The Use of Gallery Walk to Enhance Speaking Ability of the Eleventh Grade Students of MAN 2 Palembang

UNDERGRADUATE THESIS

Submitted as a fulfillment of requirement to get

A bachelor's degree of *Sarjana Pendidikan* (S. Pd)

By

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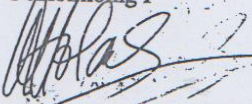di
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Setelah kami periksa dan diadakan perbaikan – perbaikan seperlunya, maka skripsi berjudul **"THE USE OF GALLERY WALK STRATEGY TO ENHANCE SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS OF MAN 2 PALEMBANG"**, di tulis oleh saudara Kerisnin Otoyo (12250065) telah dapat diajukan dalam sidang monoqosah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.
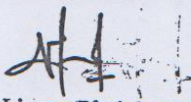
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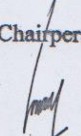
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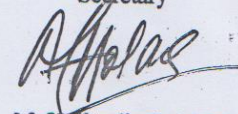
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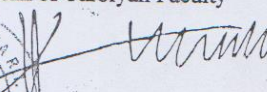
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DEDICATION AND MOTTO

"Dedication"

With all of my heart, this thesis is dedicated special for :

- *Allah SWT that always gives me chance to finish this thesis.*
- *My beloved parents, my mother (Rusma Indra) and My father (Koria), who always pray, love and support me in every single step in my life.*
- *My beloved sisters (Erni, Ratna Dewi, and Linda Herlina, S.Pd) and brothers (M. Misanto and Hermanto), who do everything to help me.*
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"Motto"

"They Can Because They Think They Can"

"I believe that anyone can conquer fear by doing the things he fears to do."

American Humanitarian
Eleanor Roosevelt
(1884-1963)

"A journey of a thousand miles begins with a single step."

Chinese Sage
Lao Tzu

STATEMENT PAGE

I hereby,

Name   : Kerisnin Otoyo

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State that,

1. All the data, information, interpretation, and conclusion presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my bachelor degree that I have received through this thesis.

Palembang,   April 2017

The researcher

Kerisnin Otoyo

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Palembang,   April 2017

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ABSTRACT

This study was aimed to find out whether or not: (1) there was a significant improvement on the eleventh grade students' speaking ability before and after the treatment at MAN 2 Palembang; and (2) there was a significant difference on the eleventh grade students' speaking ability between those who are taught by using Gallery Walk Strategy and those who are not at MAN 2 Palembang. In this study, quasi experimental design was used, spesifically pretest-postest nonequivalent-group design. The population of this study consisted of 301 eleventh grade students of MAN 2 Palembang in Academic Year of 2016/2017. There were seventy six students taken as sample by using purposive sampling. Each class consisted of thirty eight students from class XI MIA 3 as experimental group and thirty eight students from class XII MIA 5 as control group. The instrument used in collecting the data was speaking performance test in the form of oral test. The test was administrated twice as the pretest and posttest for both experimental and control group. The results of the test were analyzed by using paired sample t-test and independent t-test in IMB SPSS (Statistical Package for the Social Science) Statistics 20. The result of this study showed that (1) the p-output was 0.000 with df=37 (2.026) and t-value -11.630. It means that there was significant improvement on the eleventh grade students'speaking ability before and after the treatment at MAN 2 Palembang. (2) the p-output was 0.000 with df=74 (1.994) and t-value -13.394. It means that there was significant difference from students posttest score in expermental and control group on the eleventh grade students' speaking ability taught by using Gallery Walk Strategy than students who were taught using teacher's strategy. In short, Galery Walk can be used as one of strategy to enhnace students' speaking ability.

Keyword: *Gallery Walk Strategy, Enhance, and Speaking Ability*

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CHAPTER I

INTRODUCTION

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

1.1 Background

English is the most widely used language. English spreads out all over the world (Alonso, 2013, p. 4). Many people use English to communicate with other, either in spoken or written forms, for instance: in government, education, law-court, banking, and teaching and learning English activities. Mishra (2008) states that the importance of English as global language has been rapidly increasing, as it has become the most important medium of telecommunication. Especially for Indonesian, because they have to increase the global competitiveness, can get along easily to the global era. These facts indicate that English is the most important language in the world. Additionally, Seidlhofer (2005, p. 339) states that, as a consequence of its international use, English is being shaped at least as much by its nonnative speakers as by its native speakers.

In Indonesia, English is taught as a foreign language. This subject is compulsory in primary school curriculum (Lestari, 2003, p. 199). According to Nurhayati, Supriyanti and Triastuti (2008, p. 3), in some countries like Indonesia, Vietnam and China, English is regarded as a foreign language. Therefore, it is common to consider the context of English learning in these places as EFL (English as a Foreign Language) context. Furthermore, Hamra and Syatriana (2010, p. 27) argue that English is the first foreign language in Indonesia. Recently, people who want to get a better life, better job,

even to study abroad, especially in sectors that need English skill; they need to master English.

The objectives of teaching and learning English are that students can understand the general information and how to give response by using English in their daily life. In Indonesia, the teaching of English is based on the 2013 Curriculum (K-13). In reference to this Curriculum proposed by the Ministry of National Education in 2013, the objective of the English teaching as a compulsory subject is to enable students to communicate in both oral and written forms.

There are four main skills that should be mastered by all the students as stated in the 2013 Curriculum (K-13). They are listening, speaking, reading and writing. All of them are very important to be learned. One of them is speaking. In this curriculum, students have to be accustomed to speak utterances orally in the classroom even in the very simplest way and the students are asked to think creatively in their classroom. The students are also asked to able to use some expressions, such as; expresions of asking and giving opinion, suggestion and advice, invitation, and telling about their hobbies and interests. Thus, the students need to have a good speaking ability in order to achieve the objectives of English teaching and learning as stated in the current curriculum.

According to Gert and Hans (2008, p. 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. In addition, Rebecca (2006, p. 144) states that speaking is the first mode in which children acquire language, it is the prime motor of language change and it also provides our main data for understanding bilingualism and language contact. From those statements above, it can be concluded

that speaking is the first thing that people learned from childhood, and it is a language activities to enable the speaker to communicate the speaker's intentions to the listener.

Speaking is considered as a first productive, a priority and the most important language skill in many schools. As said by Richards (2008, p. 19), the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. As proposed by Riyaz and Mullick (2016, p. 59), speaking is considered to be the most important language skill. A large percentage of world's language learners study English in order to develop proficiency in speaking.

By having a good skill in speaking, people can easily get what they want, because the basic goal of language teaching is the competent speakers product. Furthermore, Al-Hebaish (2012, p.62) argues that a major challenge of foreign language instruction is to promote learners' oral communication abilities since the fundamental goal of language teaching is the production of competent speakers of the target language.

Recently, many people think speaking in a different language which is not their mother tounge is more difficult than just reading, writing or listening (Alonso, 2013, p. 3). Furthermore, Alonso (2013, p. 20) states that one of the problems that students suffer is that when students have finished their English lesson, they will forget the language. They are not in contact with the language because all the things that surround them are their mother tongue language: television, films, TV series, News cast, etc. In addition, Ur (1996, p. 121) declares some problems of speaking that is faced by the students in the class are inhibition, nothing to say, low or uneven participation, and mother-tongue use. Furthermore, the other problems that faced by students when they want to speak in English is self-confidence.

In relation to this, Indonesian students have lack of motivation in learning English specially in speaking class, and it makes Indonesian speaking proficiency still in the low rank. It is reported by EPI (English Proficiency Index) in 2015 that Indonesian's English speaking skill is in the 32nd rank among 70 countries in Asia (Education Fisrt [EF], 2016). It means that Indonesian's English speaking proficiency is still poor compared to other countries. Therefore, Indonesians' speaking ability should be enhanced.

In the same way as the explanation above, those problems also happened to the students of MAN 2 Palembang. Based on the preliminary study, conducted in this school through teacher's and students' interview, there were 10 quetions for the students and 5 questions for the teacher (see Appendix CC). It was revealed some of the students thought that speaking was one of the most difficult lessons. Because they could not manage their self confidence or their attitude when they wanted to begin to speak, they had to consider about grammar, vocabulary and being criticized when speaking. Sometimes they were confused what to say and if they met the people from same mother tongue, they would prefer to use their L1 than practice their English. In addition, the teacher himself also stated that the students speaking skill was not really good. The teacher said that the students could not answer the questions from the teacher when the teacher was asking about the topic. Therefore, the students' speaking ability in MAN 2 Palembang had to be enhanced.

Considering the importance of speaking skill and some problems in speaking class, teachers can help students enhance their speaking ability by providing them with effective speaking strategies, techniques and skills rather than using a traditional modes

that can make students feel bored. Liao (2009, p.11) states that most of the teaching activities are of the traditional modes, and students usually feel deadly bored instead of appreciating them and accepting them. The traditional modes do not encourage students to learn English in depth because it elicits students' boredom easily. However, that paradigm can be changed by giving them an appropriate and attractive strategy.

Gallery Walk Strategy is one of strategies that can be used and make them more confident to speak English to the whole classroom. As proposed by Gregory and Kuzmich (2007, p.130), Gallery Walk Strategy is a collaborative problem-solving tool. It is an excellent means for communication that acknowledges the creativity and power of the group. In addition, Perez (2014, p.89) states Gallery Walk is an activity that allows students to actively generate and display their ideas around the classroom in an interactive way. This discussion gets students out of their seats and into a mode of active engagement. Furthermore, during a Gallery Walk, students explore multiple texts or images that are placed around the room.

Teachers often use this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations. As stated by Fox and Hoffman (2011, p. 182), this strategy requires students to physically move around the room. The advantage of the Gallery Walk Strategy is that students are actively engaged as they walk throughout the classroom and discuss to have team building.

As mentioned by Harris (2013, p. 90), students who participate in gallery walk strategy get the benefit of physical movement combined with sharing of information with a partner. In this strategy, students are divided into some small groups. Then the

students walk around the class and asked to share their thought about what they have seen. Furthermore, during the Gallery Walk Strategy, students are more confident to share their opinions by using English to the whole classroom.

In relation to this, there are some previous related study which have been conducted. The first study was conducted by Anwar (2015) who examined the speaking ability of the first grade students of SMA Muhammadiyah (Plus) Salatiga in the academic year 2014/ 2015. He revealed that the use of Gallery Walk Strategy could improve the students speaking ability. The second study was conducted by Ratna (2014). Her study was aimed to find out whether there was significant difference in the achievement of writing announcement text between the eighth grade students of SMP Muhammadiyah 1 Weleri in the academic year 2013/2014 who were taught by using Gallery Walk technique and those who were taught by using conventional method. She revealed that the use of Gallery Walk technique in teaching writing announcement text brought about significant improvement.

Hence, Gallery Walk Strategy can be used as an appropriate strategy for teacher when teaching speaking in the classroom. It can make the teacher more creative in teaching speaking, and the students can discuss some problems and share their ideas confidently in the classroom. Moreover, Gallery Walk technique also gives some advantages in its application such as giving chance to move around the classroom, directing students' focus and interrupting the lethargy. Based on the reasons above, Gallery Walk Strategy was used to enhance speaking ability of students of MAN 2 Palembang in this research. Therefore, a research entitled **"The Use of Gallery Walk to**

Enhance Speaking Ability of the Eleventh Grade Students of MAN 2 Palembang"
was conducted.

1.2 The Problems of the study

Based on the general background of the study above, the problems are formulated as follows:

1. Is there any significant improvement on the eleventh grade students' speaking ability who are taught by using Gallery Walk Strategy before and after the treatment at MAN 2 Palembang?

2. Is there any significant difference on the eleventh grade students' speaking ability between those who are taught by using Gallery Walk Strategy and those who are not at MAN 2 Palembang?

1.3 Objectives of the study

Based on the problems above, the objectives of this study are to find out:

1. Whether or not there is a significant improvement on the eleventh grade students' speaking ability who are taught by using Gallery Walk Strategy before and after the treatment at MAN 2 Palembang.

2. Whether or not there is a significant difference on the eleventh grade students' speaking ability between those who are taught by using Gallery Walk Strategy and those who are not at MAN 2 Palembang.

1.4 Significance of the study

This research is expected to give some benefits to development of the teaching and learning speaking process, especially to the following:

1. The students of eleventh grade of MAN 2 Palembang.

   The researcher hopes that the students' speaking ability is enhanced. The students are expected to view that learning speaking is not boring, because they can move around in the classroom through Gallery Walk Strategy.

2. Teachers of English

   To the teachers of English of MAN 2 Palembang, Gallery Walk Strategy can be used as an alternative interactive way and give the positive effects to the development of language teaching and learning process, especially in motivating and helping the students to improve their speaking ability.

3. The researcher himself

   This study is expected to give the researcher himself improvement in his English teaching skills, to broaden his knowledge about the strategy in teaching speaking, and gives him some experiences in conducting an educational research.

4. Other researchers

   This study is expected to be used as an additional source. Especially, it is beneficial for those who conduct a similar study, especially on students' speaking ability and Gallery Walk Strategy.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the nature of speaking; (2) the elements of speaking; (3) the classroom activities; (4) teaching speaking; (5) gallery walk strategy; (6) previous related studies; (7) hyphothesis; and (8) criteria of testing the hypothesis.

2.1 The Nature of Speaking

Recently, speaking is considered as one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations in the world, are easier to communicate each other. Nunan (as cited in Mart 2012, p. 91) informs that speaking is a part of productive skill in English Language Teaching (ELT) and it consists of producing systematic verbal utterance to convey meaning. Some experts in language learning have defined about speaking.

According to Bailey (2005, p. 2), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking activities may well form one part of a much longer sequence which includes reading or listening and after the activity study work. Additionally, Torky (2006, p. 33) states that speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener.

Brown (2001, p. 267) states that when someone can speak a language, it means that s/he can carry on a conversation reasonably competently. Furthermore, Richards and Renandya (as cited in Riyaz & Mullick, 2016, p. 59), states that a large percentage of world's language learners study English in order to develop proficiency in speaking. We

may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes.

Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007, p. 237) comments that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages

According to Nunan (1991, p. 40), speaking is the oral interaction that can be characterized in terms of routines, conventional ways of presenting information which can either focus on information or interaction. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication and speaking is a productive skill so it needs practicing as often as possible.

Based on the explanation above, speaking is activity of communication between speaker and hearer with spoken language that involves producing and receiving and processing information. It can be done not only orally but also by body language.

2.2 The Elements of Speaking

Speaking is considered to be the most complex skill. In communicative process, speakers need to learn to adapt their utterance to the hearer; use a range of ways to express themselves; use communication to clarify their thoughts and sustain their utterance to develop thinking and reasoning. Harmer (2001, p. 269) proposes that the ability to speak in English needs the elements necessary for the spoken production as the following:

a. Language features

1. Connected speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.

2. Expressive device: native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non verbal means how they are feeling (especially in face to face interaction)

3. Lexis and grammar: teachers should therefore supply a variety of phrase for different function such as agreeing or disagreeing, expressing surprise, shock or approval.

4. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental/social processing

1. Language processing: effective speaker need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2. Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.

3. (On the spot) information processing: quite apart from our response to others" feeling, we also need to be able to process the information they tell us at the moment we get it.

According to Heaton (1990, p. 70-71), either four components are generally recognized in analyses of the speaking process:

a. Pronunciation

   Pronunciation refers to the production of sounds that we used to make meaning (Yates, 2002, p. 1). Pronunciation is producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability.

b. Grammar

   Grammar is study or science of, rules for, the combination of words into sentences (syntax), and the forms of words (morphology). Grammar is essentially about the systems and patterns we use to select and combine words (Burns, 2009).

c. Vocabulary

   Vocabulary is the stock of words used by people or particular uses or person, or a list of collection of the word of a language, in alphabetical order and defines. Someone always needs vocabulary to communicate effectively or express his/her ideas in oral communication.

d. Fluency

Fluency is quality or condition of person to speak a language easily and well. As proposed by Nunan (2003, p.55), Fluency is the extent to which speakers use the language quickly and confidently.

2.3 The Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001, p. 348-352) observes that there are six classroom speaking activities. Such as: acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

1. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

2. Communication Games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

3. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001, p.272) discussion range is divided into several stages from highly formal, whole - group staged events to informal small-group interactions.

4. Prepared Talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more „writing like". However, if possible students should speak from notes rather than from a script.

5. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6. Simulation and Role Play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

2.4 Teaching Speaking

Since English is included as a compulsory subject (Lestari, 2003, p. 199) in SMA/MA in Indonesia, the students' goal are passing the examinations to graduate from the school, get a university and get a better job, and the key for the successful is the students need to be able to speak and hold in conversations. It is upheld by Hui (2011) by being a good speaker; the students can express their thought and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

In this globalization era, there are many job vacancies that need the one who masters in English, both in spoken and written. Improving the speaking skills of students is difficult, but the added benefit is building confidence in students for speaking skills and strategies. Most of language learners or the students want to be perfect in speaking English. Richards (2008, p. 19) said that oral skills have hardly been neglected in EFL/ESL courses .The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

According to Harmer (2001, p. 102), there are six principles of teaching speaking as follows:

1. Help the students overcome their initial reluctance to speak.

2. Be encouraging: provide opportunity, start from something simple.

3. Ask the students to talk about why they want and what they are able to talk about.

4. Provide appropriate feedback.

5. Combine speaking with listening and reading.

6. Incorporate the teaching of speech acts in the speaking.

In addition, Nunan (2003, p. 54—56), states that there are some principles for teaching speaking, as follows.

1. Be aware of the differences between second language and foreign language learning contexts.

    Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.

    A foreign language (FL) context is one where the target language is not the language o f communication in the society (e.g., learning English in Japan or studying French in Australia). A second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico).

2. Give students practice with both fluency and accuracy.

    At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently.

The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

3. Use group work or pair work.

   To improve students' speaking, they should be given enough opportunities to speak in class. Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during the lesson. In this way, the students will get chance to interact and practice the language with other students. So, teacher talk time should be less than student talk time. It is important for language teachers do not take up all the time.

4. Plan speaking tasks that involve negotiation for meaning.

   The process of negotiation for meaning is communicating in the target language makes progress because interaction necessarily involves trying to understand and make you understood. To check if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

5. Design activities that involve guidance and practice in transactional and interactional speaking.

   Speaking activities inside the classroom need to cover interactional and interactional purposes, since the learners will have to speak the target language in both transactional and interactional. Vlack (2014) states that interactional speech is communicating for social purposes, includes establishing and maintaining relationship. Transactional speech is communicating to get something, including the exchange of goods and/or services.

From the explanations above, speaking is the important skill and how to teach speaking is used some strategies depend on learners need and learner's level to develop the learners speak fluency and accuracy.

2.5 Gallery Walk Strategy

2.5.1 Definition of Gallery Walk Strategy

Gallery walk is the active strategy where the students will move around the classroom to see the pictures, posters, or even their works, and the students will have discussion after they look around the gallery, give their comments, share about their thought, and asking for clarification to other groups.

According to Gregory and Kuzmich (2007, p. 130), Gallery Walk is a collaborative problem-solving tool. It is an excellent means for communication that acknowledges the creativity and power of the group. Additionally, Daniels and Steineke (2011, p. 115) say that usually the students walk around from picture to picture, talking quietly with their groups. When the students stop in front of a painting, the students will try to understand what the artist was aiming for, compare it to other pictures or other artists, or make judgments about the quality of the work...and then, the students move on. Furthermore, Jonson (2006, p. 60) comments that gallery walk is an exhibit of students 'comments about and personal responses. Students walk through the gallery to view each other's thought just as one might walk through an art gallery to view artwork.

During a Gallery Walk, students explore multiple texts or images that are placed around the room. Teachers often use this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations. This discussion technique allows students to be actively engaged as they

walk throughout the classroom. According to Fox and Hoffman (2011, p. 182), this method puts the teacher in the role of classroom facilitator rather than that of information dispenser and gallery walk in the social classroom are a way for students to become actively involved in gathering, organizing, and sharing information. They work together in small groups to share ideas and respond to meaningful questions, documents, images, problem-solving situations or texts. This strategy very useful to make students to physically move around the room, it can be especially engaging to kinesthetic learners.

2.5.2 The Benefits of Gallery Walk Strategy

As the activity that would be designed in speaking class, Gallery Walk activity has its own peculiarity when it is performed in the learning process. Bowman (2005, p. 1) identifies "The gallery walk connects learners to each other and learners to the training topic in a number of interesting, interactive ways." Using gallery walk is to promote class discussion, higher order thinking, cooperative learning, and team building. In addition, Francek (2006) declares why the teacher should use gallery walk in teaching English:

1. The gallery walk provides such an opportunity, allowing students to address interesting, open-ended science questions using the terminology and language of the discipline.

2. Oral reports conclude every gallery walk and the instructor has the option of extending this activity with written assignments.

3. Team-building skills are emphasized, as groups need to organize comments written from a variety of perspectives and reach consensus as to which remarks

are most compelling.

4. A gallery walk is also flexible. This technique can be organized for a simple 15-minute ice breaker or a week-long project involving graded oral and written reports.

5. It can be used with introductory or advanced material and with a variety of class sizes, although it is easier to implement in classes with less than 40 students.

6. The technique encourages students to speak and write the language of the classroom content rather than just hearing it from the instructor. In addition to addressing a variety of cognitive skills involving analysis, evaluation, and synthesis. Gallery Walk has the additional advantage of promoting cooperation, listening skills, and team building.

7. Finally, a gallery walk gives students chance to move around the classroom, directing their focus and interrupting the lethargy that sometimes results from being seated for long periods.

Taylor (2001) proposed the specific reasons for using the Gallery Walk, as follows:

1. Breaks the ice and introduces students who might otherwise never interact.

2. Begins the community-building process so central to cooperative learning and emphasizes the collaborative, constructed nature of knowledge.

3. Suggests to students their centrality in the course, and that their voices, ideas, and experiences are significant and valued.

4. Allows for both consensus and debate - two skills essential to knowledge-building - and facilitates discussion when the class reconvenes as a larger group.

5. Enables physical movement around the room, an important metaphor for the activity at the course's core.

6. Depending on the gallery walk questions, provides one way for the instructor to gauge prior knowledge and skills, and identify potentially significant gaps in these.

7. Depending on the gallery walk questions, provides a way to immediately introduce students to a central concept, issue or debate in the field.

8. Through reporting back, provides some measure of closure by which students can assess their own understandings. "

Thus, the teacher can gather information to plan next steps for instruction based on what they hear and observe as students go through the Gallery Walk process. Teachers listen for; 1) misconceptions and underdeveloped concepts. 2) Use of academic vocabulary. 3) Depth of understanding with regard to unit content. 4) Need for differentiation.

2.5.3 Procedure of Teaching by Using Gallery Walk Strategy

In gallery walk strategy, every meeting has different topic so it elicits students' creativity and critical thinking. The students are divided into some groups and contains about 3-5 students for one group. Then, students are asked to move around the classroom to see the gallery (pictures, posters, texts, student's project, etc.) and give their comment about the pictures. After that, the students back to their own group and discuss about what they have seen and discuss to have clarification to other groups. In addition, Jonson (2006, p. 60—61) she declares that the implementation of using Gallery Walk, as follows:

1. The teacher hangs up three or more large piece of butcher paper in the room. At the top of one is label "Comment." Another is labeled "Questions." The third is titled "Personal Responses."

2. They are all asked to walk around the "gallery" to see what the pictures are about.

3. After students have completed seeing, they are instructed to write down their thoughts for each of the three categories listed on the butcher paper.

4. Finally, students take their seats and discuss what they have seen. They may ask for clarification of comments, suggest answers to questions, or build on or questions responses.

Perez (2014, p. 89) proposed the following steps in using Gallery Walk Strategy in the classroom:

1. Place four to six sheets of chart paper around the room on the walls.

2. Generate questions. Each chart will contain a different question related to the topic being covered or an open-ended prompt.

3. The students from small groups of four to six decide on a recorder and, with a marking pen, write their responses down.

4. Begin the gallery walk: when time is called, they move on to a new chart (new station) and a new question and keep adding their own ideas to the charts as they move.

5. The movement continues until all groups have returned to the starting point.

6. At the original chart, each group reviews all of the response from classmate and highlights the three main ideas.

7. Report results: these ideas are then shared with the total group.

8. Gauge students understanding and challenge misconceptions: while students are reporting key ideas, the teacher is listening for main thoughts and accuracy, reinforcing accordingly. The teacher then considers: what did they find default.

9. Variation: headings on charts could include "Facts," "Questions," and "Responses." as cited in Kalgan (1994).

According to Francek (2006, p. 28) the instruction of using Gallery Walk Strategy can be variated deppending on the goals of teaching. Therefore, the procedures of teaching speaking by using Gallerry Walk that was used by the researcher including pre-activity, whilst activity, and post- activity as follows:

a. **Pre-Activity**

1. The teacher greets the students.

2. The teacher checks the students' attendance.

3. The teacher gives some motivation based on the topic of study.

4. The teacher starts the lesson by reviewing the previous lesson.

5. The teacher explains the learning objectives in this chapter, and what the students will do to achieve these goals.

b. **Whilst-Activity**

1. The teacher explains what is the function of expression giving opinion.

2. The teacher allows the students to ask some questions to check their understanding about the topic.

3. The teacher presents the students about Gallery Walk Strategy (What is Gallery Walk Strategy? What will the students do in this activity? What are the expectations by doing this activity?).

4. The teacher prepares some teaching aids (picture, double tip) and place it around the class room.

5. The teacher devides the students in to some groups (4 – 6) consist of 4 – 5 students.

6. The teacher asks the students to discuss and prepare the sticky note, before they move around the gallery.

7. The teacher asks the students to move around the classroom/ gallery to observe the pictures.

8. The teacher asks the students to discuss and put their comment on each of pictures in gallery, while seeing and moving around the gallery.

9. After all the students have moved around the gallery, the students are asked to sit based on their own group.

10. The teacher reminds each students to speak up their ideas and to use the expression giving and responding opinion that have been learned.

c. **Post-Activity**

1. The teacher asks the group to present and share their opinion about the problems in the gallery that they have seen, discuss together and give a feedback to the whole class.

2. The teacher and students concludes the result of today's topic.

3. The teacher gives some motivations to be thankful for everything that God has given and always have scientist thinking in daily life.

4. The teacher gives appreciation to the best group.

In conclusion, gallery walk strategy is an activity that allows students out of their chairs to discuss and display their final work around a classroom like artists would display their artistic pieces in an exhibition.

2.6 Previous Related Studies

There are several previous studies which are related to the researcher's present study, they mostly discussed about Gallery Walk. The first study was conducted by Anwar (2015), entitled "Enhancing Students' Speaking Skill through Gallery Walk Technique (A Classroom Action Research at The First Grade Students of SMA Muhammadiyah (Plus) Salatiga in Academic Year 2014/2015). The result of the study indicates that by applying "gallery walk" technique, the students" speaking skill can be enhanced. The similarity between his studies with the researcher's study is in independent by using Gallery Walk and dependent is Speaking. However, the difference is in the population of the study. In the researcher's study, the population of this study is eleventh grade students at MAN 2 Palembang while in Anwar's study is the first grade students of SMA Muhammadiyah (plus) Salatiga.

The second study entitled *"Pengaruh Gallery Walk Terhadap Minat Belajar Sejarah Di SMAN 1 Natar"* written by Kahayun, Wakidi and Ekwandari (2015). This research was aimed to investigate the effect of using Gallery Walk learning models on students' interest in learning based on the subject of history class XI IIS 3 at SMA

Negeri 1 Natar Academic Year 2014/2015. It can be concluded that the effect of using Gallery Walk learning models of students' interest in learning based on the subject of history class XI IIS 3 at SMA Negeri 1 Natar Academic Year 2014/2015 is sufficient at 73, 22%. It is known by the average result of students' interest in learning for three times experimental application of Gallery Walk learning models. The similarity between their studies with the researcher's study is in independent by Gallery Walk. However, the difference are in dependent is *"minat belajar sejarah"* and the population of the study. In the researcher's study, the dependent of the study is Speaking Ability and the population of this study is eleventh grade students at MAN 2 Palembang while in Kahayun, Wakidi and Ekwandari's study is eleventh grade students at SMAN 1 Natar.

The similarity between the researcher's study *(The Use of Gallery Walk To Enhance Speaking Ability of the Eleventh Grade Students of MAN 2 Palembang)* and the researches above were on the use of Gallery Walk. In Anwar's study has the same independent and dependent variables with the researcher's study. The differences among the researcher's study, Anwar's study, and Kahayun, Wakidi & Ekwandari's study are if Anwar's research used Gallery Walk for speaking skill for the first grade on SMA, Kahayun, Wakidi & Ekwandari's research used Gallery Walk to know *"Pengaruh Gallery Walk Terhadap Minat Belajar Sejarah"*. On the other hand, the researcher will use Gallery walk to enhance students' speaking ability.

2.7 Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. (H$_o$): there is no significant improvement on the eleventh grade students' speaking ability who are taught by using Gallery Walk before and after the treatment at MAN 2 Palembang.

    (H$_a$): there is a significant improvement on the eleventh grade students' speaking ability who are taught by using Gallery Walk before and after the treatment at MAN 2 Palembang.

