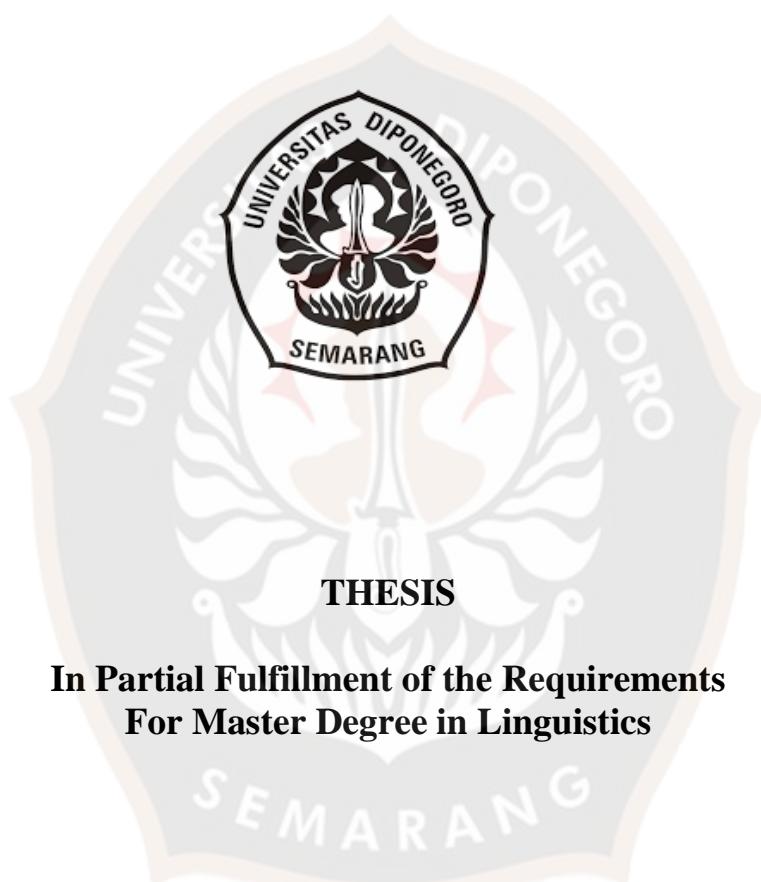


**THE EFFECTIVENESS OF ROLE PLAY USING STICK  
PUPPETS TO IMPROVE THE SPEAKING SKILL OF THE  
TENTH GRADERS OF SMA NEGERI 1 LOSARI IN THE  
ACADEMIC YEAR 2014/2015**



**THESIS**

**In Partial Fulfillment of the Requirements  
For Master Degree in Linguistics**

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**FACULTY OF HUMANITIES  
DIPONEGORO UNIVERSITY  
SEMARANG  
2016**

A THESIS

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NEGERI 1 LOSARI IN THE ACADEMIC YEAR OF 2014/2015

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## **CERTIFICATION OF ORIGINALITY**

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, 26 Februari 2016

Rossy Halimatun Rosyidah



## MOTTO AND DEDICATION

### MOTTO

Then, surely with hardship comes ease (5).

Surely, with hardship comes ease (6).

(Surah Al-Insyirah)

And seek help through patience and prayer, and indeed it is difficult except for the humbly submissive (to Allah)

(Surah Al Baqarah, 45)

### DEDICATION

This thesis is special dedicated for:

*My beloved parents "Abdul Halim - Juariah"*

## **ACKNOWLEDGMENT**

All my grateful prayers are praised to Allah who has given the opportunity to me to finish my thesis, also my prayers are praised too for my beloved Prophet Muhammad s.a.w. who has given powerful guidance from uneducated era to the educated era.

This paper would not be able to be finished without the guidance, support, love and prayers from many people; therefore I would like to say my gratitude and appreciation to:

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4. The headmaster of SMA Negeri 1 Losari Cirebon.
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Semarang, 26 February 2016

Rossy Halimatun Rosyidah

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## ABSTRACT

English is a difficult language to learn for Indonesian learners, especially for the students of Senior High School in villages because they only use their own language in their daily life. Besides, many aspects should be mastered in order to understand it and the infrastructure does not support the teaching learning of English. Based on this condition, the researcher tried to encourage the students of SMAN 1 Losari to experience learning by using role play of stick puppet in learning speaking.

This study was aimed to know what is the speaking competence of the students taught with role play of stick puppet and those taught without stick puppet role play, and also to know if there is significant difference between the students' speaking competence in the experimental class and control class.

The research design was quasi experimental research. The population of this research is the students of the tenth grade of SMA Negeri 1 Losari in academic year 2014/2015. The number of population is 270 students from 7 classes, and the researcher took two classes as the sample, they are X IIS 2 and X IIS 3 classes (IIS means Ilmu-Ilmu Sosial or Social class). This study used pretest, treatment, and posttest to collect the data. The form of the test was oral test and the treatment was given only for X IIS 2 class as experimental group.

Descriptive analysis and t-test are used to analyze the data. The result of the posttest showed that the mean of post-test in experimental class was higher than the mean of post-test in control class ( $79.11 > 69.51$ ) the interval 9.6 point. Furthermore, the result of t-test score is  $t\text{-observed}$  is higher than  $t\text{-table} = (3.379 > 2.023)$ . This means there is significant difference between the students' speaking competence in experimental class and control class. In other words, learning speaking by using stick puppet is effective to improve the speaking skill of the tenth graders of SMA Negeri 1 Losari in the academic year 2014/2015.

**Key words:** *Role play, stick puppet, and speaking skill.*

## CHAPTER I

### INTRODUCTION

This chapter presents background of the study, the statement of the problems, the purposes of the study, the significance of the study, the scope and limitation, and the definition of key terms.

#### 1.1 Background of the Study

English is still a difficult subject to learn for Junior and Senior High School students in villages, since English as the third language that is rarely used in communication. The students only use their own language in their daily life, such as Bahasa Daerah and Bahasa Indonesia.

Learning English is not as easy as learning and understanding our own language. Many aspects should be considered such as linguistic and nonlinguistic aspects. According to Thornbury (2005:11), linguistic aspect includes genre knowledge, discourse knowledge, pragmatic knowledge, grammar knowledge, vocabulary knowledge, and phonological knowledge. Nonlinguistic includes social-cultural knowledge.

Moreover, the facility in teaching and learning English is needed, such as language laboratory to help the teacher in delivering material in the classroom. Many schools in village do not have it. Besides, English is the important subject, especially for the students of Senior High School who will continue the study in University. In university most of learning media such as books and journals are written in English. Moreover for a job, English is needed.

According to Kitao (1996:1), “English is a major language of international business, diplomacy, science and the professions”. It means that English has become a powerful language. Most global communities use this language in various sectors.

In Senior High School, the students have to learn four language skills. They are listening, speaking, reading, and writing. From those skills, speaking is the prime goal of learning English. According to Grauberg (1997:201) the primary goal of learning a foreign language is that the students can speak the language fluently. Therefore, the teachers should help the students achieve the goals.

For many pupils the prime goal of learning a foreign language is to be able to speak it. Teaching should therefore help them to achieve that goal to the best of their ability. Yet the task is not easy, because conditions in the classroom are very different from those in real life. There speaking normally occurs in a domestic, social or occupational environment. Grauberg (1997:201)

To achieve the goal of teaching and learning a foreign language, the teachers should be creative; they do not use monotonous method in teaching because it can make the students feel bored so there is no progress in learning. The appropriate strategy is needed in teaching learning process in order that the students can master the English language.

Core competence syllabus of curriculum 2013 stated that the students should be able to understand, apply, and analyze science, technology, arts, culture, and humanities related to the phenomena or events, and students also should be able to implement the procedural knowledge in their specific field of study based on their talents and interests.

Besides, the syllabus of curriculum 2013 it is stated that the students of Senior High School grade tenth are expected to be able to analyze social function, structure of text, and language feature in narrative text about experience, event, and phenomenon appropriate with the context. Additionally, they are expected to be able to understand the meaning of narrative in oral and written language and able to make a narrative text in oral and written language appropriate with social function, structure of text, and language feature correctly.

Considering the statements above, the researcher tried to conduct the research to the students of SMAN 1 Losari Kabupaten Cirebon to learn speaking English by using roleplay puppets. The researcher was chose a puppet because it is a part of Indonesian art and culture, usually called “Wayang”. Puppet related to the

core competence in syllabus that the students should be able to understand, apply, and analyze science, technology, arts, and culture. Besides, the researcher wants to make the students become confident in learning speaking English because sometimes they feel shy to speak in front of the class. They thought that silence is better than doing a mistake because their friend will laugh at him/her.

Related to the statements above, the researcher wants to explain the speaking competence of the students taught with role play stick puppet, and those taught without stick puppet role play, and also to know if there is a significant difference between speaking competence of the students in experimental class and control class.

## **1.2 Reason for Choosing the Topic**

There are three reasons the researcher chose the topic as follows: the first, many schools in village lack teaching media, especially SMA Negeri 1 Losari. It does not have language laboratory, loud speaker for teaching listening, and laptop/computer for teaching learning process, and also limited projectors. Therefore, the teachers mostly teach their students by using some books which are provided in the school. It makes the students bored in learning.

All students have different learning styles and they have their ways of processing information, so if they only focused to see only text as the way to study, it is difficult to make effective learning and the students will not have motivation in learning. Furthermore, the researcher hope by using role play stick puppets as the media of teaching English will make the students happy and motivated in learning.

The second, the students felt shy and fear when they practice speaking English in front of the class. The researcher hope by using this media, the students will be confident.

The third, in the rule of curriculum 2013, the students should more active than the teacher. Teacher should act mainly as an organizer and monitor rather than an instructor and facilitator. Therefore, the researcher hopes the media role play using stick puppets can help the students in learning English.

### **1.3 Statements of the Problem**

This study focused on finding the effectiveness of role play using stick puppets in learning speaking English. Here, the study tried to explore the effectiveness of role play using stick puppets used by the students of SMA Negeri 1 Losari, in tenth grade academic year 2014/2015.

The problems of the study are:

1. What is the speaking competence of the students taught with role play using stick puppet?
2. What is the speaking competence of the students taught without role play using stick puppet?
3. Is there a significant difference between the speaking competence of the students in experiment class and control class?

## **1.4 Hypothesis**

Arikunto (2010:110) stated that hypothesis is a temporary answer toward the problem of research until it is proved by the collected data. Arikunto (2010:112-113) also stated that there are two kinds of hypothesis, those are Alternative Hypothesis and Null Hypothesis.

Alternative Hypothesis means there is relationship between variable X (the use of role play stick puppets) and variable Y (the score of speaking). Meanwhile, Null Hypothesis means there is not relationship between variable X (the use of role play stick puppet) and Y (the score of speaking). Therefore, the hypotheses in this research are:

a. Alternative Hypothesis ( $H_a$ ):

The use of stick puppets role play is effective to improve speaking skill at the first grade students of SMA N 1 Losari in the academic year of 2014/2015.

b. Null Hypothesis ( $H_0$ ):

The use of stick puppets role play is not effective to improve speaking skill at the first grade students of SMA N 1 Losari in the academic year of 2014/2015.

## **1.5 Purposes of the Study**

From the research problems, the researcher formulated the purposes of the study are as follows:

1. To find out the speaking competence of the students taught with role play using stick puppet.

2. To find out the speaking competence of the students taught without role play using stick puppet.
3. To find out the difference of the students' speaking English in experimental and control class.

## **1.6 Significance of the Study**

The researcher hoped that the result of this research will be useful to develop English teaching speaking in Indonesia. Even though only a little contribution, the researcher hopes that the result of this study will be useful for the researcher, the students, and the next researchers.

### **1. For the researcher**

This research can develop the researcher's knowledge about the method of teaching speaking English.

### **2. For the students**

The result of this research can improve the students' speaking skill with the view that learning is fun.

### **3. For the English teachers**

The teaching method in this research can be used as another choice of teaching approach in the speaking class.

### **4. For the next researcher**

It can be a reference or sources to carry out or conduct further research about teaching speaking English.

## **1.7 Scope and Limitation**

The scope of this study focused on the teaching method and the limitation of this study is role play using stick puppet as the media in teaching speaking English.

## **1.8 Definition of Key Terms**

In this study, the researcher needs the definition of the key terms in order to avoid misunderstanding and misinterpretation. The researcher clarifies the following terms:

- a. Stick puppet is the imitation object which represents figure. It is made of paper which is drawn, cut, colored and then fastened to wooden sticks.
- b. Role play is a learning activity in which one behaves in the way somebody else would behave in a particular situation (Oxford Advanced Learner's Dictionary, 2011).
- c. Speaking is the use of oral language to interact directly and immediately with others (Butler et. al., 2000).

## **1.8 Organization of Writing**

This study consists of five chapters. In order to help readers comprehend the study, this study is organized as follows: chapter one presents the background of the study, statement of problem, purpose of the study, significance of the study, scope and limitation, definition of key terms, and organization of writing. In general, this

chapter provides the conceptual framework of this study to bridge the following chapters.

Chapter two presents the previous studies and also review of the related literature. It describes the theories used in developing the study. All of them will serve the fundamental references in conducting and analyzing the study.

Chapter three presents the method of investigation. It describes the description of research method, research design, and subject of the research, research variable, research instruments, data collection, data analysis, and hypothesis.

Chapter four presents the research finding and discussion. The research findings were analyzed using descriptive statistics and t-test formula and the discussion is based on the analysis of the findings. This chapter consists of the background of the students SMA Negeri 1 Losari, process of using role play stick puppets in teaching learning speaking of narrative text, data analysis, and the interpretation of the research in discussion.

Chapter five presents the overall discussion of the study as the conclusion and followed by the suggestions given by the writer at the end of the study for the sake of teaching speaking English in narrative material.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of the review of related literature which includes the previous research, curriculum 2013, definition of narrative, speaking in foreign language, teaching speaking in the class room, role play, puppets, the advantages and the disadvantages of role-play, teaching speaking using stick puppet, and assessing speaking.

