THE EFFECTIVENESS OF USING
NEAR-PEER ROLE MODELING (NPRM)
ON STUDENTS’ SPEAKING ABILITY
(A Quasi-Experimental Study at the First Grade of SMPN 3 South Tangerang)

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THE EFFECTIVENESS OF USING NEAR-PER ROLE MODELING (NPRM) ON STUDENTS' SPEAKING ABILITY
(A Quasi-Experimental Study at the First Grade of SMPN 3 South Tangerang)

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(Bachelor of Arts) in English Language Education

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The Examination Committee of the Faculty of Tarbiya and Teachers Training certifies that the “skripsi” (Scientific Paper) entitled “THE EFFECTIVENESS OF USING NEAR-PEER ROLE MODELING (NPRM) ON STUDENTS’ SPEAKING ABILITY” (A Quasi-Experimental Study at the First Grade of SMPN 3 South Tangerang) written by NURLAILA INDAH JATININGTYAS, student’s registration number 109014000148 was examined by the Committee on March 4th, 2014. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (Bachelor of Arts) in English Language Education at the English Education Department.

Jakarta, March 4th, 2014

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ABSTRACT

Nurlaila Indah J. (Reg. No. 109014000148). The Effectiveness of Using Near-Peer Role Modeling (NPRM) on Students’ Speaking Ability (A Quasi-Experimental Study at the First Grade of SMPN 3 South Tangerang). Skripsi of Faculty of Tarbiya and Teachers Training of Syarif Hidayatullah State Islamic University Jakarta, 2014

Keywords: Speaking, Near-Peer Role Modeling, Motivation, Self Efficacy.

Speaking skill has been one of the most wanted skills in English learning today. Therefore, speaking was the focus of the research. The writer administered a research by applying a method named Near-Peer Role Modeling (NPRM) in the first grade of SMPN 3 South Tangerang. The purpose of the study was to get the empirical data which can describe whether Near-Peer Role Modeling was effective or not in enhancing students’ speaking competence in English. This study used a quantitative method with a quasi experimental study design. This study was held on October until December 2013. The sampling technique used in the research was simple random sampling. Therefore the writer took two classes for being the subject of the research; one for experimental class and another for the controlled class. The data were analyzed by using t-test formula. The data found indicated that there was a significance difference between students in experimental class and controlled class. The result of t-test formula in 5% degree of significance shown that t_{observed} (t_0) > t_{table} (t) = 7.05 > 1.99. So, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that, there was a significant difference between students using NPRM and those who did not. The students who were taught by NPRM can attain better speaking score than the students who were only taught by memorizing text while speaking. In other words, the NPRM is effective to be applied in SMPN 3 South Tangerang.
ABSTRAK


Kata Kunci: Berbicara, Near-Peer Role Modeling, Motivasi, Self Efficacy.

Keterampilan berbicara telah menjadi salah satu keterampilan yang paling dicari dalam pembelajaran bahasa Inggris sekarang ini. Maka dari itulah, keterampilan berbicara menjadi fokus dalam penelitian ini. Penulis mengadakan sebuah penelitian dengan mengaplikasikan metode bernama Near-Peer Role Modeling (NPRM) di kelas VII, SMPN 3 South Tangerang. Tujuan dari penelitian ini tidak lain adalah untuk mendapatkan data empiris yang dapat menjelaskan bahwa NPRM itu efektif atau tidak dalam meningkatkan kemampuan berbicara siswa dalam bahasa Inggris. Penelitian ini menggunakan metode kuantitatif dengan desain quasi experimental. Penelitian ini dilaksanakan pada bulan Oktober hingga Desember 2013. Pengambilan sampel yang digunakan penulis adalah dengan teknik sampel acak sederhana. Maka dari itu penulis mengambil dua kelas sebagai subjek penelitian; satu merupakan kelas eksperimen dan yang lainnya merupakan kelas kontrol. Data yang diperoleh dianalisa dengan menggunakan rumus t-test. Data tersebut mengindikasikan bahwa ada perbedaan yang cukup signifikan antara kelas eksperimen dan kelas kontrol. Hasil dari uji t-test pada taraf signifikansi 5% tersebut menunjukkan bahwa $t_{es} > t_{table}$, yaitu $7.05 > 1.99$. Maka hipotesis null ($H_0$) ditolak dan hipotesis alternative ($H_a$) diterima. Hal ini berarti ada perbedaan yang cukup signifikan antara murid yang menggunakan NPRM dan murid yang tidak menggunakan NPRM. Murid yang diajarkan dengan metode NPRM dapat meraih nilai speaking yang lebih baik daripada murid yang hanya diajarkan dengan metode menghapalkan teks. Dengan kata lain, NPRM efektif untuk diterapkan di SMPN 3 Tangerang Selatan.
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In the Name of Allah, the Most Gracious, the Most Merciful

Praised be to Allah, Lord of the worlds, Who has given the writer His love and compassion to finish the last assignment in her study. Peace and salutation be upon to the prophet Muhammad PBUH., his family and his companion.

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The Writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

There have been many ways to teach English. It started in the late nineteenth century, when linguist and language specialist wanted to improve the quality of language teaching. As stated by Richards and Rodgers, “In the mid- and late nineteenth century opposition to Grammar-Translation Method gradually developed in several European countries. This Reform Movement, as it was referred to, laid the foundations for the development of new ways of teaching languages and raised controversies that have continued to the present day.”¹

To make students understand and have good competence in English, it is needed a good theory of how a language should be taught and learnt. Therefore, new methods were developed to study English by referring to general principles and theories concerning how languages are learnt, how knowledge of language is represented and organized in memory, or how language itself is structured.

Somehow a good method will focus not only on the rhetorical aspect of knowledge but also the psychological aspect of the students when they are learning a new language. Language skills which are developed as somebody starts learning a new language are speaking, listening, reading, and writing. To have those skills all at once may not be easy. Hence, there has to be an effective teaching and learning English based on the goal. Nowadays, the focus in conventional modern language teaching has been on the language function itself. Language is used to communicate each other. So, it is needed a good method which help students to initiate in speaking English and improve their skills in speaking English. It combines the aspect of knowledge, social, and psychology. Then students can be motivated to keep learning and doing more improvement.

The goal of modern language teaching is students are required to have a communicative competence. Communicative competence refers to the language

user's grammatical knowledge of syntax, morphology, phonology in English and indeed the social knowledge of how and when the utterances should be used appropriately. Unfortunately in Indonesia, English is only taught as a foreign language. Therefore, students are not really forced to speak in English as in other countries of ESL (English as Second Language). As the consequence, students will not have good circumstances to learn English effectively.

Unfortunately, a lot of problems found in students to speak English in EFL country. Students who are not in English speaking country are usually afraid to start speaking English because they feel lack of vocabulary, or making mistakes and errors while speaking. Therefore, they are not trying to speak English. To make students initiate to speak English and have a good skill in speaking, it needs more than just giving students a lot of words to remember or tenses based on its context. As in fact, speaking skill can only be achieved by speaking training and it is not an instant work.

Moreover, when attempting to speak, learners must gather their thought and encode the ideas in the vocabulary and syntactic structures of the target language (English). In this case, speaking skill is somehow associated to the motivation of the students themselves. Besides, the challenge needs to be faced is when students who are interested in English get their enthusiasm disappears over the time, some are caused of learning foreign language need hard work, some are caused of English does not seem immediately useful or relevant to their lives, and some are caused of the chance to use the skills have been learnt is null. Motivation can really influence on studying new things and the review performance of materials which have been learnt, tactics, and manners.²

It is Near-Peer Role Modeling, a method which emerges from an underlying principle that peers can be a trusted and credible source of information. The peers can share similar experiences and social norms. It encourages students’ interaction during the class under the influence of the close peer to use English successfully. Using a peer model to deliver information to students can ensure that each of

peers can take an equal role in informing, shaping, and passing on information. Near-Peer Role Modeling is assumed to be able to increase students’ motivation and strategy-choice while daring to belief in studying English. It is a method which more gives focus on the psychological aspect of students in learning a language, especially in speaking English.

Furthermore based on writer’s findings on preliminary study in SMPN 3 South Tangerang, it was found that students were afraid to start speaking in English. They usually felt doubt to try speaking as lacking of vocabulary though the teacher had encouraged them to speak. Students were usually forced to speak in a planned conversation. They used to take a conversation/dialogue from books to be memorized and practiced. In fact, speaking skill can also be attained from working out English in real life from certain topics related to the subject material. From this problem, it is quite obvious that students might need a model which can give them more self-efficacy and motivation. A peer model can definitely give a positive influence to the students as “seeing or visualizing people similar to oneself perform successfully typically raises efficacy beliefs in observers that they themselves possess the capabilities to master comparable activities.”

Therefore, as well as Near-Peer Role Modeling, it can overcome the problems faced by students when they want to speak up.

As teaching method of English can affect students’ competence in English, the writer was eager to take this problem as her research. The writer tried to stimulate students to speak English by using Near-Peer Role Modeling-where students could try to speak freely without feeling anxious of making mistakes. The writer conducted a research on “The Effectiveness of Using Near-Peer Role Modeling (NPRM) on Students’ Speaking Ability”.

B. Limitation of the Problem

All of the problems happened above might consume too much time to be researched all at once. Due to the problems faced are too wide, the writer only

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focused on one problem. The writer focused the research on the English teaching method which is hopefully will increase students’ motivation and self-efficacy by using Near-Peer Role Modeling in oral competencies.

C. Problems Formulation

Based on the background above the writer formulated the research questions as follows:

1. Is Near-Peer Role Modeling (NPRM) effective on students’ speaking ability in English?

D. Purpose of the Study

The purpose of the study was to get empirical evidence about the effectiveness of using Near-Peer Role Modeling (NPRM) on students’ speaking ability in English.

E. Objective of the Study

The results of the study are expected to give information for teachers, especially English teachers in Jakarta whether Near-Peer Role Modeling supports students’ speaking ability in English.
CHAPTER II
LITERATURE REVIEW

A. Speaking

1. The Understanding of Speaking

McDonough and Shaw states, “Speaking is not the oral production of written language, but involves learners in the mastery of a wide range of sub-skills which, added together, constitute an overall competence in the spoken language.”¹ So, it means that speaking is an activity which involves several sub-skills such as pronunciation, grammar, and vocabulary.

Speaking is a productive skill that involves genuine exchange of information.² It means that speaking is an activity which produces something, in this case words to share information. While according to Tarigan, “Speaking is an ability to say sounds, articulation, or words to express, convey, or deliver thoughts, ideas, and feelings.”³ Therefore, speaking is determined as a skill which deals the way of pronouncing words and give information from the speaker’s side whether it is the ideas, thought, or even feelings. Moreover Tarigan enforces that speaking is beyond uttering words or make sounds. It is called as “an instrument to communicate ideas which are arranged and developed according to the needs of listener or hearer.”⁴ Through speaking, human can converse each other. To conclude, speaking can be defined as an activity which enactive several skills such as knowledge of vocabulary, pronunciation, and grammatical features to encode and express an oral idea for accomplishing a purpose.

2. Purpose of Speaking

Speaking also refers to a desire which enables people to produce certain words in a purpose. It is supported by McDonough and Shaw who states:

² Swaminatha Pillai, English Language Teaching-First Year, (Chennai: Tamilnadu Corporation, 2008), p. 106.
⁴ Ibid.
As a skill to produce utterances, when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas, opinions, expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendship.\(^5\)

Whitman and Boase notes that the function of speaking (public speaking) are to interest, to entertain, to inform, to inquire, to persuade, to convince, to stimulate, to denounce, to impress, to warn, to arouse, to instruct, to explore, to move, and to confuse.\(^6\) While according to Tarigan, speaking has three general purposes: a) to inform, b) to entertain, and c) to persuade.\(^7\) Even the mixture of those three into one purpose is also a possibility.

It is also supported by Boer that there are three general purposes of speaking: a) To inform, the speaker gives the *how* or what of a topic, with an aim of getting the listener in believing something. b) To persuade, the speaker gives the *why*, with an aim of getting the listeners to do something. c) To entertain, only giving the listeners an enjoyment.\(^8\) Those general purposes are all based on what the speaker wants to do with their words to other people. It can informative, persuasive, or even entertaining.

3. Kinds of Speaking Activities

According to Snow, in a process of producing a sentence in English, students need to struggle with the goal of speaking idea, strategy, listener’s background knowledge, word choice, grammar, pronunciation, and gestures and facial expression. There are several classes activities can be done in teaching English as follows:

a. **Memorization of material**, students are encouraged to speak by memorizing some passages or dialogues.

b. **Choral drill**, the all-class repeat what the teacher says.