2. (H$_o$): there is no significant difference on the eleventh grade students' speaking ability between those who are taught by using Gallery Walk and those who are not at MAN 2 Palembang.

    (H$_a$): there is a significant difference on the eleventh grade students' speaking ability between those who are taught by using Gallery Walk and those who are not at MAN 2 Palembang.

2.8 Criteria of Testing The Hypothesis

To prove the research problem, testing research hypothesis is formulated below:

1. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2,026 (with df = 37), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

    If the p-output (Sig.2-tailed) is higher than 0,05 level and t-obtained is lower than t-table 2,026 (with df = 37), the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

2. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 1,994 (with df = 74), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 1,994 (with df = 74), the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) method of research; (2) research variables; (3) opeational definition; (4) population and sample; (5) data collection; (6) reseach instrument analysis; (7) data analysis; and (8) hypothesis testing.

3.1. Method of Research

In this study, quasi experimental design was used specifically, pretest-posttest nonequivalent-group design. This design provided control of when and to whom the measurement was applied with a non-random assignment to experiment and control treatment. The figure of Pretest-Posttest Nonequivalent Groups Design is proposed by Cohen, Manion, and Morrison (2007, p. 283) as follows.

$$\text{Treatment} \quad : O_1 \quad x \quad O_2$$

$$\text{---------------------}$$

$$\text{Control} \quad : O_3 \quad\quad O_4$$
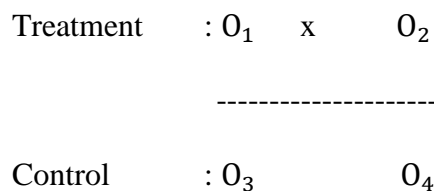
Where:

-------- = The dashed line separating the parallel rows in the diagram of the non-equivalent control group indicates that he experimental and control groups have not been equated by randomization-hence the term 'non-equivalent.

O_1 = Pretest in experimental group

O_2 = Posttest in Experimental group

O_3 = Pretest for the control group

O_4 = Posttest for the control group

X   = Treatment to experimental group taught by using Gallery Walk Strategy.

This study included two groups mainly experimental group and control group. The experimental group was given treatment by using Gallery Walk Strategy. Meanwhile, the control group was not given any treatment.

3.2. Research Variables

A common and useful way to think about variables is to classify them as *independent* or *dependent.* Fraenkel, Wallen, and Hyun (2012, p. 80) states that **independent variables** are those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. An independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. Therefore, the independent variable of this study was Gallery Walk Strategy.

Then, Fraenkel, Wallen, and Hyun (2012, p. 80) states that the variable that the independent variable is presumed to affect is called a **dependent variable**. In common sense terms, the dependent variable "depends on" what the independent variable does to it, how it affects it. Therefore, the dependent variable of this study was the speaking ability of eleventh grade students of MAN 2 Palembang.

3.3. Operational Definitions

To diminish misunderstanding between the researcher and the readers about the terms, the following operational designed are necessary to present about some key words used in the research entitle "The Use of Gallery Walk Strategy to Enhance

Speaking Ability of the Eleventh Grade Students of MAN 2 Palembang." They are; Gallery Walk, Enhance, and Speaking Ability.

Gallery walk refers to the strategy that is used to make students more active in the classroom. In this strategy, the students are allowed move around the classroom to see the media which has been patched on the wall. After that, the students do discussion and share their responses to whole class after they look around the gallery. This strategy is very useful to make students to physically move around the room. It can be especially engaging to kinesthetic learners. This strategy was used in the treatment for experimental class to improve the students' speaking ability.

To enhance refers to act or improve to make something better than before or to be excellent. In this study, to enhance is related to the strategy whether it will improve the significant impact toward the students of getting better capability in speaking skill or not.

Speaking ability means the students capability to communicate their thoughts or message each other that involves producing, receiving, and processing some information orally. By having good speaking skill, students are hoped to be able to deliver their opinions, informations, comments, advices, and suggestion orally. To know the students' speaking skill, the students were given an oral test. The test was about some topics. The students expressed their opinion by looking at the topic that they had choosen.

3.4. Population and Sample

 3.4.1. Population

Fraenkel, Wallen and Hyun (2012, p. 92) states that the population is the group to which the results of the study are intended to apply. The population of this study were all the eleventh grade students of MAN 2 Palembang. The distribution of whole population can be seen in Table 1.

Table 1
Population of the Study

NO	CLASS	TOTAL STUDENTS
1.	XI. MIA 1	40
2	XI. MIA 2	42
3	XI. MIA 3	38
4	XI. MIA 4	39
5	XI. MIA 5	38
6	XI. IIS 1	34
7	XI IIS 2	35
8	XI IIS 3	35
Total		301

Source: School Administration of MAN 2 Palembang 2016/2017

 3.4.2. Sample

Within this target population, researcher selected some samples for study. Creswell (2012, p.381) states that sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. The sampling method used in this study was purposive sampling. In addition, Fraenkel, Wallen and Hyun (2012, p. 100) clarifies that purposive sampling is different from convenience sampling in that researcher do not simply study whoever is available but

rather use their judgment to select a sample that they believe, based on prior knowledge, will provide the data they need. Thus, the researcher decided to study two classes at the eleventh grade. They were chosen based on observation and interview to English teacher that XI MIA 3 and XI MIA 5 had the same background knowledge and difficulties of speaking ability. Besides, The number of the sample was the same in both classes (38 students for each). The detail explanation of the sample of the study can be seen in Table 2.

Table 2
The Sample of the Study

No	Class	Students		Numbers of students
		M	F	
1	XI MIA 3	17	21	38
2	XI MIA 5	16	22	38
	Total	33	43	76

3.5. Data Collection

3.5.1. Tests

In collecting the data, the researcher used oral test. The oral tests were given to measure the students' speaking skill before and after the treatment. The student was given some pictures and they spoke up about their opinion within 3 minutes. While they were presenting their opinion, the researcher recorded the students' performance. Test was taken from the syllabus in Curriculum 2013 about giving opinion. The purpose of the test was to know the results in teaching by using Gallery Walk Strategy. There were two kinds of test given to the students: pretest and posttest. The purpose of giving them was to know the progress of student speaking ability scores before and after treatment.

3.5.1.1 Pretest

Pretest was done before treatment was given. The pretest was administered to control and experimental group to know students' English speaking ability before treatment. The purpose of pretest was to know the ability of the students in learning speaking before the speaking was taught by using Gallery Walk Strategy.

3.5.1.2 Posttest

Posttest was administrated to control group and experiment group after pretest and treatment to know students' English speaking ability scores after the treatment. The result of this test was compared to the result of pretest in order to know the effect of teaching speaking through Gallery Walk Strategy to the students' speaking ability. From the posttest, the researcher was able to get the data that could be used to measure the students' progress taught by using Gallery Walk Strategy.

3.5.2. Speaking Scoring Rubrics

To give scores for the students, the scoring system that was used in this study was speaking scoring rubric suggested by Brown (2004, p. 172-173). There were six components that were be scored; 1) grammar (1-5),2) vocabulary (1-5), 3) Comprehension (1-5), 4) fluency (1-5), 5) pronunciation (1-5) (can be seen in Appendix B).

After do the test, the students performance was graded by using speaking scoring rubric by the three raters. The three of them were lecturers of English Education Study Program of Tarbiyah Faculty in UIN Raden Fatah Palembang.

The criterion of the raters were 1) they had minimum 2 years experiences in teaching English 2) at least, they have finished their Magister degree 3) their TOEFL

score were more than 550 4) they were lecturers of English Education Study Program of Tarbiyah Faculty in UIN Raden Fatah Palembang.

3.6. Research Instruments Analysis

Research instrument was designed for students' pretest and posttest activities. The tests which were used for students' pretest was the same as it was given for students' posttest activities. The validity and reliabilty of the instruments are as follows:

3.6.1. Validity Test

Validity has been defined as referring to the appropriateness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect (Fraenkle, Wallen & Hyun., 2012, p. 148). In this part, there are three kinds of validity test to be administered for research instrument. They are construct validity, content validity.

3.6.1.1 Construct Validity

The researcher did construct validity of the test to judge or measure whether or not a test instrument well to measure student ability. In construct validity of the study, expert judgement was required. The format of the instrument test and lesson plan were measured by three validators before doing tryout.

In this research, the validators were English lecturers from UIN Raden Fatah Palembang. They measured including such things as the clarity of printing, size of type, adequacy of work space (if needed), appropriateness of language, clarity of directions, and so on regardless of the adequacy of the question in an instrument that it must be measured by giving test or tryout to students later on.

The first validator was stated that the the instrument test and leson plan form was appropriate to be used without any revisions. The second validator suggested that the test intrument and lesson plan could be used with some revisions in the term of the grammar. And the third validator stated that the instrument and lesson plan were well written and well-developed. In short, from the thre validators result analysis of the instrument and lesson plan, it could be concluded that they were appropriate to be used in the eleventh grade students.

3.6.1.2.Content Validity

According to Ross (2005, p. 47), content validity refers to extent which test measures content from the syllabus which is being measured. For achieving a high degree of the content validity, the researcher devised a topic in accordance with the objectives of the test that was to measure students' speaking skill. The result analysis in content validity was described in the table of spesification. In the test of specification, it includess : objective, indicator, item and number of item. It was formulated based on the syllabus for eleventh grade students. Then, the researcher asked three experts from three lecturers in UIN Raden Fatah Palembang to check the appropriateness of the content of the test. The table of specification test is displayed in Table 3.

Table 3
Table of Test Specification

Objectives	Indicator	Item	Number of Item
The students are able to express and respond the	Students are able to give their opinion about things in their	Choose one of the topics below and give your opinion about the topics: 1. Smoking	1

expressions about giving opinion	life.	2. Alcoholic drink 3. Drugs	
Total			1

3.6.2. Reliability Test

According to Fraenkel, et. al (2012, p. 154), reliability refes to consistency of the scores obtained, how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. The concept of reliability is related to the consistency of the measurements when the testing procedure is repeated on a population of individuals or groups. Reliability test measures whether research instrument used for pretest and posttest activities is reliable or not.

The scores of reliability are obtained from tryout analysis which is done once using the instruments test at MAN 3 Palembang. The researcher held the try out to give to the non sample students. The resut of the try out could be used to measure realibity of the test, and it could be carried out the school where the tryout analysis was different from the school where the research study was done. The function of the tryout was to determine the extent to which it discriminated between individuals who were different. Thus, the test which has been designed was to represent the samle of testers.

To find out the reliability of the test, inter-rater reliability was applied. Inter-rater reliability is the degree of agreement among raters. There were three raters in scoring the students' speaking test. Three raters do the scoring for the students'speaking performance by using speaking scoring rubric suggested by Brown (2004, p. 172-173).

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There were five aspects that should be scored those pronunciation, grammar, vocabulary, comprehension, and fluency.

According to Fraenkel, et.al. (1991, p. 99) the result was considered reliable, if the reliability of the test was higher than 0.70, which was at last 0,70. Then the two sets of score were be calculated by using Spearman Rank-Order Correlation (Rho) formula suggested by Hatch and Lazaraton (1991, p.453) to find out whether or not the instrument were reliable. The formula is shown as follow:

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Where:

ρ :   Spearman rank-order correlation (Rho)

di^2 :   Different score

n   :   The number of the students

$$= 1 - \frac{6 \cdot 208}{31\ (31^2 - 1)} = 1 - \frac{1248}{31\ (961 - 1)} = 1 - \frac{1248}{29760} = 1 - 0.04 \quad = 0.96$$

From the result calculation of students' speaking achievement using rangking order method, it was found that the reliability score was 0.96. From the score, it could be assumed that the speaking test is reliable, since the reliability score was higher than 0.70. (can be seen in Appendix D).

3.7. Research Teaching Schedule

This treatment were implemented to the eleventh grade students of MAN 2 Palembang. The researcher gave the treatment to the experimental group for about one

month. The treatment gave twice a week, so there were twelve meetings altogether included pretest and posttest. Each meeting took 90 minutes (2 x 45). The researcher applied Gallery Walk strategy to the students through oral and written instructions. Additionally, the researcher demonstrated Gallery Walk strategy to the students through whole-class, guided practice using the text book. The lessons which was used by the researcher were taken from Islamic/Senior High school books. The lessons for research treatments were displayed in following Table 4.

Table 4
Schedule of Teaching Materials for Research Treatment

No	Day/date	Treatment meeting	Theme/material	Time allocations
1	Tuesday/ February 16	1st	Pretest	2x45
2	Wednesday/ February 17	2nd	Do you like fishing?	2x45
3	Tuesday / February 23	3rd	Question tags.	2x45
4	Wednesday/ February 24	4th	What is the first step?	2x45
5	Tuesday / February 30	5th	Natural disaster.	2x45
6	Wednesday/ February 31	6th	The story I like.	2x45
7	Tuesday/ March 6	7th	Let's talk about biography.	2x45
8	Wednesday/ March 7	8th	Our nature.	2x45
9	Tuesday/ March 13	9th	Narrative text.	2x45
10	Wedneday / March 14	10th	Learning through songs.	2x45
11	Tuesday / March 20	11th	What can I do for you, sir?	2x45
12	Wednesday / March 21	12th	Posttest	2x45

3.8. Data Analysis

In analysing the obtained data, it presents data descriptions, prerequisite analysis, and result of testing hypothesis.

3.8.1   Data Descriptions

In analysing the data description, there are two analyses to be done; they were distribution of frequency data and descriptive statistics.

3.8.1.1 Distribution of Data Frequency

In distributions of frequency data, the students' score, frequency, percentage are achieved. The distributions of frequency data are got 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. Then, the distribution of the data frequency will be shown in a table analysis.

3.8.1.2 Descriptive Statistics

Descriptive statistics were obtained from students' pretest and posttest scores in control and experimental groups. In descriptive statistics, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean were obtained.

3.8.2.   Prerequisite Analysis

Prerequisite analysis was an analysis which is done before testing the research hypotheses. It measured whether or not they obtained data from students' pretest and posttest scores in both groups (experiment and control) was normal and homogeny.

3.8.2.1 Normality Test

Normality test was used to measure the obtained data whether it was normal or not. The data was obtained from students' pretest and posttest in control and experimental groups. The data can be classified into normal whenever the p-output is higher than 0.05

(Basrowi and Soenyono, 2007, p. 85). In measuring normality test, *one-sample Kolmogorov Smirnov* was used.

3.8.2.2 Homogeneity Test

Homogeneity test was used to measure the obtained data whether it was homogenous or not. The data can be categorized homogenous whenever it is higher than 0.05 (Basrowi and Soenyono, 2007, p. 106). In measuring homogeneity test, *Levene Statistics* in SPSS was used.

