IMPROVING THE EIGHTH GRADE STUDENTS' SPEAKING SKILL

BY USING THINK PAIR SHARE METHOD AT SMPN 1 PALEMBANG

UNDERGRADUATE THESIS

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Assalamu'alaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"IMPROVING THE EIGHTH GRADE STUDENTS' SPEAKING SKILL BY USING THINK PAIR SHARE METHOD AT SMPN 1 PALEMBANG"**, ditulis oleh saudari **Yulinda** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikianlah terima kasih.

Wassalamu'alaikum. Wr. Wb.

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1. All the data, information, interpretation, and conclusion presented in this thesis, except for those indicated by the sources, are results of my observation, process and thought with guidance of my advisors.
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Palembang, April 2017

The Writer

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ABSTRACT

The main objectives of this study were to find out: (1) whether or not there was a significant improvement in students' speaking skill before and after the students were taught by using think pair share method, (2) whether or not there was a significant difference in students' speaking skill between the students who

were taught by using Think Pair Share Method and those who were not. The sample was 60 of the eighth grade students of SMP Negeri 1 Palembang which were divided into experimental and control group in which there were 30 students in each group. The sample was chosen by using purposive sampling. The pretest and posttest were administered to collect the data in the form of speaking test. The data were analyzed by using t-test and the result of paired sample t-test of the experimental group showed that the significance level $p<0.05$ and the t-obtained was higher than t-table ($7.425>2.048$). It means that there was a significant improvement in students' speaking skill of experimental group who were taught by using Think Pair Share Method. The result score of independent sample t-test of the posttest between the experimental and control group showed that the significance level $p>0.05$ and t-obtained was lower than t-table ($1.353<2.0017$). It means that there was no significant difference in speaking achievement between the students who were taught by using Think Pair Share Method and those who were not.

Key words: teaching, speaking, think pair share method.

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; (4) significance of the study.

1.1 Background

As human being we need to communicate each other and we use language as a bridge to transfer information. One hardly can not deny that English is an international language and it becomes one of the most spoken languages in the world of today (Mappiase, 2014, p. 113). According to Halim (1976, p. 146), First, English is a lingua franca. It is a means of communication among nations. Second, English is a supplementary tool for developing Indonesian to become a modern language. Third, English is an instrument to utilize modern science and technology for the benefit of national development. English is a spoken language both as native and as a second or foreign language (Thirumalai, 2002, p. 1).

In Indonesia, English is important as the first foreign language. In terms of educational system in Indonesia, English becomes one of the important subjects that must be taught to the students. According to Lauder (2008, p. 9), the development of English in education has started since post-colonial in Indonesia. Spolsky and Sung (2015, p. 1) state that in the Indonesian education system, English has a very important position as it has been adopted as the first foreign language to teach in schools. In addition, according to Saleh (1997, p. 2), since our independence day, it has widely become a compulsory subject from the first year of Junior High School up to the first year of college in Indonesia. This implies that English language cannot be separated from Indonesian educational system and Indonesian students' life (Braine, 2005, p. 71).

Furthermore, according to Baker (2001, p. 6) the four basic language skills are commonly regarded as speaking, listening, writing, and reading. Meanwhile,

Khameis (2006, p. 111) claims that the four skills (reading, writing, speaking, listening) naturally appear together in every English class, even in the EFL context. Heaton (1988, p. 8) also states that four major skills in communication through language are often broadly defined as; listening, speaking, reading and writing. In addition, Harmer (2007, p. 265) argues that speaking and writing are classified into productive skills. Meanwhile, reading and listening are classified into receptive skills.

One of language skills that should be learned and mastered by English learners is speaking. Speaking skill is one of the linguistics skills of language development that should be mastered by the target language learners (Richards, 2008, p. 19). Speaking seems to be the most important skills of all the four skills, because people who know a language are usually referred to as speakers of that language (Ur, 1996, p. 120). Speaking is an important aspect in language learning. Luoma (2004, p. ix) explains that the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language. Whereas, Cameron (2001, p. 40) argues that speaking is an active use of language expresses meaning, so that other people can make sense of them. To enable students to communicate, we need to apply the language in real communication. Gert and Hans (2008, p. 207) explains that speaking is speech or utterances with the purpose of having intention to be recognized by the speaker and receiver processes the statements in order to recognize their intentions.

Therefore, speaking is a process of transfer language between speaker and listener to utter and to obtain the information. Therefore, speaking skill needs to be mastered by the English learners.

In relation to previous explanation about speaking, there are some advantages of speaking skill. Gillis (2013, p. 1) explains that proficiency in each skill is necessary to become well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions and feelings provides the speaker with these important advantages; (1) ability to inform, persuade and direct; (2) ability to stand out from the rest; (3) ability to benefit derivatively; (4) career enhancement. Speaking skill is important for career success, but certainly not limited to one's professional aspirations. Speaking skill can enhance one's personal life, thereby bringing about the well-rounded growth we should all seek. As stated by Crystal (1997), English speaking mastery has its advantages as the main gate to get a better job, especially in multinational companies which have motivated a great number of people around the world to learn English as a second language or and as a foreign language in order to be able to speak it. It can be assumed that by mastering English speaking skill, there are lots of opportunities to become an employer who has a better occupation especially the occupation which involve international relationship.

Nonetheless, many students think that speaking is the most difficult skill when they learn English as a foreign language. Based on data from website English First (2016) as one of Institutes of foreign language in Indonesia, it is

explained that people who master English can be regarded as a passive receptive skills, because they master English only as a receiver (listening and reading). They can understand what is said by the interlocutor but they can not give a response. Similarly, they can read and understand an English text well, but they can not resume or rewrite the text. The problems are; they are lack of capabilities in making a sentence and lack of exercises to speak English. As reported at Haidara's study (2016) that most of the problems that the students were complaining to be the causes of their reluctance from speaking English were; (1) fear of making mistakes; (2) feeling shy; (3) feeling hesitated; (4) lack of confidence while speaking English.

Furthermore, Hetrakul (1995, p. 3) also states that the first cause that makes the students difficult in speaking English is that the environment (outside the class) does not support the students to speak English frequently, the second cause is problem with grammar. English always deals with reference of time while Indonesian does not have one. Meanwhile, Lawtie (2004, p. 9) argues that students have difficulties in speaking English because of some factors. First, the students don't want to talk or say anything because they are shy to talk in front of the class. Second, the class activities are boring, not interesting, or pitched at the wrong level. Third, when students work in pairs or groups they just end up chatting in their own language because they lack of English vocabulary mastery. Whereas, Aleksandrzak (2011, p. 38) claims that there are some problems faced by the teachers in teaching speaking. The problems are caused by several reasons. It was because; (1) the students seldom practice speaking English in daily

activities; (2) the students sometimes had no partner to practice speaking English; (3) the students were not accustomed to say anything in English. Besides that, the problem of teacher in teaching speaking English to students according to Brown (2000, p. 284) and Harmer (2007, p. 14), are from internal and external factor. Internal problems are native language, age, exposure, innate phonetic, ability, identity and language ego, motivation and concern for good speaking. An external problem is institutional context that puts English as second or foreign language in a nation.

In relation to problems in speaking above, the problems were also found in SMPN 1 Palembang. The preliminary study was conducted through an interview. The interview was conducted between the researcher and students and between the researcher and English teacher. It was conducted to know the student's speaking skill in SMPN 1 Palembang. The students were from the eighth grade students which consisted of 30 students. They were selected by their English academic achievement and the data were taken from English teacher. According to English teacher at SMPN 1 Palembang, the problem that was mostly faced by students in learning English is speaking. The student's problems in speaking English was caused by the fact that they were difficult to start and to be confident to speak in front of the class and seen by their friends. It was also caused by many other factors: (1) lack of exercise; (2) lack of internal motivation; and (4) lack of external motivation, especially the environment. Whereas, students said that they felt difficult in speaking English because of some reasons; (1) the students seldom practiced speaking English in daily activities; (2) the students sometimes had no

partner to practice speaking English; (3) the students were not accustomed to say anything in English.

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities (Haidara, 2016, p. 1504). English teacher must create an interesting atmosphere in teaching learning process because the student's ability of learning. When students are active in their learning they are able to develop critical thinking skills, receive social support systems for the learning, and gain knowledge in an efficient way. A school must enhance traditional lecturing with carefully constructed effective teaching strategies designed to enhance skills and gain content knowledge (Feger, Woleck& Hickman, 2004, p. 53-54). Many researchers believe that one of strategies for enhancing learning in the classroom is Think-Pair-Share (Karge, Philips, Jessee, Verdes, McCabe, 2011, p. 54).

Think Pair Share is one of strategies often used to improve speaking skill. Kagan (2012, p. 9) cooperative learning manages students to have teaching and learning process by making a team to make the teaching and learning process runs well. Think Pair Share strategy was developed by Prof Frank Lyman and his colleagues in Maryland University in 1981, followed and continued by many researchers. The strategy was often used by many researchers to improve

students' speaking skill, writing skill and reading comprehension. Furthermore, Xiaoshuang (2011, p. 8) states that Think Pair Share can be used with all grade levels and all content area subjects because this teaching method can encourage students to communicate with other and develop thinking. Similarly, Slavin (2005, p. 257) argues that Think Pair Share is an effective way to change learning circumstances in the classroom. It gives more time to the students to think, to respond and to help each other.

Think Pair Share is proven effective to improve student's speaking skill. Nym (2014) conducted a research in one of Junior High School. In order to improve the eighth grade student's speaking skill in that school, Think Pair Share was used. The result of the study showed that there is positive impact after using Think Pair Share method as teaching and learning method. Then, the research was conducted by Sulistyorini (2010). The study used Think Pair Share method in order to improve tenth grade student's speaking skill and the result showed that Think Pair Share gave good effect in improving student's speaking skill. Similarly, Sanjani (2014) conducted a research in 2014 by using Think Pair Share strategy to improve the eighth students' speaking skill. The result showed that Think Pair Share method significantly gave positive effect for students. The method beneficially could help students to improve their speaking skill.

In sum, based on the above descriptions, the writer was interested in conducting a research by applying Think Pair Share method to improve student's speaking skill at SMPN 1 Palembang. Therefore, the research is entitled

“Improving the Eighth Grade Students’ Speaking Skill by Using Think Pair Share Method at SMPN 1 Palembang”.

1.2 Problems of the Study

Based on the background above, the problems of the study are formulated into the following questions:

1) Is there any significant improvement onthe eighth grade students’ speaking skill before and after the treatment at SMPN 1 Palembang?

2) Is there any significant difference onthe eighth grade students’ speaking skill between those who are taught by using Think Pair Sharemethod and those who are not at SMPN 1 Palembang?

1.3. Objective (s) of the Study

The objectives of this study are to find out:

1) whether or not there is any significant improvement onthe eighth grade students’ speaking skill before and after the treatment at SMPN 1 Palembang.

2) whether or not there is any significant difference onthe eighth grade students’ speaking skillbetween those who are taught by using Think Pair Sharemethod and those who are not at SMPN 1 Palembang.

1.4. Significance of the Study

This study is expected to give some contributions in teaching speaking by using Think Pair Share method. This significance of this research may benefit for the following parties:

1. Students

This study is supposed to be able to help students in improving their speaking skill, motivate students how to speak naturally and spontaneously without any memorization or any planned script. And it is hopefully can make students train the self-confidence and critical thinking in delivering their arguments (speech).

2. Teachers of English

   For the teachers of English, by reading this study, they can get a new horizon of how to arise student's speaking skill through Think Pair Share method. This study can be an alternative method used by teacher of English subject to encourage students to speak, promote active speaking involvement and build the students' self-confidence.

3. Writer

   The findings of the research can be used as a starting point in improving the writer's teaching ability, especially teaching speaking skill.

4. Other researcher

   It is expected that by reading this research, other researcher will have alternative source and guidance when conducting similar research. They are also expected to expand this research for better results.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) Teaching; (2) Speaking; (3) Teaching Speaking; (4) Cooperative Learning; (5) Think Pair Share Method; (6) Advantages of Think Pair Share Method; (7) Teaching Procedures by Using Think Pair Share Method; (8) Previous Related Studies; (9) Hypothesis; and (10) Criteria of Hypothesis Testing.

2.1 Theoretical Description

2.1.1 Teaching

Teaching means to help and cause someone to know something or to do something. Teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2007, p. 7-8). Teaching is also to facilitate the students to be able in learning the material. Similarly, Kimtafsirah (2003, p. 2) argues that teaching is an interactive processes between the teacher and students and among students themselves. Teaching is derived from the word teach which means to give lessons to students in a school, college, university; to help somebody learn something by giving information about it (Hornby, 2005, p. 1574). Teaching is profession conducted by using a combination of art, science, skill. It means that teaching is a kind of science which would enable anyone to practice it, irrespective of personal characteristics or particular circumstances. A teacher must engage one's students in the process of

absorbing, understanding, applying and then retaining new knowledge (Richard, 2002, p. 19).

In addition, teaching is to teach student new knowledge. Allah SWT. says in surah Al-Alaq paragraph 3-5

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ(٣) الَّذِي عَلَّمَ بِالْقَلَمِ(٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ(٥)

Means: Recite, and your Lord is the most Generous (3) who taught by the pen (4) taught man that which he knew not (5).

From the holy verse of Al-qur'an above, the writer interpreted that Allah SWT. asks us to learn all of God's creations where Allah is the most generous who knows everything. He's worthless; he wasn't created, but the creator Allah SWT. gives knowledge. He is the source of education and knowledge through Al-qur'an. Angel (malaikat), Zikir, Fikir and so on were intermediaries to acquire the knowledge. Allah SWT. taught us to know something that we haven't known yet by sending the intermediaries. The source of knowledge and education are from Allah SWT. Indeed, the men were from being not knowing the knowledge because without knowledge, the men are abject and stupid.

From those previous explanations, it can be concluded that teaching is interaction or the process of classroom activity between the teacher and students. In the other words, teaching is where the teacher provides knowledge, facilities, guides, and helps the students to understand or know something.

2.1.2 Speaking

Speaking is the active use of language to express meaning so that the other people can make sense of them. Hornby (2005, p. 1467) states that speaking is to

be able to use a particular language. Speaking is a natural skill, which the human began to develop in the first year of life. Linse (2006, p. 47) claims that speaking is equally important in children's overall language development. In sum, speaking is a process of transfer a language between speaker and listener, so both of them must have good ability in order to avoid misunderstanding.

English speaking ability is very important for people interaction where people almost speak everywhere and everyday through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication.

Speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say (Brown and Yule, 1999, p. 14). There are two important aspects of speaking. They are accuracy and fluency. Accuracy is the extent to which student's speech matches what people actually say when they use the target language. Besides, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, unnatural pauses, false starts, words searches (Naushin, 2009, p. 5-6).

Heaton (1995, p. 18) classifies in general the elements of speaking skills into the 'accuracy', 'fluency' and 'comprehensibility':

a. The accuracy is concerned with the 'grammar, vocabulary, and pronunciation'. If someone speaks English, the understanding of the English grammar should

be paid attention in order that the utterances produced are grammatically correct, so that the listener understands those utterances.

b. Similarly, the vocabulary is also important in speaking skills. Large vocabulary should be improved in order that the words might be used appropriately. One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary, without vocabulary nothing can be conveyed.

c. Another element of speaking skills is ‘pronunciation’. It is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Correct pronunciation of individual sounds and words make the listener able to hear and distinguish the words we are saying.

d. Related to the point C, there are two features of pronunciation: segmental and supra-segmental features. Segmental features include vowels and consonants, while supra-segmental features refer to stress and intonation. Thus, recognizing all English vowels, consonants, stresses, and intonations are very important for helping to produce correct sounds on both single words and combinations of words, like phrases, clauses, and whole sentences either in dialogues or in monologues.

From the language experts above, it can be concluded that speaking is a way to communicate with others. As social human being, communication plays important role to get response from the others. Speaking is a desire and purpose-

driven that may involve expressing ideas, opinions and feelings to others, to negotiate, to solve problems in order to make and to maintain interactions, social relationship and friendship.

2.1.3 Teaching Speaking

Teaching speaking is an important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life (Kayi, 2006, p. 1).

According to Nunan (1991, p. 1), teaching speaking is to teach English learners to:

(1) produce the English speech sounds and sound patterns;

(2) usewordandsentence stress,intonation pattern andtherhythmofthesecond language;

(3) selectappropriatewordsandsentences accordingto the propersocialsetting, audience, situational subject matter;

(4) organise their thoughts in a meaningful and logical sequence;

(5) use language as a means of expressing values and judgments;

(6) usethelanguage quickly and confidently with fewunneutral pauses, which is calledfluency.

The above statements show that teaching speaking needs great effort as speaking English explores the learners' skills. These skills cover grammar, pronunciation, choice of words, and organising their thoughts to use the language. Teaching speaking needs strategies to motivate students to speak. According to

Harmer (1998, p. 13), good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and then can give sympathetic and useful feedback.They will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving etc.) are intrinsically enjoyable in themselves.