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\(^5\) McDonough and Shaw, *op.cit.*, p. 152.


\(^7\) Tarigan, *op.cit.*, pp. 16–7.

c. *Classroom chat*, it is the informal communication which is more fun, nonthreatening, and like a model of genuine communication.

d. *Model-based dialogues*, using a dialogue in a textbook and act the dialogue with the moves that illustrate the dialogue.

e. *Presentations*, students prepare and practice material within its grammar, vocabulary, pronunciation, and intonation in front of the class.

f. *Role plays*, pair practice of freedom to play, improvise, and create a role.

g. *Survey*, asking the same few questions several times to different students.

h. *Interviews*, converse in greater depth with a pair.

i. *Cocktail parties*, an endless talk with a person and close the conversation, then move on for some chat with another person.

j. *Pair or small-group tasks*, students work together in pairs or group with a task to deal.

k. *Debates*, argue with an issue and there is only one person can give an idea at a time in debate phase.

l. *Large-group discussion*, it can arise students’ interest in topic about something.  

4. Elements of Speaking

a. Grammar

Grammar is the set of structural rules that governs the composition of clauses, phrases, and words in any given natural language. So, grammar is a language rule considering the pattern of words/sentences. While according to Yule grammar is, “the process of describing the structure of phrases and sentences in such a way that we account for all grammatical sequences in a language and rule out all the ungrammatical sequence is one way of defining grammar.” It means that grammar is all about the features of language structure. Besides, Kolln and

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Funk states that grammar refers to: a) the system of rules in our heads, b) the formal description of the rules, c) the social implications of usage, sometimes called „linguistic etiquette“. Thus, grammar can be defined as a study about knowing to produce any sentences subconsciously in mind, the branch of linguistics science, and manners of daily usage of language.

English grammatical features consist of several rules such as: verb tenses, part of speech, word class order, and sentence/clause pattern. English tenses are classified into three—present, past, and future. Present tenses are used to show the daily activities. Past tenses are used to show the activities in past time. While future tenses are used to express the activities which are going to do in future. While part of speech are the word classes. There are eight kinds part of speech. It can be seen as below.

- **Nouns**, words used to refer to people, object, creatures, qualities, phenomena, and abstract ideas. (*e.g.* boy)
- **Articles**, words used with nouns to form noun phrases or identifying the things already known. (*e.g.* a/the)
- **Adjectives**, words used typically with nouns, to provide more information about the things referred. (*e.g.* happy)
- **Verbs**, words used to refer to various kinds of actions and states involving people and things in events. (*e.g.* talk)
- **Adverbs**, words typically with verbs, to provide more information about actions, states, event. (*e.g.* slowly, yesterday)
- **Prepositions**, words used with nouns in phrases providing information about time, place, and other connectors involving actions and things. (*e.g.* at, in)
- **Pronouns**, words used in place of noun phrases, typically referring to people and things already known. (*e.g.* it, herself)

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• *Conjunctions*, words used to make connections and indicate relationships between events. (*e.g.* and, because)\(^\text{13}\)

b. Pronunciation

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word.\(^\text{14}\) The study of how a language should be pronounced is phonology. Phonology is “essentially the description of the system and patterns of speech sounds in a language.”\(^\text{15}\) To pronounce English words to some people may be quite difficult. Speech sounds are made by air moving outward from the lungs through the mouth or nose.\(^\text{16}\) It is caused of the different manner of pronouncing their first language and English language. English words sounded unfamiliar to their first language. Especially Indonesian, its language is pronounced as what written.

Avery and Ehrlich notes, “The English spelling system often fails to represent the sounds of English in a straightforward manner.”\(^\text{17}\) It is obvious to see that English words are differently pronounced from its written form. A letter can be pronounced in several ways. There is not any regular sound-spelling rule which can ease the way of English learners to predict the pronunciation of a word they never have found before.

The sound system or pronunciation of the first language (L1) can influence students’ pronunciation in English for three aspects. First, the difficulties may arise when the learner encounters sounds in English which are not part of the sound inventory of the learner’s native language; second, difficulties may arise because the rules for combining sounds into words are different in the learner’s native language; third, the patterns of stress and intonation, which determine the

\(^{13}\) Ibid., pp. 82–3.


\(^{15}\) Yule, op. cit., p. 42.


\(^{17}\) Ibid., p. 3.
overall rhythm and melody of a language, can be transferred from the native language into second language.\textsuperscript{18}

c. Vocabulary

Vocabulary is the common words of a language which is used by people. A person's vocabulary is the set of words within a language that are familiar to that person.\textsuperscript{19} It also supported by Read who states, “Our everyday concept of vocabulary is dominated by the dictionary. We tend to think of it as an inventory of individual words, with their associated meanings.”\textsuperscript{20} Therefore, to know vocabulary is about knowing the meaning of words. In addition, according to Richard as noted by Read, there are several assumptions about the meaning of knowing a word:

1. To know lexical items of various kinds
2. Knowing the degree of probability of encountering that word in speech or print
3. Knowing the limitations on the use of the word according to variations of function and situation
4. Knowing the syntactic behavior associated with the word
5. Knowledge of the network of associations between a word and other words in language
6. Knowing the semantic value of a word
7. Knowing many of the different meanings associated with a word.\textsuperscript{21}

There are two types of vocabulary, function and content words. Function words are referred to articles, prepositions, pronouns, conjunctions, auxiliaries. It belongs to grammatical feature of the language and used for the syntactical reasons. While content words, such as nouns, verbs, adjectives, and adverb are the words which have meanings, provide and modify each words in a sentence. Some

\textsuperscript{18} Ibid., p. xv.
\textsuperscript{21} Ibid., p.25.
English words are derived from other languages such as Germanic, French, Arabic, and Latin. Even some words are derived from the several processes of coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronyms, derivation, prefixes and suffixes, infixes, and kammhu.

a) **Coinage**, the words from invention which are totally new terms. It is from the invented trade names of commercial products which become familiarly used and become a general term. (e.g. aspirin)
b) **Borrowing**, the words are generated from the other language. (e.g. croissant from French, a kind of bread)
c) **Compounding**, the words are taken from combining two single words. (e.g. bookcase, good-looking)
d) **Blending**, the words are formed by combining two single words into a new term. (e.g. gasoline and alcohol → gasohol)
e) **Clipping**, the words are reduced from the common form into the shorter form. (e.g. advertisement → ad)
f) **Backformation**, a reduced form which have another type of word class, noun into verb. (e.g. television → televise)
g) **Conversion**, the words are functional shifted. The function of the words can be as noun and also verb. (e.g. a must and must)
h) **Acronym**, words created from the initial letter of words set. (e.g. CD → Compact Disk)
i) **Derivation**, a process of creating new English words when there is not any deal with the common word formation process. It is familiarly called as affixes. The affixes are categorized into three:
   - Prefixes, it precedes the words, such as *un-, mis-, pre-*, (e.g. unhappy)
   - Suffixes, it comes after and follow the words, such as *-ful, -less, -ness, -ish, and -ism.* (e.g. joyful)
   - Infixes, it is an affix which appears inside a word.
      (e.g. absogoddamlutely!)
j) *Kamhmu*, words of infixing in English. It is a language set spoken in South East Asia. (e.g. *v. see → n. srnee*)

**B. Speaking Ability**

Speaking ability is a condition where a speaker has a capability in using their own subconscious understanding to utter every single sentence. Mostly, students learn English in order to speak as well as native speakers. Therefore, it is needed several competences to be able to speak. As what has been noted by a sociolinguist Hymes in Harmer, “grammatical competence is not enough; native speakers also have communicative competence—that is a subconscious knowledge of language use, and of language as discourse.”

But while speaking, the words come out are one-shot production. So, the complete grammatical features which are involved in speaking cannot be redrafted as in written text. No matter what, those competences are needed to build a good speaking ability.

To have good speaking ability, it is required to have the language use knowledge. It is the competence of a speaker to use a language based on the context. The speaker knows how to choose and pick a word in every sentence stated. Harmer affirms that there are several factors which affect language users in choosing some words, they are: “setting, participants, purpose, channel, and topic.”

Setting is the place and situation which the speaker has to deal with. It is the circumstances which make the speaker use formal or informal way to speak up. Participants are people who take charge in the speaking with the speaker. It can be speaker’s friends, parents, acquaintances, or even bosses. Purpose is the goal of speaking. The purpose itself can be anything, e.g. expressing any thoughts, suggestions, greeting, and warnings. Every purpose will make a different way of utterances. Channel is the way of the speaker takes the communication. It can be

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22 Yule, op. cit., pp. 53–9.
24 Ibid., p. 15.
face to face, on telephone, or video call. While topic is the content of the speaking itself, it is the main idea of the speaking is about.

The knowledge of language as a discourse means the competence of how a speaker uses the organized grammar and vocabulary based on the purpose of the speaking. That is what is called as structuring discourse. Harmer states, “In speech we use intonation and restatement of points together with a range of speech phenomena to structure what we say.”

Besides the knowledge of language use and discourse, there is also another type of competence which should be recognized in speaking. It is strategic competence. It is the competence which let the speaker can give the feedback of each words spoken to them. Strategic competence “is not knowledge about anything but rather knowledge of how to evaluate what is said to us and how to plan and execute what we want to say back.” While sociolinguistic competence is the competence to respond appropriately the speaker non-verbally based on the purpose of the talk. To sum up, speaking is referred into four kinds of competences, grammatical competences, sociolinguistic competence, discourse competence, and strategic competence. Those competences can be figured as below.

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25 Ibid., p. 16.
26 Ibid.
Moreover, when somebody succeeds on building good communication, this shows their personality has been mature. As what has been said by Powers in Tarigan, the characteristics of mature personality are: social skill, semantic skill, phonetic skill, and vocal skill. Those skills are the ones which allow and make somebody to be able to speak well.

C. Teaching Speaking
1. Teaching Speaking English as a Foreign Language

Teaching to speak English in an EFL (English as a Foreign Language) setting is about teaching to communicate in English to students who live in a place where English is not their first language. Teaching speaking in an EFL setting is rather hard to do because English is not used in daily life communication. Tarigan notes that, “Speaking is a skill which develops in child age and only achieved formerly from listening skill, and that time speaking skill is also learned.” It means that speaking can naturally achieved by any children born and living. It is what naturally happens when children start learning a language, but in learning a foreign language such as English is a different matter.

In Indonesia, students are faced to the reality that English is needed to be learnt while there is not any good circumstance for them to speak. In EFL (English Foreign Language) country like Indonesia, speaking English is very hard. The situation and condition will never be supportive enough to speak English. As what has been noted by Gebhard, “In EFL settings there are fewer chances for students to use English outside the classroom.”

Even though it is helped through a conditioned situation, it will only succeed on certain groups. Indonesian who major of them speaks Bahasa and native language of their hometown when forced to speak English in class, they usually find difficulties. The factors which usually discourage the students to speak: students feel nervous and afraid of making errors, atmosphere in the classroom is

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28 Tarigan, op.cit., p. 20.  
29 Ibid., p. 3.  
not supportive, themes of conversation are not interesting, and response of the other students is not helpful to encourage speaking.

2. Goal of English Teaching in Indonesia

Goal of English teaching nowadays is the communicative competence. Gebhard states that, “Communicative competence has four interrelated components - grammatical, discourse, socio-cultural, and strategic competence.” It means that students have to comprehend those four components all at once to achieve the main goal. Or at least, the students in Indonesia can express their meanings in English through writing and speaking. At a basic level, this includes development of students’ ability to comprehend and produce written and spoken English in communicatively proficient and accurate ways.

It is very different from the several years before, where English is merely taught as an additional subject in school; English was only taught from translating word to word to understand each text given by teacher.

Majority in Indonesian school, oral English teaching materials are usually focused on situational or communicative function. The topics used are about introducing self, talk about hobby, family, and the way of cooking, discuss about job, visiting, meeting, or shopping. Unfortunately, the materials are not really depth learnt. Then, almost all of the students talking about the same topic and give boredom to the class.

Consequently, the audiences in the speaking classroom are not conducive and dry. The speaker will talk without attention of other students. And students will never be able enjoy it. To them, at least they do the job to speak English. So, the students cannot improve their skills in speaking. Many of classes do not pay attention to the effect of oral class atmosphere on language learning. A free and light-hearted atmosphere promotes communications, while a nervous and stiff atmosphere builds invisible obstacles in communications.