3.9. Hypothesis Testing

In measuring significant improvement and significance difference on students' speaking ability by using Gallery Walk Strategy, as follows:

1. In measuring a significant improvement, paired t-test was used for testing the students' pre-test to post-test scores in speaking by using Gallery Walk Strategy in experimental groups. A significant improvement was found whenever the p-output was lower than 0,05 and t-table 2,026 (with df = 37).

2. In measurig a significant difference, independent sample t-test was used for testing th students' post-test scores in speaking in control and experimental groups. A significant difference was found whenever the p-output is lower than 0,05 and t-table 1.994 (with df = 74).

CHAPTER IV

FINDINGS AND INTERPRETATIONS

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

4.1 Findings

This study deals with the title "The Use of Gallery Walk to Enhance Speaking Ability of the Eleventh Grade Students of MAN 2 Palembang". The findings of this study were to find out: (1) data descriptions, (2) prerequisite analysis, and (3) the results of hypotheses testing.

4.1.1 Data Descriptions

In the data descriptions, distribution of data frequency and descriptive statistic were analyzed.

4.1.1.1 Distribution of Data Frequency

In distribution of data frequency, score, frequency, and percentage, were described. The scores were got from: (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest scores in experimental group, and (d) posttest scores in experimental group. The complete statistical can be seen in Appendix L.

1) Students' Pretest Scores in Control Group

In distribution of data frequency, the researcher got the interval score, frequency and percentage. The result of the pretest scores in control group is described in Table 5.

Table 5
Distribution of Data Frequency on Students' Pretest Scores
in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33.00	1	2.6	2.6	2.6

	36.00	1	2.6	2.6	5.3
	37.00	4	10.5	10.5	15.8
	40.00	1	2.6	2.6	18.4
	41.00	3	7.9	7.9	26.3
	44.00	8	21.1	21.1	47.4
	47.00	4	10.5	10.5	57.9
	48.00	3	7.9	7.9	65.8
	49.00	7	18.4	18.4	84.2
	51.00	4	10.5	10.5	94.7
	52.00	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

Based on the result analysis of students' pretest scores in control group, it showed that one student got 33.00 (2.6%), one student got 36.00 (2.6%), four students got 37.00 (10.5%), one student got 40.00 (2.6%), three students got 41.00 (7.9%), eight students got 44.00 (21.1%), four students got 47.00 (10.5%), three students got 48.00 (7.9%), seven students got 49.00 (18.4%), four students got 51.00 (10.5%), and two students got 52.00 (5.3%).

Furthermore, there were 4 categories of students speaking scores. The classification of speaking categories students' pretest score in control group can be seen in Table 6.

Table 6
The Classification of Speaking Categories
Students' Pretest Score in Control Group

The Range of Score	Number of Students	Percentage	Speaking Categories
86 -100	-	-	Excellent
71 – 85	-	-	Good
56 – 70	-	-	Average

41 – 55	31	82%	Poor
0 – 40	7	18%	Failed

Based on the table above, it was found that the total number of sample was 38 students. There were thirty one students (82%) in Poor category, and seven students (18%) in failed category.

2) Students' Posttest Scores in Control Group

In distribution of data frequency, the result of the posttest scores in control group is described in Table 7.

Table 7
Distribution of Data Frequency on Students' Posttest Scores
in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.00	1	2.6	2.6	2.6
	35.00	1	2.6	2.6	5.3
	36.00	1	2.6	2.6	7.9
	37.00	1	2.6	2.6	10.5
	39.00	2	5.3	5.3	15.8
	40.00	3	7.9	7.9	23.7
	41.00	3	7.9	7.9	31.6
	43.00	2	5.3	5.3	36.8
	44.00	3	7.9	7.9	44.7
	45.00	7	18.4	18.4	63.2
	47.00	3	7.9	7.9	71.1
	48.00	2	5.3	5.3	76.3
	49.00	5	13.2	13.2	89.5
	52.00	3	7.9	7.9	97.4
	56.00	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

Based on the result analysis of students' posttest scores in control group, it showed that one student got 32.00 (2.6%), one student got 35.00 (2.6%), one student got 36.00 (2.6%), one student got 37.00 (2.6%), two students got 39.00 (5.3%), three students got 40.00 (7.9%), three students got 41.00 (7.9%), two students got 43.00 (5.3%), three students got 44.00 (7.9%), seven students got 45.00 (18.4%), three students got 47.00 (7.9%), two students got 48.00 (5.3%), five students got 49.00 (13.2%), three students got 52.00 (7.9%), and one student got 56.00 (2.6%).

Furthermore, there were 4 categories of students speaking scores. The classification of speaking categories students' posttest score in control group can be seen in Table 8.

Table 8

The Classification of Speaking Categories

Students' Posttest Score in Control Group

The Range of Score	Number of Students	Percentage	Speaking Categories
86 -100	-	-	Excellent
71 – 85	-	-	Good
56 – 70	1	2.6%	Average
41 – 55	28	73.7%	Poor
0 – 40	9	23.7%	Failed

Based on the table above, it was found that the total number of the students were 38 students. There was one student (2.6%) in average category, twenty eight students (73.7%) in poor category, and nine students (23.7%) in failed category.

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 9.

Table 9
Distribution of Data Frequency on Students' Pretest Scores
in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.00	2	5.3	5.3	5.3
	35.00	4	10.5	10.5	15.8
	36.00	1	2.6	2.6	18.4
	37.00	2	5.3	5.3	23.7
	39.00	2	5.3	5.3	28.9
	40.00	1	2.6	2.6	31.6
	41.00	3	7.9	7.9	39.5
	43.00	2	5.3	5.3	44.7
	44.00	2	5.3	5.3	50.0
	45.00	2	5.3	5.3	55.3
	47.00	6	15.8	15.8	71.1
	48.00	2	5.3	5.3	76.3
	49.00	1	2.6	2.6	78.9
	51.00	4	10.5	10.5	89.5
	52.00	1	2.6	2.6	92.1
	53.00	2	5.3	5.3	97.4
	56.00	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

From the analysis above, it was found that two students got 32.00 (5.3%), four students got 35.00 (10.5%), one student got 36.00 (2.6%), two students got 37.00 (5.3%), two students got 39.00 (5.3%), one student got 40.00 (2.6%), three students got 41.00 (7.9%), two students got 43.00 (5.3%), two students got 44.00 (5.3%), two students got 45.00 (5.3%), six students got 47.00 (15.8%), two students got 48.00

(5.3%), one students got 49.00 (2.6%), four students got 51.00 (10.5%), one student got 52.00 (2.6%), two students got 53.00 (5.3%), and one student got 56.00 (2.6%).

Furthermore, there were 4 categories of students speaking scores. The classification of speaking categories students' pretest score in experimental group can be seen in Table 10.

Table 10
The Classification of Speaking Categories
Students' Pretest Score in Experimental Group

The Range of Score	Number of Students	Percentage	Speaking Categories
86 -100	-	-	Excellent
71 – 85	-	-	Good
56 – 70	1	2.6%	Average
41 – 55	25	65.8%	Poor
0 - 40	12	31.6%	Failed

Based on the table above, it was found that the total number of the students were 38 students. There was one student (2.6%) in average category, twenty five students (65.8%) in poor category, and twelve (31.6%) in failed category.

4) Students' Posttest Scores in Experimental Group

In distribution of data frequency, the result of the posttest scores in experimental group is described in Table 11.

Table 11
Distribution of Data Frequency on Students' Posttest Scores
in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51.00	1	2.6	2.6	2.6
	55.00	1	2.6	2.6	5.3
	56.00	5	13.2	13.2	18.4
	57.00	8	21.1	21.1	39.5
	59.00	7	18.4	18.4	57.9
	61.00	1	2.6	2.6	60.5
	63.00	4	10.5	10.5	71.1
	64.00	3	7.9	7.9	78.9
	65.00	2	5.3	5.3	84.2
	67.00	1	2.6	2.6	86.8
	68.00	2	5.3	5.3	92.1
	69.00	1	2.6	2.6	94.7
	75.00	1	2.6	2.6	97.4
	77.00	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

From the analysis above, it was found that one student got 51.00 (2.6%), one student got 55.00 (2.6 %), five students got 56.00 (13.2%), eight students got 57.00 (21.1%), sven students got 59.00 (18.4%), one student got 61.00 (2.6%), four students got 63.00 (10.5%), three students got 64.00 (7.9%), two students got 65.00 (5.3%), one student got 67.00 (2.6%), two students got 68.00 (5.3%), one student got 69.00 (2.6%), one student got 75.00 (2.6%), and one student got 77.00 (2.6%).

Furthermore, there were 4 categories of students speaking scores. The classification of speaking categories students' posttest score in experimental group can be seen in Table 12.

Table 12

The Classification of Speaking Categories

Students' Posttest Score in Experimental Group

The Range of Score	Number of Students	Percentage	Speaking Categories
86 -100	-	-	Excellent
71 – 85	2	5.3%	Good
56 – 70	34	89.4%	Average
41 – 55	2	5.3%	Poor
0 – 40	-	-	Failed

Based on the table above, the total number of the students were 38 students. There were two students (5.3%) in good category, thirty four students (89.4%) in average category, and two students (5.3%) in poor category.

4.1.1.2.Descriptive Statistics

In this descriptive statistic, the total of sample (N), minimum score, maximum score, and standard deviation were analyzed. The score were got from; (a) pretest score in control group, (b) posttest score in control group, (c) pretest score in experimental group, and (d) posttest score in experimental group. The complete statistical can be seen in Appendix P.

a. Students' Pretest Scores in Control Group

The result analysis of descriptive statistics in control group is described in Table 13.

Table 13
Descriptive Statistics on Students' Pretest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
preCont	38	33.00	52.00	45.1316	5.08932
Valid N (listwise)	38				

In descriptive statistics, it showed that the total number of sample was 38 students. The minimum score was 33.00, the maximum score was 52.00, the mean score was 45.1316, and the standard deviation was 5.08932.

b. Students' Posttest Scores in Control Group

The result analysis of descriptive statistic in control group is described in Table 14.

Table 14
Descriptive Statistics on Students' Posttest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
postCont	38	32.00	56.00	44.4211	5.16030
Valid N (listwise)	38				

In descriptive statistic, it showed that the total number of sample was 38 students. The minimum score was 32.00, the maximum score was 56.00, the mean score was 44.4211, and the standard deviation was 5.16030.

c. Students' Pretest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group is described in Table 15.

Table 15
Descriptive Statistics on Students' Pretest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
preExp	38	32.00	56.00	43.7895	6.46470
Valid N (listwise)	38				

In descriptive statistics, it showed that the total number of sample was 38 students. The minimum score was 32.00, the maximum score was 56.00, the mean score was 43.7895, and the standard deviation score was 6.46470.

d. Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group is described in Table 16.

Table 16
Descriptive Statistics on Students' Posttest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
postExp	38	51.00	77.00	60.8947	5.55459
Valid N (listwise)	38				

In descriptive statistics, it showed that the total number of sample was 38 students. The minimum score was 51.00, the maximum score was 77.00, the mean score was 60.8947, and the standard deviation score was 5.55459.

4.1.2 Pre-requisite Analysis

In the pre-requisite analysis, normality and homogeneity were analyzed.

4.1.2.1 Normality Test

In the normality test, the total of sample (N), *One Sample-Kolmogorov-Smirnov* Test, significance and result were analyzed. The normality test is used to measure

students' pretest and posttest in control and experimental groups. The complete statistical can be seen in Appendix R.

a. Students' Pretest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 20. The result analysis is figured out in Table 17.

Table 17

Normality Test of Students' Pretest Scores

in Control and Experimental Groups.

No	Students' Pretest	N	Kolmogrov Smirnov	Sig.	Result
1	Control Group	38	1.045	0.225	**Normal**
2	Experimental Group	38	0.848	0.468	**Normal**

After acquiring the data from the scores of the 38 students in control group and 38 in experimental group, it was found that the p-output 0.225 and 0.468. From the result of the p-output, it can be stated that the students' pretest control group and experimental group were normal since they were higher than 0.05.

b. Students' Posttest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 20. The result analysis is figured out in Table 18.

Table 18
Normality Test of Students' Post Scores in Control and Experimental Groups.

No	Students' Posttest	N	Kolmogrov Smirnov	Sig.	Result
1	Control Group	38	0.611	0.850	**Normal**
2	Experimental Group	38	1.310	0.065	**Normal**

After acquiring the data from the scores of the 38 students in control group and 38 in experimental group, it was found that the p-output 0.850 and 0.065. From the result of the p-output, it can be stated that the students' pretest control group and experimental group were normal since they were higher than 0.05.

4.1.2.2. Homogeneity Test

In the homogeneity, Levene Statistics analysis was used to analyze the students' pretest and posttest scores in control and experimental groups. The complete statistical can be seen in Appendix V.

a. Students' Pretest Scores in Control and Experimental Groups

Homogeneity test used to find whether the group was homogenous or not. The computation of homogeneity used computation in SPSS 20. The result of homogeneity test of students' pretest is figured out in Table 19.

Table 19
Homogeneity Test on Students' Pretest Scores in Control and Experimental Groups

Levene Statistic	df1	df2	Sig.
2.962	1	74	.089

Based on measuring homogeneity test of students' pretest scores, it was found that the significance level was 0.089. since p (0.089) value was higher than 0.05, it can be stated that the students' pretest in control and experimental group was homogenous.

b. Students' Posttest Scores in Control and Experimental Groups

Homogeneity test used to find whether the group was homogenous or not. The computation of homogeneity used computation in SPSS 20. The result of homogeneity test of students' pretest is figured out in Table 20.

Table 20
Homogeneity Test on Students' Pretest Scores in Control and Experimental Groups

Levene Statistic	df1	df2	Sig.
.372	1	74	.544

Based on measuring homogeneity test of students' pretest scores,it was found that the significance level was 0.544. from the result of the output, it can be stated that the students' posttest in control and experimental group was homogenous since it was higher than 0.05.

4.1.3. Hypotheses Testing

In this result of hypothesis testing, measuring means significant improvement and significant difference was presented (see Appendix X).

a. Measuring a Significant Improvement on Students' Speaking Ability in Experimental Group

Based on the table analysis, it was found that the p-output was 0.000 with df=37 (2.026), and t-value -11.630. It could be stated that there was a significant improvement from students' pretest to posttest scores in experimental group taught using Gallery Walk Strategy since the p-output was lower than 0.05. It can be stated that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. The analysis result of paired sample t-test is described in Table 21.

Table 21
Result Analysis in Measuring significant Improvement on Students'
Speaking Ability on the Experimental Group Taught Using Gallery Walk Strategy

Gallery Walk Strategy	Paired Sample T-Test			Ha
	t	Df	Sig. (2-tailed)	
	-11.630	37	0.000	Accepted

b. Measuring a Significant Difference on Students' Speaking Ability

In this study, independent t-test was used to measure a significant difference on students' speaking ability score taught by using Gallery Walk strategy and those who were not at MAN 2 Palembang. The analysis result of independent sample t-test is figured out in table 22.

