

**THE INFLUENCE OF USING MAKE A MATCH TECHNIQUE
TOWARDS STUDENTS' SPEAKING ABILITY AT
THE FIRST SEMESTER OF THE TENTH GRADE
OF MA AL-HIKMAH BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2018/2019**

UNDERGRADUATE THESIS

Submitted as a Partial Fulfillment of the Requirements for SI-Degree

by

**Feranda Tiara Sandita
NPM. 1411040259**

Study Program: English Education

Advisor : Bambang Irfani, M.Pd

Co-Advisor : M. Sayid Wijaya, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019**

ABSTRACT

THE INFLUENCE OF USING MAKE A MATCH TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE OF MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

By
FERANDA TIARA SANDITA

In teaching and learning process in the class, there are a lot of students who find some difficulties in learning English. One of the difficulties of students in English learning activity is speaking. The students' speaking ability in MA Al-Hikmah Bandar Lampung is still low. To solve this problem, the researcher applied Make a Match technique. The objective of this research is to know whether there is a significant influence of using Make a Match Technique towards students' speaking ability at the first semester of the tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2018/2019.

The research methodology used quasi experimental design. The researcher dealt with two classes, they were an experimental class and a control class. In the experimental class, the researcher used make a match technique, whereas in the control class the researcher used dialogue memorization technique. Each class received the same pre-test and post-test. The population of this research was the tenth grade of MA Al-Hikmah Bandar Lampung. The samples of this research were 2 classes consisting of 62 students. There are 30 students in experimental class and 32 students in control class. In collecting the data, the researcher used oral test to collect the data.

The researcher analyzed the data by using independent sample t-test, the results was that there was an influence of using make a match technique towards students' speaking ability at the first semester of the tenth grade of MA AL-Hikmah Bandar Lampung in the academic year of 2018/2019. From the data analysis computed by using SPSS, it was obtained that $Sig = 0.015$ and $\alpha = 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. Therefore, there was significant influence of using make a match technique towards students' speaking ability at the first semester of the tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2018/2019.

Keywords: *make a match technique, speaking ability, quasi experimental design*



MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
TARBIYAH AND TEACHER TRAINING FACULTY

Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260 Kodepos 35131

APPROVAL

**Title : THE INFLUENCE OF USING MAKE A MATCH
TECHNIQUE TOWARDS STUDENTS' SPEAKING
ABILITY AT THE FIRST SEMESTER OF THE
TENTH GRADE OF MA AL-HIKMAH BANDAR
LAMPUNG IN THE ACADEMIC YEAR OF
2018/2019**

Student's Name : Feranda Tiara Sandita

Student's Number : 1411040259

Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

**To be tested and defended in the examination session at Tarbiyah and
Teacher Training Faculty, State University of Islamic Studies,
Raden Intan Lampung**

Advisor

Bambang Irfani, M.Pd
NIP. 197305172006041001

Co-Advisor

M. Sayid Wijaya, M.Pd
NIP. 198803172015031006

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd
NIP. 198005152003122004



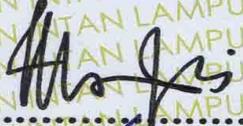
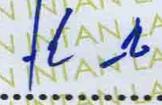
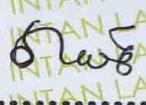
MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
TARBIYAH AND TEACHER TRAINING FACULTY

Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260 Kodepos 35131

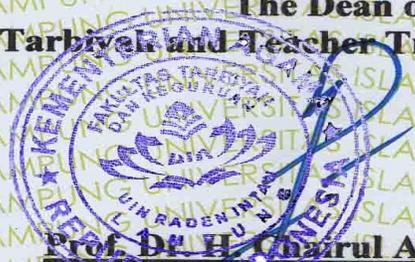
ADMISSION

A thesis entitled: **THE INFLUENCE OF USING MAKE A MATCH TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE OF MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**, by: **FERANDA TIARA SANDITA, NPM: 1411040259**, Study Program English Education, was tested and defended in the examination session on Wednesday, May, 29th 2019.

Board of Examiners:

- Chairperson** : Meisuri, M.Pd 
- Secretary** : Yulan Puspita Rini, M.Pd 
- Primary Examiner** : Dewi Kurniawati, S.S, M.Pd 
- 1st Co-Examiner** : Bambang Irfani, M.Pd 
- 2nd Co-Examiner** : M. Sayid Wijaya, M.Pd 

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. H. Choirul Anwar, M.Pd
NIP.195608101987031001

MOTTO

وَاحْلُلْ عُقْدَةً مِّن لِّسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

And untie the knot from my tongue (27) that they may understand my speech (28) (QS. At Taha: 27-28)¹



¹Abdul Yusuf Ali, *The Meaning of Holy Qu'ran*, (Maryland: Amana Publication, 2001), p. 184-185

DEDICATION

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

1. My beloved parents, my father Mr. Mirhan Sandika and my mother Mrs. Ida Sari who always inspire, support and give me motivation to study hard until now. Therefore, thank you for giving the financial, moral and spiritual support.
2. My big families, Suwardi's Family, Febriadi's Family, Sarwo Edi's Family, Novry's Family, Dedy's Family and Dedi A. Setiawan's Family who always support me.
3. My beloved brother and his wife (Ferizal Jaya Sandika and Asmi), my younger brothers Firal Afin Ramadhan and Filal Reyhan Kadafi, my sister Ferinda Aura Sandita who always give me spirit and suggestion for my success.
4. Students of English Education class E as my partners since 2014.
5. My almamater UIN Raden Intan Lampung.

CURRICULLUM VITAE

Feranda Tiara Sandita, she was born on April 28th 1997 in Way Jepara, East Lampung. She lives in S.Bandung Way Jepara East Lampung. She is the second child of Mr. Mirhan Sandika and Mrs. Ida Sari. She has three brothers and one sister. Her old brother's name is Ferizal Jaya Sandika, the second brother's name is Firal Afin Kadafi and the third brother's name is Filal Reyhan Kadafi and her sister is Ferinda Aura Sandita.

The researcher began her study at SDN Sumur Bandung, in (2002-2008). After that she continued her study to SMP N 1 Way Jepara Lampung Timur in (2008-2011). Then, she continued her study to SMA TeladanWay Jepara in (2011-2014). After that she continued her study at Raden Intan State Islamic University of Lampung as student of English Study Program of Tarbiyah and Teacher Training Faculty. During study in UIN Raden Intan Lampung, she joined some organizations. It organizations was ESA (English Students Association), she was also active in UKM Bahasa, MPM (Student Consultative Assembly) of Tarbiyah and Teacher Training Faculty and the last active in PMII (Indonesian Moslem Student Movement Organization).

ACKNOWLEDGMENT

First of all, praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of using Make a Match Technique toward Students’ Speaking Ability at the First Semester of the Tenth Grade of MA Al Hikmah Bandar Lampung in the Academic year of 2018/2019” is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree.

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

1. Prof. Dr. Chairul Anwar, M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personel, who has given an opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of English Education Study Program at UIN Raden Intan Lampung.
3. Bambang Irfani, M.Pd, the first advisor for his guidance help and countless time given to the researcher to finish this final project.

4. M. Sayid Wijaya, M.Pd, the second advisor, who has spent countless hours correcting this final project for its betterment.
5. Drs. Abdul Aziz as the principal of MA Al- Hikmah Bandar Lampung and all the teachers and staff who have helped the researcher in collecting data.
6. Nofvi Yanti, M.Pd and all English teachers at MA Al- Hikmah Bandar Lampung who have given the guidance and spirit in conducting this research.
7. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the researcher since the first year of her study.
8. Big families of Mr. Mirhan Sandika and Mrs. Ida Sari in east Lampung.
9. All friends of the English Department of UIN Raden Intan Lampung, especially beloved friends in A until G class. Then, all of best friends who always give suggestion and spirit in framework of writing this research.
10. Beloved best friends Umi Fitriyani, Fikih Nursaibah, Jenna Maghfira, Epa Triana Dewi, Rahmalia, Kurniawati and Maya Sari who always give support.

Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, March 2019
The Researcher,

Feranda Tiara Sandita
1411040259

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL.....	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGMENT.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES.....	xvi
CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	7
C. Limitation of the Problem	8
D. Formulation of the Problem	8
E. Objective of the Research.....	9
F. Significance of the Study	9
G. Scope of the Research	10
CHAPTER II THEORETICAL FRAMEWORK	
A. Concept of Speaking	10
1. Elements of Speaking	13
2. Speaking Ability	15
3. Teaching Speaking	16
B. Concept of Make a Match Technique	28

1. Definition of Make a Match Technique	18
2. Procedure of Make a Match Technique.....	20
3. Advantages of Make a Match Technique	22
4. Disadvantages of Make a Match Technique.....	23
C. Concept of Dialogue Memorization Technique	23
1. Definition of Dialogue Memorization Technique	24
2. Procedure of Dialogue Memorization Technique	25
3. Advantages of Dialogue Memorization Technique.....	27
4. Disadvantages of Dialogue Memorization Technique	27
D. Frame of Thinking.....	28
E. Hypothesis	29

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	30
B. Research Variable.....	31
C. Operational Definition of Variable.....	32
D. Population, Sample and Sampling Technique.....	33
1. Population.....	33
2. Sample	34
3. Sampling Technique	34
E. Data Collecting Technique	34
F. Research Instrument.....	35
G. Research Procedure	35
H. Scoring Procedure	37
I. Validity	40
a. Content Validity.....	41
b. Construct Validity	41
K. Data Analysis	42
1. Fulfillment of Assumptions Test.....	42
a. Normality Test	42

b. Homogeneity Test.....	43
2. Hypothetical Test.....	43

CHAPTER IV RESULT AND DISCUSSION

A. Research Procedures	45
1. Result of Pre-test in	45
2. Result of Post-test.....	48
B. Data Analysis	51
1. Fulfillment of the Assumption	52
a. The Result of Normality Test	52
b. The Result of Homogeneity Test.....	53
2. The Result of Hypothetical Test	54
C. Discussion	55

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	59
B. Suggestion	59
1. For the Teacher	59
2. For the Students	60
3. For the School	61
4. For the Next Further Researcher	61

REFERENCES.....

APPENDICES

LIST OF TABLES

Table 1 English Speaking Score at Tenth Grade	5
Table 2 Population of the Students at Tenth Grade	39
Table 3 Rating Sheet Score	43
Table 4 The Result of Normality Test.....	58
Table 5 The Result of Homogeneity Test.....	59
Table 6 The Result of Hypothetical Test	60



LIST OF FIGURES

Figures 1 Graphs of the Result of the Pre-test in Experimental Class	52
Figures 2 Graphs of the Result of the Pre-test in Control Class	53
Figures 3 Graphs of the Result of the Post-test in Experimental Class	55
Figures 4 Graphs of the Result of the Post-test in Control Class.....	56



LIST OF APPENDICES

Appendix 1 Teacher's Interview Guideline and Result	53
Appendix 2 Students' Interview Guideline and Result.....	57
Appendix 3 Students' Speaking Score	76
Appendix 5 RPP Experimental Class.....	82
Appendix 6 RPP Control Class	107
Appendix 7 Pre-Test Instrument	117
Appendix 8 Post-Test Instrument.....	121
Appendix 9 Students' Speaking Test Transcription.....	144
Appendix 10 Form of Expert Validation	149
Appendix 11 Result of the Pre-test in Experimental Class	150
Appendix 12 Result of the Pre-test in Control Class	152
Appendix 13 Result of the Post-test in Experimental Class	154
Appendix 14 Result of the Post-test in Control Class.....	156
Appendix 15 The Score of Students in Experimental Class	158
Appendix 16 The Score of Students in Control Class.....	159
Appendix 17 The Result of Normality Test	160
Appendix 18 The Result of Homegeneity Test.....	161
Appendix 19 The Result of Hypothetical Test.....	162
Appendix 20 Documentation	163

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a system for the expression of meaning. It means that human uses language to express their ideas, feeling, opinions and arguments.¹ It was need to interact or to communicate with other people. According to Siahaan language is a set of rules used by human as a tool of communication.² People need language to took for and give people beneficial information. People can express their ideas, emotions, and desires, and it is used as a medium to interact one another to fulfill their daily needs.

Harmer says that language is used widely for communication who does not share the same (or even first).³ It means that language is a tool of communication to express what we thought.

There are many languages in the world, one of them is English. English is an international language. It is used and learned by almost of countries in the world. To face the globalization era, people should learn and use this language.⁴ It means that English is very important in global area, because English takes up a very important position in our life.

¹Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta, Graha Ilmu Press, 2006), p.10

²Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu Press, 2008), p.1

³Jeremy Harmer, *The Practice of Language Teaching*, (3rd Ed), (Londong: Longman, 2007), p. 13

⁴M.F. Patel and Praveen M.Jain, *English Language Teaching: Methods, Tool & Techniques*, (Jaipur: Sunrise Publisher & Distriution, 2008), p. 4

English has four skill. They are listening, speaking, reading, and writing. All of these skills should be mastered by students and teachers. These skills are always connected one to another.⁵ For example, speaking is related to listening. Speaking has a quite important role in the transferring of the information, which is direct way of giving information from the speaker to the listener. So, the students are able to communicate in English.

Speaking is arguments in your mind that you tried to express them openly.⁶ It means that speaking is the ability to express something such as the idea or feeling orally. It can be used to communicate what feeling we have, to give report, idea, advice, instruction, complaint and so on.

Further, Speaking is one of the most important skill in learning foreign language especially English. Speaking is the same as oral interaction which are conventional ways of speaking information, expressing our idea, and thought have our mind.⁷ It means that speaking is a productive skill that requires learners to produce words to express their ideas orally.

According to Bull, speaking is talking to somebody about something that use voice to say something.⁸ The definition clearly show that the primary goal of

⁵Hendri Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Revised Ed), (Bandung: Angkasa Press, 2008), p. 2

⁶Victoria Bull, *Oxford Learner Dictionary*, (New York: Oxford University Press, 2011), p. 426

⁷Ahmad K. Seken and L.P Artini, *A Study on Strategies for Teaching Speaking and Reading Comprehension Skills* E-Journal Pasca Sarjana Universitas Pedidikan Ganesha, Vol. 1, (Available at: [http://iteslj.org/e.journal/K.Seken and L.P.Artini-Teaching Speaking](http://iteslj.org/e.journal/K.Seken%20and%20L.P.Artini-Teaching%20Speaking)), p. 13

⁸Victoria Bull, *Oxford Learner Dictionary*, (New York: Oxford University Press, 2000), p. 14

learning foreign language is to be able to speak, the teaching process should help students to achieve the goal to the best their speaking ability.

Harmer states that good speaking activities can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving so on) are intrinsically enjoyable in themselves.⁹ It means that teacher should be creative to make students feel enjoy and interested during the process. They need more instruction and commandment from the teacher. It is teachers' challenge to be able to motivate the students in learning speaking.

Learning speaking is difficulty for some students, sometimes they find some problems and some of them are not interested in learning speaking. In other words, they are lack of motivation from themselves. It was also found at MA Al-Hikmah Bandar Lampung.

Based on preliminary research in MA Al-Hikmah Bandar Lampung at tenth grade, the researcher found that the students have difficulty in speaking ability. Mrs. Nofvi as the English teacher in interview said that students' speaking ability was still low, they were lack of vocabulary, shy and unconfidently in sharing their ideas. The researcher found the another problem that was student had little practice in speaking and they had low motivaton.¹⁰ The score of students' speaking ability at tenth grade of MA Al- Hikmah Bandar Lampung see can in

⁹Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Longman, 1998), p. 8

¹⁰Nofvi, *An Interview With the Teacher of MA Al-Hikmah Bandar Lampung*, August 22th 2018), Unpublished

Table 1. The score also is still under criteria to evaluate and assess the students' speaking score used in that school is 75.

Then, from interview of the students it was revealed that the teacher rarely used various techniques in the learning process. From the interview, the students said that they felt not confident, shy, and nervous to communicate and speak English in daily conversation, they were afraid to make a mistake, they were lack of vocabulary and also they felt bored and lazy to follow the lesson because the teacher did not use an interesting technique in teaching process.¹¹

Table 1
Score of Students' Speaking Ability at the Tenth Grade of MA-Al Hikmah Bandar Lampung

No	Criteria of Minimum Mastery	Class			Score	Percentage
		A	B	C		
1	≥ 75	16	13	14	43	44.3 %
2	< 75	14	22	18	54	55.7 %
Total		30	35	32	97	100 %

Source: The Data from English Teacher of MA Al-Hikmah Bandar Lampung.

Based on Table 1, it can be known that achievement from the students in MA Al-Hikmah Bandar Lampung is still not yet optimal. It is only 44.3% of the students can achieve, while 55.7 % of them have not completed yet based on the Criteria of Minimum Mastery (KKM) used in that school is 75. The data show that 54 students out of 97 students still get low score. It means that some of students still had the difficulties in their speaking ability.

¹¹The Students of MA Al-Hikmah Bandar Lampung, on an Interview, August 22th 2018), Unpublished

After doing preliminary research, the researcher has to solve this problem. The students should be interested in learning English by providing them with appropriate technique which are able make the students feel enjoy, not bored and also to improve their score in learning English. In the teaching and learning process there are many kinds of great technique that can be applied the teacher, to improve the students' speaking ability, one of which is Make a Match Technique.

Make a Match is one of the co-operative learning methods. In this technique, students are looking for partners and studying a concept or particular subject in another atmosphere of fun. This technique can apply for all subject and in level class.¹² It means that make a match is the technique who makes the students can find their partners, while they can be learning concept or topic, in the enjoyable situation.

Firdausia says that make a match technique trains students to have an attitude, good social and training students' ability to communicate or speak, work together besides practicing students' thinking speed.¹³ It means that this technique is not only useful to communicate, but also useful to make student' confident to speak in the class with other friends and to increase the students' learning motivation and interest thinking speed. By uses this technique, it will make the students improve their speaking ability easier.