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31 Ibid., p. 64.
32 Ibid., p. 63.
33 Mulyana, op. cit. p. 149.
D. Near-Peer Role Modeling (NPRM)

1. The Understanding of Near-Peer Role Modeling (NPRM)

NPRM is one kind of method which encourages a peer teaching. There has been some peer teaching method before. It also encourages students to be a leader in the class tutoring others. An English teacher even has been forced by the students to keep doing peer teaching. To students, peer teaching is fun. It is noted by Tee Hwa that, “More conversations with him and other students led me to realize that they all shared the same frustrations. He and his peers had access to a broad range of interesting and rich media outside the classroom, but the school still subjected them to the traditional way of passive and rote learning.”

Based on Murphey, “near can mean different things: age, ethnicity, gender, interest, near in proximity, and near in frequency.” Peer means a child who is roughly equivalent in development to the observer. Role means “a role or social role is a set of connected behaviours, rights, obligations, beliefs, and norms as conceptualised by actors in a social situation.” Model means an individual whose behavior, verbalizations, and expressions are attended to by the observer and serve as cues for subsequent modeling. Modeling means behavioral, cognitive, and affective changes deriving from observing one or more models. There are three models of learning: reception, construction, and co-construction. These can be seen as below.

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From the table above, it can be seen that models of learning can be a teacher, individual’s experience, or even from others. The third model of learning can be called as co-construction. It includes the learners “to create knowledge and they may create a collaborative product from this.”\textsuperscript{40} The teacher encourages learners to have dialogues or any kinds of collaborative activities to help students make sense of the experiences. This third model of learning is the prior model of learning which supports Near-Peer Role Modeling.

According to Murphey, “Near-Peer Role Modeling is presenting role models who are from the same culture, near the students’ ages, and using English successfully (not perfectly) increases our students’ motivation and strategy-choice while challenging limiting beliefs.”\textsuperscript{41} And Near-Peer Role Models (NPRMs) are peers who are close to our social, professional and/or age level who for some

\begin{table}
\centering
\begin{tabular}{|l|p{5in}|}
\hline
\textbf{Models of learning} & \\
\hline
Reception & Concerned with quantity, facts, and skills; assumes transmission of knowledge from an external source (e.g. teacher). Emotional and social aspects are not attended to. Learning = being taught. \\
\hline
Construction & Concerned with the learner’s construction of meaning through discussion, discovery, open-ended learning, making connections. Learning = individual sense-making. \\
\hline
Co-construction & Concerned with the learner’s construction of meaning through interaction and collaboration with others, especially through dialogue. Learning = building knowledge with others. \\
\hline
\end{tabular}
\end{table}

\textsuperscript{40} Ibid., p. 17.
reasons we may respect and admire.\textsuperscript{42} Besides NPRMs is also described as “people who might be near to their tutees in age, ethnicity, gender, interest, past or present experiences and also proximity and in frequency of social contact.”\textsuperscript{43} So, it can be concluded that NPRM is a method which encourage students by a model from the near one, can be respect, and admire because of the ability/experiences in learning English owned. From the model, the students are hoped to be motivated to learn English. Therefore, students’ self efficacy raise as the peer model shows students of what should be done intensively.

This method emerged from an idea that native speaker may not be available for modeling. As stated by Ruddick and Nadasdy, “The idea behind NPRMs is that we may identify more closely with those people that are near to us in the above categories and doing so we may want to imitate them or imitate some aspect or talent that NPRMs have.”\textsuperscript{44} This method promotes the advantages of using the peer from higher level to be imitated as teaching learning process begins. It is appropriate as what has been stated by Schunk that, “Competent models teach skills, but similar models are best for self efficacy.”\textsuperscript{45}

Self efficacy can influence what the students want to do in their daily lives. Students with low efficacy may avoid doing the task given. They themselves judge that they are capable or not in doing the task. While those who are in high efficacy will do some trial until the problems faced are solved. Even students’ self-efficacy may change in the count of day. It is due to “the individual” s preparation, physical condition (sickness, fatigue), and affective mood, as well as external conditions such as the nature of the task (length, difficulty) and social milieu (general classroom conditions).\textsuperscript{46} To see that a role model is very important in leading students to speak English, so a close/near peer role model can be the best role model.

\textsuperscript{42} Ibid.
\textsuperscript{43} Michael Ruddick and Paul Nadasdy, The Influence of Near Peer Role Models (NPRMs) in Second Language Classrooms Intended to Improve Students’ Pronunciation When Teacher Intervention is Not Enough, \textit{Asian EFL Journal, Professional Teaching Articles}, Vol. 65, 2013, p. 29.
\textsuperscript{44} Ibid.
\textsuperscript{46} Ibid., p. 148.
Murphey supposes that students can speak when they believe that they could do it so. Weiner notes that, “The approach component of achievement motive (hope for success) is associated with attributing failure to luck or lack of effort and success to availability, whereas the avoidance component is linked to attributing failure to lack of ability and success to luck.”47 From this idea, Murphey initiated a peer-model to increase students’ motivations and self-efficacy. Heckhausen points out that, “Even if there are many potential positive incentives, one will only be motivated to strive for them if one expects that: 1) the behaviors one is capable of performing will lead to successful task performance, and 2) successful task performance will lead to incentives (i.e., possesses high instrumentality).”48

Moreover it is noted by Murphey that Bandura suggests, “seeing or visualizing people similar to oneself perform successfully typically raises efficacy beliefs in observers that they themselves possess the capabilities to master comparable activities.”49 It is obvious to see whether NPRM would be successfully done in teaching English as the students were helped to speak with other students effectively without feeling doubt of making mistakes. The students are motivated to speak English as others are also initiated to speak English similar to the peers. As what has been noted by Schunk, “Observing a peer model raised self-efficacy and achievement more than observing a teacher or no model; the teacher-model condition promoted these outcomes better than no model.”50 So, Near-Peer Role Modeling (NPRM) is a method which promotes students’ interaction during the class under the influence of the close peer to use English successfully.

48 Ibid., p. 200.
50 Schunk, Learning Theories- An Educational Perspective, op. cit., p. 150.
2. Benefits of Near-Peer Role Modeling

Bandura states that, there are three key functions of modeling: response facilitation, inhibition/disinhibition, and observational learning.\(^{51}\) Response refers to the actions which have to be copied and performed from the model. Inhibition refers to the positive expectations of the observer that they will have the same experience like the model. Observational learning refers to the paying attention process of new information/behavior from the model. While, according to Schunk, there are several advantages can be attained from NRPM:

a. Peer models may be especially helpful with students who hold self-doubts about their capabilities for learning or performing well.

b. Teachers often apply these ideas by selecting one or more students to demonstrate a skill to other class members.

c. Peers also can be used to enhance observers’ self-efficacy in the context of small-group work.

3. The Appliance of Near-Peer Role Modeling

Adapted from Ruddick and Nadasdy, while Near-Peer Role Modeling is applied in the classroom, NPRMs are instructed to act in the following way:

a. To introduce themselves and include a brief language learning history.

b. To take part in speaking activity with the instructor.

c. To monitor the classroom for problems and help when needed.

d. To take part in communicative group activities.

e. To listen for and correct students.\(^{52}\)

E. Previous Study

The same topic of near-peer role modeling has been also researched by Tim Murphey from Nanzan University and Troy Miller from Nagoya University. Tim Murphey dealt with the ways to highlight the potential Near Peer Role Models (NPRMs) and ways to notice their impact. He stimulated students to speak freely

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\(^{51}\) Ibid., p. 125.

\(^{52}\) Ruddick and Nadasdy, op. cit., p. 35.
through conducting seminar and video project. The result was quite interesting. Students’ belief of speaking could be changed. The students recorded in the video had inspired students who watched to speak English too. Models could change student beliefs about risk-taking, making mistakes, and the importance of enjoying what they are studying.53

While Troy Miller took a research on the effective use of Near Peer Role Modeling (NPRM) combined with video clips as a way to model interactive strategies. He focused on the theoretical background behind interactive strategies, interaction and learning, and NPRM. He also explained and gave examples of how to use the clips in activities or as strategy reviews in conversation classes. The result was compiling video clips, creating activities, and using in several classes of the past year as the method of teaching to the lower classes, could be helpful. He could find an idea of showing the perfect interactive strategies to other student peers to be an effective way of teaching the strategies. And that was through a video which encourages students to speak English well.

Another research concerning peer modeling was also done by Dale H. Schunk. He critically reviewed the research literature on peer modeling among children as a function of model attributes. Peer modeling is hypothesized to depend in part on perceived similarity between model and observer.54 He assumed that similarity can serve important source of information for judging the behavioral appropriateness, formulating outcome expectations, and assessing one’s self-efficacy for learning or performing tasks. It was assessed from the effects of model age, model sex, model competence, number of models, and model background. The attributes which support behavioral change were discussed. The result was peer modeling could help students in social skill training and self-efficacy enhancement. He suggested that classroom peers can help train social skills, enhance self-efficacy, and remedy skill deficiencies.

To conclude, the results of researches show that there was a positive effect on students’ capability in speaking through Near-Peer Role Modeling method. From

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53 Murphey, Motivating with Near Peer Role Models, loc. cit.
54 Schunk, loc. cit.
the nearest model of the students, students can apt to copy the models because they are motivated to have the same chance and power to be as good as the models. The difference of research which the writer did lies on the object of the research. The writer chooses to do a research in a Junior High School. The sameness of the research lies on the way to do the research. It applies the near-peer from the higher-grade students to act as the model. The models are not too far the objects age, so the models can give the strong effect to the lower-grade students to have good self efficacy and motivation in speaking English.

F. Conceptual Framework

Teaching speaking is a matter of making students understand in producing correct sounds, selecting appropriate words, and organizing ideas into one point meaning to comprehend. Speaking skill cannot be attained easily. It needs some pre-requisite sub-skills such as grammar, pronunciation, and vocabulary. Therefore, to have a good speaking skill, it is needed more chances for students to speak up. Unfortunately, in Indonesia English is not used largely by its citizen. The citizen usually use the mother language (Bahasa). So that, there should be a good teaching speaking method applied.

By using Near-Peer Role Modeling, students are encouraged to speak up in front of class. Consequently, school will provide the chance for students to speak while they merely get little opportunities to speak in their out of school circumstances. Near-Peer Modeling is a method which allow students to keep speaking even they make several mistakes. Mistakes are not a problem, because it is the way students learn the language. From the peer-models, students will look how to have so good speaking-skill that they can also be motivated to speak as well. It is worth to learn speaking English from the students who have already been successful enough in speaking.
G. Theoretical Hypothesis

Based on the theories which was described above, it can be proposed a hypothesis as follows:

“Through using NPRM, the students’ ability in speaking would be enhanced.”
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Study
1. Place of the Study
   The study was administered in SMPN 3 South Tangerang. It lies on St. Ir. H. Juanda, No. 1, Kampung Utan, Ciputat-South Tangerang.
2. Time of the Study
   This research was conducted on October to November 2013. The writer gave five times treatments based on the syllabus of the school. After five times treatments, the writer observed and analyzed the data taken.

Table 3.1
Research Schedule

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Date</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>17-10-2013</td>
<td>Self-Introduction</td>
</tr>
<tr>
<td>I</td>
<td>22-10-2013</td>
<td>Self-Introduction</td>
</tr>
<tr>
<td>II</td>
<td>24-10-2013</td>
<td>Give Information (time)</td>
</tr>
<tr>
<td>III</td>
<td>29-10-2013</td>
<td>Prohibition/Command</td>
</tr>
<tr>
<td>IV</td>
<td>31-11-2013</td>
<td>Describing Place</td>
</tr>
<tr>
<td>V</td>
<td>05-11-2013</td>
<td>Describing People</td>
</tr>
<tr>
<td>Post-Test</td>
<td>07-11-213</td>
<td>Self-Introduction</td>
</tr>
</tbody>
</table>

B. Research Method and Design
1. Research Method
   This research used a quantitative method. This method was used as the research dealt with statistical data.
2. Research Design

The design of the research was experimental. In this experimental research, the writer wanted to see the potential cause or effect of independent and dependent variables from the treatments given to the sample. From the significance result of treatment, the writer could then verify any effect or cause of the independent to dependent variable. It is a kind of research which takes two classes separated to be treated as experimental and controlled class.