2.1.4 Cooperative Learning

Slavin (2005, p. 4) explains that cooperative learning refers to a wide variety of teaching methods in which students work in small groups to help each other in learning the subject matter. In a cooperative class, students are expected to help each other, discuss and argue with each other, to hone the knowledge they control the time and closed the gap in the understanding of each. How cooperative learning rarely replace individual seating arrangements, individual learning styles, and individual encouragement. If managed well, students in cooperative groups will learn from each other to ensure that each person in the group has mastered the concepts that have been contemplated.

Cooperative learning is not a new idea in education, but until recent times, this method is only used by some teachers for specific purposes, such as tasks or specific groups report. However, research over the past twenty years has been to identify cooperative learning methods that can be used effectively in each class and to teach assorted range of subjects. Ranging from math, reading, writing up the scientific knowledge, ranging from basic capabilities to solving complex problems. Moreover, cooperative learning can also be used as a primary way to organize classes for teaching (Slavin, 2005, p. 4)

There are many reasons that make cooperative learning into the main line of educational practice. One is based on basic research that supports the use of cooperative learning to enhance the achievement of the students and also the effects of other positive to develop inter-group relationships, acceptance of classmates who were weak in academics, and improve taste pride. Another reason is the growing awareness that students need to learn to think, solve problems, and to integrate and apply their skills and knowledge, and that the cooperative learning is an excellent means to achieve such things (Slavin, 2005, p. 4-5).

2.1.5 Think-Pair-Share Method

Think Pair Share (TPS) is one of cooperative learning method which was first designed by Dr. Frank Lyman in 1981, University of Maryland instructor and educational consultant. Siburian (2013, p. 34) explains that Think Pair Share (TPS) is one of the Cooperative Learning strategy which poses a challenging or open-ended question and gives students a half to one minute to think about the question. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes. After that, one by one come forward to share the result of their discussion. Jablon and Wilkinson (2006, p. 3) argue that Think Pair Share is one of engagement strategies for use with whole groups, small groups, and individual learners. This strategy works well at group time to ensure that each child has an opportunity to respond the questions (Jablon and Wilkinson, 2006, p. 3). Think Pair Share enhances the engagement of all learners with the subject matter and gives the facilitator time to make better decisions. At the same time, it helps develop

communication skills. This method can be appropriate at any time with any level and any subject matter (Carroll, 2007, p. 102 & 103).

2.1.6 The Advantages of Think Pair Share

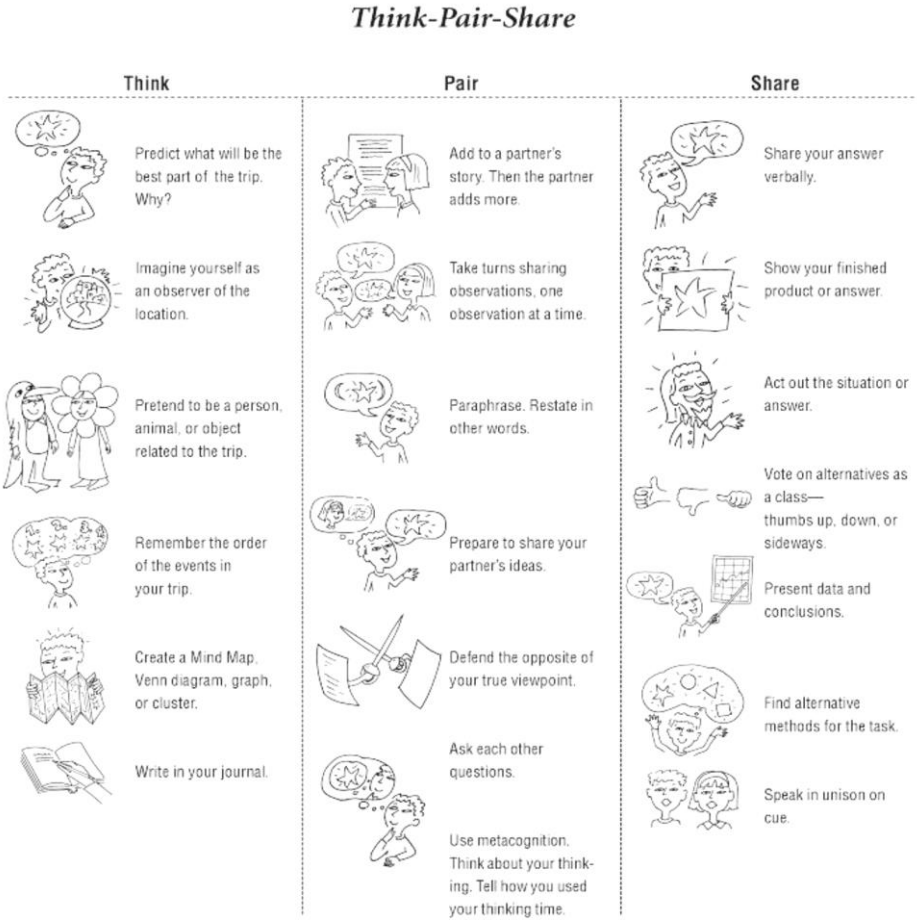
Lyman (1981, p. 34) states that Think Pair Share is helpful because it structures the discussion. Students follow a prescribed process that limit off task thinking and off task behavior, and accountability is built in because each must report to a partner, and then partners must report to the class. It is an effective technique used to assist learners in thinking more deeply, as well as allow them to have the opportunity to practice in communicating their thoughts and ideas with peers and teachers.

There are so many advantages of Think Pair Share (Carroll, 2007, p. 103):

1. To increase learning and achievement.
2. To improve the quality of thinking by providing “wait” or “think time” and by giving every learner an opportunity to respond.
3. To improve social skills.
4. To increase learners’ knowledge and acceptance of others, including ethnically different, special education, and handicapped peers.
5. To improve class climate by creating a community of learners.
6. To increase participation of all learners.
7. To improve students’ observation and communication skills.
8. To get more value from a field trip.

2.1.7 Teaching Procedures by Using Think Pair Share Method

Figure 1



(Adopted from Carroll, 2007, p.102)

According to Lyman (1981, p. 34), the procedures of using Think Pair Share strategies as follows:

1. Think: teacher provokes students' thinking with a question or prompts. The students should take a few moments (probably not minutes) just to think about the question.
2. Pair: using designated partners, nearby neighbors, or a desk mate, students pair up to talk about the answer each came up with. They compare their

mental or written notes and identify the answers they think are best or most unique.

3. Share: after students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to share their thinking with the rest of the class. The teacher can do this by going around in round-robin fashion, calling on each pair; or the teacher can take answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on the overhead.

In addition, (Canady &Rettig, 2013, p. 76) divide the procedures of Think Pair Share Method into three mode; Think mode, Pair mode, Share mode.

THINK MODE

1. The teacher instructs students to enter Think mode by pointing to the head, pointing to a THINK sign in the room, saying "Think mode," holding up a ping pong paddle with "THINK" on it or through some other signals.
2. The teacher asks a question and establishes wait time.
3. Students refrain from shouting out.
4. No hands are raised (too distracting, causes panic by others).
5. Students who finish early are asked to create a defense for their answers.

PAIR MODE

1. Teacher indicates Pair mode by raising two fingers, another paddle, etc.
2. Students lean toward each other and communicate with their partner about the question.
3. Students discuss a defense for their conclusions, rehearsing their response.

4. Students use a “whisper voice” to discuss.
5. Students refrain from shouting out.
6. No hands are raised.
7. Students come to agreement or they agree to disagree.

SHARE MODE

1. The teacher indicates Share mode with a hand up, a paddle, etc.
2. Teacher calls on students randomly or students raise hands to respond.
3. Students refrain from shouting out.
4. Students share responses and defenses with the class in a variety of ways.

In this study the procedures of teaching speaking by using Think Pair Share Method consists of three sections:

(a) Pre-teaching

1. The teacher opens the meeting with greetings (good morning, how are you, etc.)
2. The teacher checks student’s attendance
3. The teacher asks about lessons learned at the previous meeting.
4. The teacher gives some ideas of the material to be learned.
5. The teacher explains the importance of the material to be learned along with competencies to be mastered by the learner.

(b) Whilst teaching

1. Before starting the lesson, the teacher sets up a group comprising five persons each group.
2. The teacher provides the material to be learned.

3. The teacher distributes leaflets contains expressions about giving service, refuse service, receive services.
4. The teacher shares conversations about expressions related to the material.
5. The teacher reads and explains in detail the conversation along with giving meaning.
6. The teacher leads students to repeat reading conversation together.
7. The teacher asks students to close the leaflets that have been distributed.
8. The teacher provides some questions about the expressions related to the material. For example: Do you have a favorite place? Would you like to go there one day? Imagine that place and describe it by using your own word.
9. The teacher provides time for learners to think for five minutes individually to write the answers on a piece of paper.
10. The teacher asks the students to discuss with the group about their answers.
11. The teacher asks students to create a conversation related to the results of discussions or answers that they get with a group of 5 people.
12. The teacher asks students to memorize the conversation they have made.
13. The teacher asks the students to come forward to perform their conversation to the class.

(c) Post-teaching

1. The teacher asks the students to make a summary about the lessons.
2. The teacher asks some of the studentsto mention their summary in front of the class and the best summary is written on the framework.

3. The teacher gives students the topic which will be learned to next meeting and asks students to learn at home.
4. The teacher closes the teaching and learning process.

2.1.8 Previous Related Studies

There are some previous related studies that have been conducted by some researchers. The studies have same variable, both of independent variables and dependent variables. **First**, Nym in 2014 conducted a research entitled "Improving Speaking Skill through Think Pair Share of The Eighth Grade Students of SMP N 2 Ubud in Academic Year 2013/2014". The population of the study was all of the eighth grade students of SMP N 2 Ubud and the class that was chosen to be the subject of the study was class VIII J. It was 30 students which consisted of 15 males and 15 females. That study used classroom action research (CAR) as the research design. The result of her research could be concluded that Think Pair Share could significantly improve the students' speaking ability of the eighth grade students of SMP N 2 Ubud.

Second, Sanjani conducted a research in 2014 by using Think Pair Share strategy to improve student's speaking skill, entitled "Improving Students' Speaking Ability Using Think-Pair-Share of Cooperative Learning for the 8th Grade Students of Mts N Karangmojo in the academic year of 2014/2015". For the population it was all of the eighth grade students and the sample 33 students from VIII C. There were two kinds of data forms; qualitative and quantitative data. The qualitative were the observation during the teaching-learning process and interviewed between students – researcher and researcher – English teacher.

The quantitative data were obtained from pretest, posttest. The results of this research show that the use of the Think-Pair-Share technique was able to improve the students' speaking ability.

Third, the research was conducted by Sulistyorini in 2010. The title is "The Use of Think-Pair-Share Strategy to Improve Students' Speaking Ability at the Tenth Grade Students of SMA N 1 Karangkobar the Academic Year of 2010/2011". For the population she chose all of students from tenth grade students. And the sample was 33 students. There were four meetings conducted. Two meetings for experimental group that used TPS Strategy, two meetings for control group that used conventional strategy and the results are the difference of the pre-test score's average of the experimental and control groups was 1.21 while the difference average score of the post-test was 3.85. In addition, the difference between the pre-test and the post-test of experimental group is 18.09. It is higher than the control group which has average score of 15.45. It can be concluded that think-pair-share strategy is effective to improve the students' speaking ability.

In sum, the differences among the three studies above and this study were; (1) to obtain the data, this study only used quantitative method, but the three studies were not. They also used both of qualitative and quantitative method; (2) this study's research design was different with Nym's study. Her research was classroom action research; (3) the sample of this study consisted of 30 students, whereas Sanjani and Sulistyorini study's had 33 students; (4) the sample of this study was the eighth grade students, meanwhile Sulistyorini's research sample was the tenth grade students.

2.1.9 Hypothesis

The writer formulates the hypothesis in the following:

1. $H_{0:}$ there is no significant improvement onthe eighth grade students' speaking skill before and after the treatmentat SMPN 1 Palembang.

   H_a: there is a significant improvement onthe eighth grade students' before and after the treatmentat SMPN 1 Palembang.

2. H_0: there is no significant difference onthe eighth grade students' Speaking skill who were taught by using Think Pair ShareMethod and those who were not at SMPN 1 Palembang.

   H_a: there is a significant difference onthe eighth grade students' speaking skill who were taught by using Think Pair ShareMethod and those who were not at SMPN 1 Palembang.

2.1.10 Criteria of Hypothesis Testing

To prove the research problems, the testing of research hypothesis isbelow:

1. The criteria of hypothesis testing of significant improvement is if the p-output (Sig.2-tailed) is lower than 0.05, the alternative hypothesis (H*a*) is accepted, and the null hypothesis (H*o*) is rejected.
2. The criteria of hypothesis testing of significant difference is if the p-output (Sig.2-tailed) is lower than 0.05, the alternative hypothesis (H*a*) is accepted, and the null hypothesis (H*o*) is rejected.

CHAPTER III

METHODS AND PROCEDURES

This chapter presents: (1) method of the study; (2) variables of the study; (3) operational definitions; (4) population and sample; (5) techniques for collecting data; (6) research instruments analysis; (7) technique for analyzing data; and (8) hypothesis testing.

3. Research and Procedure

3.1. Method of Research

This research was an experimental method and it used quasi-experimental research design with pre-test and post-test non-equivalent group design was used.

Cohen (2007, p. 283) defines quasi experimental design can be diagrammed as shown below;

Treatment	:	O_1	X	O_2
Control	:	O_3		O_4

Where:

O_1: Pre test in Experimental Group

O_2: Post test in Experimental Group

X: Treatment in Experimental Group by using Think Pair Share method

O_3: Pre-test in Control Group

O_4: Post-test in Control Group

In this study,there were two groups: experimental group and control group. Both of groups were given the pretest and posttest, butonly the experimental group received the treatment (Cresswell, 2013, p. 219). The experimental group was given the treatment by using Think Pair Share method, but the control group was not. The experimental group was given the treatments intensively in 12 meetings which consisted of pretest, treatment and posttest. Each meeting spent 2x40 minutes.

3.2. Variables of the Study

Variables are a concept or a noun that stands for variation within a class of objects, such as chair, weight, gender, color, size, shape, achievement, motivation (Fraenkel, Norman, Wallen and Hellen, 2012, p. 77). A variable can be considered as a construct, operational construct or particular property in which the researcher is interested (Cohen, 2007, p. 504).In this study, there were two kinds of variables; independent variable and dependent variable.

Fraenkel, Norman, Wallen and Hellen (2012, p. 111) mention that an independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. Independent variable is variable which is expected to give effect to dependent variable. In this study, the independent variable is Think-Pair-Share Method.

According to Bell (2012, p. 1), dependent variable is a variable that reflects the influence of independent variable. In study, the dependent variable is speaking ability of the eighth grade students of SMPN 1 Palembang.

3.3. Operational Definitions

The writer presumed that it was necessary to define the term of this study to avoid missinterpretation. The title of this study is "Improving the eighth grade student's speaking skill by using Think Pair Share Method at SMPN 1 Palembang". The terms that are needed to be explained are *Improving, Speaking Skill and Think Pair Share Method.*

1. Improving is a process of making something better than before.
2. Speaking Skill is someone's ability to express their ideas, feelings and thoughts through language orally which was measured by speaking test.
3. Think Pair Share is a cooperative learning strategy that first was developed by Lyman in 1981. Think-Pair-Share is a multi-mode discussion cycle in which students listens to a question and presentation, have time to ***think*** individually, talk with each other in ***pairs***, and finally ***share***responses with the larger groups (whole class). This strategy could be used for all student's level.

3.4. Population and Sample

3.4.1. Population

Fraenkel, Norman, Wallen and Hellen (2012, p. 122) states that population is larger group to which one hopes to apply the results. Similarly, Cresswell (2012, p. 142) mentions that population is a group of individuals who have the same characteristics. The population may be all the individuals of a particular type or a more restricted part of that group. For this study the population was all of the eighth grade students of SMPN 1 Palembang which consisted of 8 classes. The

total of the students were 252 students.The population of this research is presented in the following table:

TABLE 1

Population of the study

NO.	CLASS	TOTAL STUDENTS
1.	8.1	32
2.	8.2	32
3.	8.3	30
4.	8.4	32
5.	8.5	30
6.	8.6	32
7.	8.7	30
8.	8.8	30
Total		**252**

(Source: Documentation of SMPN 1 Palembang in Academic Year 2017)

3.4.2. Sample

Fraenkel, Norman, Wallen and Hellen (2012, p. 122) state that sample is one of the most important steps in the research process. It is the selection of the sample of individuals who will participate (be observed or questioned) in a study. In this study the sample was taken from the population which consisted of two groups; experimental group and control group. Furthermore, Fraenkel, Norman, Wallen and Hellen (2012, p. 134) mention that the minimum number of subjects for experimental study are 30 individuals per group.

The sample of this study was taken from the population in SMPN 1 Palembang. The representative was from the eighth grade students in which there were experimental group and control group. The writer took the sample by using purposive sampling method in which the writer selected the sample for the specific purpose (Wallen&Fraenkel, 1991, p. 139). In this study, the writer chose 8.5 and 8.7 as the experimental group and control group. The writer chose these two classes to be the experimental group and control group because these two classes had the same lowest English scores than the other classes in the previous semester examination (2016 1st semester examination) and they were taught by the same teacher and the same English material as well. From the result of pretest, the mean score of 8.7 (56,5) was lower than 8.5 (57,2). It was decided that 8.7 was the experimental group and 8.5 was the control group. The detail of the sample was shown below:

TABLE 2

Sample of the study

No.	Group Class	Group	Gender		Total
			Male	Female	
1.	8.7	Experimental Group	15	15	30
2.	8.5	Control Group	15	15	30
Total					**60**

3.5.Data Collection

In this research, the data was collected by using a test for Pre test and Post test which was in the form of oral test.