¹²Miftahul Huda, *Cooperative Learning* (Yogyakarta: Pustaka Pelajar, 2014 7th Edition, p.135

¹³Zuhro Firdausia, *Make a Match: Pembelajaran Kooperatif Dalam Pengenalan Bahasa Inggris Anak Kelompok B Di Play Group & Kindegarten Pelita Nusantara*, 2016. Available on: <http://lib.unnes.ac.id/28554/1/16014122002.pdf>. Accessed on October, 11th 2018

According to the previous research, this technique is a good technique because it makes students more interested and enthusiastic in learning English in the class. It was supported by the previous research that was done by Zawil. This research has showed the significant different mean scores between pre- test and post- test of the experimental group (EG). The result of the t-test conclude that the students taught using Make a Match technique got better scores in vocabulary in context of a narrative text.¹⁴

According to another previous research that was done by Kurnia, based on her undergraduate thesis, she had applied Make a Match technique in teaching speaking, she states that make a match technique is one of the technique that can be used by teachers in the form of a game English especially speaking because this technique can increasing students' interest in learning speaking skills. As a result, teaching speaking by make a match technique can improve students' speaking ability.¹⁵

Another research conducted by Wastawan.¹⁶ This research shows that there is a significant difference of the scores between pre- test and post- test after being taught through make a match technique. It means there was significant increasing of the students' reading comprehension.

¹⁴ Ratna Zawil, *Using Make a Match to Teach Vocabulary at Junior High School Banda Aceh*, *English Education (EEJ)*, 7(3), 311-328, July 2016

¹⁵ Yetti Kurnia, *Teaching Speaking by Using Make a Match Technique for Junior High School Students*, *UNNES In Academy 2009/2010*, Available on <http://ejournal.unp.ac.id/index.php/jelt/article/view/8533>, Accessed on Mei 11th2018

¹⁶ Komang Wastawan, *Increasing Students' Reading Comprehension Through Make a Match Type of Cooperative Learning at First Grade of SMA 2013/2014*, p.9

Based on the second and third previous research, the researcher can conclude that make a match type of cooperative learning is a good technique. The technique can use to teach vocabulary and can increase students' speaking ability and can improve students' reading comprehension.

There are differences between those previous research and present research. The previous research used Make a Match technique to taught vocabulary, the second previous research is teaching speaking by using Make a Match technique and the third previous research used Make a Match type to increase the student reading skill comprehension. While in the present research, the use Make a Match technique to know its influence toward students' speaking ability. Then, there are differences level of education between those previous research and present research.

Based on the explanation, the researcher is interested in conducting an experimental research entitled "The Influence of Using Make a Match towards Students' Speaking Ability at the First Semester of the Tenth Grade of MA Al-Hikmah Bandar Lampung in the Academic Year of 2018/2019.

B. Identification of the Problem

Based on the background of the problem and the result of preliminary research, the researcher identifies the problems as follows:

1. The students' speaking in English is still low
2. The students felt not confident, shy and nervous to communicate and speak English in daily conversation.

3. The students were afraid to make a mistake and lazy to follow the lesson.
4. The students were lack vocabulary.
5. The students were bored to study English because the teacher did not use interesting technique.
6. The students had a little practice and they had low motivation and not active in learning speaking.

C. Limitation of the Problem

Based on the background of the problem and identification of the problem, The researcher focused on using Make a Match Technique towards Students' Speaking Ability. The researcher limits the materials to describe people, tourism, and historical place. This is accordance with the syllabus and taught at the First Semester of the Tenth Grade of MA Al- Hikmah Bandar Lampung in the Academic Year of 2018/2019.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulated the problem as follows: is there any significant influence of using Make a Match technique towards Students' Speaking Ability at the First Semester of the Tenth Grade of MA Al-Hikmah Bandar Lampung in the Academic Year of 2018/2019?

E. Objective of the Research

Objective of the research is to know whether there is a significant influence of using Make a Match technique towards Students' Speaking Ability at the First

Semester of the Tenth Grade of MA Al-Hikmah Bandar Lampung in the Academic Year of 2018/2019.

F. Significance of the Study

This research is expected to have some advantages in the English teaching and learning process as presented below:

1. Theoretically

- a. To give information to the English teacher of MA Al- Hikmah Bandar Lampung about the influence of using Make a Match Technique towards Students' Speaking Ability.
- b. To give motivation to the students of MA Al- Hikmah Bandar Lampung in studying English, especially in English speaking.

2. Practically

- a. For the English teacher, the findings of this research are expected to provide information for an effective learning technique called the Make a Match to improve the students' speaking ability.
- b. For the students, the findings of the research are expected to offer interesting and various learning experience. So, they will participate in the speaking class more actively.
- c. For the schools, it is expect that Make a Match technique can become an interesting technique and stimulate the students. It can motivate other teachers to make new ways in teaching learning process.

F. Scope of the Research

The scopes of researcher are as follows:

1. Subject of the Research

Subject of the research was the students at the First Semester of the tenth grade of MA Al-Hikmah Bandar Lampung.

2. Object of the Research

Object of the research was the Influence of Using Make a Match Technique Towards Students' Speaking Ability.

3. Place of the Research

The research was conducted in MA Al-Hikmah Bandar Lampung.

4. Time of the Research

The research was conducted at the First Semester in the academic year 2018/2019.



CHAPTER II

THEORETICAL FRAMEWORK

A. Concept of Speaking

Speaking is the direct route from one mind to another, and is the way usually choose when we want to ask a question or give an explanation.¹ It means that speaking is the way to communicate to others. Speaking is to share ideas feeling or new information with others.

According to Harmer, speaking as a form of communication, so a speaker must convey what he/she is saying effectively.² Moreover speaking is productive ability in which speaker produces and uses the language to express their sequence and at the same time he tries to get ideas or the message. In this situation, there is a process of giving or transpiring, encoding and understanding the message.

Thornbury states that speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted.³ The average person produce tens of thousand of words a day, although someone may produce even more than that. It means that speaking is one effective way to interact and communicate with people in social life.

Meanwhile, Scott in Johnson and Morrow definite speaking as an activity involving two (or more) people. In which the participants are both hearers and speakers having to react to what they hear and make the contribution at high

¹Turk Christopher, *Effective Speaking Communicating In Speech*, (Prancis: Spon Press, 2003), p.9

²Jeremy Harmer, *How To Teach English* (London: Addition Wesley Longman, 1996), p. 14

³Scott Thornbury, *How to Teach Speaking*, (Malaysia, Longman, 2005), p.1-2

speed.⁴ It means that in the process of speaking there must be at least two people, one is the speaker and the other is listener. Based on ideas, speaking is very important in daily activities, because we can react to other person and situation, express our ideas, thought and feeling, through spoken language.

According to Brown, there are five basic types of speaking as follows:

a) Imitative

The ability to simply parrot back to a word, phrase or possibly a sentence.

b) Intensive

The productions of stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

c) Responsive

Interactions and text comprehension but at the somewhat limited level very short conversation standard greetings and small talk, simple request and comments and the like.

d) Interactive

The length and complexity of the interaction, which sometimes include multiple exchange and or/ multiple participants.

e) Extensive

⁴Keith Johnson & Marrow, *Communication In The Classroom*, (New York: Longman, 2000), p. 70

The oral production task includes speeches, oral presentation and storytelling, during which the opportunity for oral interaction from listener is either highly limited.⁵

Based on the types of speaking by Brown, imitative means mimics the activity of a speech, usually mimic talks conducted by elementary school students who do not know much about speaking in English. Intensive is a type of speaking that one step above imitative because imitative is speaking independently by forming their own sentences. Responsive is an activity when someone speaks and the other person can understand what she or he talking, and give an answer to what is being said. Interactive is speaking activities to interact with other people and environment by sharing information. Extensive is broadly speaking activities directly, for example, giving speech, presentation and storytelling. This research, the researcher will use responsive and interactive types of speaking.

From those definitions, it is clear that the students should be careful in choosing words and style in communication, somebody who wants to speak English well, she/he has to know the ways of speaking English. Speaking as activities by which human beings try to express feeling, opinion and to exchange information by using utterances in the form of communication. Therefore, as a tool of communication, it is necessary for people to have a good speaking ability.

⁵Jeremy Harmer, *How to Teach*, (London: Longman Pearson Educated Limited, New Edition), p. 56

1. Elements of Speaking

Speaking is the product of creative construction of linguistic string, the speaker makes choices of lexicon, structure, and discourse.⁶ The ability to speak fluently depends on how the speaker produces utterance to convey their meaning.

Harmer states that the ability to speak fluently presupposes not only a knowledge of language feature, but also the ability to process information and language. In order to do so, there are some elements that should be considered by the speaker.

Those elements for spoken production are described by Harmer as follows:

a) Language Feature

Among the elements necessary for spoken production are the following:

- 1) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through construction and stress patterning). In this for the reason that we should involve students in activities designed specifically to improve their connected speech.
- 2) Expressive devices: native speakers of English change the pitch and stress on particular parts of utterance, vary volume and speed, and show by other physical and nonverbal (paralinguistic) means how they are feeling (especially in face to face interaction).
- 3) Lexis and grammar: spontaneous speech is marked the use of a number of common lexical phrases, especially in the performance of certain language functions.

⁶Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Ed) (England: Longman, 2003), p.265

4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what are saying.

b) Mental/ Social Processing

1) Language processing: effective speakers need to able the process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meanings that are intended. Language processing involves retrieval of words and phrases from memory and their assembly into syntactically and proportionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in language.

2) Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling. And a knowledge of how linguistically to take turns or allow others to do.

3) (On the spot) information processing: quite apart from our response another feeling, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.⁷

⁷*Ibid*, p. 269

Based on the elements by Harmer, there are two: language feature and mental/social processing. These elements are for completing when they are speaking. These processing skills are also necessary elements in expressing the language because the environment will improve our fluency in speaking skill. If these elements have been mastered, the learners will have perfect speaking skill. So, the researcher will use all elements to teach speaking skill.

2. Speaking Ability

Speaking is process between speaker and listener and it involves the productive skill understanding.⁸It means that to be good in speaking, the students must have the mastery of pronunciation, fluency, grammar, vocabulary and comprehension. Speaking is one of four basic skills of language and it has important role in daily because it is the main skill in communication.

Linse states that when the children begin speaking, they experiment and play with the utterance that is made to form words and phrases. As they grow, children integrate these words and structures into their real and imaginary play.⁹ It means that the speaking ability can develop their growth as well. The students in senior high school should be able to improve their words for speaking than the students in senior high school have more time to study about speaking.

Furthermore, speaking ability is also one language that will be learned and developed when studying a foreign language. Speaking ability is not only based

⁸Donn Bryne, *Teaching Oral English Longman Hard Books for Language Teachers*, (California: Longma Group LTD Limited, 1984), p.8

⁹Caroline T Linse, *Practical English Language Teaching: Young Learners*, (New York, McGraw-Hill, 2005), p.46

on the time where the students will study about speaking for a long time but also it is based on their habitual to speak English.¹⁰ It means that speaking is one of four skills of language and it has an important role in daily life because it is the main skill in communication.

Welty states that speaking must fulfill these criteria, there are pronunciation, fluency, grammar, vocabulary, and comprehension.¹¹ It means that speaking can be measured by its five criteria, so that can result good communication.

In conclusion, the researcher concluded that the student speaking ability is their ability to express their ideas, opinions, feelings, and experiences, using English with good pronunciation, grammar, vocabulary, Fluency and comprehension.

3. Teaching Speaking

Teaching speaking is one of the ways that can be used in other the learners can understand the meaning of communication in real communication. Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something.¹² It means the teaching is process that should be done by the teacher based on the experience, knowledge and material preparation the aim of teaching can be reached. It is because the ability to speak is the most basic of human to communication.

¹⁰ Littlewood, *Communicative Language Teaching*, (Cambridge: University Press, 2004), p.21

¹¹A. Don Welty and Doroty R, *The Teacher Aids In the Instruction Team*, (New York: Mc. Grew Hill, 1967), p.159

¹²H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pendadogy*, (2end Ed) (San Francisco:Addition Wesley Longman, 2001), p.271

Kayi states that teaching speaking is an important part of First language learning. The ability to communicate in a First language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.¹³ It means that we can say success if we can be good communication. The ability of the good communicate can help us and gives good contribution in success future in our life.

According to Nunan, teaching speaking is to teach English learners to:

1. Produce the English speech sound and sound patterns.
2. Use words and sentences stress, intonation pattern and the rhythm of the First language.
3. Select appropriate words and sentences according to the proper social setting, audience, situational subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a mean of expressing values and judgments.
6. Use the language quickly and confidently with few unneutrall pauses, which is called fluency.¹⁴ It means that to make a good speaking, the learners have to use a several way, like there are six on the steps. From the learner can produce the English speech sound until using the fluency language.

The statement show that teaching speaking needs great effort as speaking English explores the learners' skill. The skills cover grammar, pronunciation, choice of

¹³Hayriyekayi, 2006, *Teaching Speaking : Activities to Promote Speaking in a First Language*, "The Internet TESL Journal, Vol. XII, No. 11, November", Available at: [http://iteslj.Org/Articles/Kayi-Teaching peaking.html](http://iteslj.Org/Articles/Kayi-Teaching%20speaking.html) on Mei 1st, 2018

¹⁴ David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p. 23

words and organizing their thought will use the language. In addition, teaching speaking needs strategies to motivate students to speak.

B. Concept of Make a Match Technique

Make a Match is a technique that used in experimental class. In this subchapter, it be provided the topic that explain about: definition of Make a Match, procedure of using Make a Match, advantages and disadvantages of using Make a Match technique.

1. Definition of Make a Match Technique

Make a Match is one of the teaching techniques which can be used in co-operative learning.¹⁵ It means that make a match is one of cooperative learning that is played in pairs. The students are put in 2 groups, A and B, each of the students of the group get one card. Group A brings the questions (topic) cards; while B group brings the answers cards. When they are ready to start, the teacher asks them to face each other cards. After that, she rings the whistle as a sign that they have to find their matches as soon as possible. When they already found their matches, they can report it to the teacher. The teachers can motivate and encourage their students to be more interested and enthusiastic in learning English.

Suprijono states that by using the Make a Match technique, the students will get more attracted and pay more attention to their teacher. They will not feel so bored nor be afraid of making a mistake in pronouncing a word. Moreover, the teacher can minimize the difficulties they have in leading their students to learn once the

¹⁵Ratna Zawil, *Using Make a Match to Teach Vocabulary at Junior High School Banda Aceh*, *English Education (EEJ)*, 7(3), 311-328, July 2016, p. 6

technique is applied.¹⁶ It means that using this technique, the teacher and students can work together, the students can enjoy, have fun and make it easier to practice or pronouncing an English word without any students feel bored or afraid.

Further, the things that we need to be prepared in teaching with make a match is cards. The cards consist of the questions and the other cards contain answer from the questions.¹⁷ It means that this technique is applying the cards with the main idea as a questions and supporting idea as an answer.

According to Lie, in the point of step make a match technique, the students looking for the partners who have the cards that contains the same topic.¹⁸ It means that every student will get one question/ answer card. The student can match their partner based the same topic on each their card.

The aims of the technique based oh Huda are as follows:

1. Deepening of material
2. Excavation the material
3. Edutainment.¹⁹ It means that, this technique make the students more deepen, excavate the material, so as to produce more understanding in good speaking English.

¹⁶Suprijono, A. (2010). *Cooperative learning: Teoridan Aplikasi PAIKEM (2nd Ed.)*. (Yogyakarta: Pustaka Pelajar, 2010), p. 38

¹⁶Ratna Zawil, Using Make a Match to Teach Vocabulary at Junior High School Banda Aceh, *English Education Jural (EEJ)*, 7(3), 311-328, July 2016

¹⁷Tukijan Tanireja, et.all, *Model-Model Pembelajaran Inovatif dan Kreatif* (Bandung: Alfabeta, 2014 5th e dition), p. 106

¹⁸Anita Lie, *Cooperative Learning* (Jakarta: Gramedia, 2014 7th edition), p. 56

¹⁹Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran* (Yogyakarta : Pustaka Pelajar, 2014 5th edition), p. 251

Based on explanation, it can be concluded that make a match is technique for teaching speaking by allowing the students to interact each other. This technique uses the cards as a media for helping the student to find their partner in learning process. The card will contain the topic and sub-topics that can help the students in generating ideas and makes the process of speaking skill easier.

2. Procedure of Make a Match Technique

While we are teaching in the class, it is important to make the class fun and active, by using make a match technique of cooperative learning, we can make all of students in the class become more interactive and involving themselves into the class's activities. Curran (1994), states that this technique can make the students' interest increase and interfere to the interactive situation in the class.²⁰ It is the reason why the teacher should use make a match type of cooperative learning to make the students easier in learning process.

Before the students are asked to speak, first the teacher may explain the goal and the objective of the instruction. The procedures are as follows:

1. The teacher prepares some cards that contain several topics that suitable for a review session.
2. Then, each student gets a card. The teacher gives a different card to the each of students randomly.

²⁰Komang Wastawan, *Increasing Students' Reading Comprehension Through Make A Match Type of Cooperative Learning at First Grade Of SMA*, p.3

3. Each student is looking for couple who have a card that match with their card. And the Teacher gives time to find out their partners based on the card held.
4. The student can join with two or more than three student which has the some topic in the card. Then, they can discuss the lesson with their partners to know whether they have understood the lesson or not.
5. After the student find out their complete partner, the teacher will ask the student to speak or to tell the text based on the topic in their cards.²¹

The modify of make a match technique to teach speaking are as follows:

1. The teacher gives the motivation to the students. The teacher can ask the some questions, telling some jokes and humors. The Teacher an also give brainstorming, so the student will know what they are going to learn.
2. The teacher give explanation about make a match. After that, the teacher can start to teach by saying “can you tell me about something?”
3. Before the teacher teaches by this technique, the teacher teaches the students how to make a description text in dialogue.
4. Then, The teacher prepares some cards that contain several topics that suitable for a review session.
5. Then, each student gets a card. The teacher gives a different card to the each of students randomly.