In an experimental design, the researcher could manipulate what the subjects will experience. Therefore, the research done by manipulating the subjects of research. Then, the writer could make the comparison of each class; between the controlled and experiment group. To ease the research, the writer chose the quasi-experimental. It includes assignment, but not random assignment of participants to group, because the experimenter cannot artificially create groups for the experiment.¹

C. Population and Sample

The writer took simple random sampling technique which all of the population could have the equal probability to be the subject of the research to represent the population of the research. The population of this research is all of the first grade (VII) students in SMPN 3 South Tangerang. There were nine classes of first grade in SMPN 3 South Tangerang. And the sample which had been randomly selected for the research were grade VII -7 and VII-9. Each of the class consists about 46 students.

D. Research Instrument

The writer collected the data by using: Test (Pre-test and Post-test). The writer did a pre-test and post-test and took two classes as her research participants. Pre-test is the test which is administered to assess the participants of experiment

before they receive a treatment. While post-test is the test which is administered to assess the participants of experiment after they receive a treatment. One of the class was given a treatment of Near-Peer Role Modeling while another one (controlled class) was given the followed learning system as usual-memorizing texts. The treatment class was stimulated to speak English by NPRMing method while the control class was stimulated to speak English so-called standard instruction of the school.

Heaton states that, A comprehensive and balanced examination of oral production might thus consist of: a) an oral interview involving two-students, b) a short problem-solving activity involving the comparison or sequencing of pictures, c) a longer activity comprising group discussion. Therefore, the writer took the activity class which involves students in pairs/group discussion. Both of the class are given same group discussions or short talk two-by-two students about several topics.

The materials given are based on the syllabus of the school in the first year of grade seven. At the end of the semester, the result of each student would be seen and compared. To assess the oral test, the writer used a scoring instrument as noted by Hughes below:

<table>
<thead>
<tr>
<th>Weighting Table</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>(A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accent</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>15</td>
<td>19</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

(Arthur Hughes’ Instrument of Speaking Assessment)

The total of the weighted scores is then looked up in the following table, which converts it into a rating on a scale 0-4+ below.

**Table 3.3**

**Rating Scale**

<table>
<thead>
<tr>
<th>Score</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-25</td>
<td>0+</td>
</tr>
<tr>
<td>26-32</td>
<td>1</td>
</tr>
<tr>
<td>33-42</td>
<td>1+</td>
</tr>
<tr>
<td>43-52</td>
<td>2</td>
</tr>
<tr>
<td>53-62</td>
<td>2+</td>
</tr>
<tr>
<td>63-72</td>
<td>3</td>
</tr>
<tr>
<td>73-82</td>
<td>3+</td>
</tr>
<tr>
<td>83-92</td>
<td>4</td>
</tr>
<tr>
<td>93-99</td>
<td>4+</td>
</tr>
</tbody>
</table>

(Score Rating Conversion of Arthur Hughes’ Instrument)

**Proficiency Description**

**Accent**

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3. “Foreign accent” requires concentrated listening, and mispronunciations, lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of “foreign accent”
Grammar
1. Grammar almost entirely inaccurate except in stock phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

Vocabulary
1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, etc.)
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Fluency
1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker’s.

Comprehension
1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated speech when engaged in dialogue, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

E. Data Analysis Technique
The formula used in this research is for uncorrelated data. This formula is usually used in a condition of which a group score is not depend on other group’s score. In this research, the writer only wanted to see and differ the results of test on a single treatment. The formula can be seen below:

Where:

\[ M_1 = \text{The mean of group 1 (experimental class)} \]
\[ = \text{The mean of group 2 (controlled class)} \]
\[ = \text{The standard error of group 1 (experimental class)} \]
\[ = \text{The standard error of group 2 (controlled class)} \]

Afterwards, the calculation goes to several processes as follows:

1. Determining Mean of Variable X
   \[ (\bar{\Sigma} \bar{\Sigma}) \]

2. Determining Mean of Variable Y
   \[ (\bar{\Sigma} \bar{\Sigma}) \]

3. Determining Standard of Deviation Score of Variable X
   \[ \sqrt{\Sigma \bar{\Sigma}} \]

4. Determining Standard of Deviation Score of Variable Y
   \[ \sqrt{\Sigma \bar{\Sigma}} \]

5. Determining Standard Error of Mean of Variable X
   \[ \sqrt{\Sigma} \]

6. Determining Standard Error of Mean of Variable Y
   \[ \sqrt{\Sigma} \]

7. Determining Standard Error of Difference of Mean of Variable X and Y
   \[ \sqrt{\Sigma} \]

8. Determining \( t_0 \)
9. Determining $t_{table}$ in significance level 5%, with df (degrees of freedom)\(^5\)

\[ ( \quad ) \]

**F. Statistical Hypothesis**

$H_0 : \mu_1 = \mu_2$

$H_a : \mu_1 \neq \mu_2$

And then, the criteria will used as follows:

1. If $t_{observed} (t_0) > t_{table} (t_1)$ in significant rank of 0.05, $H_0$ (null hypothesis) is rejected; as reversed $H_a$ is accepted. It means that the rates of mean score of the experimental group are higher than the controlled group.

2. If $t_{observed} (t_0) < t_{table} (t_1)$ in significant rank of 0.05, $H_0$ (null hypothesis) is accepted, as reversed $H_a$ is rejected. It means that the rates of the means score of the experimental group are lower than the controlled group.

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CHAPTER IV
RESEARCH FINDINGS AND
DATA INTERPRETATION

A. Research Findings
1. Data Description
a. Pre-test and Post-test of Experimental Class

Table 4.1
The Experimental Class Test Result

<table>
<thead>
<tr>
<th>NO</th>
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<th>POST-TEST</th>
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Σ n = 41
Σ X₀ = 2192
Σ X₁ = 2868
Σ X₂ = 676

AVERAGE | 53.46 | 69.95 | 16.48
MAX | 67 | 74 |
MIN | 19 | 52 |
Based on the calculation result above, it is shown that the mean of pre-test in experimental class was 53.46 and the mean of post-test was 69.95. It means that the students had gained score about 16.48 points. It is also shown that the highest score on pre-test was 67 and the lowest score was 19. While on the post-test result which the average of the post-test was 69.95, the highest score was 74 and the lowest score was 52.

b. Pre-test and Post-test of Controlled Class

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From the controlled group data shown above, it can be concluded that the highest score on the pre-test was 67 and the lowest score was 20 with an average of 55.58. The average of the pretest increased on the post-test up to 63.07. The highest score of post-test was 74 while the lowest score was 50. It can be seen that the controlled group could only gained score about 7.49 points.

2. Data Analysis and Hypothesis Testing

a. Analysis of Pre-test and Post-test

Before calculating the t-test value to find out the hypothesis of the research, a test of normality and homogeneity are needed to know whether the data has been normally distributed or not; the data are homogeneous or heterogeneous. These tests are valued using *SPSS Statistics 17*. The normality and homogeneity tests results can be seen as below:
1. Normality

Table 4.3

Normality of Pre-test

One-Sample Kolmogorov-Smirnov Test

<table>
<thead>
<tr>
<th>Normal Parameters</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<tr>
<td>N</td>
<td>41</td>
<td>53.4634</td>
<td>11.19397</td>
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<tr>
<td>Mean</td>
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<td>55.5854</td>
<td>8.09004</td>
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<tr>
<td>Std. Deviation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most Extreme Differences

| Absolute | .204 | .147 |
| Positive | .148 | .131 |
| Negative | -.204 | -.147 |
| Kolmogorov-Smirnov Z | 1.307 | .944 |
| Asymp. Sig. (2-tailed) | .066 | .335 |

a. Test distribution is Normal.

b. Calculated from data.

The normality calculation above used One-Sample Kolmogorov-Smirnov Test. From the table above, it is shown the absolute difference (D) of experimental class data is 0.204. It is much lesser than $D_{table}$ with the closest Kolmogorov-Smirnov critical points of 30 = 0.210. While the absolute difference (D) of control class is 0.147, it is also much lesser than $D_{table}$ (0.210). Besides, $Z_{experimental}$ = 1.307 ($p > 0.05$) and $Z_{control}$ = 0.944 ($p > 0.05$). So, it can be concluded that the data is normal as what has been written down exactly below the table.
Table 4.4

Normality of Post-Test

<table>
<thead>
<tr>
<th>Normal Parameters a,b</th>
<th>N</th>
<th>EXPERIMENT</th>
<th>CONTROL</th>
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<tr>
<td>Mean</td>
<td>69.9512</td>
<td>63.0732</td>
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</tr>
<tr>
<td>Std. Deviation</td>
<td>6.38494</td>
<td>6.08352</td>
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<tr>
<td>Absolute Difference</td>
<td>.284</td>
<td>.132</td>
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<tr>
<td>Positive</td>
<td>.226</td>
<td>.132</td>
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<tr>
<td>Negative</td>
<td>-.284</td>
<td>-.091</td>
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<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>1.819</td>
<td>.848</td>
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<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.003</td>
<td>.472</td>
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</table>

The normality test above was also done by using One-Sample Kolmogorov-Smirnov Test. From the table above, it can be seen the absolute difference (D) of experimental class data is 0.284. It is not too far from the D table with the closest Kolmogorov-Smirnov critical points of 40 at degrees significance 0.05% = 0.210. So, it does not affect too much. While the absolute difference (D) of control class is 0.132, it is lesser than D table (0.210). To find the normality, it can be referred to $Z_{\text{experimental}}=1.819 \ (p > 0.05)$ and $Z_{\text{control}}=0.846 \ (p > 0.05)$. So, it can be concluded that the data is normal.

2. Homogeneity

Table 4.5

Pre-Test Homogeneity

<table>
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<tr>
<th>score</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig</th>
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<td>Based on Mean</td>
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<td>80</td>
<td>0.051</td>
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<tr>
<td>Based on Median</td>
<td>3.260</td>
<td>1</td>
<td>80</td>
<td>0.075</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>3.260</td>
<td>1</td>
<td>72.679</td>
<td>0.073</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>3.655</td>
<td>1</td>
<td>80</td>
<td>0.059</td>
</tr>
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</table>
From the result of homogeneity test above, it can be seen that the degree of significance is 0.051. It is also bigger than 0.05. So, it can be concluded that both of the groups are homogenous. The *Levene Statistic* points that the smaller the score, the bigger the homogeneity of the data.

1. **Hypothesis Testing**

   Hypothesis testing is the last step to find out the answer of hypothesis. From the hypothesis test, it will be found whether Near-Peer Role Modeling gives positives effect to students or not. To analyze the hypothesis the writer used T-test formula below:

   And the statistic calculation can be seen as follows:

   1. **Determining Mean of Variable X**
      \[
      \bar{X} = \frac{\sum X}{n} = 70 + 3 \times 0.24 = 70 + 0.72 = 70.72
      \]

   2. **Determining Mean of Variable Y**
      \[
      \bar{Y} = \frac{\sum Y}{n} = 63 + 3 \times 0.53 = 63 + (-1.59) = 61.41
      \]

   3. **Determining Standard of Deviation Score of Variable X**
      \[
      \sqrt{\sum \left( \frac{X - \bar{X}}{n} \right)^2} = \frac{\sum X}{n} = 70.72
      \]
4. Determining Standard of Deviation Score of Variable Y

\[ \sqrt{\sum (\bar{x})} = 3 \sqrt{\bar{y}} = 3 \sqrt{3} \times 1.685 = 5.05 \]

5. Determining Standard Error of Mean of Variable X

\[ \sqrt{\frac{\sum}{n}} = \sqrt{\frac{\sum}{n}} = 0.79 \]

6. Determining Standard Error of Mean of Variable Y

\[ \sqrt{\frac{\sum}{n}} = \sqrt{\frac{\sum}{n}} = 1.06 \]

7. Determining Standard Error of Difference of Mean of Variable X and Y

\[ \sqrt{\left( \frac{\sum}{n} \right) \left( \frac{\sum}{n} \right)} = \sqrt{\left( \frac{\sum}{n} \right) \left( \frac{\sum}{n} \right)} = \sqrt{1.32} = 1.32 \]
8. Determining $t_0 = 7.05$

9. Determining $t_{\text{table}}$ in significance level 5%, with df (degrees of freedom)
   \[Df = (N_1 + N_2 - 2) = (41 + 41 - 2) = 80\]
   The value of df 80 in 5% degrees of significance ($t_{\text{table}}$) is 1.99

10. The testing of hypothesis
    \[t_0 = 7.05\]
        \[t_{\text{table}} = 1.99\]
    \[t_0 > t_{\text{table}} = 7.05 > 1.99\]

11. The Hypothesis Testing
    The statistical hypothesis of the research can be seen as below:

    Ha : There is a significant difference between students using Near-Peer Role Modeling and students who did not use it.