Table 22
Result Analysis of Independent Sample T-test on Post-Test

Using Gallery Walk Strategy and Those who are Taught Using Teacher's Method	Independent Sample T-test			Ho
	T	Df	Sig.(2-tailed)	
	-13.394	74	0.000	Rejected

From the table analysis, it was found that the p-output was 0.000 and t-value was -13.394. Since the p-output was higher than 0.05 level, it could be stated that there was a significant difference on students' speaking ability score taught by using Gallery Walk strategy and those who were not at MAN 2 Palembang.

4.2. Interpretations

In order to strengthen the value of this study the interpretations are made based on on the findings above, some interpretations were made as follows:

First, the researcher did pretest, posttest in experimental and control group, and treatment in experimental group. During the pretest, the researcher found students faced difficulties in speaking, such as the students could not express what was in their mind. It could be said because before doing the pretest, the teacher of English in the school just asked the students to read the conversation and the students listened to their teacher, so they could not understand about how to have a good speaking skill. It was because the teacher seldom used interesting media such pictures, posters and laptop to encourage them to speak. These factors made them have no high motivation in learning speaking.

Second, the researcher did treatment in experimental group by using Gallery Walk strategy to help students to enhance the students' speaking ability. After using Gallery Walk strategy, the researcher found the students were motivated in learning. The students were more active and interested in the learning process.

Therefore, there was a significant improvement on the eleventh grade students' speaking achievement who were taught by using Gallery Walk Strategy and there was a significant difference on the eleventh grade students' speaking achievement who were taught by using Gallery Walk Strategy and those who were not.

In teaching speaking for high school students, an English teacher should be able to use the appropriate way in order to make the students be more enthusiastic and interested in speaking English. Thus, the use of Gallery Walk gives the students' time to practice and use group work in learning activities.

In this study, the researcher focused on the students' speaking achievement and Gallery Walk as the strategy in teaching speaking. Based on the informal interview with the English teacher in preliminary study. It was found that the students were lack in

speaking and writing. The students did not want to speak up because they were shame and afraid to make mistake. Then the English teacher recommended two classes that have same speaking level, XI MIA 3 and XI MIA 5. Based on the pretest result, the XI MIA 3 got the higher mean score than in the XI MIA 5, the result of XI MIA 3 speaking achievement were thirty one students in poor category and seven students in failed catgory. And the result in XI MIA 5 were one student in average category, twenty eight students in poor category, and nine students in failed category. It was because the students were not used to speak English, the students felt shame to speak up in English in front of the class because they were afraid to make mistake. The students were also lack of vocabulary and it was hard for them to express what they wanted to say, when the students spoke in English, they tend to translate the words directly from Indonesia to English because they found it easier and more natural to express themselves in their native language. It was relevant to the statement of Ur (In Al-Hosni, 2014, p. 23), there are many factors that cause difficulty in speaking, such as inhibition, nothing to say, low or uneven participation, and mother-tongue used.

Teaching speaking skill to students is not an easy task to do, the teacher should know how to make the students engage in the lesson, know the students' need and find the suitable teaching method. According to Brown (2001, p. 275-276), there are seven principles for designing speaking techniques, a teacher should use techniques that cover the spectrum of learner needs, provide intrinsically motivating techniques, encourage the use of authentic language in meaningful contexts, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication, encourage the development of speaking

strategies. In this study, the researcher aimed to choose the experimental group which has lower mean score and the control group which has higher mean score. Besides, both classes have the same number of students.

Nevertheles, the researcher gave the treatment in experimental group by using Gallery Walk Strategy while the control group was taught by their English teacher method(s). Based on the result of paired sample t-test on the pretest and posstest in experimental group, the t-obtained (11.630) exceeded of t-table (2.026) and p-output (0.000) was lower than p-value (0.05). It means that Gallery Walk Strategy can improve the students speaking achievement.

It is proved by the progress of the students before and after given treatment by using Gallery Walk Strategy. During the first to second meeting, the students still felt confused about the what they had to do in this Gallery Walk. The researcher gave them understanding about the strategy and motivated them to learn speaking by using Gallery Walk Strategy. Therefore, in the third to seventh meeting, the students were more enthusiastic with Gallery Walk Strategy implementation in learning process, because it gave the students something new and it was fun. The students participated in experimental group learned actively in the class, they talked a lot and express what they want to say to their friends. The students taught each other and did repetition so they remember what they have learned. Therefore, the students got higher score after the treatment. It is also strengthened by by Harris (2013, p. 90), students who participate in gallery walk strategy get the benefit of physical movement combined with sharing of information with a partner. In this strategy, students are divided into some small groups. Then the students walk around the class and asked to share their thought about what

they have seen. Furthermore, during the Gallery Walk Strategy in the eighth to the tenth meeting, the students were accustomed with Gallery Walk Strategy and students are more confident to share their opinions by using English to the whole classroom.

Furthermore, based on the independent sample t-test on posttest results in experimental and control group, it was found than the t-obtained (13.394) was higher than t-table (1.994) and p-output (0.000) was lower that p-value (0.05). It means that there was a significant difference on the students who were taught by using Gallery Walk Strategy and those who were not, but the researcher also found that there was a significant difference in students' speaking achievement in the control group. However, the difference was lower compared to the mean difference in the experimental group. This might be caused by some factors. The result of the informal interview conducted with the students in the control group showed that: (1) some students love to learn English, and (2) some students join English course out of school hours.

The researcher noticed that the students were happy in implementing the Galllery Walk in the class, so the class was well organized and made the students more engaged with the lesson. The students in experimental group while the implementation of Gallery Walk Strategy were practiced to activate their kinestetic. In Gallery Walk Strategy used repetition so the students could remember the lesson easily, the researcher asked the students to speak English in the class during the lesson and they practiced it with their classmates. The students in experimental group talked longer in posttest than in pretest, they were able to compose the sentence in simple words.

Finally, it was inferred that Gallery Walk Strategy was effective in improving speaking achievement to the Eleventh Grade Students of MAN 2 Palembang. It is

related to the result that the mean score in experiment class was higher score than in control class, the implementation of Gallery Walk Strategy with active learning approach also positively affects on students' learning outcomes and it makes the students to be more active. Therefore, it can be inferred that using Gallery Walk Strategy can be considered as one alternative method that can be used in teaching speaking.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents: (1) conclusion, (2) suggestions and (3) limitation of the study.

5.1. Conclusion

Based on the findings and interpretations presented in the previous chapter, the reseacher concluded that (1) there was a significant improvement on the elevetnh grade students' speaking ability before and after the treatment taught by using Gallery Walk strategy at MAN 2 Palembang. (2) there was a significant difference on the elventh grade students' speaking ability between those who are taught by using Gallery Walk Strategy and those who are not before and after the treatment at MAN 2 Palembang.

From the result, it could be seen from the improvement of the eleventh grade students. It made the students becoming more active in learning proccess, the students were motivated to learn especially in speaking skill, the students were interested to learn especially in speaking, and the students were able to state their opinion in public. Therefore, it could be assumed that Gallery Walk Strategy was effective to the eleventh grade students of MAN 2 Palembang. The students got improvements or benefits from the implementation of Gallery Walk strategy. It also could be condluded from the result of the test, it implied that Gallery Walk strategy could be used as an alternative strategy in teaching speaking.

5.2. Suggestions

Based on the conclusion above and based on the study that has been done, the researcher would like to offer some suggestions to the teachers of English and the students of MAN 2 Palembang:

1. For the teachers of English

   The teachers of English of MAN 2 Palembang can use Gallery Walk strategy as an alternative strategy to improve students' speaking ability score. It can be useful to improve their English teaching and learning especially for teaching speaking skill.

2. For the students

   For the students the researcher suggests the students to be more active to express and the students more interest to learn speaking they have been taught by using Gallery Walk strategy. The researcher really hopes that in the future the students could use Gallery Walk strategy as their favourite teaching strategy while learning. So that, they can learn with fun condition and can get maximal result in speaking achievement.

3. For other researchers

   For other researchers who want to conduct the research in teaching speaking, they can use the result of this research as a basic way for conducting the research and as an additional references for further relevant research certainly with different variables and conditions. The other researchers also can consider the weaknesses of the result from this research to conduct a better research.

5.3. Limitation of the study

In this study, the researcher take the title "The Use of Gallery Walk Strategy To Enhance Speaking Ability of The Eleventh Grade Students of MAN 2 Palembang." In conducting this study, the researcher found some limitations; the condition of the students were a lot. The researchers had a difficulty to manage the students to speak in every meeting. The researchers only provide thestudents with the small pictures, it made the students hard to see the pictures since they were in the large group. It would be better for the next reserch to patch or provide the students with the better medias for the gallery. Besides, this study only focused on the speaking ability, it would be better for the next research to combine with the other skills, or choose the other skill to compare the result with this study. More importantly, this study only taken in eleventh grade of the MAN students, it would be better for the next research taken in others level of education to make the better research of the study in the future.

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APPENDIX A

SPEAKING TEST

Directions:

In this test you have to demonstrate how well you speak English. Your speaking test score will be evaluated by some aspects; fluency (1-5), pronunciation (1-5), grammar (1-5), vocabulary (1-5), and comprehension (1-5). You will be given some topics illustrated by some pictures. You should choose one of them and speak up about your opinion within 1-3 minutes. While you are presenting your opinion, the researcher will record your voice. Be sure you speak loudly and clearly.

Instruction:

1. Greeting (Assalamualaikum wr. wb. / Good Morning)
2. Introduce yourself by mentioning your name, your class, and your school.
3. Tell about your opinion based on the picture which have been chosen by yourself in 1-3 minutes to the whole class.
4. Closing (that is all about my opinion, wassalamualaikum wr.wb/ thank you)

-GOOD LUCK –

Instruments

Choose one of the topics below and give your opinion about the topics:

4. **Smoking**

(source: http://smk2bagus.blogspot.co.id/)   *(source: http://datahakekat.blogspot.co.id/)*

5. **Alcoholic drink**

(source: http://smk2bagus.blogspot.co.id/)

6. **Drugs**

(source: http://smk2bagus.blogspot.co.id/)

APPENDIX B

Rubric for Speaking Assessment proposed by Brown (2001, p.406-407)

	1	**2**	**3**	**4**	**5**
Grammar	Errors in grammar are frequent, but speaker can be undertood by a native speaker used to dealing with foreigners attempting to speak his language.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and profesional topics.	Able to use the language accurately on all levels normally pertinent to refesional needs. Error in grammar are quite rare.	Equivalent to that of an educated native speaker.
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topcs. Vocabulary is broad enough that	Can undertand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Speech on all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references..

			he rarely has to grope for a word.		
Comprehension	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repitition, or paraphrase.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	Comrehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of his expperience.	Equivalent to that of an educated native speaker.
Fluency	(no specific fluency description. Refer to other four language areas for implied level of frequency.)	Can handle with confidence but not with facilty most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Can discuss particular interests of competenc with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.	Has complete fluncy in the language such that his speech is fully accepted by educated native speakers.
pronunciation	errors in pronunciation are frequent,	Accent is intelligible though often quite faulty.	Errors never interfere with understandi	Errors in pronunciation are quite rare	Equivalent to and fully accepted by educated

	but can be understood by a native speaker used to dealing with foreigners attemting to speak his language.		ng and rarely disturb the native speaker. Accent may be obviously foreign.		native speakers.

Reliability Score of Try Out Eleventh Grade Students' Speaking Achievement at MAN 3 Palembang

No	Nama	Rater 1							Rater 2							Rater 3							TOT (P1,P2,P3)	AVR (P1,p2,P3)	D	D2
		G	V	C	F	P	Tot	Rank	G	V	C	F	P	Tot	Rank	G	V	C	F	P	Tot	Rank				
1	AHMAD GHAZALI AF	4	4	4	3	4	19	4	4	4	4	4	4	20	1	3	4	4	3	3	17	4	56	19	3	9
2	AMANDA PUTRI A	4	4	4	4	4	20	3	4	4	4	4	4	20	1	4	4	4	4	4	20	1	60	20	2	4
3	AMANDA SRI R	3	4	4	3	3	17	6	3	3	3	3	3	15	6	3	4	4	2	3	16	5	48	16	0	0
4	ANNISA RAHAYU	3	4	3	3	4	17	6	4	4	4	4	4	20	1	3	3	3	3	3	15	4	52	17	5	25
5	ANNISA WAROHMAN	5	4	4	4	3	20	3	4	4	4	3	4	19	2	4	4	4	4	3	19	2	58	19	1	1
6	AULIA FITRATUN H	4	5	4	4	3	20	3	4	4	3	3	4	18	3	4	4	4	4	4	20	1	58	19	0	0
7	FATIMAH AZAHRAH	4	4	4	4	3	19	4	3	3	4	4	4	18	3	4	4	4	4	4	20	1	57	19	1	1
8	FATIMAH AZ-ZAHRAH	4	4	4	4	3	19	4	3	4	4	3	4	18	3	4	4	4	3	3	18	3	55	18	1	1
9	FIRAS ZUHAIR ALTAIR	4	5	4	4	3	20	3	4	4	4	4	4	20	1	3	3	3	2	2	13	3	53	18	2	4
10	HAFIZHA MAWADDAH	4	4	4	4	3	19	4	4	4	4	4	4	20	1	2	3	3	2	2	12	9	51	17	3	9
11	ISMI KURNIA	3	4	4	4	3	18	5	3	3	4	3	3	16	5	3	3	3	3	3	15	6	49	16	0	0
12	JERLI ADE PRATAMA	3	4	4	4	3	18	5	3	3	3	3	4	16	5	4	3	4	3	3	17	4	51	17	0	0
13	LABIB MOQOFFA	4	4	4	4	3	19	4	4	4	4	4	4	20	1	4	4	4	4	4	20	1	59	20	3	9
14	LUTHFITA ALFANI	4	5	4	4	4	21	2	4	4	4	3	4	19	2	4	4	4	3	4	19	2	59	20	0	0
15	MIFTAH AMMARA W	4	5	5	4	3	21	2	4	4	4	4	3	19	2	2	3	3	3	2	13	8	53	18	0	0
16	MONA QONTAH	4	4	4	4	4	20	3	3	3	3	3	3	15	6	3	3	3	4	3	16	5	51	17	-3	9
17	MUHAMMAD AFIYF B	5	4	5	4	4	22	1	3	3	3	3	3	15	6	2	3	4	3	3	15	6	52	17	-5	25
18	NABILAH PUTRI R	3	5	4	4	4	20	3	4	4	4	4	4	20	1	3	4	4	3	3	17	4	57	19	2	4
19	NABILA FEBRIYANTI	4	4	4	4	4	20	3	3	3	3	3	3	15	6	4	3	4	3	4	18	3	53	18	-3	9
20	NUR FITRIANI	3	4	4	4	4	19	4	4	4	4	4	4	20	1	2	3	3	3	2	13	8	52	17	3	9
21	NURI NADILA A	3	4	2	4	3	16	7	3	3	3	3	3	15	6	3	2	3	2	2	12	9	43	14	1	1
22	REGITA DWANTI A	3	4	4	4	3	18	5	4	4	4	4	4	20	1	3	4	4	4	3	18	3	56	19	4	16
23	RIZKA NABILA	4	5	5	4	4	22	1	4	4	4	4	4	20	1	4	4	4	4	4	20	1	62	21	0	0
24	ROQFAH SALSABILA	4	4	1	3	3	15	8	4	4	3	3	4	18	3	3	3	3	3	3	15	6	48	16	5	25
25	SEKAR KIRANA	3	4	4	4	3	18	5	3	3	4	4	4	18	3	4	4	4	4	4	20	1	56	19	2	4
26	SRI MULIA S H	4	5	4	4	4	21	2	3	3	4	3	3	16	5	3	4	4	3	3	17	4	54	18	-3	9
27	SUNITA NABILAH	3	4	4	4	4	19	4	3	3	3	3	3	15	6	4	3	4	3	3	17	4	51	17	-2	4
28	TIARA AFDELY P	3	4	3	4	4	18	5	3	3	3	3	3	15	6	3	4	4	3	3	17	4	50	17	-1	1
29	TSURAYA DHIA F	4	4	4	4	4	20	3	3	3	3	3	4	16	5	3	3	3	2	2	13	8	49	16	-2	4
30	YURIKA	3	4	3	4	3	17	6	3	3	3	3	3	15	6	2	3	4	3	2	14	7	46	15	0	0