3.5.1. Test

Hornby (2005, p. 428) explains that test is a short examination of knowledge or ability, consisting of questions that must be answered and an activity that must be carried out.

The form of test was an oral test. The source of the test was taken from the syllabus for the eighth grade students. The student's performance was recorded by using digital camera. To obtain the data, there were to kind of test: pretest and posttest. In this study, the pretest and post test used the same test items. To measure the student's speaking score, speaking rubric by Gall, and Borg (2001, p. 173) was used.

3.5.1.1. Pretest

In this study, the test was administered in speaking form. The pretestt was given before the treatment to both of groups; experimental group and control group. There were 60 students (30 students for each group). It was used to know the student's speaking achievement before research treatment in both groups (control and experimental). Pretest was administrated as the initial test to find out the initial scores difference between the experimental group and control group before they were taught by different treatment in which the experimental group was given the treatment by using Think Pair Share method whereas the control group did not.

Students had to follow some steps to do the oral test. Students had to speak up in front of the class at least 1-3 minutes. Students had to express their opinion by choosing one of topics (favorite idol, my family, my holiday, technology, daily

activity). Students hadto mention their name, class, school and speak loudly and clearly.

3.5.1.2. Posttest

The posttest was given after the treatment to both of groups to experimental group and control group. The testwas done in oral test form. Itwas used to measure the student's progress in speaking achievement after the treatment. The posttest was administrated as the final test to find out the final scores' difference between the experimental group and the control group after the experimental group was given the treatment by using Think Pair Share method and as the measurement to see the difference in students' speaking achievement between the students who were taught by using Think Pair Share method and those who were not.

Students had to follow some steps to do the oral test. Students had to speak up in front of the class at least 1-3 minutes. Students had to express their opinion by choosing one of topic (favorite idol, my family, my holiday). Students had to mention their name, class, school and speak loudly and clearly. During the activities, the students' performancewas recorded by using digital camera.

3.6. Research Instrument Analysis

3.6.1. Validity Test

Validity test was carried out to measure whether the instruments for pretest and posttest activities were valid or not. Cresswell (2012, p. 159) states that validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to

measure) matches its proposed use (AERA, APA, NCME, 1999). In this study the writer used the content validity of the test.

3.6.1.1 Content Validity

According to Huck (2012, p. 82), an instrument's standing with respect to content validity is determined simply by having experts carefully compare the content of the test against a syllabus or outline that specifies the instrument's claimed domain. In judging whether or not a test had content validity, a specification of the skills or structures were made based on the curriculum and syllabus. The result analysis in content validity described in table of specification test. In the table of specification test, it included objectives, materials, test indicators, type of test and the total items. It was formulated based on the syllabus and English books in 2013 curriculum for Eighth grade students. Then, the researcher asked three expert judgments from three lecturers in UIN Raden Fatah Palembang and the English teacher of the (8.5 and 8.7 class) at SMPN 1 Palembang to check the appropriateness of the content of the test and also lesson plan (see Appendix J). In relation to the content validity, the writer administered the test with the test specifications as follows:

TABLE 3

Table of Test Specification

Objectives	Sources (Materials)	Indicator	Kind of test	Number of Item
Students are able to express their opinion by choosing one of topic (favorite idol, my family, my holiday, technology, my daily activity).	The Eighth Grade Students' English Book	Speak up in front of the class in 1-3 minutes about one of topic that you choose.	Speaking test	1
Total				1

In order to check the level of appropriateness of speaking test, the three expert judgments and one of English teacher used scale of response of speaking test. The expert judgments or validators were from UIN Raden Fatah Palembang and one of English teacher in SMPN 1 Palembang. They were DetaDesvitasari, M.Pd as English lecturer of UIN Raden Fatah Palembang. Manalulaili, M.Pd as English lecturer of UIN Raden Fatah Palembang. Third, AmaliaHasanah, M.Pd was also as an English lecturer of UIN Raden Fatah Palembang. Last, Tri Yuliza, M.Pd as an English teacher of SMPN 1 Palembang. The scale and the result of expert judgment were displayed in the following tables:

TABLE 4

The Scale of Response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate

TABLE 5

The Result of Expert Judgment of Speaking Test

No.	Expert Judgment	Level of Appropriateness of Speaking Test Items					Categorization
		1	2	3	4	5	
1.	1				√		Appropriate
2.	2				√		Appropriate
3.	3				√		Appropriate
4.	English Teacher				√		Appropriate
Comment:							

Based on table 5, it showed that the speaking test was appropriate. The three expert judgments (validators) and one of English teacher were also checked the validity of the lesson plan (see Appendix K) by using a scale of validity of lesson plan and included the result of validity of lesson plan (see appendix K).

A range of values were 1-4 and the categories were poor (1), enough (2), good (3), very good (4). The result showed that most of expert judgments gave score 3 in category good with some revisions. It meant that the lesson plan was valid.

3.6.2. Reliability Test

Reliability test is measured whether research instruments used pretest and posttest activity was reliable or not. Reliability refers to the 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 items to another (Fraenkel, Wallen& Hyun., 2012, p. 154). In addition, Cresswell (2012, p. 159) defines that reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the

instrument multiple times at different times. Also, scores need to be consistent. When an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way. Thus, the reliability is the consistency of the measurement.

In this study, the writer used the inter-rater reliability by using Kappa measure of agreement to find out the reliability of the speaking test. Then, Wang (2009, p. 39) states that inter-rater-reliability refers to the degree of similarity between different examiners: can two or more examiners, without influencing one another, give the same marks to the same set of scripts. Inter-rater reliability was a measure of reliability used to assess the degree to which different judges or raters agree in their assessment decisions. Inter-rater reliability was useful because human observers would not necessarily interpret answers the same way; raters might disagree as to how well certain responses or material demonstrate knowledge of the construct or skill being assesses.

Then writer asked three raters to rate the pretest and posttest. They were: DetaDesvita, M.Pd as lecturer in UIN Raden Fatah Palembang. Benny Wijaya, M.Pd as lecturer in UIN Raden Fatah Palembang. Last, Gita Indriani, M. Pd was also as lecturer in UIN Raden Fatah Palembang. The scoring system that used in this study was speaking scoring rubric suggested by Gall, and Brog (2003, p. 571). There were four components that should be scored those pronunciation, fluency, vocabulary, accuracy. The highest score in each aspect was 10, while the lowest score was 1.

After all scores of pretest and posttest of both groups from three raters were lined up in column and the Kappa coefficient was found. The result showed that the inter-rater reliability was found to be Kappa = 0.023, 0.170, 0.026, and 1.000 with $p<0.05$. Here is the interpretation of Kappa score according to Landis & Koch (1977, p. 159-174):

Kappa	**Interpretation**
<0	Poor agreement
0.00 – 0.20	Slight agreement
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0. 80	Substantial agreement
0.81 – 1.00	Almost perfect agreement

As it was explained before the Kappa value was 0.023, 0.170, 0.026, and 1.000, so it was categorized as substantial agreement between the raters. Most statisticians prefer for Kappa values at least 0.6 and most often higher than 0.6 before claiming a good level of agreement. Fraenkel and Wallen (1990, p. 136) state that the test score is considered reliable whenever the reliability coefficient of test score should be at least 0.70 and preferably higher. Thus, the test was reliable.

3.7. Data Analysis

After the data was gained from pretest and posttest between two groups; experimental and control group, it would be analyzed. The writer asked three raters in assessing the students' speaking test. The three raters had fulfilled the requirements of English background, had 525-600 TOEFL score, they are

lecturerof English and have been teaching more than five years. In conducting the test, the writer recorded the students' performance in speaking activities as a video. The writer also used the speaking scoring scale.

In analyzing the data, the t-test was used. There were two kinds of t-test; paired sample t-test and independent sample t-test. Paired sample t-test was used to the experimental group to see the progress between pretest and posttest whether or not there was a significant improvement before and after they were taught by using Think Pair Share method. Meanwhile Independent sample t-test was used to both groups to see whether or not there was a significant difference between the students who were taught by using Think Pair Share method and those who were not. The data were analyzed by using the Statistical Package for Social Science (SPSS) type 16.0. Moreover, the researcher used and described some techniques as follows:

3.7.1. Data Description

In analyzing the data distribution, there were two analyses to be done, they were distribution of frequency data and descriptive statistics;

In distribution of frequency data, the students score, frequency, percentage are achieved. The distribution of frequency data were from students' pretest scores in control group, students' posttest scores in control group, the students' pretest scores in experimental group, and students' posttest scores in experimental group.

The three raters was analyzed the student's speaking skill based on speaking scoring rubric (See Appendix L) suggested by Gall and Brog (2003, p. 571).

There were four component; pronunciation (1-10), fluency (1-10), vocabulary (1-10), accuracy (1-10). The highest score in each aspect was 10, while the lowest score was 1.

The score obtained from the speaking rubric was converted by using formula. The formula is portrayed as follows:

Maximum Score : 10 x 4 = 40

Student's Score : Students' score from rubic x 100

Maximum Score (40)

Then, based on the scoring system above, the writer proposed the following category for the students' score in speaking to help the writer to group the students into speaking level achievement. The score category can be viewed in the following table:

TABLE 6

The Interpretation of the Scores

No.	Score Interval	Category
1.	86-100	Excellent
2.	61-80	Very Good
3.	41-60	Good
4.	21-40	Average
5.	≤20	Poor

(Source: Gall, and Brog (2003, p. 571))

3.7.2. Descriptive Statistics

In descriptive statistics, there were number of sample, the score of minimal, maximal, mean and standard deviation. Descriptive statistics were obtained from students pretest scores in control group, student's posttest scores in

control group, the students pretest scores in experimental group, and students' posttest scores in experimental group.

3.7.3. Prerequisite Analysis

Before analyzing the obtained data, prerequisite analysis was done to see whether the data obtained was normal and homogeneous. The procedure in prerequisite analysis was described, as follows:

3.7.3.1. Normality Test

Normality test was used to measure whether the obtained data was normal or not. The data could be classified into normal whenever the p-output was higher than 0,05. In measuring normality test, I-sample *KolmogronovSmrinov* was used. Normality test was used to measure students pretest and posttest scores in control and experimental groups.

3.7.3.2. Homogeneity Test

Homogeneity test was used to measure the obtained scores whether it was homogeny or not. The data could be categorized homogeny when the p-output was higher than mean significant difference at 0,05 levels. In homogeneity test, *Levene Statistics* in SPPS was used. The homogeneity test was used to measure students pretest and posttest scores in control and experimental groups.

3.8. Hypothesis Testing

The results of hypothesis testing from statistical calculation using SPSS application program were described as follows:

3.8.1. Significant Improvement

In measuring significant improvement, the t-test was used. It was paired sample t-test in SPSS program version 16.0 by analyzing the pretest score and posttest in experimental group. It was to measure the improvement before and after the treatment who were taught by using Think Pair Share method in experimental group. The significant improvement was accepted whenever p-output (sig-2tailed) was lower than 0.05 and t-obtained was higher than t-table (2.048) with df=58. Whereas, it was rejected whenever p-output (sig-2tailed) higher than 0.05 and t-obtained was lower than t-table (2.048) with df=58.

3.8.2. Significant Difference

In order to measure the significant difference, the t-test was used. It was independent sample t-test in SPSS program version 16.0 by analyzing the posttest score in control group and post test score in experimental group. It was to measure the difference between experimental group who were taught by using Think Pair Share method and control group who were not. It was found whenever p-output was lower than 0.05 and t-obtained was higher than t-table (2.017) with df=29. It was found whenever p-output was higher than 0.05 and t-obtained was lower than t-table (2.017) with df=29.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) the findings of the study and; (2) interpretation of the study.

4.1 FINDINGS

The data were obtained from pre-test and post-test from both experimental and control group in the form of scores. The scores of the tests were rated by three raters separately. In the speaking test, there were four aspects that were assessed by the raters, namely fluency, accuracy, pronunciation, vocabulary. The findings of this study are presented based on: (4.1.1) data descriptions; (4.1.2) prerequisite analysis, and (4.1.3) results of hypothesis testing.

4.1.1 Data Descriptions

In data description, frequency distributions and descriptive statistics in the form of scores were obtained from students' pretest and posttest in the experimental and control group.

4.1.1.1 Distribution of frequency data

In distribution of frequency data, the students' scores, frequency, and percentage were got from the students' pretest and posttest scores in control group and students' pretest and posttest scores in experimental group. They are presented as follows:

1) Students' Pretest Scores in Control Group

In distribution of data frequency, the scores, frequency, and percentage are obtained based on categories of the speaking achievement. The result of the pretest scores in control group is described in table 4:

Table 7

Frequency Data of Students' Pretest Scores in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	1	3.3	3.3	3.3
	48	2	6.7	6.7	10.0
	50	1	3.3	3.3	13.3
	51	1	3.3	3.3	16.7
	52	2	6.7	6.7	23.3
	53	2	6.7	6.7	30.0
	55	2	6.7	6.7	36.7
	56	2	6.7	6.7	43.3
	57	2	6.7	6.7	50.0
	58	1	3.3	3.3	53.3
	59	5	16.7	16.7	70.0
	60	4	13.3	13.3	83.3
	62	1	3.3	3.3	86.7

63	1	3.3	3.3	90.0
64	1	3.3	3.3	93.3
69	1	3.3	3.3	96.7
77	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the table above, it was found that there was one student (3.3%) who got 47, two students (6.7%) who got 48, one student (3.3%) who got 50, one student (3.3%) who got 51, two students (6.7%) who got 52, two students (6.7%) who got 53, two students (6.7%) who got 55, two students (6.7%) who got 56, two students (6.7%) who got 57, one student (3.3%) who got 58, five students (16.7%) who got 59, four students (13.3%) who got 60, one student (3.3%) who got 61, one student (3.3%) who got 62, one student (3.3%) who got 63, one student (3.3%) who got 64, one student (3.3%) who got 69, one student (3.3%) who got 77.

Furthermore, there were 4 categories of students' speaking scores. The classification of speaking categories students' based on student's pretest scores in control group can be seen in the following table:

Table 8

The classification of Speaking Categories Students' Pretest Score in Control Group

The ranges of Score	Number of Students	Percentage	Speaking Categories
86-100	-	-	Excellent
61-85	5	16.5 %	Very Good
41-60	25	83.5 %	Good

21-40	-	-	Average
0-40	-	-	Poor

Based on the table 5, none of students were in the excellent level in speaking achievement on student's pretest scores in control group. Five students (16,5%) were in the very good category. Most of students (25 students) achieved good level (83,5%). Whereas, none of students were in the average level and poor level.

2) Students' Posttest Scores in Control Group

In distribution of data frequency, the result of the posttest score in control group is described in following table:

Table 9

Frequency Data of Students' Posttest score in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	3.3	3.3	3.3
	53	1	3.3	3.3	6.7
	54	2	6.7	6.7	13.3
	55	3	10.0	10.0	23.3
	58	1	3.3	3.3	26.7
	59	1	3.3	3.3	30.0
	60	2	6.7	6.7	36.7
	61	1	3.3	3.3	40.0
	62	1	3.3	3.3	43.3
	63	3	10.0	10.0	53.3
	65	5	16.7	16.7	70.0
	66	3	10.0	10.0	80.0

67	1	3.3	3.3	83.3
69	1	3.3	3.3	86.7
70	2	6.7	6.7	93.3
71	1	3.3	3.3	96.7
79	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the table above, it is found that there was one student (3,3%) who got 52, one student (3,3%) who got 53, two students (6,7%) who got 54, three students (10.00 %) who got 55, one student (3,3%) who got 58, one student (3,3%) who got 59, two students (6,7%) who got 60, one student (3,3%) who got 61, one student (3,3%) who got 62, three students (10,00%) who got 63, five students (16,7%) who got 65, three students (10.00%) who got 66, one student (3,3%) who got 67, one student (3,3%) who got 69, two students (6,7%) who got 70, one student (3,3%) who got 71, one student (3,3%) who got 79.

Furthermore, there were 4 categories of students' speaking score. The classification of speaking categories students' pretest score in control group can be seen from the following table below:

Table 10

The classification of Speaking Categories Students' Posttest Score in Control Group

The range of Score	Number of Students	Percentage	Speaking Categories
86-100	-	-	Excellent
61-85	19	63,4%	Very Good
41-60	11	36,6%	Good

21-40	-	-	Average
0-40	-	-	Poor

Based on table 10, none of students were in the excellent level in speaking categories on student's posttest score in control group. 19 students (63,4%) were in the very good level and 11 students were in the good level (36,6%). Meanwhile, none of students were in the average level and poor level.