    Ho : There is no any significant difference between students using Near-Peer Role Modeling and students who did not use it.

    And the criteria used as follows:

    1. If $t_{\text{observed}} (t_0) > t_{\text{table}} (t_0)$ in significant degree of 0.05, $H_0$ (null hypothesis) is rejected.
    2. If $t_{\text{observed}} (t_0) < t_{\text{table}} (t_0)$ in significant degree of 0.05, $H_0$ (null hypothesis) is accepted.

3. Interpretation

   Based on the calculation result, it is shown that the mean of 41 students in experimental class has gained speaking score from 53.46 to 69.95. It is shown that the average score of pre-test was 53.46 with the highest score of pre-test 67 and the lowest score 19. While on the post-test result, the average of the post-test was 69.95 with the highest score 74 and the lowest score 52.

   Meanwhile, from the controlled class data shown, it can be concluded that the highest score of pre-test was 67 and the lowest score was 20 with an average of 55.58. The average of the pre-test increased on the post-test up to 63.07. The
highest score of post-test was 74 while the lowest score was 50. It can be seen that students who have got Near-Peer Role Models gained score higher than the controlled class who merely memorized texts.

The writer used t-test formula to figure out the hypotheses testing. The 5% degree of significance is used in this test. The result shown that $t_{\text{observed}} > t_{\text{table}}$. So, the null hypothesis ($H_0$) is rejected and alternative hypothesis ($H_a$) is accepted. It means that, Near-Peer Role Modeling is effective in enhancing students’ speaking ability.
CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of test formula, which figures out the hypothesis testing, it is shown that \( t_{\text{observed}} > t_{\text{table}} \). It means that the result of this study indicated Near-Peer Role Modeling is effective and can be applied in the first grade of SMPN 3 South Tangerang. The more students are taught by Near-Peer Role Modeling (NPRM), the better speaking ability they can attain. This method can motivate students to speak in English and also raise their speaking skill all at once. NPRM method was more effective than just memorizing texts to speak up. From the data result, it can be seen that after having five times treatments, the experimental class could gain more score than the controlled class.

B. Suggestions

There are some suggestions for the English teachers, researchers, and schools based on the research findings. The writer suggests the teacher to apply Near-Peer Role Modeling in teaching speaking English due to the effectiveness of this method to be applied in schools.

For the teachers and next researcher who would like to use this technique, at least there are some points the writer could suggest:

1. The teacher should encourage students to speak English, not by forcing them to speak by memorizing texts.
2. The teacher should prepare a good Near-Peer Role Models (NPRMs). Girl students will feel comfortable with the girl-NPRM while boy students will feel scared to see girls who are much better than themselves. So, choosing the NPRMs should consider the genders of the students also. Therefore, at least there should be one girl-NPRM and one boy-NPRM.
3. The teacher should remind the students to not being afraid of speaking English just because afraid of making mistakes. In NPRM method, making
mistakes is not a matter. It is a process of being successful in speaking English

4. For the next researcher who would like to study the same field (speaking), it is good to consider the time limitation of taking data. Especially for those who want to have a deep study on NPRM (Near-Peer Role Modeling), a consideration of NPRMs (Near Peer Role Models) capability should be noticed carefully. If the NPRMs are failed to motivate the students, the students will not make any improvement on their speaking competence. Meanwhile for the school, it will be advantageous if the students in class can be actively involved to speak English. At the first meetings of study in school, NPRM can be applied to motivate the students in speaking English.
REFERENCES


**Internet Sources**


APPENDICES
B. Tujuan
Mata Pelajaran Bahasa Inggris di SMP/MTs bertujuan agar peserta didik memiliki kemampuan sebagai berikut.
1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi functional
2. Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global
3. Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya.

C. Ruang Lingkup
Ruang lingkup mata pelajaran Bahasa Inggris di SMP/MTs meliputi:
1. kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yakni mendengarkan, berbicara, membaca dan menulis secara terpadu untuk mencapai tingkat literasi functional;

STANDAR KOMPETENSI DAN KOMPETENSI DASAR
TINGKAT SMP DAN MTs

Mata Pelajaran Bahasa Inggris untuk Sekolah Menengah Pertama (SMP)/ Madrasah Tsanawiyah (MTs)

A. Latar Belakang

Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Pembelajaran bahasa diharapkan membantu peserta didik mengenal dirinya, budayanya, dan budaya orang lain. Selain itu, pembelajaran bahasa juga membantu peserta didik mampu mengemukakan gagasan dan perasaan, berpartisipasi dalam masyarakat, dan bahkan menemukan serta menggunakan kemampuan analitis dan imaginatif yang ada dalam dirinya.

Bahasa Inggris merupakan alat untuk berkomunikasi secara lisan dan tulis. Berkomunikasi adalah memahami dan mengungkapkan informasi, pikiran, perasaan, dan mengembangkan ilmu pengetahuan, teknologi, dan budaya. Kemampuan berkomunikasi dalam pengertian yang utuh adalah kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yaitu mendengarkan, berbicara, membaca dan menulis. Kemampu keterampilan inilah yang digunakan untuk menanggapi atau menciptakan wacana dalam kehidupan bermasyarakat. Oleh karena itu, mata pelajaran Bahasa Inggris diarahkan untuk mengembangkan keterampilan-keterampilan tersebut agar lulusan mampu berkomunikasi dan berwacana dalam bahasa Inggris pada tingkat literasi tertentu.


Pembelajaran bahasa Inggris di SMP/MTs ditargetkan agar peserta didik dapat mencapai tingkat functional yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari, sedangkan untuk SMA/MA diharapkan dapat mencapai tingkat informational karena mereka disiapkan untuk melanjutkan pendidikannya ke perguruan tinggi. Tingkat literasi epistemic dianggap terlalu tinggi untuk dapat dicapai oleh peserta didik SMA/MA karena bahasa Inggris di Indonesia berfungsi sebagai bahasa asing.
2. kemampuan memahami dan menciptakan berbagai teks fungsional pendek dan monolog serta esei berbentuk procedure, descriptive, recount, narrative, dan report. Gradasi bahasa ajar tampilkan dalam penggunaan kosa kata, tata bahasa, dan langkah-langkah retorika;
3. kompetensi pendukung, yakni kompetensi linguistik (menggunakan tata bahasa dan kosa kata, tata bunyi, tata tulis), kompetensi sosiokultural (menggunakan ungkapan dan tindak bahasa secara berterima dalam berbagai konteks komunikasi), kompetensi strategi (mengatasi masalah yang timbul dalam proses komunikasi dengan berbagai cara agar komunikasi tetap berlangsung), dan kompetensi pembentuk wacana (menggunakan piranti pembentuk wacana).

### D. Standar Kompetensi dan Kompetensi Dasar

<table>
<thead>
<tr>
<th>Kelas Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mendengarkan</td>
<td></td>
</tr>
<tr>
<td>1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</td>
<td>1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</td>
</tr>
<tr>
<td>2. Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</td>
<td>1.2 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan</td>
</tr>
<tr>
<td>Berbicara</td>
<td></td>
</tr>
<tr>
<td>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</td>
<td>3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima</td>
</tr>
<tr>
<td></td>
<td>3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</td>
</tr>
<tr>
<td></td>
<td>3.3 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan</td>
</tr>
<tr>
<td>Standar Kompetensi</td>
<td>Kompetensi Dasar</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan</td>
<td></td>
</tr>
<tr>
<td>4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</td>
<td>4.1 Mengungkapkan makna tindak tutur dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</td>
</tr>
<tr>
<td>4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</td>
<td></td>
</tr>
<tr>
<td><strong>Membaca</strong></td>
<td><strong>Mengungkapkan makna</strong></td>
</tr>
<tr>
<td>5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat</td>
<td>5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat</td>
</tr>
<tr>
<td>5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</td>
<td></td>
</tr>
<tr>
<td><strong>Menulis</strong></td>
<td><strong>Mengungkapkan makna</strong></td>
</tr>
<tr>
<td>6. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</td>
<td>6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</td>
</tr>
<tr>
<td>6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</td>
<td></td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

Nama Sekolah  : SMPN 3 Tangerang Selatan  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII (Tujuh) / I  
Standar Kompetensi : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat. 
Kompetensi Dasar : 3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/ sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang. 
Jenis teks : Transactional/Interpersonal  
Tema : Introduction  
Aspek/Skill : Berbicara  
AlokasiWaktu : 2 x 40 menit

1. Tujuan Pembelajaran  
Pada akhir pembelajaran, siswa dapat merespon dan tepat menggunakan ungkapan:  
- sapaan  
- perkenalan diri/orang lain  
❖ Karakter siswa yang diharapkan :  
Dapat dipercaya (trustworthiness)  
Rasa hormat dan perhatian (respect)  
Tekun (diligence)  
Tanggung jawab (responsibility)  
Berani (courage)

2. Materi Pembelajaran: Introduction

3. Metode Pembelajaran: Three Phase Technique

4. Langkah-Langkah Kegiatan  
a. Kegiatan Pendahuluan  
Apersepsi:  
i. Memperkenalkan bahasa Inggris  
ii. Tanya jawab melibatkan siswa mengenai identitas siswa.  
iii. Guru memberikan ice-breaking yang berkaitan dengan materi.  
Motivasi:  
iv. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa   
b. Kegiatan Inti  
Eksplorasi  
Dalam kegiatan eksplorasi:  
• Siswa secara bergantian melafalkan teks berkenaan dengan introduction.  
• Siswa menentukan ungkapan yang tepat untuk memperkenalkan diri maupun orang lain.  
Elaborasi  
Dalam kegiatan elaborasi:  
• Siswa secara berpasang-pasangan membuat percakapan/dialog perkenalan diri masing-masing.  
• Siswa diminta mengekspresikannya bersama pasangan.
- Siswa memberikan respon terhadap materi pelajaran.

**Konfirmasi**
Dalam kegiatan konfirmasi:
- Siswa dan guru memeriksa hasil pekerjaan siswa.
- Siswa dan guru mengevaluasi hasil pekerjaan siswa.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

**c. Kegiatan Penutup**
Dalam kegiatan penutup:
- Guru membuat kesimpulan mengenai pelajaran yang baru saja dibahas.
- Guru memberikan pekerjaan rumah (homework).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. **Sumber Belajar**
   a. *Bahasa Inggris-When English Rings the Bell* oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia
   b. Workbook

<table>
<thead>
<tr>
<th>6. Penilaian</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indikator Pencapaian Kompetensi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Merespon ungkapan sapaan</td>
<td>Unjuk Kerja</td>
<td></td>
<td>Get your pair’s personal information! (work in pairs)</td>
</tr>
<tr>
<td>2. Menggunakan ungkapan untuk memperkenalkan diri/orang lain</td>
<td></td>
<td>Uji Petik Berbicara</td>
<td></td>
</tr>
<tr>
<td>3. Merespon ungkapan perkenalan diri/orang lain</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rubrik Penilaian**

<table>
<thead>
<tr>
<th></th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accent</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
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<td>36</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>15</td>
<td>19</td>
<td>23</td>
</tr>
</tbody>
</table>

(The total of the weighted scores is then looked up in the following table, which converts it into a rating on a scale 0-4+)

<table>
<thead>
<tr>
<th>Score</th>
<th>Rating</th>
<th>Score</th>
<th>Rating</th>
<th>Score</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-25</td>
<td>0+</td>
<td>43-52</td>
<td>2</td>
<td>73-82</td>
<td>3+</td>
</tr>
<tr>
<td>26-32</td>
<td>1</td>
<td>53-62</td>
<td>2+</td>
<td>83-92</td>
<td>4</td>
</tr>
<tr>
<td>33-42</td>
<td>1+</td>
<td>63-72</td>
<td>3</td>
<td>93-99</td>
<td>4+</td>
</tr>
</tbody>
</table>

Ciputat, Oktober 2013
RENCAWA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 3 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / I
Standar Kompetensi : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar : 3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/ sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Jenis Teks : Transactional/Interpersonal
Tema : Memerintah dan melarang
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon dan tepat menggunakan ungkapan:
- memerintah
- melarang

Karakter siswa yang diharapkan :
- Dapat dipercaya (trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung jawab (responsibility)
- Berani (courage)

2. Materi Pembelajaran: Memerintah dan Melarang
3. Metode Pembelajaran: Three Phase Technique
4. Langkah-Langkah Kegiatan

a. Kegiatan Pendahuluan
Apersepsi:
   i. Mereview materi sebelumnya
   ii. Tanya jawab melibatkan siswa mengenai perintah dan larangan.
   iii. Guru memberikan ice-breaking yang berkaitan dengan materi.
Motivasi:
   iv. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

b. Kegiatan Inti
Eksplorasi
Dalam kegiatan eksplorasi:
- Siswa menentukan ungkapan yang tepat untuk memerintah/melarang.
- Siswa secara berpasang-pasangan membuat percakapan/dialog mengenai perintah dan larangan.

