswa
- d. Mengetengahkan topik pelajaran (*Brain Storming*)
- e. Menjelaskan tujuan pelajaran
- f. Menjelaskan manfaat pelajaran

B. Kegiatan Inti

Tahap	Kegiatan Guru	Kegiatan Siswa
Eksplorasi	<ul style="list-style-type: none"> • Guru menjelaskan tentang teknik PPP (Presentation Practice and Production) • Guru memberikan kan materi tentang descriptive text 	<ul style="list-style-type: none"> • Siswa mengamati guru yang menjelaskan tentang teknik yang digunakan • Siswa memperhatikan guru yang menjelaskan materi descriptive text
Elaborasi	<ul style="list-style-type: none"> • Guru mempresentasikan gambar didepan didepan kelas • Guru memberikan pertanyaan kepada 	<ul style="list-style-type: none"> • Siswa mendengarkan dan memperhatikan penjelasan guru • Siswa nerima gambar yang akan didesripsikan

	<p>siswa tentang keadaan gambar yang sedang dipresentasikan oleh guru</p> <ul style="list-style-type: none"> • Guru menyuruh siswa untuk mengulangi kalimat tentang gambar tersebut dengan menggunakan bahasa baru Setiap siswa bergantian maju kedepan untuk mendeskripsikan gambar • Guru bertanya kepada siswa mengenai gambar tersebut <p><i>Teacher : can anyone tell me?</i></p> <p><i>Students : she is a beautiful, her face is oval, she is a pointed, etc.</i></p> <p><i>Teacher : good, etc.</i></p>	<ul style="list-style-type: none"> • Siswa mngikuti perintah guru mengulangi kalimat tersebut • Siswa bergantian menjawab pertanyaan guru
Konfirmasi	<ul style="list-style-type: none"> • Guru menilai keaktifan siswa dalam berbicara • Guru memberikan motivasi kepada siswa melalui belajar mengajar 	<ul style="list-style-type: none"> • Siswa practice dan terus berlatih • Siswa medapatkan bahasa baru

C. Penutup

1. Meringkas pelajaran
2. Melakukan refleksi (seperti tanya jawab untuk mendapatkan feedback)
3. Menyiapkan pelajaran yang akan datang
4. Memberi salam penutup

H. Penilaian

Scoring Rubric

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

Scoring : Speaking Scoring Rubrik

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

25

Scoring Standards and Range in Speaking Assessments

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

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**
Experimental Class 3

Nama Sekolah	:	MTs Darul Ulum Tanjung Bintang
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/1
Genre	:	Descriptive Text
Tema/Topik	:	<i>describing object (favorite Artist)</i>
Pertemuan ke-	:	3(Speaking)
Alokasi Waktu	:	2 JP

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan dalam makna monolog pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

C. Indikator

Setelah menerima contoh teks deskriptif tentang mendeskripsikan seseorang, peserta didik diharapkan mampu:

1. Mengidentifikasi dan Memahami teks deskriptif tertulis tentang gambar yang diberikan secara individual.
2. Menyebutkan informasi rinci dalam teks deskriptif tentang gambar.
3. Menjelaskan makna kata atau ungkapan tertentu dalam teks deskriptif tentang gambar dalam bentuk monolog.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi dan memahami teks deskriptif tertulis tentang gambar yang diberikan secara individual.
2. Siswa dapat menyebutkan informasi rinci dalam teks deskriptif tentang gambar.

3. Siswa dapat menjelaskan makna kata atau ungkapan tertentu dalam teks deskriptif tentang gambar dalam bentuk monolog.

E. Materi Ajar

1. Definition of descriptive texts

Descriptive text is as text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Generic structure of descriptive text

- Identification

Identifies phenomenon to be described

- Description

Describe parts, qualities, characteristics

3. The example of descriptive text



Lion

Lion is a wild animal. They have characteristic like brown colour. The characteristic between male and female lion is different. Male lion has an unfurl fur in around of his head. If the lion is female, it's just like other big cat like tiger or cheetah but with plain colour in her body, it doesn't have motif of pattern like spot looks like tiger or cheetah. Lion has a moustache in front of their mouth. They have canine tooth to lacerate their victim and eat it. Lion has 4 feet, 2 in front of and 2 in backside. Lion has a big voice that make all of animal in the jungles care with them. The male of lion is a animal without faithful to their couples or pair. They have more than one pair or couple. And they scare if the female of lion has a children, they will take a power in a jungle and defeated his father. So, they killed their son, like that no one can defeated them in future. Lion life is not static, they are dynamic, moving

from one place to another place. Lion food is an other animal like rabbit, deer and also goose. Lion run is so fast, they can catch their victim in a second counting. Lion is a animal that fast to be hungry and full. If they finding the big animal that they can eat it, they are only eat for one time. After that, they sleep for long time until they feel that they are hungry again and they wake up to finding new victim again.