3) Students' Pretest Scores in Experimental Group

In distribution of data frequency, the result of the pretest scores in experimental group is described in Table 11 below:

Table 11

Frequency Data of Students' Pretest Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	3.3	3.3	3.3
	46	1	3.3	3.3	6.7
	48	1	3.3	3.3	10.0
	50	2	6.7	6.7	16.7
	52	1	3.3	3.3	20.0
	53	1	3.3	3.3	23.3
	54	2	6.7	6.7	30.0
	55	1	3.3	3.3	33.3
	56	3	10.0	10.0	43.3
	57	4	13.3	13.3	56.7
	58	4	13.3	13.3	70.0
	59	1	3.3	3.3	73.3
	60	4	13.3	13.3	86.7

62	1	3.3	3.3	90.0
65	1	3.3	3.3	93.3
71	1	3.3	3.3	96.7
72	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the table above, it was found that there was one student (3.3%) who got 36, one student (3.3%) who got 46, one student (3.3%) who got 48, two students (6,7%) who got 50, one student (3.3%) who got 52, one student (3.3%) who got 53, two students (6,7%) who got 54, one student (3.3%) who got 55, three students (10.0%) who got 56, four students (13.3%) who got 57, four students (13.3%) who got 58, one student (3.3%) who got 59, four students (13.3%) who got 60, one student (3.3%) who got 62, one student (3.3%) who got 65, one student (3.3%) who got 71, one student (3.3%) who got 72.

Furthermore, there were 4 categories of students' speaking score. The classification of speaking categories students' pretest score in control group can be seen from the following table:

Table 12

The classification of Speaking Categories Students' Pretest Score in Experimental Group

The range of Score	Number of Students	Percentage	Speaking Categories
86-100	-	-	Excellent
61-85	4	13,2%	Very Good

41-60	25	83,5%	Good
21-40	1	3,3%	Average
0-20	-	-	Poor

Based on table above, it showed that none of students were in the excellent level in speaking achievement on student's pretest score in experimental group. There were 4 students (13,2%) who reached very good level. 25 students in the good level (83,5%) and one student (3,3%) in the average level. Then, none of students were in the poor level.

4) Students' Posttest Scores in Experimental Group

In distribution of data frequency, the result of the post scores in experimental group is described in table 13 below:

Table 13

Frequency Data of Students' Posttest Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	2	6.7	6.7	6.7
	57	1	3.3	3.3	10.0
	60	6	20.0	20.0	30.0
	61	1	3.3	3.3	33.3
	63	1	3.3	3.3	36.7
	64	1	3.3	3.3	40.0
	65	5	16.7	16.7	56.7
	66	3	10.0	10.0	66.7
	67	3	10.0	10.0	76.7

70	3	10.0	10.0	86.7
71	2	6.7	6.7	93.3
72	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Based on the table above, it was found that there were two students (6.7%) who got 55, one student (3.3%) who got 57, six students (20.0%) who got 60, one student (3.3%) who got 61, one student (3.3%) who got 63, one student (3.3%) who got 64, five students (16.7%) who got 65, three students (10.0%) who got 67, three students (10.0%) who got 70, two students (6.7%) who got 71, two students (6.7%) who got 72.

Furthermore, there were 4 categories of students' speaking score. The classification of speaking categories students' pretest score in control group can be seen from the following table:

Table 14

The classification of Speaking Categories Students' Posttest Score in Experimental Group

The range of Score	Number of Students	Percentage	Speaking Categories
86-100	-	-	Excellent
61-85	21	70%	Very Good
41-60	9	30%	Good
21-40	-	-	Average
0-40	-	-	Poor

Based on table 14, it can be seen that none of students in the very good level. 21 students (70%) in the very good level. 9 students (30%) in the good level. Nevertheless, none of students were in the average and poor level.

4.1.1.2 Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, and standard deviation of mean are obtained. Descriptive statistics got from the student's pretest scores in control group, student's posttest scores in control group, student's pretest scores in experimental group, and student's posttest scores in experimental group. They are presented below:

1) Students' Pretest Score in Control Group

The analysis result of descriptive statistics of students' pretest in control group is described in Table 15 below:

Table 15

Descriptive Statistic on Students' Pretest Score in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	30	47.00	77.00	57.2667	6.29139
Valid N (listwise)	30				

In descriptive statistics of students' pretest scores in control group, it showed that the total number of sample were 30 students. The minimum Pretest

score was 47.00, the maximum score was 77.00, the mean score was 57.23 and the standard deviation was 6.29.

2) Students' Posttest Score in Control Group

The result analysis of descriptive statistics of students' pretest in control group is described in Table 16 below:

Table 16

Descriptive Statistic on Students' Posttest Score in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Control	30	52.00	79.00	62.5333	6.29577
Valid N (listwise)	30				

In descriptive statistics of students' pretest score in control group, it showed that the total number of sample were 30 students. The minimum Posttest score was 52.00, the maximum score was 79, the mean score was 62.53 and the standard deviation was 6.29.

3) Students' Pretest Score in Experimental Group

The result analysis of descriptive statistics of students' pretest in control group is described in Table 17 below:

Table 17

Descriptive Statistic on Students' Pretest Score in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experiment	30	36.00	72.00	56.5000	6.83172
Valid N (listwise)	30				

In descriptive statistics of students' pretest score in experimental group, it showed that the total number of sample were 30 students. The minimum Posttest score was 36.00, the maximum score was 72.00, the mean score was 56.50 and the standard deviation was 6.83.

4) Students' Posttest Score in Experimental Group

The result analysis of descriptive statistics of students' pretest in control group is described in Table 18 below:

Table 18

Descriptive Statistic on Students' Posttest Score in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Experiment	30	55.00	72.00	64.5000	4.86897
Valid N (listwise)	30				

In descriptive statistics of students' posttest scores in experimental group, it showed that the total number of sample were 30 students. The minimum Posttest score was 55.00, the maximum score was 72.00, the mean score was 64.500 and the standard deviation was 4.86.

4.1.2 Prerequisite Analysis

Before analyzing the data, prerequisite analysis has been done to see whether the obtained data was normal and homogen.

4.1.2.1 Normality Test

The normality of the data distribution needs to be checked before analyzed the data statistics. One-Sample Kolmogorov Smirnov test was applied to check the normality of the data distribution of the result of the pretest and posttest in both experimental and control group. The result of the normality of the data distribution can be seen in the following table:

Table 19

The Result of Normality in Pretest and Posttest in Control and Experimental Groups

Variable	N	Mean	Std. Deviation	Kolmogorov-Smirnov	Result
Pretest Control	30	57.26	6.291	0.905	Normal
Posttest Control	30	62.53	6.295	0.652	Normal
Pretest Experimental	30	56.50	6.831	0.936	Normal
Posttest Experimental	30	64.50	4.868	0.772	Normal

Based on the table above, the asym (sig. 2-tailed) gained from the pretest and posttest of experimental group was 0,936 and 0,772. Meanwhile, the pretest and posttest of the control group was 0,906 and 0,652. The data are normally distributed if the $p > 0,05$. Based on the data in table 16, it can be seen that the

value from both group either in pretest and posttest were higher than 0,05. Therefore, it can be concluded that the data obtained were considered normal.

1) Students' Pretest and Posttest Score in Control Group

Based on the normality test of the students' pretest and posttest scores in control group. It was found that the significance level of normality test of the student's pretest score in control group was 0.905 and posttest score was 0.652. From the result of the output that it can be stated that data was normal, because it was higher than 0.05. The statistics calculation of normality can be seen in table 19.

2) Students' Pretest and Posttest Score in Experimental Group

Based on the normality test of the students' pretest and posttest scores in experimental group. It was found that the significance level of normality test of the student's pretest score in experimental group was 0.936 and posttest score was 0.772. From the result of the output, it can be stated that the data was normal, because it was higher than 0.05. The statistics calculation of normality can be seen in table 19.

4.1.2.2 Homogeneity Test

The scores were got from: (1) students' pretest and posttest score in control group and (2) students pretest and posttest score in experimental group. The data was homogen p-output > 0,05. The data was shown in the following table:

Table 20

The Result of Homogeneity in Pretest and Posttest in Control Group and Experimental Group

	Sig.	Result
Control Group	0.547	Homogen
Experimental Group	0.701	Homogen

1) Students' Pretest and Posttest Score in Control Group

Based on the homogeneity test by using Levene's test, the significance level of homogeneity test of the students' pretest and posttest scores in control group were 0.547. From the score, it can be stated that data was homogen, because it was higher than 0.05. The statistics calculation of homogeneity can be seen in table 20.

2) Students' Pretest and Posttest Score in Experimental Group

Based on the homogeneity test by using Levene statistic. It was found that the significance level of homogeneity test of the students' pretest and posttest scores in experimental group were 0.701. From the scores, it could be stated that the obtained data was homogen, because it was higher than 0.05. The statistics calculation of homogeneity can be seen in table 20.

4.1.3 Result Hypothesis Testing

4.1.3.1 Measuring Significant Improvement on Students' Speaking Skill Taught by Using Think Pair Share Method

After analyzing the normality of the data distribution, the t-test can be applied. The writer used paired sampe t-test to analyze the significant improvement of pretest and posttest in experimental group. The significant of improvement was accepted whenever the p-output (Sig.2-tailed) was lower than 0.05 and t-obtained was higher than t-table (2.048). While the significant of experimental group was rejected when the p-output (Sig.2-tailed) was higher than 0.05 than t-value was lower than t-table (2.048).

The further calculation of the paired sample t-test is displayed in the table below:

Table 21

Analysis Result in Measuring Significant Improvement on Students' Speaking Achievement Score Taught by Using Think Pair Share Method

ExperimentalGroup (Pretest-Posttest)	Mean	Paired Sample t-test			Ho	Ha
		Df	T	Sig. (2-tailed)		
	8.00000	29	7.425	0.000	**Rejected**	**Accepted**

Based on table 21, the mean difference of the speaking achievement of the experimental group was 8.00000. The result of t-obtained in the paired sample t-test in the table above showed that t-obtained was 7.425. At the significance level $p < 0.05$ in two tailed testing with degree of freedom (df) was 29, t-table was 2.048. As the t-obtained was higher than t-table (7.425 > t-table) and $p< 0.05$, the

null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was statistically significant improvement on the students' speaking achievement of the eighth grade students of SMPN 1 Palembang before and after they were taught by using Think Pair Share Method.

4.1.3.2 Measuring Significant Difference on Students' Speaking Achievement between Posttest in Control and Experimental Group

To know the significant difference of the speaking achievement on the students who are taught by using Think Pair Share Method and those who are not, an independent sample t-test is used. The significant difference was accepted whenever the p-output (Sig. 2-tailed) was lower than 0.05 and t-obtained was higher than t-table (2.0017). While the significant difference was rejected when the p-output (Sig.2-tailed) was higher than 0.05 and t-value was lower than t-table (2.0017).The further calculation of the independent sample t-test is displayed in the table below:

Table 22

Analysis Result in Measuring Significant Difference between Control and Experimental Group

Posttest (Control and Experimental)	Mean	Independent Sample t-test			Ho	Ha
		Df	T	Sig. (2-tailed)		
	1.96667	58	1.353	0.181	**Accepted**	**Rejected**

According to table 19 above, at the significance level p > 0,05 in two tailed with df =58, the critical value of t-table = 2.0017, t-obtained was lower than t-table (1.353 <2.0017) and it can be seen that the p-output was higher than 0.05. (0.181 > 0.05). The result of hypothesis testing that null hypothesis was accepted and the alternative hypothesis was rejected. In short that there was no significant difference on the students' speaking achievement between the students who are taught by using Think Pair Share Method in experimental group and those students who are not in control group.

4.2 INTERPRETATION

Some interpretations were drawn based on the findings of this study. There were two things that were shown in the findings based on the data analysis, they were: (1) there was a significant improvement in experimental group before and after they got the treatment in speaking skill by using "Think Pair Share Method", (2) there was no significant difference between the students who were taught by using "Think Pair Share Method" and those who were not.

Firstly, the statistical analysis showed that there was significant improvement in pretest and post test of the experimental group. It can be proven by seeing the mean difference of the score of speaking test during the pre test and post test. The result showed that the mean score of the post test was higher than the mean score of the pretest. In other words, it can be concluded that the use of Think Pair Share Method significantly improved the students' speaking achievement.

Furthermore, Think Pair Share method was a method to improve student's speaking skill with three common steps: after giving a clue or a question to the students. Teacher gave students the time (it was about 5 minutes) to **Think** about the answers. Each student had to think about the answer or every student owned different opinion. Then, the teacher asked the students to work in **Pair** to discuss about the answer. Last, each of students might have their own opinion and the teachers asked them to **Share** their opinion in front of the class one by one.

Related to the explanation above, it was about the teaching and learning process in experimental group. During the treatment in experimental group, it showed the significant improvement from the first meeting until the last meeting. One of them can be seen from the students' attitudes or responses toward Think Pair Share method. At the first meeting, the student felt bored with a new method and maybe it was because they didn't want to learn with a new teacher. At the 2nd meeting, almost all of students were still confused with the method. So, the teaching and learning process were not effective at all. Next, in the 3rd meeting, the students still needed the adaptation with a new method. Nevertheless, a half of total sample finally understood the method in the 4th meeting of treatment day. Then, at the 5th meeting, most of students in the class enjoyed a new method significantly. At the 6th meeting, the students told that they felt comfortable and really interested in a new method. At the 7th meeting, each of students tried their best when they got turn to show or explore their talent in front of the class. Furthermore, at the 8th meeting, the students really enjoyed and they were very enthusiastic to got high score. Same with previous meeting that the next meeting

showed the improvement significantly in 9th meeting. All of students were more attractive. Meanwhile, 10th meeting was so different with the 1st meeting. The students were not bored anyway. They did not feel confused again and the students realized that the method was so excellent. They told that they were happy because they could practice their speaking ability. They got an opportunity to decrease their nervousness and it helped them to increase their confidence. At the last meeting, they were so attracted and communicative. Based on the explanation above, it meant that there was significant improvement. It showed from the first meeting until the last meeting of the treatment day. The result was in line with the previous related study which found that the students' speaking achievement improved since the implementation of Think Pair Share Method **(**Nym, 2014).

In relation to the explanation above, there were several reasons why Think Pair Share Method could improve students' speaking achievement. Initially, as the teaching method, Think Pair Share Method offers some benefits during the teaching and learning process. Students need many opportunities to talk in a linguistically rich environment. Researchers have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk (Pressley 1992). The think, pair, share strategy increases the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas (Pimm 1987). In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority (Cobb et al. 1991). Additional benefits of using the think, pair, share strategy include the positive changes in students' self-esteem that occur when they

listen to one another and respect others' ideas. Students have the opportunity to learn higher-level thinking skills from their peers, gain the extra time or prompting they may need, and gain confidence when reporting ideas to the whole class. In addition, the "pair" step of the strategy ensures that no student is left out of the discussion. Even a student who is uncomfortable discussing his or her ideas with the whole class still has an audience in this step. Finally, while the strategy may appear to be time-consuming, it makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before plunging into whole-class conversations.

Secondly, the finding showed that there was no significant difference in speaking achievements between the students who were exposed to the Think Pair Share Method and those who were not. It happened because several reasons: (1) both of experimental group and control group have same ability in speaking English; (2) the students had had background knowledge in speaking English; (3) the strategy or method in both of control and experimental group had the same quality; (4) according to the teacher, the students in control group tend to be more interested in English than the students in experimental group which prefer mathematics and science. Moreover, in spite of the advantages, the Think Pair Share technique also had some disadvantages, they were as follows: **1)** Not all students focused on the topic (questions) given, because they can share everything with their partner out of the topic (questions) given. **2)** There was a possibility that the students who had low understanding about the topic (the questions) given likely cheat to the other pairs.

In short, based on the data analysis and the interpretation above, it can be concluded that Think Pair Share Method could improve the students' speaking achievement. It was because the activity and the method which were used provide the opportunity to the students to explore themselves. But, there was no significant difference because both of group had same speaking ability and background knowledge in speaking English. The strategies used in control group and experimental group had the same quality.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions and; (2) suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusions

Based on the findings and interpretations presented in the previous chapter, there was a significant improvement on the eighth grade students' speaking achievement who were taught by using Think Pair Share Method. It can be seen from students' pretest and posttest score in experimental group by using paired sample t-test showed that p-output (0.000) was lower than 0.05 and t-obtained was higher than t-table (2.048) with df=58. It meant that the analysis result of students' pre-test and post-test score in experimental group showed that the students in experimental class had a good improvement on the mean score after they were given the treatments by Think Pair Share method for twelve meetings.

Meanwhile there was no significant difference on the eighth grade students' speaking achievement who were taught by using Think Pair Share Method and those who were not at SMPN 1Palembang. It can be seen from the result of post test score in control group and experimental group. Both of groups had the same scores. It happened because of both groups had the same speaking ability. They had background knowledge in speaking English. The strategy or

method in both of control and experimental group had the same quality and according to the teacher, the students in control group tend to be more interested in English than the students in experimental group which prefer mathematics and science.

It can be concluded that teaching speaking skill by using Think Pair Share method to the eighth grade students at SMPN 1 Palembang had positive improvement on students' speaking achievement. Therefore, it could be inferred that teaching speaking through Think Pair Share method can be considered as a good alternative strategy to be used in teaching English.

5.2 Suggestions

Based on the conclusions above and based on the research that had been done, the researcher would like to offer some suggestions to English teachers, the students of SMPN 1 Palembang, to the school and for other researchers.