#### **2.1 Previous Research**

The previous research was used to measure and compare when the researchers conduct the research. The previous research was done by Arifin (2011), Khudriyah (2011), Nizar (2007), Sumpana (2010). Arifin (2011), in his thesis “Role Play Using Euro Talk in Modeling Stage Strategy to improve Speaking Skill of The Tenth Graders of MAN Pacet”, states that role play using EuroTalk in modeling stage improved the students’ speaking skill and the students’ involvement during the teaching and learning process. Students’ speaking performance met the criteria of success.

Khudriyah (2011), in her thesis entitled “The Implementation of Role Play to Improve the EFL Speaking Ability of the Fourth Semester Students of STIT Al Urwatul Wutsqo Jombang”, states that using role play was successful in improving

students' speaking ability. The finding indicated that role play was effective in enhancing the students to be actively involved in the teaching and learning process. It was found that the number of the students who were actively involved was 73.3%.

Nizar (2007), in his thesis entitled "Increasing Speaking Skill of The Eleventh Year Students of SMA N 1 Tumpang Malang by Using Role Play". The result showed that role play can increase the students' speaking ability of the eleventh year of SMAN 1 Tumpang Malang, role play is very effective to be used in improving his students' speaking ability since they were actively involved during the teaching and learning process, they were able to express their idea, opinion, and feeling without being worried to make mistake when they performed role play. Moreover, he explained that the students were not shy anymore; they could use the language function correctly. They were able to work in group cooperatively.

Sumpana (2010), in his thesis entitled "Improving the Students' Speaking Skill by role play (A Classroom Action Research on the Eleventh Grade Students of Immersion Program 1 of the State Senior High School of Karangpandan Academic Year 2009/2010)". The result showed that using role play as teaching technique improved the students' speaking ability. It was reflected from the students' attitude during the teaching learning process; the students become more active, excited, and responsive to the presented materials. The atmosphere of English class became relax, fun, and enjoyable, and the students' English score fulfilled the passing grade KKM (Kriteria Ketuntasan Minimal).

By knowing the research finding of the previous research, the researcher is interested in using role play as the technique to teach students' speaking skill. The difference of this study with the previous research is the previous research used class room action research as the research design to improve the students' problem in speaking class, while this study used experimental research to know whether or not role play using stick puppet can improve the speaking skill.

## 2.2 Curriculum 2013

The researcher conducted this research based on curriculum 2013. According to BSNP (Badan Standar Nasional Pendidikan, 2006), curriculum is a set of plans and arrangements about aim, contents, subject matter of material, and the technique of implementation which is used as a guideline of education implementation to achieve certain educational goals. In short, curriculum is a set of guideline consists of goals and materials of a subject of study to achieve the objectives of educational program. Curriculum becomes a foundation in teaching and learning process in schools.

There are 4 core competences (KI) in curriculum 2013. Core competence is as the guideline of goals for teaching and learning process, as follows:

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

*(Students should obey the religion).*

*KI2: 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”*

*(Students should be honest, discipline, responsive, respectful and care each other, they should become good figure in global).*

**KI3:** *Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahu 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.*

*(Students should understand, apply, and analyze science, technology, arts, culture, and humanities related to the phenomena or events, and they also should be able to implement the procedural knowledge in their specific field of study based on their talents and interests).*

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

*(Students should develop their knowledge from their school independently).*

KI-1 is designed for spiritual competence, KI-2 for social competence, KI-3 refers to knowledge competence and KI-4 is designed for learning process related with the KI-3, and KI-2. Besides, according to BSNP, 2006 No. 22, the goal of English teaching at Senior High School is to equip students with the ability to develop: (1) oral and written communicative competence to the informational literacy level; (2) the awareness of the nature and the importance of English roles played in global

competition among nations; and (3) understanding about the interrelationships of language and culture.

In this research, learning speaking by using a role play stick puppet is appropriate with the goal of teaching English and all of core competences, because the students will be taught how to communicate in social life by role play as teaching media, and the students will know that wayang is Indonesian culture.

### **2.3 Speaking in a Foreign Language**

Speaking in a foreign language involves many factors such as the linguistic and nonlinguistic factors which often make many learners feel difficult. Thornbury (2005:11) explains that the ability to communicate in a foreign language comprises three dimensions. They are speech condition, extra linguistic knowledge, and linguistic knowledge. Speech condition includes cognitive factors, affective factors (emotional), and performance factors. Extra linguistic includes social cultural knowledge, and linguistic includes genre knowledge, discourse knowledge, pragmatic knowledge, grammar knowledge, vocabulary knowledge, and phonology knowledge.

Besides, according to Brown (2001: 270), there are some difficult cases of speaking for learners. They are clustering, redundancy, reduced forms, performance variable, and colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. The explanation is as follows:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) thought such clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learner can capitalize on this feature of spoken language.

3. Reduced forms

Contractions, elisions, reduced vowel, etc. all form special problems in teaching spoken English.

4. Performance variable

One of the advantages of spoken language is that the process of thinking as students speak allows them to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

5. Colloquial language

Make sure the students are well acquainted with the words, idioms, and phrases of colloquial language and that get practice in producing these forms because usually the students get difficulty in this part.

6. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation, as will be explained below, the stress timed rhythm of spoken English and its intonation patterns convey important messages.

#### 8. Interaction

The difficulty in building interaction is possible faced by students because learning to produce waves of language in a vacuum without interlocutors would rob the ability of speaking.

Therefore, according to Alhabash (2012: 26), there are four difficulties in teaching speaking as follows:

1. Students are lack of vocabulary. It will make them unable to say words during speaking class.
2. Not confident to use English in speaking class.
3. Students always speak with their own language.
4. Teachers and students focus only on grammar and writing in teaching and learning English process.

In this case, teachers should make a good method or technique in teaching speaking in order that the students are interested in learning, they will pay attention in the lesson, and they can master in speaking English. Besides, according to Riddel (2001:117), “there are the various kinds of activities that can be implemented by teachers in order to stimulate students to speak. Those activities are ranking, balloon debate, debates, describing visuals, role plays, student’s talks, and discussion”. In

this research, the researcher choose a role-play as technique of teaching speaking because it can be used to prepare for real situations.

## **2.4 Teaching Speaking in the Class Room**

Speaking plays a necessary role in learning and understanding any language, because the aim of speaking is delivering message, expressing idea, giving opinion or feeling to get some purposes with another people. Many students lack of speaking skill, they usually did not know what to say when they have turn to practice, and sometimes they are not interested in the topic of the lesson. Moreover, when they work in pairs or groups they just end up chatting in their own language. Therefore, the teacher should competent at organizing activities in the class.

According to Hughes (2002:6),

The goal of teaching speaking is communicative efficiency. So, in learning speaking, students should be able to make themselves understood and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rule that apply in communication situation.

According to Murcia (2001:110),

When teaching speaking English as a foreign language, teacher needs to particularly competent at organizing activities in class and motivating the students. However, the teacher needs to make the speaking class to be fun and enjoyable. The teacher has to create activities that give students many opportunities of communicating with their friends.

Therefore, teaching speaking English should be fun, it will make the student motivate to speak up and express their feeling freely. According to Richard & Renandya (2002), in EFL teaching speaking needs special attention and instruction. In order to give effective instruction, it is necessary for teachers of EFL to carefully examine the factors, conditions, and components that underlie speaking effectiveness. In short, the teacher of EFL should do whatever which can improve the development of students' speaking skill.

Further, Harmer (2007) explains that in teaching speaking, there are three main reasons to make the students speak in the classroom. Firstly, speaking activities provide chances to practice speaking as in real-life situation safely in the classroom. Secondly, when having speaking tasks, the students will try to use any or all of the language they know. It will be a feedback for the teacher and the students. They will see how successful they are, and what language problems they are experiencing. Thirdly, the more opportunities students have to activate the various elements of language they have stored in the brains, the more automatic they use these elements.

Lazaraton (in Celce & Murcia, 2001) states that in teaching oral skills, teachers are expected to balance a focus on accuracy with a focus on fluency as well. In addition, Murphy (in Celce & Murcia, 2001) believes that oral skills teachers should always connect speaking, listening, and pronunciation teaching although the focus in any one class or activity may highlight one or another.

Below are the principles that should be held by the teacher for designing speaking techniques proposed by Brown (2001: 275).

1. Using techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Providing intrinsically motivating techniques.
3. Encouraging the use of authentic language in meaningful contexts.
4. Providing appropriate feedback and correction.
5. Capitalizing on the natural link between speaking and listening.
6. Giving students opportunities to initiate oral communication.
7. Encouraging the development of speaking strategies is one that few beginning language students are aware of.

Lazaraton (in Celce & Murcia, 2001) mentions that there are many ways to promote oral skills in the ESL/EFL classroom. The major types of speaking activities that can be implemented in the classroom include: discussions, speeches, role plays, conversations, audiotaped oral dialogue journals, and other accuracy-based activities. In addition, according to Nunan (2005:52-57) there are some ways which are usually used in classroom for teaching speaking as follows:

1. Audio-lingual Method (ALM)

There are two important features of ALM which is used for students; those are drill choral response and dialogue. Harmer (2003:79) states that audio-lingual

method relied heavily on drills to form these habits; substitution was built into these drills so that, in small steps, the student was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design of the drill.

### 3. Fishbowl Technique

This technique is one of the specific techniques which help children learn how to work with a partner or in a small group. The teacher can either invite a volunteer to do the activity with him or can practice the activity using two or more puppets. Harmer (2003:272) gives example of fishbowl that is two students speak but at a prearranged signal one of the participants has to reach into the fishbowl and take out one of the many pieces of paper on which students have previously written phrases, questions, and sentences. They have to incorporate these into the conversation straight away.

### 4. Communicative Language Teaching (CLT)

Harmer (2003:84) states that the communicative approach or Communicative Language Teaching (CLT) is the name which was given to a set of beliefs which included not only a reexamination of what aspects of language to teach, but also a shift in emphasis in how to teach.

### 5. Game

A game is effective in Audio-lingual Method (ALM) and Communicative Language Teaching (CLT). It is also very appropriate media for young-learner in classroom.

## 6. Puppet

The use of puppets is very appropriate applied in the young-learner classroom.

The learners usually shy to speak in front of the class. Therefore, puppet makes them comfortable to speak in front of the class and the dialogue is enjoyable.

Then, the researcher chooses role play using stick puppets in this study because it is appropriate for students who are shy to speak in front of the class. Therefore, puppet makes them confident.

### 2.5 The Definition of Narrative

This study used narrative as the material. Narrative is related to the experience or story of past time. Marahamin (1999:96) defined “Narrative is a story based on the plot, and plot consists of event, person, and conflict”. According to semi (2003:29) in Hasani (2005:22) stated that narrative is conversation or writing with the purpose which tells about action or human experience based on the development of time. Keraf (1991:136) stated that “Narrative as a story tells or describes an action in the past time clearly, so narrative is tried to answer the question: “what happened”. Narrative is a story that has the element which can make the story more interesting, such as a conflict and conclusion of the story.

Besides, according to Keraf (2000: 136), the characteristics of narrative are 1) concern to actions, 2) set in the time sequences, 3) try to answer the question, what happened? 4) It has conflict. In addition, according to Hasani (2005:27) the

other characteristic of narrative, it should have imagery to make the reader or audience interested.

Related to the statements above, the students made some properties or attributes to support their performance in front of the class in order to be like a real life situations. The students made some properties by recycling cardboards and papers.

## **2.6 Assessing Speaking**

Nunan (2004:138) states that assessment is procedures for collecting the data of the students. Assessment is thus a subset of evaluation. Testing is one form of assessment. It includes the more formal collection of data on learner performance.

Speaking skill is an important part of the curriculum in language teaching. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate and appropriate. Therefore, it is very important to emphasize test or assess on speaking class because the learners and teachers are able to measure how much progression they get after learning speaking through the method offered (Louma, 2004:1).

Assessment has important roles in teaching and learning activities. By assessing students, the teacher can measure how far students can understand the material that has been given in the classroom. This is one of the most important

aspects of teaching to test the students' comprehension. Fulcher and Davidson (2007:196) "assessment becomes not so much a desecrate set of activities, but rather a way of looking at the evidence available from learning activities that focus students' practice as learners and researchers". Thus in teaching and learning process the students have to be more active to practice what the teacher explains in the classroom.

The function of an assessment is as a guide to reinforcing teacher's priorities and helping the students to identify what activities, knowledge, and understanding are centrally important to their progress. In this study, the researcher will carry a series of test from O'Malley, during teaching learning process to assess the students' speaking ability. The criteria of score are fluency, grammar accuracy, pronunciation, and vocabulary.

## **2.7 Role Play**

Role play is the media to create a real life situation. According to Alhabbash (2012:28),

"Role - play activities are those where students are asked to imagine that they are in different situations and act accordingly. For example, teachers may tell them to role and play being guests at a party, travel agent answering customer questions or participants in a public meeting about a road and building project". (Alhabbash, 2012:28)

Besides, Dananjaya (2010) says that role play is the appropriate media to create a real life situation. It provides a safe environment for the students to imagine,

experiment with new skills and attitudes. Since the students are involved in their roles, it creates holistic learning involving their emotion, psychomotor, or cognition. Role play is an activity where the student needs not to be scared. In this activity, the researcher allows the students to make false and encourage them to take risk and do experiment. According to Furness (1976) in Huang (2008), role play gives positive effect in teaching speaking of English, it can make students enjoy in learning and it also can improve students' communication skills, such as in aspect of independent thinking, verbalization of opinions, and social awareness.

According to Livingstone (1983) there are aspects of role behavior involved in role play, as follows: formality, register, function, attitude, Para-linguistic features, extra-linguistic feature, acceptability, and appropriateness.

### 1. Formality

The speaker uses more or less formal speech depending on his/her relationship to the person. For example: "Excuse me, could you tell me where the town hall is?"