F. Metode Pembelajaran.

1. Tehnik : *PPP (Presentation, Practice and Production)*

G. Sumber Pembelajaran

1. Media : The picture of artist
2. Alat : Kertas dan alat tulis
3. Sumber Belajar : Suara Guru, Buku Siswa Bahasa Inggris kelas VIII

H. Langkah-Langkah Pembelajaran

A. Pendahuluan

- a. Memberi salam
- b. Berdoa (optional)
- c. Mengecek kehadiran siswa
- d. Mengetengahkan topik pelajaran (*Brain Storming*)
- e. Menjelaskan tujuan pelajaran
- f. Menjelaskan manfaat pelajaran

B. Kegiatan Inti

Tahap	Kegiatan Guru	Kegiatan Siswa
Eksplorasi	<ul style="list-style-type: none"> • Guru menjelaskan tentang teknik <i>PPP (Presentation Practice and Production)</i> • Guru memberikan kan materi tentang descriptive text 	<ul style="list-style-type: none"> • Siswa mengamati guru yang menjelaskan tentang teknik yang digunakan • Siswa memperhatikan guru yang menjelaskan materi descriptive text

Elaborasi	<ul style="list-style-type: none"> • Guru mempresentasikan gambar didepan didepan kelas • Guru memberikan pertanyaan kepada siswa tentang keadaan gambar yang sedang dipresentasikan oleh guru • Guru menyuruh siswa untuk mengulangi kalimat tentang gambar tersebut dengan menggunakan bahasa baru Setiap siswa bergantian maju kedepan untuk mendeskripsikan gambar • Guru bertanya kepada siswa mengenai gambar tersebut <i>Teacher : can anyone tell me?</i> <i>Students : she is a beautiful, her face is oval, she is a pointed, etc.</i> <i>Teacher : good, etc.</i> 	<ul style="list-style-type: none"> • Siswa mendengarkan dan memperhatikan penjelasan guru • Siswa nerima gambar yang akan didescriptsikan • Siswa mngikuti perintah guru mengulangi kalimat tersebut • Siswa bergantian menjawab pertanyaan guru
Konfirmasi	<ul style="list-style-type: none"> • Guru menilai keaktifan siswa dalam 	<ul style="list-style-type: none"> • Siswa practice dan terus

	<p>berbicara</p> <ul style="list-style-type: none"> • Guru memberikan motivasi kepada siswa melalui belajar mengajar 	<p>berlatih</p> <ul style="list-style-type: none"> • Siswa mendapatkan bahasa baru
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C. Penutup

1. Meringkas pelajaran
2. Melakukan refleksi (seperti tanya jawab untuk mendapatkan feedback)
3. Menyiapkan pelajaran yang akan datang
4. Memberi salam penutup

H. Penilaian

Scoring Rubric

a. Instrument form : oral test (appendix 2)

Scoring : Speaking Scoring Rubrik

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

25

Scoring Standards and Range in Speaking Assessments

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

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APPENDIX 21

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**
Experimental Class 1

Nama Sekolah	:	MTs Darul Ulum Tanjung Bintang
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/1
Genre	:	Descriptive Text
Tema/Topik	:	<i>describing object (Place)</i>
Pertemuan ke-	:	1(Speaking)
Alokasi Waktu	:	2 JP

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan dalam makna monolog pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

C. Indikator

Setelah menerima contoh teks deskriptif tentang mendeskripsikan seseorang, peserta didik diharapkan mampu:

1. Mengidentifikasi dan Memahami teks deskriptif tertulis tentang gambar yang diberikan secara individual.
2. Menyebutkan informasi rinci dalam teks deskriptif tentang gambar.
3. Menjelaskan makna kata atau ungkapan tertentu dalam teks deskriptif tentang gambar dalam bentuk monolog.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi dan memahami teks deskriptif tertulis tentang gambar yang diberikan secara individual.
2. Siswa dapat menyebutkan informasi rinci dalam teks deskriptif tentang gambar.