Elaborasi
Dalam kegiatan elaborasi:
- Siswa diminta untuk menghapalkan dialog tsb. dan mengekspresikannya bersama pasangan.
- Siswa memberikan respon terhadap materi pelajaran.
Konfirmasi
Dalam kegiatan konfirmasi:
- Siswa dan guru memeriksa hasil pekerjaan siswa.
- Siswa dan guru mengevaluasi hasil pekerjaan siswa.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

c. Kegiatan Penutup
Dalam kegiatan penutup:
- Guru membuat kesimpulan mengenai pelajaran yang baru saja dibahas.
- Guru memberikan pekerjaan rumah (homework).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar
a. *Bahasa Inggris-When English Rings the Bell* oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia
b. Worksheet

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Merespon ungkapan perintah dan larangan</td>
<td>Unjuk Kerja</td>
<td>Uji Petik Berbicara</td>
<td>Make a dialogue and act it out! (work in pairs)</td>
</tr>
<tr>
<td>2. Menggunakan ungkapan perintah dan larangan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Merespon ungkapan perintah dan larangan</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Rubrik Penilaian

<table>
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<tbody>
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<td>Accent</td>
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<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>6</td>
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<td>18</td>
<td>24</td>
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</tr>
<tr>
<td>Vocabulary</td>
<td>4</td>
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<td>20</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td></td>
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<tr>
<td>Comprehension</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>15</td>
<td>19</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

(The total of the weighted scores is then looked up in the following table, which converts it into a rating on a scale 0-4+.)

<table>
<thead>
<tr>
<th>Score</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-25</td>
<td>0+</td>
</tr>
<tr>
<td>26-32</td>
<td>1+</td>
</tr>
<tr>
<td>33-42</td>
<td>2+</td>
</tr>
</tbody>
</table>

Ciputat, Oktober 2013
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 3 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / I
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Kompetensi Dasar : 3.3 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima kasih, meminta maaf, dan mengungkapkan kesantunan.

Jenis teks : Transactional/Interpersonal
Tema : Meminta dan memberi informasi (date)
Aspek/Skill : Berbicara
AlokasiWaktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon dan tepat menggunakan ungkapan:
- Meminta informasi
- Memberi informasi
❖ Karakter siswa yang diharapkan :
   Dapat dipercaya (trustworthiness)
   Rasa hormat dan perhatian (respect)
   Tekun (diligence)
   Tanggung jawab (responsibility)
   Berani (courage)

2. Materi Pembelajaran: Meminta, memberi informasi
3. Metode Pembelajaran: Three Phase Technique
4. Langkah-Langkah Kegiatan
   a. Kegiatan Pendahuluan
      Apersepsi:
      i. Mereview materi sebelumnya
      ii. Tanya jawab melibatkan siswa mengenai meminta dan memberi informasi.
      iii. Guru memberikan ice-breaking yang berkaitan dengan materi.
      Motivasi:
      iv. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa
   b. Kegiatan Inti
      Eksplorasi
      Dalam kegiatan eksplorasi:
Siswa menentukan ungkapan yang tepat untuk meminta dan memberi informasi.
Siswa secara berpasang-pasangan membuat percakapan/dialog mengenai meminta dan memberi informasi.

**Elaborasi**
Dalam kegiatan elaborasi:
- Siswa diminta untuk menghapalkan dialog tsb. dan mengekspresikannya bersama pasangan.
- Siswa memberikan respon terhadap materi pelajaran.

**Konfirmasi**
Dalam kegiatan konfirmasi:
- Siswa dan guru memeriksa hasil pekerjaan siswa.
- Siswa dan guru mengevaluasi hasil pekerjaan siswa.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

**c. Kegiatan Penutup**
Dalam kegiatan penutup:
- Guru membuat kesimpulan mengenai pelajaran yang baru saja dibahas.
- Guru memberikan pekerjaan rumah (homework).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. **Sumber Belajar**
   a. *Bahasa Inggris-When English Rings the Bell* oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia
   b. Worksheet

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Merespon ungkapan berkenaan meminta dan memberi informasi.</td>
<td>Unjuk Kerja</td>
<td>Uji Petik Berbicara</td>
<td>Make a dialogue and act it out! (work in pairs)</td>
</tr>
<tr>
<td>2.</td>
<td>Menggunakan ungkapan berkenaan meminta dan memberi informasi.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubrik Penilaian</th>
<th>1</th>
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Ciputat, Oktober 2013
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

Nama Sekolah : SMPN 3 Tangerang Selatan  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII (Tujuh) / I  
Standar Kompetensi : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.  
Kompetensi Dasar : 3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/ sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.  
Jenis teks : Transactional/Interpersonal  
Tema : Memerintah dan melarang  
Aspek/Skill : Berbicara  
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran  
Pada akhir pembelajaran, siswa dapat merespon dan tepat menggunakan ungkapan:  
- memerintah  
- melarang  
❖ Karakter siswa yang diharapkan : Dapat dipercaya (trustworthiness)  
Rasa hormat dan perhatian (respect)  
Tekun (diligence)  
Tanggung jawab (responsibility)  
Berani (courage)

2. Materi Pembelajaran: Memerintah dan Melarang  
3. Metode Pembelajaran: Three Phase Technique

4. Langkah-Langkah Kegiatan  
a. Kegiatan Pendahuluan  
Apersepsi:  
   i. Mereview materi sebelumnya  
   ii. Tanya jawab melibatkan siswa mengenai perintah dan larangan.  
   iii. Guru memberikan ice-breaking yang berkaitan dengan materi.  
Motivasi:  
   iv. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa  
b. Kegiatan Inti  
Eksplorasi  
Dalam kegiatan eksplorasi:  
   ▪ Siswa menentukan ungkapan yang tepat untuk memerintah/melarang.
Siswa secara berpasang-pasangan membuat percakapan/dialog mengenai perintah dan larangan.

**Elaborasi**
Dalam kegiatan elaborasi:
- Siswa diminta untuk menghapalkan dialog tsb. dan mengekspresikannya bersama pasangan.
- Siswa memberikan respon terhadap materi pelajaran.

**Konfirmasi**
Dalam kegiatan konfirmasi:
- Siswa dan guru memeriksa hasil pekerjaan siswa.
- Siswa dan guru mengevaluasi hasil pekerjaan siswa.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

c. **Kegiatan Penutup**
Dalam kegiatan penutup:
- Guru membuat kesimpulan mengenai pelajaran yang baru saja dibahas.
- Guru memberikan pekerjaan rumah (homework).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. **Sumber Belajar**
a. *Bahasa Inggris-When English Rings the Bell* oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia
b. Worksheet

<table>
<thead>
<tr>
<th>6. Penilaian</th>
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<td>1. Merespon ungkapan perintah dan larangan</td>
<td>Unjuk Kerja</td>
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Ciputat, Oktober 2013
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMPN 3 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / I
Kompetensi Dasar : 4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.
Jenis teks : Teks lisan fungsional
Tema : Describing place
Aspek/Skill : Berbicara
AlokasiWaktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon dan tepat menggunakan ungkapan deskripsi tentang tempat.

   **Karakter siswa yang diharapkan :** Dapat dipercaya (trustworthiness)
   Rasa hormat dan perhatian (respect)
   Tekun (diligence)
   Tanggung jawab (responsibility)
   Berani (courage)

2. Materi Pembelajaran: describing place
3. Metode Pembelajaran: Three Phase Technique
4. Langkah-Langkah Kegiatan
   a. Kegiatan Pendahuluan
      Apersepsi:
      i. Mereview materi sebelumnya
      ii. Tanya jawab melibatkan siswa mengenai describing place.
      iii. Guru memberikan ice-breaking yang berkaitan dengan materi.
      Motivasi:
      iv. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa
   b. Kegiatan Inti
      Eksplorasi
      Dalam kegiatan eksplorasi:
      - Siswa menentukan ungkapan yang tepat untuk mendeskripsikan tempat (kelas).
      - Siswa secara berpasang-pasangan membuat percakapan/dialog mengenai mendeskripsikan tempat.
Elaborasi
Dalam kegiatan elaborasi:
- Siswa diminta untuk menghapalkan dialog tsb. dan mengekspresikannya bersama pasangan.
- Siswa memberikan respon terhadap materi pelajaran.

Konfirmasi
Dalam kegiatan konfirmasi:
- Siswa dan guru memeriksa hasil pekerjaan siswa.
- Siswa dan guru mengevaluasi hasil pekerjaan siswa.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

c. Kegiatan Penutup
Dalam kegiatan penutup:
- Guru membuat kesimpulan mengenai pelajaran yang baru saja dibahas.
- Guru memberikan pekerjaan rumah (homework).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar
a. *Bahasa Inggris-When English Rings the Bell* oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia
b. Worksheet

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Ciputat, Oktober 2013
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 3 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / I
Kompetensi Dasar : 4.2 Mengungkapkan makna gagasan dalam dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.
Jenis teks : Teks lisan fungsional
Tema : Describing people
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon dan tepat menggunakan ungkapan deskripsi tentang manusia

❖ Karakter siswa yang diharapkan : Dapat dipercaya (trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)
Tanggung jawab (responsibility)
Berani (courage)

2. Materi Pembelajaran: describing people
3. Metode Pembelajaran: Three Phase Technique
4. Langkah-Langkah Kegiatan
   a. Kegiatan Pendahuluan
      Apersepsi:
      i. Mereview materi sebelumnya
      ii. Tanya jawab melibatkan siswa mengenai meminta dan memberi informasi.
      iii. Guru memberikan ice-breaking yang berkaitan dengan materi.
      Motivasi:
      iv. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa
   b. Kegiatan Inti
      Eksplorasi
      Dalam kegiatan eksplorasi:
      ▪ Siswa menentukan ungkapan yang tepat untuk mendeskripsikan orang.
      ▪ Siswa secara berpasang-pasangan membuat percakapan/dialog mengenai mendeskripsikan orang.
Elaborasi
Dalam kegiatan elaborasi:
- Siswa diminta untuk menghapalkan dialog tsb. dan mengekspresikannya bersama pasangan.
- Siswa memberikan respon terhadap materi pelajaran.

Konfirmasi
Dalam kegiatan konfirmasi:
- Siswa dan guru memeriksa hasil pekerjaan siswa.
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- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

c. Kegiatan Penutup
Dalam kegiatan penutup:
- Guru membuat kesimpulan mengenai pelajaran yang baru saja dibahas.
- Guru memberikan pekerjaan rumah (homework).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

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Standar Kompetensi : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar : 3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/ sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.
Jenis teks : Transactional/Interpersonal
Tema : Introduction
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon dan tepat menggunakan ungkapan:
- sapaan
- perkenalan diri/orang lain

❖ Karakter siswa yang diharapkan:
  Dapat dipercaya (trustworthiness)
  Rasa hormat dan perhatian (respect)
  Tekun (diligence)
  Tanggung jawab (responsibility)
  Berani (courage)

2. Materi Pembelajaran: Introduction
3. Metode Pembelajaran: Near-Peer Role Modeling (NPRMing), Collaborative Learning
4. Langkah-Langkah Kegiatan
   a. Kegiatan Pendahuluan
      Apersepsi:
      i. Memperkenalkan bahasa Inggris
      ii. Tanya jawab melibatkan siswa mengenai identitas siswa.
      Motivasi:
      iii. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa
   b. Kegiatan Inti
      Eksplorasi
      Dalam kegiatan eksplorasi:
      ▪ Peer-model (kakak kelasnya) memperkenalkan diri masing-masing beserta cerita singkat mengenai pengalamannya dalam mempelajari bahasa Inggris.
      ▪ Peer-model turut serta menjelaskan materi dan mengikuti aktivitas kelas bersama guru.
Treatment 1

- Siswa menentukan ungkapan yang tepat untuk memperkenalkan diri maupun orang lain.
- Guru dan peer-model memonitor kelas dan memberi bantuan/penjelasan yang lebih intensif pada siswa yang mengalami kesulitan.
- Siswa secara berpasang-membuat percakapan/dialog yang berkaitan dengan materi.

