

**THE INFLUENCE OF USING ACTING FROM A SCRIPT TOWARDS  
STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER  
OF THE SEVENTH GRADE OF MTs AL-HIKMAH BANDAR  
LAMPUNG IN THE 2016/2017 ACADEMIC YEAR**

**A Thesis**

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

**By**

**Yulita Rida Wati  
NPM 1211040103**

**Study Program : English Education**

**Advisor : Bambang Irfani, M.Pd.**

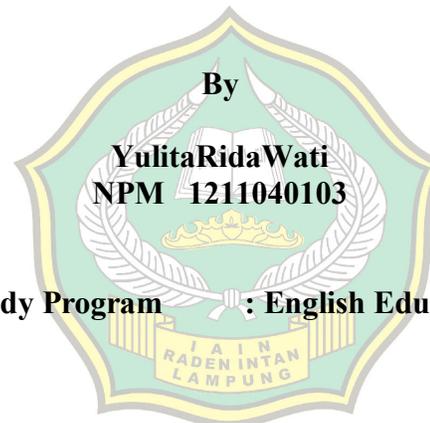
**Co-Advisor : Istiqomah NurRahmawati, M.Pd.**



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: Istiqomah Nur Rahmawati, M.Pd.**

## **ABSTRACT**

### **THE INFLUENCE OF USING ACTING FROM A SCRIPT TOWARDS STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF MTs AL-HIKMAH BANDAR LAMPUNG IN THE 2016/2017 ACADEMIC YEAR**

**By  
Yulita Rida Wati**

Speaking is one of language skills that should be mastered by the students. The students' speaking ability of MTs Al-Hikmah Bandar Lampung is still low. It can be seen from the students' speaking score in preliminary research. There were 59.05% of the students who got the score under 70 as the criteria of minimum mastery. To solve the problem, the researcher applied Acting from a Script. Acting from a Script is kind of technique for teaching speaking in which the students make a dialog of a play based on certain topic and act it out with the group. The objective of this research is to know whether there is a significant influence of using Acting from a Script towards students' speaking ability at the second semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 academic year.

The research methodology was quasi experimental design. In this research, the population was the seventh grade of MTs Al-Hikmah Bandar Lampung. The sample of this research was two classes consisting of 36 students for experimental class and 34 students for control class. In the experimental class, the researcher used Acting from a Script and in the control class the teacher used Discussion Technique. The treatments were held in 3 meetings in which 2 x 40 minutes for each class. In collecting the data, the researcher used instrument in the form oral test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

After giving the post test, the researcher analyzed the data by using independent sample t-test. It was found out that result of Sig. ( $P_{\text{value}}$ ) = 0.012 <  $\alpha$  = 0.05. It means that  $H_0$  is rejected and  $H_a$  is accepted. Therefore, there is a significant influence of using Acting from a Script towards students' speaking ability at the second semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 academic



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**APPROVAL**

Title : **THE INFLUENCE OF USING ACTING FROM A SCRIPT TOWARDS STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF MTS AL-HIKMAH BANDAR LAMPUNG IN THE 2016/2017 ACADEMIC YEAR**

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وَلَا تُؤْتُوا السُّفَهَاءَ أَمْوَالَكُمُ الَّتِي جَعَلَ اللَّهُ لَكُمْ قِيَامًا وَارْزُقُوهُمْ فِيهَا وَاكْسُوهُمْ  
وَقُولُوا لَهُمْ قَوْلًا مَعْرُوفًا ۝ (النساء: ٥)

Ilmost mercifu ,most gracious ,In the name of Allah  
“To those weak of understanding make not over your property which Allah hath  
made a means of supports for you but feed and clothe them there with and speak to  
them words of kindness and justice .”<sup>1</sup> (QS. An-Nisa : 5)



## DECLARATION

Hereby, I state this thesis entitled “The influence of using Acting from a Script towards students’ speaking ability at the second semester of the seventh grade of MTs Al-Hikmahbandar Lampung in the 2016/2017 academic year” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, April 2017

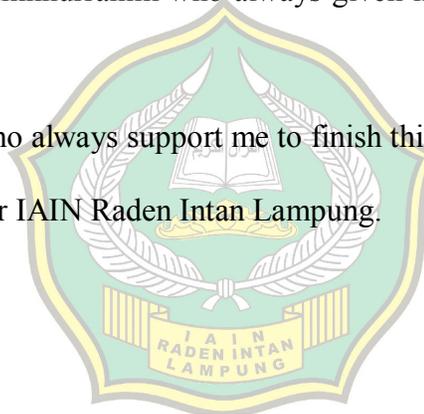
Declared by,

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## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Wagiso and Mrs NurHidayati who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved younger sisters; Uswatun Hasanah and Mazaya Naura Kamila who always give me spirit and suggestion for my success.
3. My beloved cousin, Aminnurrahim who always given me support and motivation for my success.
4. My beloved friends, who always support me to finish this thesis.
5. My beloved Almamater IAIN Raden Intan Lampung.



## **CURRICULUM VITAE**

YulitaRidaWati was born in Bandar Lampung on July 15<sup>th</sup>, 1995. She is the first child of Mr. Wagiso and Ms. NurHidayati. She has two younger sisters UswatunHasanah, MazayaNaura Kamila.

She began her study at SD Negeri 2 Kemiling Bandar Lampung in 2001 and graduated in 2006. Then, she continued at MTs Al-Hikmah Bandar Lampung in 2007. After she graduated from Junior High School in 2009, she continued her study at MA Al-Hikmah in 2009 and graduated in 2012. After that she continued her study in 2012 in the State Islamic University Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty. During studying in UIN RadenIntan Lampung, the researcher joined an organization, ESA (English Students Association) from UIN Lampung.

## ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Acting from a Script towards Students’ Speaking Ability at the Second Semester of the Seventh Grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 Academic Year” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN). When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN) with his personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.

2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN

4. IstiqomahNurRahmawati, M.Pd, the second advisor, who has always patiently guided, helped supervision especially in correcting and givingcountless time for the researcher to finish this thesis well.
5. All lecturers of English Department of UINRadenIntan Lampung who have taught the researcher since the first of her study.
6. SitiMasyithah, M.Pd., the Headmaster of MTs Al-Hikmah Bandar Lampung for allowing the researcher conducting the research to English teacher ofMTs Al-HikmahBandar Lampung, Muslim, S.Pd. for being helpful during the research process and giving suggestion during the research; all the teachers, and the students at the second semester of the tenth grade of MTs Al-HikmahBandar Lampung for allowing to carry out the research in their institution and for giving the contribution and being cooperative while the researcher was conducting the research there.
7. The researcher'sbeloved friends; Arum,Widya, Repika, Novi,Hesty,Yulica, Lia, Ayuand Martinathanks for your friendshipand also for all of the researcher's friends English Program of UIN Raden Intan Lampung, especially "Class D" thanks for your help and motivation that given to researcher.

enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

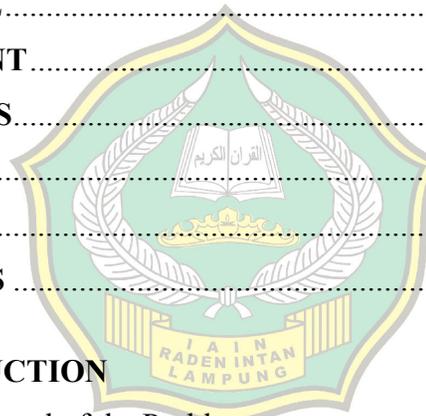
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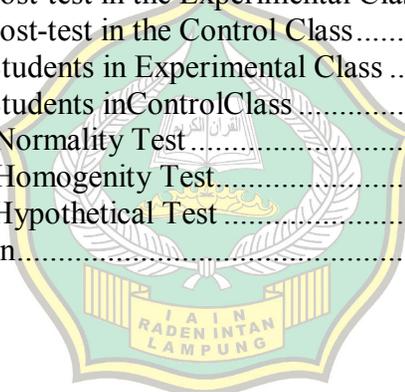
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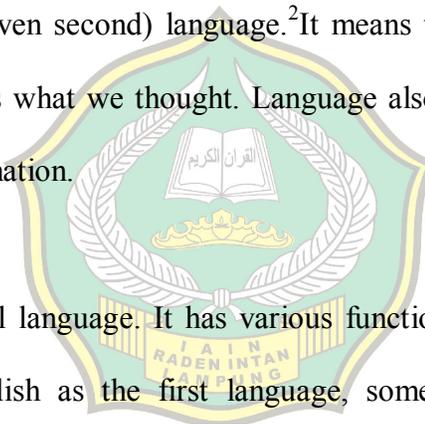
# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

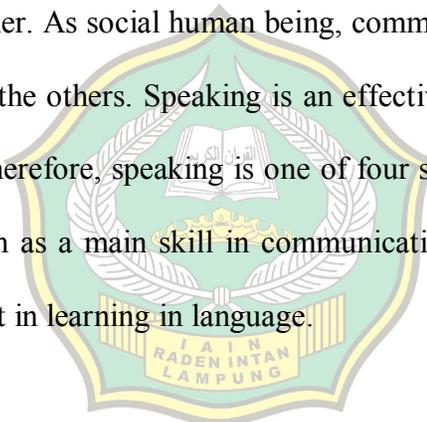
Language is an important things in our life, because everyone needs language as a part of communication or communication activity with other people. According to Harmer that language is used widely for communication between people who do not share the same first (or even second) language.<sup>2</sup>It means that language is a tool of communication to express what we thought. Language also that make us for giving and receiving some information.

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



Learning English as foreign language is very important since English is the key to the international currencies of technology and commerce.<sup>3</sup>

English Language has four skills. They are listening, speaking, reading and writing. All skills are very important to be mastered included speaking. According to Thornbury, speaking is so much a part of daily life that we take it for granted. The average people produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in foreign language.<sup>4</sup> It means that speaking is a way to communicate one to another. As social human being, communication plays important role to get response from the others. Speaking is an effective and efficient way used in real communication. Therefore, speaking is one of four skills which has important role in our daily life, even as a main skill in communication among human beings. Speaking is very important in learning in language.



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

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

Based on the preliminary research conducted at MTs Al-Hikmah Bandar Lampung, the researcher found that the students have difficult in speaking. The researcher interviewed Muslim as an English teacher to get the data about the students' speaking ability. He said that the students felt difficult to express their ideas through oral, then the students are shy to speak with their friend. Besides, they did not have competence to speak English.<sup>6</sup> The score of the students' speaking ability can be seen in table 1:<sup>7</sup>

**Table 1**  
**Students' Speaking Score of the Seventh Grade of Mts Al-Hikmah Bandar**  
**Lampung in 2016/2017 Academic Year**

No.	Students' score	Number of students	Percentage
1.	< 70	62	59.05 %
2.	≥70	43	40.95 %
Total		105	100 %

Based on the table 1, it can be seen that from 105 students of seventh grade of MTs Al-Hikmah Bandar Lampung there were 43 students who passed the test on the criteria of standard minimum mastery score of speaking subject and 62 students who did not pass it. In the case, students' score of KKM in MTs Al-Hikmah Bandar Lampung was 70. It was found that the total number who got difficulty in speaking was 62 students. It means that students who got difficulty in speaking were 59%. It indicates that many students still face difficulties in speaking ability.

Furthermore, the researcher interviewed some students of MTs Al-Hikmah Bandar Lampung. Based on the interview, they had difficulty in speaking. The students felt bored to follow learning speaking, they did not know to speak English because they were not confident to speak English. They found difficult to express greeting, to introduce themselves and others, to express offering, to express commanding, to express giving instruction and others.<sup>8</sup> It means that the students speaking ability is low, it happened because the teacher did not use appropriate technique.

To solve the problem, the teacher needs an appropriate technique to help students in speaking activity. One of technique is appropriate in speaking is using Acting from a Script. According to Harmer that using acting from a script, where we can ask our

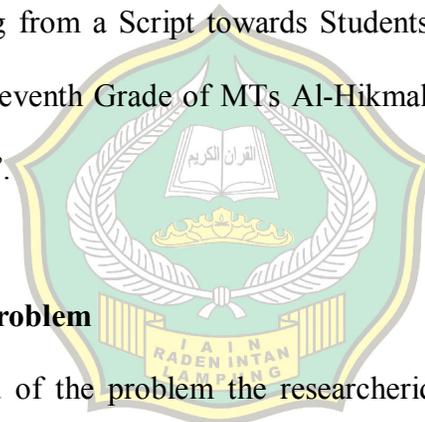
be used to help the students to speak fluently, where the students have written a conversation. Then, they perform what they write it use English. In this case, acting from a script will expect to be arouse the students' interest and motivation to their expand their speaking. It was supported by previous research that was done by Eny Yuliantientitle" Implementing an Acting from a Scripts Technique to Improve Students' Speaking skill". The result of her research showed that using Acting from a Script can influence the students speaking ability.<sup>10</sup>

Based on the problems above, the researcher conducted a research entitled: "The Influence of Using Acting from a Script towards Students' Speaking Ability at the Second Semester of the Seventh Grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 academic year".