	DEWI SAFITRI																									
31	CITRA AYU NOVILLIA	2	3	3	2	2	12	9	3	4	4	3	3	17	4	3	2	2	3	2	12	9	41	14	5	25
M																										
∑																							1640	547		208

R = 1-6(∑D^2)/N(N^2-1)

0,958065

STUDENTS' PRETEST SCORE IN CONTROL GROUP

N o	Nama	Rater 1							Rater 2							Rater 3							Final score
		G	V	C	F	P	Tot	Final	G	V	C	F	P	Tot	Final	G	V	C	F	P	Tot	Final	
1	A.Miftahul Paridi	2	2	2	3	2	11	44	2	2	2	2	2	10	40	2	3	2	3	2	12	48	44
2	A.Rahman	2	2	1	1	2	8	32	3	2	2	3	3	13	52	2	2	2	3	3	12	48	44
3	Aisyah Kahirunnisa	2	2	3	2	2	11	44	3	3	2	2	3	13	52	3	3	2	3	3	14	56	51
4	Alaika Zuhriana	3	2	3	3	3	14	56	2	2	2	2	2	10	40	2	2	3	3	2	12	48	48
5	Alifia Gustria Sari	1	2	1	2	2	8	32	3	2	2	3	1	11	44	2	3	2	1	1	9	36	37
6	Ayu Wandira Oktavia	3	3	2	2	3	13	52	3	2	3	2	2	12	48	3	2	2	3	2	12	48	49
7	Cindy Agustin	3	2	3	2	3	13	52	3	2	2	2	2	11	44	2	3	3	3	2	13	52	49
8	Desi Putri Afri Hartini	2	3	2	3	2	12	48	2	3	2	3	3	13	52	4	3	2	2	2	13	52	51
9	Destriani	2	1	1	2	2	8	32	2	1	2	2	3	10	40	2	1	2	3	2	10	40	37
10	Diah Ayu Kurnia	2	2	3	3	3	13	52	3	2	2	2	3	12	48	2	2	2	3	3	12	48	49
11	Dio Alif Utama	2	2	2	2	2	10	40	2	2	3	2	2	11	44	2	3	3	3	3	14	56	47
12	Ellaine Nur Danastry	2	3	2	3	2	12	48	3	3	3	2	3	14	56	2	2	2	3	2	11	44	49
13	Faris Kurniawan	2	2	3	2	2	11	44	2	2	2	2	2	10	40	2	2	2	3	3	12	48	44
14	Hafid Joyo Wirayuda	2	2	3	3	3	13	52	2	2	2	2	2	10	40	3	3	2	3	3	14	56	49
15	Hikmah Afriliani	2	2	2	3	2	11	44	2	2	2	2	2	10	40	3	3	3	4	3	16	64	49
16	Indri Khoirunnisa	1	1	3	2	3	10	40	3	3	3	2	2	13	52	2	3	2	3	2	12	48	47
17	Irawati	2	2	2	3	3	12	48	2	3	3	2	3	13	52	2	3	2	3	3	13	52	51
18	Kemas Syarief	2	1	1	3	1	8	32	3	3	2	3	2	13	52	1	3	1	2	3	10	40	41
19	Khoriyah	3	2	3	3	2	13	52	2	3	2	2	3	12	48	3	3	2	3	3	14	56	52
20	M. Aksal Al-Kautsar	1	3	1	2	1	8	32	2	3	1	2	2	10	40	2	3	1	1	2	9	36	36
21	M. Azza Fazarudin	2	2	2	2	2	10	40	2	2	2	2	3	11	44	2	3	3	3	3	14	56	47
22	M. Fauzan	2	1	3	2	2	10	40	2	2	1	1	3	9	36	3	1	3	3	2	12	48	41
23	M. Roihan Wijaya	2	2	3	3	2	12	48	3	3	2	2	2	12	48	2	3	2	3	3	13	52	49
24	M. Yudha Mahendra	2	2	2	2	2	10	40	2	2	2	2	2	10	40	2	3	2	3	3	13	52	44
25	Naufal Rafi Rizqullah	2	3	2	2	2	11	44	2	3	2	3	3	13	52	2	3	2	3	2	12	48	48
26	Novta Sari	1	2	1	2	3	9	36	3	2	1	1	3	10	40	2	1	1	2	3	9	36	37
27	Raihan Anugrah Akbar	2	2	2	2	2	10	40	2	3	3	2	3	13	52	3	1	1	2	3	10	40	44
28	Riyanti	3	2	2	3	2	12	48	2	3	2	3	2	12	48	3	3	3	3	3	15	60	52
29	Rohmawati Amaliyah	2	2	3	1	2	10	40	3	2	1	2	3	11	44	3	2	2	2	3	12	48	44
30	Rudy	2	2	3	3	2	12	48	2	2	3	2	3	12	48	3	3	2	3	3	14	56	51

No	Nama	G	V	C	F	P	Tot	final	G	V	C	F	P	Tot	final	G	V	C	F	P	Tot	final	final score
0	Kurniawan						2							2							4		
31	Septea Hesty H.	1	2	3	1	1	8	32	1	1	2	3	3	10	40	3	1	2	3	1	10	40	37
32	Siti Nurizki	2	2	2	2	2	10	40	2	3	2	2	2	11	44	2	3	2	3	2	12	48	44
33	Tira	1	3	2	3	2	11	44	1	1	3	2	3	10	40	2	1	2	2	2	9	36	40
34	Tri Putri	2	2	2	2	2	10	40	2	2	2	2	2	10	40	2	3	2	3	3	13	52	44
35	Wahyuni Btr	2	2	3	3	2	12	48	2	2	2	2	3	11	44	1	2	1	3	1	8	32	41
36	Yalidanisya Aprinia	2	2	2	3	3	12	48	2	3	2	2	3	12	48	2	2	2	3	2	11	44	47
37	Yayan Anggara	3	3	2	2	2	12	48	2	3	2	2	2	11	44	2	3	2	3	3	13	52	48
38	Zua Syahzili	1	2	2	1	2	8	32	2	1	2	2	1	8	32	2	1	1	3	2	9	36	33

STUDENTS' POSTEST SCORE IN CONTROL GROUP

No	Nama	Rater 1							Rater 2							Rater 3							final score
		G	V	C	F	P	Tot	final	G	V	C	F	P	Tot	final	G	V	C	F	P	Tot	final	
1	A.Miftahul Paridi	2	2	3	3	2	12	48	2	2	2	2	2	10	40	2	3	3	3	3	14	56	48
2	A.Rahman	2	2	3	3	2	12	48	3	3	3	3	3	15	60	2	3	2	3	2	12	48	52
3	Aisyah Kahirunnisa	2	2	2	2	2	10	40	3	1	1	1	2	8	32	3	2	2	2	3	12	48	40
4	Alaika Zuhriana	2	1	2	1	2	8	32	2	1	1	3	2	9	36	3	1	1	1	3	9	36	35
5	Alifia Gustria Sari	2	2	3	2	2	11	44	3	1	2	4	2	12	48	1	2	3	2	3	11	44	45
6	Ayu Wandira Oktavia	3	2	3	2	3	13	52	3	1	1	3	1	9	36	1	1	1	3	3	9	36	41
7	Cindy Agustin	2	2	3	3	2	12	48	3	3	3	3	3	15	60	2	3	2	3	2	12	48	52
8	Desi Putri Afri Hartini	2	1	2	2	2	9	36	1	3	1	1	3	9	36	3	1	1	1	3	9	36	36
9	Destriani	2	2	2	3	2	11	44	2	3	3	3	3	14	56	2	3	2	3	2	12	48	49
10	Diah Ayu Kurnia	2	1	3	3	2	11	44	1	3	1	2	3	10	40	2	3	1	3	2	11	44	43
11	Dio Alif Utama	2	1	2	2	2	9	36	3	1	1	3	3	11	44	2	3	2	3	2	12	48	43
12	Ellaine Nur Danastry	1	2	1	2	2	8	32	3	1	3	3	3	13	52	2	1	1	3	2	9	36	40
13	Faris Kurniawan	2	1	2	2	2	9	36	2	1	1	3	2	9	36	2	2	2	3	2	11	44	39
14	Hafid Joyo Wirayuda	3	2	3	3	3	14	56	2	1	1	3	2	9	36	2	1	2	3	3	11	44	45
15	Hikmah Afriliani	1	2	1	3	2	9	36	2	1	2	2	2	9	36	3	1	2	3	3	12	48	40
16	Indri Khoirunnisa	3	2	3	3	3	14	56	2	3	3	2	3	13	52	3	3	3	3	3	15	60	56
17	Irawati	2	2	3	1	2	10	40	3	2	3	2	3	13	52	2	3	1	1	3	10	40	44
18	Kemas Syarief	1	1	2	3	1	8	32	3	1	2	1	3	10	40	1	3	3	3	3	13	52	41
19	Khoriyah	2	2	3	3	2	12	48	2	3	1	1	3	10	40	2	2	2	2	3	11	44	44
20	M. Aksal Al-Kautsar	1	2	1	2	2	8	32	2	3	3	3	2	13	52	3	1	3	3	3	13	52	45
21	M. Azza Fazarudin	2	1	1	1	2	7	28	2	3	3	3	3	14	56	3	1	3	3	3	13	52	45
22	M. Fauzan	2	2	2	2	2	10	40	2	3	3	3	3	14	56	2	1	3	1	3	10	40	45

No	Name						Σ							Σ							Σ		
23	M. Roihan Wijaya	2	2	1	1	2	8	32	3	3	1	1	2	10	40	2	3	1	3	2	11	44	39
24	M. Yudha Mahendra	1	2	1	1	2	7	28	2	3	3	3	2	13	52	2	3	2	3	3	13	52	44
25	Naufal Rafi Rizqullah	2	2	2	2	2	10	40	2	3	3	3	3	14	56	2	3	2	3	2	12	48	48
26	Novta Sari	2	3	3	2	2	12	48	3	3	3	3	3	15	60	3	1	1	1	1	7	28	45
27	Raihan Anugrah Akbar	2	2	2	2	2	10	40	2	3	3	2	3	13	52	3	2	3	3	3	14	56	49
28	Riyanti	2	1	1	2	1	7	28	2	3	1	1	2	9	36	2	2	1	1	2	8	32	32
29	Rohmawati Amaliyah	3	1	3	2	2	11	44	3	3	1	3	2	12	48	2	1	2	3	3	11	44	45
30	Rudy Kurniawan	2	2	2	3	2	11	44	2	3	3	2	3	13	52	2	2	2	3	2	11	44	47
31	Septea Hesty H.	2	2	2	2	2	10	40	3	3	1	1	1	9	36	2	3	1	1	2	9	36	37
32	Siti Nurizki	2	2	2	2	2	10	40	2	3	3	3	3	14	56	2	3	3	3	2	13	52	49
33	Tira	2	2	2	2	2	10	40	2	3	3	3	2	13	52	2	3	2	3	2	12	48	47
34	Tri Putri	2	1	2	1	3	9	36	2	3	3	3	2	13	52	3	3	1	3	3	13	52	47
35	Wahyuni Btr	2	2	3	3	2	12	48	2	3	3	3	3	14	56	3	3	1	3	3	13	52	52
36	Yalidanisya Aprinia	2	2	2	2	2	10	40	3	3	3	2	3	14	56	3	1	3	3	3	13	52	49
37	Yayan Anggara	2	1	1	1	3	8	32	2	1	3	1	3	10	40	3	3	1	3	3	13	52	41
38	Zua Syahzili	2	2	2	2	2	10	40	2	3	3	3	3	14	56	2	3	2	3	3	13	52	49