To English teachers,English teacher should be able to develop strategy, method, or Method as teaching aid to intrigue the students' willingness to study English, especially speaking. English teachers of SMPN 1 Palembang can use Think Pair Share Method as an alternative Method to improve students' speaking achievement. In teaching speaking, the teachers should implement the Think Pair Share Method into fun environment to make the students engage in the class. The teacher can use teaching aid such as pictures to introduce vocabularies or simple song to teach grammar or make the role-play situation to make students practice

speaking English. The English teachers should encourage the students and give them more time to practice their speaking.

To students,it is suggested that become the students to be more active to express themselves to be more interested in speaking English. The students should increase their knowledge of English pronunciation, grammar, vocabulary, fluency, comprehension, and other aspects in speaking in order to have a good speaking and can be understood well by the listeners. The students should be brave to speak in front of class and practice English even in simple way. The students can also give idea the researcher wishes that in the future. The students could use Think Pair Share as their favorite Method not only in learning English, but also other subjects.

To school,the school should pay more attention toward the teachers' teaching skills. By holding some training and supporting the teachers to attend some seminars related to English language teaching the school can enrich their knowledge and experience in ELT.

To the future researchers, they should ensure that the students with high level of speaking anxiety practice more.They should find out the other moderator variables such as self-confidence and speaking motivation that may interact with the speaking strategy toward speaking achievement.

Appendix A

INTERVIEW GUIDELINES

*Students

1. Apakah anda menyukai pelajaran bahasa inggris?
2. Jika suka/tidak suka alasannya karena apa?
3. Anda sering mengalami kesulitan tidak dalam belajar bahasa inggris?
4. Jika sulit, dari membaca, menulis, mendengarkan, dan berbicara, menurut anda mana yang paling sulit?
5. Alasan skill itu sulit karena apa?
6. Strategi/metode apa yang sering digunakan guru bahasa inggris yang mengajar?
7. Apa solusi yang anda lakukan untuk mengatasi kesulitan tersebut?

*Teachers

1. Bagaimana proses belajar mengajar kelas yang bapak/ibu ampu?
2. Bagaimana kesulitan yang sering dihadapi murid?
3. Dari 4 skills; speaking, reading, writing, listening, murid sering mengalami kesulitan yang mana?
4. Apa strategy yang biasa bapak/ibu gunakan dalam mengajar bahasa inggris?
5. Adakah strategy khusus untuk melatih speaking skill?
6. Menurut pendapat bapak/ibu apa factor yang mempengaruhi kurangnya keaktifan dan keterampilan siswa dalam berbicara?
7. Apakah solusi yang bapak lakukan untuk mengatasi masalah yang dihadapi oleh murid?

Appendix B

Transcription of Informal Interview

R : Researcher

S : Student 1

R: Do you like English lesson? (Apakah anda menyukai pelajaran bahasa inggris?)

S: Of course, miss. Saya sangat menyukai pelajaran Bahasa Inggris.

R: If No/ Yes, what is the reason? (Jika suka/tidak suka alasannya karena apa?)

S: Karena belajar bahasa inggris itu menyenangkan dan sesuai dengan cita-cita saya ingin menjadi pramugari yang sangat membutuhkan kecapakan dalam berbahasa Inggris.

R: Do you often get difficult in studying English lesson? (Apakah Anda sering mengalami kesulitan dalam belajar bahasa inggris?)

S: Sometime, miss.

R: If yes, according to you from reading, writing, listening, and speaking, which one is the most difficult? (Jika sulit, dari membaca, menulis, mendengarkan, dan berbicara, menurut anda mana yang paling sulit?)

S: Semuanya masih terasa sulit sih miss makanya saya ingin selalu belajar. Tapi terkadang saya sulit untuk memulai berbicara miss. Jadi menurut saya, berbicara yang paling sulit.

R: What is the reason? (Alasan skill itu sulit karena apa?)

S: Karena saya suka blank, kehabisan ide mau ngomong apa miss mungkin karena saya sangat jarang melatih keterampilan saya dalam berbicara bahasa Inggris baik di rumah maupun sekolah

R: What is the strategy or method which often used by English Teacher in teaching English? (Strategi/metode apa yang sering digunakan guru bahasa inggris yang mengajar?)

S: Kalo soal metode atau strategy saya kurang paham miss. Tapi, setahu saya kami sering diminta untuk percakapan di depan kelas gitu miss.

R: What is your solution to solve the difficulty? (Apa solusi yang anda lakukan untuk mengatasi kesulitan tersebut?)

S: Saya ikut kursus privat miss, tapi pada kursus saya hanya menekankan grammar miss. Di rumah saya sering nonton dvd dan dengerin lagu bahasa inggris gitu aja miss.

Appendix B

Transcription of Informal Interview

R : Researcher

S : Student 2

R: Do you like English lesson? (Apakah anda menyukai pelajaran bahasa inggris?).

S: Pastinya dong miss.

R: If No/ Yes, what is the reason? (Jika suka/tidak suka alasannya karena apa?)

S: Asyik aja sih miss. Banyak kosakata yang belum saya ketahui dan kalau pinter bahasa Inggris kan banyak manfaatnya miss.

R: Do you often get difficult in studying English lesson? (Apakah Anda sering mengalami kesulitan dalam belajar bahasa inggris?)

S: Sering banget miss.

R: If yes, according to you from reading, writing, listening, and speaking, which one is the most difficult? (Jika sulit, dari membaca, menulis, mendengarkan, dan berbicara, menurut anda mana yang paling sulit?)

S: Waduh. Sulit sih semua miss. Tapi kalo disuruh milih dari ke 4 itu yang paling sulit ngomong miss, berbicara.

R: What is the reason? (Alasan skill itu sulit karena apa?)

S: Suka terbata-bata, gak tau mau ngomong apa lagi, suka gak paham, terlebih suka gak percaya diri.

R: What is the strategy or method which often used by English Teacher in teaching English? (Strategi/metode apa yang sering digunakan guru bahasa inggris yang mengajar?)

S: Baca buku, percakapan, acting gitu miss seperti bermain peran.

R: What is your solution to solve the difficulty? (Apa solusi yang anda lakukan untuk mengatasi kesulitan tersebut?)

S: Belajar lebih giat aja miss

Appendix B

Transcription of Informal Interview

R : Researcher

S : Student 3

R: Do you like English lesson? (Apakah anda menyukai pelajaran bahasa inggris?)

S: I love English so much, miss.

R: If No/ Yes, what is the reason? (Jika suka/tidak suka alasannya karena apa?)

S: Pelajaran Bahasa Inggris itu sangat penting untuk masa depan miss, mengasikkan beda banget sama pelajaran yang lain.

R: Do you often get difficult in studying English lesson? (Apakah Anda sering mengalami kesulitan dalam belajar bahasa inggris?)

S: Kesulitan itu pasti ada dalam setiap proses belajar miss.

R: If yes, according to you from reading, writing, listening, and speaking, which one is the most difficult? (Jika sulit, dari membaca, menulis, mendengarkan, dan berbicara, menurut anda mana yang paling sulit?)

S: Speaking miss

R: What is the reason? (Alasan skill itu sulit karena apa?)

S: Kalau speaking karena kurangnya latihan, sedikitnya tahu tentang kosa kata, kebanyakan nulis dan baca.

R: What is the strategy or method which often used by English Teacher in teaching English? (Strategi/metode apa yang sering digunakan guru bahasa inggris yang mengajar?)

S: Untuk speaking sendiri kami sering disuruh focus pada percakapan.

R: What is your solution to solve the difficulty? (Apa solusi yang anda lakukan untuk mengatasi kesulitan tersebut?)

S: Banyak belajar dari setiap percakapan yang telah dipelajari terus dihafal miss.

Appendix B

Transcription of Informal Interview

R : Researcher

S : Student 4

R: Do you like English lesson? (Apakah anda menyukai pelajaran bahasa inggris?)

S: Sedikit miss.

R: If No/ Yes, what is the reason? (Jika suka/tidak suka alasannya karena apa?)

S: Seru sih miss tapi suka gak paham

R: Do you often get difficult in studying English lesson? (Apakah Anda sering mengalami kesulitan dalam belajar bahasa inggris?)

S: sangat sering miss

R: If yes, according to you from reading, writing, listening, and speaking, which one is the most difficult? (Jika sulit, dari membaca, menulis, mendengarkan, dan berbicara, menurut anda mana yang paling sulit?)

S: sulit semua miss, terutama berbicara

R: What is the reason? (Alasan skill itu sulit karena apa?)

S: Saya suka gak percaya diri mau ngomong apa, terkadang saya suka minder sama temen yang biasa maju ke depan jadi gak percaya diri gitu. Apalagi yang disuruh maju it uterus orangnya.

R: What is the strategy or method which often used by English Teacher in teaching English? (Strategi/metode apa yang sering digunakan guru bahasa inggris yang mengajar?)

S: Kalo untuk berbicara, kami sering diminta untuk percakapan ke depan kelas miss

R: What is your solution to solve the difficulty? (Apa solusi yang anda lakukan untuk mengatasi kesulitan tersebut?)

S: Belajar sama teman yang mempunyai keterampilan bahasa inggris lebih dari saya.

Appendix B

Transcription of Informal Interview

R : Researcher

S : Student 5

R: Do you like English lesson? (Apakah anda menyukai pelajaran bahasa inggris?)

S: Tidak terlalu miss

R: If No/ Yes, what is the reason? (Jika suka/tidak suka alasannya karena apa?)

S: Karena bahasa Inggris salah satu pelajaran yang sulit

R: Do you often get difficult in studying English lesson? (Apakah Anda sering mengalami kesulitan dalam belajar bahasa inggris?)

S: Sangat sering miss

R: If yes, according to you from reading, writing, listening, and speaking, which one is the most difficult? (Jika sulit, dari membaca, menulis, mendengarkan dan berbicara, menurut anda mana yang paling sulit?)

S: Pastinya berbicara miss

R: What is the reason? (Alasan skill itu sulit karena apa?)

S: Mungkin karena saya jarang latihan berbicara menggunakan bahasa Inggris, saya tidak tahu banyak tentang kosakata

R: What is the strategy or method which often used by English Teacher in teaching English? (Strategi/metode apa yang sering digunakan guru bahasa inggris yang mengajar?)

S: Saya kurang tahu metode apa miss. Tapi setahu saya, kami sering disuruh membaca paragraph bahasa Inggris, menonton film bahasa Inggris, mendengarkan music/video. Kalo untuk speaking, terkadang speech, berdebat, percakapan. Tapi yang maju yang pinter-pinter aja. Kalo saya kurang percaya diri miss hehe

R: What is your solution to solve the difficulty? (Apa solusi yang anda lakukan untuk mengatasi kesulitan tersebut?)

S: Saya mencoba menyukai bahasa Inggris miss dengan cara banyak menonton film bahasa Inggris gitu dan belajar sama temen-temen yang pinter miss.

Appendix B

Transcription of Informal Interview

R : Researcher

ET : English Teacher

R : How about the teaching and learning process in your class, mam? (Bagaimana proses belajar mengajar kelas yang ibu ampu?)

ET : So far so good. The teaching and learning process runs well. I really enjoy the program, with the curriculum 2013, the students are still easy to handle. They are not included in naughty students, unruly, stubborn. Alhamdulillah.

R : How about the difficulty which often faced by the students? (Bagaimana kesulitan yang sering dihadapi murid?)

ET : If we talk about the difficulty in teaching learning process, of course they are some difficulties. Sometimes the students get difficult when I ask them to perform in from of the class, to read the long passage and to retell or rewrite a story which they have heard or a story which they have read.

R : From the four skills: speaking, reading, writing, listening, which skill often faced by the students? (Dari 4 skills; speaking, reading, writing, listening, murid sering mengalami kesulitan yang mana?)

ET : I often heard and looked by myself that student often complain if I ask them to talk in front the class.

R : What is the strategy that usually used by mam in teaching English? (Apa strategy yang biasa ibu gunakan dalam mengajar bahasa inggris?)

ET : In teaching English, I often used Contextual Teaching Learning Method which is this method is very recommended and appropriate for curriculum 2013.

R : Do you have specific strategy to train the student's speaking skill? (Adakah strategy khusus untuk melatih speaking skill?)

ET : for speaking skill, I often used Debate Technique and role play method

R : According to your opinion, what are factors that effect the lack of student's activity and skills in speaking? (menurut pendapat ibu, apa factor yang mempengaruhi kurangnya keaktifan dan keterampilan siswa dalam berbicara?)

ET : In my opinion, it was caused by many factors; first, the students are lack of exercises. They are seldom to speak English language in daily life. And also the students are lack of motivation, both of internal and external. Internal motivations are their confidence, their willingness in studying English. External includes their environment, like school, house, or their courses. Actually wherever they stand they must practice their English.

R : What is your solution to solve the problem which faced by the students? (Apakah solusi yang ibu lakukan untuk mengatasi masalah yang dihadapi oleh murid?)

ET : Train them to talk in front of the class as much as possible. Ask them to practice and practice. Suggest them to study hard in the school. I give a

punishment for student who talks in Bahasa. The loser must pay 100hundreds rupiahs for each word.

Appendix C

Teaching Schedule of Research Treatment

No.	Day/Date	Experimental Group	Control Group	Activity	Research Meeting	Time Allocation
		Time				
1.	Wed, 4 January 2017	08:30-09:50	10:20-11:40	Pretest (Speaking Test)	1st	2x40
2.	Fri, 6 January 2017	07:10-08:30	08:30-09:50		2nd	2x40
3.	Mon, 9 January 2017	08:30-09:50	07:10-08:30	**T**	3rd	2x40
4.	Wed, 11 January 2017	08:30-09:50	10:20-11:40	**R** **E**	4th	2x40
5.	Fri, 13 January 2017	07:10-08:30	08:30-09:50	**A** **T**	5th	2x40
6.	Mon, 16 January 2017	08:30-09:50	07:10-08:30	**M**	6th	2x40
7.	Wed, 18 January 2017	08:30-09:50	10:20-11:40	**E** **N**	7th	2x40
8.	Fri, 20 January 2017	07:10-08:30	08:30-09:50	**T**	8th	2x40
9.	Mon, 23 January 2017	08:30-09:50	07:10-08:30	**D**	9th	2x40
10.	Wed, 25 January 2017	08:30-09:50	10:20-11:40	**A**	10th	2x40
11.	Fri, 27 January 2017	07:10-08:30	08:30-09:50	**Y**	11th	2x40
12.	Sat, 28	13:10-14:30	14:30-15:10	Posttest	12th	2x40

	January 2017			(Speaking Test)		

Appendix D

SPEAKING TEST

DIRECTION:

In this speaking test, you have to express your opinion about one of these topics (favorite idol, English, my city, technology, my daily activity) in front of the class. Your score based on your speech and your speaking test will be evaluated in terms of some aspects: fluency (1-10), pronounciation (1-10), accuracy (1-10) and vocabulary (1-10). Your voice will be recorded by using video camera. Be sure you speak loudly and clearly.

INSTRUCTION:

1. Greeting
2. Mention your name, your class, and your school
3. Speak loudly and clearly about the topic that you choose at least 2 minutes
4. Closing

Appendix E

Transcription of the Students' Test

Student 1

Assalamu'alaikum. Hello, my name is……. I want to tell you about the effect of Smartphone. As we know that smart phone has many positive effects, like, one of them you can easy to communicate with someone else. But, smart phone has some negative effect too, like, make the people easy yet to buy the illegal products and to send the bad content, the bad content should do, to the many people from outdoor should ignore the negative so many people do not become the bad people. We must compare the bad content and the good content. Then we take the good content for our lamp. I think that's all. Wassalamu'alaikum.

Student 2

Assalamu'alaikum. Hello, I am ….. I want to tell you about My Holiday. My holiday was in Lampung. I go to WayKambas Land. I came to play football event. In the morning, I go to beach and bed. In the night I go to sleep and tomorrow I hang out with my family. I eat traditional noodle. Tomorrow I go visited my family house and in the afternoon I go to beach again and tomorrow I go to Palembang. Thank you. Wassalamu'alaikum.

Student 3

Assalamu'alaikum. My name is …… I would like to tell you about Technology. Technology is something that very important for us to know. Human all over the world use Technology. Many people use telegram to communicate each other. But nowadays, there are so many social media which we can use to get some information. There are so many information from social media. We do not

difficult to access the information because you can get the information from social media, for example instagram, YouTube, twitter, google and etc. Yes, you can get everything you need. In the recent years, the technology has big improvement. Now you can have Iphone, mac-book with high quality and you will not leave behind. Oke, I think it's enough. I'm sorry if I have some mistakes. Wassalamu'alaikum.

Appendix F1

LESSON PLAN

School : SMPN 1 Palembang

Subject : Bahasa Inggris

Class/Semester : VIII / II

Time : 6 meetings (12JP)

A. Main Competence / Kompetensi Inti :

KI 1: Respect and appreciate the teachings of religion.

KI 2: Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence

KI 3: Understand and apply knowledge (factual, conceptual and procedural) based on curiosity about science, technology, arts, culture and events related to the phenomenon of the visible.

KI 4: Processing, present, and reasoning in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources are the same in viewpoints / theories.