²¹*Loc. cit*, p. 135

6. After the students get card. They are looking for couple who have a card that match with their card. And the Teacher gives time to find out their partners based on the card held.

7. The student can join with two or more than three student which has the some topic in the card. In this section, the students are ready to practice in English. They do many dialogues to find the same card.

8. Then, they can discuss the lesson with their partners to know whether they have understood the lesson or not.

9. After the student find out their complete partner, the teacher will ask the student to speak or to tell the text based on the topic in their cards.

Based on the steps of make a match technique, the researcher concluded that make a match is the technique that contains the game in order the student looking for partners. Make a match is applied to help the students in speaking skill, especially based on the topic and sub-topic.

3. The Advantages of Make a Match technique:

Advantages and disadvantages of Make a Match to Miftahul Huda are as follows:

- a) Improving the process of students learning, on cognitive scale or on physical scale;
- b) The technique is including the game, so the process is enjoyable;
- c) Improving the student's ability with the new subject and student's learning motivation;

- d) This technique is effective as model to improve student' ability to present their result from the learning process; and
- e) This technique is effective to improve student's discipline.

4. The Disadvantages of Make a Match technique:

- a) If this technique is less preparations, many time will be expalled;
- b) In the first time at the process of teaching learning, too much students fee! Unconfident because their couple is different gender (male and female);
- c) If the teacher doesn't guide students well, there will be many students don't pay attention with the teacher instruction when they are finding their partners and when they start speaking with the student's partners.
- d) The teacher must be careful when the teacher gives a punishment to the students who have not find their partners, because the condition can make students shy; and
- e) Using this technique continuously will make students bored to involve in the process of teaching and learning.²²

C. Concept of Dialogue Memorization Technique

Dialogue Memorization is a technique that used in control class. In this subchapter, it be provided the topic that explain about: definition of Dialogue Memorization, procedure of using Dialogue Memorization, advantages and disadvantages of using Dialogue Memorization technique.

²²*Ibid*, p. 253

1. Definition of Dialogue Memorization Technique

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

1. Pre- communicative Activity

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

2. Communicative Activity

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

One of the pre-communicative activities is dialogue memorization technique. The students ask to memorize and practice the dialogue before the students are drilled about structure and vocabulary.²³ It means that using dialogue memorization technique for teaching speaking can help the students to improve their fluency but it cannot improve the students' competence in communication term, because the students just focus on dialogue.

According to Larsen-Freeman, dialogue memorization is dialogue or short conversations between two people are often used to begin a new lesson. Students

²³Ahmad Izzan, *Methodologi Pembelajaran Bahasa Inggris*, (Bandung: Humaniora, 2008), p.86-87

memorize the dialogue through mimicry.²⁴ It means that the students will be drilled to pronounce the dialogue very well which it can be guided by the teacher, after that the students must be able to memorize the dialogue and practice the dialogue fluently.

In addition, Harris states, the activity of dialogue memorization is: learner looks at text on paper then away (often while repeating aloud or silently the chunk of information to be remembered), then back at paper again, then away, with little or no variation, in an attempt to gradually get the next to “stick” in memory.²⁵ It means that the students will likely stare at the page with furrowed brow, hoping that the words or images will stick in their mind.

Based on the explanation, the researcher concluded that dialogue memorization is a kind in teaching speaking that drills the students to be able to speak English fluently by memorize the dialogue, but it is ineffective way to teach speaking because it involves no actual “thinking” or processing no creativity, no imagination, no analysis, no logic, no thinking about the material.

2. Procedure of Dialogue Memorization Technique

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

²⁴Diane Larsen-Freeman, *Technique and Principles in Language Teaching* (12th Edition), (New York: Oxford University Press, 2000),p. 47

²⁵Tomothy M. Harris, *Text and Dialogue Memorization in English Language Learning*, (Osaka: Sangyo University, 2008), p. 149

1. Firstly, the teacher explains about description material and introduce about the dialogue memorization technique.
2. Secondly, the students first hear a model dialogue (either read by the teacher or on tape) after that students take the role of one person in the dialogue and the teacher the other. The teacher pays attention to pronoun, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate.
3. Thirdly, switch roles and memorize the other person's part. The dialogue is memorized gradually, by line.
4. Then, the dialog is read aloud in chorus, one half saying one speaker's part and the half responding. The students do not consult their book through out this phrase.
5. Next, this acted out by the students. The students may make dialogue in pair and the students perform the dialogue for the rest of the class.
6. Follow-up activities may take place in the language laboratory, where further dialog and drill work is carried out. It may be the next performance and the teacher gives evaluation about students' performance.²⁶

Based on those procedures, dialogue memorization is a technique that consist only of conscious exposure to the material, mental concentration, and of course repetition, the very nature of which is often tedious. Individuals have varied success with this approach and some find memorizing a text extremely difficult.

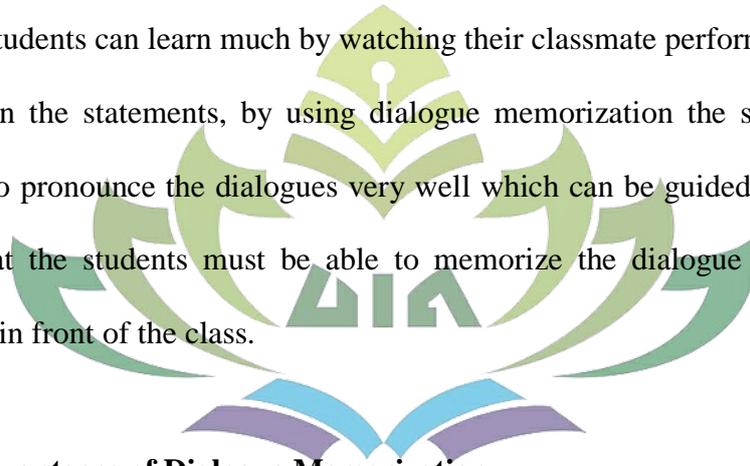
²⁶ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (2nd Edition), (Cambridge: Cambridge University Press, 2001), p. 64-65

3. Advantages of Dialogue Memorization

The advantages of dialogue memorization technique based on Jankowsky are as follows:

- a. Utilizing the grammar and learned vocabulary in the dialogue memorization.
- b. The students will be acting out lively way when students memorize dialogue and present them in front of the class.
- c. The students will use fluency, natural, intonation, and correct pronunciation for a meaningful presentation.
- d. The students can learn much by watching their classmate performance.²⁷

Based on the statements, by using dialogue memorization the students will be drilled to pronounce the dialogues very well which can be guided by the teacher, after that the students must be able to memorize the dialogue and practice it fluently in front of the class.



4. Disadvantages of Dialogue Memorization

Disadvantages of dialogue memorization technique according to Nicholson:

The key of memorizing dialogue is “go one line at a time”. It is not helpful to just blaze through huge chunks of dialogue; doing job of memorization a little harder later on.²⁸ When the students are doing the dialogue memorization, they should lower of the noisy voice and pay attention to performance in front of the class condusively and the classroom activities will run well. Therefore, the students

²⁷ Kurt R. Jankowsky, *Scientific and Humanistic Dimensions of Language*, (Washington: John Benjamins Company, 1985), p.88

²⁸ Joshua Nicholson, *Acting Lesson: Memorization*. Available at www.e-jurnal.org. Accessed on May, 23th 2018, p.3

also should choose the simple dialogue in order to make them understand easily the content of the dialogue.

D. Frame of Thinking

Based on the preliminary research, it was found out that the students got difficulty when they learned speaking. Sometimes students find some problems, they felt bored and lazy to follow the lesson because the teacher did not use an interesting technique in teaching process. In other words, they are lack of motivation from themselves.

In realization to the teaching of speaking and referring to the frame of the theories mentioned before, the researcher assumed that technique especially make a match is an appropriate technique to improve the students' speaking skill and it can be as an alternative technique in teaching and learning speaking.

By using make a match technique the students can enjoy, have fun and make it easier to practice or pronouncing an English word without students feel bored or afraid. Then, the students also many interact to find their match card. The students do exercise to speak English and discuss with their partner about the material. This technique can make the students more interested and develop their motivation in learning speaking.

Make a match is technique for teaching speaking by allowing the students to interact each other. This technique uses the cards as a media for helping the student to find their partner in learning process. The card will contain the topic

and sub-topics that can help the students in generating ideas and makes the process of speaking skill easier.

In this research, the researcher considered that make a match technique is one technique of speaking that can give a good impact to students. Make a match is appropriate for teaching, because this technique give the students opportunity to many practice in English learning and can improve the students speaking skill.

E. Hypotheses

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

H_a : There is significant influence of using Make a Match technique towards students' speaking ability at the First Semester of the Tenth grade of MA Al-Hikmah Bandar Lampung in the Academic Year Of 2018/2019 .

H_o : There is no significant influence of using Make a Match technique towards students' speaking ability at the First Semester of the Tenth grade of MA Al-Hikmah Bandar Lampung in the Academic Year of 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the researcher used experimental design because in order to know that the influence of using Make a Match technique towards students' speaking ability. An experimental design is the general plan to carrying out a study with an active independent variable.¹ It means that by using experimental design, the researcher knows that Make a Match technique as an active independent variable any influence towards Students' Speaking ability or not.

In experimental design, the researcher used quasi experimental design. This design used because if the writer randomly assigns the students two classes, it would be disrupted classroom learning.² It means that the researcher used quasi experimental research design and applied two classes of students that consist of one class as the control class in this research.

Further, Ary et.al states that, the variety of quasi experimental designs, which can be divided into two main categories, there are pre-test and post-test, post-test only.³ It means that the researcher applied pre-test and post-test group design approach to used quasi experimental design.

¹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8th Edition), *Introduction to Research in Education*, Canada, Wadsworth Cengage, Learning, 2010, p.301

² John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Ed), (Boston: Pearson Education, 2012), p.309

³ Donald Ary, et.al, *Op.Cit*, p.307

The research design is as follows :

G1 (random) =	T1	X	T2
G2 (random) =	T1	O	T2

Where:

- G1 : Experimental class (which receives the treatment of Make a Match Technique)
- G2 : Control class (which is taught by using Dialogue Memorization Technique)
- T1 : Pre- Test (this is given to see the students' speaking ability)
- T2 : Post- Test (this is given after treatment to see the result after applying the treatment)
- X : Treatment by using Make a Match Technique
- O : No treatment.⁴

In this research, the researcher selected two classes randomly, one class as a control class and the last one as an experimental class. Then, students were given the pretest to know the ability of the students. After that, the researcher applied a treatment in each class. Dialogue memorization in control class and make a match technique in experimental class. It is conducted in order to know the differences between the average scores of speaking received by the students of experimental class and control class. After treatment, the students were given a post-test to know whether any influence in students' speaking ability and to measure the progress made by the students.

B. Variable of the Research

A variable is a characteristic or attribute of an individual or an organization study.

There are two variables in this research namely: independent variable and

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

independent variable. An independent variable is variable selected by the researcher to determine their effect on the relationship with the dependent variable. Dependent variable is observed to determine what effect.⁵

In this research, the researcher focussed on two variables:

1. Independent variable is using make a match technique (X)
2. Dependent variable is using students' speaking ability (Y)

C. Operational Definition of Variable

Operational definition of variable is used to explain the variables which used in this research to avoid misconception of variables presented in this research. The operational definition of variable is as follows:

1. Independent variable (X)

Make a match is technique for teaching speaking by allowing the students to interact each other. This technique uses the cards as a media for helping the student to find their partner in learning process. The card will contain the topic and sub-topics that can help the students in generating ideas and makes the process of speaking skill easier.

2. Dependent variable (Y)

Speaking ability is their ability to express their ideas, thought and feelings in their real communication for certain purpose in spoken from by showing the mastery of such as components as grammar, vocabulary, fluency, pronunciation and

⁵Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education*, (New York, McGraw-Hill, 2008), p.42

comprehension, it is indicated by their score in oral test given making and performing about describing people, tourism and historical place.

D. The Population, Sample and Sampling Technique

To know whether total of the students, take the sample from total of the students and game from the sample some criteria should be considered. It is population, sample and sampling technique of the research.

1. Population

According to Creswell, population is a group of individuals who have the same characteristic.⁶ The population of this research was taken from students at the Tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2018. The Numbers of students are 97 distributed in 3 classes.

Table 2

Population of the Students at the First Semester of the Tenth Grade of MA Al-Hikmah Bandar Lampung in the Academic Year of 2018/2019

No.	Class	Gender		Number of Students
		Male	Female	
1	X. MIA	18	12	30
2	X. IPS	16	19	35
3	X. IIK	12	20	32
	Total	46	51	97

Source: The Documents of MA Al-Hikmah Bandar Lampung

⁶ John W. Creswell, *Educational Research Planning, Conducting and evaluating Quantitative and Qualitative Research* 4th Ed, Pearson. (New York: Longman, 2012), p.142

2. Sample

Sample is a sub-group of the target population that the researcher plans to study for generalizing about the target population.⁷ The researcher took two classes as the sample of the research, one class as a control class and one class as an experimental class. The researcher determined that X.MIA as the experimental class and X.IIK as the control class.

3. Sampling Technique

In this research, the researcher used cluster random sampling technique choosing the sample. The selection of groups or cluster of subject rather than individuals is known as cluster random sampling.⁸ The researcher name of each class that written in small piece of paper, and these pieces of paper roll and put into box after that box would be shaken, and then the researcher took two piece of rolled paper. The first paper is as an experimental class and the second is as a control class.

E. Data Collecting Technique

In collecting the data, the researcher used:

1. Pre-test

The researcher gave pre-test to the students before giving treatment in order to know the basic of students' speaking ability before treatment.

2. Post-test

⁷*Ibid*, p. 142

⁸Jack R, Fraenkel and Norman R. Wallen, *Op. Cit.*, p. 95

Post-test is a measure on some attribute or characteristic that is assessed for participants in an experimental after treatment.⁹ It means that, post-test used to know the students' speaking ability after the researcher taught by using make a match technique.

F. Research Instrument

The instrument is a tool for measuring, observing, or documenting data, it contains specific questions and response possibilities that you establish and develop in advance of the study.¹⁰ In this research, the researcher used an oral test to know and measure the student's ability in speaking after taught using make a match. The oral test was used as an instrument test.

In this research, the instrument is an instruction of dialogue for experiment and control class. The dialogues were about describing people, tourism place, and historical place. The teacher provided 5 pictures in each topic for experimental and control class, could be seen at appendixes 6. After they have the picture, the teacher asked them to describe in front of the class and the teacher recorded the students' description.

G. Research Procedures

1. Determining the subject of the research

The subject of this research was the students at the First Semester of the Tenth grade of MA Al-Hikmah Bandar Lampung.

⁹John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* 4th Ed, Pearson. (New York: Longman, 2012), p.10

¹⁰*Ibid*, p. 14

2. Determining the sample

In taking the sample of the research, the researcher used random sampling. The researcher chosen two classes as the sample of the research; one class is as the experimental class and one class as a control class.

3. Determining the instrument of the research

The researcher determined the instrument that would be taught to students. The instrument used oral test. The students got the same instrument for both classes in several topics.

4. Selecting the material that would be given

The researcher determined the material that is taught to the students of Tenth grade o MA Al-Hikmah Bandar Lampung. The materials were about Descriptive text of people, tourism place and historical place.

5. Doing pre-test to get the data

It will be done for the students in the experimental class and control class in order to find out the students' speaking before the treatment. The administering pre-test took 90 minutes for both the experimental and control class. Then student began to speak up.

6. Conducting the treatment

The researcher gave the material in three times in meetings for the experimental class. It required 90 minutes for each meeting. The researcher taught the students by using make a match technique. Meanwhile, in the control class, the teacher

taught the students by using dialogue memorization technique has been taught by the teacher there.

7. Doing the post-test to get the data

The researcher conducted the post-test after the treatment. By giving the post-test, the researcher knew that the students' improvement of speaking ability or not. The test included an oral test.

8. Analyzing the result of post-test

The researcher analyzed the data to find out whether the technique that used is effective or not.

H. Scoring Procedure

In evaluating the students' speaking ability, the researcher will use the oral English-rating sheet propose by Brown.¹¹ This research used the oral rating sheet to evaluate the students' speaking ability. Then, to get the score the researcher used inter-rater. This inter-rater counted the level based on two series of scores gotten by two raters, the first rater is the English teacher and the second rater is researcher. The researcher also recorded all performance of the students and the assignment is made separately, such as the researcher can assess recordings at home or at other times.

¹¹ H. Douglas Brown, *Language Assessment, Principles and Classroom Practice* (New York: Longman, 2003), p. 172-173

Table 3
The Rating Sheet Score

No.	Criteria	Rating Score	Comments
1.	Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2.	Can usually handle elementary construction quite accurately but does not have thought or confident control of 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.
2.	Vocabulary	1.	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topic. Vocabulary is broad enough that he rarely has to grope for a word.
		4.	Can understand and participate in any conversation within the range on his experience with a high degree of precision of vocabulary.
		5.	Speech on all levels is fully accepted by educated native speakers in all its

			feature including breath of vocabulary and idioms, colloquialism, and pertinent cultural references.
3.	Comprehension	1.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speed repetitions or paraphrase.
		2.	Can get the gist of most conversations of non-technical subject (i.e. topics that require no specialized knowledge).
		3.	Comprehension is quite complete at a normal rate on speech.
		4.	Can understand any conversation within the range of his experience.
		5.	Equivalent to that of an educated native speaker.
4.	Fluency	1.	No specific fluency description. Refers to other four language areas for implied level of fluency.
		2.	Can handle with confidence but not with facility most social situation, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.
		3.	Can discuss particular interest 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 within the range of this experience with a high degree of fluency.
		5.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
5.	Pronunciation	1.	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

		2.	Accent is intelligible though often quite faulty.
		3.	Errors never interfere with understanding and rarely disturb the native speaker, accent may be obviously foreign.
		4.	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by educated native speakers.