### 2. Register

Some of the roles which have to fulfill is the use of specific features of language, i.e., special register. For example: we may tell a friend 'I've got a rotten pain in the guts', but in the role of patient we would tell the doctor 'I've had a bad stomachache for two days'. However, the doctor, using a more precise medical register, might refer to: 'abdominal pains'.

### 3. Function

Function is important aspect to be considered when selecting which language to use. For example: when meeting a friend the speaker may need the function of greeting: ‘Hello, John, nice to meet you.’ Then of enquiring about health: ‘How are you today?’ Then, perhaps, of inviting: ‘How about going to the cinema?’

### 4. Attitude

The feeling towards the situation (feeling of anger, delight, surprise, etc.).

### 5. Para-linguistic features

The language must be said correctly. For example, the angry complaint, the stress, intonation, rhythm, tone of voice has to be correct in order the listener realizes that there is an angry speaker.

### 6. Extra-linguistic features

It is very important to know the appropriate gestures and facial expressions which accompany the language. For example, anger will be confusing if it is accompanied by a warm smile.

### 7. Acceptability and appropriateness

The results of using the aspects of role behavior above will make an acceptable and appropriate language.

## **2.8 The Advantages and the Disadvantages of Role-play**

By using role play, there are advantages and disadvantages obtained. The advantage of role play is the students became active in the class. Because role plays

give opportunity to students to practice the ability to speak them actively and creative. In addition, role play can also grow the confidence of students in speaking and learning English in the classroom. The disadvantages of role play are requiring quite a long time to do, so the teacher face difficult to share the time in doing role play. According to Prasetyo (2013), the advantages and disadvantages of role play as follows:

a. The Advantages of Role Play

The advantages of role play are: (1) in role play the students expresses feeling and attitudes, (2) role play encourages creativity, (3) This method provides the students with the opportunity to "feel" the situation rather than merely intellectualize about it, (4) the learner is motivated, (5) learners are being prepared for actual situations to be faced, (6) how learners fit into their roles give an indication of their knowledge of the situation, (7) role play can be used to develop social skills, (8) affective learning can be taught/ effectively evaluated, (9) a system of communication based on action rather than words issued, (10) role play provides an opportunity to pretest ideas of significance for future reference, (11) one earns to organize thoughts and responses instantly while reacting to a situation or question, and (12) students learn to remain calm in the face of adversity or pressure.

b. The Disadvantages of Role Play

The disadvantages of role play are: 1) learners sometimes emphasize performance over the intended lesson, (2) role-playing is time consuming, (3) some learners are unable to identify with the characters or situation, (4) learners often get "carried

"away" in their roles, which can lead to disruption of the class or distortion of the learning, (5) "hot topics" and controversial issues often get out of hand in role-playing, (6) role-playing sometimes turns out to be a "dud" if it fails to relate to the learner or lesson intended, (7) playing roles demands some imagination on the part of the individual learners involved, and (8) role-playing may benefit only the actual participants unless the objectives for the class have been clearly specified.

According to Rahayu (2011:137) there are steps of role play, as follows: (1) the teacher drawing up or preparing scenario that will be in the show, (2) designating some students to study scenario two days before learning and teaching activity takes place, (3) the teacher creates a group of students whose member's 4 to 6 people, (4) give a description of competence to be achieved, (5) calling the students who have been appointed to portray scenario already prepared, (6) each student sitting in and watching each group observing scenario is played, (7) follow the completion of each, is staged students given paper as work sheets to help, (8) every student summarizes the conclusion, (9) the teacher gives the conclusions in general, and (10) evaluation.

## 2.9 Puppets

There is a famous proverb saying that "*Do not give your students fish, but teach them how to fish*". It means that the teacher should act mainly as an organizer and monitor rather than an instructor and facilitator. Therefore, in this research the researcher used role play with stick puppets. By using this media the students will act as puppeteer or in Indonesia called "Dalang".

Puppet is an inanimate object which is manipulated as model. Pujianto (2011:2) states that puppet show is a doll show. A doll is adapted from Portuguese, that is boneca; a toy which is interesting. It means that puppet is an artificial of animal or people and also can be called as a doll which is played by pulling the string or putting a hand inside it. There are many types of puppets, such as hand puppet, rod puppet, shadow puppet, marionette (String Puppet), and stick puppet.

### 1. Hand Puppet (Glove Puppet)

There are many variations to a hand puppet. If the puppet does not have a movable mouth, three fingers on one hand become the neck and two arms. This type of puppet is often called a glove puppet. If the puppet does not have a movable mouth and hand, one finger become operator this type of puppet is often called a finger puppet.



Picture 2.1

### 2. Rod Puppet

Sticks or wire rod manipulate rod puppets attached to the neck and hands. In most cases, these controls come from below. Rod puppets may also be worked with rods from above, or any direction necessary for good movement and performance.



Picture 2.2

### 3. Marionette (String Puppet)

Usually there are eight basic strings to a well-designed marionette. A good marionette performer learns how to use gravity to give the puppet life and weight.



Picture 2.3

### 4. Shadow Puppet

Shadow puppet is made flat and cast a shadow when the puppeteer manipulates them between a light source and a screen (often a piece of muslin stretched like a canvas). A shadow puppeteer learns to move the puppet in and out of the light so its shadow grows and shrinks and goes in and out of sharp focus.



Picture 3.3

### 5. Stick Puppet

They are just like hand puppets but you do not stick your hand inside, you just stick a stick inside. In the simplest form, the arms and legs will swing freely and the mouth does not move.



Picture 2.5

Peter Noer, "Types of Puppets"

(<http://chimeronuniverse.freeservers.com/index.html>), December 19<sup>th</sup>, 2014

In this research, the researcher chooses stick puppet because it is simplest than others.

## **2.10 Teaching Speaking Using Role play Stick Puppets**

Teachers and students need a media to support teaching and learning process. In this study the researcher tried to encourage the tenth graders of SMA Negeri 1 Losari to learn speaking English by using role-play stick puppets. Stick puppet is the appropriate media to play by a dialogue, the material of dialogue is narrative text. The students practiced the dialogue in a role play with their classmates. They become a puppeteer and operate the puppets.

The researcher emphasized the students to create the stick puppets by themselves because the researcher wants to stimulus them to be creative students. The students made by drawing and recycling magazine, newspaper, or other resources which has big picture. Meanwhile, the properties which needed in this media are big pictures of celebrities or politicians, animals, glue, scissor, woods, and cardboard.

According to Leyser (1984) in Dempsie (1998), puppet provided unusual opportunities for constructive social experiences, involving cooperation, peer-interaction, sharing of ideas or feelings, and fantasies. By this statement, we can conclude that using role play puppets the students can express what they want to say with the puppet confidently. The students can give their responses in this activity, such as giving an idea, asking or answering a question.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents research design, and subject of the research, research variable, research instruments, data collection, data analysis, and hypothesis.

#### **3.1 Research Design**

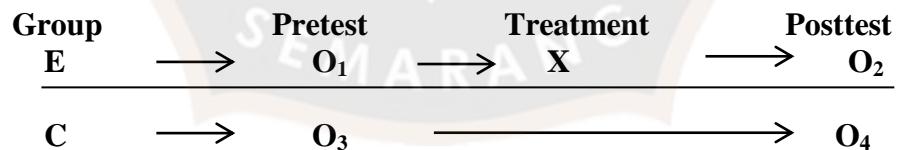
Research design is very important because the quality of research depends on the design. In this research, the researcher used experimental research. According to Fraenkle and Wallen (2012:265):

Experimental research is one of the most powerful research methodologies that researcher can use for the research. Many types of research that might be used, the experiment is the best way to establish cause and effect relationships among variables” (Fraenkle and Wallen, 2012: 265).

In addition, experimental research is the way to find the causal relationship between two factors which are raised by the researcher. In conducting an experimental research usually two groups are involved and compared to find the influence of a treatment. According to Marczky (2005:3), “Experimental research involves comparing two groups on one outcome measure to test some hypothesis regarding causation”.

Experimental research is classified as pre-experimental design, true-experimental design, factorial design, and quasi-experimental design. According to Best (1995: 146-151), there are three kinds of experimental research: (1) pre-experimental design, (2) true experimental design, and (3) quasi experimental design. Pre experimental research design is an experimental design that has no control group as a comparison. True experimental research design is an experimental design that is taken randomly. Quasi experimental research design is an experimental design that the subject of the research is not randomly chosen and there are two groups included.

This research used quasi experimental design. According to Ary, et. al. (2010:316), "in educational research, it is not possible to random the sample or the students because the schedule cannot be disrupted although the classes reorganized to accommodate a research (naturally formed intact group). The description is as follows:



Note:

E : Experimental Group

C : Control Group

O<sub>1</sub> + O<sub>3</sub> : Pretest

$O_2 + O_4$  : Posttest

X : Treatment

*Source: Ary, et. al. (2010: 316)*

There are two groups in this study. The first is experimental group and the second is control group; both of them were given a pre-test and posttest. Pre-test was given in order to know the students' ability before giving the treatment. The researcher gave the treatment to the students in experimental group class but not in control class. Finally, the teacher gave the students post-test. Post-test was given in order to know the students' improvement in speaking after the researcher used role play stick puppet.

### **3.2. Population**

According to Ary, et. al. (2002: 163), "Population is all members of any well-defined class of people, events or objects". In this research, the population was all students of the tenth grade of SMA Negeri 1 Losari Kabupaten Cirebon, consisting of 7 classes. The number of students was 270. The detail is as follows:

**Table 3.1**  
**Population of Students**

Class	Total Number
X IIS. 1	38
X IIS. 2	40
X IIS. 3	40
X IIS. 4	37
X MIA.1	39
X MIA. 2	38
X MIA. 3	38
<b>TOTAL</b>	<b>270</b>

### 3.3 Sample

According to Sugiyono (2012:118), sample is part of quantity and characteristic that owned by the population. Meanwhile, Arikunto (2010:174) states that sample is a part or representative population of the research. The researcher concludes that sample is the representative of population which is used to do a research. The researcher took two classes as the sample, those are X IIS 2 and X IIS 3 (IIS means Ilmu-Ilmu Sosial or Social class). The total members of sample were 80 students. X IIS 2 was 40 students and X IIS 3 was 40 students.

### **3.4 Research Variable**

Suharsimi Arikunto (1997: 99) says that the variable is the object or things of the research that will become the center of research. There are two kinds of research variable namely dependent and independent variable. In this research, the variables as follows:

a. Independent variable

According to Fraenkel, et, al. (2012:80), “Independent variables are those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables”. The independent variable in this research is stick puppets role play.

b. Dependent variable

“The variable that the independent variable is presumed to affect is called a dependent variable” (Fraenkel, et, al. (2012:80). The dependent variable in this research is the speaking competence of the students in speaking English about narrative text.

### **3.5. Research Instrument**

There are many kinds of instrument that can be used as the tools of a research, one of them is test. Test can be defined as several questions, exercises or other tool that is used to measure the skill, knowledge, intelligence, achievement or attitude of individual or group (Arikunto, 1997: 139). In short, according to Fraenkel, et. al. (2012:111), “Research instrument is the whole process of preparing

to collect data”. The instrument used in this study is a test. The form of the test is oral, and the criterias of score are fluency, grammatical accuracy, pronunciation, and vocabulary.

### **3.6. Validity of the Instrument**

One of the most important qualifications of a good test is validity. According to Fraenkel, et. al (2012:148), “validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. Validation is the process of collecting and analyzing evidence to support such inferences”. There are two types of validity, as follows:

#### **1. Construct Validity**

“In testing construct validity is used judgment expert. After the instrument is constructed, thus it is consulted with expert. The expert will give a decision, whether the instrument should be revised or not” (Sugiyono, 2012:177). Therefore, in constructing the instrument, the researcher consulted it with the consultant. It is very important to know whether the instrument is valid or not.

#### **2. Content Validity**

“The content validity testing can be done by comparing between the content of instrument and the lesson which had been taught. The content of instrument refers to syllabus” (Sugiyono, 2012:182). In constructing the instrument, the

researcher refers to the lesson which had been taught. The lesson refers to the syllabus. It can be used to know whether the instrument is valid or not.

### **3.7. Data Collection**

#### **1. Giving Pre-Test**

The researcher gave an oral test to the students who became the sample of the research. She gave pretest before the experimental groups got the treatment. By giving pretest, the researcher hoped the members of those groups would have the same ability.

#### **2. Giving Treatment**

The researcher gave treatment to the X IIS 2 class as experimental group by using stick puppets role play in teaching and learning speaking. Furthermore, X IIS 3 class as the control group, the researcher used conventional way of teaching without using stick puppets role play.

#### **3. Giving Post-Test**

After giving treatment to both of the class, the researcher gave post-test to both classes in order to measure the effect of certain treatment.

### **3.8. Data Analysis**

After all the data were collected, the next step was the data analysis. According to Bogdan and Biklen (2007:159), “data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to enable you to come up with findings”. In this study, to analyze the data the researcher used scoring rubric from O’Malley

and Pierce. According to O'Malley and Pierce (1996:67), the analytical scoring rubric for speaking performance includes some language elements to be observed such as: fluency, grammatical accuracy, pronunciation, and vocabulary. The researcher scored the students when they perform dialogue, as follows:

**Table 3.2**  
**Analytical Scoring Rubric for Speaking Performance**

No	Language Element	Score	Description
1	Fluency	5	Able to speak without any hesitation or break in sentence
		4	Hesitates or pauses at a few places in a few sentences but fluency is not seriously affected
		3	Hesitation is shown in almost every sentence, ends sentence half way and the repeats it
		2	Hesitates a lot that message is not very clear. A lot of repetition on of sentence
		1	Shown a lot of hesitation that speech is not clear
2	Grammatical Accuracy	5	Grammar is correct
		4	A few grammatical errors. Meaning is not affected
		3	One or two major errors which affect the meaning
		2	Almost every sentence contains grammatical error

		1	A lot of grammatical errors are made that meaning of message is not clear
3	Pronunciation	5	All words are clearly and correctly pronounced
		4	One or two words are incorrectly pronounced but meaning is not affected
		3	A few words are incorrectly pronounced but meaning is not affected
		2	One or two words which are mispronounced cause meaning to be affected
		1	Most of the words are incorrectly pronounced
4	Vocabulary	5	Uses extensive vocabulary
		4	Uses varied vocabulary
		3	Uses adequate vocabulary, some words usage irregularities
		2	Uses limited vocabulary
		1	Uses not functional vocabulary

*Source: O'Malley and Pierce (1996:67)*

The description of score above as follows:

The highest score of each language element is 5, the lowest score is 1, fair is 2, good is 3, very good is 4, and excellent is 5. The researcher classified the score as follows: (1 = 20), (2 = 40), (3 = 60), (4 = 80), and (5 = 100).