## **B. Identification of the Problem**

Based on the background of the problem the researcher identified the problems as follows:

1. The students' speaking ability is still low.
2. The students are less confidence to speak up.
3. The teachers' technique is less appropriate.



### **C. Limitation of the Problem**

In this research, the researcher focuses on the use of acting from a script for teaching students' speaking ability at the second semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 academic year. Moreover, the research focuses on students' speaking ability in describing people.

### **D. Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulates the problem in this research as follows: "Is there any significant influence of using Acting From a Script towards students' speaking ability at the second semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 academic year?"

### **E. Objective of the Research**

The objective of the research is to know whether there is significant influence of using acting from a script towards students' speaking ability at the second semester of the seventh grade MTs Al-Hikmah Bandar Lampung in the 2016/2017 academic year.

### **F. Significance of the Research**

The result of this research is expected that it will be useful knowledge for the researcher and teacher to teach speaking in the future.

2. Practically:

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

**G. Scope of the Research**

The researcher limits this research as follows:

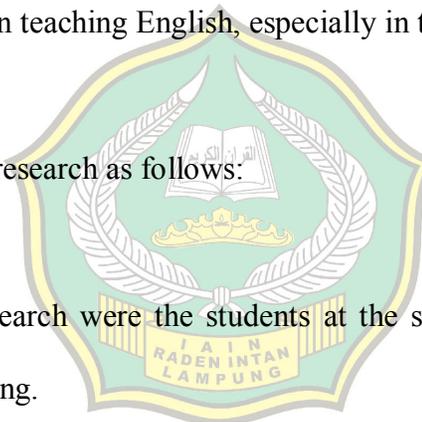
1. Subject of the research

The subjects of the research were the students at the seventh grade of MTs Al-Hikmah Bandar Lampung.

2. Object of the research

The objects of the research are the use of Acting from a Script and students' speaking ability.

3. Place of the research

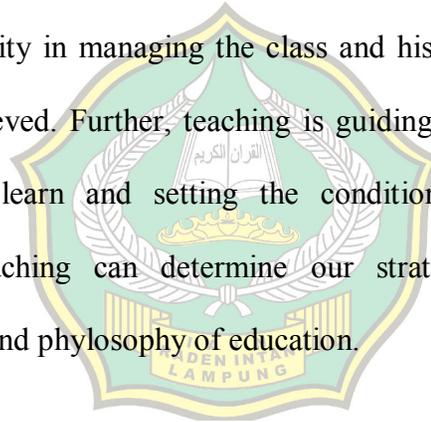


## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### **A. Teaching English as a Foreign Language**

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

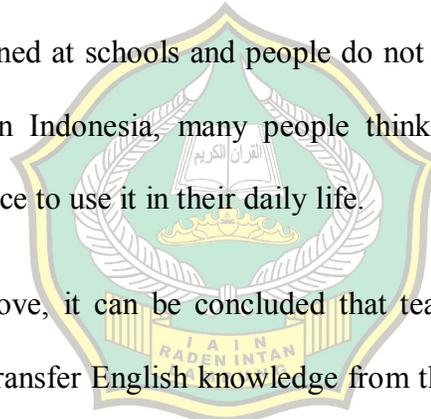


According to Harmer, “teaching means to give (someone) knowledge or to instruct or to train (someone)”.<sup>11</sup> Thus, by teaching or being a teacher, someone transfers knowledge, guides and coach other people in learning process.

According to Littlewood, “many teachers use the learners mother tongue in this aspect of their work” Therefore, many teachers use mother tounge in learning so the students can undestand the material easier.<sup>12</sup>

It is supported by Harmer, “English as foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country”.<sup>13</sup> Hence, many students just use English for their communication in the school or institution. The teacher has to use effective way so the students use English in their daily communication. In Indonesia, English is learned at schools and people do not speak the language in the society.<sup>14</sup> Consequently, In Indonesia, many people think that English is difficult because they do not practice to use it in their daily life.

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



## **B. Speaking**

### **a. Concept of Speaking**

Speaking is one of the four language skills. McKay states that when people speak, it is not the case that they simply open their mouths and speak the words and sentences, when people speak, they are doing so in a cultural context, they are speaking to another person or persons (perhaps friend, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs complementing.<sup>15</sup> It means that speaking becomes the right way to express ideas and feeling by using language as a connector and the people must know the topic. From the topic, the people can talk each other and know the purpose or meaning of their speaking.

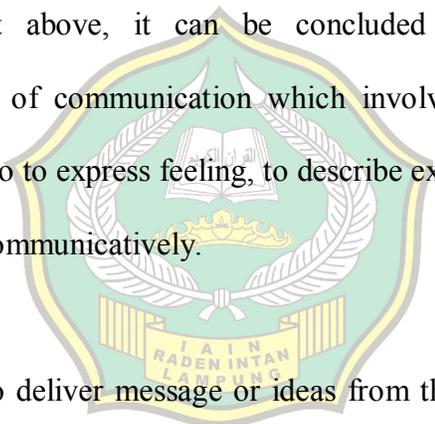
Therefore, speaking skills are an important part of the curriculum in language teaching. As an important part of the curriculum in language teaching, students should be master in speaking to achieve at purpose. The teachers will give the material based on the planning of teaching. Therefore, speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to

According to Brown and quoted by Florez said speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”.<sup>16</sup> It means that in the process of speaking there must be at least twoperson: the first person is a speaker who gives information and the second person is a listener who receives information. They are part of speakers. Every speaker should express what they want to say and directly answer the question that have given.

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

#### **b. Function of Speaking**

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



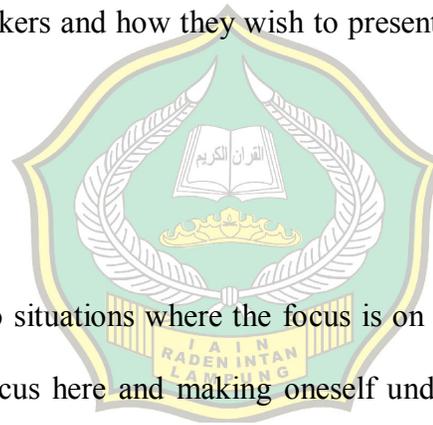
According to Brown and Yule's in Jack Richard said that the function of speaking. They are talk as interaction, talk transaction and talk as performance.<sup>17</sup>

### 1. Talk is interaction

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

### 2. Talk as transaction

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



### 3. Talk as a performance

The third type of talk which can usefully be distinguished has been called talk as a performance. This refers to public talk. That is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. It is recognized by skill, strength or luck. It is an activity engaged in for amusement.<sup>18</sup>

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

Furthermore, Thornbury elaborates some functions of speaking as follow:

#### 1. Representative function

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

#### 2. Directive function

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

#### 3. Evaluation function

In this case, speaking is used to know and to evaluate comprehension degrees of speakers and listeners about the substances of speaking.<sup>19</sup>



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

### **c. Element of Speaking**

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

#### **a. Pronunciation**

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

#### **b. Grammar**

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

c. Vocabulary

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

d. Fluency

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

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is defined as the ability to understand something by reasonable comprehension of the subject or as the knowledge of what a situation is really like.<sup>20</sup>

Based on the explanation above, it can be concluded that there are five elements needed for spoken production they are pronunciation, grammar, vocabulary, fluency,

understand us. Good pronunciation is also necessary for our communication. So, all of elements are needed to produce spoken production well and make good communication for us.

#### **d. Concept of Teaching Speaking**

Teaching speaking is one of way that can be used in other the learners can understand about the meaning of communication in real situation and it needs a lot of practice and guidance to master it. Teaching speaking is about how to use language for communication, for transferring ideas, thought or even feeling to other people. According to Harmer, students are using any and all the language at their command to perform some kind of oral task. The important thing is that there should be a task to complete and that the students should want to complete it.<sup>21</sup> It means that the students need partner to practice their speaking. Because we know that speaking is much more complex so teaching speaking is an important aspect of teaching learning language process.

The purpose of teaching speaking is to train the teachers the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well.<sup>22</sup> Therefore, in teaching speaking, teachers should know to concept of speaking to make the students understand about what teachers

emotions, communicative needs, interact to other people in any situation, and influence the others.

When teaching young learners, we constantly have to keep in mind the fact that we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge, and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.<sup>23</sup> Thus, the teachers should give variation in teaching speaking process. It will make the learners pay attention with the material and also can keep their mind to receive the material easier.

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

#### **e. Concept of Speaking Ability**

Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing,

ability is taken to be the objectives of language teaching.<sup>24</sup> It means that besides mastering listening, reading and writing, the learners should also master speaking as one of the goal of learning English.

Speaking ability is not only based on the time but also it is based on their habitation to speak English. They must practice in their daily activities because speaking ability is verbal intelligence. This is supported by Broughton, *et.al* who state that it is important that a students should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations.<sup>25</sup> It means that speaking ability is a form of productive skill verbally which the students can practice the speaking English naturally based on the context.

Speaking ability cannot be assessed by time. Luoma states that speaking skills are an Important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.<sup>26</sup>It means that speaking ability can be assessed appropriately based on its scale or scoring rubric. In this research, the researcher used the oral English Rating sheet that is supported by Harris. The criteria of the Rating

1. Pronunciation
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension <sup>27</sup>

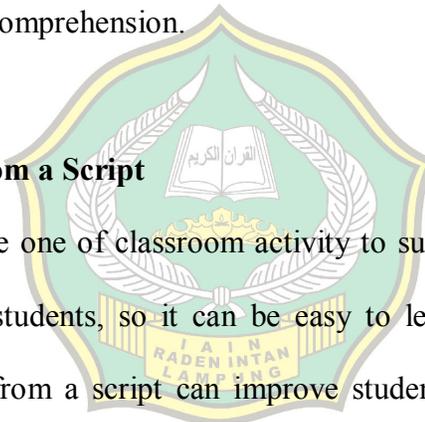
Based on the explanation above, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communicate competence which that competence can be measured by five criteria; pronunciation, grammar, vocabulary, fluency, and comprehension.

### **C. Acting from a Script**

#### **a. Concept of Acting from a Script**

Acting from a script is the one of classroom activity to support and to facilitate the material is given to the students, so it can be easy to learn English and increase speaking ability. Acting from a script can improve students' speaking ability. The improvement of students' speaking ability can be identified from speaking achievement, students' ability in expressing ideas using appropriate vocabularies and grammatical forms, and students' ability to develop pronunciation.

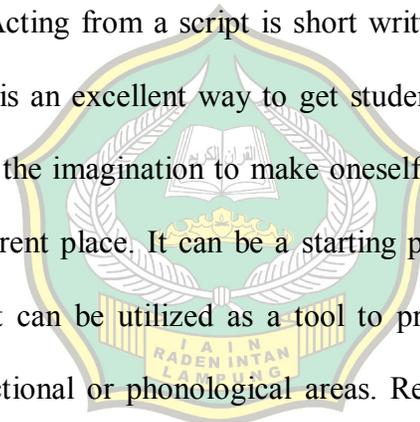
According to Harmer, "Acting from a Script is act out scenes from plays and or their



means that they will have steps before they begin for acting. They can improve their imagination to what they want to act and it can motivate them, it also help the students to improve their speaking ability.

Acting from a Script helps shy students by providing them with a mask. Some more shy members of a group may have a great deal of difficulty participating in conversation about themselves, and in other activities based on their direct experience. These students are liberated by Acting from a Script as they no longer feel that their own personality is involved.