Source: H. Douglas Brown, *Language Assessment Principles and Classroom Practice*. Pp. 172-173

Criteria for score:

5 = Excellent

4 = Very good

3 = Good

2 = Average

1 = Poor

Maximal score = 100

Students' score = $\frac{\text{Obtained score}}{\text{Maximum score}} \times 100 =$

Based on this oral rating sheet, there are five aspects to be considered: pronunciation, Grammar, vocabulary, fluency and comprehension.

I. Validity

The validity is the most important consideration in developing and evaluating measuring instrument.¹² It means an instruments can call valid when it can it can measure what is want to be measured. To measure whether the validity of the test has good validity or not, the researcher used content and construct validity.

¹²Donald Ary et.al, *Op.Cit*, p.225

a. Content Validity

Content validity is the extent to which the question on the instrument and the scores from the question are representative of all the possible question that could be asked about the content or skills.¹³ Content validity can be found by relating the material of the test with the syllabus for SMA/MA. It means that to get content validity of speaking ability test, the researcher tries to arrange the material based on the objective of teaching in the school based on the syllabus, in K1/KD (3.7, 4.8, 4.10) about descriptive text of people, tourism place, and historical place for tenth grade of MA Al-Hikmah Bandar Lampung.

b. Construct Validity

Construct validity is a determination of the significance, meaning, purpose, and use scores from an instrument.¹⁴ Construct validity refers to assumption, showing the measurement was used contained correct operational definition, which was based on theoretical concept. In other words, construct validity is focused on the kind of the test which is used to measure the ability. In this research, the researcher used scoring rubric for speaking test. The scoring covered by five aspects of speaking, they are: grammar, vocabulary, pronunciation, fluency and comprehension. It was done, after the researcher consulted the instrument to the English teacher, Mrs. Nofvi Yanti, M.Pd in MA Al Hikmah Bandar Lampung to make sure the instrument has been valid.

¹³John W. Creswell. *Educational research, Planning, and conducting Quantitative and Qualitative research* (Boston: Pearson, 2012) p. 618

¹⁴Donald Ary et.al, *Op.Cit*, p. 225

Based on consulted the instrument to the English teacher, Mrs. Nofvi Yanti, M.Pd in MA Al Hikmah Bandar Lampung, the researcher concluded that the instrument was valid. The instrument was related with the aspect criteria of measurement.

K. Data Analysis

After collecting the data, the researcher analyzed the data by using parametric statistic and independent sample t-test. There were assumptions which must be fulfilled, they were normality and homogeneity tests.

1. Fulfillment of the Assumptions

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They are the normality test and the homogeneity test.

a. Normality Test

The normally test is used to measure whether the data In the experimental class and control classes are normally distributed or not.¹⁵ In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality test. The test of normality employed Saphiro-Wilk.

The hypothesis are:

H_o : The data have normal distribution.

H_a : The data are not normal distribution

While the criteria of acceptance or rejection of normality test is as follows:

¹⁵Budiyono, *Statistika Untuk Penelitian* (Surakarta: Sebelas Maret University Press, 2004), p. 170

H_o : is accepted if Sig (P value) $\geq \alpha = 0.05$

H_a : is accepted if Sig (P value) $< \alpha = 0.05$

b. Homogeneity Test

Homogeneity Test is used to know whether the data in experimental class and control are homogenous is not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity test. The test of homogeneity employ Levene's test.

The hypothesis are:

H_o : The variances of the data is homogenous

H_a : The variances of the data is not homogenous

While the criteria of acceptance or rejection of homogeneity test is as follows:

H_o is accepted if Sig (P value) $\geq \alpha = 0.05$

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

2. Hypothetical Test

After the researcher knows that the data is normal and homogeneous, the data will be analyzed by using t-test in order to know the significance of the treatment effect. The researcher used independent t-test, it aims to compare the data (mean) from two different groups. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical test.

The hypotheses are:

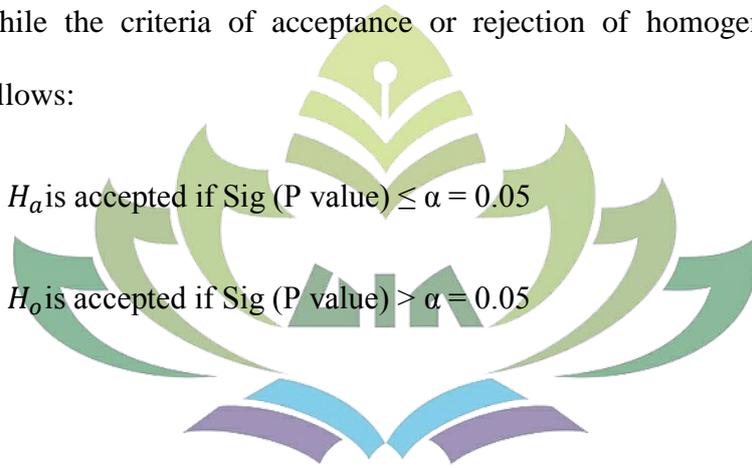
H_a : There is significant influence of using make a match technique toward students' speaking ability at the First Semester of the Tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2018/2019.

H_o : There is no significant influence of using make a match technique toward students' speaking ability at the First Semester of the Tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2018/2019.

While the criteria of acceptance or rejection of homogeneity test is as follows:

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

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



CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

This research was aimed to know whether there is significant and effectiveness of using Make a Match technique toward students' speaking ability at the first semester of the tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2018/2019. The total number of the sample was 62 students, two classes were chosen as a control class and experimental class.

The instrument of this research was speaking oral test. Pre-test was conducted previously on Tuesday, February 5th 2019 at 08.30 A.M for class X. MIA 1 as the experimental class and the pre-test in control class was X.IIK at 11.00 A.M. The pre-test was administrated in order to know the students' speaking ability before getting treatment.

After doing the research, the researcher got the result of the pre-test and post-test. The test was conducted in two classes, the first was experimental class and the second was control class. The pre-test was held on February 5th, 2019 and post-test was held on February 20th and 23th, 2019.

The result of pre-test and post- test are as follows:

1. Result of the Pre-Test

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

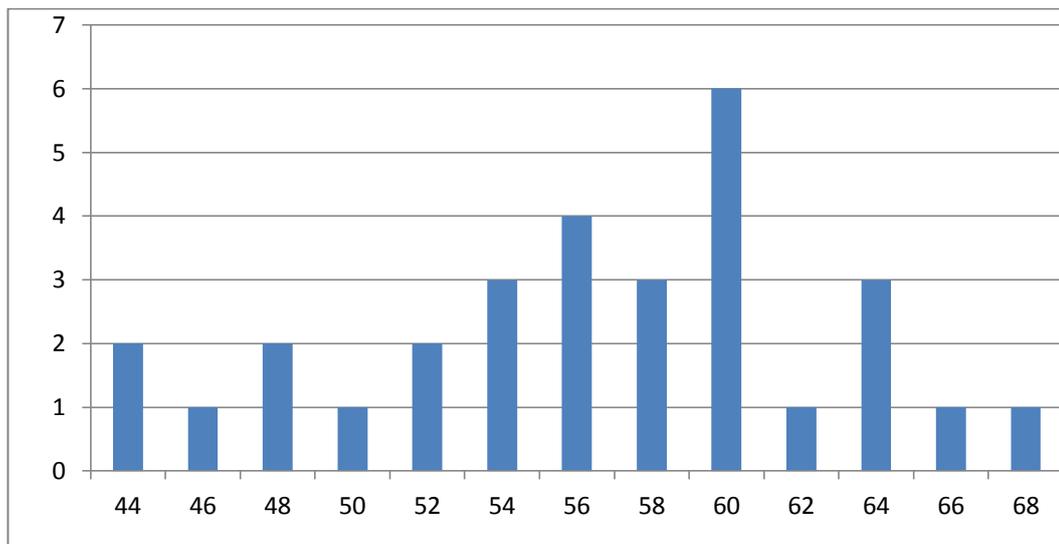


Figure I
The Result of Pre-Test in Experimental Class

Based on figure I, it could be seen that there were 2 students who got 44 score, 1 student who got 46 score, 2 students who got 48 score, 1 student who got 50 score, 2 students who got 52 score, 3 students who got 54 score, 4 students who got 56 score, 3 students who got 58 score, 6 students who got 60 score, 1 student who got 62 score, 3 students who got 64 score, 1 student who got 66 score and 1 student who got 68 score. It can be seen that highest of pre-test in experimental class is 68 and the lowest score was 44.

Table 7
Statistics
Pre-Experimental

N	Valid	30
	Missing	2
Mean		56.4000
Median		57.1429
Mode		60.00
Std. Deviation		6.35501
Variance		40.386
Minimum		44.00
Maximum		68.00

Then, based on table 7, it could be seen that the mean of pre-test in experimental class is 56.40, standard deviation was 6.355, N was 30, median was 57.15, mode was 60.00, variance was 40.38, minimum score was 44 and maximum score was 68.

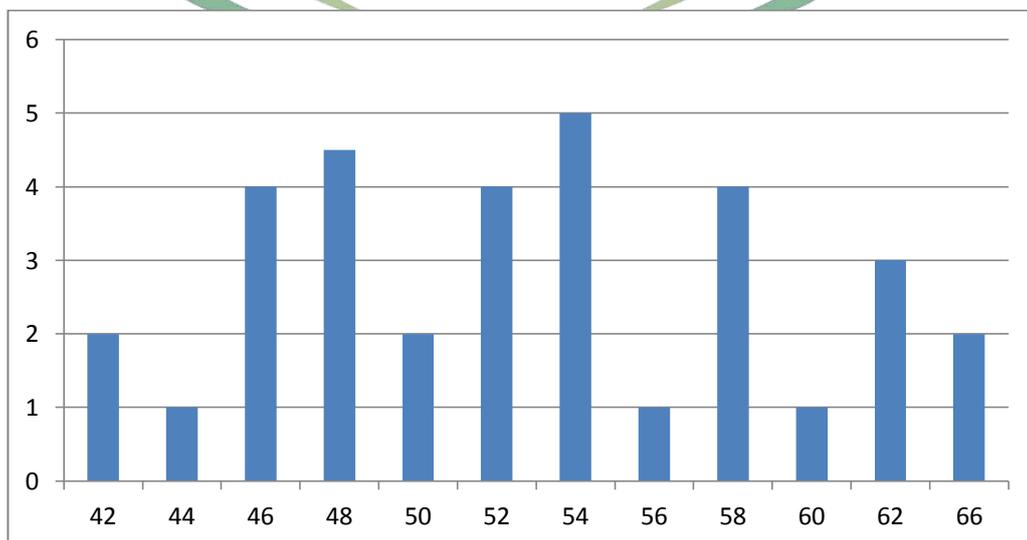


Figure 2
The Result of the Pre-Test in Control Class

Based on figure 2, it could be seen that there were 2 students who got 42 score, 1 student who got 44 score, 4 students who got 46 score, 3 students who got 48 score, 2 students who got 50 score, 4 students who got 52 score, 5 students who got 54 score, 1 student who got 56 score, 4 students who got 58 score, 1 student who got 60 score, 3 students who got 62 score and 2 students who got 66 score. It can be seen that highest of pre-test in control class is 66 and the lowest score was 42.

Table 8
Statistics
Pre-Control Class

N	Valid	32
	Missing	0
Mean		53.1250
Median		53.0000
Mode		54.00
Std. Deviation		6.62230
Variance		43.855
Minimum		42.00
Maximum		66.00

Then, based on table 8, it could be seen that the mean of pre-test in control class is 53.13, standard deviation was 6.622, N was 32, median was 53.00, mode was 54.00, variance was 43.86, minimum score was 42 and maximum score was 66.

2. Result of the Post-Test

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

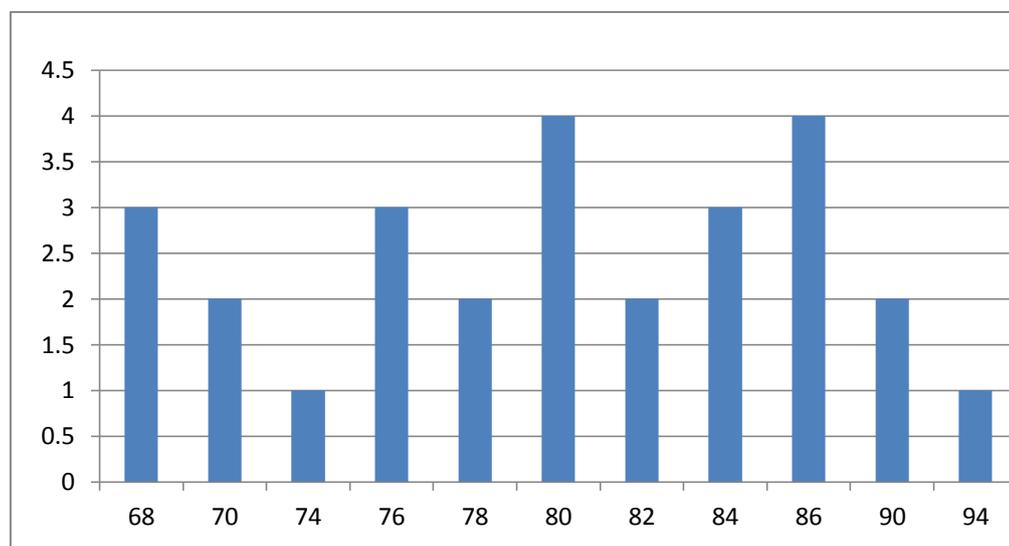


Figure 3
The Result of Post-Test in Experimental Class

Based on the figure 3, it could be seen that there were 2 students who got 68 score, 2 students who got 70 score, 1 student who got 74 score, 3 students who got 76 score, 2 students who got 78 score, 4 students who got 80 score, 2 students who got 82 score, 3 students who got 84 score, 4 students who got 86 score, 4 students who got 88 score, 2 students who got 90 score and 1 student who got 94 score. It can be seen that highest of pre-test in experimental class is 94 and the lowest score was 68.

Table 9
Statistics
Post-Experimental Class

N	Valid	30
	Missing	2
Mean		81.3333
Median		82.0000
Mode		80.00
Std. Deviation		6.89494
Variance		47.540
Minimum		68.00
Maximum		94.00

Then, based on table 9, it could be seen that, the mean of pre-test in experimental class is 81.33, standard deviation was 6.895, N was 30, median was 82.00 mode was 80.00, variance was 47.54, minimum score was 68 and maximum score was 94.

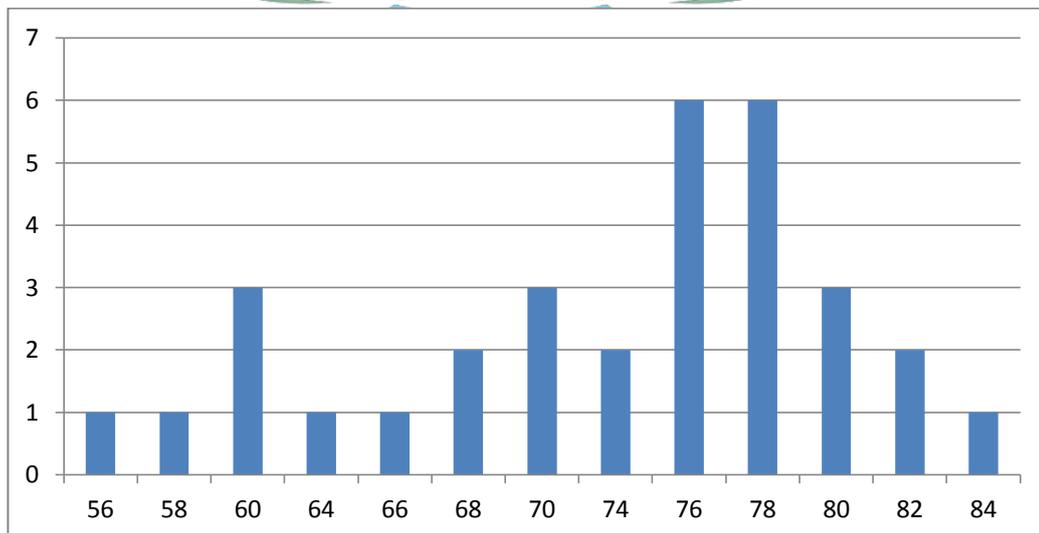


Figure 4
The Result of Post-Test in Control Class

Based on the figure 4, it could be seen that there were 1 student who got 56 score, 1 student who got 58 score, 3 students who got 60 score, 1 student who got 64 score, 1 student who got 66 score, 2 students who got 68 score, 3 students who got 70 score, 2 students who got 74 score, 6 students who got 76 score, 6 students who got 78 score, 3 students who got 80 score, 2 students who got 82 score and 1 student who got 84 score. It can be seen that highest of post-test in control class is 84 and the lowest score was 56.

Table 10
Statistics
Post- Control Class

N	Valid	32
	Missing	0
Mean		72.125
Median		76.0000
Mode		76.00
Std. Deviation		7.75195
Variance		60.093
Minimum		56.00
Maximum		84.00

Then, based on table 10, it could be seen that, the mean of pre-test in control class is 72.81, standard deviation was 7.752, N was 32, median was 76.00, mode was 76.00, variance was 60.09, minimum score was 56 and maximum score was 84.

B. Result of Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent sample t-test.

1. Fulfillment of the Assumptions

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They are the normality test and the homogeneity test.

a. The Result of Normality Test

The normally test is used to measure whether the data In the experimental class and control classes are normally distributed or not.¹ In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality test. The test of normality employed Saphiro-Wilk.