3. Siswa dapat menjelaskan makna kata atau ungkapan tertentu dalam teks deskriptif tentang gambar dalam bentuk monolog.

E. Materi Ajar

1. Definition of descriptive texts

Descriptive text is as text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Generic structure of descriptive text

- Identification

Identifies phenomenon to be described

- Description

Describe parts, qualities, characteristics

3. The example of descriptive text



Borobudur Temple

Borobudur is a Hindu-Buddhist temple in the 9th century under the Sailendra dynasty of Java. It is located near Magelang on the Island of Java, Indonesia. Abandoned in the 11th century and partially excavated by archaeologists in early 20th century. Borobudur temple is well-known all over the world. Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight step-like stone terraces, one on top of the other. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief, the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way

of the summit extends through some 4,8 km of passages and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor Cambodia. Borobudur, rededicated as an Indonesian national monument in 1983, is a valuable treasure for Indonesian people.

F. Metode Pembelajaran.

1. Tehnik : *PPP (Presentation, Practice and Production)*

G. Sumber Pembelajaran

1. Media : The picture of artist
2. Alat : Kertas dan alat tulis
3. Sumber Belajar : Suara Guru, Buku Siswa Bahasa Inggris kelas VIII

H. Langkah-Langkah Pembelajaran

A.Pendahuluan

- a. Memberi salam
- b. Berdoa (optional)
- c. Mengecek kehadiran siswa
- d. Mengetengahkan topik pelajaran (*Brain Storming*)
- e. Menjelaskan tujuan pelajaran
- f. Menjelaskan manfaat pelajaran

B. Kegiatan Inti

Tahap	Kegiatan Guru	Kegiatan Siswa
Eksplorasi	<ul style="list-style-type: none"> • Guru menjelaskan tentang teknik PPP (Presentation Practice and Production) • Guru memberikan kan materi tentang descriptive text 	<ul style="list-style-type: none"> • Siswa mengamati guru yang menjelaskan tentang teknik yang digunakan • Siswa memperhatikan guru yang menjelaskan materi descriptive text

Elaborasi	<ul style="list-style-type: none"> • Guru mempresentasikan gambar didepan didepan kelas • Guru memberikan pertanyaan kepada siswa tentang keadaan gambar yang sedang dipresentasikan oleh guru • Guru menyuruh siswa untuk mengulangi kalimat tentang gambar tersebut dengan menggunakan bahasa baru <i>Setiap siswa bergantian maju kedepan untuk mendeskripsikan gambar</i> • Guru bertanya kepada siswa mengenai gambar tersebut <i>Teacher : can anyone tell me?</i> <i>Students : she is a beautiful, her face is oval, she is a pointed, etc.</i> <i>Teacher : good, etc.</i> 	<ul style="list-style-type: none"> • Siswa mendengarkan dan memperhatikan penjelasan guru • Siswa nerima gambar yang akan didescriptsikan • Siswa mngikuti perintah guru mengulangi kalimat tersebut • Siswa bergantian menjawab pertanyaan guru
Konfirmasi	<ul style="list-style-type: none"> • Guru menilai keaktifan siswa dalam berbicara 	<ul style="list-style-type: none"> • Siswa practice dan terus berlatih

	<ul style="list-style-type: none"> • Guru memberikan motivasi kepada siswa melalui belajar mengajar 	<ul style="list-style-type: none"> • Siswa mendapatkan bahasa baru
--	--	---

C. Penutup

1. Meringkas pelajaran
2. Melakukan refleksi (seperti tanya jawab untuk mendapatkan feedback)
3. Menyiapkan pelajaran yang akan datang
4. Memberi salam penutup

H. Penilaian

Scoring Rubric

a. Instrument form : oral test (appendix 2)

Scoring : Speaking Scoring Rubrik

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

25

Scoring Standards and Range in Speaking Assessments

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

Tanjung Bintang,

2017

Mengetahui

Guru Bidang Study

Mahasiswa Penelitian

Rita Meilinda S.Pd

Dewi Yuliani

Kepala Sekolah

Ainun Ariana, S.Ag



Appendix 24**Documentation****1. Posttest****2. Experimental Class**

3. Control Class



4. Post test



Students transcript on pre test

Experimental class

Name : Serly Hidayah

Class : VIII A

Picture : Afgan

Assalamu'alaikumwr. Wb

I will to describe artist. His name is Afgan Syah Reza.and He born on 27 May 1989 in Jakarta. He face is oval,He is a singer. And then Afgan is tall body. He height is 170 cm ., short hair. He is easily known because there are dimples on his cheek when he is smiling.emmm and he is my singer favorite.