Elaborasi
Dalam kegiatan elaborasi:
- Siswa menyaksikan peer-model yang mencontohkan bagaimana seharusnya berkenalan yang baik.
- Siswa diminta untuk mengekspresikan dialog yang telah dibuat bersama pasangannya secara bergantian.
- Siswa memberikan respon terhadap materi pelajaran.

Konfirmasi
Dalam kegiatan konfirmasi:
- Siswa, peer-model, dan guru memeriksa hasil pekerjaan siswa.
- Siswa dan guru mengevaluasi hasil pekerjaan siswa.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

c. Kegiatan Penutup
Dalam kegiatan penutup:
- Guru membuat kesimpulan mengenai pelajaran yang baru saja dibahas.
- Guru memberikan pekerjaan rumah (homework).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar
   a. Bahasa Inggris-When English Rings the Bell oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia
   b. Workbook

<table>
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<tr>
<th>6. Penilaian Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
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<tr>
<td>1. Merespon ungkapan sapaan</td>
<td>Unjuk Kerja</td>
<td>Uji Petik Berbicara</td>
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Rubrik Penilaian

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Ciputat, Oktober 2013
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMPN 3 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / I

Standar Kompetensi : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 3.3 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan.

Jenis teks : Transactional/Interpersonal
Tema : Meminta dan memberi informasi (date)
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon dan tepat menggunakan ungkapan:
- Meminta informasi
- Memberi informasi

❖ Karakter siswa yang diharapkan :
  - Dapat dipercaya (trustworthiness)
  - Rasa hormat dan perhatian (respect)
  - Tekun (diligence)
  - Tanggung jawab (responsibility)
  - Berani (courage)

2. Materi Pembelajaran: Meminta, memberi informasi

3. Metode Pembelajaran: Near-Peer Role Modeling (NPRMing), Collaborative Learning

4. Langkah-Langkah Kegiatan
a. Kegiatan Pendahuluan
Apersepsi:
 i. Mereview materi sebelumnya
 ii. Tanya jawab melibatkan siswa mengenai meminta, memberi informasi, dan mengucapkan terima kasih
 iii. Guru memberikan ice-breaking yang berkaitan dengan materi

Motivasi:
 iv. Guru dan Peer-Model memberikan motivasi yang positif terhadap siswa bahwa untuk berbicara dalam bahasa Inggris tidak perlu merasa takut salah.
 v. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa
b. Kegiatan Inti

Eksplorasi
Dalam kegiatan eksplorasi:
- Siswa dibagikan kalender hari libur nasional.
- Siswa menyaksikan peer-model (kakak kelasnya) yang mencontohkan bagaimana meminta dan memberi informasi.
- Peer-model turut serta menjelaskan materi dan mengikuti aktivitas kelas bersama guru.

Elaborasi
Dalam kegiatan elaborasi:
- Siswa menentukan ungkapan yang tepat untuk meminta dan memberi informasi.
- Guru dan peer-model memonitor kelas dan memberi bantuan/penjelasan yang lebih intensif pada siswa yang mengalami kesulitan.
- Siswa secara berpasang-pasangan meminta dan memberi informasi (information gap) tentang tempat tsb.
- Siswa memberikan respon terhadap materi pelajaran.

Konfirmasi
Dalam kegiatan konfirmasi:
- Siswa dan guru memeriksa hasil pekerjaan siswa.
- Siswa dan guru mengevaluasi hasil pekerjaan siswa.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

c. Kegiatan Penutup
Dalam kegiatan penutup:
- Guru membuat kesimpulan mengenai pelajaran yang baru saja dibahas.
- Guru memberikan pekerjaan rumah (homework).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar
a. Buku teks yang relevan: Bahasa Inggris - When English Rings the Bell oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia
b. LKS

<table>
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<th>Instrumen/Soal</th>
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<td>Uji Petik Berbicara</td>
<td>Ask your friend about national days! (work in pairs)</td>
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Ciputat, Oktober 2013
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMPN 3 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / I
Standar Kompetensi : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar : 3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur; menyapa orang yang belum/ sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.
Jenis teks : Transactional/Interpersonal
Tema : Memerintah dan melarang
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon dan tepat menggunakan ungkapan:
   - memerintah
   - melarang

Karakter siswa yang diharapkan:
   - Dapat dipercaya (trustworthiness)
   - Rasa hormat dan perhatian (respect)
   - Tekun (diligence)
   - Tanggung jawab (responsibility)
   - Berani (courage)

2. Materi Pembelajaran: Memerintah dan Melarang
3. Metode Pembelajaran: Near-Peer Role Modeling (NPRMing), Collaborative Learning
4. Langkah-Langkah Kegiatan
   a. Kegiatan Pendahuluan
      Apersepsi:
      i. Merenview materi sebelumnya
      ii. Tanya jawab melibatkan siswa mengenai perintah dan larangan.
      iii. Guru memberikan ice-breaking yang berkaitan dengan materi
      Motivasi:
      iv. Guru dan Peer-Model memberikan motivasi yang positif terhadap siswa bahwa untuk berbicara dalam bahasa Inggris tidak perlu merasa takut salah.
      v. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa
   b. Kegiatan Inti
      Eksporasi
      Dalam kegiatan eksplorasi:
Treatment III

- Peer-model turut serta menjelaskan materi dan mengikuti aktivitas kelas bersama guru.
- Siswa menentukan ungkapan yang tepat untuk memerintah dan melarang
- Siswa menyaksikan peer-model (kakak kelasnya) yang mencontohkan bagaimana memerintah dan melarang.
- Guru dan peer-model memonitor kelas dan memberi bantuan/penjelasan yang lebih intensif pada siswa yang mengalami kesulitan.

Elaborasi
Dalam kegiatan elaborasi:
- Siswa secara berpasang-pasangan saling memberi dan melaksanakan perintah/larangan (mengekspresikan perintah dan larangan)
- Siswa memberikan respon terhadap materi pelajaran.

Konfirmasi
Dalam kegiatan konfirmasi:
- Siswa, peer-model, dan guru memeriksa hasil pekerjaan siswa.
- Siswa dan guru mengevaluasi hasil pekerjaan siswa.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

c. Kegiatan Penutup
Dalam kegiatan penutup:
- Guru/siswa membuat kesimpulan mengenai pelajaran yang baru saja dibahas.
- Guru memberikan pekerjaan rumah (homework).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar
a. Bahasa Inggris-When English Rings the Bell oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia
b. LKS

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<tr>
<td>1. Merespon ungkapan perintah dan larangan</td>
<td>Unjuk Kerja</td>
<td>Uji Petik Berbicara</td>
<td>Dos and Don’ts! Make commands and act it out! (work in pairs)</td>
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<td>2. Menggunakan ungkapan perintah dan larangan</td>
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Ciputat, Oktober 2013
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMPN 3 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / I
Kompetensi Dasar : 4.2 Mengungkapkan gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.
Jenis teks : Teks lisan fungsional
Tema : Describing place
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon dan tepat menggunakan ungkapan deskripsi tentang tempat.

   ❖ Karakter siswa yang diharapkan :
      Dapat dipercaya (trustworthiness)
      Rasa hormat dan perhatian (respect)
      Tekun (diligence)
      Tanggung jawab (responsibility)
      Berani (courage)

2. Materi Pembelajaran: Describing place (school)
3. Metode Pembelajaran: Near-Peer Role Modeling (NPRMing), Collaborative Learning
4. Langkah-Langkah Kegiatan
   a. Kegiatan Pendahuluan
      Apersepsi:
      i. Mereview materi sebelumnya
      ii. Tanya jawab melibatkan siswa mengenai describing place.
      iii. Guru memberikan ice-breaking yang berkaitan dengan materi
      Motivasi:
      iv. Guru dan Peer-Model memberikan motivasi yang positif terhadap siswa bahwa untuk berbicara dalam bahasa Inggris tidak perlu merasa takut salah.
      v. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa
   b. Kegiatan Inti
      Eksplorasi
      Dalam kegiatan eksplorasi:
      - Siswa menyaksikan peer-model (kakak kelasnya) yang mencontohkan bagaimana mendeskripsikan orang.
      - Guru memberikan ungkapan-ungkapan yang dapat digunakan untuk mendeskripsikan tempat.
Guru menjelaskan materi mengenai *describing place*.

**Elaborasi**
Dalam kegiatan elaborasi:
- Guru dan peer-model memonitor kelas dan memberi bantuan/penjelasan yang lebih intensif pada siswa yang mengalami kesulitan.
- Siswa mendeskripsikan kelasnya secara berpasangan.
- Siswa memberikan respon terhadap materi pelajaran.

**Konfirmasi**
Dalam kegiatan konfirmasi:
- Siswa dan guru memeriksa hasil pekerjaan siswa.
- Siswa dan guru mengevaluasi hasil pekerjaan siswa.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

c. **Kegiatan Penutup**
Dalam kegiatan penutup:
- Guru membuat kesimpulan mengenai pelajaran yang baru saja dibahas.
- Guru memberikan pekerjaan rumah (homework).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**5. Sumber Belajar**
a. Buku teks yang relevan: *Bahasa Inggris-When English Rings the Bell* oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia
b. Workbook

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<tbody>
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<td>1. Menggunakan ungkapan berkenaan dengan deskripsi tentang tempat</td>
<td>Unjuk Kerja</td>
<td>Uji Petik Berbicara</td>
<td>Describe your class! (work in pairs)</td>
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<td>2. Merespon ungkapan berkenaan dengan deskripsi tentang tempat</td>
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Treatment IV

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(RPP)

Nama Sekolah : SMPN 3 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / I
Kompetensi Dasar : 4.2 Mengungkapkan makna gagasan dalam dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.
Jenis teks : Teks lisan fungsional
Tema : Describing people
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon dan tepat menggunakan ungkapan deskripsi tentang manusia

❖ Karakter siswa yang diharapkan :
  - Dapat dipercaya (trustworthiness)
  - Rasa hormat dan perhatian (respect)
  - Tekun (diligence)
  - Tanggung jawab (responsibility)
  - Berani (courage)

2. Materi Pembelajaran: Describing people
3. Metode Pembelajaran: Near-Peer Role Modeling (NPRMing), Collaborative Learning
4. Langkah-Langkah Kegiatan
  a. Kegiatan Pendahuluan
     Apersepsi:
     i. Merenview materi sebelumnya
     ii. Tanya jawab melibatkan siswa mengenai describing people.
     iii. Guru memberikan ice-breaking yang berkaitan dengan materi
     Motivasi:
     iv. Guru dan Peer-Model memberikan motivasi yang positif terhadap siswa bahwa untuk berbicara dalam bahasa Inggris tidak perlu merasa takut salah.
     v. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa
  b. Kegiatan Inti
     Eksplorasi
     Dalam kegiatan eksplorasi:
     - Siswa menyaksikan peer-model (kakak kelasnya) yang mencontohkan bagaimana mendeskripsikan orang.
     - Guru memberikan ungkapan-ungkapan yang dapat digunakan untuk mendeskripsikan manusia
Guru menjelaskan materi mengenai *describing people*.

**Elaborasi**
Dalam kegiatan elaborasi:
- Siswa mendeskripsikan pasangannya di depan kelas.
- Guru dan peer-model memonitor kelas dan memberi bantuan/penjelasan yang lebih intensif pada siswa yang mengalami kesulitan.
- Siswa memberikan respon terhadap materi pelajaran.

**Konfirmasi**
Dalam kegiatan konfirmasi:
- Siswa dan guru memeriksa hasil pekerjaan siswa.
- Siswa dan guru meng-****evaluasi hasil pekerjaan siswa.
- Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.