For Example:

**Table 3.3**  
**The List of Scores of Students' Speaking Assessment**

No	Students	Aspects					Total	Score
		Fluency	Grammatical	Pronunciation	Vocab	.		
1	Students 1	100	100	100	100	.	400	100

$$\text{The students' score} = \frac{\text{The Total score}}{\text{Total item of aspects}}$$

$$\text{The students' score} = \frac{400}{4} = 100$$

After collecting the data, the researcher computed the data by using descriptive statistic, frequency range of students' achievement level, and t-test, as follows:

- **Descriptive Statistic**

Descriptive statistic includes mean, mode, median, deviation standard, and range.

The detail is as follows:

- a. Mean (The Average of Score)

$$X_1 = \frac{\sum x}{N}$$

Notes:

$X_1$  = Mean

$\sum x$  = Total Score

$N$  = Number of sample

- b. Mode

The mode is that score which occurs most frequently. There is no statistical formula to find the score (Brown, 1996:104).

- c. Median

Median is the middle score of the data group which has been arranged the queue from the min to the max (Sugiyono, 2010:48).

- d. Deviation Standard

The deviation standard is generally considered a stronger estimate of the dispersion of scores (Brown, 1996:107).

$$Sd = \sqrt{\frac{\sum(X_1 - X)^2}{(n-1)}}$$

Notes:

Sd = Deviation standard

$(X_1 - X_2)^2$  = Deviation of quadratic mean

N = Number of sample

(Brown, 1996:107)

e. Range

Range is the differences between the number of the highest score and the lowest score.

$$R = X_t - X_r$$

Notes:

R = Range

$X_t$  = The highest data on the group

$X_r$  = The lowest data on the group

(Sugiyono, 2010:55)

### **Frequency Range of Students' Achievement Level**

To determine the level of students' achievement, the students' scores were interpreted by using the table of criteria student's achievement level from Arikunto (2008:245).

**Table 3.4**  
**The Level of Students' Achievement**

Value	Grade	Level of achievement
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly Sufficient
<39	E	Poor

**Arikunto (2008:245)**

Afterwards, the researcher drew a chart to make the improvement clearer.

### **T- test**

T-test was used to compare mean of posttest experiment and posttest of control class. Before doing t-test, we should test the normality of the data in order to measure whether the data has a normal distribution or not. The formula of normality test, as follows:

## 1. The Formula of Normality Test

$$\chi^2_{hitung} = \sum \left( \frac{(O_i - E_i)^2}{E_i} \right)$$

$O_i$  = The frequencies observed

$E_i$  = The frequencies expected

$\Sigma$  = The sum

(Sugiyono, 2010 : 214)

## 2. The Formula of T-test

$$t = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Notes:

S = Varian's

X1= Mean of the first group

X2= Mean of the second group

N1 = Sample amount of the first group

N2 = Sample amount of the second group

(Brown, 1996:109)

## **CHAPTER VI**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the result of the study, which was based on the data analysis. and the discussion which was based on the finding.

#### **4.1 Research Findings**

##### **4.1.1 Pretest of Experimental and Control Class**

Pretest was used to measure the ability of students' speaking skill before giving treatment. The form of the pretest was conversation. Here, the students in group were asked to make conversations about daily activity. The students did not use narrative texts as the material of the pretest because their teacher has not been taught it before. The material used in pretest based on syllabus, and the assessment used rubric observation from O'Malley and Pierce (1996:67), it consists of four criteria, as follows: fluency, grammar accuracy, pronunciation, and vocabulary.

Then, the researcher analyzed the data by using descriptive statistic and the result is that the highest score of the experimental group is 80 and the highest score of control class is 97. Meanwhile the lowest score of the experimental class is 55 and the lowest score of the control is 35. The mean of the experimental class is 67.35 and the mean of the control class is 68.23.

To know whether there is statistically significant difference between the mean scores of the pretest-experimental class and the mean score of pretest-control class, we should analyze the data by using t-test but before analyzing t-test we should test the normality of the data. Normality test was used in order to measure whether the data of the pretest has a normal distribution or not (It can make easy in analyzing t-test if the data was normal).

#### **4.1.2. Test of Normality**

Before doing t-test, we should test the normality of the data in order to measure whether the data has a normal distribution or not before doing analyzed. There are assumptions that: If the probability ( $\text{sig} > 0.05$ ), means the data has normally distributed, and If the probability ( $\text{sig} < 0.05$ ), means the data is not normal.

##### 1. Test of Normality in Pretest of Experimental Class

**Table 4.5**

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre Experimental	.252	39	.000	.914	39	.006

a. Lilliefors Significance Correction

From the table above, we can see the significant in shapirowilk, it is higher than 0.05 ( $0.06 > 0.05$ ) so the data is normally distributed.

## 2. Test of Normality in Pretest of Control Class

**Table 4.6**  
**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre Experimental	.150	39	.027	.967	39	.312

a. Lilliefors Significance Correction

From the table above, we can see the sig in shapirowilk, it is higher than 0.05 ( $0.312 > 0.05$ ) so the data is normally distributed.

### 4.1.3. Test of Homogeneity

Homogeneity test should be applied in pretest of experimental and control class. It is important to discover whether both of group are basically similar in capability before the researcher gave the treatment in experimental class. Test of homogeneity was conducted based on the data taken from the result of speaking pretest score of experimental and control class. The result of score was tested by using SPSS22. There are assumptions that: If the probability ( $\text{sig} > 0.05$ ), means both variance of experimental and control groups were the same before treatment was given, and if the probability ( $\text{sig} < 0.05$ ), means both

variance of experimental and control group were not same before treatment was given. This is the result of the homogeneity tests:

**Table 4.7**  
**Test of Homogeneity of Variances**

Pretest Experimental and Control

Levene Statistic	df1	df2	Sig.
1.329	8	26	.273

The result shows the significant is higher than 0.05 so ( $0.273 > 0.05$ ). It means both of the data is homogeny.

#### **4.1.4. T-Test in Pretest of Experimental Class and Pretest of Control Class**

T-test used to compare the mean of posttest experimental class and posttest of control class. The assumptions of the t-test, as follows: If  $t_{\text{observed}}$  is lower than  $t_{\text{table}} = H_a$  is rejected, means  $H_0$  is accepted that there is no significant different between experimental and control class, and If  $t_{\text{observed}}$  is higher than  $t_{\text{table}} = H_a$  is accepted, means  $H_0$  is rejected that there is significant different between experimental and control class.

**Table 4.8**  
**Table T-Test of Pretest in Experimental and Control Class**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Experimental	67.35	40	7.055	1.115
	Pretest Control	68.03	40	11.588	1.832

The table above shows the mean of pretest experimental and pretest of control class. The mean of experimental class is 67.35 and the mean of control class is 68.03.

**Table 4.9**  
**T-Test of Pretest in Experimental and Control Class**

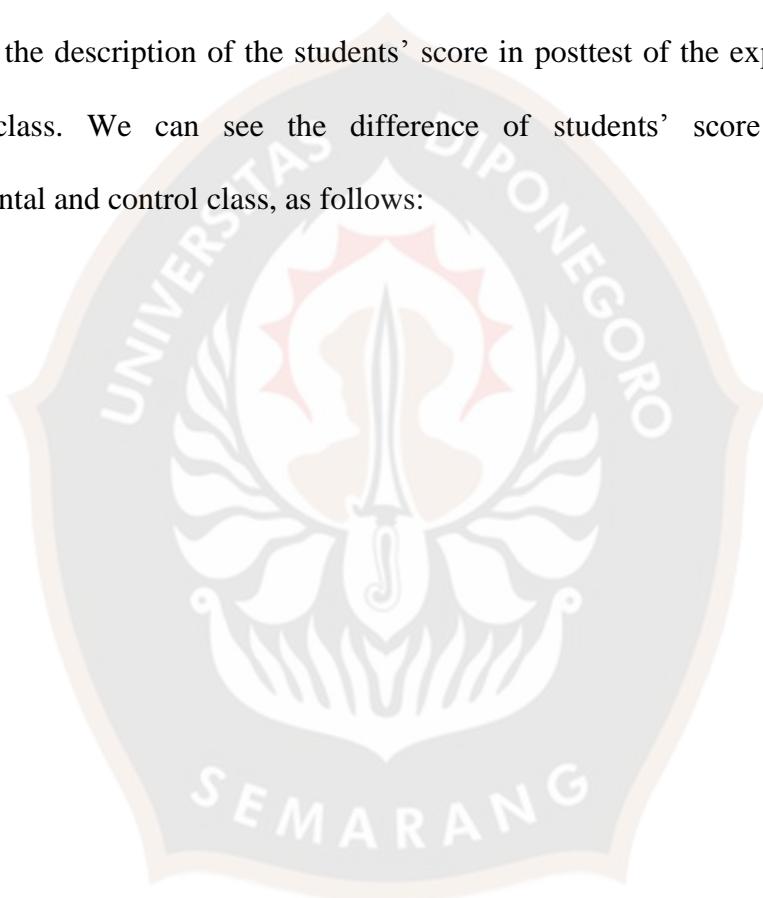
**Paired Samples Test**

	Paired Differences						T	Df	Sig. (2-tailed)		
	Mean	n	Std. Deviation	Std. Error	95% Confidence Interval of the Difference						
					Mean	Lower	Upper				
Pair 1	Pretest Exp – Pretest Cont	-.675	15.061	2.381	-5.492	4.142	-.283	39	.778		

The table above shows that  $t_{\text{observed}} = -2,83$ . Afterwards,  $t_{\text{observed}}$  compared with  $t_{\text{table}}$  (in appendix).  $t_{\text{observed}}$  is lower than  $t_{\text{table}}$  ( $-2,83 < 2,023$ ) =  $H_a$  is rejected. Therefore, there is no significant difference between pretest of experimental class and pretest of control class.

#### **4.1.2 Posttest of Experimental and Control Class**

Below is the description of the students' score in posttest of the experimental and control class. We can see the difference of students' score between the experimental and control class, as follows:



- **Descriptive Statistic in Posttest**

The descriptive statistic included mean, median, mode, std.deviation, variance, range, minimum, and maximum which calculated by using Statistical Product and Service Solution (SPSS.22).

**Table 4.10**

**The Description of the Students' Score of Posttest of the Experimental and**

**Control Class**

**Statistics**

	Posttest Experimental	Posttest Control
N Valid	40	40
Missing	0	0
Mean	79.11	69.51
Median	80.25	70.00
Mode	85	60
Std. Deviation	12.017	11.723
Variance	144.417	137.424
Range	50	60
Minimum	50	40
Maximum	100	100
Sum	3165	2780

The table above shows the highest score of experimental class is 100 and the highest score of control class is 100. That is equal or there is no significant difference result of the test. Besides, the lowest score of experimental class is 50, while the lowest score of control class is 40. The difference of score is 10 point. Besides, the mean of experimental class is 79.11, while the mean of control class is 69.51. The difference of score is 9.6 point. The mode of experimental class is 85, while the mode of control class is 60. The difference of score is 25 point. The median of experimental class is 80.25, while the median of control class is 70. The difference of score is 10.25 point. The range of experimental class is 50, while the range of control class is 60. It means the differences between the highest and the lowest score of experimental and control class is 10 point. The variance of experimental class is 144.417, while the variance of control class is 137.424. The difference of score is 6.993 point. The deviation standard of experimental class is 12.017, while deviation standard of control class is 11.723. The difference of score is 294 point. Furthermore, the total score of experimental class is 2398, while the total score of control class is 2091. The difference of score is 307 point.

- **The Classification of the Students' Score of Posttest of Experimental and Posttest of Control Class**

Below is the classification of the students' achievement level in posttest of experimental and posttest of control class. We can see the difference of students' score between the experimental and control class, as follows:

**Table 4.11**  
**The Level of Students' Achievement**

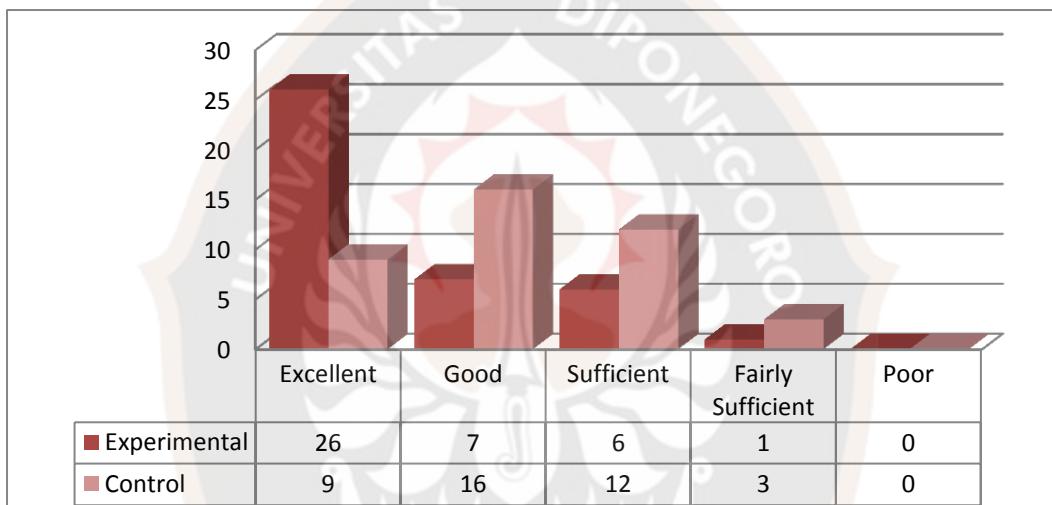
Interval	Interpretation	Posttest of Experimental class		Posttest of Control Class	
		F	Percentage	F	Percentage
80-100	Excellent	26	65%	9	22.5%
66-79	Good	7	17.5%	16	40%
56-65	Sufficient	6	15%	12	30%
40-55	Fairly Sufficient	1	2.5%	3	7.5%
<39	Poor	-	-	-	-

F = Frequency of Students

Then, this is the chart to described the frequency range of the students' achievement level between posttest of experimental and control class

**Chart 4.1**

**The Frequency Range of the Students' Achievement Level between Posttest Experimental and Control Class**



The chart shows the posttest of experimental class and the post-test of control class. In experimental class 26 students are excellent, 7 students are good, 6 students are sufficient, 1 student is fairly sufficient, and 0 in poor level. Meanwhile, in control class 9 students are excellent, 16 students are good, 12 students are sufficient, 3 students are fairly sufficient, and 0 in poor level.