APPENDIX K

STUDENTS' PRETEST SCORE IN EXPERIMENTAL GROUP

No	Nama	Rater 1							Rater 2							Rater 3							Final Score
		G	V	C	F	P	Tot	Final	G	V	C	F	P	Tot	Final	G	V	C	F	P	Tot	Final	
1	Al- Faridho	2	3	3	3	3	14	56	2	3	2	3	3	13	52	2	2	2	3	2	11	44	51
2	Avianola Nema Ifany	2	3	2	2	3	12	48	2	3	3	2	2	12	48	3	2	2	2	2	11	44	47
3	Dea Aprilia	3	3	2	3	3	14	56	3	3	1	3	3	13	52	2	3	2	2	3	12	48	52
4	Devi Eriati	2	1	1	3	2	9	36	1	1	2	3	3	10	40	2	1	2	1	2	8	32	36
5	Dhea Heristi Lia	2	3	3	2	2	12	48	2	3	2	2	3	12	48	2	3	2	2	2	11	44	47
6	Elqory Caesardy	2	2	2	4	3	13	52	3	3	4	3	3	16	64	2	4	3	2	2	13	52	56
7	Fahrani P	3	2	4	4	3	16	64	3	3	2	3	3	14	56	2	2	3	2	1	10	40	53
8	Fhatur Ramadhan	2	2	3	3	2	12	48	2	3	2	2	3	12	48	3	3	2	3	2	13	52	49
9	Hudayati	2	1	2	1	2	8	32	2	1	2	2	3	10	40	1	2	2	3	2	10	40	37
10	Jihani Monika	3	2	3	1	3	12	48	2	3	2	3	2	12	48	3	2	2	4	3	14	56	51
11	Kemas M. Husni	2	2	2	2	2	10	40	2	2	2	2	2	10	40	2	3	2	3	2	12	48	43
12	M. Alifhian Radhea	2	3	2	3	3	13	52	2	3	1	2	3	11	44	3	1	3	2	2	11	44	47
13	M. Dicky Armando	2	2	2	2	2	10	40	2	2	2	2	3	11	44	2	3	2	3	2	12	48	44
14	M. Ikhsan Ramadhan	2	2	1	2	2	9	36	1	2	2	1	1	7	28	2	2	1	1	2	8	32	32
15	M. Ridho Anugerah	2	1	3	3	2	11	44	2	3	2	1	2	10	40	2	3	2	1	2	10	40	41
16	M. Shahib Arkan	1	2	2	4	3	12	48	3	2	2	3	2	12	48	2	2	3	4	1	12	48	48
17	M. Zikri Soleh	3	2	3	3	3	14	56	2	3	2	2	2	11	44	2	3	2	3	3	13	52	51
18	Merina	1	2	2	2	3	10	40	2	2	3	2	3	12	48	1	1	1	1	2	6	24	37
19	Mgs. Moh. Hilman Y.	3	1	3	2	3	12	48	1	3	2	2	1	9	36	2	2	2	1	3	10	40	41
20	Muhammad Rizaldi	2	2	3	3	2	12	48	2	2	2	2	2	10	40	2	3	2	3	3	13	52	47
21	Nellyani	1	1	1	2	2	7	28	2	3	2	1	1	9	36	1	2	2	3	2	10	40	35
22	Nur Rahmawati	1	2	2	1	2	8	32	1	3	2	1	2	9	36	1	2	3	1	2	9	36	35
23	Nurul Afifah	3	2	2	2	2	11	44	3	1	1	2	3	10	40	2	2	1	1	2	8	32	39
24	Nurul Destiani	2	2	3	2	3	12	48	2	2	2	2	2	10	40	2	3	2	3	3	13	52	47
25	Octa Dwi Saputra	3	1	1	3	3	11	44	2	3	2	2	3	12	48	2	3	1	1	3	10	40	44
26	Pratiwi Lestari	2	1	2	1	2	8	32	1	1	2	3	2	9	36	2	1	3	2	1	9	36	35
27	Rachmat Rifki	3	2	3	3	2	13	52	2	2	2	2	2	10	40	2	2	2	3	2	11	44	45
28	Rana Zahra	2	1	2	2	2	10	40	2	1	2	2	3	10	40	3	2	3	1	1	10	40	40
29	Ranti	2	2	2	2	2	10	40	2	3	2	2	2	11	44	2	2	2	2	2	10	40	41
30	Rika Oktaria	3	2	3	1	3	12	48	2	3	2	2	2	11	44	1	3	1	3	3	11	44	45

No	Nama	G	V	C	F	P	Tot	Final	G	V	C	F	P	Tot	Final	G	V	C	F	P	Tot	Final	Final Score
31	Rohman Fajri Jalil	2	2	2	2	2	10	40	2	1	1	2	2	8	32	1	1	1	2	1	6	24	32
32	Septia Loka	3	2	3	2	3	13	52	2	3	2	2	3	12	48	3	2	3	1	1	10	40	47
33	Siti Azizah	2	3	2	2	2	11	44	2	1	2	2	1	8	32	2	2	1	1	1	7	28	35
34	Suci Amalia	3	2	3	2	2	12	48	2	3	2	2	3	12	48	3	3	2	3	3	14	56	51
35	Suteja	2	2	3	3	2	12	48	2	3	2	2	2	11	44	2	3	2	3	3	13	52	48
36	Vera Wahyuni	3	2	3	3	1	12	48	3	1	2	2	3	11	44	2	3	2	1	1	9	36	43
37	Wahyu Aji Pangestu	2	3	3	2	4	14	56	2	3	2	4	2	13	52	2	3	2	3	3	13	52	53
38	Yusuf Wicaksono	2	1	2	2	1	8	32	3	2	3	2	1	11	44	2	2	3	1	2	10	40	39

STUDENTS' POSTTEST SCORE IN EXPERIMENTAL GROUP

No	Nama	Rater 1							Rater 2							Rater 3							Final Score
		G	V	C	F	P	Tot	Final	G	V	C	F	P	Tot	Final	G	V	C	F	P	Tot	Final	
1	Al- Faridho	2	3	2	3	3	13	52	2	4	2	3	3	14	56	2	3	2	4	4	15	60	56
2	Avianola Nema Ifany	4	4	2	3	3	16	64	3	4	4	3	4	18	72	4	4	3	3	3	17	68	68
3	Dea Aprilia	2	2	3	3	3	13	52	3	3	4	3	4	17	68	3	4	4	3	3	17	68	63
4	Devi Eriati	2	2	2	2	2	10	40	3	3	4	3	4	17	68	3	4	3	3	3	16	64	57
5	Dhea Heristi Lia	2	2	2	2	2	10	40	3	3	4	4	4	18	72	3	4	2	3	3	15	60	57
6	Elqory Caesardy	2	3	3	3	2	13	52	3	3	3	4	4	17	68	2	3	2	3	2	12	48	56
7	Fahrani P	2	2	2	3	3	12	48	3	3	4	4	4	18	72	3	4	4	3	3	17	68	63
8	Fhatur Ramadhan	3	2	3	3	2	13	52	3	3	3	3	3	15	60	3	3	3	3	3	15	60	57
9	Hudayati	2	3	3	2	3	13	52	2	3	3	3	3	14	56	2	3	3	3	4	15	60	56
10	Jihani Monika	3	4	3	4	4	18	72	4	4	3	3	4	18	72	2	3	4	3	4	16	64	69
11	Kemas M. Husni	3	3	4	4	2	16	64	2	4	3	4	4	17	68	3	3	3	3	3	15	60	64
12	M. Alifhian Radhea	4	3	4	4	4	19	76	2	3	3	3	3	14	56	3	4	3	4	3	17	68	67
13	M. Dicky Armando	3	3	3	2	2	13	52	2	3	3	2	3	13	52	4	4	4	3	3	18	72	59
14	M. Ikhsan Ramadhan	3	2	3	3	2	13	52	3	4	4	4	3	18	72	4	3	4	4	3	18	72	65
15	M. Ridho Anugerah	3	3	3	3	2	14	56	2	3	3	3	3	14	56	3	4	3	3	3	16	64	59
16	M. Shahib Arkan	3	3	2	4	3	15	60	3	3	3	3	4	16	64	3	3	2	3	2	13	52	59
17	M. Zikri Soleh	3	2	3	3	3	14	56	2	3	3	3	2	13	52	3	4	4	3	3	17	68	59
18	Merina	3	2	3	2	2	12	48	3	4	4	4	3	18	72	3	4	4	3	3	17	68	63
19	Mgs. Moh. Hilman Y.	4	3	4	4	4	19	76	4	4	4	4	4	20	80	3	4	4	4	4	19	76	77
20	Muhammad Rizaldi	2	3	3	3	3	14	56	2	2	3	3	2	12	48	4	4	3	3	3	17	68	57
21	Nellyani	3	2	3	3	2	13	52	4	2	3	3	2	14	56	3	4	3	3	3	16	64	57
22	Nur Rahmawati	2	2	2	2	2	10	40	2	2	3	3	2	12	48	3	4	3	3	3	16	64	51

23	Nurul Afifah	3	3	4	4	4	18	72	3	4	4	4	4	19	76	3	4	4	4	4	19	76	75
24	Nurul Destiani	3	3	2	3	3	14	56	2	3	3	3	3	14	56	2	3	2	3	4	14	56	56
25	Octa Dwi Saputra	2	2	3	2	3	12	48	2	3	3	3	2	13	52	4	4	4	3	4	19	76	59
26	Pratiwi Lestari	3	2	3	3	3	14	56	3	4	4	4	4	19	76	3	3	3	4	3	16	64	65
27	Rachmat Rifki	2	2	3	3	2	12	48	2	3	3	3	2	13	52	4	5	4	4	4	21	84	61
28	Rana Zahra	2	3	2	3	3	13	52	4	3	3	3	2	15	60	3	2	3	3	4	15	60	57
29	Ranti	3	3	3	4	2	15	60	2	3	3	4	3	15	60	3	2	3	3	2	13	52	57
30	Rika Oktaria	3	2	3	3	3	14	56	2	3	3	3	2	13	52	4	4	4	4	4	20	80	63
31	Rohman Fajri Jalil	2	2	3	3	2	12	48	3	3	4	4	4	18	72	4	5	4	4	4	21	84	68
32	Septia Loka	3	2	3	3	3	14	56	3	3	3	3	3	15	60	3	4	4	4	4	19	76	64
33	Siti Azizah	2	2	3	3	3	13	52	3	3	4	4	4	18	72	4	4	3	3	3	17	68	64
34	Suci Amalia	2	2	3	3	2	12	48	2	3	3	3	3	14	56	3	4	3	3	3	16	64	56
35	Suteja	2	4	2	3	3	14	56	2	2	3	3	2	12	48	3	4	3	4	3	17	68	57
36	Vera Wahyuni	2	2	3	3	2	12	48	2	3	3	3	2	13	52	4	4	4	3	4	19	76	59
37	Wahyu Aji Pangestu	3	3	2	3	2	13	52	2	4	4	2	4	16	64	3	3	3	3	3	15	60	59
38	Yusuf Wicaksono	2	2	2	2	2	10	40	3	3	3	3	3	15	60	3	4	3	3	3	16	64	55

APPENDIX L

Distribution of Data Frequency on Students' Pretest Scores

Statistics		
preCont		
N	Valid	38
	Missing	0

preCont					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33.00	1	2.6	2.6	2.6
	36.00	1	2.6	2.6	5.3
	37.00	4	10.5	10.5	15.8
	40.00	1	2.6	2.6	18.4
	41.00	3	7.9	7.9	26.3
	44.00	8	21.1	21.1	47.4
	47.00	4	10.5	10.5	57.9
	48.00	3	7.9	7.9	65.8
	49.00	7	18.4	18.4	84.2
	51.00	4	10.5	10.5	94.7
	52.00	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

APPENDIX M

Distribution of Data Frequency on Students' Postest Scores in Control Group

Statistics		
postCont		
N	Valid	38
	Missing	0

postCont					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.00	1	2.6	2.6	2.6
	35.00	1	2.6	2.6	5.3
	36.00	1	2.6	2.6	7.9
	37.00	1	2.6	2.6	10.5
	39.00	2	5.3	5.3	15.8
	40.00	3	7.9	7.9	23.7
	41.00	3	7.9	7.9	31.6
	43.00	2	5.3	5.3	36.8
	44.00	3	7.9	7.9	44.7
	45.00	7	18.4	18.4	63.2
	47.00	3	7.9	7.9	71.1
	48.00	2	5.3	5.3	76.3
	49.00	5	13.2	13.2	89.5
	52.00	3	7.9	7.9	97.4
	56.00	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

APPENDIX N

Distribution of Data Frequency on Students' Pretest Scores in Experimental Group

Statistics		
preExp		
N	Valid	38
	Missing	0

preExp					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.00	2	5.3	5.3	5.3
	35.00	4	10.5	10.5	15.8
	36.00	1	2.6	2.6	18.4
	37.00	2	5.3	5.3	23.7
	39.00	2	5.3	5.3	28.9
	40.00	1	2.6	2.6	31.6
	41.00	3	7.9	7.9	39.5
	43.00	2	5.3	5.3	44.7
	44.00	2	5.3	5.3	50.0
	45.00	2	5.3	5.3	55.3
	47.00	6	15.8	15.8	71.1
	48.00	2	5.3	5.3	76.3
	49.00	1	2.6	2.6	78.9
	51.00	4	10.5	10.5	89.5
	52.00	1	2.6	2.6	92.1
	53.00	2	5.3	5.3	97.4
	56.00	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

APPENDIX O

Distribution of Data Frequency on Students' Postest Scores in Experimental Group

Statistics		
postExp		
N	Valid	38
	Missing	0

postExp					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51.00	1	2.6	2.6	2.6
	55.00	1	2.6	2.6	5.3
	56.00	5	13.2	13.2	18.4
	57.00	8	21.1	21.1	39.5
	59.00	7	18.4	18.4	57.9
	61.00	1	2.6	2.6	60.5
	63.00	4	10.5	10.5	71.1
	64.00	3	7.9	7.9	78.9
	65.00	2	5.3	5.3	84.2
	67.00	1	2.6	2.6	86.8
	68.00	2	5.3	5.3	92.1
	69.00	1	2.6	2.6	94.7
	75.00	1	2.6	2.6	97.4
	77.00	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

APPENDIX P

Descriptive Statistics of Students' Pretest and Posttest in Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
preCont	38	33.00	52.00	45.1316	5.08932
Valid N (listwise)	38				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
postCont	38	32.00	56.00	44.4211	5.16030
Valid N (listwise)	38				

APPENDIX Q

Descriptive Statistics of Students' Pretest and Posttest in Experimental Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
preExp	38	32.00	56.00	43.7895	6.46470
Valid N (listwise)	38				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
postExp	38	51.00	77.00	60.8947	5.55459
Valid N (listwise)	38				

APPENDIX R

Normality Test of Students' Pretest Scores in Control Group

One-Sample Kolmogorov-Smirnov Test		
		PreCont
N		38
Normal Parameters[a,b]	Mean	45.1316
	Std. Deviation	5.08932
Most Extreme Differences	Absolute	.170
	Positive	.103
	Negative	-.170
Kolmogorov-Smirnov Z		1.045
Asymp. Sig. (2-tailed)		.225
a. Test distribution is Normal.		
b. Calculated from data.		

APPENDIX S

Normality Test of Students' Pretest Scores in Experimental Group

One-Sample Kolmogorov-Smirnov Test		
		PreExp
N		38
Normal Parameters[a,b]	Mean	43.7895
	Std. Deviation	6.46470
Most Extreme Differences	Absolute	.138
	Positive	.090
	Negative	-.138
Kolmogorov-Smirnov Z		.848
Asymp. Sig. (2-tailed)		.468
a. Test distribution is Normal.		
b. Calculated from data.		