According to Scrivener, Acting from a script is short written sketches or scenes are acted by the students.<sup>29</sup>It is an excellent way to get students to use the language. It essentially involves using the imagination to make oneself into another character, or the classroom into a different place. It can be a starting point for exciting listening and speaking work and it can be utilized as a tool to provide practice in specific grammatical, lexical, functional or phonological areas. Related to the theory above Acting from a Script can improve the learners' speaking skill in any situation, and help the learners to interact. As for the shy learners, Acting from a Script can help students by providing a mask, where learners with the difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to



Therefore, based on the description above, the writer believes that Acting from a Script can give an appropriate contribution to solve the students' English speaking problem. The most important reason for using Acting from a Script is fun and enjoyable and can give motivation you the student.<sup>30</sup> It means the most important thing in the use of the technique in teaching is aimed at making students' exited and motivated to learn English.

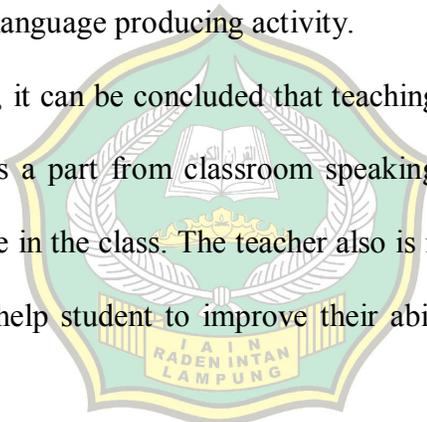
Based on the statement above it can be concluded that Acting from a Script is the one of classroom activity technique for teaching speaking in which student make a dialogue of a play based on a certain topic and act it out with the group.

#### **b. Teaching Speaking through Acting from a Script**

Teaching speaking through Acting from a Script can assist our teaching of speaking. Providing a differentiate atmosphere and motivate students. Acting from a script is the one of classroom activity to support and to facilitate the material is given to the students, so it can be easy to learn English and increase speaking ability. The teacher give a chance to the students to express themselves, enjoy the learning process and serve of their mind. An important function of classroom speaking activities is to help learner extend their range of such features.<sup>31</sup> This means that they will be able to use words and phrase fluently without very much conscious thought.

This frequently involves them in coming out to the front of the class , when choosing who should come out to the front of the class we need to be careful not to choose the shyest students first and we need to work to create the right kind supportive atmosphere in the class. We need to give students time to rehearse their dialogues before they are asked to perform them. Where the whole class is working on the same dialogue or play extract, we can go through the script as if we were theatre directors, drawing attention to appropriate stress, intonation, and speed. By giving students practice in these things before they give their final performance, we ensure that acting out is both a learning and language producing activity.

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



### **c. Procedure of Teaching Speaking through Acting from a Script**

According to Scrivener, the procedures of Acting from a Script are:

- a. Make sure that the students understand the idea of Acting from a Script, the teachers should explain to the students that they know what is going to

- c. The students work with their group to compose the scripts about the picture, let them open the dictionary to find the proper words, and also give time to memorize the scripts.
- d. Give them time to prepare their ideas before the speaking starts
- e. And at last, when the activity of speaking starts, encourage the students to improve rather than rely on prepared scripts. This condition will make them more relax and could create a natural situation in class.<sup>32</sup>

**d. Advantages and Disadvantages of Acting from a Script**

**1. Advantages**

- a) It increases student's motivation, participation, confidence and fluency in the spoken English as well as communication through the body language.
- b) It develops creativity and spontaneity
- c) It stimulates authentic conversations that aim at developing conversational competence among foreign language learners.
- d) It maximizes students' use of English
- e) It serves as a fluency activity<sup>33</sup>



Based on the explanation above, it can be inferred that Acting from a Script has advantages for students, students can express their idea so that students can increase speaking fluency.

## **2. Disadvantages**

- a) Activities are artificial, the situations are sometimes and irrelevant to the learner's need.
- b) Activity may not be suitable to all the class, the activities that succeeded with a group of the students may fail with another.<sup>34</sup>

Based on the statement above it can be concluded that disadvantages of Acting from a Script is not relevant to the learners' need, therefore the solution to solve this problem is before applying this learning technique, teacher should develop scenario as needed and refers to the lesson plan and Syllabus that have been located. This is necessary for students in learning speaking. So that, the teaching speaking and learning activities can make students more attractive and achieve to the objective and do not exceed the specified time allocation.

## **D. Discussion Technique**

### **a. Concept of Discussion Technique**

Discussion technique or group learning which organized students' into small groups

not only be properly encoded but also decoded.<sup>35</sup> It means discussion is three or more people interacting face to face, with or without an assigned leader in such a way that each person influence, and is influenced by another person in the group.

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

#### **b. Teaching Speaking through Discussion Technique**

Teaching speaking through discussion technique can assist our teaching speaking. The problem of developing small group teaching dependsas much on student training as on teacher training. According to Brown and Atkins, Effective small group teaching is a much more challenging task than isoften realized. It is relatively easy to have a vague meanderingdiscussion. It is much more difficult for students to discuss coherently, to question, and to think.<sup>36</sup> Many teachers would agree that the best discussion in class are those that arise spontaneously, either because a something personal that a learners reports or because a topic or a text in the coursebook in triggers some debate. Here for example, a teacher describes how one such discussion erupted in a class of catalan teenagers. In this case, the teacher knew how to

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

### **c. Procedure of Teaching Speaking through Discussion Technique**

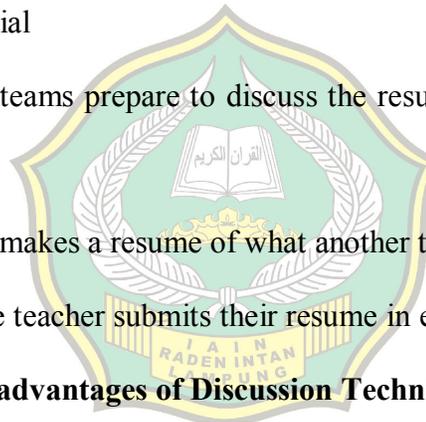
The procedure of teaching speaking through discussion technique are:

- 1) The teacher should prepare the material and gives the purpose of the material.
- 2) The teacher chooses the case that will be discussed from the material.
- 3) The teacher asks the students to discuss with their team consist of six students and give the material
- 4) After that, one of teams prepare to discuss the result in the front of the class through speak up.
- 5) And another team makes a resume of what another team explains.
- 6) After all finish, the teacher submits their resume in each team.<sup>37</sup>

### **d. Advantages and Disadvantages of Discussion Technique**

#### **1) Advantages**

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



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

## **2) Disadvantages**

- (a) It takes much time to organize the group.
- (b) Through this technique, only one the students can be active to speak.
- (c) The class situation becomes noisy, so the teacher needs to control the students.
- (d) Teacher cannot monitor all groups at once.
- (e) Discussion is not appropriate for the entire topic.<sup>39</sup>

Based on the statements above, it can be concluded that disadvantages of discussion is the class situation becomes noisy and not appropriate for all the topics. And then, the teacher cannot monitor all of the students because the teacher only focus on the students will be active. To solve those problems, the teacher should manage the class situation briefly, and teacher also must be able to monitor all of the students' activities.

## **E. Frame of Thinking**

In teaching and learning English, we do not only need the suitable material for the

English is to enable the students to use English in real life situation and the real life communication.

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

By using Acting from a Script can help teacher and students in teaching and learning process, using Acting from a Script can be used to help the students to speak fluently, where the students have written a short conversation. Then, they perform what they write it use English. In this case, acting from a script will expect to be arouse the students' interest and motivation to their expand their speaking.

Based on the description above, the researcher assumed that using Acting from a

## **F. Hypothesis**

Based on the frame of thinking above, the writer formulates by hypothesis of the research as follows:

H<sub>a</sub> : There is significant influence of using Acting from a Script towards students' Speaking ability at the second semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 academic year

H<sub>0</sub> : There is no significant of using Acting from a Script towards students' Speaking ability at the second semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 academic year.

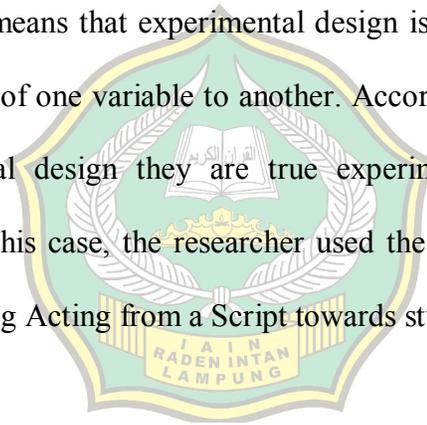


## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

in this research, the researcher use experimental design. Experimental design is the general plan to carrying out a study with and active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.<sup>40</sup> It means that experimental design is a research design that is used to find the influence of one variable to another. According to Sugiono there are two kind of experimental design they are true experimental design and quasi experimental design.<sup>41</sup>In this case, the researcher used the experimental research to know the influence of using Acting from a Script towards students' speaking ability.



The researcher used quasi experimental. Quasi-experimental design is a research design that includes assignment, but not random assignment participant to groups, because the experimenter cannot artificially create groups for the experiment.<sup>42</sup>The researcher used quasi experimental design because the researcher cannot randomly

allow the researcher to create new class for the research. It means that we do not have the opportunity for random assignment of the students to special groups in different conditions. The variety of quasi experimental designs which can be divided into two main categories, one of them is pretest-posttest control group design.<sup>43</sup> In this research the researcher used quasi experimental pre-test post-test group.

Creswell says that we can apply pre-test and post-test group design approach to quasi experimental design.<sup>44</sup> The researcher select two classes consisting of experimental and control class. The experimental class taught by using Acting from a Script as a treatment. Whereas, the control class taught by using the Discussion technique from the teacher. In this research, the students was given pre-test to know their speaking ability before treatment and post-test to know their speaking ability after the treatment. The pre-test and post-test conducted for control and experimental class.

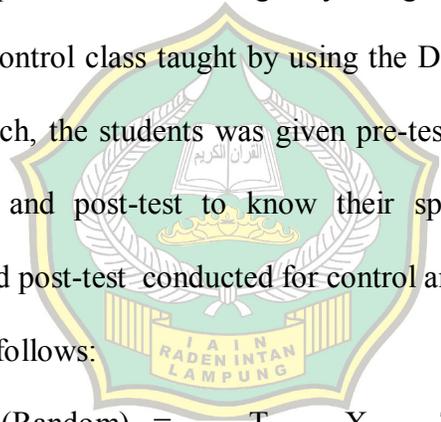
The research design is as follows:

$$G_1 \text{ (Random)} = T_1 \quad X \quad T_2$$

$$G_2 \text{ (Random)} = T_1 \quad O \quad T_2$$

Where :

$G_1$ : Experimental Class (which receives the treatment of using Acting from a Script)



T<sub>1</sub> : Pre- test (this is given to see the students' Speaking ability)

T<sub>2</sub>: Post test (this is given after the treatment to see the result after applying the treatment)

X : Treatment by using Acting from a Script

O : Treatment by using Discussion technique<sup>45</sup>

This research, consists of experimental class and control class. The experimental class was taught by using Acting from a Script as treatment whereas in the control class was taught by using Discussion technique. Pre test was given to experimental class and control class before treatment to know the students' early achievement in speaking ability. Then the treatment was done only to the experimental class while in control class is taught using discussion technique. The posttest was given to both classes to know students achievement after the treatment.

### **B. Variables of the Research**

A great deal of research is carried out in order to explore the strength of relationships between variables. A variable as the term it self suggests, is anything which does not remain constan. It may differ among individuals and change overtime.<sup>46</sup> It means that variable is a variation object of the study or research that become the concern of research, in other words variable is the main point of a research. In this research,

independent variable is a variable that are easily obtained and can be diversified into free variable, while dependent variable is the effect of independent variable.<sup>47</sup> There are two variables in this research, there are:

1. Independent variable is using Acting from a Script (X).
2. Dependent variable is students' speaking ability (Y).

### **C. Operational Definition of Variable**

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

#### 1. Independent variable (X)

Acting from a Script is kind of technique for teaching speaking in which the students make a dialogue of a play based on the topic about Describing People and act it out with the group.

#### 2. Dependent variable (Y)

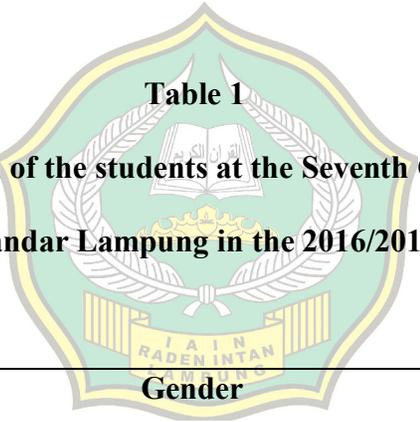
Students speaking ability is their verbal intelligence in producing language naturally to achieve the communicative competence. In this case to describe someone clearly. The picture are Favorite artis, best friend and mother which measured by five criteria: grammar, vocabulary, comprehension, fluency, and pronunciation.