I think enough Thank you

Scoring for Serly Hidayah

No	Aspect	R1	R2
1	Grammar	3	3
2	Comprehension	3	4
3	Vocabulary	3	3
4	Pronunciation	3	3
5	Fluency	2	3
	Total	15	17
	Score	64	

Students' transcript pre-test

Experimental class

Name : Yeni Novita Sari

Class : VIII B

Picture : Al Ghazali

Assalamu'alaikumwr. Wb

I want describe a artist . His Al Ghazali He born on October 26, 1996. He is singer. He is handsome. He has black hair. He is tall. I like him, because his voice is good and he likes cinta laura.

Scoring for Yeni Novita Sari

No	Aspect	R1	R2
1	Grammar	3	3
2	Comprehension	3	3
3	Vocabulary	3	3
4	Pronunciation	2	2
5	Fluency	3	3
	Total	14	14
	Score	56	

Students' transcript on post test

Experimental class

Name : Serly Hidayah

Class : VIII A

Picture : Afgan

Assalamu'alaikumwr. Wb

I would like to describe my favorite artist. His full name is Afgan Syah Reza. He was born on 27 May 1989 in Jakarta. He is well known as a talented young singer. Afgan is quiet tall. His height is 170 cm. He has an oval face, short hair. He is easily known because there are dimples on his cheek when he is smiling and always wears glasses. Afgan's favorite's music is pop, R & B, Soul and Jazz. That music influence his way to sing. Afgan likes eating. His favorite food is Balado Potato.

I think enough Thank you

Scoring for Serly Hidayah

No	Aspect	R1	R2
1	Grammar	5	5
2	Comprehension	5	4
3	Vocabulary	4	4
4	Pronunciation	3	5
5	Fluency	4	4
	Total	21	22
	Score	86	

Students' transcript on post test

Experimental class

Name : Yeni Novita Sari

Class : VIII B

Picture : Al Ghazali

Assalamu'alaikumwr. Wb

I would like to describe my favorite artist .His full name is Al Ghazali. He was born on October 26, 1996. He is an actor and a singer. He is good looking. He has short black hair and oval face. He is tall enough. As an actor, Al acts in several TV series. Some movies on TV played are Bara Bere, and Kaulah segalanya. He has also created several songs and sings them. His songs are Kau Terindah and Superman.

Scoring for Yeni Novita Sari

No	Aspect	R1	R2
1	Grammar	5	5
2	Comprehension	5	4
3	Vocabulary	4	4
4	Pronunciation	3	4
5	Fluency	3	4
	Total	20	21
	Score	82	

Appendix 25

Field Note in the Control Class

Day/date : Oct 21st 2017
Time : 07.00
Place : MTs Darul ulum Tanjung Bintang

Meeting 1

(1) Pre-activity

In the first meeting the researcher started the activity by greeting the students.

(2) Main activity

In the teaching and learning process by using Discussion technique, the researcher gave the explanation to the students clearly about the material how to describe people with the theme was favorite artist, but only some students took a good attention to the researcher's explanation, after giving the explanation, the researcher gave a speaking assignment to the students and the students discuss the topic given by the researcher. After that the students perform their speaking ability in front of the class. After all group finished their performance, the researcher evaluated students' activity by giving some comments towards what they had already done. In this case, the researcher's comments was focus on all of speaking aspect: pronunciation, fluency, vocabulary, comprehension and grammar. Finally, the researcher gave motivation to the students, especially the rest of the groups to have more practice to perform the play better.

(3) post-activity

At the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related to language components. The researcher gave motivation to the students to be more confident and active to participate in the activity. Then, she closed the lesson and said good bye. At the end of the meeting, the researcher reminded the students that the next day they had to present their play in front of the class. They should prepare their performance well.

Meeting 2

Day/date : Oct 23th 2017

Time : 10.00

Place : MTs Darul Ulum Tanjung Bintang

(1) Pre-activity

In the first meeting the researcher started the activity by greeting the students.

(2) Main activity

In the teaching and learning process by using Discussion technique, the researcher gave the explanation to the students clearly about the material how to describe people with the theme was *Best Friend*, but only some students took a good attention to the researcher's explanation, after giving the explanation, the researcher gave a speaking assignment to the students and the students discuss the topic given by the researcher. After that the students perform their speaking ability in front of the class. After all group finished their performance, the researcher evaluated students' activity by giving some comments towards what they had already done. In this case, the researcher's comments was focus on all of speaking aspect: pronunciation, fluency, vocabulary, comprehension and grammar. Finally, the researcher gave motivation to the students, especially the rest of the groups to have more practice to perform the play better.