APPENDIX T

Normality Test of Students' Posttest Scores in Control Group

One-Sample Kolmogorov-Smirnov Test		
		PostCont
N		38
Normal Parameters[a,b]	Mean	44.4211
	Std. Deviation	5.16030
Most Extreme Differences	Absolute	.099
	Positive	.087
	Negative	-.099
Kolmogorov-Smirnov Z		.611
Asymp. Sig. (2-tailed)		.850
a. Test distribution is Normal.		
b. Calculated from data.		

APPENDIX U

Normality Test of Students' Posttest Scores in Experimental Group

One-Sample Kolmogorov-Smirnov Test		
		PostExp
N		38
Normal Parameters[a,b]	Mean	60.8947
	Std. Deviation	5.55459
Most Extreme Differences	Absolute	.212
	Positive	.212
	Negative	-.136
Kolmogorov-Smirnov Z		1.310
Asymp. Sig. (2-tailed)		.065
a. Test distribution is Normal.		
b. Calculated from data.		

APPENDIX V

Homogeneity Test on Students' Pretest Scores in Control and Experimental Group

Test of Homogeneity of Variances			
SS_Score			
Levene Statistic	df1	df2	Sig.
2.962	1	74	.089

ANOVA					
SS_Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	34.224	1	34.224	1.011	.318
Within Groups	2504.658	74	33.847		
Total	2538.882	75			

APPENDIX W

Homogeneity Test on Students' Posttest Scores in Control and Experimental Group

Test of Homogeneity of Variances			
SS_Score			
Levene Statistic	df1	df2	Sig.
.372	1	74	.544

ANOVA					
SS_Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5156.263	1	5156.263	179.404	.000
Within Groups	2126.842	74	28.741		
Total	7283.105	75			

APPENDIX X

Result Analysis of Paired Sample T-Test

    a. Students' Pretest and Posttest Scores in Control Group

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	preCont	45.1316	38	5.08932	.82560
	postCont	44.4211	38	5.16030	.83711

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	preCont & postCont	38	-.300	.068

Paired Samples Test		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	preCont - postCont	.71053	8.26228	1.34032	-2.00522	3.42627	.530	37	.599

    b. Students' Pretest and Posttest Scores in Experimental Group

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	preExp	43.7895	38	6.46470	1.04871
	postExp	60.8947	38	5.55459	.90107

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	preExp & postExp	38	-.133	.426

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	preExp - postExp	-17.10526	9.06669	1.47081	-20.08541	-14.12512	-11.630	37	.000

APPENDIX Y

Result Analysis of Independent Sample T-Test

a. Significance Differences of Students' Pretest Scores in Control Group and Experimental Group

Group Statistics					
	Categories	N	Mean	Std. Deviation	Std. Error Mean
SS_Score	preCont	38	45.1316	5.08932	.82560
	preExp	38	43.7895	6.46470	1.04871

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SS_Score	Equal variances assumed	2.962	.089	1.006	74	.318	1.34211	1.33469	-1.31733	4.00154
	Equal variances not assumed			1.006	70.135	.318	1.34211	1.33469	-1.31977	4.00398

b. Significance Difference of Students' Posttest Scores in Control and Experimental Group

Group Statistics					
	Categories	N	Mean	Std. Deviation	Std. Error Mean
SS_Score	postCont	38	44.4211	5.16030	.83711
	postExp	38	60.8947	5.55459	.90107

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SS_Score	Equal variances assumed	.372	.544	-13.394	74	.000	-16.47368	1.22991	-18.92434	-14.02303
	Equal variances not assumed			-13.394	73.602	.000	-16.47368	1.22991	-18.92456	-14.02281

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti :

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat	**Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya** *Fungsi Sosial* • Menjaga hubungan interpersonal dengan	**Mengamati** • Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. • Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. • Siswa belajar mengambil	KRITERIA PENILAIAN: • Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya • Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan	2 x 2jp	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.d ailyeng lish.co

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
belajar 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan	guru, teman, dan orang lain • Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya *Ungkapan* Saran dan tawaran: *Why don't you…* *What about …?* *You should …* *You can ….* *Do you need ….?* *Unsur kebahasaan*	giliran dalam melakukan tindak komunikasi **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: - Fungsi sosial - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. **Mengeksplorasi** • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi **Mengasosiasi** • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran	responnya • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta		m - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	(1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata *Topik* Keteladanan tentang perilaku peduli, kerjasama, dan proaktif	dan tawaran dengan mengelompokannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain **Mengkomunikasikan** • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas,dalam bentuk percakapan/simulasi	responnya **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat 'learning journal'			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	**Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya** *Fungsi Sosial* • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain *Ungkapan* menyatakan pendapat/p	**Mengamati** • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Siswa menirukan model interaksi menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format	2 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcou

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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.	ikiran *I think …* *I suppose...* *In my opinion …* *Unsur Kebahasa an* Ucapan, tekanan kata, intonasi	dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (*learning journal*).	penulisan/ penyampaia n **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. • Ketepatan menggunaka n struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya **Pengamatan (observations):** • Upaya menggunak an bahasa Inggris untuk menyatakan dan menanyaka n pendapat atau pikiran		ncil.org /en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi		
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International	**Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya** *Fungsi sosial*: Menjaga hubungan interperson	**Mengamati** • Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa • Siswa mengikuti interaksi harapan dan doa • Siswa menirukan model interaksi harapan dan doa	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa • Tingkat kelengkapan	2 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari interne

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.1.Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (*extended*), sesuai dengan konteks penggunaannya 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (*extended*) dengan	al dengan guru, teman, dan orang lain *Ungkapan:* harapan dan doa - *I hope* - *I wish you all the best. Thank you.* *Unsur kebahasaan* : Ucapan, tekanan kata, intonasi	• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan**	dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian CARA PENILAIAN: **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap • Ketepatan dan kesesuaian		t: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks		• Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (*learning journal*).	menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi		
1.1 Mensyukuri kesempatan dapat mempelaj	**Teks khusus, lisan dan tulis, berbentuk undangan resmi**	**Mengamati** • Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan	3 x 2 JP	• Berbagai undangan dalam bahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
ari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan	**sederhana** *Fungsi Sosial* Menjagahubungan transaksional dengan orang lain *Struktur* *Salutation* - *Will/ Couid you come with me to the exhibition?* - *Is it possible for you to attend my birthday partyr?* *Closing* ***Unsur kebahasaan***: (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak	berbagai sumber (a.l. media massa, internet). • Siswa berlatih menentukan gagasan utama, dan informasi rinci • Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. • Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur	dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Unjuk kerja** • Melakukan *role-play* (bermain peran) mengundang secara resmi • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi **Pengamatan**		Inggris • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks penggunaannya 4.4 Menangkap makna teks undangan resmi. 4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (4) Layout (5) Rujukan kata	kebahasaan dalam mengundang secara resmi. **Mengeksplorasi** • Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber • Siswa **Mengasosiasi** • Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisienci, efektivitasnya. • Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. • Siswa menyunting undang yang diambil dari berbagai sumber • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok **Mengkomunikasikan**	**(observations** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat kliping undangan resmi • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan • Siswa memperoleh penguatan dari guru dan teman sejawat	catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	**Surat pribadi sederhana** Fungsi Sosial Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada	**Mengamati** • Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). • Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan,	**Kriteria penilaian:** • Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi • Tingkat kelengkapan dan	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari interne

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar

internasional yang diwujudkan dalam semangat belajar
 	
2.3. Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
 	
3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya
 	
4.7 Menangkap makna teks surat pribadi.
 	
4.8 Menyusun teks surat pribadi,
	teman secara tertulis Memberi informasi kepada teman
	
	Struktur
	
	Date
	
	Salutation: Dear ....
	
	Opening paragraph: Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan
	
	Content: Mengabarkan hal yang sudah/ akan terjadit
	
	Closing: Menutup surat dengan harapan untuk bertemu kembali
	
	Signature
	
	Unsur kebahasaan:
	
	• Kata dan
		intonasi, tekanan kata, dengan benar dan lancar.
		• Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.
		• Siswa berlatih menentukan gagasan utama, dan informasi rinci
		
		Mempertanyakan (questioning)
		
		• Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan
		  - Fungsi Sosial;
		  - Struktur
		  - Unsur kebahasaan yang digunakan dalam surat pribadi.
		• Siswa mempertanyakan cara menetukan gagasan utama, dan informasi rinci dan informasi tertentu
		
		Mengeksplorasi
		
		• Siswa secara mandiri dan dalam kelompok mencari contoh surat
			keruntutan struktur teks surat
			• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan
			• Kesesuaian format penulisan/ penyampaian
			
			Cara Penilaian: Pengamatan (observasi)
			• Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi
			• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan
			• Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam
					t:
					- www.dailyenglish.com
					- http://americanenglish.state.gov/files/ae/resource_files
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi	pribadi yang lain dari berbagai sumber • Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu • Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. **Mengasosiasi** • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisienci, efektivitasnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam surat pribadi **Komunikasi** • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback.	melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh penguatan dari guru			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.6 Menganalisis fungsi sosial,	**teks prosedur berbentuk manual dan kiat-kiat (*tips*)** *Tujuan komunikasi :* menyelesaikan pekerjaan, secara lengkap dan urut. *Struktur* menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan *Unsur Kebahasaan* • simple present tense	**Mengamati** • Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan **Mempertanyakan** • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur **Mengeksplorasi** • Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks prosedur • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Pengamatan (observations)** Tujuan untuk memberi balikan. Sasaran penilaian adalah: • Perilaku tanggung	4 x 2 JP	• Manual dari berbagai produk • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya. 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan	• imperative, • Nomor yang menyatakan urutan • kata keterangan • ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.	menyalin beberapa tips **Mengasosiasi** • Siswa membandingkan beberapa manual dan tips • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber • Siswa membuat jurnal belajar (*learning journal*)	jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips • Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. • Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai konteks.			khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.7	**Tindakan/ kegiatan/k ejadian tanpa perlu menyebut kan pelakunya (Passive Voice)** *Fungsi Sosial* menyatakan dan menanyakan tentang tindakan/k egiatan/kej adian tanpa perlu menyebutk an pelakunya *Struktur Teks* Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed. *Unsur kebahasaan* • Kata kerja be	**MENGAMATI** • Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. • Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadi an tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). **MEMPERTANYAKAN** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada	Kriteria penilaian: • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kelengkapan dan keruntutan struktur teks • Kesesuaian format penulisan/ penyampaia n **Cara Penilaian**: **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:	3 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. 4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan	(is/ am/ are/ was/ were) dan verb 3rd form. • tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. *Topik* Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya	dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **EKSPERIMEN (Explore)** a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks *simulasi* dan kegiatan lain yang terstruktur. b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. **MENGASOSIASI** • Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. • Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. **KOMUNIKASI** • Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat	• Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		passive dalam jurnal belajarnya.	komentar atau cara penilaian lainnya		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.2 Mengembangkanperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi	**Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang Conditional Sentence** *Fungsi Sosial* Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang *Struktur Teks* - *If teenagers eat too*	**MENGAMATI** • Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. • Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). **MEMPERTANYAKAN** Dengan bimbingan dan	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Pengamatan (observations):** Bukan penilaian formal seperti	2 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.o

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
transaksional dengan guru dan teman. 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya. 4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/k	*much fast food, they can easily become overweight.* - *If you excercise regularly, you will get the benefit physically and mentally* *Unsur Kebahasaan* - If Clauses dalam simple present - Main Clause dengan modals can/ will *Topik:* Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa diwaktu yang akan datang	arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakantentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. **Mengasosiasi** • Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.	tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk *pengandaian/ If clause* • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
ejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		**Mengkomunikasikan** • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian • Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.	• Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli,	**Teks ilmiah faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam**, *Fungsi sosial* - Mengamati alam - Menulis paparan ilmiah mengenai benda,binatang	**Mengamati** • Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaia	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resourc

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kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di	dan gejal/ peristiwa alam *Struktur* - Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with .... - Penggambaran mengenai bagian, sifat dan tingkah lakunya *Unsur kebahasaan* - Simple	paparan tersebut. ● Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. **Mengeksplorasi** Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. **Mengasosiasi** ● Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. ● Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. ● Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok **Komunikasi** ● Siswa menyalin teks report yang	n **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. ● Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi ●Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual ● Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan ● Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** ● Kumpulan catatan kemajuan belajar ● Kumpulan hasil tes dan		

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Kelas XI 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata	didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan	latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri	**Teks eksposisi**	**Mengamati** • Siswa menyimak	Kriteria penilaian:	4 x 2 JP	• CD/ Audio/

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kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang	**analitis** *Fungsi Sosial* Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab *Struktur teks* a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi	berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan	• Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks eksposisi analitis • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan		VCD • Koran/majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

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topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya. 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	sebagai pendukung c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut *Unsur Kebahasaan*: - Kalimat Simple Present - Conditional Clauses - Modals	dengan runtut • Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Membuat laporan evaluasi diri secara tertulis tentang	dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri**		

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		pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal'	**dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikas	**Teks biografi pendek dan sederhana tentang tokoh terkenal** *Fungsi Sosial* Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan *Struktur* a. Menyebutkan tindakan/ peristiwa /kejadian	**Mengamati** • Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari teks biografi yang dipelajari. • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Pengamatan (observations):** Sasaran penilaian adalah: • Berperilaku	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.o

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
i fungsional 3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya. 4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal	secara umum b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut c. Jika perlu, ada kesimpulan umum. *Unsur Kebahasaan* - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. - Simple, Continuous, Perfect tense - Penyebutan kata	bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa mencari beberapa text biografi dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks biografi sederhana • Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari	tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian		[rg/en/](rg/en/)

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	benda - Modal auxiliary verbs	guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal'	sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikas	**Lagu** *Fungsi sosial* Menghibur, mengungkapkan perasaan, mengajarkan pesan	**Mengamati** • Siswa mendengarkan lagu yang diperdengarkan • Siswa menirukan model secara terbimbing. • Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu	**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • kesantunan	2 x 2 JP	• CD/ Audio/ VCD • Koran/ Majalah berbahasa Inggris • Buku lagu

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
i International yang diwujudkan dalam semangat belajar 2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu 4.16 Menangkap pesan dalam lagu	moral *Unsur kebahasaan* • Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan *Topik* Keteladanan tentang perilaku yang menginspirasi.	tersebut **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu • Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut **Mengeksplorasi** • Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari • Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar **Mengasosiasi** • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema	saat melakukan tindakan • Perilaku tanggung jawab, peduli, kerjasama dan cinta damai • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu **Portofolio** • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan.		bahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		perdamaian dengan menyalin • Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari **Mengkomunikasikan** • Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. • Siswa melaporkan kumpulan lagu yang sudah dianalis pesan di dalam lugu-lagu tersebut • Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.	• Catatan atau rekaman penilaian diri dan • penilaian sejawat, berupa komentar atau cara penilaian lainnya		