## **D. Population, Sample and Sampling Technique**

### **1. Population**

A population consists of all the subjects you want to study. A population comprises all the possible cases (person, objective, events) that constitute a known whole.<sup>48</sup> A target population is the actual population to whom the researcher would like to generalize; the accessible population is the population to whom the researcher is entitled to generalize.<sup>49</sup> The researcher chooses the seventh grade students of MTs Al-Hikmah Bandar Lampung in the 2016/2017 Academic year as the population of this research.

**Table 1**  
**Population of the students at the Seventh Grade of**  
**MTs Al Hikmah Bandar Lampung in the 2016/2017 Academic Year**



No	Class	Gender		Number Student
		Male	Female	
1	VII A	19	17	36
2	VII B	16	18	34
3	VII C	15	20	35

## **2. Sample**

The sample of participants for the study is part of the population, and all process some characteristic of characteristics that make them members of sample group. According to Bordens and Abbot, a sample is a small subgroup chosen from the larger population.<sup>50</sup>The researcher chooses two classes as sample. They were one class as control class and another class as experimental class.

## **3. Sampling Technique**

Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected.<sup>51</sup> In taking the sample, the researcher used cluster random sampling. Frankel and Wallen state that the selection of groups, or clusters, of subjects, rather than individuals is known as cluster random sampling.<sup>52</sup> The researcher takes two classes by using pieces of paper as the sample.

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

- a. First, the name of all class at the seventh grade of MTs Al- Hikmah Bandar Lampung was written in small piece of paper.
- b. Then, put them into a glass
- c. After that shaken until one of the rolled-paper out of the glass. The first paper

- d. The researcher shaken the glass again until one of the rolled-paper out of the glass. The second paper which out from the glass as the control class.

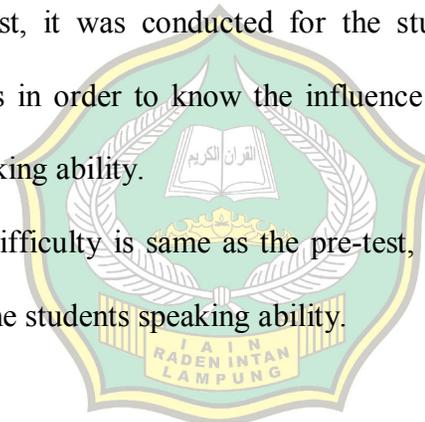
### **E. Data Collecting Technique**

To collect the data, the researcher used test and it is an oral test. The oral test used to measure the students' ability in speaking. It is a pre-test and post-test as described below:

1. Pre-test, it was conducted for the students in the experimental class and control class in order to find out the students' speaking ability before the treatment. Post-test, it was conducted for the students' control class and experimental class in order to know the influence of the treatment towards the students' speaking ability.
2. The system and difficulty is same as the pre-test, because both of them are used to measure the students speaking ability.

### **F. Research Instrument**

Instrument is a device used by the researcher during the data collection by which the work is easier as the data are complete and systematic. According to Creswell, an instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that we establish or develop in



picture that should be chosen by the students. After the students choose the topic they have to describe and perform it orally. The pictures are (Al Ghazali, Ayu Ting-ting, and Tina Toon. *Etc.*) for pre-test and (Aliando Syarif, Afgan, and Prilly Laturonsina, *etc.*) for post-test. The purpose of the oral test is to measure the students' speaking ability.

### **G. Research Procedure**

The research was conducted in April 3<sup>rd</sup> 2017. Before conducting the research, the researcher asked the permission to the headmaster and the English teacher at the school. After she has the permission, the researcher conducted through the following steps:

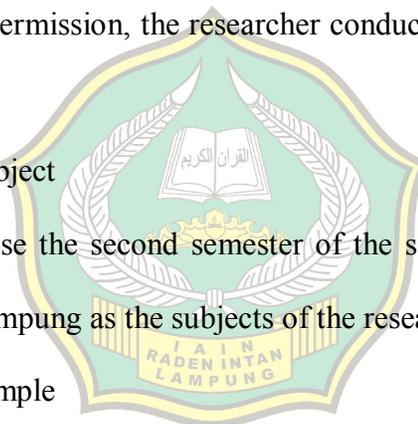
1. Determining the subject

The researcher chose the second semester of the seventh grade of MTs Al-Hikmah Bandar Lampung as the subjects of the research.

2. Determining the sample

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

3. Selecting the material that would be given



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

5. Conducting the treatment

The researcher was given the treatment in three times for the experimental class. In treatment, the researcher as the teacher taught the students by using Acting from a Script in the experimental class. Meanwhile, in the control class, the teacher taught the students by using discussion technique that has been taught by the teacher there.

6. Doing the post-test to get the data

The researcher was conducted the post-test after the treatments. By giving the post-test, the researcher knew the students improve their speaking ability or not. The test includes an oral test.

7. Analyzing the result of post test

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

## **H. Criteria for Evaluating Students' Speaking Ability**

There are rubric criteria of speaking scales. They are grammar, vocabulary,

English rating sheet that re proposed by Harris.<sup>54</sup> Table shows the five criteria of the rating sheet score:

**Table 2**  
**The rating sheet score**

No	Criteria	Rating score	Comments
1	Pronunciation	5	Has few traces of foreign accent
		4	Always intelligible, though one is conscicous of a definite accent.
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because a pronunciation problems, must frequently be asked to repeat.
		1	Pronunciation problems so serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar or word order.

		4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.
		3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
		2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentence and/or restrict himself to basic pattern.
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes use in appropriate terms and or must rephrase ideas because of lexical inadequacies.
		3	Frequently use the wrong words, conversation somewhat limited because of lexical inadequacies.
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.

4	Fluency	5	Speech as fluent and effortless as that of a native speaker.
		4	Speed of speech seem to be slightly affected by language problems.
		3	Speed and fluency are rather strongly affected by language problems.
		2	Usually hesitant; often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
		3	Understand most of what is said at slower-than-normal speed with repetition.

		1	Cannot be said to understand even simple conversation English.
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Source: David P. Harris, *Testing English as a Second Language*, New York, Rev. Ed.

Mc.Grew-Hil, Inc., 2004, p.81

Criteria for score:

5 = Excellent

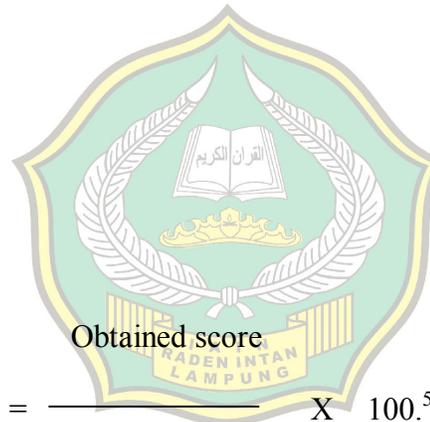
4 = Very Good

3 = Good

2 = Average

1 = Poor

Maximal score = 100



Obtained score

$$\text{Students' score} = \frac{\text{Obtained score}}{25} \times 100.^{55}$$

### I. Validity

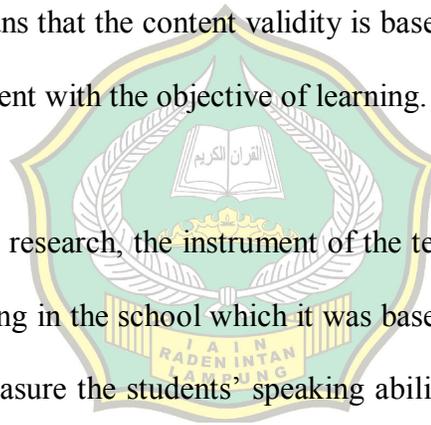
Fraenkel and wallen say that validity refers to appropriateness, meaningfulness,

selecting an instrument for use. It means that the test must have good validity, so that the test can measure the aspects which would be measured. In this research, the researcher used content and construct validity.

#### 1) Content validity

Best and Khan States content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was designed. Content validity is based upon careful examination of course textbooks, syllabi, objectives, and the judgments, of subject matter specialist.<sup>57</sup> It means that the content validity is based on the material, and the material is agreement with the objective of learning.

In this case of this research, the instrument of the test has agreement with the objective of learning in the school which it was based on the syllabus because the test was to measure the students' speaking ability at the seventh grade of junior high school. To make sure the researcher consulted the instrument had of the test to the English teacher at MtsAl-Hikmah. It was done to make sure that the instrument was valid. The teacher said the instrument was valid and agreed with the researcher to conduct the instrument to the students.



## 2) Construct Validity

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

In this research, the researcher administrated an oral test who’s the scoring covered five aspects of speaking that were adapted from Harris and they are grammar vocabulary, comprehension, fluency and pronunciation. The researcher consulted the instrument of the test to the English teacher in January 2017 at MTs Al-Hikmah Bandar Lampung named Muslim S.Pd to make sure whether the instrument had been valid or not. As the result, the teacher said the instrument of the data was valid. (See Appendix 6)

## **J. Reliability**

Frankel and Wallen state that reliability refers to consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of item to another.<sup>58</sup> Besides having high validity, a good test must have high reliability. To get the reliability of the test, the researcher used

series of score that are gotten by two raters, they are an English teacher and the researcher.

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

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.60 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low<sup>59</sup>

After calculating the reliability, the researcher found that the Cronbach's Alpha of reliability in pretest was 0.703 and reliability in posttest was 0.901. The researcher concluded that the degree of the level of reliability of the students in pre test was high, in pos test was very high. (See Appendix 26)

## **K. Data Analysis**

To analyze the data, the researcher used parametric statistics. In parametric statistics, there are assumptions which must be fulfilled, they are normality and homogeneity test.

### **1. Fulfillment of the Assumptions**

Parametric statistical significances tests, such as analysis of variance and least

### a. Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not.<sup>60</sup> In this study the researcher use statistical computation by using SPSS (*Statistical Package for the Social Science*) for normality of test. The test of normality employed are Kolmogorov – Smirnov and Saphiro – Wilk.

The hypothesis formulas are:

$H_0$  = the data have normal distribution.

$H_a$  = the data do not have normal distribution

While the criteria acceptance or rejection of hypothesis were :

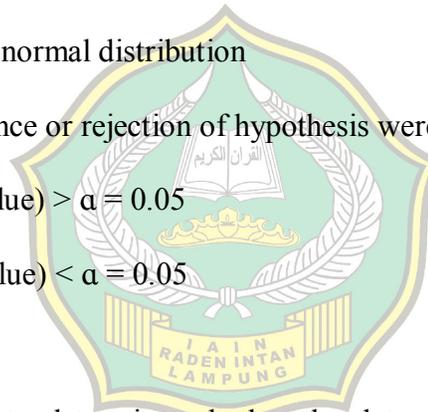
$H_0$  is accepted if Sig (Pvalue) >  $\alpha = 0.05$

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

### b. Homogeneity Test

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

The hypothesis are:



While the criteria acceptance or rejection of hypothesis were :

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

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

## 2. Hypothetical Test

If the fulfillment of the assumptions normality test and homogeneity test are fulfilled, the researcher was used t-test. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for hypothetical of test.

The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are:

$H_a$  : There is significant influence of using Acting from a Script towards students' Speaking ability at the second semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 academic year

$H_0$  : There is no significant of using Acting from a Script towards students' Speaking ability at the second semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 academic year.