(3) post-activity

At the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related to language components. The researcher gave motivation to the students to be more confident and active to participate in the activity. Then, she closed the lesson and said good bye. At the end of the meeting, the researcher reminded the students that the next day they had to present their play in front of the class. They should prepare their performance well.

Meeting 3

Day/date : Oct 26 2017

Time : 07.30

Place : MTs Darul Ulum Tanjung Bintang

(1) Pre-activity

In the first meeting the researcher started the activity by greeting the students.

(2) Main activity

In the teaching and learning process by using Discussion technique, the researcher gave the explanation to the students clearly about the material how to describe people with the theme was *My Mother*, but only some students took a good attention to the researcher's explanation, after giving the explanation, the researcher gave a speaking assignment to the students and the students discuss the topic given by the researcher. After that the students perform their speaking ability in front of the class. After all group finished their performance, the researcher evaluated students' activity by giving some comments towards what they had already done. In this case, the researcher's comments was focus on all of speaking aspect: pronunciation, fluency, vocabulary, comprehension and grammar. Finally, the researcher gave motivation to the students, especially the rest of the groups to have more practice to perform the play better.

(3) post-activity

At the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related to language components. The researcher gave motivation to the students to be more confident and active to participate in the activity. Then, she closed the lesson and said good bye. At the end of the meeting, the researcher reminded the students that the next day they had to present their play in front of the class. They should prepare their performance well.

Appendix 26

Field Note in the Experimental Class

Day/date : Oct 21st 2017
Time : 10.00
Place : MTs Darul Ulum Tanjung Bintang

Meeting 1

(1) Pre-activity

In the first meeting the researcher started the activity by greeting the students.

(2) Main activity

The researcher introduced PPP Technique in teaching speaking, what was meant by PPP, how to make it and how to perform it. The students seemed to be curious with the idea of learning speaking by using PPP. The researcher also accomplished the students by explaining about the tenses especially present tense which might be useful to express their ideas. The researcher explained the expression about describing animal, people and place, how to express it, why did we use it, and at what condition. The teacher gave many examples of describe about it and the students had to practice those expressions from the examples given.

Then topic was given by the researcher about describing animal, place and animal. It was time to show. The first performed their act in front of the class while the others were observing and listening to the action to find mistakes from their friends' performance if they might make it. Fortunately, action from students ran smoothly. They acted bravely and only made slightly mistake in pronunciation. But still their action was understandable. The performance continued by next students. After all students finished their performance the teacher evaluated students' activity by giving some comments towards what they had already done. In this case, the focus of the teacher's comments was on all speaking aspect: pronunciation, fluency, vocabulary,

comprehension and grammar. Finally, the researcher gave motivation to the students, especially the rest of the students to have more practice to perform the play better.

(3) post-activity

At the end of the meeting, the researcher reminded the students that the next day they had to present their perform in front of the class. They should prepare their performance well, at the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related to language components. The researcher gave motivation to the students to be more confident and active to participate in the activity. Then, she closed the lesson and said good bye.



Meeting 2

Day/date : Oct 23rd 2017
Time : 07:30
Place : MTs Darul Ulum Tanjung Bintang

(1) Pre-activity

In the first meeting the researcher started the activity by greeting the students.

(2) Main activity

The researcher introduced PPP Technique in teaching speaking, what was meant by PPP, how to make it and how to perform it. The students seemed to be curious with the idea of learning speaking by using PPP. The researcher also accomplished the students by explaining about the tenses especially present tense which might be useful to express their ideas. The researcher explained the expression about describing people, animal and place, how to express it, why did we use it, and at what condition. The teacher gave many examples of describing about it and the students had to practice those expressions from the examples given.

Then topic was given by the researcher about describing people. It was time to show. The first performed their act in front of the class while the others were observing and listening to the action to find mistakes from their friends' performance if they might make it. Fortunately, action from the students ran smoothly. They acted bravely and only made slightly mistake in pronunciation. But still their action was understandable. The performance continued by next students. After all student finished their performance the teacher evaluated students' activity by giving some comments towards what they had already done. In this case, the focus of the teacher's comments was on all speaking aspect: pronunciation, fluency, vocabulary, comprehension and grammar. Finally, the researcher gave motivation to the students, especially the rest of the students to have more practice to perform the play better.