B. Basic Competence and Indicators/ Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Basic Competence	Indicators
1.	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang	In guided group work students analyze social function, structure and elements of the language as well as the text of the writing format used to describe people, objects or animals in order to sell, buy,

	deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	introduce, or to report a loss ,.

C. Objectives

1. Students can read examples of short and simple descriptive text about people, objects and animal from other sources.
2. Students can describe briefly and simply about people, objects and animal with purpose selling, buy, introduce, report the loss of use of English in the context of simulations, role-play, and other structured activities associate
3. In guided group work students can analyze social function, structure and elements of the language as well as the text of the writing format used to describe people, objects or animals in order to sell, buy, introduce, or to report a loss.
4. Students can ask feedback from teachers and friends about each as he had in the group work.
5. Students can conclude their analyzes related social functions, the structure of the text and linguistic elements of descriptive text about people, objects and animals in order to sell, buy, introduce, report the loss. communicating

6. Students can describe the objects and animals to introduce, sell or report the loss to the English language, inside and outside the classroom as well as the environment in context.
7. Students can write a journal to express their experience during the learning, things that are difficult and easy to learn and strategies that have been or will be taken to overcome them.

D. Teaching Materials

Social Function: Describing people, animals and objects for the sake of selling, buying, introduce, report the loss.

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

Descriptive Text Structure (generic structures)

1. Identification is the introduction, in the form of a general overview of a topic.
2. Description (description) contains specific characteristics possessed objects, places, or people described.

Characteristics of Descriptive Text:

1. Using the simple present tense
2. Using the verb attribute, such as Be (am, is, are)
3. Using many adjectives verb

4. Just focus on one object

Pattern of Simple Present Tense

Kalimat	Rumus Simple Present Tense	Contoh Simple Present Tense
positif (+)	S + V-1 S +/- auxiliary (do/does) + bare infinitive	She likes eating out
	S + be (am/is/are)	The children are naughty.
negatif (-)	S + auxiliary (do/does) + not + bare infinitive	She doesn't like eating out
	S + be(am/is/are) + not	The children aren't naughty
interogatif (?)	Do/Does + S + bare infinitive	Does she like eating out
	Be(am/is/are) + S	Are the children naughty

- **Some examples of descriptive text and another material of lesson (See Appendix).**

E. Learning Method

Think Pair Share Method

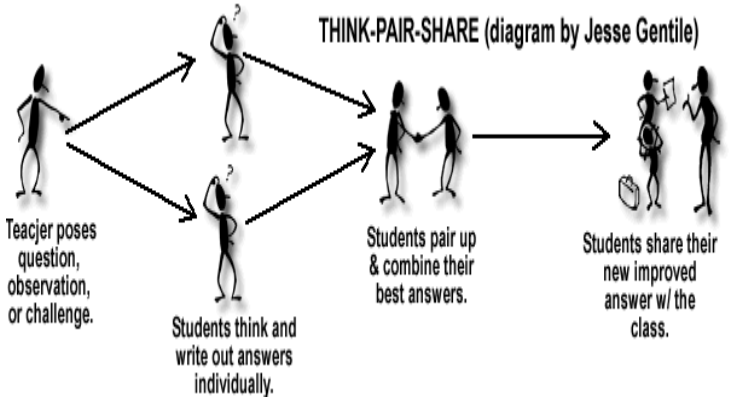
F. Learning Sources

English Book for Junior High School and Internet

G. Media:

Card, Picture, Speaker.

H. Teaching and Learning Activities

Phase	Activity
Engagement	Opening Activity
Pre-Activity	1. The Teacher greets for the students. 2. The Teacher checks the students' attendance.
Whilst-Activity	Exploration: 1. The teacher have a brainstorm the students by writing the concept or the topic on the board. 2. The teacher asks as the whole class what they might know about the topic. 3. The students give respon about the concept and the teacher writes the students' respon on the board. 4. The teacher explains the importance of the material to be learned along with competencies to be mastered by the learner. Elaboration: 1. The teacher assigns the students to make groups. Each group involve four until six members. 2. The teacher distributes the framework of Think Pair Share Method to the students and draws it on the board. 3. After that, the teacher explains about the use of Think Pair Share Method framework.  4. The teacher distributes leaflets contains the explanation about descriptive text. 5. The teacher also shares some examples of descriptive text. 6. The teacher reads and explains in detail the

	examples along with giving meaning. 7. The teacher leads students to repeat reading the descriptive text. Confirmation 1. The teacher asks students to close the leaflets that have been distributed. 2. The teacher provides some questions about the descriptive text related to the material. 3. The teacher provides time for learners to think for 2-3 individually to write the answers on a piece of paper. 4. The teacher asks the students to work in pairs with the group about the answers. 5. The teacher asks the student to come forward to share everything they know about the topic.
Post-Activity	1. The teacher asks the students to make a summary about the lessons. 2. The teacher asks some of the students to mention their summary in front of the class and the best summary is written on the framework. 3. The teacher gives students the topic which will be learned to next meeting and asks students to learn at home. 4. The teacher closes the teaching and learning process.

I. Assessment

1. Instrument:

All instrument see Appendix G.

2. Scoring Scale:

The ranges of Score	Speaking Categories
86-100	Excellent
61-85	Very Good
41-60	Good
21-40	Average
0-40	Poor

3. Scoring System:

Using Speaking Rubric by Dick, Gall, Borg, 2003, p.571

Maximum Score : 10 x 4 = 40

Student's Score : Skor Perolehan x 100
Skor Maksimal

Palembang, Jan 2017

Teacher,

Yulinda
12250155

Appendix F2

LESSON PLAN

School : SMPN 1 Palembang

Subject : Bahasa Inggris

Class/Semester : VIII / II

Time : 3 meetings (6JP)

A. Main Competence / Kompetensi Inti :

KI 1: Respect and appreciate the teachings of religion.

KI 2: Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence

KI 3: Understand and apply knowledge (factual, conceptual and procedural) based on curiosity about science, technology, arts, culture and events related to the phenomenon of the visible.

KI 4: Processing, present, and reasoning in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources are the same in viewpoints / theories.

B. Basic Competence and Indicators/ Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Basic Competence	Indicators
1.	3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.14 Menangkap makna teks *recount*lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa. 4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• In guided group work students analyze social functions, text structures and language elements as well as writing formats used in various recount texts about events, events, and events.

C. Objectives

1. Students can listen / show some examples of recount text by stating and trying about events, events, and events, based on the appropriate context
2. Students can follow the sentence in the text telling about events, events, and events,
3. Students can understand the meaning and form of a sentence in a text telling about events, events, and events,
4. Students can practice to determine detailed information
5. Students can read examples of recount text about activities, events, and events of various other sources.
6. Students can tell about events, events, and events that occur in English
7. Students can print their pleasant experiences.

8. In guided group work students can use social functions, text structures and language elements as well as written formats used in various texts telling about events, events, and events.
9. Students can switch feedback from teachers and friends about each one they deliver in group work.
10. Students can deduce their related analytical results. Social, text structure and linguistic elements of the recount text about events, events, and events that occur.
11. Students can present a writing about a fun experience
12. Students can write journals for experience of their ongoing experiences, difficult and easy to learn and strategies that have or will be done to overcome them.

D. Teaching Materials

Social Function: Describe experiences, events, events to report, emulate, boast, share experiences, etc.

Recount Text: is a text that telling the reader about one story, action, or activity. Its goal is to entertaining or informing the reader

Generic Structure of Recount Text:

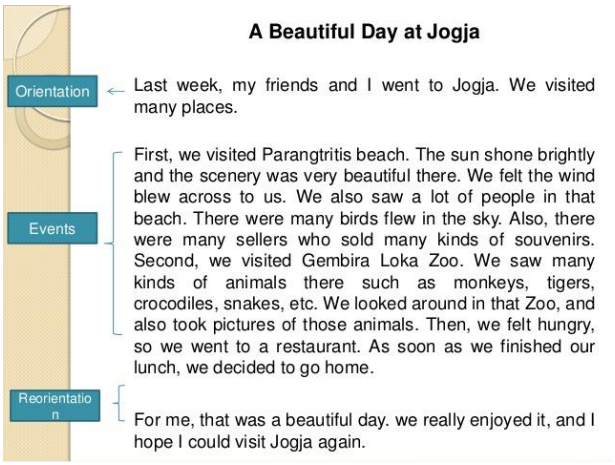
- **Orientation** tells who was involved, what happened, where the events took place and when it happened.
- **Events** tell what happened and in what sequence.
- **Reorientation** consists of optional-closure of events/ending.

Characteristic of Recount Text:

Use:

1. **Past Tense :** s + v2 + object + adverb of place/time/complement.
2. **Action Verb :** went, bought, wrote, slept, etc.
3. **Adverbs and Adverbial Phrase to show time, place, and way:** yesterday, at school, quickly, etc.
4. **Conjunction, time connectives to sort of the event;** but, and, after that.

Example of recount text:



E. Learning Method

Think Pair Share Method

F. Learning Sources

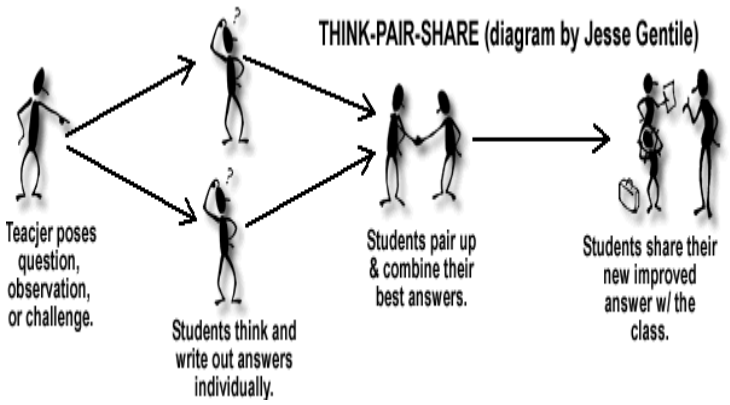
English Book for Junior High School and Internet

G. Media:

Card, Picture, Speaker.

H. Teaching and Learning Activities

Phase	Activity
Engagement	Opening Activity
Pre-Activity	1. The Teacher greets for the students. 2. The Teacher checks the students' attendance.

Whilst-Activity	Exploration: 5. The teacher have a brainstorm the students by writing the concept or the topic on the board. 6. The teacher asks as the whole class what they might know about the topic. 7. The students give respon about the concept and the teacher writes the students' respon on the board. 8. The teacher explains the importance of the material to be learned along with competencies to be mastered by the learner. Elaboration: 8. The teacher assigns the students to make groups. Each group involve four until six members. 9. The teacher distributes the framework of Think Pair Share Method to the students and draws it on the board. 10. After that, the teacher explains about the use of Think Pair Share Method framework.  11. The teacher distributes leaflets contains the explanation about descriptive text. 12. The teacher also shares some examples of descriptive text. 13. The teacher reads and explains in detail the examples along with giving meaning. 14. The teacher leads students to repeat reading the descriptive text. Confirmation 6. The teacher asks students to close the leaflets that have been distributed. 7. The teacher provides some questions about the descriptive text related to the material.

	8. The teacher provides time for learners to think for 2-3 individually to write the answers on a piece of paper. 9. The teacher asks the students to work in pairs with the group about the answers. 10. The teacher asks the student to come forward to share everything they know about the topic.
Post-Activity	5. The teacher asks the students to make a summary about the lessons. 6. The teacher asks some of the students to mention their summary in front of the class and the best summary is written on the framework. 7. The teacher gives students the topic which will be learned to next meeting and asks students to learn at home. 8. The teacher closes the teaching and learning process.

I. Assessment

4. Instrument:

1. Work in a group of four or five.
2. Interview your friends about their plans for their next holiday.
3. You may ask them where they plan to spend their holiday and they are going to do.
4. Record their plans in the following table. Retell it individually in front of the class.

Follow the following example:

No.	Name	Plan	Activity	Reason
1.	Nawang	Going to Makassar	Visit Losari Beach, Kayangan Island,	Beautiful Place, etc.

			Rotterdam Fortress, Pangeran Diponegoro Cemetery.	
2.				
3.				
4.				
5.				

(Adapted from: English book for eighth grade students SMP/MTs, by Suyanto, p.28)

5. Scoring Scale:

The ranges of Score	Speaking Categories
86-100	Excellent
61-85	Very Good
41-60	Good
21-40	Average
0-40	Poor

6. Scoring System:

Using Speaking Rubric by Dick, Gall, Borg, 2003, p.571

Maximum Score : 10 x 4 = 40

Student's Score : $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Palembang, Jan 2017

Teacher

Yulinda
12250155

Appendix F3

LESSON PLAN

School : SMPN 1 Palembang

Subject : Bahasa Inggris

Class/Semester : VIII / II

Time : 1 meeting (2JP)

A. Main Competence / Kompetensi Inti :

KI 1: Respect and appreciate the teachings of religion.

KI 2: Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence

KI 3: Understand and apply knowledge (factual, conceptual and procedural) based on curiosity about science, technology, arts, culture and events related to the phenomenon of the visible.

KI 4: Processing, present, and reasoning in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources are the same in viewpoints / theories.

B. Basic Competence and Indicators/ Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Basic Competence	Indicators
1.	3.15Memahami fungsi social dan unsur kebahasaan dalam lagupesan dalam lagu. 4.19Menangkap makna lagu.	In guided group work students analyze some of the songs he hears with a focus on the social functions, phrases, and linguistic elements and genres used in the song

C. Objectives

1. Students can listen to songs that are played through cassettes, CDs, videos or sung by Master or friends with great care
2. Students can follow and sing songs together to better understand and appreciate the meaning in the song.
3. With teacher guidance and direction, students can question the difference of the song, in various contexts
4. Students can listen to other songs by paying attention to social functions, phrases, and elements of language and genre that is true and in accordance with the context inside and outside the classroom
5. In guided group work students can analyze some of the songs he hears with a focus on social functions, phrases, and linguistic elements as well as the genres used in the song

6. Students can get feedback from teachers and friends about what has been communicated in group work.
7. Students copy simple songs with neat writing and write messages contained in the song.
8. Students write down their learning experiences in related to learning journal books: feelings, benefits, acquired things and difficulties experienced during learning.

D. Teaching Materials

Social function: Entertaining, expressing feelings, teaching moral messages.

Song: That's what friends are for

a. Your teacher will play the record of the song. Listen carefully and read the lyric below.

And I never thought I feel this way
And as far as I'm concerned
I'm glad I got the chance to say
That I do believe I love you
And if I should ever go away
Well then close your eyes and try
To feel the way we do today
And then if you can remember
Keep smiling, keep shining
Knowing you can always count on me, for sure
That's what friends are for
For good time and bad times
I'll be on your side forever more
That's what friends are for
Well you came and opened me
And now there's so much more I see
And so by the way I thank you
And then for the times when we're apart
Well then close your eyes and know
These words are coming from my hearts
And then if you can remember

(Adapted from: English book for eighth grade students SMP/MTs, by Suyanto, p.28)

E. Learning Method

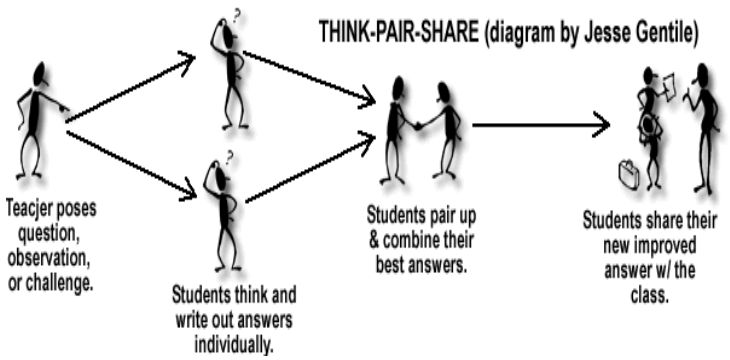
Think Pair Share Method

F. Learning Sources
English Book for Junior High School and Internet

G. Media
Speaker, Leaflets.

H. Teaching and Learning Activities

Phase	Activity
Engagement	Opening Activity
Pre-Activity	1. The Teacher greets for the students. 2. The Teacher checks the students' attendance.
Whilst-Activity	Exploration: 1. The teacher have a brainstorm the students by writing the concept or the topic on the board. 2. The teacher asks as the whole class what they might know about the topic. 3. The students give respon about the concept and the teacher writes the students' respon on the board. 4. The teacher explains the importance of the material to be learned along with competencies to be mastered by the learner. Elaboration: 1. The teacher assigns the students to make groups. Each group involve four until six members. 2. The teacher distributes the framework of Think Pair Share Method to the students and draws it on the board. 3. After that, the teacher explains about the use of Think Pair Share Method framework.

	 4. The teacher distributes leaflets contains the lyric of song. 5. The teacher reads and explains in detail the examples along with giving meaning. 6. The teacher leads students to repeat reading the song. Confirmation 1. The teacher asks students to close the leaflets that have been distributed. 2. The teacher provides some questions to the material. 3. The teacher provides time for learners to think for 2-3 individually to write the answers on a piece of paper. 4. The teacher asks the students to work in pairs with the group about the answers. 5. The teacher asks the student to come forward to share everything they know about the topic.
Post-Activity	1. The teacher asks the students to make a summary about the lessons. 2. The teacher asks some of the students to mention their summary in front of the class and the best summary is written on the framework. 3. The teacher gives students the topic which will be learned to next meeting and asks students to learn at home. 4. The teacher closes the teaching and learning process.