While criteria of acceptance for the hypothesis is as follow:

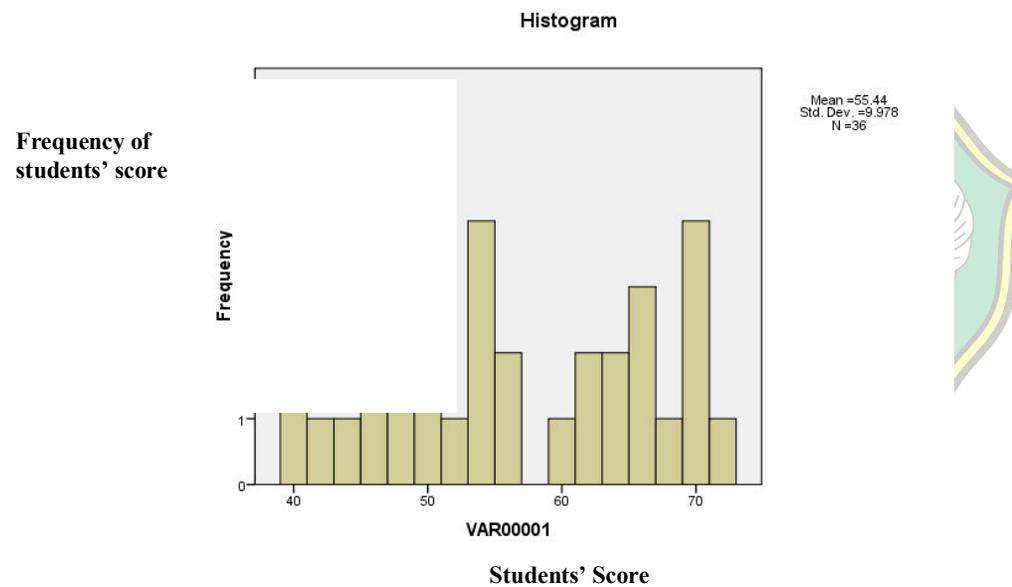
$H_a$  is accepted if Sig <  $\alpha = 0.05$

## CHAPTER IV RESULT AND DISCUSSION

### A. Result of the Research

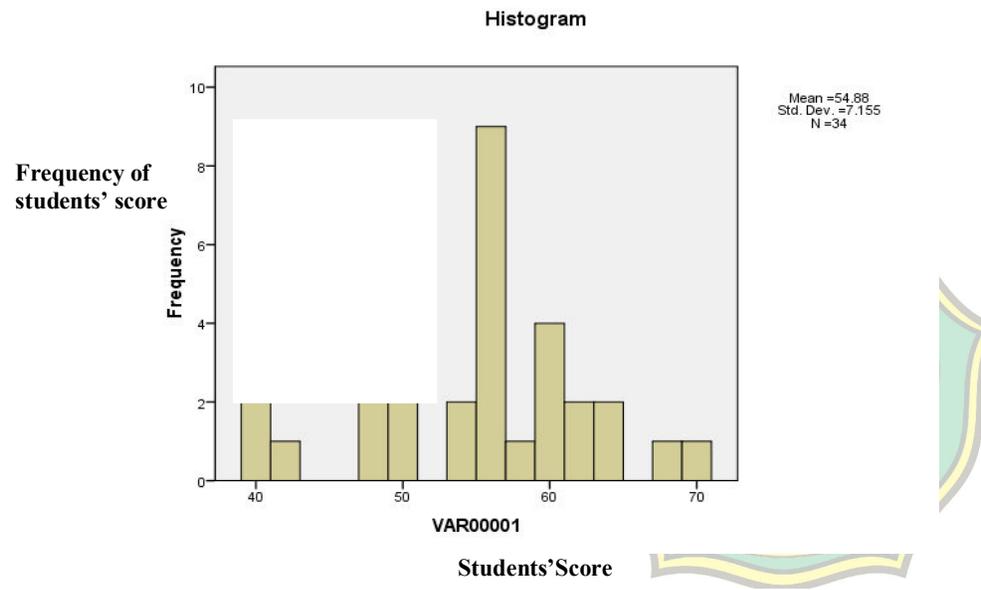
#### 1. Result of Pre-test

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



**Figure 1**  
**The Result of the Pre-test in Experimental Class**

students who got 62 score, 2 students who got 64 score, 3 students who got 66 score, 1 students who got 68 score, 4 students who got 70 score, 1 student who got 72 score. The mean of pre-test in experimental class was 55.44, standard deviation was 9,978, N was 36, median was 54.00, mode was 45, variance was 99.568, minimum score was 40, and maximum was 72.



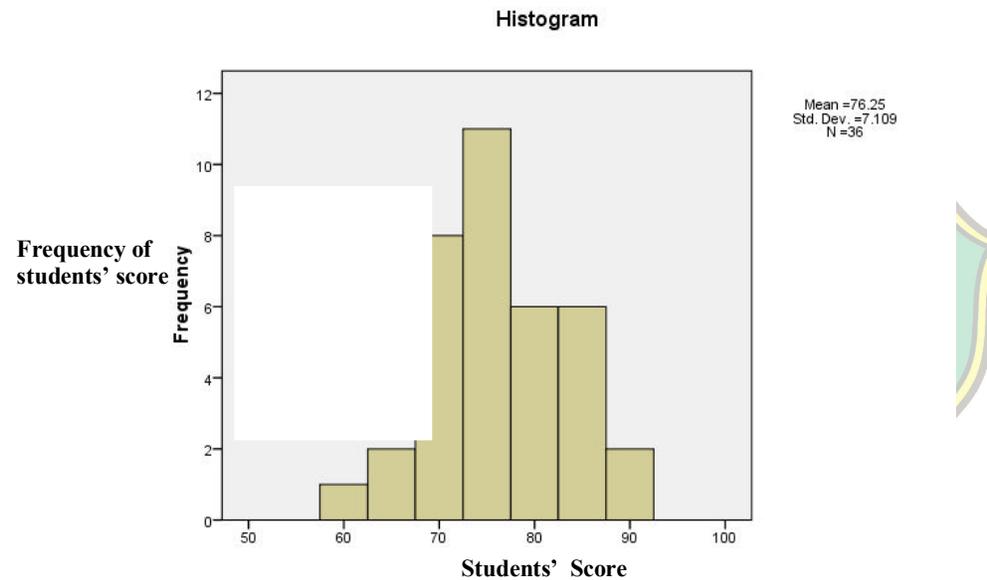
**Figure 2**  
**The Result of the Pre-test in Control Class**

Based on the figure 2 it could be seen that there were 2students who got 40 score, 1 student who got 42 score, 1student who got 44score, 3 students who got 48 score, 6students who got 50 score, 2 students who got 54 score, 9 students who got 56 score,

34, median was 55.00, mode was 70, variance was 30,860 minimum score was 40, maximum was 70.

## 2. Result of Post-test

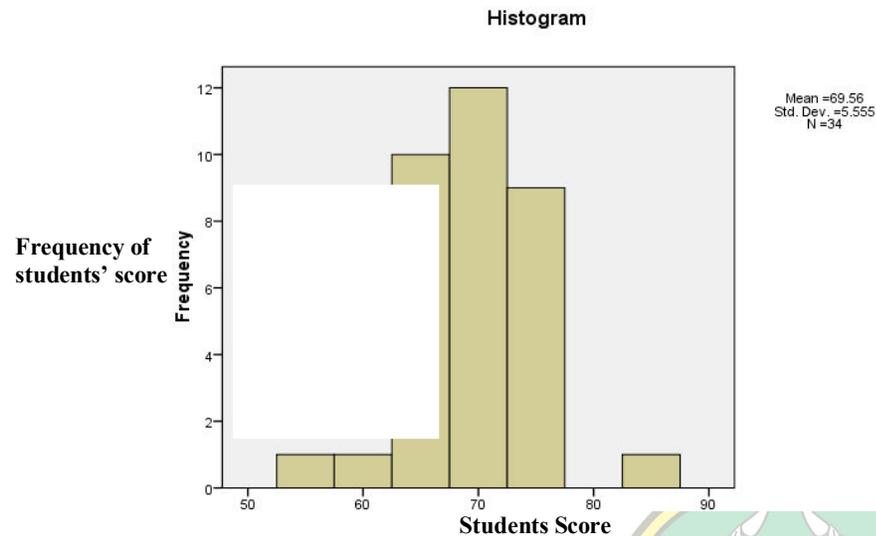
The post-test was administrated in order to know students' speaking ability before the treatments given. It can be seen from the post-test score of students' speaking ability in the control class and experimental class.



**Figure 3**  
**The Result of the Post-test in Experimental Class**

Based on the figure 3 it could be seen that there were 1 student who got 60 score, 2 students who got 66 score, 8 students who got 70score, 11 students who got 76 score,

standard deviation was 7.109, N was 36, median was 75.00, mode was 75, variance was 50.536, minimum score was 60, and maximum was 90.



**Figure 4**  
**The Result of the Post-test in Control Class**

Based on the figure 4 it could be seen that there were one students who got 54 score, 1 student who got 60 score, 10 students who got 66 score, 12 students who got 70 score, 9 students who got 74 score, 1 student who got 84 score. The mean of post-test in control class was 69.56, standard deviation was 5.555, N was 34, median was 70.00, mode was 70, variance was 30.860, minimum score was 55, maximum was 85.

## **B. Data Analysis**

After collecting the data, the researcher analyzed the data by using independent 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 the data analysis by using independent sample t-test, there were two assumptions that must be done and found out. They were normality test and homogeneity test.

#### **a. The Result of Normality Test**

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

The hypothesis formulas of the test were:

$H_0$  = the data have normal distribution.

$H_a$  = the data do not have normal distribution.

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

**Table 5**  
**The Result Normality of the Experimental and Control Class**

Technique	Kolmogorov-Sminorv <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Ex	.204	35	.301*	.863	35	.358
Co	.113	35	.200*	.971	35	.468

a. Lilliefors Significance Correction

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

**Note: Technique 1 = Experimental class**

**Technique 2 = Control Class**

Based on Table 5, it could be seen that  $P_{value}(Sig.)$  for experimental class was 0.301 for Kolmogorov-Sminorv<sup>a</sup> and 0.468 for Shapiro-Wilk. Because  $Sig. (P_{value})$  of experimental class  $> \alpha 0.05$  it means  $H_o$  is accepted and  $Sig. (P_{value})$  for the control class  $> \alpha 0.05$  it means  $H_a$  is accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

**b. Result of Homogeneity Test**

Homogeneity test is used to determine whether the data obtained from the sample homogenous or not. The researcher used statistical computation by

$H_0$  = the variances of the data are homogenous

$H_a$  = the variances of the data are not homogenous

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

$H_0$  is accepted if  $Sig. \geq \alpha = 0.05$

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

**Table 6**  
**The Result Homogeneity Test**

	Levene Statistic	df1	df2	Sig.
ScoreBased onMean	.080	1	68	.778

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that  $Sig. (P_{value}) = 0.778 > \alpha = 0.05$ . it demonstrated that  $H_0$  was accepted because  $Sig. (P_{value}) > \alpha = 0.05$ . it means that the variance of the data was homogenous

**c. Result of Hypothetical Test**

Based on the previous explanation that the normality and homogeneity test were satisfied, therefore, the researcher tested the hypothetical test using parametrical statistic, independent sample t-test.

The hypotheses formulas are:

$H_a$  : There is significant influence of using Acting from a Script towards students' Speaking ability at the second semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 academic year

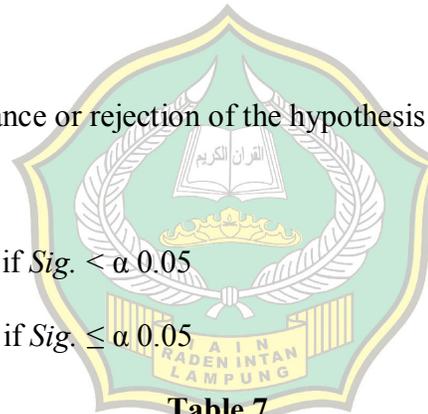
$H_0$  : There is no significant of using Acting from a Script towards students' Speaking ability at the second semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 academic year.

The criteria of acceptance or rejection of the hypothesis for Hypothetical

test was:

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

$H_0$  is accepted if  $Sig. \leq \alpha 0.05$



**Table 7**  
**The Result of Hypothetical Test**

T	df	Sig. (2-tailed)
1.799	68	.012

Based on the result obtained in the independent sample t-test in the table 7 that the value of significant generated Sig. ( $P_{value}$ ) = 0.012 <  $\alpha$  = 0.05. So,  $H_0$  is rejected and

at the second semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 academic year.

## **B. Discussion**

Based on the finding of the research, it was found that the students who were taught by using Acting from a Script have increased their speaking ability. It might be due to in Acting from a Script the students were highly involved in speaking process, since they had to write a script and explore their speaking ability in their life.

According to Harmer Acting from a Script is a kind of technique for teaching speaking by asking the students to work in groups to make a dialog of a play based on certain topic and act it out with the group. Therefore, students' speaking ability is students' capacity to express their ideas, opinions, feelings, and experiences using English with good pronunciation, grammar, vocabulary, fluency, and comprehension. Function of the Acting from a Script to teach speaking can develop students' speaking ability and help the students to speak English spontaneously. Also, they enjoyed and looked interested when they learned speaking by using Acting from a Script.