The hypotheses are:

H_0 = Data have normal distribution

H_a = Data do not have normal distribution

The test criteria:

H_0 is accepted if Sig (P_{Value}) $\geq \alpha = 0.05$

H_a is accepted if Sig Sig (P_{Value}) $\geq \alpha = 0.05$

Tabel 4
The Result of Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Exp	.087	30	.200*	.975	30	.685
Ctr	.096	30	.200*	.967	30	.453

*. This is a lower bound of the true significance.

¹Budiyono, *Statistika Untuk Penelitian* (Surakarta: Sebelas Maret University Press, 2004), p. 170

a. Lilliefors Significance Correction

Based on the table 4, It can be $P_{\text{Value}}(\text{Sig})$ for experimental class was 0.200 for Kolmogorov-Smirnov and 0.685 for Shapiro-Wilk. Because $\text{Sig} (P_{\text{Value}})$ of experimental class $> \alpha$ 0.05 it means H_0 is accepted if $\text{Sig} (P_{\text{Value}})$ for the control class $> \alpha$ 0.05 it means H_a is accepted. The conclusion, the data had normal distribution.

b. Result of Homogeneity Test

Homogeneity Test is used to know whether the data in experimental class and control are homogenous is not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity test. The test of homogeneity employ Levene's test.

The hypothesis are:

H_0 : The variances of the data is homogenous

H_a : The variances of the data is not homogenous

While the criteria of acceptance or rejection of homogeneity test is as follows:

H_0 is accepted if $\text{Sig} (P_{\text{Value}}) \geq \alpha = 0.05$

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

Table 5
Homogeneity Tests of Variances

Levene Statistic	df1	df2	Sig.
2.337	8	15	.074

Based on the result obtained in the test of homogeneity of variances in the column, it could be seen that $\text{Sig (P}_{\text{Value}}) = 0.074 > \alpha = 0.05$. 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 homogenous.

c. Result of Hypothetical Test

After the researcher knows that the data is normal and homogeneous. The researcher used parametrical statistic, independent t-test. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical test.

The hypotheses are:

H_a : There is significant influence of using make a match technique toward students' speaking ability at the First Semester of the Tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2018/2019.

H_0 : There is no significant influence of using make a match technique toward students' speaking ability at the First Semester of the Tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2018/2019.

While the criteria of acceptance or rejection of homogeneity test is as follows:

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

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

Table 6
The Result of Hypothetical Test

T	df	Sig. (2-tailed)
2.501	60	.015

Based on the result obtained in the independent sample t-test in Table 6, that the value of significant Sig ($P_{\text{value}} = 0.015 < \alpha = 0.05$). So, H_a is accepted and H_o is rejected. Based on the computation, it can be concluded that there was significant influence of using Make a Match towards students' speaking ability at the first semester of the tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2018/2019.

C. Discussion

At the beginning of the research, the pre-test was administered to know the students' speaking ability before they were given treatment by the researcher. The result showed that the mean score of pre-test between experimental class was 56.40 and the mean score of pre-test in control class was 53.13.

Afterward the students were taught by using Make a Match in experimental class and Dialogue Memorization in control class. The material was three topic of describing people, tourism and historical place for three treatments. Before doing Make a Match, the researcher explained about what Make a Match and how we do the procedure of Make a Match in the beginning of treatment. The researcher asked the students about the descriptive text and explained it also given example by picture to the students.

At the end of the research, post-test was given to measure the improvement of the students speaking ability in both classes after the treatments done. The mean score of post-test in experimental class was 81.33 and mean of post-test in control class was 72.81. It means teaching speaking by Make a Match more effective, interesting and can increase their speaking score.

From the result, we can see that the result of students' post-test is higher than pre-test. Besides that Make a Match can improve each aspect of students speaking ability including grammar, vocabulary, pronunciation, fluency and comprehension. The result of pre-test and post-test also showed that students who taught by Make a Match got better result than students who taught by Dialogue Memorization.

Firdaus says that make a match technique trains students to have an attitude, good social and training students' ability to communicate or speak, work together beside practicing students' thinking speed. It means that this technique is not only useful to communicate, but also useful to make students' confident to speak in the class with other friends and to increase the students' learning motivation and interest thinking speed. By using his technique, it made students improve their speaking ability easier.

Moreover, Miftahul Huda state that advantages of make a match are as follows: 1) improving the process of students learning, on cognitive scale or on physical scale; 2) the technique is including the game, so the process is enjoyable; 3) improving the students' ability with the new subject and students' learning

motivation; 4) this technique is effective as model to improve students' ability to present their result from the learning process; and 5) this technique is effective to improve students' discipline.

However, in doing research found some problems such as; the students were noisy when the students practice dialogue in front of the class. So, the researcher had to raise the voice in remaining the time. From the problem the researcher found some solutions, such as the researcher asked the students to minimize the volume of their voice in order to hear the researcher' voice. So, they can do the task and more speak English in dialogue. The researcher kept reminding the students about the time.

By using make a match technique the students can enjoy, have fun and make it easier to practice or pronouncing an English word without students feel bored or affraid. Then, the students also may interact to find thir match card. It can be seen from the procedure of make a match technique at the treatment. The students do exercise to speak English and discuss with their partner about the material (about describing people, tourism and historical place) this technique can make students more interested and develop their motivation in learning speaking.

Based on the analysis of the data and testing hypothesis, the result of independent sample t-test null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that treatment had influence of using Make a Match toward students' speaking ability at the first semester of the tenth grade of MA-Al Hikmah Bandar Lampung so, the alternative hypothesis is accepted. It had been

supported by the previous research that was done by Zawil, entitled “Using Make a Match Technique to teach vocabulary of Eight Grade Students at Junior High School (SMP) 18 Banda Aceh”. She said that Make a Match technique is a good technique because it makes students more interested and enthusiastic in learning English in the class.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the researcher drew a conclusion as follows:

There is a significant influence of using Make a Match technique towards student's speaking ability. The result of data calculation in previous chapter where null hypotheses (H_0) was rejected and (H_a) was accepted, it means that Make a Match can give an influence towards students' speaking ability. 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 0.015. It is lower than $\alpha = 0.05$ and it means H_0 is rejected and H_a is accepted. It can be revealed from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

B. Suggestion

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

1. Suggestion for English Teacher

After conducting the research and getting the result, the researcher would like to suggest the teacher in teaching speaking by using Make a Match technique.

They are as follows:

- a. Make a Match can be one alternative technique to be implement to teach speaking, writing, listening and reading.
- b. The teacher should give more chance to the students to be more active and let the students to do several practices such as giving opportunities to dare for speaking in pairs and let the students report the result of the question-answer card in material in front of the class.
- c. The teacher should put the students in to a pairs so they can get more speaking practice. by putting the students in pairs they can be stimulated to speak. Consequently the students' speaking ability will improve.
- d. The teacher must be carefully set the time allocation. If the time allocation is not appropriate, the time is too large. It is difficult to handle.

2. Suggestion for Students

After conducting the research and getting the result, the researcher would like to suggest the students in Learning English.

They are as follows:

- a. The students should pay attention about the time limit given by the teacher in doing the learning process, so they can use the time affectively.
- b. The students should follow the ruler of the technique, do not be noisy and keep effective class so they can improve their confidence in speaking English.

- c. The students should practice to speak English with their friends in front of the class and also at home, in order to develop their speaking ability.

3. Suggestionfor the School

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

4. Suggestion for the Next Researcher

After conducting the research and getting the result, the researcher would like to suggest for the next researcher to develop English teaching and learning.

They are as follows:

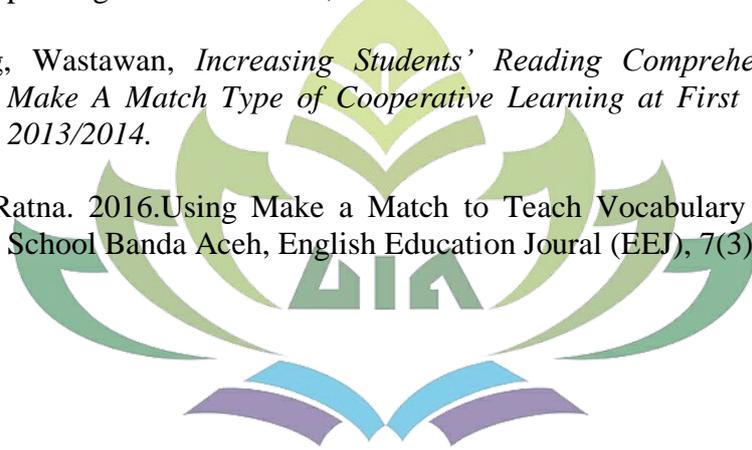
- a. The researcher applied Make a Match technique to increase students' speaking ability. Therefore, it is suggested for the next researcher to use make a match in other skills such as reading skill or writing skill.
- b. The treatments were done in three meetings. Other researchers can spend more time in giving the treatments so that the students can get more speaking practice.
- c. The researcher used Make a Match to increase students' speaking ability in the tenth grade students. Other researcher can conduct this technique on different grade.

REFERENCES

- Arikunto, Suharsimi. 2013. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Ary, Donald, Lucy Cheser Jacobs, and Chris Sorensen. 2010. *Introduction to Research in Education*. Routledge: Wadsworth Cengage, Learning. 8th Edition.
- A, Suprijono. 2010. *Cooperative learning: Teori dan Aplikasi PAIKEM (2nd Ed.)*. Yogyakarta: Pustaka Pelajar.
- Bryne, Donn. 1984. *Teaching Oral English Longman Hard Books for Language Teachers*. California: Longma Group LTD Limited.
- Budiyono. 2004. *Statistika Untuk Penelitian*. Surakarta: Sebelas Maret university Press.
- Bull, Victoria. 2011. *Oxford Learner Dictionary*. New York: Oxford University Press.
- _____. 2000. *Oxford Lerner's Pocket Dictionary*. New York: Oxford University Press.
- Creswell, John W. 2012. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education. 4th Ed.
- _____. 2012. *Educational Research Planning, Conducting and evaluating Quantitative and Qualitative Research*. New York: Longman. 4th Ed.
- Christopher, Turk. 2003. *Effective Speaking Communicating In Speech*. Routledge: Spon Press.
- Fraenkel, Jack R and Norman R. Wallen, 2008. *How to Design and Evaluate Research in Education*. New York, McGrew-Hill.
- Goodwyn, Andrew. 2005. *Teaching English*. London: Rouledge.
- Harmer, Jeremy. 2007. *The Practice of Language Teaching*. London: Longman. 3rd Ed.
- _____. 1998. *How To Teach English*. Edinburgh Gate: Longman.

- _____. 1996. *How To Teach English*. London: Addition Wesley Longman.
- Izzan, Ahmad. 2008. *Methodologi Pembelajaran Bahasa Inggris*. Bandung: Humaniora.
- Johnson, Keith & Marrow. 2000. *Communication In The Classroom*. New York: Longman.
- Larsen-Freeman, Diane. 2000. *Technique and Principles in Language Teaching*. New York: Oxford University Press. 12th Edition.
- Lie, Anita. 2014. *Cooperative Learning*. Jakarta: Gramedia. 7th edition.
- Littlewood. 2004. *Communicative Language Teaching*. Cambridge: University Press.
- M. Harris, Tomothy. 2008. *Text and Dialogue Memorization in English Language Learning*. Osaka: Sangyo University.
- Miftahul, Huda. 2014. *Cooperative Learning*. Yogyakarta: Pustaka Pelajar. 7th edition.
- Nicholson, Joshua. 2018. *Acting Lesson: Memorization*. Available at www.e-jurnal.org. Accessed on May, 23th.
- Nunan, David. 2003. *Practical English language Teaching*. New York: McGraw-Hill.
- Patel, M.F and Praveen M. Jain. 2008. *English Language Teaching: Methods, Tool & Techniques*. Jaipur: Sunrise Publisher & Distribution.
- R. Jankowsky, Kurt. 1985. *Scientific and Humanistic Dimensions of Language*. Washington: John Benjamis Company.
- Siahaan, Sanggam. 2008. *The English Paragraph*. Yogyakarta: Graha Ilmu Press.
- Setiyadi, Bambang. 2006. *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu Press.
- Students. *An Interview of MA Al-Hikmah Bandar Lampung*. February 22th 2018. Unpublished.
- Tanireja, Tukijanet.all. 2014. *Model-Model Pembelajaran Inovatif dan Kreatif*. Bandung: Alfabeta. 5th edition.

- Tarigan, Hendri Guntur. 2008. *Berbicara Sebagai Suatu Keterampilan Berbahasa*, Bandung: Angkasa Press. Revised Ed.
- T Linse, Caroline. 2005. *Practical English Language Teaching: Young Learners*. New York, McGraw-Hill.
- Yayan. *An Interview with the English Teacher of MA Al-Hikmah Bandar Lampung*. February 22th 2018. Unpublished.
- Welty, A. Don and Doroty R. 1967. *The Teacher Aids In the Instruction Team*. New York: Mc. Grew Hill.
- Hayriyekayi. 2006. *Teaching Speaking : Activities to Promote Speaking in a Second Languge*, "The Internet TESL Journal, Vol. XII, No. 11, November", Available at: [http://iteslj.Org/Articles/Kayi-Teaching peaking.html](http://iteslj.Org/Articles/Kayi-Teaching%20speaking.html) on Mei 1st, 2018.
- Komang, Wastawan, *Increasing Students' Reading Comprehension Through Make A Match Type of Cooperative Learning at First Grade Of SMA 2013/2014*.
- Zawil, Ratna. 2016. Using Make a Match to Teach Vocabulary at Junior High School Banda Aceh, *English Education Journal (EEJ)*, 7(3), 311-328.



APPENDICES



Appendix 1

Analysis of the Interview to the Teacher

Interview was conducted at MA Al-Hikmah Bandar Lampung on 22th August 2018. Nofvi Yanti, M.Pd is the English Teacher

No.	Question	Answer	Conclusion
1.	How long have you been teaching English?	I was teaching English around thirteen years.	Based on the preliminary research, the teacher has taught at MA Al Hikmah B.Lampung too long
2.	Could you explain about your experiences in teaching English, especially in teaching speaking?	I am too hard to teaching them in speaking because they are difficult to understand about what I mean and difficult to response it.	She said that the some students difficult to understand and catch about what his mean or communicate to them.
3.	What is your method, technique or strategy which used in teaching speaking?	I I use Dialogue Memorization technique.	The teacher said the he used practice and dialog memorization technique. And she explained that he just

			taught by text from the book source and gave many examples.
4.	What are the difficulties you find in teaching English?	<p>There are some difficulties as follows:</p> <p>a. The students are lazy, such as: they do not want to bring dictionary when they have English subject.</p> <p>b. The students have low motivation to study.</p> <p>c. The students are usually lazy to be active I learning activity and they feel shy to speak English.</p>	It can be concluded that the students have low motivation to study English and do not active in learning activity.
5.	How is the students' ability in speaking?	The students still difficult to practice in English and they feel difficult to expression in English even greeting and parting expression.	It can be conclude that the students' speaking ability is still low.

6.	Do you have some difficulties in teaching speaking?	<p>Yes, I do. They are:</p> <p>a. The students cannot speak English well.</p> <p>b. They are lack of vocabulary</p> <p>c. The students are not Confident to speak English. They are shy to practice in using English.</p>	The student have not motivation to speak English, their vocabulary is minimum and the students are also shy to practice in conversation by using English.
7.	Do you have a reason why the student have not confidence in speaking or to be active in the class?	<p>Yes, I do. Commonly, the students had low motivation in learning English and they still difficult to express simple expression or their ideas or opinion in English conversation.</p>	The students have not motivation to speak English, they don't know how to pronounce the word and express their ideas/opinion.
8.	In process teaching and learning, are the students can follow the good lesson?	Not all the students can follow the lesson by good attitude. Some students are naughty	Not all students can follow the lesson by good attitude because from some students are

		and sometimes they are noisy.	naughty and they are noisy.
9.	How is students' assessment especially in speaking skill?	The assessment of some students are good. But also still many student got low score.	Still many student got low score.