I. Assessment

1. Instrument

a. Now let's sing together.

b. Work in pairs. Read again the lyric carefully. Discuss with your partner why we need friends.
c. Tell the result of your discussion.

2. Scoring Scale:

The ranges of Score	Speaking Categories
86-100	Excellent
61-85	Very Good
41-60	Good
21-40	Average
0-40	Poor

3. Scoring System:

Using Speaking Rubric by Dick, Gall, Borg, 2003, p.571

Maximum Score : 10 x 4 = 40

Student's Score : Skor Perolehan x 100
Skor Maksimal

Palembang, Jan 2017

Teacher

Yulinda
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Appendix G

MATERIAL OF THE LESSON

Descriptive Text

Bali Island

(Picture's Source: https://www.balistarisland.com/bali-island/)

Identification	It is the most famous island in Indonesia. It is an awesome place which holds spectacular combination of natural beauty and cultural landscape. Its Beauty blends in harmony with warm and friendly people. Here the culture continues to be preserved from generation to generation. This island is called Bali.
Description	Bali is well known by many names; the island of gods, thousand- temples island, and the island of paradise. People call Bali 'the island of paradise' is not without reasons. Bali has outstanding natural beauty like a volcano that looks close and big; endless green paddy fields which give a sense of peace and tranquility; as well as the grains of Balinese beach sand and the beauty of the sea which are so mesmerizing. Bali also has dramatic dances, diverse customary ceremonies, the best traditional culinary, as well as beautiful and wholesome arts and crafts. This exotic island has many interesting things to offer; ranging from spiritual life and traditional culinary to extraordinary experience such surfing, diving, and jungle tracking which challenging your courage. That is why Bali is nominated as the World's Best Island in 2009 by Travel and Leisure Magazine and as the second Best of Travel in 2010 by Lonely Planet.

(Taken from: www.belajarbahasainggris.us)

Appendix G

MATERIAL OF THE LESSON

Descriptive Text

Task 14

a. Do you know Alvin and the Chipmun

Alvin and the Chipmunks

Three lively singing chipmunk brothers, Alvin - the unchained leader, Simon - the genius, and the tender rotund Theodore are living their lives in the forest storing nuts away for the winter when one day their tree is cut down and carried off into the city to become a Christmas tree. They must find a new home and they end up at Daves house. The only thing that makes them different is that they can talk and even sing.

Dave Seville (Jason Lee) is a struggling song writer who has a great idea about making the chipmunks a new show act, singing his songs. The only thing is that you must remember is that they are chipmunks and they act like chipmunks by tearing up Daves house and interrupting his love life. David will adopt the Chipmunks taking care of them as lovely father and manager of their famous rock band. The chipmunks become a big hit and superstars with cute voices and fancy dance moves. The record company executive Ian (David Cross) sees big money in his future and takes over the act and pushes Dave to the side. Dave must try to save his little family before they becomes a show biz disaster.

Appendix H

S I L A B U S

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Kompetensi Inti :
KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2:Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3:Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASIWAKTU	SUMBER BELAJAR
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya . 4.12 Menangkap makna dalam teks deskriptiflisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	**Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda** *Fungsi sosial* Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan. *Struktur teks* a. Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Penyebutan sifat orang, binatang, benda dan bagiannya, dan c. Penyebutan tindakan dari atau terkait dengan orang, binatang,	**Mengamati** • Siswa mendengarkan/membaca/menonton beberapa contoh teks deskriptif singkat dan sederhana tentang orang, benda dan binatang. • Siswa mengikuti mengucapkan teks deskriptif singkat dan sederhana tentang orang, benda dan binatang • Siswa membaca untuk memahami berbagai informasi dan makna teks deskriptif	Kriteria Penilaian: Tingkat ketercapaian fungsi sosial teks descriptive singkat dan sederhana tentang orang, benda dan binatang,. Tingkat kelengkapan dan keruntutan struktur teks teks descriptive singkat dan sederhana tentang orang, benda dan binatang, Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Cara Penilaian: Tes Tulis Pilihan Ganda Jawaban singkat Essay Kinerja (praktik) Bermain peran mengenalkan sahabat pena	12 JP	Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet: www.dailyenglish.com http://americanenglish.state.gov

	benda Panjang teks: kurang lebih 6 (enam) kalimat. *I have a niece. Her name is Fanny. She is five years old. She has chubby cheeks and flat nose. Her eyes are slanted. She looks funny when she smiles.* *Unsur kebahasaan* (1) Pertanyaan dan pernyataan tentang deskripsi • *How does your brother look like?* • *He's short and wears glasses* (2) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*). (3) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.* (4) Kata sifat, tanpa atau dengan penambahan kata *quite*, *very*, atau kombinasi seperti *dark brown*, *nice little cat*, dan semacamnya. (5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. *Topik* • Berbagai hal terkait dengan *orang, binatang dan*	singkat dan sederhana tentang orang, benda dan binatang dengan pengucapan dan intonasi yang baik • Siswa berlatih menentukan informasi rinci • **Menanya** Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks descriptive singkat dan sederhana tentang orang, benda dan binatang, dalam berbagai konteks **Mengeksplorasi** • Siswa membaca contoh-contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatangdari berbagai sumber lain. • Siswa mendeskripsikan dengan singkat dan sederhana tentang orang, benda dan binatanguntuk tujuanmenjual, membeli, mengenalkan, melaporkan kehilangan menggunak	Bermain peran membeli/menjual suatu barang Bermain peran melaporkan orang hilang Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam menyusun teks deskripsi Observasi: Penilaian untuk tujuan memberi balikan. Sasaran penilaian: Upaya menggunakan bahasa Inggris untuk mendeskripsikan dengan singkat dan sederhana tentang orang, benda dan binatang ketika ada kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio Kumpulan catatan kemajuan belajar yang mendukung proses pembelajaran menyusun teks deskriptif . Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar menyusun teks deskriptif tulis, pendek dan sederhana,		/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

	benda di sekitar rumah, sekolah dan lingkungan.	an Bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta format penulisan yang digunakan untuk mendeskripsikan orang, benda atau binatang dengan tujuan menjual, membeli, mengenalkan, atau melaporkan kehilangan ,. • Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisisnya terkait Fungsi	berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi tentang orang, binatang, dan benda Kumpulan hasil tes dan latihan. Penilaian Diri dan Penilaian Sejawat Jurnal belajar		

		sosial, struktur teks dan unsur kebahasaan dari teks deskriptif tentang orang, benda dan binatang dengan tujuan menjual, membeli, mengenalkan, melaporkan kehilangan. **Mengomunikasikan** • Siswa mendeskripsikan orang benda dan binatang untuk mengenalkan, menjual atau melaporkan kehilangan dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi			

		yang sudah atau akan dilakukan untuk mengatasinya			
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.16 Menangkap makna teks *recount*lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa. 4.17 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	**Teks lisan dan tulis berbentuk *recount* dengan menyatakan dan menanyakan tentang kejadian, dan peristiwa, pendek dan sederhana** *Fungsi sosial* Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb. *Struktur teks* a. Orientasi: menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum b. Uraian tindakan/kejadian secara berurut dan runtut c. Penutup (seringkali ada): komentar atau penilaian umum. *Unsur kebahasaan* (1) Uraian tindakan dalam Past Tense:Simple and Continuous, *woke, took, went, got, did, had, was waiting, were sleeping* (2) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb. (3) Adverbia dan	**Mengamati** • Siswa mendengarkan/ menonton beberapa contoh teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, berdasarkan konteks yang sesuai • Siswa mengikuti mengucapkan kalimat dalam teks *recount* tentang kegiatan, kejadian, dan peristiwa, • Siswa membaca untuk memahami makna dan bentuk kalimat terdapat dalam teks *recount* tentang kegiatan, kejadian, dan peristiwa, • Siswa berlatih menentukan informasi rinci • **Menanya**	Kriteria Penilaian: Tingkat ketercapaian fungsi sosial teks *recount* tentang kegiatan, kejadian, dan peristiwa Tingkat kelengkapan dan keruntutan struktur teks dari teks *recount* tentang kegiatan, kejadian, dan peristiwa Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Cara Penilaian: Tes Tulis Menjawab berbagai pertanyaan tentang informasi yang terdapat dalam teks yang di didengar atau dibaca. Menyusun kalimat acak menjadi kalimat yang padu Melengkapi teks *recount* singkat dan sederhana berdasarkan konteks Menulis teks *recount* sederhana berdasarkan urutan gambar kejadian Kinerja (praktik) Melakukan monolog tentang pengalaman yang menyenangkan. Ketepatan dan kesesuaian menggunakan	12 JP	Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet: www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

	frasa preposisional penujuk waktu: *yesterday*, *last month, on Monday, an hour ago*, *immediately*, dsb. (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. Topik Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan masyarakat sekitar siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan. **Multimedia** • Foto peristiwa, buku harian, dekorasi, yang membuat tampilan teks lebih menarik	• Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai teks *recount* tentang kegiatan, kejadian, dan peristiwa, dalam berbagai konteks **Mengeksplorasi** • Siswa membaca contoh-contoh teks *recount* tentang kegiatan, kejadian, dan peristiwadari berbagai sumber lain. • Siswa menceritakan kegiatan, kejadian, dan peristiwa yang terjadi menggunakan Bahasa Inggris • Siswa menuliskan pengalam mereka yang menyenangkan. **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan	struktur teks dan unsur kebahasaan dalam monolog tentang pengalaman yang menyenangkan. Observasi: Penilaian untuk tujuan memberi balikan. Sasaran penilaian: Upaya menggunakan bahasa Inggris untuk menyatakan, menanyakan, dan menceritakan kejadian dan peristiwa yang terjadi di waktu lampau Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio Kumpulan catatan kemajuan belajar yang mendukung proses pembelajaran menyusun teks *recount* Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar menyusun teks *recount* dengan menyatakan dan menanyakan tentang kejadian, dan peristiwa, pendek dan sederhana Kumpulan hasil		

		unsur bahasa serta format penulisan yang digunakan dalam berbagai teks *recount* tentang kegiatan, kejadian, dan peristiwa,. • Siswa menanyakan balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisinya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks *recount* tentang kegiatan, kejadian, dan peristiwa yang terjadi. ,**Mengomunikasikan** • Siswa mempresentasikan tulisan tentang pengalaman yang menyenangkan • Siswa menulis jurnal untuk mengungka	tes dan latihan. Penilaian Diri dan Penilaian Sejawat Jurnal belajar		

		pkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya			
3.16 Memahami fungsi social dan unsur kebahasaan dalam lagupesan dalam lagu. 4.20 Menangkap makna lagu.	**Lagu pendek dan sederhana** *Fungsi sosial* Menghibur, mengungkapkan perasaan, mengajarkan pesan moral *Unsur kebahasaan* (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisa*)* *Topik* • Lagu-lagu tentang keteladanan yang menginspirasi	**Mengamati** • Siswa mendengarkan lagu yang diperdengarkan lewat kaset, CD, video atau yang dinyanyikan oleh Guru atau teman dengan penuh perhatian • Siswa megikuti dan menyanyikan lagu bersama untuk lebih memahami dan menghayati makna dalam lagu tsb. **Menanya** Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan lagu, dalam berbagai konteks **Mengeksplorasi** Siswa mendengarkan lagu lagu lainnya dengan memperhatikan fungsi	Kriteria Penilaian: Tingkat ketercapaian fungsi sosial teks pesan singkat dan pengumuman/ pemberitahuan (*notice*), Tingkat kelengkapan dan keruntutan struktur pesan singkat dan pengumuman/ pemberitahuan (*notice*), Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Cara Penilaian: Tes Tulis Menjawab berbagai pertanyaan tentang informasi yang terdapat dalam teks yang di didengar atau dibaca. Kinerja (praktik) Siswa menceritakan secara ringkas menggunakan bahasa Inggris, isi pesan singkat dan pengumuman/ pemberitahuan yang didengar atau dibaca	10 JP	Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh teks tertulis Sumber dari internet: www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

		sosial, ungkapan, dan unsur kebahasaan serta genre yang benar dan sesuai dengan konteks di dalam dan di luar kelas **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis beberapa lagu yang didengarnya dengan fokus pada fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang digunakan dalam lagu tersebut • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. **Mengomunikasikan** • Siswa menyalin lagu sederhana dengan tulisan yang rapi dan menuliskan pesan yang terkandung dalam lagu. • Pada saat yang sama, antar siswa melakukan penilaian	Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam menyampaikan pesan singkat dan pengumuman/ pemberitahuan Observasi: Penilaian untuk tujuan memberi balikan. Sasaran penilaian: Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Portofolio Kumpulan catatan kemajuan belajar yang mendukung proses pembelajaran menyusun teks pesan singkat dan pengumuman/pemberitahuan Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar menyusun teks pesan singkat dan pengumuman/pemberitahuan berdasarkan konteks yang diberikan Kumpulan hasil tes dan latihan. Penilaian Diri dan Penilaian Sejawat Jurnal belajar		

		sejawat, tentang lagu yang dinyanyikan yang dilakukan siswa di dalam maupun di luar kelas. • Siswa menuliskan pengalaman belajarnya dalam buku *learningjournal* terkait: perasaan, manfaat, hal-hal yang diperoleh serta kesulitan yang dialami selama pembelajaran			

Mengetahui

Kepala SMP Negeri 1 Palembang,

Devi Emilya, M.Pd
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Palembang, Juli 2015
Guru Mata Pelajaran,

Drs. M. Gunawan, S.Pd
NIP.196008011980121004

No.	Name	Score

Appendix I

Nilai Akhir Semester Siswa

No.	Name	Score
1.	Addit Kusumayadi	75
2.	Alda Aulia	80
3.	Alvita Putri Luthfiyah S	78
4.	Bagus Pratomo Putranto	80
5.	Dareen Nurrahma Amrul	85
6.	Dava Virgio Kertawijaya	76
7.	Dwi Surya Permana Hadi	73
8.	Eltsani Qurotta A'yuni	80
9.	Fania Agfariani	80
10.	Fatimah Azzahra	80
11.	Halwa Salsilah	78
12.	Lisa Amalia Qur'any	73
13.	Masaya Intan Nur'aina	75
14.	Muhamad Daka Anugerah	75
15.	Muhammad Dary Athariq	78
16.	Muhammad Farhan Firdaus	78
17.	Muhammad Faris Samudera	80
18.	Muhammad Natsir	70
19.	Muhammad Randi Pratama	70
20.	Muhammad Zacky Mudarfasyah	80
21.	Muhammad Zaki Fadhlurahman	80
22.	Nabil Rangga Perdana	76
23.	Putri Ramadhania	74
24.	Rasyiqa Fauzia	73
25.	Ratu Aprilia Larasati	76
26.	Rayhan Fadil Muhammad	70
27.	Reka Alfyah Fajra Ananda	80
28.	Risty Widyani Kusumaningrum	76
29.	Siti Nurfarrisya	78
30.	Siti Najwa Al Mukarroma	75

Appendix I

Nilai Akhir Semester Siswa

1.	Abizard Bagas Putra	78
2.	Achmad Aldi Cahyadi	73
3.	Ahmad Dzaky Muzhaffar	80
4.	Ahmad Fadhel Wira Putra	73
5.	Aisyah Alzahra	75
6.	Alda Arafah	73
7.	Alifa Marshanda Amini	70
8.	Arief Sastra Wijaya	73
9.	Jeovanny Izzati	80
10.	Kayla Siti Nurhalisa	80
11.	Kemas Muhammad Pratama PW	80
12.	Khalisa Kifah P	80
13.	Khoirun Addin Ariansyah	75
14.	Kiagus Muhammad Dhafa Aqrom	73
15.	M. Farhan	75
16.	M. Rafli Halomoan Siregar	75
17.	Miguel Torang Pandapotan P	75
18.	Muhammad Rifky Fatiha	74
19.	Muhammad Rizky	74
20.	Muhammad Saleh Aidi	80
21.	Muhammad Zaki	78
22.	Nabila Carissa Ricadi Nurhasanah	75
23.	Natasha Kemala Putri	80
24.	Qurrotun Salsabilah	75
25.	Raden Ayu Sabrina Anggraini	70
26.	Raden Ayu Azzahra	70
27.	Raissa Nadhif Astianara	72
28.	Reynanda Kesuma Devinta	74
29.	Rizky Sandrina Ayu	76
30.	Salsabila Ramadhani	74