Based on the result of the pre-test before Acting from a Script was implemented, the speaking ability of the students was lower than after Acting from a Script was

and post-test was 76.25. It means that the most improvement was in the experimental class. (See Appendices 16, 18)

There were differences of the students' achievement that was taught by using Acting from a Script and who was taught without using Discussion technique. It could be seen in teaching learning process, they were as follow: (See Appendices 24, 25)

1. In the Control Class

Discussion technique was used by the researcher to teach speaking in the control class since the teacher used it to teach speaking. The researcher did three treatments by using discussion technique. According to Brown and Atkins, Discussion is group learning which organized students into small groups, in the teaching and learning process by using this technique, the researcher gave the explanation how to describe people to the students clearly about the material and only some students took a good attention to the researcher's explanation, after giving the explanation, the researcher gave a speaking assignment to the students and the students discussed the topic given by the researcher. (See Appendix 8). After that the students performed their speaking ability in front of the class. The result of the students' performance showed that many of students did not understand the teacher's explanation.

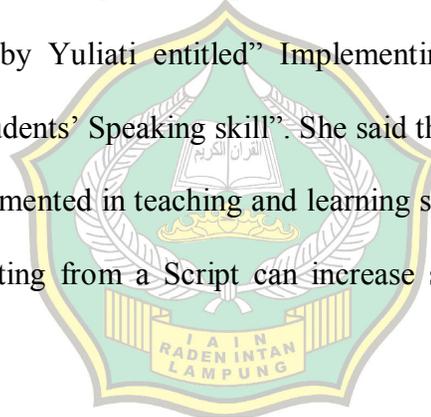
gave the treatment at 04.00 pm so the students were already tired and they did not focus on the researcher's explanation. Therefore, the students could not really improve their speaking ability.

## 2. In the Experimental Class

In the experimental class the researcher taught by using Acting from a Script. According to Harmer, teaching by using Acting from a Script can increase students' motivation, participation, confidence, and fluency in the spoken English as well as communication through the body language and develop creativity and spontaneity. The researcher also gave three treatments by using Acting from a Script, this technique was very helpful, by using Acting from a Script in teaching speaking, it can make the students enjoyed and relaxed, and so they can express their idea in their performance. The students' performance by using Acting from a Script was quite good, they can speak by using many of vocabularies, good grammar and they can speak fluently when the researcher asked the students make a dialog of a play based on the topic and act it out with the group. The result of teaching speaking by using Acting from a Script was good, this situation was in line to the advantages of Acting from a Script by Harmer, but the researcher also got difficulties during her

Based on the explanation above it can be concluded that Acting from a Script is very good technique that can help to increase students' motivation, confidence and fluency in the spoken English, develop creativity and spontaneity, maximize students' use of English and serve as a fluency activity.

The result of the research that was done by the researcher showed that was any influence of using Acting from a Script towards students' speaking ability. In learning speaking by using Acting from a Script can help to increase students' motivation, confidence and fluency in the spoken English. It was supported by the previous research that was done by Yuliati entitled "Implementing Acting from a Script Technique to Improve Students' Speaking skill". She said that Acting from a Script is very effective to be implemented in teaching and learning speaking. The result of her research showed that Acting from a Script can increase students' speaking skill in learning speaking.



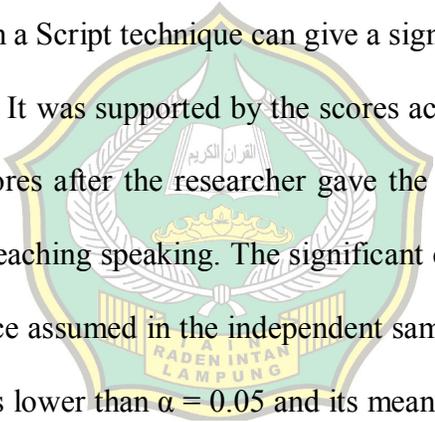
From those explanations, it can be concluded that, there were slightly differences of previous and present research. The previous research showed that Acting from a Script is very helpful to increase the students' speaking skill and it is said that Acting from a Script is good technique that can be implemented to teach speaking. Whereas

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting the research and analyzing the data the researcher draws a conclusion as follows: There is a significant influence of using Acting from a Script towards students' speaking ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_o$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted, it means that the researcher's assumption is true, that is, Acting from a Script technique can give a significant influence towards students' speaking ability. It was supported by the scores achieved by the students in which they got higher scores after the researcher gave the treatment Acting from a Script as a technique for teaching speaking. The significant can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig (2-tailed) is 0.000. it is lower than  $\alpha = 0.05$  and its mean  $H_o$  its 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**

Based on the result of the research and the advantages of using Acting from a Script in teaching speaking English to the seventh grade of MTs Al-Hikmah in 2016/2017 academic year, the researcher would like to give some suggestion.

### **1. Suggestion for the Teacher**

- a. Acting from a Script is a good technique to be applied in the tenth grade of MTs Al-Hikmah to improve their ability in speaking.
- b. The teacher should manage the class in order to make the students focused in learning speaking using Acting from a Script in the teaching and learning process.
- c. Teacher should be creative and innovative to use various techniques to arouse students' interest in speaking class.
- d. Speaking activity should be enjoyable and stress-free because enjoyment and freedom from threatening situations will increase students' participation in speaking class.



### **2. Suggestion for the Students**

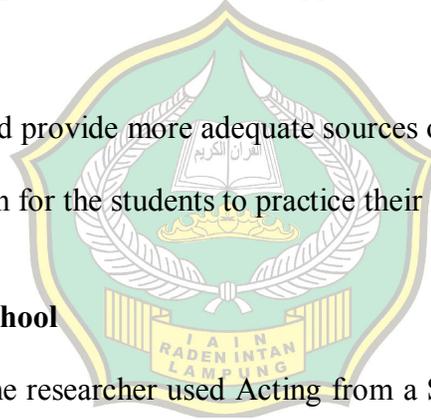
- b. Students should not feel shy or nervous in speaking. Besides they do not have to be afraid of making mistakes because making mistakes is part of learning.
- c. The students are too excited and make the class noisy. They should be more serious and calm in learning speaking using Acting from a Script in order to develop and increase their speaking ability

### **3. Suggestion for the School**

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

### **4. Suggestion for the School**

- a. In this research, the researcher used Acting from a Script to teach students of Junior High School, especially in learning descriptive text about people, Further researchers can conduct this method on different level of students, for example Senior High School. They can apply other text, for examples Narrative text.



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## Appendix 1

### Interview Guideline in the Preliminary Research at MTs Al-Hikmah Bandar Lampung

Interviewer : Researcher (Yulita Rida Wati)  
Interviewee : English Teacher (Muslim)  
Day/date : March 2<sup>nd</sup> 2016  
Time : 09.00  
Place : MTs Al-Hikmah Bandar Lampung

#### a. Interview Guideline for the English Teacher

1. Sejak kapan Bapak mulai mengajar bahasa Inggris ?
2. Berapa standar kelulusan dalam pelajaran bahasa Inggris kelas tujuh ?
3. Bagaimana kemampuan siswa dalam *speaking* ?
4. Apakah kesulitan yang bapak temukan dalam mengajar *speaking* ?
5. Tehnik apa yang Bapak gunakan dalam mengajar *speaking* ?

Interviewer : Researcher (Yulita Rida Wati)  
Interviewee : English Teacher (Muslim)  
Day/date : March 2<sup>nd</sup> 2016  
Time : 10.00  
Place : MTs Al-Hikmah Bandar Lampung

#### b. Interview Guideline for Students

1. Apakah kamu menyukai cara pak Muslim dalam mengajar bahasa Inggris?
2. Apakah kamu merasa senang ketika belajar bahasa Inggris terutama belajar *speaking*?
3. Menurut kamu apakah belajar *speaking* itu penting?

## Appendix 2

### Interview Script with English Teacher in Preliminary Research at MTs Al-Hikmah Bandar Lampung

Interviewer : Researcher (Yulita RidaWati)  
Interviewee : English Teacher (Muslim)  
Day/date : March 2<sup>nd</sup> 2016  
Time : 09.00  
Place : MTs Al-Hikmah Bandar Lampung

Researcher : Sejak kapan Bapak mulai mengajar bahasa Inggris ?

Teacher : Saya mulai mengajar bahasa Inggris di sekolah ini sejak 2 tahun yang lalu

Researcher : Berapa kelas yang Bapak ajar di sekolah ini?

Teacher : Saya mengajar di 2 kelas , kelas 7 dan kelas 8

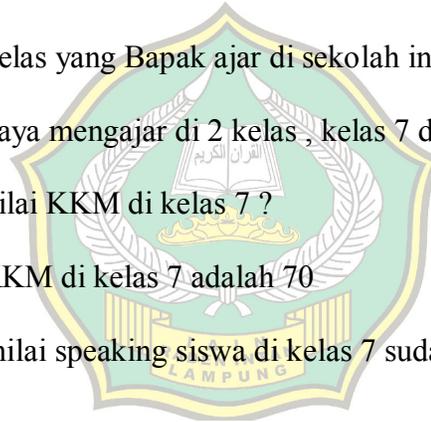
Researcher : Berapa nilai KKM di kelas 7 ?

Teacher : KKM di kelas 7 adalah 70

Researcher : Apakah nilai speaking siswa di kelas 7 sudah mencapai nilai kkm tersebut?

Teacher : Tidak semua nilai siswa di kelas 7 ini mencapai kkm , dari 184 siswa mungkin Sekitar 85 siswa yang dapat mencapai nilai KKM, dan selebihnya di bawah nilai KKM

Researcher : Bagaimana kemampuan siswa dalam *speaking*?



Teacher : Saya mengajarkan kepada mereka tentang pemahaman tenses dan menyuruh mereka menghafal banyak kosa kata bahasa Inggris

Researcher : Apakah kesulitan yang Bapak temukan dalam mengajar *speaking*?

Teacher : Ia, saya agak kesulitan dalam mengajar bahasa Inggris terutama *speaking*, karena mereka takut dan malu jika di suruh untuk berbicara bahasa Inggris

Researcher : Apa yang Bapak lakukan untuk membuat siswa tidak takut dan malu untuk bicara bahasa Inggris

Teacher : Saya menyuruh mereka untuk berlatih berbicara bahasa Inggris bersama teman sebangkunya setiap hari

Researcher : Teknik apa yang bapak gunakan dalam mengajar *speaking*?

Teacher : Dalam mengajar saya menggunakan teknik diskusi

Researcher siswa? : Apakah tehknik yang Bapak pakai dapat meningkatkan *speaking*

Teacher : Iya, menurut saya tehknik diskusi ini bisa meningkatkan pemahaman siswa tentang materi yang namun, sepertinya siswa merasa bosan dengan tehknik itu.

Researcher : Lalu apa yang bapak lakukan agar murid tidak bosan dalam belajar ?

Teacher : Saya hanya menyuruh mereka mengerjakan LKS dan menghafalkan kosakata dalam bahasa Inggris

dengan *script* yang di buat nya tadi, menurut Bapak apakah teknik yang saya pakai ini bisa meningkatkan speaking siswa?