Appendix 2

The Result of The Interview In Preliminary Research From Students at MA Al Hikmah B. Lampung

Nama: Agung Satria

No.	Question	Answer	Conclusion
1.	Apakah kamu menyukai mata pelajaran Bahasa Inggris?	Ya, saya suka pelajaran bahasa inggris.	Student said that he likes English subject
2.	Bagaimana cara atau metode mengajar guru di kelas?	Suruh maju ke depan membaca dan menjelaskan.	He said that sometimes the teacher uses discussion and speech method.
3.	Apakah anda kesulitan memahami pelajaran bahasa inggris khususnya di dalam speaking?	Iya	Yes, he feels difficult to understand especially in speaking.
4.	Apakah anda mampu berkomunikasi lisan dengan baik menggunakan bahasa	Belum mampu	He cannot to communicate or speak English well.

	inggris?		
5.	Factor apa sajakah yang membuat anda kesulitan dalam hal ini pada mata pelajaran speaking?	Saya kurang percaya diri, malu untuk mengucap pakai bahasa inggris dengan teman di dalam percakapan	He feels not confident and he is shy to practice English with his partner in conversation.
6.	Apakah guru anda sering membantu/ membimbing anda dalam memecahkan masalah ketika menemukan kesulitan di dalam pelajaran b.inggris?	Iya	Sometimes The teacher helps him to solving his problem in the lesson.
7.	Apakah guru anda menggunakan buku penunjang atau media lain yang membantu anda memahami materi dalam pelajaran bahasa inggris?	Ia, biasanya menggunakan buku mata pelajaran dan LKS	The teacher uses English book and LKS

Nama: Deni Rahmawan

No.	Question	Answer	Conclusion
1.	Apakah kamu menyukai mata pelajaran Bahasa Inggris?	Tidak , saya tidak suka pelajaran bahasa inggris.	Student said that he dislike the English subject
2.	Bagaimana cara atau metode mengajar guru di kelas?	Biasanya guru menyuruh membacakan dan menjelaskannya ke depan kelas.	He said that the teacher ask him to read and explain.
3.	Apakah anda kesulitan memahami pelajaran bahasa inggris khususnya di dalam speaking?	Iya	Yes, he feels difficult to understand especially in speaking.
4.	Apakah anda mampu berkomunikasi lisan dengan baik menggunakan bahasa inggris?	Belum mampu	He cannot to communicate or speak English well.
5.	Factor apa sajakah yang membuat anda kesulitan dalam hal ini pada mata	Saya sulit mengucapkannya, dan kurang kosakatanya	He difficulties to pronounce and minim of

	pengajaran speaking?		vocabulary .
6.	Apakah guru anda sering membantu/ membimbing anda dalam memecahkan masalah ketika menemukan kesulitan di dalam pelajaran b.inggris?	Iya	Sometimes The teacher helps him to solving his problem in the lesson.
7.	Apakah guru anda menggunakan buku penunjang atau media lain yang membantu anda memahami materi dalam pelajaran bahasa inggris?	Biasanya menggunakan buku B.Ingggris dan LKS	The teacher uses English book and LKS

Nama: Aprisa Hasanah

No.	Question	Answer	Conclusion
1.	Apakah kamu menyukai mata pelajaran Bahasa Inggris?	Bahasa Inggris itu membosankan, jadi enggak suka.	Student said English is boring, so he dislikes the

			English subject.
2.	Bagaimana cara atau metode mengajar guru di kelas?	Pakai cara ceramah dan menyuruh praktikkan,	He said that sometimes the teacher uses speech and gives the example method.
3.	Apakah anda kesulitan memahami pelajaran bahasa inggris khususnya di dalam speaking?	Iya	Yes, he feels difficult to understand especially in speaking.
4.	Apakah anda mampu berkomunikasi lisan dengan baik menggunakan bahasa inggris?	Tidak mampu	He cannot to communicate or speak english well.
5.	Factor apa sajakah yang membuat anda kesulitan dalam hal ini pada mata pengajaran speaking?	Saya sulit untuk berbicara bahasa inggris, sering malu dan grogi	He difficulties to speak English, sometimes he is shy and nervous and fearful of criticism.
6.	Apakah guru anda sering membantu/	Iya	Sometimes The teacher helps him to

	membimbing anda dalam memecahkan masalah ketika menemukan kesulitan di dalam pelajaran b.inggris?		solving his problem in the lesson.
7.	Apakah guru anda menggunakan buku penunjang atau media lain yang membantu anda memahami materi dalam pelajaran bahasa inggris?	Ia, biasanya menggunakan buku mata pelajaran dan LKS	The teacher uses English book and LKS

Nama: Devia Maranata

No.	Question	Answer	Conclusion
1.	Apakah kamu menyukai mata pelajaran Bahasa Inggris?	Ya, saya suka mata pelajaran bahasa inggris.	Student said that she likes the English subject.
2.	Bagaimana cara atau metode mengajar guru di kelas?	Guru membacakan dan menjelaskan materi yang ada dibuku dan	She said that the teacher reads and explains the

		memberikan tugas.	material and also gives the task to them.
3.	Apakah anda kesulitan memahami pelajaran bahasa inggris khususnya di dalam speaking?	Iya	Yes, She feels difficult to understand especially in speaking.
4.	Apakah anda mampu berkomunikasi lisan dengan baik menggunakan bahasa inggris?	Sedikit bisa	She can little communicate or speak English well.
5.	Factor apa sajakah yang membuat anda kesulitan dalam hal ini pada mata pengajaran speaking?	Saya sulit untuk berbicara bahasa inggris, sering malu dan grogi	She difficulties to speak English, sometimes she is shy and nervous.
6.	Apakah guru anda sering membantu/ membimbing anda dalam memecahkan masalah ketika menemukan kesulitan di	Iya	Sometimes The teacher helps her to solving her problem in the lesson.

	dalam pelajaran b.inggris?		
7.	Apakah guru anda menggunakan buku penunjang atau media lain yang membantu anda memahami materi dalam pelajaran bahasa inggris?	Ia, biasanya menggunakan buku mata pelajaran dan LKS	The teacher uses English book and LKS

Nama: Nur Aisyah

No.	Question	Answer	Conclusion
1.	Apakah kamu menyukai mata pelajaran Bahasa Inggris?	Ya, saya suka mata pelajaran bahasa inggris.	Student said that she likes the English subject.
2.	Bagaimana cara atau metode mengajar guru di kelas?	Membacakan percakapan di depan kelas dan berdiskusi.	She said that the teacher explains the material and makes groupdiscussion.
3.	Apakah anda kesulitan memahami pelajaran bahasa inggris	Iya	Yes, she feels difficult to understand

	khususnya di dalam speaking?		especially in speaking.
4.	Apakah anda mampu berkomunikasi lisan dengan baik menggunakan bahasa inggris?	Sedikit bisa	She can little communicate or speak English well .
5.	Factor apa sajakah yang membuat anda kesulitan dalam hal ini pada mata pengajaran speaking?	Saya sulit untuk berbicara bahasa inggris, sering malu dan grogi	She difficulties to speak English, sometimes she is shy and nervous.
6.	Apakah guru anda sering membantu/ membimbing anda dalam memecahkan masalah ketika menemukan kesulitan di dalam pelajaran b.inggris?	Iya	Sometimes The teacher helps her to solving his problem in the lesson.
7.	Apakah guru anda menggunakan buku penunjang atau media lain yang membantu	Ia, biasanya menggunakan buku mata pelajaran dan LKS	The teacher uses English book and LKS

	anda memahami materi dalam pelajaran bahasa inggris?		
--	--	--	--

Nama: Muhammad Zia Ul-Haq Bahri

No.	Question	Answer	Conclusion
1.	Apakah kamu menyukai mata pelajaran Bahasa Inggris?	Ya, saya suka mata pelajaran bahasa inggris.	Student said that she likes the English subject.
2.	Bagaimana cara atau metode mengajar guru di kelas?	Sering berdiskusi dan dijelaskan.	She said that the teacher explains the material and makes group discussion.
3.	Apakah anda kesulitan memahami pelajaran bahasa inggris khususnya di dalam speaking?	Iya	Yes, she feels difficult to understand especially in speaking.
4.	Apakah anda mampu berkomunikasi lisan dengan baik	Belum bisa	She cannot communicate or speak English well .

	menggunakan bahasa inggris?		
5.	Factor apa sajakah yang membuat ada kesulitan dalam hal ini pada mata pengajaran speaking?	Malu untuk mempraktikkan bahasa inggris dan tidak percaya diri	She difficulties to speak English, she is shy to practice and not confident.
6.	Apakah guru anda sering membantu/ membimbing anda dalam memecahkan masalah ketika menemukan kesulitan di dalam pelajaran b.inggris?	Iya	Sometimes The teacher helps her to solving her problem in the lesson.
7.	Apakah guru anda menggunakan buku penunjang atau media lain yang membantu anda memahami materi dalam pelajaran bahasa inggris?	Ia, biasanya menggunakan buku mata pelajaran dan LKS	The teacher uses English book and LKS

Nama: Chairunnisa

No.	Question	Answer	Conclusion
1.	Apakah kamu menyukai mata pelajaran Bahasa Inggris?	Ya, saya suka mata pelajaran bahasa inggris.	Student said that she likes the English subject.
2.	Bagaimana cara atau metode mengajar guru di kelas?	Guru menjelaskan , memberi contoh dan kadang sesekali suruh praktek ke depan .	She said that the teacher explains the material, give example and practice.
3.	Apakah anda kesulitan memahami pelajaran bahasa inggris khususnya di dalam speaking?	Iya	Yes, she feels difficult to understand especially in speaking.
4.	Apakah anda mampu berkomunikasi lisan dengan baik menggunakan bahasa inggris?	Belum bisa	She cannot communicate or speak English well .
5.	Factor apa sajakah yang membuat anda kesulitan	Vocabularinya belum banyak, takut kadang	She difficulties to speak English, her

	dalam hal ini pada mata pengajaran speaking?	untuk berbicara bahasa inggris	vocabulary is minimum and she is afraid to communicate.
6.	Apakah guru anda sering membantu/ membimbing anda dalam memecahkan masalah ketika menemukan kesulitan di dalam pelajaran b.inggris?	Iya	Sometimes The teacher helps her to solving her problem in the lesson.
7.	Apakah guru anda menggunakan buku penunjang atau media lain yang membantu anda memahami materi dalam pelajaran bahasa inggris?	Ia, biasanya menggunakan buku mata pelajaran dan LKS	The teacher uses English book and LKS

Nama: HafidZ Fathony

No.	Question	Answer	Conclusion
-----	----------	--------	------------

1.	Apakah kamu menyukai mata pelajaran Bahasa Inggris?	Saya tidak menyukai mata pelajaran bahasa Inggris.	Student said that he dislikes the English subject.
2.	Bagaimana cara atau metode mengajar guru di kelas?	Menjelaskan materi, kemudian memberikan tugas.	He said that the teacher explains the material, ask the student to read together and gives the exercise.
3.	Apakah anda kesulitan memahami pelajaran bahasa Inggris khususnya di dalam speaking?	Iya	Yes, he feels difficult to understand especially in speaking.
4.	Apakah anda mampu berkomunikasi lisan dengan baik menggunakan bahasa Inggris?	Belum bisa	He cannot communicate or speak English well .
5.	Factor apa sajakah yang membuat ada kesulitan dalam hal ini	Karena saya kurang minat, jadi saya malas untuk berbicara di dalam bahasa	He is lazy to practice in English and I dont have a

	pada mata pengajaran speaking?	inggris	dictionary.
6.	Apakah guru anda sering membantu/ membimbing anda dalam memecahkan masalah ketika menemukan kesulitan di dalam pelajaran b.inggris?	Iya	Sometimes The teacher helps him to solving his problem in the lesson.
7.	Apakah guru anda menggunakan buku penunjang atau media lain yang membantu anda memahami materi dlam pelajaran bahasa inggris?	Ia, biasanya menggunakan buku mata pelajaran dan LKS	The teacher uses English book and LKS

Nama: Rahma Linda

No.	Question	Answer	Conclusion
1.	Apakah kamu menyukai	Ya, saya suka mata	Student said that

	mata pelajaran Bahasa Inggris?	pelajaran bahasa inggris.	she likes the English subject.
2.	Bagaimana cara atau metode mengajar guru di kelas?	Mengerjakan tugas-tugas materi yang ada di buku atau lks dan di diskusikan bersama.	She said that the teacher ask to do the exercises the material in the book/LKS and discussed together.
3.	Apakah anda kesulitan memahami pelajaran bahasa inggris khususnya di dalam speaking?	Iya	Yes, she feels difficult to understand especially in speaking.
4.	Apakah anda mampu berkomunikasi lisan dengan baik menggunakan bahasa inggris?	Belum bisa	She cannot communicate or speak English well .
5.	Factor apa sajakah yang membuat anda kesulitan dalam hal ini pada mata pengajaran speaking?	Sulit mengucapkanya dan takut salah	She difficulties to pronounce and afraid to do wrong.
6.	Apakah guru anda	Iya	Sometimes The

	sering membantu/ membimbing anda dalam memecahkan masalah ketika menemukan kesulitan di dalam pelajaran b.inggris?		teacher helps her to solving her problem in the lesson.
7.	Apakah guru anda menggunakan buku penunjang atau media lain yang membantu anda memahami materi dalam pelajaran bahasa inggris?	Ia, biasanya menggunakan buku mata pelajaran dan LKS	The teacher uses English book and LKS

Nama: M. Ilham Ridho

No.	Question	Answer	Conclusion
1.	Apakah kamu menyukai mata pelajaran Bahasa Inggris?	Ya, saya suka mata pelajaran bahasa inggris.	Student said that he likes the English subject.
2.	Bagaimana cara atau metode mengajar guru di	Percakapan dengan teman di depan kelas.	He said that the teacher explains and

	kelas?		speech.
3.	Apakah anda kesulitan memahami pelajaran bahasa inggris khususnya di dalam speaking?	Iya	Yes, he feels difficult to understand especially in speaking.
4.	Apakah anda mampu berkomunikasi lisan dengan baik menggunakan bahasa inggris?	Belum bisa	He cannot communicate or speak English well .
5.	Factor apa sajakah yang membuat anda kesulitan dalam hal ini pada mata pengajaran speaking?	Sering pakai bahasa Indonesia, karena ada rasa malu dan merasa enggak bisa	He feels cannot to speech English because it's seldom to practiced, and sometimes using Indonesia language and also he is shy.
6.	Apakah guru anda sering membantu/ membimbing anda dalam memecahkan masalah ketika	Iya	Sometimes The teacher helps him to solving his problem in the lesson.

	menemukan kesulitan di dalam pelajaran b.inggris?		
7.	Apakah guru anda menggunakan buku penunjang atau media lain yang membantu anda memahami materi dalam pelajaran bahasa inggris?	Ia, biasanya menggunakan buku mata pelajaran dan LKS	The teacher uses English book and LKS



Appendix 3

Students' Speaking Score Class X. MIA at MA Al-Hikmah Bandar

Lampung In Academic Year 2018/2019

Class X IPA 1		
No.	Nama	Score
1.	AGIL FALAHUDIN AKBAR	75
2.	AGUNG SATRIA	65
3.	AHMAD KURNIAWAN	70
4.	AKH RIADU AZIS SANDI	78
5.	APRISA HASANAH	55
6.	CAKRA AHMAD	70
7.	DANIDINE ZIDANE ISTIQLAL	75
8.	DENI RAHMAWAN	78
9.	DERI KURNIAWAN	75
10.	DEVIA MARANATA N.S	60
11.	DHEA AMANDA FIRLY	58
12.	DIRA SEPTIKA	80
13.	EGA PRATAMA	63
14.	ELSA JENI ISMA SARI	75
15.	FATLHUN NAWAWI	55
16.	GEAVY ALVERI	78
17.	GHINA TSURAYA LABIBAH	75
18.	HAFIDZ FATHONY	68
19.	HAFIYATUNNISA	73
20.	HERANI AMELIANA IRAWAN	75
21.	IBTIHAL	78
22.	IIN INDIYANI	63

23.	IKAT DAFA PRANATA	75
24.	M RIDHO AL-LUTHFI	58
25.	M. HAFIZH ABDULLAH	80
26.	M. HIZMAN	78
27.	RAMA ERVANDO	75
28.	SHINTA NUR APRIANITA	60
29.	TAZRI ALAMSAH	63
30.	YUMNA ALYA NOOR KHUMAIDA	78



**Students' Speaking Score Class X. IIK at MA Al-Hikmah Bandar Lampung
In Academic Year 2018/2019**

Class X IPA 2		
No.	Nama	Score
1.	ABDUL ROHI	60
2.	A- HADI NUR	75
3.	AN'IM FADHILUL AKWAN	68
4.	ARIF BALDAN K	75
5.	CINTIA SUCI NURHAYATI	78
6.	DIAH RETNO WATI	70
7.	DIMAS SURYATAMA	63
8.	EVA ARYANTI	58
9.	FIHI DAYATI	55
10.	HONIYAH	68
11.	INAYAH	78
12.	LULU FADHILAH	75
13.	M. FANANI	65
14.	M. FIKRI ALFARABIEG	58
15.	M. SETYAWAN	50
16.	MASYKUR ALI	75
17.	NAUVAL RITHANDO	58
18.	NURUL CAHYA PRATIWI	78
19.	PUTRI MAULINA WATI	80
20.	RAHMAWATI	63
21.	RESTHA AYU MELLENA	75
22.	RIKY NELSON	65
23.	RINDI ANI	78
24.	RIZKI FAUZI	60
25.	RISKI YAHYA SYANI	73

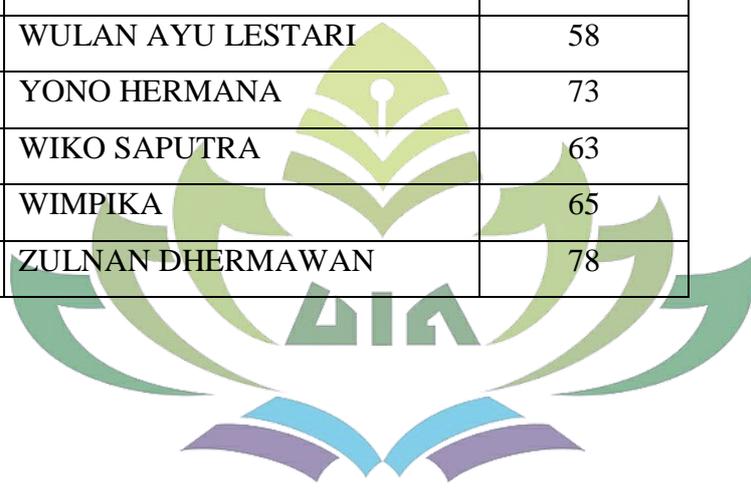
26.	SEPTI WULAN TARI	75
27.	SITI ATHIFAH RUKMANA	70
28.	SUCI MIA MAULINA	53
29.	SALSABILA KHOIRUNNISA	68
30.	SALSABILA NUR ROHMAH	78
31.	SEKAR AYU PRAMESTA	75
32.	SEMANGKIN AHYANI. A	80
33.	TRI DELA OKTA VIANNA	65
34.	VIVI RAHAYU FATIMATUZ ZAHRO	75
35.	YOSI PUTRI	70



**Students' Speaking Score Class X IPS at MA Al-Hikmah Bandar Lampung
In Academic Year 2018/2019**

Class X IPS		
No.	Nama	Score
1.	AFRIANSYAH	75
2.	AINUN RABITOH	78
3.	ALFINA SAFRIKA DEWI	58
4.	ANNISA NINDITYA UTAMI	80
5.	BAYU SUBAKTI	65
6.	BERY M.	78
7.	DINDA VO	73
8.	FANNI RESTIA	65
9.	FATIMAH TUJAHRO	58
10.	FITRI SYAFIRA	68
11.	HERU GUSTIANA A	55
12.	INTAN KURNIAWATI	78
13.	JUNIO HIDAYATULLAH LAZMA P.	75
14.	M. DICKY	65
15.	M. RAFI AKBAR	60
16.	M. RAMADHAN F.A	78
17.	MITA PRIHATININGSIH	58
18.	M. RIZKI REVIANANDA	75
19.	NURUL AMALIA	60
20.	PUTRI NURUL UMAMI	80
21.	RAHMAD SAHROJI	70
22.	RAFIF ARNANDO	75
23.	REKA PURNOMO	55
24.	REZKY RENALDI	68

25.	RONALDO ADITYA PRATMA	60
26.	RUDI HARTONO	75
27.	SAFITRI	78
28.	SHENTIA	63
29.	SYANIA NURMILA SARI	75
30.	TEDDY MULYADI	55
31.	TRI ADI	78
32.	USWATUN KHASANAH	75
33.	VILA NUR WAHYU	75
34.	VINKA AMANDA	70
35.	WULAN AYU LESTARI	58
36.	YONO HERMANA	73
37.	WIKO SAPUTRA	63
38.	WIMPIKA	65
39.	ZULNAN DHERMAWAN	78



Bandar Lampung, 22th August 2018

English Teacher

Nofvi Yanti, M.Pd
NIP.