(3) post-activity

At the end of the meeting, the researcher reminded the students that the next day they had to present their perform in front of the class. They should prepare their performance well, at the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related tolanguage components.The researcher gave motivation to the students to be more confident and active to participate in the activity. Then, she closed the lesson and said good bye



(1) Pre-activity

In thefirst meeting the researcher started the activity by greeting the students.

(2) Main activity

The researcher introduced PPP Technique in teaching speaking, what was meant by PPP, how to make it and how to perform it. The students seemed to be curious with the idea of learning speaking by using PPP. The researcher also accomplished the students by explaining about the tenses especially present tense which might be useful to express their ideas. The researcher explained the expression about describing people, animal and place, how to express it, why did

we use it, and at what condition. The teacher gave many examples of describe about it and the students had to practice those expressions from the examples given.

Then topic was given by the researcher about describing people, place and animal. It was time to show. The first group performed their act in front of the class while the others were observing and listening to the action to find mistakes from their friends' performance if they might make it. Fortunately, action from students ran smoothly. They acted bravely and only made slightly mistake in pronunciation. But still their action was understandable. The performance continued by next group. After all group finished their performance the teacher evaluated students' activity by giving some comments towards what they had already done. In this case, the focus of the teacher's comments was on all speaking aspect: pronunciation, fluency, vocabulary, comprehension and grammar. Finally, the researcher gave motivation to the students, especially the rest of the students to have more practice to perform the play better.

(3) post-activity

At the end of the meeting, the researcher reminded the students that the next day they had to present their play in front of the class. They should prepare their performance well, at the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related to language components. The researcher gave motivation to the students to be more confident and active to participate in the activity. Then, she closed the lesson and said good bye.

Appendix 1

Interview Script with English Teacher in Preliminary Research at MTs Darul Ulum Tanjung Bintang

Interviewer : Researcher
 Interviewee : English Teacher
 Day/date : January 2nd 2017
 Time : 09.30
 Place : MTs Darul Ulum Tanjung Bintang

NO	Researcher	Teacher
1	Sejak kapan Ibu mulai mengajar bahasa Inggris ?	Saya mulai mengajar bahasa Inggris di MTs Darul Ulum Tanjung Bintang sejak 7 tahun yang lalu
2	Berapa kelas yang Ibu ajar di sekolah ini?	Saya mengajar di 3 kelas , kelas 7, 8 dan 9
3	Berapa nilai KKM di kelas 8 ?	KKM di kelas 8 adalah 70
4	Apakah nilai speaking siswa di kelas 8 sudah mencapai nilai KKM?	Tidak semua nilai siswa di kelas 8 ini mencapai kkm , dari 105 siswa mungkin sekitar 70 siswa yang dapat mencapai nilai KKM, dan selebihnya di bawah nilai KKM
5	Bagaimana kemampuan siswa dalam speaking?	Kemampuan mereka dalam speaking sangat lemah, karena hampir semua siswa tidak bisa bahasa Inggris
6	Apa upaya yang Ibu lakukan agar bisa meningkatkan speaking siswa?	Saya mengajarkan kepada mereka tentang pemahaman tenses dan menyuruh mereka menghafal banyak kosa kata bahasa Inggris.
7	Apakah kesulitan yang Ibu temukan dalam mengajar speaking?	Ia, saya agak kesulitan dalam mengajar bahasa Inggris terutama speaking, karena mereka takut dan malu jika di suruh untuk berbicara bahasa Inggris
8	Apa yang Ibu lakukan untuk membuat	Saya menyuruh mereka untuk berlatih

	siswa tidak takut dan malu untuk bicara bahasa Inggris?	berbicara bahasa Inggris bersama teman sebangkunya setiap hari
9	Teknik apa yang Ibu gunakan dalam mengajar <i>speaking</i> ?	Dalam mengajar saya menggunakan teknik diskusi
10	Apakah teknik yang Ibu pakai dapat meningkatkan <i>speaking</i> siswa?	Iya, menurut saya teknik diskusi ini bisa meningkatkan pemahaman siswa tentang materi yang namun, sepertinya siswa merasa bosan dengan teknik itu.
11	Lalu apa yang Ibu lakukan agar murid tidak bosan dalam belajar?	Saya menyuruh mereka mengerjakan LKS dan menghafalkan kosakata dalam bahasa Inggris
12	Di penelitian saya nanti , saya menggunakan sebuah teknik yaitu "PPP atau <i>Presentation, Practice, and Production</i> " , jadi cara pembelajarannya, guru mempresentasikan atau menjelaskan pelajaran yang akan dipelajari menggunakan metode gambar, kemudian siswa practice ke depan kelas menggunakan gambar yang sudah saya siapkan dan saat mereka mempraktikan technique tersebut didepan kelas tanpa mereka sadari mereka mendapatkan new language. Menurut Ibu apakah teknik yang saya pakai ini bisa meningkatkan speaking siswa?	Menurut saya teknik yang kamu pakai bagus untuk siswa, karena dengan teknik itu siswa dapat tidak bosan untuk belajar, melatih mental mereka juga untuk bisa berbicara bahasa Inggris, serta bisa melatih kelancaran dalam <i>speaking</i> .