Teacher : Iya menurut saya teknik yang kamu pakai bagus untuk siswa, karena dengan teknik itu siswa dapat tidak bosan untuk belajar, melatih mental mereka juga untuk bisa berbicara bahasa Inggris, serta bisa melatih kelancaran dalam *speaking*



### Appendix 3

#### The Result of Interview with the English Teacher in preliminary Research at MTs Al-Hikmah Bandar Lampung

NO.	QUESTION	ANSWER	CONCLUSION
1.	Sejak kapan Bapak mulai mengajar bahasa Inggris ?	Sejak 2 tahun lalu	Berdasarkan pra-penelitian pak Muslim sudah 2 tahun mengajar bahasa Inggris
2.	Berapa standar kelulusan dalam pelajaran bahasa Inggris kelas tujuh	Standar kelulusan nya adalah 70	Berdasarkan wawancara guru standar kelulusan dalam pelajaran bahasa Inggris adalah 70
3.	Bagaimana kemampuan siswa dalam <i>speaking</i> ?	Kemampuan mereka dalam <i>speaking</i> sangat lemah, karena hampir semua siswa tidak bisa berbahasa Inggris	Berdasarkan pra-penelitian kemampuan murid di <i>speaking</i> masih rendah
4.	Apakah kesulitan yang bapak temukan dalam mengajar <i>speaking</i> ?	Iya terkadang saya agak kesulitan dalam mengajar bahasa Inggris, terutama <i>speaking</i> karena mereka malu dan takut jika di suruh untuk berbicara bahasa Inggris	Hampir semua murid mempunyai banyak kesulitan dalam <i>speaking</i> , karena perasaan murid yang takut dan malu untuk bicara bahasa Inggris.
5.	Tehnik apa yang Bapak	Saya menggunakan tehnik	Berdasarkan pra-

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#### Appendix 4

### The Result of Interview with the students in preliminary research at Mts Al-Hikmah Bandar Lampung

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

The table contains the result of interview with the students on the seventh grade of Mts Al-Hikmah Bandar Lampung. The interview was done by the researcher when she did the preliminary research. The researcher interviewed 30 students that were taken from 2 classes. Based on the table above it can be seen that many students don't

## EXPERT VALIDATION FORM FOR SPEAKING TEST

Direction:

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

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

Bandar Lampung,

January 2017

Direction:

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

No	Questions	Yes	No	Comments
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas 7 di semester 2?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah instruksi dapat dipahami siswa?			
4	Apakah rubrik penilaian sudah mencakup aspek/indikator yang diukur?			
5	Apakah rubrik penilaian sudah di mengerti?			

Bandar Lampung, January 2017

## Appendix 7

### Instrument for pre-test

#### Instructions

1. Choose one of pictures below

a.



b.



c.



d.



AL- GHAZALI

NABILA JKT

CINTA LAURA

g.



AGNES MONICA

h.



i.



j.



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

## Appendix 8

### Instrument for post-test

#### Instructions

1. Choose one of pictures below

a.



c.



b.



d.



ALIANDO SYARIF

g.



RIA RICHIS

AMANDA MANOPO

h.



STEVAN WILIAM

i.



J.



3. Speak clearly and fluently
4. Score of the speaking test will be based on five indicators of speaking;  
Pronunciation, Vocabulary, Grammar, Fluency, and Comprehension.



## SILABUS SMP/MTs

**an** : Bahasa Inggris

**nti** : 7

**nti** :

...rgai dan menghayati ajaran agama yang dianutnya

...rgai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, ...ri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan ...annya.

...ami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu

...uan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

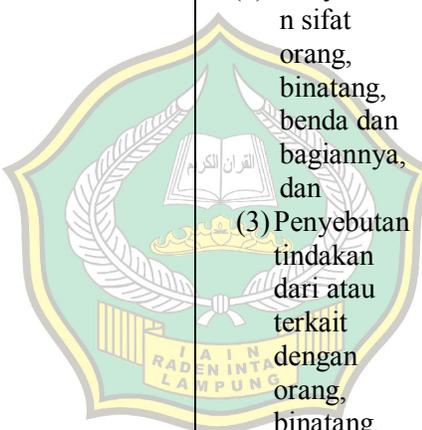
...a, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan

...) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang

...di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi dasar	Materi pokok	Pembelajaran	Penilaian	Aloka si waktu	Sumb er Belaja r
<p>...ri kesempatan dapat ...ri bahasa Inggris sebagai ...ngantar komunikasi ...nal yang diwujudkan dalam ...belajar.</p> <p>...akkan perilaku tanggung ...duli, kerjasama, dan cinta ...lam melaksanakan ...si fungsional.</p> <p>...ami fungsi sosial, struktur</p>	<p><b>Teksdeskriptif lisandantulis, tentang orang, binatang, dan benda,</b> <i>Fungsi sosial</i></p> <p>Membanggaka n, mengenalkan, mengidentifika</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan/ menonton berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana.</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks</li> <li>Tingkat kelengkapan dan</li> </ul>	6 x 4JP	

<p>unsur kebahasaan dari teks f dengan menyatakan dan kan tentang deskripsi orang, dan benda, sangat pendek hana, sesuai dengan konteks aannya.</p> <p>apmaksudalamteksdeskriptif ulis, sangat pendek dan a.</p> <p>teksdeskriptiflisandantulis, ndekdandsederhana, tentang natang, dan benda, dengan atikanfungsi sosial, eks, danunsurkebahasaan, nar dansesuaikonteks.</p>	<p>si, memuji, mengkritik, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutann nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutann sifat orang, binatang, benda dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, binatang,</p>	<ul style="list-style-type: none"> <li>Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif</li> <li>Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa</p> <ul style="list-style-type: none"> <li>Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> <li>Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks</li> </ul>	<p>keruntutan struktur teks deskriptif</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog tentang deskripsi orang,</li> </ul>	
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	<p>bendayang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it, they, she, we, dst; our, my, your, their, dst.</i></p> <p>(3) Kata sifat yang sangat</p>	<p>deskriptif.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber.</li> <li>• Siswa membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>• Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks deskriptif.</li> <li>• Siswa secara berkelompok menuliskan teks deskriptif tentang orang, binatang, dan benda, terkait dengan mata pelajaran lain di Kelas VII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis</li> </ul>	<p>binatang dan benda di depan kelas / berpasangan</p> <ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>• Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan</li> </ul>		
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	<p>lazim, <i>young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful,</i> dan semacamnya</p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take,</i> dan sebagainya</p> <p>(5) Ejaan dan tulisan tangan dan</p>	<p>dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</p> <p>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menuliskan deskripsi teman-teman sebangkunya dan mempresentasikan di depan kelas.</li> </ul> <p>Siswa membuat jurnal belajar (<i>learning journal</i>)</p>	<p>Komunikasi</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif.</li> <li>Kumpulan</li> </ul>		
--	---	---	--	--	--



	<p>cetak yang jelas dan rapi</p> <p>(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan</p>		<p>karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary,</p>		
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			jurnal, format khusus, komentar, atau bentuk penilaian lain		
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**Appendix 11**

**Result of the Pre-test in the Experimental Class**

**Statistics**

N	Valid	36
	Missing	0
Mean		52.08
Std. Error of Mean		2.064
Median		45.00
Mode		45
Std. Deviation		12.385
Variance		153.393
Skewness		.434
Std. Error of Skewness		.393
Kurtosis		-1.130
Std. Error of Kurtosis		.768
Range		40
Minimum		35
Maximum		75
Sum		1875

**Score**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	3	8.3	8.3	8.3
	40	6	16.7	16.7	25.0

70	4	11.1	11.1	94.4
75	2	5.6	5.6	100.0
Total	36	100.0	100.0	



**Appendix 12**

**Result of the Pre-test in the Control Class**

**Statistics**

N	Valid	34
	Missing	2
Mean		55.59
Std. Error of Mean		1.646
Median		55.00
Mode		55
Std. Deviation		9.595
Variance		92.068
Skewness		-.232
Std. Error of Skewness		.403
Kurtosis		.094
Std. Error of Kurtosis		.788
Range		40
Minimum		35
Maximum		75
Sum		1890

**Score**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	2	5.6	5.9	5.9
	40	2	5.6	5.9	11.8
	50	2	5.6	5.9	17.7

75	1	2.8	2.9	100.0
Total	34	94.4	100.0	
Missing System	2	5.6		
Total	36	100.0		



### Appendix 13

#### Result of the Post-test in the Experimental Class Statistics

N	Valid	36
	Missing	0
Mean		76.25
Std. Error of Mean		1.185
Median		75.00
Mode		75
Std. Deviation		7.109
Variance		50.536
Skewness		.036
Std. Error of Skewness		.393
Kurtosis		-.329
Std. Error of Kurtosis		.768
Range		30
Minimum		60
Maximum		90
Sum		2745



		Score			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	60	1	2.8	2.8	2.8
	65	2	5.6	5.6	8.3
	70	8	22.2	22.2	30.6
	75	11	30.6	30.6	61.1
	80	6	16.7	16.7	77.8
	85	6	16.7	16.7	94.4
	90	2	5.6	5.6	100.0
	Total	36	100.0	100.0	

**Appendix 14**

**Result of the Post-test in the Control Class  
Statistics**

N	Valid	34
	Missing	2
Mean		69.56
Std. Error of Mean		.953
Median		70.00
Mode		70
Std. Deviation		5.555
Variance		30.860
Skewness		.042
Std. Error of Skewness		.403
Kurtosis		1.376
Std. Error of Kurtosis		.788
Range		30
Minimum		55
Maximum		85
Sum		2365



**Score**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	2.8	2.9	2.9
	60	1	2.8	2.9	5.9
	65	10	27.8	29.4	35.3
	70	12	33.3	35.3	70.6
	75	9	25.0	26.5	97.1



A-24	4	4	3	4	4	4	4	4	5	4	40	80
A-25	4	4	5	5	5	4	4	4	4	4	43	86
A-26	4	4	3	4	5	4	4	4	4	4	40	80
A-27	3	3	3	4	5	5	4	5	4	4	40	80
A-28	4	4	4	3	5	5	3	3	4	4	39	78
A-29	4	4	5	5	3	4	3	3	4	4	39	78
A-30	3	3	4	4	5	5	4	3	4	3	38	76
A-31	4	4	5	4	3	3	4	3	4	4	38	76
A-32	4	4	4	4	3	3	5	4	4	3	38	76
A-33	4	4	3	4	4	4	5	3	4	3	38	76
A-34	3	4	4	4	3	3	4	4	5	4	38	76
A-35	3	4	4	4	4	4	3	4	4	4	38	76
<b>A-36</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>45</b>	<b>90</b>
B-1	3	4	4	4	4	3	3	3	3	4	35	70
B-2	3	3	4	4	3	3	3	4	4	4	35	70
B-3	2	3	3	4	4	4	4	4	4	3	35	70
B-4	4	5	3	3	3	3	4	4	3	3	35	70
B-5	4	4	4	4	3	4	3	2	3	4	35	70
B-6	2	3	3	3	4	4	3	3	4	4	33	66
B-7	3	3	4	4	3	3	2	3	4	4	33	66
B-8	4	4	3	3	2	3	3	3	4	4	33	66
B-9	4	4	5	4	4	3	5	5	4	4	42	84
B-10	5	5	4	4	3	4	4	3	3	2	37	74
B-11	4	4	3	4	4	4	4	3	4	3	37	74
B-12	3	3	4	4	5	4	3	3	4	4	37	74
B-13	3	2	3	3	2	2	3	3	3	3	27	54
B-14	3	3	3	3	4	4	3	3	2	2	30	60
B-15	4	4	4	4	3	4	3	3	3	3	35	70

B-16	4	3	4	3	4	3	3	3	4	4	35	70
B-17	3	3	3	3	3	3	3	4	4	4	33	66
B-18	3	3	4	4	4	4	2	3	3	3	33	66
B-19	3	4	4	3	3	4	3	3	3	3	33	66
B-20	3	3	3	4	3	3	4	3	4	3	33	66
B-21	4	4	4	4	4	4	3	4	3	3	37	74
B-22	4	4	3	3	4	4	3	4	4	4	37	74
B-23	3	3	4	4	3	4	4	3	3	2	33	66
B-24	3	3	3	4	4	4	4	4	4	4	37	74
B-25	3	3	3	3	3	4	4	4	4	4	35	70
B-26	2	3	3	3	4	4	4	4	4	4	35	70
B-27	3	3	4	4	3	4	3	3	4	4	35	70
B-28	3	3	3	3	4	4	4	4	4	3	35	70
B-29	4	4	3	3	3	3	4	3	4	4	35	70
B-30	3	3	4	4	4	4	4	3	4	4	37	74
B-31	3	3	3	3	3	3	4	4	3	4	33	66
B-32	4	4	3	3	3	4	3	3	3	3	33	66
B-33	3	3	4	3	4	4	4	4	4	4	37	74
B-34	4	4	4	3	4	4	3	3	4	4	37	74