Appendix 5**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****(Experimental Class)**

Nama Sekolah : MA Al-Hikmah Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Pokok Bahasan : Describing People, Tourism Place and Historical Place
Alokasi Waktu : 2 x 45 menit
Skill : Speaking

A. Kompetensi Inti :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun responsif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan aasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar	C. Indikator Pencapaian Kompetensi
<p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan</p>	<p>1.1.1 Menunjukkan semangat mengikuti pelajaran.</p> <p>1.1.2 Menunjukkan keseriusan mengikuti pelajaran.</p> <p>2.3.1 Menghargai perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya.</p> <p>4.8.1 Menangkap makna dalam teks deskriptif, lisan sederhana, tentang orang, tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan</p>

<p>bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>sesuai konteks.</p> <p>4.10.1 Menyusun teks deskriptif lisan sederhana, tentang orang, tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10.2 Mendemonstrasikan teks deskriptif lisan sederhana, tentang orang, tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
---	---

D. Tujuan Pembelajaran

1.1.1.2 Siswa dapat menunjukkan semangat mengikuti pembelajaran.

1.1.2.2 Siswa dapat menunjukkan keseriusan mengikuti pembelajaran.

2.3.1.1 Siswa dapat menghargai perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.7.1.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya.

3.7.2.2 Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif lisan sederhana tentang orang, tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya.

4.8.1.1 Siswa dapat menangkap makna dalam teks deskriptif, lisan sederhana tentang orang, tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10.1.1 Siswa dapat menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

E. Materi Pembelajaran

- Teks deskriptif lisan dan tulis, sederhana, tentang orang terkenal, tempat wisata dan bangunan bersejarah
- Sesuai dengan tema/ jenis teks
- Fungsi sosial
- Struktur Teks
- Unsur Kebahasaan

F. Metode/ Teknik Pembelajaran

Make a Match Technique

G. Media Pembelajaran

- Card
- Spidol & Papan Tulis

H. Sumber Belajar

1. Internet
2. Buku Bahasa Inggris SMA/MA/SMK/MK Kelas X. Buku Pathway to English for Senior High School Grade X (General Programme).

1. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan 1

No.	Kegiatan	Waktu
1.	<p>a. Pendahuluan</p> <ul style="list-style-type: none"> • Mengucapkan salam untuk memulai proses pembelajaran; • Membaca doa bersama • Merespon kehadiran yang di pertanyakan guru • Menanyakan/ mereview kepada peserta didik terkait materi yang sudah dipelajari. • Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran, memberikan orientasi (Brain storming) terhadap materi yang akan dipelajari. 	10 Minutes
2.	<p>Kegiatan Inti</p> <p>a. Mengamati/ Observing</p> <ul style="list-style-type: none"> • Guru memperlihatkan contoh sebuah gambar seseorang. • Siswa mengamati gambar yang diberikan oleh Guru. • Guru memberikan penjelasan singkat mengenai materi Describing People, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang. • Siswa mengamati tentang materi Describing People/ bagaimana mendeskripsikan seseorang , apa saja 	70 Minutes

	<p>yan perlu dideskripsikan.</p> <p>b. Menanya/ Questioning</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa menanyakan tentang bagaimana mendeskripsikan seseorang, fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang orang. <p>c. Mencari Informasi</p> <ul style="list-style-type: none"> • Guru membagi siswa menjadi 2 kelompok (A & B) • Guru menjelaskan tentang bagaimana cara bermain (mencocokkan pasangan antara soal- jawaban pada kartu) • Guru menjelaskan bagaimana cara membuat teks deskripsi • Guru menyiapkan 15 pasang kartu yang berisi topik yang sama. • Guru memberikan 1 buah kartu yang berisi pertanyaan/jawaban yang berbeda-beda secara acak pada masing-masing siswa. • Siswa mendapatkan kartu masing-masing kemudian mencari pasangan kartu yang sesuai dengan soal/jawaban pada kartu mereka. • Siswa dapat bergabung dengan 2/lebih dari 3 orang temannya untuk mencari pasangan yang benar yang cocok dengan kartu mereka. • Siswa melakukan banyak dialog sesuai dengan kartu pertanyaan mereka untuk menemukan jawabannya dengan menggunakan bahasa Inggris disini ini <p>d. Mengasosiasi</p> <ul style="list-style-type: none"> • Guru mengecek benar/tidaknya soal & jawaban kartu yang ditemukan pasangan siswa • Guru meminta siswa secara berpasangan untuk membacakan isi topik pada kartu mereka. <p>e. Mengomunikasikan</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk mendeskripsikan/ menjelaskan kartu yang telah ditemukan sesuai soal & 	<p>Make a Match technique</p>
--	---	--------------------------------------

	<p>jawaban di depan kelas.</p> <ul style="list-style-type: none"> • Guru menilai penampilan siswa. 	
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Siswa dipandu guru membuat kesimpulan • Guru bertanya kepada siswa terkait materi yang sudah dipelajari (Evaluasi) • Guru memberikan tugas pengembangan atau meningkatkan siswa untuk membaca materi yang akan dipelajari dipertemuan berikutnya. • Guru mengajak siswa berdoa pada akhir kegiatan pembelajaran. 	10 Minutes

Pertemuan ke-2

Langkah-Langkah Kegiatan Pembelajaran:

No.	Kegiatan	Waktu
1.	<p>a. Pendahuluan</p> <ul style="list-style-type: none"> • Mengucapkan salam untuk memulai proses pembelajaran; • Membaca doa bersama • Merespon kehadiran yang di pertanyakan guru • Menanyakan/ mereview kepada peserta didik terkait materi yang sudah dipelajari. • Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran, memberikan orientasi (Brain storming) terhadap materi yang akan dipelajari. 	10 Minutes
2.	<p>Kegiatan Inti</p> <p>a. Mengamati/ Observing</p> <ul style="list-style-type: none"> • Guru memperlihatkan contoh sebuah gambar tentang tourism place. • Siswa mengamati gambar yang 	70 Minutes

	<p>diberikan oleh Guru.</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan singkat mengenai materi Describing Tourism Place, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata.. • Siswa mengamati tentang materi Describing tourism place/ bagaimana mendeskripsikan tempat wisata , apa saja yang perlu dideskripsikan. <p>b. Menanya/ Questioning</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa menanyakan tentang bagaimana mendeskripsikan tempat wisata, fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata. <p>c. Mencari Informasi</p> <ul style="list-style-type: none"> • Guru membagi siswa menjadi 2 kelompok (A & B) • Guru menjelaskan tentang bagaimana cara bermain (mencocokkan pasangan antara soal- jawaban pada kartu) • Guru menjelaskan bagaimana cara membuat teks deskripsi • Guru menyiapkan 15 pasang kartu yang berisi topik yang sama. • Guru memberikan 1 buah kartu yang berisi pertanyaan/jawaban yang berbeda secara acak pada masing-masing siswa. • Siswa mendapatkan kartu masing-masing kemudian mencari pasangan kartu yang sesuai dengan soal/jawaban pada kartu mereka. • Siswa dapat bergabung dengan 2/lebih dari 3 orang temannya untuk mencari pasangan yang benar yang cocok dengan kartu mereka. • Siswa melakukan banyak dialog sesuai dengan kartu pertanyaan mereka untuk menemukan jawabannya dengan menggunakan bahasa Inggris disini ini <p>d. Mengasosiasi</p> <ul style="list-style-type: none"> • Guru mengecek benar/tidaknya soal & jawaban kartu yang ditemukan 	<p>Make a Match Technique</p>
--	---	--------------------------------------

	<p>pasangan siswa</p> <ul style="list-style-type: none"> • Guru meminta siswa secara berpasangan untuk membacakan isi topic pada kartu mereka. <p>e. Mengomunikasikan</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk mendeskripsikan/ menjeaskan kartu yang telah ditemukan sesuai soal & jawaban di depan kelas. • Guru menilai penampilan siswa. 	
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Siswa dipandu guru membuat kesimpulan • Guru bertanya kepada siswa terkait materi yang sudah dipelajari (Evaluasi) • Guru memberikan tugas pengembangan atau meningkatkan siswa untuk membaca materi yang akan dipelajari dipertemuan berikutnya. • Guru mengajak siswa berdoa pada akhir kegiatan pembelajaran. 	10 Minutes

Pertemuan ke-3

Langkah-Langkah Kegiatan Pembelajaran:

No.	Kegiatan	Waktu
1.	<p>a. Pendahuluan</p> <ul style="list-style-type: none"> • Mengucapkan salam untuk memulai proses pembelajaran; • Membaca doa bersama • Merespon kehadiran yang di pertanyakan guru • Menanyakan/ mereview kepada peserta didik terkait materi yang sudah dipelajari. • Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran 	10 Minutes

	memberikan orientasi (Brain storming) terhadap materi yang akan dipelajari.	
2.	<p>Kegiatan Inti</p> <p>a. Mengamati/ Observing</p> <ul style="list-style-type: none"> • Guru memperlihatkan contoh sebuah gambar seseorang. • Siswa mengamati gambar yang diberikan oleh Guru. • Guru memberikan penjelasan singkat mengenai materi historical place, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat bersejarah. • Siswa mengamati tentang materi Describing Historical Place/bagaimana mendeskripsikan tempat bersejarah, apa saja yang perlu dideskripsikan. <p>b. Menanya/ Questioning</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa menanyakan tentang bagaimana mendeskripsikan tempat bersejarah, fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana. <p>c. Mencari Informasi</p> <ul style="list-style-type: none"> • Guru membagi siswa menjadi 2 kelompok (A & B) • Guru menjelaskan tentang bagaimana cara bermain (mencocokkan pasangan antara soal- jawaban pada kartu) • Guru menjelaskan bagaimana cara membuat teks deskripsi • Guru menyiapkan 15 pasang kartu yang berisi topik yang sama • Guru memberikan 1 buah kartu yang berisi pertanyaan/jawaban yang berbeda secara acak pada masing-masing siswa. • Siswa mendapatkan kartu masing-masing kemudian mencari pasangan kartu yang sesuai dengan soal/jawaban pada kartu mereka. • Siswa dapat bergabung dengan 2/lebih dari 3 orang temannya untuk mencari pasangan yang benar yang cocok dengan 	<p>70 Minutes</p> <p>Make a Match Technique</p>

	<p>kartu mereka.</p> <ul style="list-style-type: none"> Siswa melakukan banyak dialog sesuai dengan kartu pertanyaan mereka untuk menemukan jawabannya dengan menggunakan bahasa Inggris disini. <p>d. Mengasosiasi</p> <ul style="list-style-type: none"> Guru mengecek benar/tidaknya soal & jawaban kartu yang ditemukan pasangan siswa Guru meminta siswa secara berpasangan untuk membacakan isi topic pada kartu mereka. <p>e. Mengomunikasikan</p> <ul style="list-style-type: none"> Guru meminta siswa untuk mendeskripsikan/ menjeaskan kartu yang telah ditemukan sesuai soal & jawaban di depan kelas. Guru menilai penampilan siswa. 	
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> Siswa dipandu guru membuat kesimpulan Guru bertanya kepada siswa terkait materi yang sudah dipelajari (Evaluasi) Guru memberikan tugas pengembangan atau meningkatkan siswa untuk membaca materi yang akan dipelajari dipertemuan berikutnya. Guru mengajak siswa berdoa pada akhir kegiatan pembelajaran. 	10 Minutes

J. Pedoman Penilaian

1. Setiap Grammar tepat : 5
2. Setiap Pronunciation tepat : 5
3. Setiap Vocabulary tepat : 5
4. Setiap Fluency tepat : 5
5. Setiap Comprehension tepat : 5

$$\text{Students' Score} = \frac{\text{Obtained score}}{\text{maximum score}} \times 100 =$$

Bandar Lampung, 2019

Mengetahui,

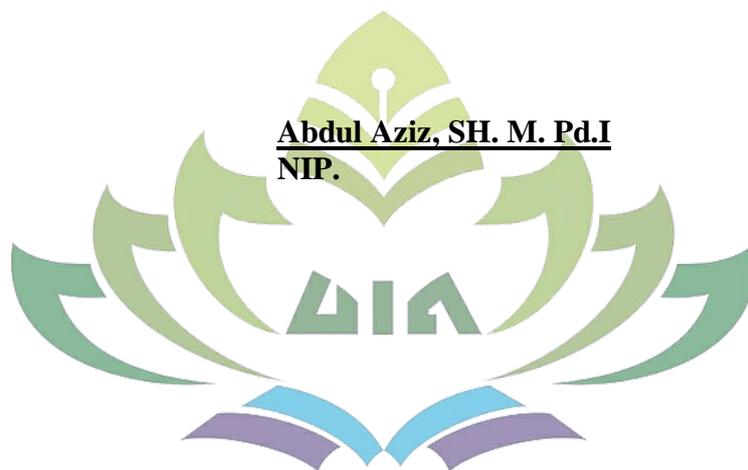
Guru Mata Pelajaran

Mahasiswa Peneliti

Nofvi Yanti, M.Pd
NIP.

Feranda Tiara S
1411040259

Kepala MA Al-Hikmah Bandar Lampung

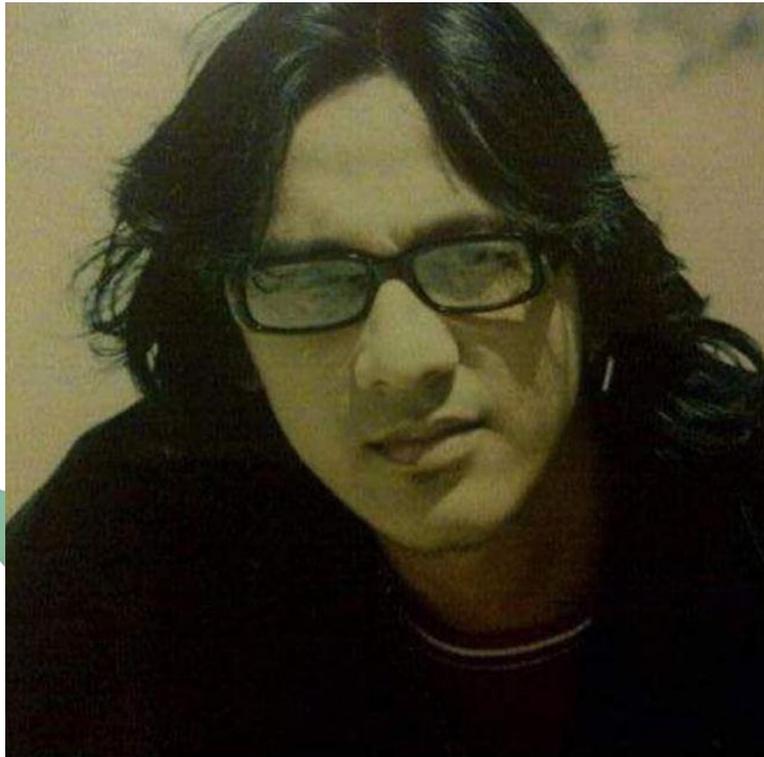


Lampiran 1

Materi pembelajaran

Example Picture of the Card:

Question- Answer



Andre Taulany was born in Jakarta, September 17, 1974. He is married to Rien Wartia Trigina. They have 3 children, Ardio, Arlova, and Akenzy. He is tall enough, 173 cm. He has white skin, pointed nose, black hair, and oval face.

Andre Taulany is a comedian. But before existing in comedy, he was a vocalist of Stinky. But for many reasons, he turned his life to be a comedian. He is also an actor. His first movie is Kiamat Sudah Dekat. His another job is a presenter. He has a talkshow with his partner Sule in one of a TV station in Indonesia

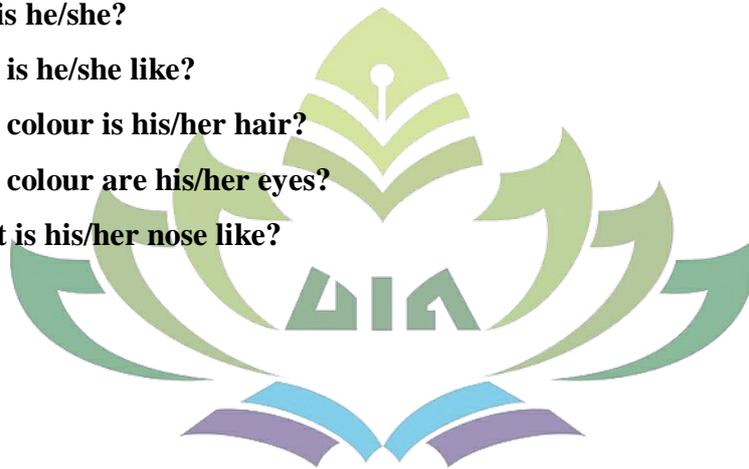
(Source: <http://www.sekolahoke.com/2015/11/descriptive-text-andre-aulany-1947.html>)

Language Feature of Descriptive Text:

- Using simple present tense.
- Using attribute verb, such as be (am, is, are)
- Only focus on one object
- The use of the adjective (an adjective) to clarify the noun.