Mengetahui

Guru Bidang Study

Peneliti

Rita Meilinda, S.Pd

Dewi Yuliani

Appendix 2

The Result of Interview with the students in preliminary research at MTs Darul Ulum Tanjung Bintang

No	Question	Answer	
		Yes	No
1	Apakah kamu menyukai cara miss Rita dalam mengajar?	6%	4%
2	Apakah kamu merasa senang ketika belajar bahasa Inggris terutama belajar speaking?	2%	8%
3	Menurut kamu apakah belajar speaking itu penting?	3%	7%

The table contains the result of interview with the students on the eighth grade of MTs Darul Ulum tanjung Bintang. The interview was done by the researcher when she did the preliminary research. The researcher interviewed 30 students that were taken from 6 classes. Based on the table above it can be seen that many students don't like to learn speaking and they also don't interest to join the speaking teaching and learning process.

Appendix 3

The Result of Interview With the Students

ARINI NURUL IZZATI

CLASS : V111 A

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Saya sulit memahami apa yang diajarkan oleh beliau	Difficult to accept the material
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Selalu menjelaskan dalam waktu yang sebentar dan langsung memberi tugas dan membosankan	Students felt bored
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Speaking yang paling sulit	Difficult in mastering speaking
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya susah untuk memulai suatu percakapan kalau suruh menulis saya senang	The passive in learning process especially in speaking skill
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris dikelas?	Jarang sekali	The students never practice in the class
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Membosankan karena gurunya juga setelah memberi soal tidak menunggu dikelas sehingga pada sibuk	The student felt bored

		membicarakan topic masing-masing diluar materi	
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WARDATU ZAKIYAH

CLASS : V111B

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Saya sulit memahami apa yang diajarkan oleh beliau	Difficult to accept the material
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya dan teman-teman hanya menghafal dan menghafal	Between student and teacher nothing cooperation.
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitananya?	Speaking yang paling sulit menurut saya	Difficult in mastering speaking skill
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya tidak tau bagaimana cara berbicara bahasa inggris yang baik	The student can't speak english well
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris dikelas?	Ya hanya memberi kesempatan berbicara untuk bertanya jika ada yang belum faham	The student never practice in the class

6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Gurunya sering kali hanya memberi soal lalu pergi jadi saya merasa malas untuk belajar dan memahami materinya	The student lazy to learn because the method make student lazy
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DENI SAPUTRA

CLASS : V111 C

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Saya dan teman-teman saya selalu disusuruh nyatet atau mengerjakan tugas yang ada di LKS	The method not interesting
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Sangat jemu dan bosan dan malas untuk memperhatikan	The student felt bored
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Semua sulit karna saya tidak terlalu suka pelajaran bahasa inggris dan yang paling sulit adalah speaking	Difficult in mastering speaking skill
e4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya dan teman-teman tidak pernah latihan bagaimana berbicara	The student never practice
5.	Apakah guru memeberi kesempatan berbicara dengan	Di beri kesempatan berbicara untuk bertanya saja	The student never practice

	menggunakan bahasa inggris dikelas?		
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Merasa bosan	Students feel bored.

TRIO ANDI LOVA

CLASS : V111C

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Buk guru jarang menjelaskan materi hanya memanggil sekertaris dan memberi tugas	The method is not interesting
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya kurang mengerti apa yang di tugaskan oleh Bu Rita saya dan teman-teman saya diberi waktu lalu disuruh mengerjakan lalu diperiksa dan dinilai	The student felt difficult accept the material
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Speaking	Difficult in mastering speaking skill
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Susah untuk memulai percakapan selain jarang peraktik saya juga kurang hapal kata-kata dalam bahasa inggris	Difficult to start some discussion because vocabulary that she have is limited
5.	Apakah guru memeberi kesempatan berbicara dengan	Di beri tapi saya bingung karna tidak pernah praktik	The students never practice

	menggunakan bahasa inggris dikelas?	sebelumnya	
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Merasa bosan	The students felt bored