- **T-Test in Posttest of Experimental Class and Posttest of Control Class**

As stated before in t-test of pretest that normality test is important before doing t-test, in order to measure whether the data has a normal distribution or not before doing analysis. There are assumptions that: If the probability (sig > 0.05), means the data has normally distributed, and If the probability (sig < 0.05), means the data is not normal.

### **1. Test of Normality**

#### **a. Test of Normality in Posttest of Experimental Class**

**Table 4.12**  
**Tests of Normality in Posttest of Experimental**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest Experimental	.179	40	.002	.950	40	.074

a. Lilliefors Significance Correction

From the table above, we can see the sig in shapirowilk, it is higher than 0.05 (0.74 > 0.05) so the data is normally distributed.

## b. Test of Normality in Posttest of Control Class

**Table 4.13**

**Tests of Normality in Posttest of Control Class**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic c	Df	Sig.	Statistic	Df	Sig.
Posttest Control	.110	40	.200*	.979	40	.649

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

### a. Lilliefors Significance Correction

The table above shows that the sig in shapirowilk is higher than 0.05 ( $0.649 > 0.05$ ), so the data is normal.

## • T - Test

The assumption of t-test as follows: If  $t_{\text{observed}}$  is lower than  $t_{\text{table}} = H_a$  is rejected, it means  $H_0$  is accepted that there is no significant different between experimental and control class. If  $t_{\text{observed}}$  is higher than  $t_{\text{table}} = H_a$  is accepted, it means  $H_0$  is rejected that there is significant different between experimental and control class.

Below is the table t-test of posttest in experimental and control class

**Table 4.14**

**Table T-Test of Posttest in Experimental and Control Class**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttest Experimental	79.11	40	12.017	1.900
Posttest Control	69.51	40	11 .723	1.854

The table above shows the mean of posttest of experimental and posttest of control class. The mean of control class is 69.51 and in experimental after getting treatment, the mean is 79.11.

**Table 4.15**

**Paired Samples Test**

	Paired Differences						t	df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference								
				Mean	Lower	Upper						
Pair 1 Posttest Exp	9.608	17.984	2.843	3.856	15.359	3.379	39		.002			
Posttest Cont												

The table above shows that  $t_{\text{observed}} = 3.379$ . Afterwards,  $t_{\text{observed}}$  is compared with  $t_{\text{table}}$ .  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$  ( $3.379 > 2.023$ ) =  $H_a$  is accepted. Therefore, there is significant difference between the students' speaking competence in the experimental class and control class. Furthermore, the role play using stick puppets is effective to improve the speaking skill of the tenth graders of SMA Negeri 1 Losari.

## 4.2 Discussion

Before doing this research, the researcher observed the background of the students of SMA Negeri 1 Losari to the teacher. The teacher explained that most of the students come from low economy level and their parents did not have good educational background, they lived in village so the students felt difficult in learning English because English is a foreign language. Moreover they always speak Bahasa Daerah in daily life to interact with their family and their friends.

This study focused on speaking competence of the students, because speaking English is a tool for communication in this globalization era. Besides, the students lack speaking skill, they were shy and afraid when they practice speaking English in front of the class. They were afraid if their friends will laugh to him/her if she/he makes a mistake. They usually did not know what to say and just keep silent when they have turn to practice, and sometimes they are not interested in the topic. Moreover, when they work in pairs or groups they just end up chatting in their own language.

In this research, the researcher tried to see whether learning by using role play stick puppets is effective or not. The students make the puppets by themselves by recycling cardboard, magazine or newspaper that has big pictures. The characters of the pictures are politician, artist, animal, and cartoon. They cut the pictures and fastened it to wooden sticks to be the characters in their story. This activity makes them happy, so they motivate in learning speaking English.<sup>2</sup>

The researcher believes that role play using stick puppet is an appropriate media to teach the students with those characteristics. Besides, it is simple and cheap. In this study, the students become puppeteer by using stick puppets, in Indonesia called “dalang”. The researcher hoped it can improve their confidence and interest in speaking and also can motivate them to be active at the class.

The success of teaching learning process depends on the teacher; if the teacher is creative and able to create a good condition, the students will be comfortable in learning, and the class will be active and alive. The students will not bore in learning; they will pay attention to the lesson.

This research was done on October 19 2014 until November 16 2014 (see in appendix). The researcher chooses oral narrative as the material and notices the core competence and basic competence in syllabus. In core competence states:

*KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.  
(Students should obey the religion).*

*KI2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam, serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia”*

*(Students should be honest, discipline, responsive, respectful and care each other, they should become good figure in global).*

*KI3: Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahu 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.*

*(Students should understand, apply, and analyze science, technology, arts, culture, and humanities related to the phenomena or events, and they also should be able to implement the procedural knowledge in their specific field of study based on their talents and interests).*

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

*(Students should develop their knowledge from their school independently).*

And in basic competence states:

*4.13 Menyusun teks narrative lisan dan tulis sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.*

*(The students should arrange a simple narrative text in oral or written language by regarding social function, structure of the text, and linguistic aspect, deal with the context).*

The basic competences states that the students of Senior High School grade tenth are expected to be able to understand the meaning of narrative text in oral and written language and able to make a narrative text in oral and written language appropriate with social function, structure of text, and language feature correctly. From the core competence and basic competence above, the researcher concluded that the students need a media to help their learning. The researcher designed the learning process by using lesson plan (RPP) (see in appendix). The students learning activities were observing, asking, exploring, associating, and communicating. The detail of process as follows:

### 1. Classroom Activities in Experimental Class

In pre activity, the researcher greeted the students, checked the student's attendance list and gave motivation. The motivation can make the students have enthusiasm and spirit to learn the material. Before the researcher began the treatment process, pretest was given to the students. The test measures the speaking competence of the students by using daily conversation material based on syllabus. The researcher did not use narrative text in pretest because the teacher has not given it before. Narrative text will be taught by the researcher after pretest, to apply the media of role play using stick puppets.

The next activity was the treatment. The researcher stimulated the students by giving some questions relate to the material that is narrative text, such as: "do you like story..?", "what kind of story do you like...?", "do you know the

story of Bawang Merah and Bawang Putih...?" etc. Afterward, the researcher explained the material. Furthermore, the students do some activities, such as:

a. Observing

- The students observed the material which has been explained by the researcher
- The researcher gave the example of narrative by using stick puppets and the students observe it.

b. Asking

- The students were given the opportunity to ask some questions about the material.

c. Exploring

- The students made stick puppets by recycling magazine or newspaper that has big picture with their group

d. Associating

- The students searched a story of narrative and practice it by using role play stick puppets with their group.

e. Communicating

- Students practice their work in front of the class with their group
- Other students gave a respond

## 2 Classroom Activities in Control Class

The classroom activities in control class almost the same as the experimental class but in this class the students were not given a treatment. The researcher taught the material of narrative by using conventional method which usually used

by the teacher in teaching narrative with some pictures. The students with their group should arrange the pictures in order to be a narrative text and present it in front of the class.

In the background of this research, it was explained that the aim of this research is to know the extent to which speaking competence of the students is taught with stick puppet role play and those taught without stick puppet role play, and also to know if there is significant difference between speaking competence of the students in experimental class and control class. Then, the result as follows:

## **1. Speaking Competence of the Students Taught with Role Play Using Stick Puppets**

The result shows that role play using stick puppets can help the students in learning speaking English because the activity encouraged them to be interactive or exposed to the English language. During learning speaking by using role play stick puppets it was noticed that there was an active involvement, interaction, cooperation, and participation between the students. The students become more active because they should organize and manage their group. This activity makes them have potential to be a teacher for their group. It means by using this media can build their responsibility as hoped in core competence 2, 3 and 4 in syllabus curriculum 2013.

Learning speaking by using role play stick puppets proved to be effective in speaking class such as: (1) it gave all the students more chance to use the English language communicatively, promoted a positive attitude toward English language learning and higher achievement, (2) it provided the students with relaxing positive teaching/learning environment, positive self-esteem, and responsibility for learning and more positive heterogeneous relationships which helped them to develop oral communication skills, (3). It made the students active most of the time through the practical communicative tasks, that they were asked to perform. It promoted involved and exploratory learning, (4) it provided a good opportunity to mix a variety of learners in group work. This is effective to build social intelligent, (5) it supported the visual learners to learn, (6) it supported peer coaching (The students learnt more about speaking skill from their peers), (7) it kept all the students attentive, (9) it helped the shy students who have difficulty participating in conversation to be active, (10) recordable. If the students want to evaluate their speaking before they perform, they can review it, (11) it increased the students' vocabulary because they will use dictionary to search some vocab to make a story, (12) it increased the students' ability of grammar because this activity used narrative text as the material, and narrative text is related with past tense, (13) it can conserve an Indonesian culture, "wayang".

As the result, the students' score in posttest of experimental is higher than posttest of control class. The mean of experimental class is 79.11, while the mean of control class is 69.51. There is interval 9.6 point. Besides, this media also have

the disadvantages, those are: (1) it is requiring quite a long time to do. Especially for preparing the properties. Therefore, the researcher face difficult to divide the time in doing role play, (2) the students get frustrated, they want to perform quickly but they should wait their friends to take the turn, (3) it made personality clashes, if there is one of group cannot cooperative, (4) the teacher could not take all the students score, if there is a student absent because he/she cannot play individually.

## **2. Speaking Competence of the students Taught without Role Play Using Stick Puppet.**

The control class was taught by using conventional method usually used by the teacher in teaching narrative with using some pictures. The students with their group should arrange the pictures in order to be a narrative text and present it in front of the class. In this case, many students were not confident because they lack of vocabulary and pronunciation. Event, they did not know what to say. Moreover, the other students as the audience feel bored to pay attention to their friends because they did not understand what their friend said; they just look at the pictures, even chatting with friends.

It is different from media role play using stick puppets; this media is vivid and create the story like a real life situation. Hence, although the students did not understand what their friends said, they can understand from the performance of stick puppets. It can increase their vocabulary without memorizing the text but by watching.

As the result, the mean of control class is lower than the mean of experimental class. The mean of posttest experimental is 79.11, while the mean of control class is 69.51. The interval is 9.6 point. The median of experimental class is 80.25, while the median of control class is 70. The interval is 10.25 point. The mode of experimental class is 85, while the mode of control class is 60. There is interval 25 point. The highest score of experimental class is 100 and the highest score of control class is 100. It is equal or there is no significant difference result of the test. Meanwhile, the lowest score of experimental class is 50, while the lowest score of control class is 40. There is interval 10 point. Therefore, speaking competence of the students taught without role play using stick puppet is not same as taught with role play using stick puppet.

### **3. The Significant Difference between Speaking Competence of the Students in Experimental and Control Classes**

The results of this study proved that there is significant difference between the mean scores of the research group in each of the pre and posttest administration. In other words, the data obtained from the experiment showed that learning speaking by using role play stick puppet could improve the student's ability in learning speaking.

Before using media role play stick puppets, the students are shy and afraid to practice speaking English in front of the class, they were not confident and just silent, but after they used media role play stick puppets they were happy,

enthusiast, and motivate in learning because they never used this media with their teacher before and the media describes the real situation; it is vivid, funny and more attractive. Besides, the students had great imagination since they were teenagers, so they are capable to act as a puppeteer. It makes the atmosphere in learning was fun.

Role play using stick puppets provides an opportunity for the student to learn public speaking, especially for the shy or apprehensive students. Using role play stick puppets as media in learning, the students should work cooperatively with their friends to prepare and present their performance, so there was take and give sharing ideas. It is related with the purpose of curriculum 2013 that not only makes the students to be smart, but also have a good morality. As stated by Yuniar, et. al (2014), “ the purpose of curriculum 2013 is to produce the students who have mentally though, physically healthy, tolerant, and willing to live in harmony with other of different religion, race, and tribe”.