Discuss the questions:

1. Who is he/she?
2. What is he/she like?
3. What colour is his/her hair?
4. What colour are his/her eyes?
5. What is his/her nose like?



Lampiran 2

Sub topic yang akan digunakan dalam make a match technique

“Descriptive of People”

Questions Cards:

1. Who is he/she?
2. What is he/she like?
3. What colour is his/her hair?
4. What colour are his/her eyes?
5. What is his/her nose like?

Answers Cards:

Joko Widodo



Selena Gomez



Ir, Soekarno



Justin Bieber



Megawati



Marsyanda



Laudya Syintia Bella



Syahrini



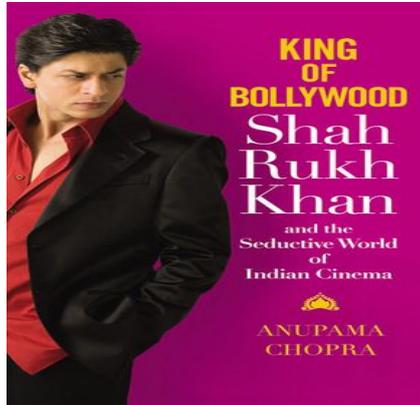
Ayu Tingting



Lesti D'Akademi



Shah Rukh Khan



Raditya Dika



Yuki Kato



Sule



Mamah Dedeh



2. Discuss in the pairs about the questions, the language feature and describe a story about him/her orally in front of the class!

Lampiran Materi 3

Pink Beach



Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

Language Feature of Descriptive Text:

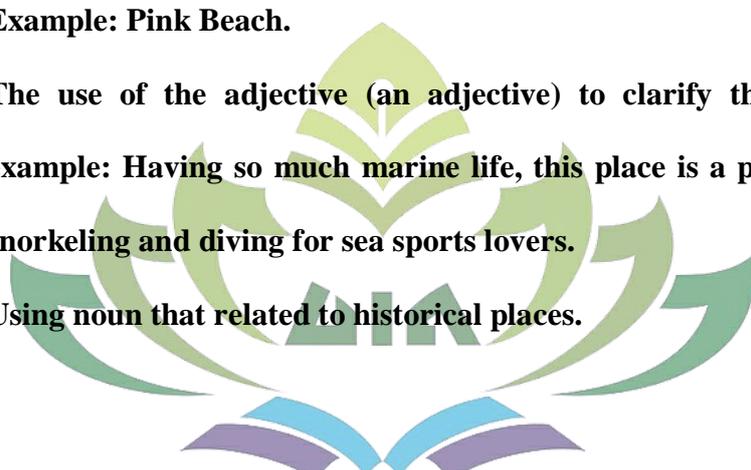
- Using simple present tense.

Example: Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara.

- Using attribute verb, such as be (am, is, are).
- Only focus on one object.

Example: Pink Beach.

- The use of the adjective (an adjective) to clarify the noun. For example: **Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.**
- Using noun that related to historical places.



Discuss the questions:

1. What is the name of that palce?
2. Where is it?
3. what is the beauty of the place?
4. What does it look like?
5. How old is the place?

Lampiran 4

Topic yang akan digunakan di dalam tehnik Make a Match

“Descriptive of Tourism Place”

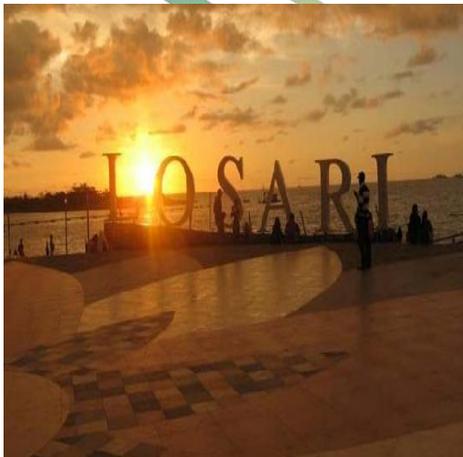
Menara Eiffel



Monas



Pantai Losari



Taman Nasional Way Kambas



Raja Ampat



Kuta Beach



Pulau Komodo



Candi Prambanan



Danau Toba



Gunung Bromo



Pantai Pahawang



Kepulauan Seribu, DKI Jakarta



Borobudur



Taman Laut Bunaken



Gunung Tangkuban Perahu



2. Discuss in the pairs about the questions, the language feature and describe a story about him/her orally in front of the class!

Lampiran 5

Topic yang akan digunakan di dalam tehnik Make a Match

“Descriptive of Historical Place”

Colosseum



Lawang Sewu



Maimun Palace



Yogyakarta Tourism



Jaya Ancol Dreamland



Istiqlal Mosque



Kota Tua Jakarta



Bali Tanah Lot



Keraton Yogyakarta



National Museum



Ujung Kulon National Park



Taman Sari Yogyakarta



Tajmahal



Istana Siak Sri Indrapura



Candi Gedong Songo



2. Discuss in the pairs about the questions, the language feature and describe a story about him/her orally in front of the class!

Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Control Class)

Nama Sekolah : MA Al-Hikmah Bandar Lampung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X / 1
 Pokok Bahasan : Describing People, Tourism Place and Historical Place
 Alokasi Waktu : 2 x 45 menit
 Skill : Speaking

A. Kompetensi Inti :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun responsif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan aasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuannya.

B. Kopetensi Dasar	C. Indikator Pencapaian Kompetensi
1.1.Mensyukuri kesempatan	1.1.1 Menunjukkan semangat

<p>dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan,</p>	<p>mengikuti pelajaran.</p> <p>1.1.2 Menunjukkan keseriusan mengikuti pelajaran.</p> <p>2.3.1 Menghargai perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya.</p> <p>4.8.1 Menangkap makna dalam teks deskriptif, lisan sederhana, tentang orang, tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10.1 Menyusun teks deskriptif lisan sederhana, tentang orang, tempat wisata dan bangunan bersejarah</p>
---	--

struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.10.2 Mendemonstrasikan teks deskriptif lisan sederhana, tentang orang, tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
---	---

D. Tujuan Pembelajaran

1.1.1.2 Siswa dapat menunjukkan semangat mengikuti pembelajaran.

1.1.2.2 Siswa dapat menunjukkan keseriusan mengikuti pembelajaran.

2.3.1.1 Siswa dapat menghargai perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.7.1.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya.

3.7.2.2 Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif lisan sederhana tentang orang, tempat wisata dan bangunan bersejarah sesuai dengan konteks penggunaannya.

4.8.1.1 Siswa dapat menangkap makna dalam teks deskriptif, lisan sederhana tentang orang, tempat wisata dan bangunan bersejarah dengan memperhatikan

fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10.1.1 Siswa dapat menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

E. Materi Pembelajaran

- Teks deskriptif lisan dan tulis, sederhana, tentang orang terkenal, tempat wisata dan bangunan bersejarah
- Sesuai dengan tema/ jenis teks
- Fungsi sosial
- Struktur Teks
- Unsur Kebahasaan

F. Metode/ Teknik Pembelajaran

Dialogue Memorization Technique

G. Media Pembelajaran

- Card
- Spidol & Papan Tulis

H. Sumber Belajar

1. Internet
2. Buku Bahasa Inggris SMA/MA/SMK/MK Kelas X. Buku Pathway to English for Senior High School Grade X (General Programme).

I. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan 1

No.	Kegiatan	Waktu
1.	<p>a. Pendahuluan</p> <ul style="list-style-type: none"> • Mengucapkan salam untuk memulai proses pembelajaran; • Membaca doa bersama • Merespon kehadiran yang di pertanyakan guru • Menanyakan/ mereview kepada peserta didik terkait materi yang sudah dipelajari. • Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran, memberikan orientasi (Brain storming) terhadap materi yang akan dipelajari. 	10 Minutes
2.	<p>Kegiatan Inti</p> <p>a. Mengamati/ Observing</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan singkat tentang materi describing people • Guru menjelaskan penjelasan mengenai tehnik dialogue memorization. <p>b. Menanya/ Questioning</p> <ul style="list-style-type: none"> • Guru menanya tentang pemahaman siswa, apakah sudah faham atau belum • Siswa dapat mempertanyakan hal-hal yang kurang dimengerti. <p>c. Mencari Informasi</p> <ul style="list-style-type: none"> • Siswa diminta mencari pasangan untuk mempraktikkan dialog tentang orang. • Siswa mengambil peran dan menghafalkan isi dialog. <p>d. Mengasosiasi</p> <ul style="list-style-type: none"> • Sisiwa mencoba mempraktikkan dialog bersama-sama tanpa melihat teks. <p>e. Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa diminta maju ke depan kelas utuk mempraktikkan/mempresentasikan dialognya secara berpasangan. 	70 Minutes Dialogue Memorization Technique

	<ul style="list-style-type: none"> • Guru mengoreksi kesalahan pada siswa. 	
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Setelah memperoleh feedback dari guru dan memperoleh kesimpulan, siswa diminta untuk mempelajari kembali tantang describing people di rumah. • Guru memberi motivasi pada siswa dan menutup pelajaran • Guru memimpin do'a dan mengucapkan salam. 	10 Minutes

Pertemuan ke-2

No.	Kegiatan	Waktu
1.	<p>a. Pendahuluan</p> <ul style="list-style-type: none"> • Mengucapkan salam untuk memulai proses pembelajaran; • Membaca doa bersama • Merespon kehadiran yang di pertanyakan guru • Menanyakan/ mereview kepada peserta didik terkait materi yang sudah dipelajari. • Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran, memberikan orientasi (Brain storming) terhadap materi yang akan dipelajari. 	10 Minutes
2.	<p>Kegiatan Inti</p> <p>a. Mengamati/ Observing</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan singkat tentang materi describing Tourism Place. • Guru menjelaskan penjelasan mengenai tehnik dialogue memorization. <p>b. Menanya/ Questioning</p> <ul style="list-style-type: none"> • Guru menanyaka tentang pemahaman 	70 Minutes

	<p>siswa, apakah sudah faham atau belum</p> <ul style="list-style-type: none"> • Siswa dapat mempertanyakan hal-hal yang kurang dimengerti. <p>c. Mencari Informasi</p> <ul style="list-style-type: none"> • Siswa diminta mencari pasangan untuk mempraktikkan dialog tentang tempat wisata. • Siswa mengambil peran dan menghafalkan isi dialog. <p>d. Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa mencoba mempraktikkan dialog bersama-sama tanpa melihat teks. <p>e. Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa diminta maju ke depan kelas untuk mempraktikkan/mempresentasikan dialognya secara berpasangan. • Guru mengoreksi kesalahan pada siswa. 	<p>Dialogue Memorization Technique</p>
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Setelah memperoleh feedback dari guru dan memperoleh kesimpulan, siswa diminta untuk mempelajari kembali tentang describing tourism place di rumah. • Guru memberi motivasi pada siswa dan menutup pelajaran • Guru memimpin do'a dan mengucapkan salam. 	<p>10 Minutes</p>

	<p>d. Mengasosiasi</p> <ul style="list-style-type: none"> • Sisiwa mencoba mempraktikkan dialog bersama-sama tanpa melihat teks. <p>e. Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa diminta maju ke depan kelas untuk mempraktikkan/mempresentasikan dialognya secara berpasangan. • Guru mengoreksi kesalahan pada siswa. 	
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Setelah memperoleh feedback dari guru dan memperoleh kesimpulan, siswa diminta untuk mempelajari kembali tentang describing historical place di rumah. • Guru memberi motivasi pada siswa dan menutup pelajaran • Guru memimpin do'a dan mengucapkan salam. 	10 Minutes

J. Pedoman Penilaian

1. Setiap Grammar tepat : 5
2. Setiap Pronunciation tepat : 5
3. Setiap Vocabulary tepat : 5
4. Setiap Fluency tepat : 5
5. Setiap Comprehension tepat : 5

$$\text{Students' Score} = \frac{\text{Obtained score}}{\text{maximum score}} \times 100 =$$

Bandar Lampung, 2018

Mengetahui,

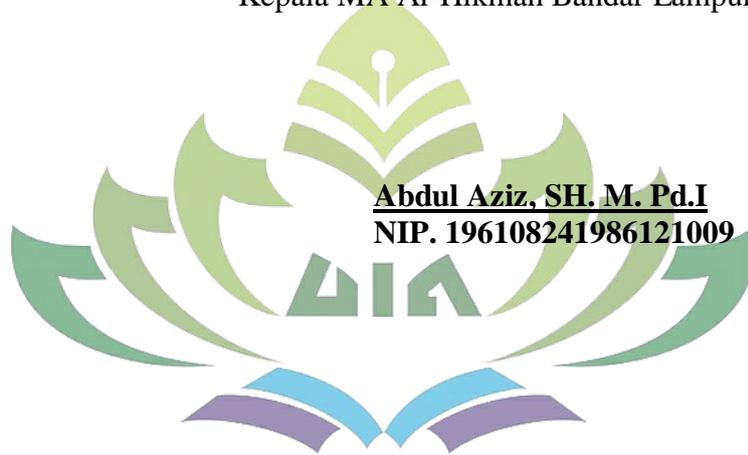
Guru Mata Pelajaran

Mahasiswa Peneliti

Nofvi Yanti, M.Pd
NIP. 197105311997032004

Feranda Tiara S.
1411040259

Kepala MA Al-Hikmah Bandar Lampung



Abdul Aziz, SH. M. Pd.I
NIP. 196108241986121009

Appendix 7**Pre-test Instrument**

Subject : English
Class/ Semester : X/I
Skill : Speaking
Time Allocation : 90 Minutes (2x45)

The Instruction:

1. Please make a dialogue about descriptive of people, tourism place or historical place based on the picture that you have!
2. Do the dialogue in front of the class!
3. Speak clearly and fluently in front of the class for each student!
4. Score of speaking will be based on five indicators:
 - a. Pronunciation
 - b. Vocabulary
 - c. Grammar
 - d. Fluency
 - e. Comprehension

The Topics:**A. Describing People****1. Raisya****2. Mega Wati**

3. Raditya Dika



4. Ahmad Dhani



5. Marsyanda



B. Describing Tourism lace

1. Gilli Island



2. Mount Bromo



3. Jembatan Ampera



4. Jakarta Old Town



5. Kuta Beach



C. Describing Historical Place

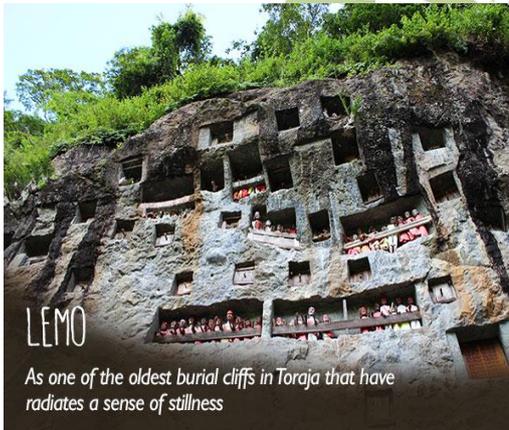
1. Borobudur Temple



2. Monument Nasional



3. Toraja



4. Pagaruyung Palace



1. National Gallery Indonesia



Appendix 8

Post-test Instrument

Subject : English
Class/ Semester : X/I
Skill : Speaking
Time Allocation : 90 Minutes (2x45)

The Instruction:

1. Please make a dialogue about descriptive of people, tourism place or historical place based on the picture that you have!
2. Do the dialogue in front of the class!
3. Speak clearly and fluently in front of the class for each student!
4. Score of speaking will be based on five indicators:
 - a. Pronunciation
 - b. Vocabulary
 - c. Grammar
 - d. Fluency
 - e. Comprehension

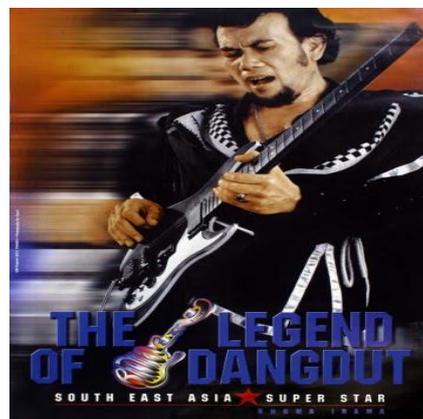
The Topics:

A. Describing People

1. Joshua



2. Roma Irama



3. R.A Kartini



4. Rossa

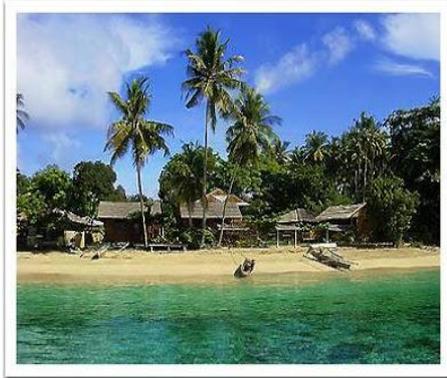


5. Rina Nose



B. Describing Tourism Place

1. Pasir Putih Beach



2. Comodo Island



3. Waterpark Ciputra



4. Kiluan Bay



5. Pahawang Island



C. Describing Historical Place

1. Prambanan Tempe



2. Kebun Binatang Surabaya



3. Museum Lampung



4. Jago Temple



5. Muara Jambi Temple



Documentation of the Research

The Researcher is giving explanation about he Topic



The Students are playing in Make a Match



The researcher is giving example about the Topic



The Students are performing the dialogue in front of the class