The  
rcher  
The English Teacher

**SCORE PRE EXPERIMENTAL AND CONTROL CLASS**

NAME	Grammar		Vocabulary		pronuniation		Fluency		comprehension		Total	Score
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
A-1	2	2	3	3	4	4	3	3	3	4	31	62
A-2	3	3	3	3	4	3	4	3	4	4	34	68
A-3	4	3	4	4	3	4	3	4	3	4	36	72
A-4	4	4	3	4	3	3	4	3	3	4	35	70
A-5	3	3	4	4	3	2	3	3	3	2	30	60
A-6	3	3	3	2	3	3	3	4	2	2	28	56
A-7	2	1	2	3	2	2	2	1	2	3	20	40
A-8	2	2	2	2	3	2	3	3	2	3	24	48
A-9	2	2	2	3	3	2	3	3	2	3	25	50
A-10	3	2	3	2	3	3	2	3	3	4	28	56
A-11	2	2	2	2	2	2	3	3	2	3	23	46
A-12	3	2	3	2	3	2	3	3	2	3	26	52
A-13	2	1	3	3	2	2	2	2	2	2	21	42
A-14	3	3	3	3	3	3	4	3	4	4	33	66
A-15	3	3	3	2	3	3	4	3	4	4	32	64
A-16	2	3	2	3	2	2	2	2	3	2	23	46
A-17	2	1	3	3	2	1	2	2	2	2	20	40
A-18	4	3	4	3	3	3	4	4	2	2	32	64
A-19	4	4	3	3	4	4	4	3	3	3	35	70
A-20	3	3	3	3	3	3	4	3	4	4	33	66
A-21	3	3	3	3	3	3	4	3	4	4	33	66
A-22	2	3	3	3	3	2	3	2	3	3	27	54
A-23	2	2	3	2	2	2	2	2	3	2	22	44

-24	2	2	3	3	3	3	2	3	3	3	27	54
-25	4	4	3	3	4	4	4	3	3	3	35	70
-26	4	4	3	3	4	4	4	3	3	3	35	70
-27	2	2	2	3	3	3	3	2	2	2	24	48
-28	2	3	2	3	2	3	2	3	3	2	25	50
-29	2	2	3	3	3	3	3	3	2	3	27	54
-30	2	2	3	5	3	3	3	2	2	2	27	54
-31	3	3	3	3	2	2	2	2	2	2	24	48
-32	2	2	2	2	2	3	3	3	3	2	24	48
-33	3	2	2	2	3	2	3	2	2	3	24	48
-34	2	2	2	2	2	1	1	1	4	3	20	40
-35	3	3	3	3	2	2	2	2	2	2	24	48
<b>-36</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>31</b>	<b>62</b>
3-1	2	2	3	2	2	3	2	3	3	3	25	50
3-2	2	3	2	2	3	2	3	3	2	2	24	48
3-3	2	2	2	3	2	3	4	4	3	3	28	56
3-4	4	3	3	3	2	3	3	3	3	3	30	60
3-5	3	3	3	3	3	2	2	2	3	3	27	54
3-6	4	3	4	3	4	2	3	3	3	3	32	64
3-7	3	3	2	3	3	3	3	4	3	2	29	58
3-8	3	2	3	3	3	3	2	3	2	3	27	54
3-9	4	3	3	3	2	3	3	2	2	3	28	56
-10	3	3	3	3	2	2	3	3	3	3	28	56
-11	4	3	3	3	3	3	3	2	2	2	28	56
-12	3	3	3	4	3	3	2	3	3	3	30	60
-13	3	3	3	3	3	3	2	3	2	3	28	56
-14	2	2	2	2	2	3	3	3	3	3	25	50
-15	2	2	3	2	3	2	3	2	2	3	24	48

-16	3	3	3	3	3	3	4	3	3	3	31	62
-17	3	3	3	4	3	3	3	2	3	3	30	60
-18	3	4	3	4	3	4	4	3	3	4	35	70
-19	3	4	4	4	3	3	3	3	4	3	34	68
-20	3	2	3	3	3	2	3	2	2	2	25	50
-21	3	3	3	3	3	2	2	2	2	2	25	50
-22	2	1	2	2	2	2	2	2	3	2	20	40
-23	2	2	2	2	3	2	1	3	2	2	21	42
-24	2	2	2	2	2	2	2	2	2	2	20	40
-25	3	2	3	3	3	4	3	3	2	2	28	56
-26	3	3	2	2	2	3	2	3	3	2	25	50
-27	2	3	2	2	3	3	3	4	3	3	28	56
-28	3	3	4	3	2	3	3	3	2	2	28	56
-29	3	4	3	4	2	3	3	3	3	2	30	60
-30	3	3	3	3	3	3	3	3	4	4	32	64
-31	2	3	3	2	3	3	2	2	2	2	24	48
-32	2	2	2	3	3	3	2	2	3	3	25	50
-33	3	3	2	2	3	4	3	3	2	3	28	56
-34	2	1	3	2	2	3	2	3	2	2	22	44



(Yulita Rida Wati)

English Teacher (Muslim)

**Appendix 17****The Result Normality Test of the Experimental Class and Control Class**

<b>Test of Normality</b>						
Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	.198	36	.080	.918	36	.111
Control	.142	34	.082	.953	34	.150

**Appendix 18****The Result of Homogeneity Test  
Test of Homogeneity of Variance**

		Levine Statistic	df1	df2	Sig.
score	Based on Mean	.080	1	68	.778
	Based on Median	.121	1	68	.729
	Based on Median and with adjusted def.	.121	1	65.542	.729
	Based on trimmed mean	.067	1	68	.796

**The Result of Hypothetical Test  
Independent Samples Test**

	Levine's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.080	.778	5.620	68	.001	10.196	1.814	6.576	13.816
Equal variances not assumed			5.617	67.58 7	.000	10.196	1.815	6.573	13.819

## Appendix 27

## Documentation

### 1. Pretest



### 3. Posttest



4.





**Students transcript on pre test**

Experimental class

Name :Alifia

Class : VII A

Picture : Afgan

Assalamu'alaikumwr. Wb

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

I think enough Thank you

**Scoring for Alifia**

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

I want describe a artist .His Muhammad Aliando Syarief. He born on October 26, 1996. He is songwriter. He is handsome. He hair is black. He is tall.Ganteng Srigala (GGS).He play in GGS in TV. I like he, because he suara is good and he like prilly latuconsina.

**Scoring for Nabila**

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

**Students' transcript on post test**

Experimental class

Name :Alifia

Class : VII A

Picture : Afgan

Assalamu'alaikumwr. Wb

I would like to describe my favorite artist. His full name is Afgan Syah Reza. He was

born on 27 May 1990 in Jakarta. He is a famous Indonesian singer. Afgan

### Scoring for Alifia

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

### Students' transcript on post test

Experimental class

Name : Nabila

Class : VII A

Picture : Aliando Syarief

Assalamu'alaikumwr. Wb

I would like to describe my favorite artist .His full name is Muhammad Aliando Syarief. He was born on October 26, 1996. He is an actor and a songwriter. He is good looking. He has short black hair and oval face. He is tall enough.As an actor, Aliando acts in several TV series. Some movies on TV played are Ibrahim Anak Betawi, Bara Bere, and Ganteng Ganteng Srigala (GGS).He has also created several songs and sings them. His songs are Kau Terindah, Hanyalah Kepadamu, and Suara Hati.

**Scoring for Nabila**

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

**STUDENTS' SPEAKING  
SCORE CLASS VIII A –  
VIII C  
AT THE FIRST  
SEMESTER OF MTs AL-  
HIKMAH  
BANDAR LAMPUNG**

R  
AS

	NILAI
	65
	68
	80
	68
	70
	69
	67
	68
	69
	71
	65
	68
	69
	69
	70

**DAFTAR NILAI KELAS VII B**

NO	NAMA	NILAI
1	B-1	55
2	B-2	59
3	B-3	60
4	B-4	75
5	B-5	70
6	B-6	60
7	B-7	65
8	B-8	65
9	B-9	60
10	B-10	70
11	B-11	70
12	B-12	75
13	B-13	62
14	B-14	75
15	B-15	60

**DAFTAR NILAI  
KELAS VII C**

NO	NAMA	NILAI
1	C-1	60
2	C-2	60
3	C-3	70
4	C-4	65
5	C-5	70
6	C-6	68
7	C-7	75
8	C-8	74
9	C-9	65
10	C-10	60
11	C-11	68
12	C-12	70
13	C-13	65
14	C-14	60
15	C-15	70

65
72
68
75
68
75
68
65
73
68
68
69
68
75
69
75
60
75
74
60
65
69

16	B-16	60
17	B-17	75
18	B-18	62
19	B-19	62
20	B-20	80
21	B-21	75
22	B-22	70
23	B-23	62
24	B-24	63
25	B-25	50
26	B-26	60
27	B-27	75
28	B-28	75
29	B-29	65
30	B-30	75
31	B-31	65
32	B-32	64
33	B-33	67
34	B-34	66
Rata-rata		66

16	C-16	65
17	C-17	75
18	C-18	68
19	C-19	74
20	C-20	68
21	C-21	70
22	C-22	65
23	C-23	67
24	C-24	68
25	C-25	70
26	C-26	65
27	C-27	70
28	C-28	67
29	C-29	65
30	C-30	75
31	C-31	65
32	C-32	65
33	C-33	75
34	C-34	68
35	C-35	65
Rata-rata		68



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jalan. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung ☎ (0721) 703260

---

Nomor : B-742/In.04/DT/TL.01/01/2017  
Sifat : Penting  
Lampiran : -  
Perihal : Permohonan Mengadakan Penelitian

Bandar Lampung, 02 Januari 2017

Kepada  
Yth Kepala Sekolah MTs Al-Hikmah Bandar Lampung  
di  
Tempat

Assalamu'alaikum Wr.Wb.

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan IAIN Raden Intan Lampung :

Nama : Yulita Rida Wati  
NPM : 1211040103  
Semester/T.A : VII/2017  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The influence of using Acting from a Script towards students speaking ability at the second semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the 2016/2017 Academic year.

akan mengadakan penelitian di MTs Al-Hikmah guna mengumpulkan data dan bahan-bahan penulisan skripsi yang bersangkutan, maka waktu yang diberikan mulai tanggal 03 Januari 2017 sampai dengan 03 Februari 2017

Demikian, atas perkenan dan bantuannya diucapkan terima kasih.

## The Result of Interview with the students in preliminary research at Mts Al-Hikmah Bandar Lampung

### Student 1

1. Saya kurang suka dengan cara pak Muslim mengajar.
2. Senang, tapi terkadang suka bosan.
3. Iya, menurut saya *speaking* itu penting.

### Student 2

1. Saya tidak suka dengan cara pak Muslim mengajar
2. Iya saya senang
3. Iya, belajar *speaking* itu penting karena berguna bagi kehidupan.

### Student 3

1. Saya suka dengan cara pak Muslim mengajar
2. Senang, tapi terkadang suka bosan saat pelajaran speaking.
3. Iya, belajar *speaking* itu penting menurut saya.

### Student 4

1. Saya suka dengan cara pak Muslim mengajar
2. Senang, tapi terkadang suka bosan.
3. Iya, belajar *speaking* itu penting.

### Student 5

1. Saya kurang suka dengan cara bapak Muslim mengajar.
2. Senang tapi suka bosan di dalam kelas.
3. Iya, menurut saya belajar *speaking* itu penting.

### Student 6

1. Saya tidak suka dengan cara pak Muslim mengajar.
2. Senang, tapi saat belajar *speaking* suka bosan.
3. Iya, belajar speaking itu penting.

### Student 7

## **Appendix 22**

### **Field Note in the Control Class**

Day/date : January 6<sup>th</sup> 2017  
Time : 04.00  
Place : MTs Al-Hikmah Bandar Lampung

#### **Meeting 1**

##### **(1) Pre-activity**

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

##### **(2) Main activity**

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

##### **(3) post-activity**

At the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related to language components. The researcher gave

Time : 04.00

Place : MTs Al-Hikmah Bandar Lampung

(1) Pre-activity

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

(2) Main activity

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

(3) post-activity

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

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

### (2) Main activity

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

### (3) post-activity

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

## **Appendix 21**

### **Field Note in the Experimental Class**

Day/date : January 4<sup>th</sup> 2017  
Time : 04.00  
Place : MTs Al-Hikmah Bandar Lampung

#### **Meeting 1**

##### (1) Pre-activity

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

##### (2) Main activity

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

Then topic was given by the researcher about describing people and the theme was favorite artist. It was time to show. The first group performed their act in front of the class while the others were observing and listening to the action to find mistakes from their friends' performance if they might make it. Fortunately, action from group one ran smoothly. They acted bravely and only made slightly mistake in pronunciation. But still their action was understandable. The performance continued by next group.

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

## **Meeting 2**

Day/date : January 4<sup>th</sup> 2017  
Time : 04.00  
Place : MTs Al-Hikmah Bandar Lampung  
(1) Pre-activity

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

### (2) Main activity

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

Then topic was given by the researcher about describing people and the theme was favorite artist. It was time to show. The first group performed their act in front of the class while the others were observing