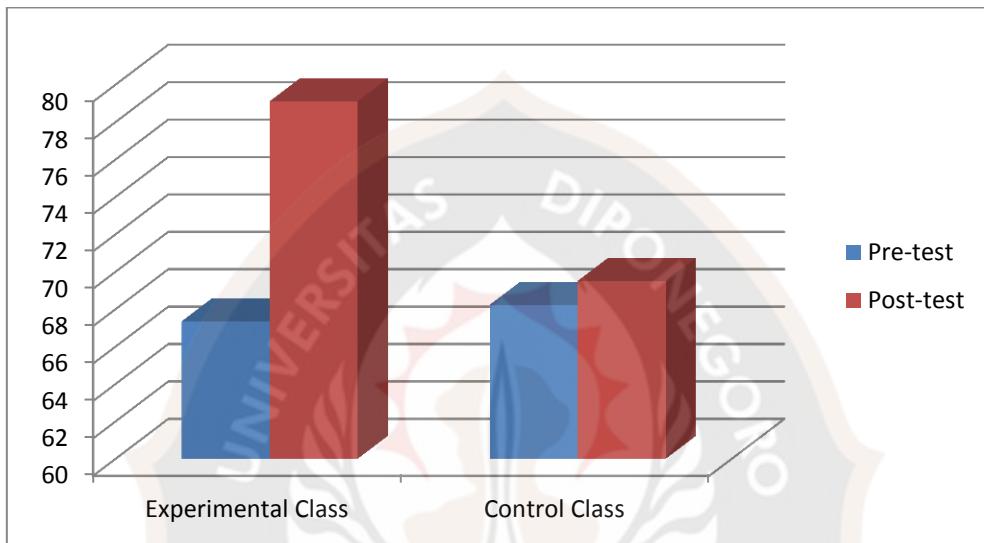
In the process of teaching learning by using role play stick puppets, there were some problems faced by the students such as they are lack of pronunciation and vocabulary. Then, to solve that problem, the researcher gave suggestion to them that they should use dictionary to check their pronunciation and vocabulary before they perform in front of the class, and they do it directly.

Then the result of this research, there is a significant difference between speaking competence of the students in experimental and control class. The

experimental class achieved a better result than the control class. It describes by the chart as follows:

**Chart 4.2**

**The Frequency Range of Students' Achievement Level between Posttest Experimental and Control Class**



The chart shows the pretest - posttest of experimental class and pretest - posttest of control class. In pretest of experimental class, the average is 67.35 and in posttest is 79.11. While, in pretest of control class the average is 68.23 and in posttest is 69.51. Therefore, role play using stick puppets can be called effective in teaching speaking.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion based on the research findings and discussion.

#### **5.1 Conclusions**

In conclusion, the students could enjoy the learning experience when the learning process is entertaining such as using role play stick puppet, it make them fun and relax. Before the students used this media, they were shy and fear to practice speaking English in front of the class, they are not confident and just stay silent, but after they used the media they were happy, enthusiastic, and motivated in learning. It is because this media described the real situation; it is vivid and fun. Moreover, the students are teenagers; they still have great imagination, so they are capable to act as a puppeteer. It makes the atmosphere in learning fun. Besides, role play using stick puppet gives the students more chance to use the English language communicatively. Role play using stick puppets can be very useful in learning speaking.

Role play using stick puppet can upgrade the students' motivation in learning speaking English than conventional method. It is found that the mean of experimental class is higher than the mean of control class. However, it doesn't

mean that the conventional can be eliminated totally from teaching methodology. Role play using stick puppet in learning speaking also has weakness that is a lot of time consuming in preparation the material but the result is better.

The data obtained from the students score in pretest and posttest of experimental and control class were analyzed by using descriptive statistic and t-test. Descriptive statistic shows that the mean of posttest of experimental class is 79.11 while the mean of posttest of control class is 69.51. There is interval 9.6 point. It means, the posttest of experimental class is higher than the posttest of control class ( $79.11 > 69.51$ ). Besides, the mean of pretest score of the experimental class is 67.35 and the mean of posttest score of the experimental class is 79.11 the increase is 11.76 point. Meanwhile, the mean of pretest of the control class is 68.23 and the mean of posttest of the control class is 69.51 the increase is 1.28 point. This result shows that Role play using stick puppet as the method of learning speaking English is effective to enhance the student's motivation in increasing speaking score.

In t-test analysis, the result shows that there is significant difference between the students' speaking competence in experimental and control class because the table of t-test showed that the score of t-observed is higher than t table = (3.379  $> 2.023$ ). In other words, learning speaking by using role play stick puppet is effective.

## **5.2 Suggestion**

Finally, to end up the writing of this research, the researcher would like to give some suggestions wishing that the teachers, students, and the next researchers can take the advantages.

### **1. For the teachers**

Teachers should use various teaching method in order the students become interested in learning. Role play using stick puppet is recommended to be used in speaking class because it is simple and not expensive. It makes the students motivate and feel happy in learning. Besides, the teacher should act mainly as an organizer and monitor rather than an instructor and facilitator, and this activity put the teacher in role of supporter in the learning process and the students can take more responsibility for their own learning. By using this media, the teacher takes a less dominant role in the language class and let the students explore the language activities.

### **2. For the students**

Students should prepare themselves before the learning is conducted; they should be accustomed to use of media, so that they are familiar with using the media. Besides, students should not feel shy or even afraid of making mistakes. Students should memorize vocabularies in order to be fluent in speaking English.

### 3. For the next researcher

The researcher only accomplished one Senior High School and the result cannot be generalized to other Senior High School. The next researchers are expected to may conduct the research with more high school as the sample.



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# APPENDIXES



### The Schedule of Experimental Class

No	Activities for the experimental group	Week	Week	Week	Week	Week
		I Oct 19	II Oct 26	III Nov 2	IV Nov 9	V Nov 16
1	Pretest					
2	Teaching speaking using role play stick puppet					
3	Teaching speaking using role play stick puppet					
4	Teaching speaking using role play stick puppet					
5	Posttest					

### The Schedule of Control Class

No	Activities for the experimental group	Week	Week	Week	Week	Week
		I Oct 19	II Oct 26	III Nov 2	IV Nov 9	V Nov 16
1	Pretest					
2	Teaching speaking without using role play stick puppet					
3	Teaching speaking without using role play stick puppet					
4	Teaching speaking without using role play stick puppet					
5	Posttest					

➤ The Result of Pretest and Posttest in Experimental Class

**Table 3**

No	Students	Pretest	Posttest
1	Students 1	72	85
2	Students 2	65	50
3	Students 3	65	60
4	Students 4	65	70
5	Students 5	70	80.5
6	Students 6	75	85
7	Students 7	60	70
8	Students 8	70	80
9	Students 9	75	85
10	Students 10	70	80
11	Students 11	75	85
12	Students 12	70	83
13	Students 13	60	70
14	Students 14	70	85
15	Students 15	70	80
16	Students 16	70	90
17	Students 17	75	95
18	Students 18	67	60
19	Students 19	75	95
20	Students 20	70	88
21	Students 21	70	89
22	Students 22	70	80
23	Students 23	70	85
24	Students 24	80	95
25	Students 25	70	93
26	Students 26	56	60
27	Students 27	62	75
28	Students 28	80	90
29	Students 29	70	80
30	Students 30	70	95
31	Students 31	77	80
32	Students 32	60	75
33	Students 33	60	100
34	Students 34	70	85
35	Students 35	55	60
36	Students 36	55	65
37	Students 37	55	80.5
38	Students 38	55	60
39	Students 39	60	70.5

40	Students 40	60	70
	Total	2694	3165
	Mean	67.35	79.11

➤ The Result of Pretest and Posttest in Control Class

**Table 4**

No	Students	Pretest	Posttest
1	Students 1	65	65.5
2	Students 2	70	70.5
3	Students 3	35	40
4	Students 4	65	69
5	Students 5	60	62
6	Students 6	70	73
7	Students 7	85	80
8	Students 8	75	75
9	Students 9	55	60
10	Students10	70	70
11	Students 11	50	50
12	Students12	60	50
13	Students13	75	80
14	Students14	70	60
15	Students 15	60	60
16	Students 16	60	60
17	Students 17	60	63
18	Students 18	72	75
19	Students 19	55	59
20	Students 20	75	80
21	Students 21	80	70
22	Students 22	70	76
23	Students 23	97	100
24	Students 24	60	65
25	Students 25	50	60
26	Students 26	70	70
27	Students 27	82	82
28	Students 28	75	75
29	Students 29	60	60
30	Students 30	60	62
31	Students 31	76	79
32	Students 32	60	65
33	Students 33	70	67
34	Students 34	85	90
35	Students 35	80	87.2
36	Students 36	70	75
37	Students 37	83	85
38	Students 38	70	70

39	Students 39	76	80
40	Students 40	60	60
	Total	2721	2780
	Mean	68.025	69.51



d.f.	TINGKAT SIGNIFIKANSI						
	dua sisi 10%	10% 5%	5% 2,5%	2% 1%	1% 0,5%	0,2% 0,1%	0,1% 0,05%
1	3,078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,162	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015
17	1,333	1,740	2,110	2,567	2,898	3,646	3,965
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
21	1,323	1,721	2,080	2,518	2,831	3,527	3,819
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707
27	1,314	1,703	2,052	2,473	2,771	3,421	3,690
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646
31	1,309	1,696	2,040	2,453	2,744	3,375	3,633
32	1,309	1,694	2,037	2,449	2,738	3,365	3,622
33	1,308	1,692	2,035	2,445	2,733	3,356	3,611
34	1,307	1,691	2,032	2,441	2,728	3,348	3,601
35	1,306	1,690	2,030	2,438	2,724	3,340	3,591
36	1,306	1,688	2,028	2,434	2,719	3,333	3,582
37	1,305	1,687	2,026	2,431	2,715	3,326	3,574
38	1,304	1,686	2,024	2,429	2,712	3,319	3,566
39	1,304	1,685	2,023	2,426	2,708	3,313	3,558
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
41	1,303	1,683	2,020	2,421	2,701	3,301	3,544
42	1,302	1,682	2,018	2,418	2,698	3,296	3,538
43	1,302	1,681	2,017	2,416	2,695	3,291	3,532

## SILABUS MATA PELAJARAN BAHASA INGGRIS

Satuan Pendidikan : SMA

Kelas : X

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 menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu 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, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudka					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
n dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.					
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.					
2.3. Menunjukkan perilaku					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tanggung jawab, peduli, kerjasama , dan cinta damai, dalam melaksakan Komunikasi fungsional					
3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespons pemaparan jati diri,	<b>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespons pemaparan jati diri</b>  <i>Fungsi sosial</i>  Menjalin hubungan dengan guru, teman dan orang lain  <i>Ungkapan</i>  <i>My name is... I'm ... I</i>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.</li> </ul> <b>Menanya</b> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru,</li> </ul>	<b>Kriteria penilaian :</b> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teksme maparkan dan menanyakan jati diri</li> <li>Ketepatan unsur kebahasaan: tata</li> </ul>	4 JP	<ul style="list-style-type: none"> <li><u>Audi o</u> <u>CD/</u> <u>VCD/</u> <u>DVD</u></li> <li><u>SUA</u> <u>RA</u> <u>GUR</u> <u>U</u></li> <li><u>Kora n/</u> <u>majalah</u> <u>berba</u> <u>hasa</u> <u>Ingr</u> <u>is</u></li> <li><u>www</u> <u>.daily</u> <u>englis</u> <u>h.co</u> <u>m</u></li> <li><u><a href="http://ameri">http://ameri</a></u></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	<p><i>live in ... I have ... I like .... dan semacamnya</i></p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait dengan hubungan keluargaan dan kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata,</p>	<p>siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari beberapa teks pemaparan jati diri dari berbagai sumber.</li> <li>Siswa berlatih memaparkan jati diri dengan teman melalui simulasi.</li> <li>Siswa berlatih memaparkan jati diri melalui tulisan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis ungkapan</li> </ul>	<p>bahasa, kosa kata, ucapan , tekana n kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulis an/ penyampaian</li> </ul> <p><b>KINERJA (praktik)</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog yang menyebutkan jati diri didepan kelas</li> <li>Ketepatan mengungakan struktur dan</li> </ul>		<p><a href="http://canenglish.state.gov/files/ae/resourceresources/files">canenglish.state.gov/files/ae/resourceresources/files</a></p> <ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
(5) Rujukan kata	intonasi, ejaan, tulisan tangan yang rapi <i>Topik</i> Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian .	<p>memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan.</p> <ul style="list-style-type: none"> <li>• Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkan nya dengan yang digunakan guru</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa mendemonstrasi kan penggunaan pemparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan</li> </ul>	unsur kebahasaan dalam menyebutkan jati diri <b>observasi :</b> Penilaian untuk tujuan memberi balikan. Sasaran penilaian: <ul style="list-style-type: none"> <li>• Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> <li>• Kesungguhan siswa dalam</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks</p> <ul style="list-style-type: none"> <li>• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>proses pembelajaran dalam setiap tahapannya</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skripsi percakapan</li> <li>• Kumpulan hasil tes</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>dan latihan.</p> <ul style="list-style-type: none"> <li>• Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar , atau bentuk penilaian</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			lain		
3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memujibersayap serta responnya , sesuai dengan konteks penggunaannya.	<b>Teks lisan dan tulis untuk memuji bersayap (<i>extended</i>) serta responsnya</b>  <i>Fungsi sosial</i>  Menjaga hubungan interpersonal dengan guru, teman dan orang lain.	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi memuji bersayap.</li> <li>Siswa mengikuti interaksi memuji bersayap.</li> <li>Siswa menirukan model interaksi memuji bersayap</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <b>Menanya</b> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan</p>	<b>KRITERIA</b>  <b>A</b> <b>PENILAIAN:</b> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks</li> <li>muji bersayap</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan</li> </ul>	2 JP	<ul style="list-style-type: none"> <li><a href="#">Audi o CD/</a></li> <li><a href="#">SUA RA GUR U</a></li> <li><a href="#">Koran/ majalah ber</a></li> <li><a href="#">www.dailyenglis h.com</a></li> <li><a href="http://americanenglish.state.gov/files/aresources/files">http://americanenglish.state.gov/files/aresources/files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>
4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespons pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan	<i>Ungkapan</i>  “Excellent! You really did it well, Tina.”  “That’s nice, Anisa. I really like it.” “It was great. I like it, thank you,”  <i>Unsur kebahasaan:</i>				