Appendix M

The Result of Pretest Score of the Experimental Group

No.	Name	Rater 1						Rater 2						Rater 3						TS
		P	F	A	V	T	CS	P	F	A	V	T	CS	P	F	A	V	T	CS	
1	Student 1	7	7	7	7	28	**70**	6	6	6	7	25	**63**	6	4	4	4	18	**45**	59
2	Student 2	5	4	4	5	18	**45**	6	6	6	6	24	**60**	4	3	4	3	14	**35**	47
3	Student 3	7	7	7	6	27	**68**	6	6	6	6	24	**60**	5	4	4	4	17	**43**	57
4	Student 4	7	7	7	7	28	**70**	7	6	6	7	26	**65**	7	6	6	6	25	**63**	66
5	Student 5	6	5	6	5	22	**55**	7	6	6	6	25	**63**	7	3	3	4	17	**42**	53
6	Student 6	6	4	5	5	20	**50**	8	7	7	7	29	**73**	5	3	3	3	14	**35**	53
7	Student 7	6	5	5	5	21	**53**	7	7	7	7	28	**70**	6	5	5	5	21	**53**	58
8	Student 8	5	6	5	6	22	**55**	6	6	6	6	24	**60**	6	5	6	6	23	**58**	58
9	Student 9	8	7	8	7	30	**75**	8	7	7	8	30	**75**	7	7	6	7	27	**68**	73
10	Student 10	7	6	7	8	28	**70**	8	7	8	8	31	**78**	7	7	6	7	27	**68**	72
11	Student 11	6	6	6	6	24	**60**	7	6	6	7	26	**65**	6	6	5	6	23	**58**	61
12	Student 12	6	5	5	6	22	**55**	7	6	6	7	26	**65**	6	5	5	6	22	**55**	58
13	Student 13	6	6	6	7	25	**63**	7	6	6	7	26	**65**	5	4	5	4	18	**45**	58
14	Student 14	6	5	5	5	21	**53**	6	6	6	6	24	**60**	5	4	4	4	15	**38**	50
15	Student 15	5	5	5	6	21	**53**	7	6	7	7	27	**68**	6	5	5	5	21	**53**	58
16	Student 16	6	5	5	6	22	**55**	7	6	7	7	27	**68**	6	6	6	6	24	**60**	61
17	Student 17	6	6	5	6	23	**58**	7	6	6	6	25	**63**	5	5	5	5	20	**50**	57
18	Student 18	6	5	5	5	21	**53**	7	6	7	7	27	**68**	5	2	3	2	12	**30**	50
19	Student 19	5	4	4	4	17	**43**	7	6	7	7	27	**68**	7	5	5	4	21	**53**	54
20	Student 20	6	6	5	6	23	**58**	6	6	6	6	24	**60**	6	5	5	5	21	**53**	57
21	Student 21	7	6	6	6	25	**63**	6	6	6	6	24	**60**	6	5	5	5	21	**53**	58
22	Student 22	7	6	7	7	27	**68**	8	7	7	7	29	**73**	5	4	4	4	17	**43**	61
23	Student 23	7	6	7	7	27	**68**	8	7	7	7	29	**73**	5	4	4	4	17	**43**	61
24	Student 24	6	5	5	6	22	**55**	8	7	7	7	29	**73**	5	4	4	5	18	**45**	58
25	Student 25	5	4	4	4	17	**43**	6	6	6	7	25	**63**	4	4	4	4	16	**40**	48
26	Student 26	6	5	5	5	21	**53**	7	6	6	7	26	**65**	5	4	4	4	17	**43**	53
27	Student 27	6	6	6	6	24	**60**	7	6	6	7	26	**65**	5	5	5	5	20	**50**	58
28	Student 28	7	6	6	7	26	**65**	7	6	7	7	27	**68**	6	6	5	5	22	**55**	63
29	Student 29	7	6	7	5	25	**63**	7	7	7	7	28	**70**	5	3	3	3	14	**35**	56
30	Student 30	6	5	6	6	23	**58**	7	6	6	6	25	**63**	5	4	4	4	17	**43**	54

Note: P (Pronounciation), F (Fluency), A (Accuracy), V (Vocabulary), T (Total), CS (Correct Score), TS (Total Score)

Appendix N

The Result Score of Posttest of the Experimental Group

No.	Name	Rater 1						Rater 2						Rater 3						TS
		P	F	A	V	T	CS	P	F	A	V	T	CS	P	F	A	V	T	CS	
1	Student 1	8	7	8	8	31	**78**	7	6	7	7	27	**68**	7	7	7	7	28	**70**	72
2	Student 2	6	5	5	5	21	**53**	6	6	6	7	25	**63**	6	5	5	5	21	**53**	56
3	Student 3	7	7	7	8	29	**73**	6	6	6	7	25	**63**	7	7	6	7	27	**68**	68
4	Student 4	8	7	8	7	30	**75**	7	6	7	7	27	**68**	7	5	6	6	24	**60**	68
5	Student 5	7	6	6	6	25	**63**	7	6	7	7	27	**68**	6	5	5	5	21	**53**	61
6	Student 6	7	5	6	5	23	**58**	8	7	7	8	30	**75**	7	7	6	7	27	**68**	67
7	Student 7	6	5	5	6	22	**55**	8	7	7	7	29	**73**	6	5	5	6	22	**55**	61
8	Student 8	5	5	5	5	20	**50**	6	6	6	7	25	**63**	6	5	5	5	21	**53**	55
9	Student 9	6	6	6	6	24	**60**	8	8	8	8	32	**80**	8	8	8	8	32	**80**	73
10	Student 10	7	6	7	7	27	**68**	8	8	8	8	32	**80**	8	8	8	8	32	**80**	76
11	Student 11	6	5	5	7	23	**58**	7	7	7	7	28	**70**	8	6	6	7	27	**68**	65
12	Student 12	7	6	7	7	27	**68**	7	7	7	7	28	**70**	7	8	7	7	29	**73**	70
13	Student 13	6	6	6	6	24	**60**	7	7	7	7	28	**70**	7	7	7	7	28	**70**	67
14	Student 14	7	7	7	6	27	**68**	7	6	6	6	25	**63**	7	7	7	7	28	**70**	67
15	Student 15	6	4	5	6	21	**53**	7	7	7	7	28	**70**	7	5	6	7	25	**63**	62
16	Student 16	7	7	7	7	28	**70**	7	7	7	7	28	**70**	7	8	7	8	30	**75**	72
17	Student 17	6	6	6	7	25	**63**	7	7	7	7	28	**70**	7	7	7	7	28	**70**	68
18	Student 18	5	5	5	6	21	**53**	6	6	7	7	26	**65**	7	6	6	7	26	**65**	61
19	Student 19	6	6	5	5	22	**55**	7	7	7	7	28	**70**	7	7	7	7	28	**70**	65
20	Student 20	6	4	5	5	20	**50**	7	6	6	6	25	**63**	6	6	6	6	24	**60**	58
21	Student 21	6	5	6	6	23	**58**	6	6	6	7	25	**63**	6	6	6	6	24	**60**	60
22	Student 22	6	5	6	6	23	**58**	8	8	7	7	30	**75**	7	6	6	6	25	**63**	65
23	Student 23	7	7	7	7	28	**70**	8	8	7	7	30	**75**	7	6	6	7	26	**65**	70
24	Student 24	8	7	7	8	30	**75**	8	8	7	8	31	**78**	7	7	5	7	26	**65**	73
25	Student 25	6	6	6	7	25	**63**	7	6	6	7	26	**65**	7	6	6	6	25	**63**	63
26	Student 26	6	5	5	6	22	**55**	7	6	7	7	27	**68**	6	7	5	6	24	**60**	61
27	Student 27	7	6	6	6	25	**63**	7	7	7	7	28	**70**	6	6	6	6	24	**60**	64
28	Student 28	6	6	6	6	24	**60**	7	7	7	7	28	**70**	7	7	6	7	27	**68**	66
29	Student 29	6	5	5	6	22	**55**	8	7	7	7	29	**73**	7	7	7	7	28	**70**	66
30	Student 30	6	5	5	5	21	**53**	7	6	7	7	27	**68**	6	6	6	6	24	**60**	60

Note: P (Pronounciation), F (Fluency), A (Accuracy), V (Vocabulary), T (Total), CS (Correct Score), TS (Total Score)

The Result of Pretest of Control Group

No.	Name	Rater 1						Rater 2						Rater 3						TS
		P	**F**	**A**	**V**	**T**	**CS**	**P**	**F**	**A**	**V**	**T**	**CS**	**P**	**F**	**A**	**V**	**T**	**CS**	
1	Student 1	5	4	5	4	18	**45**	6	5	5	6	22	**55**	5	4	4	4	17	**43**	48
2	Student 2	7	7	6	7	27	**68**	6	6	6	6	24	**60**	6	5	5	6	22	**55**	61
3	Student 3	6	8	7	7	28	**70**	7	7	7	7	28	**70**	7	7	6	7	27	**68**	69
4	Student 4	6	5	5	5	21	**53**	7	7	7	7	28	**70**	6	7	5	6	24	**60**	61
5	Student 5	8	6	8	8	30	**75**	8	8	7	8	31	**78**	8	8	8	8	32	**80**	78
6	Student 6	5	4	4	4	17	**43**	6	6	6	6	24	**60**	6	5	5	5	21	**53**	52
7	Student 7	6	5	5	7	23	**58**	7	6	7	7	27	**68**	6	5	5	5	21	**53**	59
8	Student 8	5	5	5	6	21	**53**	6	6	6	6	24	**60**	5	4	5	4	18	**45**	53
9	Student 9	6	6	7	6	25	**63**	6	7	6	6	25	**63**	6	5	4	5	20	**50**	58
10	Student 10	6	6	5	6	23	**58**	6	6	6	6	24	**60**	7	5	5	7	24	**60**	59
11	Student 11	6	5	6	6	23	**58**	6	6	6	7	25	**63**	6	4	4	5	19	**48**	56
12	Student 12	7	6	7	7	27	**68**	6	6	6	6	24	**60**	5	5	4	5	19	**48**	58
13	Student 13	8	7	7	7	29	**73**	8	8	7	8	31	**78**	6	4	5	4	19	**48**	66
14	Student 14	4	4	5	5	18	**45**	6	6	6	7	25	**63**	5	3	3	4	15	**38**	48
15	Student 15	6	5	5	6	22	**55**	6	6	6	6	24	**60**	4	4	3	3	14	**35**	50
16	Student 16	7	7	7	7	28	**70**	7	6	7	7	27	**68**	6	5	5	5	21	**53**	63
17	Student 17	7	7	7	7	28	**70**	6	6	6	6	24	**60**	6	5	5	5	21	**53**	61
18	Student 18	7	6	7	6	26	**65**	6	6	6	6	24	**60**	5	4	5	5	19	**48**	58
19	Student 19	5	6	5	5	21	**53**	6	6	6	6	24	**60**	4	5	5	5	19	**48**	53
20	Student 20	7	7	7	7	28	**70**	6	6	6	6	24	**60**	5	4	5	5	19	**48**	59
21	Student 21	6	6	6	5	23	**58**	7	6	6	6	25	**63**	5	4	4	4	17	**43**	54
22	Student 22	5	4	5	4	18	**45**	6	6	6	6	24	**60**	4	4	4	4	16	**40**	48
23	Student 23	6	5	6	6	23	**58**	7	6	7	7	27	**68**	5	4	5	4	18	**45**	57
24	Student 24	7	7	7	6	27	**68**	7	6	7	7	27	**68**	6	5	5	5	21	**53**	63
25	Student 25	6	5	6	6	23	**58**	7	6	7	7	27	**68**	6	5	5	5	21	**53**	59
26	Student 26	7	5	5	5	22	**55**	6	6	6	6	24	**60**	5	4	4	4	17	**43**	53
27	Student 27	7	5	6	5	23	**58**	7	7	7	7	28	**70**	5	4	4	4	17	**43**	57
28	Student 28	6	6	5	5	22	**55**	7	6	6	6	25	**63**	5	5	5	5	20	**50**	56
29	Student 29	7	6	6	6	25	**63**	7	6	7	7	27	**68**	5	5	5	5	20	**50**	60
30	Student 30	7	5	6	5	23	**58**	7	6	7	7	27	**68**	5	4	5	5	19	**48**	58

Note: P (Pronounciation), F (Fluency), A (Accuracy), V (Vocabulary), T (Total), CS (Correct Score), TS (Total Score)

Appendix O

Appendix P

The Result of Posttest Score of Control Group

No.	Name	Rater 1						Rater 2						Rater 3						TS
		P	F	A	V	T	CS	P	F	A	V	T	CS	P	F	A	V	T	CS	
1	Student 1	7	4	5	5	21	**53**	6	6	6	6	24	**60**	6	4	4	4	18	**45**	53
2	Student 2	6	4	5	6	21	**53**	7	7	6	7	27	**68**	7	7	7	7	28	**70**	63
3	Student 3	7	5	6	6	24	**60**	7	7	7	7	28	**70**	7	7	7	7	28	**70**	67
4	Student 4	7	6	7	6	26	**65**	7	7	8	8	30	**75**	7	7	7	7	28	**70**	70
5	Student 5	8	7	8	8	31	**78**	8	8	8	8	32	**80**	8	8	8	8	32	**80**	79
6	Student 6	7	5	6	6	24	**60**	6	6	6	7	25	**63**	7	6	6	6	25	**63**	62
7	Student 7	6	6	5	6	23	**58**	7	7	7	7	28	**70**	6	5	5	5	21	**53**	60
8	Student 8	6	6	6	6	24	**60**	6	6	6	7	25	**63**	6	6	6	6	24	**60**	61
9	Student 9	7	6	7	6	26	**65**	6	6	6	7	25	**63**	7	6	6	6	25	**63**	63
10	Student 10	6	7	6	7	26	**65**	6	6	6	7	25	**63**	7	7	7	7	28	**70**	66
11	Student 11	7	7	7	7	28	**70**	7	7	6	7	27	**68**	7	6	6	6	25	**63**	67
12	Student 12	5	5	5	5	20	**50**	6	6	6	7	25	**63**	5	5	5	5	20	**50**	54
13	Student 13	6	5	5	6	22	**55**	8	8	8	8	32	**80**	8	8	8	8	32	**80**	72
14	Student 14	6	6	5	6	23	**58**	6	6	7	7	26	**65**	6	5	5	5	21	**53**	58
15	Student 15	6	5	6	5	22	**55**	6	6	6	6	24	**60**	5	5	5	5	20	**50**	55
16	Student 16	7	7	7	8	29	**73**	7	7	7	7	28	**70**	6	5	5	6	22	**55**	66
17	Student 17	6	5	6	7	24	**60**	6	6	6	7	25	**63**	7	6	7	7	27	**68**	63
18	Student 18	6	5	5	6	22	**55**	6	6	6	6	24	**60**	6	5	5	5	21	**53**	56
19	Student 19	5	6	5	5	21	**53**	6	6	6	6	24	**60**	5	5	5	5	20	**50**	54
20	Student 20	6	6	6	7	25	**63**	6	6	6	6	24	**60**	5	6	5	6	22	**55**	59
21	Student 21	7	6	6	6	25	**63**	7	6	6	7	26	**65**	6	6	6	6	24	**60**	63
22	Student 22	5	5	5	5	20	**50**	6	6	6	6	24	**60**	6	6	5	5	22	**55**	55
23	Student 23	7	7	7	6	27	**68**	7	7	7	7	28	**70**	7	7	7	7	28	**70**	69
24	Student 24	8	6	7	7	28	**70**	7	7	7	7	28	**70**	7	7	7	7	28	**70**	70
25	Student 25	6	6	6	6	24	**60**	7	7	7	7	28	**70**	7	7	7	7	28	**70**	67
26	Student 26	5	5	5	6	21	**53**	6	6	6	6	24	**60**	5	4	5	5	19	**48**	53
27	Student 27	6	6	6	6	24	**60**	7	7	7	8	29	**73**	7	6	6	6	25	**63**	65
28	Student 28	6	6	5	6	23	**58**	7	6	6	7	26	**65**	7	6	6	6	25	**63**	62
29	Student 29	7	6	7	7	27	**68**	7	7	7	7	28	**70**	7	6	6	7	26	**65**	68
30	Student 30	6	6	5	6	23	**58**	7	7	7	7	28	**70**	7	6	6	6	25	**63**	63

Note: P (Pronounciation), F (Fluency), A (Accuracy), V (Vocabulary), T (Total), CS (Correct Score), TS (Total Score)

Appendix Q

Total Score of Control Group and Experimental Group

Student No.	Pretest Score of Control Group	Posttest Score of Control Group	Pretest Score of Experimental Group	Posttest Score of Experimental Group
1	47,5	52,5	59,16	71,6
2	60,8	63,3	46,6	55,83
3	69,1	66,6	56,6	67,5
4	60,8	70,0	65,8	67,5
5	77,5	79,1	36,6	60,8
6	51,6	65,0	52,5	66,66
7	59,16	60,0	58,3	60,83
8	52,5	60,83	57,5	55,0
9	59,3	65,83	72,5	70,0
10	59,16	65,83	71,6	72,5
11	55,83	66,66	60,8	65,0
12	58,3	54,0	58,3	70,0
13	64,16	71,6	57,5	66,6
14	48,3	58,3	50,0	66,6
15	50,0	55,0	57,5	61,6
16	63,3	65,83	60,8	71,6
17	60,83	63,3	56,6	67,5
18	57,5	55,83	50,0	60,83
19	53,3	54,16	54,16	65,0
20	59,16	59,16	56,5	57,5
21	53,3	62,5	58,3	60,0
22	48,3	55,0	60,83	65,0
23	56,6	69,16	60,83	70,0
24	62,5	70,0	57,5	72,5
25	59,16	66,6	48,3	63,33
26	52,5	53,3	53,3	60,83
27	56,6	65,0	58,3	64,16
28	55,0	61,6	62,5	65,8
29	60,0	67,5	55,8	65,8
30	57,5	63,3	54,0	60,0

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