ROBI CHANDRA

CLASS : V111D

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Bu Rita menjelaskan dengan waktu yang singkat, saya faham materi tapi ketika praktik berbicara bahasa inggris saya merasa sulit	Short explanation
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya tidak mengerti akan pelajaran tersebut	Not understand the material
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Speaking dan writing	Difficult in mastering speaking skill
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya merasa sulit untuk merangkai kata.	Difficult to start or to string the word
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris	Di beri tapi saya belum bisa bagaimana merangkai kata dan memulainya apa lagi cara	The student difficult to string up the word

	dikelas?	melaftalkannya bahasa inggris itu sulit	because vocabulary that student have is limited
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Ingin metode yang lebih membuat saya aktif	The method not make student active

ALI JORDAN

KELAS : V111B

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Beliau memberi penjelasan dan kami mengerjakan latihan yang terdapat di LJK	The method not interesting
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya kurang mengerti apa yang disampaikan beliau	The student cannt to accept the material
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Speaking and writing	Difficult in mastering writing and speaking skill
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya malu untuk berbicara bahasa inggris karna memang tidak bisa	The student afraid to speak english
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris dikelas?	Tidak	He never practice in the class

6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Ya kalau beliau masuk saya merasa senang tapi ketika pelajaran berjalan merasa bosan karna tidak ada hal baru dalam kegiatan belajar mengajar	The student bored with the method
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YULIANTI

CLASS : V111C

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Kami hanya diberi catatan dan sekertaris yang menulis didepan lalu di beri soal dan dikumpul	The method not interesting
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Tidak ada semangat	There is no motivation
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Semuanya sulit karena saya tidak menyukai bahasa inggris	English is difficult
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya tidak bisa berbicara bahasa inggris	The student can't speak english
5.	Apakah guru memeberi kesempatan berbicara dengan	Tidak	Never practice in the class

	menggunakan bahasa inggris dikelas?		
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Bosan	Feel bored

RETNO GITA LUCYANA

CLASS : V111A

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Penjelasan yang singkat dan selalu ada latihan yang banyak	Short explanation
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya sering bingung dan belum mengerti atas apa yang beliau jelaskan tapi saya malu untuk bertanya	Student feel confused and not understand the material
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Yang paling sulit adalah speaking	Speaking is difficult
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya butuh waktu lama untuk merangkai kata karena kosa kata saya rendah	vocabulary that student have is limited
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris dikelas?	Jarang	Seldom practice in the class

6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Saya malu kalau saya salah saya di tertawakan teman-teman	The student afraid to speak english
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SINDI AULIA

CLASS : V111B

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Cara menjelaskannya sulit di mengerti	The method is difficult to understanding
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Saya tidak tau karna saya tidak mengerti	The student didn't understand the material
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitannya?	Pelajaran bahasa inggris yang paling saya sukai itu adalah reading, apalagi speaking benar-benar kurang faham saya	Disklike speaking
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya tidak lancar berbahasa inggris grammar nya berantakan	The student can not speak english well
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris dikelas?	Tidak	The student never practice in the class
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak	Saya malu juga sulit ketika mau mencoba berbicara	Difficult to start so just silent

	guru ajarkan dikelas ?	bahasa inggris	
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SAIFULLAH

CLASS : V111B

No	Question	Respond	Conclusion
1.	Bagaimanakah cara guru bahasa inggris mengajar dikelas?	Beliau hanya masuk dan memberi penjelasan sebentar lalu memberikan tugas	The student dislike the method
2.	Bagaimana perasaanmu ketika gurumu sedang mengajar dikelas?	Kurang memahami apa yang beliau jelaskan	Not accept the material
3.	Menurut kamu diantara speaking, reading ,listening dan writing manakah yang paling tinggi kesulitananya?	Saya merasakan kesulitan di bagian speaking	Difficult to mastering speaking skill
4.	Apakah alasan kamu jika kamu mengatakan bahwa speaking lebih sulit dibandingkan yang lainnya ?	Saya tidak lancar bahkan tidak bisa berbahasa inggris	Cann't speak english
5.	Apakah guru memeberi kesempatan berbicara dengan menggunakan bahasa inggris dikelas?	Tidak	The student never practice in the class
6.	Apakah kalian merasa senang dengan metode yang ibu/bapak guru ajarkan dikelas ?	Bosan dan tidak termotivasi untuk berbicara bahasa inggris	The student feel bored