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai konteks.	Ucapan, tekanan kata, intonasi	<p>ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa memuji dengan bahasa</li> </ul>	<p>tangan</p> <ul style="list-style-type: none"> <li>• Kesesuaian format penulisannya/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>KINERJA (praktik)</b></p> <ul style="list-style-type: none"> <li>• Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan respon snya .</li> <li>• Ketepatan dan kesesuaian menggunakan struktur dan unsur</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>kebahasaan dalam menyalin pujian serta responnya</p> <p><b>observasi :</b> Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Upaya menggunakan bahasa Inggris untuk menyalin pujian dan responnya ketika muncul kesemulaan</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>patan.</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapannya.</li> <li>• Kestabilitan dan kepedulian dalam melaksanakan Komunikasi</li> </ul>		
3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya	<b>Teks lisan dan tulis untuk menunjukkan perhatian (care)</b> <i>Fungsi sosial</i> Menjaga hubungan interperson	<b>Mengamati</b> <ul style="list-style-type: none"> <li>• Siswa mendengarkan/menonton interaksi menunjukkan perhatian.</li> <li>• Siswa mengikuti interaksi menunjukkan perhatian.</li> <li>• Siswa menirukan model interaksi menunjukkan</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan</li> </ul>	2 JP	<ul style="list-style-type: none"> <li>• <u>Audi o</u> <u>CD/</u></li> <li>• <u>SUA RA</u> <u>GURU</u></li> <li>• <u>Kora n/ majalah ber</u></li> <li>• <u>www</u></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	<p>al dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>Ungkapan untuk memberi perhatian dan cara meresponsnya: <i>You look pale . Are you OK?</i>  <i>Not, really.</i>  <i>I've got a headache.</i></p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>perhatian.</p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa menunjukan perhatian dengan bahasa Inggris dalam konteks</p>	<p>struktur teksmenunjukkan perhatian</p> <ul style="list-style-type: none"> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> </ul> <p><b>CARA PENILAIAN</b></p> <p><b>N:</b></p> <p><b>KINERJA</b></p>		<p><a href="#">.dailyenglish.com</a></p> <ul style="list-style-type: none"> <li><a href="http://americanenglish.state.gov/files/ae/resources">http://americanenglish.state.gov/files/ae/resources</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><i>simulasi, role-play,</i> dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk</li> </ul>	<p><b>(praktik)</b></p> <ul style="list-style-type: none"> <li>• Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian</li> <li>• Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapannya untuk menun</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menunjukan perhatian dalam jurnal belajar ( <i>learning journal</i> ).	<p>jukkan perhatian <b>observasi :</b> Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Upaya meng gunakan bahasa Inggris untuk menu njukkan perhatian (care) ketika muncul kesempatan.</li> <li>• Kesungguhan siswa dalam proses</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>pembelajaran di setiap tahapannya.</p> <ul style="list-style-type: none"> <li>• Kesan tunan dan kepedulian dalam melaksanakan Komunikasi</li> </ul>		
3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukannya sesuatu, sesuai dengan konteks penggunaannya  4.4. Menyusun teks lisan	<b>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu Fungsi Sosial</b>  Menyatakan rencana <i>Struktur Teks</i> ‘I’d like to tell my name,’ I will tell him about	<b>Mengamati</b> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks</li> <li>• Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan</li> </ul>	<b>Kriteria penilaian :</b> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat</li> </ul>	4 JP	<ul style="list-style-type: none"> <li>• <u>Audi o</u> <u>CD/</u> <u>VCD/</u> <u>DVD</u></li> <li>• <u>SUA</u> <u>RA</u> <u>GURU</u></li> <li>• <u>Koran/</u> <u>majalah</u> <u>berbahasa</u> <u>Inggris</u></li> <li>• <u><a href="http://www.dailyenglish.co">www.dailyenglish.co</a></u></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan tulis untuk menyatakan dan menanyakan tentang niat melakukannya sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks	my job, I'm going to introduce my friend <i>Unsur Kebahasaan</i> Kata kerja <i>I'd like to</i> ... , <i>I will</i> ... , <i>I'm going to</i> ... ; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.	bimbingan guru <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</li> <li>Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</li> </ul> <b>Mempertanyakan</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan	melakukan sesuatu <ul style="list-style-type: none"> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisannya/ penyampaian</li> </ul> <b>Cara Penilaian :</b> <b>observasi :</b> Penilaian untuk tujuan		<p>m</p> <ul style="list-style-type: none"> <li><a href="http://americanenglish.state.gov/files/resource_files">http://americanenglish.state.gov/files/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p><b>Mengekslorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur</li> <li>• Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.</li> <li>• Siswa membandingkan ungkapan</li> </ul>	<p>memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Upaya mengungkapkan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan.</li> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahap</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia</p> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris didalam dan diluar kelas</li> <li>• Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>n</p> <ul style="list-style-type: none"> <li>• Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> </ul>		
3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasan dari ungkapan ucapan selamat	<b>Teks lisan dan tulis untuk mengucapkan dan meresponsucapan selamat bersayap (extended)</b>	<b>Mengamati</b>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan</li> </ul>	4 JP	<ul style="list-style-type: none"> <li>• <u>Audi o</u> <u>CD/</u> <u>VCD/</u> <u>D</u></li> <li>• <u>SUA</u> <u>RA</u> <u>GUR</u> <u>U</u></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bersayap, sesuai dengan konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p><i>Fungsi Sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i></p> <p>Ungkapan baku dari sumber-sumber otentik.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempres entasikan secara lisan</p>	<ul style="list-style-type: none"> <li>Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris,</li> </ul>	<p>struktur teks ucapan selamat bersayap</p> <ul style="list-style-type: none"> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>Cara Penilaian :</b></p> <p><b>KINERJA</b></p>		<ul style="list-style-type: none"> <li><a href="#">Koran/majalah berbahasa Inggris</a></li> <li><a href="#">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_file_s">http://americanenglish.state.gov/files/ae/resource_file_s</a></li> <li><a href="http://learnenglish.brightsource.com/">http://learnenglish.brightsource.com/</a></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>Topik</i> Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber</li> <li>• Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat</li> <li>• Siswa mengucapkan dan merespons ucapan selamat yang disampaikan teman dan guru.</li> </ul> <p><b>Mengasosiasi</b></p>	<p><b>(praktik)</b></p> <ul style="list-style-type: none"> <li>• Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta respon nya dalam situasi nyata</li> <li>• Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyalin</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>• Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback.</li> <li>• Siswa membuat kartu ucapan</li> </ul>	ucapan selama t bersyap serta respon nya <b>observasi :</b> Penilaian untuk tujuan memberi balikan. Sasaran penilaian: <ul style="list-style-type: none"> <li>• Perilaku tangguh jawab, peduli, kerjama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>• Ketepatan dan kesesuaian</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>selamat</p> <ul style="list-style-type: none"> <li>• Siswa memperoleh feedback dari guru dan teman sejawat</li> </ul>	<p>dalam menya mpaikan dan menulis teks berisi ucapan selama t</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapannya</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog.</li> <li>• Kumpulan</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>karya siswa yang mendukung proses penulisan teks ucapan selama t berupa : draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil tes dan latihan.</li> </ul>		
3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian	<b>Tindakan/kejadian yang dilakukan/telah terjadi di waktu lampau yang merujuk pada waktu terjadinya dengan yang</b>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks.</li> <li>• Siswa berinteraksi menggunakan</li> </ul>	<b>Kriteria penilaian :</b> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Ketepatan unsur kebahasaan:</li> </ul>	4 JP	<ul style="list-style-type: none"> <li>• <u>Audi o</u> <u>CD/</u> <u>VCD/</u> <u>D</u></li> <li>• <u>SUA</u> <u>RA</u> <u>GURU</u></li> <li>• <u>Koran/</u></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang dilakukan /terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan /terjadi di waktu lampau yang merujuk waktu terjadinya</p>	<p><b>merujuk pada kesudahannya ya (Past Simple dan Present Perfect Tense)</b></p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/t erjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I hollered farewells to my friends</i></p>	<p>kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru.</p> <ul style="list-style-type: none"> <li>• Siswa menirukan contoh-contoh kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i>,</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan</p>	<p>tata bahasa, kosa kata, ucapan , tekana n kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Kelengkapan dan keruntutan struktur teks</li> <li>• Kesesuaian format penulis an/ penyalaman</li> </ul> <p><b>Cara Penilaian :</b></p> <p><b>observasi :</b></p> <p>Penilaian untuk tujuan memberi</p>		<p><u>majalah berbahasa Inggris</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.dailylenglish.com">www.dailylenglish.com</a></li> <li>• <a href="http://americanenglish.stat.gov/files/ae/resource_files">http://americanenglish.stat.gov/files/ae/resource_files</a></li> <li>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	<p><i>and poured myself into the car</i>  <i>My friend has prepared everything before we left</i>  <i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect  (2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i>  Berbagai hal terkait dengan interaksi</p>	<p>ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</li> </ul>	<p>balikan.  Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kump</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	antara guru dan siswa selama proses pembelajaran , di dalam maupun di luar kelas.	<p>dalam bahasa Inggris selama proses pembelajaran.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>• Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengomunikasikan</b></p>	<ul style="list-style-type: none"> <li>ulan karya siswa yang mencer minka n hasil atau capaia n belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan penilaian diri dan penilaian sejauh, berupa komentar atau cara penilaian lainnya</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>• Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>• Siswa menuliskan dalam jurnal belajarnya permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya.</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal	<b>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</b>  <i>Fungsi sosial</i> Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb.	<b>Mengamati</b> <ul style="list-style-type: none"><li>Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.</li><li>Siswa menirukan contoh secara terbimbing.</li><li>Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li></ul> <b>Menanya</b> <ul style="list-style-type: none"><li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam</li></ul>	<b>Kriteria penilaian :</b> <ul style="list-style-type: none"><li>Pencapaian fungsi sosial</li><li>Kelengkapan dan keruntutan struktur teks deskriptif</li><li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li><li>Kesesuaian format penulis</li></ul>	18 JP	<ul style="list-style-type: none"><li><a href="#">Audi o</a> <a href="#">CD/</a> <a href="#">VCD/</a> <a href="#">DVD</a></li><li><a href="#">SUA RA GUR U</a></li><li><a href="#">Koran/ majalah berbahasa Inggris</a></li><li><a href="#">www.dailyenglis h.com</a></li><li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li><li><a href="http://learnenglish.brit">http://learnenglish.brit</a></li></ul>
4.8. Menangkan makna dalam teks deskriptif lisan dan tulis sederhana.	<i>Struktur text</i> (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal				
4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata,					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ata, dan bangun nan bersejarnah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara</p>	<p>dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya</p>	<p>bahasa Indonesia</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</li> <li>Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.</li> <li>Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan</li> <li>Berkelompok,</li> </ul>	<p>an/ penya mpaian</p> <p><b>KINERJA</b> <b>(praktik)</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarnah terkenal didepan kelas / berpasangan</li> <li>Ketepatan dan kesesuaian dalam mengungkapkan struktur teks dan unsur</li> </ul>		<a href="http://ishcouncil.org/en/">ishco uncil. org/e n/</a>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
benar dan sesuai dengan konteks.	<p>sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan</p>	<p>siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</li> <li>Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.</li> <li>Siswa</li> </ul>	<p>kebahasaan dalam membuat teks deskriptif</p> <p><b>observasi :</b> Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Perilaku tangguh jawab, peduli, kerjama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>• Ketepatan dan kesesuaian dalam</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dan c etak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempres entasika n secara lisan.</p> <p>(5) Rujukan kata <i>Topik</i></p> <p>Keteladana n tentang perilaku toleran, kewirausah aan, nasionalism e, percaya diri.</p>	<p>memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya</li> <li>Siswa menyunting deskripsi yang dibuat teman.</li> <li>Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasika nnya di mading.</li> <li>Siswa membuat kliping deskripsi tentang orang, tempat wisata</li> </ul>	<p>menya mpaika n dan menuli s teks deskrip tif</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapanya</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam memberi ca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>atau bangunan bersejarah yang mereka sukai.</p> <ul style="list-style-type: none"> <li>• Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.</li> <li>• Siswa dapat menggunakan ‘learning journal’</li> </ul>	<p>berupa catatan atau rekaman monolog teks deskriptif.</p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editting sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>tes dan latihan.</p> <ul style="list-style-type: none"> <li>• Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>• Bentuk : diary, jurnal, format khusus , komentar, atau bentuk penilaian lain</li> </ul>		
3.8. Menganalisis fungsi	<b>Teks tulis</b>	<b>Mengamati</b>	<b>Kriteria</b>	4	<ul style="list-style-type: none"> <li>• <u>Audi o</u></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan ( <i>announcement</i> ), sesuai dengan konteks penggunaannya.	<b>berbentuk <i>announceme nt</i> (<i>pemberitah uan</i>)</b>  <i>Fungsi sosial</i> Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi	<ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan.</li> <li>Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus.</li> </ul>	<b>penilaian :</b> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teksan <i>nouncement</i></li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> </ul>	JP	<p><u>CD/ VCD /DV D</u></p> <ul style="list-style-type: none"> <li><u>SUA RA GUR U</u></li> <li><u>Koran/ majalah berbahasa Inggris</u></li> <li><u>www.dailienglish.com</u></li> <li><u>http://americanenglish.stat.e.gov/files/ae/resource_files</u></li> <li><u>http://learnenglish.brightunci</u></li> </ul>
4.11. Menangkan makna pemberitahuan ( <i>announcement</i> ).  4.12. Menyusun teks tulis pemberitahuan ( <i>announcement</i> ), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur	<i>Struktur Teks</i>  Ungkapan yang lazim digunakan dalam teks <i>announcem ent</i> di	<b>Menanya</b>  Dengan bimbingan dan arahan guru, siswa mempertanyakan			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata , tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang</p>	<p>antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari teks lain untuk mendengarkan/ membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber.</li> <li>Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman</li> <li>Siswa berlatih membuat teks <i>announcement</i> dalam kerja kelompok</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis</li> </ul>	<p>an/ penya mpaian</p> <p><b>Cara Penilaian</b></p> <p><b>KINERJA (praktik)</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk pembe ritahan (<i>announcement</i>) didepan kelas</li> <li>Ketepatan dan kesesuaian dalam meng gunakan struktur teks dan unsur</li> </ul>		<a href="http://l.org/en/">l.org/en/</a>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	membuat tampilan teks lebih menarik	<p>teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan.</p> <ul style="list-style-type: none"> <li>• Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain.</li> <li>• Secara berkelompok siswa mendiskusikan teks <i>annoucement</i> yang mereka temukan dari sumber lain.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja</li> </ul>	<p>kebahasaan dalam teks pembentahan (<i>annotation</i>)</p> <p><b>observasi :</b> Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• kesantunan saat melakukan tindakan komunikasi</li> <li>• perilaku tangguhan jawab, peduli, kerjama, dan</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kelompok.</p> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks</li> <li>• Membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>cintada mai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapannya</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>atau rekaman monolog teks pemberitahuan</p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil tes dan latihan .</li> </ul> <p><b>Penilaian Diri</b></p> <p>Bentuk:</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			jurnal belajar		
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/periistiwa, sesuai dengan konteks penggunaannya.	<b>Teks <i>recount lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/periistiwa.</i></b>  <i>Fungsi sosial</i>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadian/periistiwa yang diberikan/diperdengarkan guru</li> <li>Siswa meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</li> <li>Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount</li> </ul> <b>Struktur</b> <ol style="list-style-type: none"> <li>Menyebutkan tindakan/periistiwa/kejadian secara umum</li> <li>Menyebutkan urutan</li> </ol>	<b>Kriteria penilaian :</b> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks recount</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian</li> </ul>	14 JP	<ul style="list-style-type: none"> <li><a href="#">Audi o</a> <a href="#">CD/</a> <a href="#">VCD/</a> <a href="#">DV D</a></li> <li><a href="#">SUA RA</a> <a href="#">GUR U</a></li> <li><a href="#">Kora n/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.stat.e.gov/files/ae/resource_file_s">http://americanenglish.stat.e.gov/files/ae/resource_file_s</a></li> <li><a href="http://http://americanenglish.stat.e.gov/files/ae/resource_file_s">http://http://americanenglish.stat.e.gov/files/ae/resource_file_s</a></li> </ul>
4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.					
4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tentang pengalaman/ kegiatan /kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	<p>tindakan/ kejadian/ peristiwa secara kronologis, dan runut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesi alisme dalam bekerja, kejadian/ peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan c</p>	<p>dian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.,.</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari beberapa text recount dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> <li>Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	<p>format penulis an/ penya mpaian</p> <p><b>Cara Penilaian</b></p> <p><b>KINERJA (praktik)</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk recount dalam kelompok / berpasangan/ didepan kelas</li> <li>Ketepatan dan kesesuaian dalam menggunakan menggunakan struktur</li> </ul>		<a href="http://learnenglish.britishcouncil.org/en/">/learn engl ish.bri tishc ounci l.org/ en/</a>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>etak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempres entasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<ul style="list-style-type: none"> <li>Siswa berlatih menysun kalimat-kalimat yang diberikan menjadi text recount.</li> <li>Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> </ul>	<p>teks dan unsur kebahasaan dalam teks recounts</p> <p><b>observasi :</b> Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan</li> <li>perilaku tangguhan jawab, peduli, kerjama, dan cinta damai,</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>• Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>• Siswa mempresentasikannya di kelas</li> <li>• Siswa membuat</li> </ul>	<p>dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapannya</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kliping teks recount dengan menyalin dari beberapa sumber.</p> <ul style="list-style-type: none"> <li>• Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>n monolog teks recount .</p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil tes dan latihan .</li> <li>• Catatan atau rekaman penilaian diri dan penilaian</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>an sejawat ,, berupa koment ar atau cara penilai an lainnya</p> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>• Bentuk : diary, jurnal, format khusus ,, koment ar, atau bentuk penilai an lain</li> <li>• Siswa diberik an pelatih an sebelu m dituntu t untuk melaks anakan</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			nya		
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	<b>Teks naratif lisan dan tulis berbentuk legenda</b> <i>Fungsi sosial</i> Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks legenda yang diberikan/diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa mengamati keteladanannya dari cerita legenda</li> <li>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li> </ul>	Kriteria penilaian: <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelongkapan dan keruntutan struktur teks naratif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan</li> </ul>	12 JP	<ul style="list-style-type: none"> <li><a href="#">Audi o CD/ VCD /DV D</a></li> <li><a href="#">SUA RA GUR U</a></li> <li><a href="#">Kora n/ majalah berbahasa Inggris</a></li> <li><a href="#">www.dailyenglish.com</a></li> <li><a href="#">http://americanenglish.stat.e.gov/files/american_file_s</a></li> <li><a href="#">http://learn</a></li> </ul>
4.13 Menangkan makna dalam teks narrative lisan dan tulis sederhana.	<i>Struktur</i> a. Pengenalan tokoh dan setting	<b>Menanya</b>			
4.14 Menyusun teks <i>narrative</i> lisan dan tulis sederhana dengan memperhatikan fungsi sosial, struktur	b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita <i>Unsur</i>	<ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa</li> </ul>	tekanan kata, intonasi, ejaan, dan tulisan tangan		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks, dan unsur kebahasaan , secara benar dan sesuai dengan konteks	<p><i>kebahasaan</i></p> <p>(1) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(2) Modal auxiliary verbs.</p> <p>(4) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempres entasikan secara lisan</p> <p>(6) Rujukan kata <i>Topik</i> Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca beberapa text legenda dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>Siswa melengkapi rumpang dari beberapa teks legenda sederhana</li> <li>Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan</li> </ul>	<p>an/ penya mpaian</p> <p><b>KINERJA</b> <b>A</b> <b>(praktik)</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas</li> <li>Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif</li> </ul> <p><b>observasi :</b> Penilaian</p>		<a href="http://english.britishcouncil.org/en/">english.britishcouncil.org/en/</a>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <ul style="list-style-type: none"> <li>• Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan</li> </ul>	<p>untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Berperilaku tangguh jawab, peduli, kerjama, dan cinta damai, dalam melakukan Komunikasi</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membangun</li> <li>• Kesungguhan siswa dalam proses pembelajaran</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam kerja kelompok.</p> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan informasi fungsi social, struktur, dan unsur kebahasan yang ditemukan setelah membaca teks legenda.</li> <li>• Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>• Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.</li> <li>• Siswa membuat ‘learning journal’</li> </ul>	<p>di setiap tahapan</p> <ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif</li> <li>• Kumpulan karya siswa yang mendukung</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>proses penulis an teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipubli kasi</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil tes dan latihan .</li> <li>• Catatan penilaian diri dan penilaian sejawat , berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian</b></p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p style="color: red;"><b>Sejawat</b></p> <p style="color: red;">Bentuk: diary, jurnal, format khusus, komentar , atau bentuk penilaian lain</p>		
3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16. Menangkan makna lagu sederhana.	<b>Lagu sederhana</b> <i>Fungsi sosial</i> Menghibur, mengungkapkan perasaan, mengajarkan pesan moral <i>Unsur kebahasaan</i> (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya</li> <li>Siswa menirukan penguncapan dengan menyanyikan sesuai dengan lagu yang didengar</li> </ul> <b>Menanya</b> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa</li> </ul>	Kriteria penilaian: <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks naratif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan,</li> </ul>	4 JP	<ul style="list-style-type: none"> <li><a href="#">Audi o CD/ VCD /DV D</a></li> <li><a href="#">www.yout ube</a></li> <li><a href="#">SUA RA GUR U</a></li> <li><a href="#">Kora n/ majal ah berba hasa Inggr is</a></li> <li><a href="#">www.dail y english.co</a></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik Keteladanan tentang perilaku yang menginspirasi.</i></p>	<p>Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membacakan lirik lagu yang disalin kepada teman sebangku</li> <li>• Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat</li> <li>• Siswa berdiskusi tentang pesan lagu yang didengar</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</li> <li>• Siswa membuat kumpulan lagu-lagu yang bertema perdamaian</li> </ul>	<p>tekunan kata, intonasi, ejaan, dan tulisan tangan</p> <p>• Kesesuaian format penulisannya/ penyempaihan</p> <p><b>observasi :</b> Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>- Perilaku tangguh jawab, peduli, kerjama dan cinta damai dalam melaksanakan Komunitas</li> </ul>		<p>m</p> <ul style="list-style-type: none"> <li>• <a href="http://americanenglish.state.gov/files/area/resource_file_s">http://americanenglish.state.gov/files/area/resource_file_s</a></li> <li>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dengan menyalin</p> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut</li> <li>• Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.</li> </ul>	<p>nikasi</p> <ul style="list-style-type: none"> <li>- Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu</li> <li>- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapannya</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan</li> </ul>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>tangan beserta kesan terhadap lagu</p> <ul style="list-style-type: none"> <li>• kumpulan hasil tes dan latihan</li> <li>• Catatan penilaian diri dan penilaian sejauh berupa komentar atau cara penilaian lainnya</li> </ul>		



## RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH	: SMA NEGERI 1 LOSARI
MATA PELAJARAN	: BAHASA INGGRIS
KELAS / PEMINATAN	: X (SEPULUH)
SEMESTER	: GENAP
TAHUN PELAJARAN	: 2014/2015
MATERI POKOK	: NARRATIVE
ALOKASI WAKTU	: 2 x 45 Menit

### A KOMPETENSI INTI (KI)

KI 3	Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahuinya 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, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### B KOMPETENSI DASAR (KD) & INDIKATOR

3.9	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks narrative sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
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4.14	Menyusun teks narrative lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks penggunaannya.
4.15	<p>Menangkap makna teks naratif secara lisan dan tulisan</p> <p>Indikator :</p> <ol style="list-style-type: none"> <li>1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks narrative sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.</li> <li>2. Mengurai gambaran umum dan informasi tertentu dari teks narrative sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.</li> <li>3. Mendekripsi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative sederhana.</li> <li>4. Menyusun teks narrative sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</li> </ol>

### C TUJUAN PEMBELAJARAN

1. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks narrative sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.
2. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menangkap makna dan menyunting teks narrative sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.
3. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu menangkap makna dan menyusun teks narrative sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan

bertanggung-jawab.

## **D MATERI PEMBELAJARAN**

1. Definition of narrative
2. Generic Structure
3. Language features
4. The example of narrative

## **E METODE PEMBELAJARAN**

Role play using stick puppets

## **F MEDIA, ALAT DAN SUMBER PEMBELAJARAN**

### **1. Media Pembelajaran :**

Power Point, video stick puppets, stick puppets

### **2. Alat Pembelajaran :**

LCD Proyektor, majalah/koran bekas, stick, lem, dan gunting

### **3. Sumber Pembelajaran :**

Modul

## **G LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**

### **Pertemuan Kedua :**

#### **a. Pendahuluan (10 Menit)**

1. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
2. Memberi motivasi belajar
3. Menstimulus siswa dengan memberi pertanyaan yang berkaitan dengan materi yang akan diberikan
4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan

menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

**b. Kegiatan Inti (70 Menit)**

**1) Mengamati :**

- Siswa mengamati guru yang menjelaskan materi narrative dengan power point
- Siswa diberi contoh teks narrative dengan menampilkan video “stick puppets 3 Little Pig”.

**2) Menanya :**

- Siswa diberi kesempatan merumuskan hal-hal yang ingin diketahui dalam bentuk pertanyaan.

**3) Mengeksplorasikan :**

- Siswa membuat stick puppet menggunakan koran/majalah bekas bersama kelompok.

**4) Mengasosiasikan :**

- Siswa mengolah informasi yang telah dikumpulkan terkait narrative bersama kelompok
- Siswa membuat draft cerita berbentuk narrative dan berdiskusi bersama kelompok untuk menerapkan stick puppet role play.
- Siswa bersama kelompok berlatih mempraktekan draft role play dengan menggunakan stick puppet roleplay.

**3) Mengkomunikasikan :**

- Siswa mempraktekan hasil kerja.
- Siswa lain memberi tanggapan
- Siswa memperoleh umpan balik dari guru tentang materi yang disampaikan.

**4) Penutup (10 Menit)**

- Guru menanyakan apa yang didapat dari pelajaran hari ini
- Guru dan murid bersama – sama menyimpulkan pelajaran hari ini

## H PENILAIAN

### Penilaian Sepaking ( Adapted from O'Malley an Pierce, 1996:67)

No	Language Element	Score	Description
1	Fluency	5	Able to speak without any hesitation or break in sentence
		4	Hesitates or pauses at a few places in a few sentences but fluency is not seriously affected
		3	Hesitation is shown in almost every sentence, ends sentence half way and the repeats it
		2	Hesitates a lot that message is not very clear. A lot of repetition on of sentence
		1	Shown a lot of hesitation that speech is not clear
2	Grammatical Accuracy	5	Grammar is correct
		4	A few grammatical errors. Meaning is not affected
		3	One or two major errors which affect the meaning
		2	Almost every sentence contains grammatical error
		1	A lot of grammatical errors are made that meaning of message is not clear
3	Pronunciation	5	All words are clearly and correctly pronounced
		4	One or two word s are incorrectly pronounced but meaning is not affected
		3	A few words are incorrectly pronounced but meaning is not affected
		2	One or two words which are mispronounced cause meaning to be affected
		1	Most of the word are incorrectly pronounced
4	Vocabulary	5	Uses extensive vocabulary
		4	Uses varied vocabulary
		3	Uses adequate vocabulary, some words usage irregularities
		2	Uses limited vocabulary

		1	Uses not functional vocabulary
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.....,.....  
Peneliti

Rossy Halimatun Rosyidah



## **PICTURE ACTIVITIES**

### **PRE TEST OF CONTROL GROUP**



### **PRE TEST OF EXPERIMENTAL GROUP**



## TREATMENT OF EXPERIMENTAL GROUP

1. Pay attention to the material



2. Making stick puppets



3. Consult with the researcher



4. Exercise before practice



### **POST TEST OF CONTROL GROUP**



### **POST TEST EXPERIMENTAL GROUP**