**c. Kegiatan Penutup**
Dalam kegiatan penutup:
- Guru membuat kesimpulan mengenai pelajaran yang baru saja dibahas.
- Guru memberikan pekerjaan rumah (homework).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**5. Sumber Belajar**
- a. Buku teks yang relevan: *Bahasa Inggris-When English Rings the Bell* oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia
- b. LKS

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menggunakan ungkapan berkenaan dengan deskripsi tentang manusia</td>
<td>Unjuk Kerja</td>
<td>Uji Petik Berbicara</td>
<td>Describe your classmate! (work in pairs)</td>
</tr>
<tr>
<td>2. Merespon ungkapan berkenaan dengan deskripsi tentang manusia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rubrik Penilaian**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>(A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accent</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>
(The total of the weighted scores is then looked up in the following table, which converts it into a rating on a scale 0-4+)

<table>
<thead>
<tr>
<th>Score</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-25</td>
<td>0+</td>
</tr>
<tr>
<td>26-32</td>
<td>1</td>
</tr>
<tr>
<td>33-42</td>
<td>1+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>2+</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>43-52</td>
<td>3+</td>
</tr>
<tr>
<td>53-62</td>
<td>4</td>
</tr>
<tr>
<td>63-72</td>
<td>4+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>73-82</td>
<td>3+</td>
</tr>
<tr>
<td>83-92</td>
<td>4</td>
</tr>
<tr>
<td>93-99</td>
<td>4+</td>
</tr>
</tbody>
</table>

Ciputat, Oktober 2013
# Interval Group

## Experimental Class

<table>
<thead>
<tr>
<th>Score</th>
<th>f</th>
<th>x</th>
<th>$x'$</th>
<th>$fx'$</th>
<th>$fx'^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>52-54</td>
<td>I</td>
<td>+6</td>
<td>+6</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>55-57</td>
<td>I</td>
<td>+5</td>
<td>+5</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>58-60</td>
<td>II</td>
<td>+4</td>
<td>+8</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>61-63</td>
<td>-</td>
<td>+3</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>64-66</td>
<td>II</td>
<td>+2</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>67-69</td>
<td>III</td>
<td>+1</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>70-72</td>
<td>IIII</td>
<td>+1</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>73-75</td>
<td>IIII</td>
<td>+1</td>
<td>-16</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

Σ$N=41$  
Σ$fx'=10$  
Σ$fx'^2=121$

## Controlled Class

<table>
<thead>
<tr>
<th>Score</th>
<th>f</th>
<th>y</th>
<th>$y'$</th>
<th>fy'</th>
<th>fy'^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>49-51</td>
<td>II</td>
<td>+4</td>
<td>8</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>52-54</td>
<td>II</td>
<td>+3</td>
<td>6</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>55-57</td>
<td>II</td>
<td>+2</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>58-60</td>
<td>IIII</td>
<td>+1</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>61-63</td>
<td>III</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>64-66</td>
<td>IIII</td>
<td>+1</td>
<td>-5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>67-69</td>
<td>IIII</td>
<td>+1</td>
<td>-12</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>70-72</td>
<td>III</td>
<td>-3</td>
<td>-9</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>73-75</td>
<td>IIII</td>
<td>+1</td>
<td>-24</td>
<td>96</td>
<td></td>
</tr>
</tbody>
</table>

N$_2=41$  
Σfy' = -22  
Σfy'^2 = 221
Let me introduce myself.

Please describe about yourself!

Hello, my name is ......................

I am ...................... years old.

I am a student of ..........................

I live in ..............................

I like .................................

My favorite color is ..................

My favorite food is ..........................

Nice to meet you.
This is Me!

Name: 
Date of Birth: 
Address: 
School: 
Class: 
Hobbies: 
Favorite Color: 
Favorite Food: 

Please write down your identity here!
Hello, my name is Edo.
I am twelve years old.
I am a student of SMP Negeri 2 Biak.
I live in Biak, West Papua.
I like swimming and reading books.
My favorite color is green.
My favorite food is fried rice.
Nice to meet you.

Please answer the questions below:
- Who is he?
- How old is he?
- Where does he study?
- Where does he live?
- What are his hobbies?
- What is his favorite color?
- What is his favorite food?
What is your favorite color?
What is your favorite food?

Please ask your classmates about their favorite color and favorite food!

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Favorite Color</th>
<th>Favorite Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Siska</td>
<td>pink</td>
<td>fried chicken</td>
</tr>
<tr>
<td>2.</td>
<td>Devi</td>
<td>blue</td>
<td>noodle</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My project is to make a poster of “Important Days in a Month”.

<table>
<thead>
<tr>
<th>National Days in Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 21</td>
</tr>
<tr>
<td>April 22</td>
</tr>
<tr>
<td>May 1</td>
</tr>
<tr>
<td>May 2</td>
</tr>
<tr>
<td>May 29</td>
</tr>
<tr>
<td>May 29</td>
</tr>
<tr>
<td>June 1</td>
</tr>
<tr>
<td>July 22</td>
</tr>
<tr>
<td>August 17</td>
</tr>
<tr>
<td>October 1</td>
</tr>
<tr>
<td>October 2</td>
</tr>
<tr>
<td>October 5</td>
</tr>
<tr>
<td>October 6</td>
</tr>
<tr>
<td>November 10</td>
</tr>
<tr>
<td>December 22</td>
</tr>
</tbody>
</table>

Attention please!

- Work in groups of four or five.
- Each group makes a one-month calendar.
- Each calendar should be different from group to group.
- For that, you should do mini research about the National Days and International Days in every month.
- Decorate the calendar, and then put it in the classroom.

Thank you.
This is the zoo.

Look at the picture!

Do not play in the pond!

Do not take the chicken!

Do not feed the cow!

Stay away from the fence!

Can you find other warning signs?
Help me to put the signs, please!

Please describe this picture!
This is my classroom.

Please describe the picture below!

- a clock
- a globe
- a board
- a picture
- a book
- a desk
- a table
- a cupboard
- a chair
- a door
- a window
- an air conditioner
These things are in my house.

Please write down the things in your house!

<table>
<thead>
<tr>
<th>Things in my bedroom</th>
<th>Things in my kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Things in my living room</th>
<th>Things in my bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Things in my garden</th>
<th>Things in my garage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
They are people around me.

Please write down your classmates' physical appearance!

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Physical Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wulan</td>
<td>wavy hair, a pointed nose, smooth skin.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sambungan dari Lampiran VII.1.

<table>
<thead>
<tr>
<th>df atau db</th>
<th>Harga Kritik &quot;t&quot; Pada Taraf Signifikansi:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>26</td>
<td>2,06</td>
</tr>
<tr>
<td>27</td>
<td>2,05</td>
</tr>
<tr>
<td>28</td>
<td>2,05</td>
</tr>
<tr>
<td>29</td>
<td>2,04</td>
</tr>
<tr>
<td>30</td>
<td>2,04</td>
</tr>
<tr>
<td>35</td>
<td>2,03</td>
</tr>
<tr>
<td>40</td>
<td>2,02</td>
</tr>
<tr>
<td>45</td>
<td>2,02</td>
</tr>
<tr>
<td>50</td>
<td>2,01</td>
</tr>
<tr>
<td>60</td>
<td>2,00</td>
</tr>
<tr>
<td>70</td>
<td>2,00</td>
</tr>
<tr>
<td>80</td>
<td>1,99</td>
</tr>
<tr>
<td>90</td>
<td>1,99</td>
</tr>
<tr>
<td>100</td>
<td>1,98</td>
</tr>
<tr>
<td>125</td>
<td>1,98</td>
</tr>
<tr>
<td>150</td>
<td>1,98</td>
</tr>
<tr>
<td>200</td>
<td>1,97</td>
</tr>
<tr>
<td>300</td>
<td>1,97</td>
</tr>
<tr>
<td>400</td>
<td>1,97</td>
</tr>
<tr>
<td>500</td>
<td>1,96</td>
</tr>
<tr>
<td>1000</td>
<td>1,96</td>
</tr>
</tbody>
</table>

PEMERINTAH KOTA TANGERANG SELATAN
DINAS PENDIDIKAN
SMP NEGERI 3 KOTA TANGERANG SELATAN
Alamat: Jalan Ir. H. Juanda No.1 Ciputat Tangsel 15412 Telp/Fax: (021) 7401312

SURAT KETERANGAN
Nomor: 422.3/421.3/149/SMPN 3 Kota Tangsel

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 3 Kota Tangerang Selatan, menerangkan bahwa:

Nama: NURLAILA INDAH JAYANTINGTYAS
NIM: 109014000148
Jurusan: Pendidikan B. Inggris
Fakultas: Ilmu Tarbiyah dan Keguruan
Semester: IX (Sembilan)

Benar nama tersebut di atas telah melaksanakan Penelitian (observasi) pada sekolah yang kami pimpin, pada bulan Oktober – Nopember 2013, guna penyelesaian skripsinya yang berjudul “The Effectiveness of Near Peer Role Modeling In Enhancing Students’ Speaking Competence”.

Demikian surat keterangan ini di buat untuk digunakan pada keperluannya.

Ciputat, 18 Desember 2013

Kepala Sekolah

[Signature]

H. Matono, S.E., M.M.Pd.
NIP: 19600112 198112 1 003
| HARI | T1 | T2 | T3 | T4 | T5 | T6 | T7 | T8 | T9 | T10 | T11 | T12 | T13 | T14 | T15 | T16 | T17 | T18 | T19 | T20 |
|------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| ISENIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| SELASA |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| RABU |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| KAMIS |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| JUM'AT |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

*Catatan: Tabel di atas menunjukkan jadwal pelajaran tahun pelajaran 2013-2014.*
PENGESAHAN PROPOSAL SKRIPSI

Nama : Nurlaila Indah Jatiningtyas
NIM : 10901400048
Jurusan/Prodi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Near Peer Role Modeling in Enhancing Students' Speaking Skill

Proposal skripsi dengan judul tersebut di atas telah diujikan pada tanggal ..........................................

telah direvisi sesuai dengan saran penguji, dan telah dinyatakan LULUS

Jakarta, 09/04/2013

Penguji I

Penguji II

Name"\text{Produk ibing}:
I. Dr. Aji Susilo, MA
II. HK. Yuliawati, MA TESOL

NIP.

NIP.

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]
Kepada Yth.

Kapala SMPN 3 Tangerang Selatan

Di

Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa:

Nama : Nuraila Indah Jatiningtyas
NIM : 109014000148
Jurusan/Prodi : Pendidikan Bahasa Inggris
Semester : IX

adalah benar mahasiswa pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta dan sehingga dengan penyelesaian tugas mata kuliah "skripsi", mahasiswa tersebut memerlukan observasi dengan pelaksanaan terkait. Oleh karena itu, kami mohon kepedulian Saudara untuk menerima mahasiswa tersebut dan memberikan bantuan terkait.

Demikianlah, atas perhatian dan bantuan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

a.n. Dekan

Ketua Tata Usaha

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Surat Permohonan Izin Penelitian

Nomor: Un.01/F.1/KM.01.3/........./2013
Lamp.: Outline/Proposal
Hal: Permohonan Izin Penelitian

Kepada Yth.

Kepala
SMPN 3 Tangerang Selatan
di
Tempat

Assalamu’alaikum wr.wb.
Dengan hormat kami sampaikan bahwa,

Nama : Nurlaila Indah Jatiningtyas
NIM : 109014000148
Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Tahun Akademik : 2013/2014
Judul Skripsi : "The Effectiveness of Near-Peer Role Modeling in Enhancing Students' Speaking Competence"

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIU Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

Kementerian Agama
UIU Jakarta

Doktoran Pendidikan Bahasa Inggris

Jakarta, 30 September 2013

Tambahan:
1. Dekan Fitk
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
Kepada Yth.

1. DR. Atiq Susilo, M.A.
2. Atik Yuliani, M.A. TESOL

Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing (materi/teknis) penulisan skripsi mahasiswa:

Nama: Nurlaila Indah Jatiningtyas
NIM: 109014000148
Jurusan: Pendidikan Bahasa Inggris
Semester: VIII (Delapan)

Judul Skripsi: The Effectiveness of Near-Peer Role Modeling in Enhancing Students' Speaking Competence


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

[Signature]

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
KEPATUHAN

KEMENTERIAN AGAMA
UIN JAKARTA
FITK
Jl. Ir. H. Juanda No 65 Ciputat 15412 Indonesia

FORM (FR)
No. Dokumen : FITK-PR-AKD-051
Tgl. Terbit : 1 Maret 2013
No. Revisi : 01
Hal : 1/1

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/.........../2013
Lamp. : -
Hal : Bimbingan Skripsi

Jakarta, 19 April 2013

Kepada Yth.
1. DR. Atiq Susilo, M.A.
2. Atik Yuliani, M.A. TESOL

✓ Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu 'alaikum wr. wb.

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Wassalamu'alaikum wr. wb.

[Signature]
Pendidikan Bahasa Inggris

[Stamp]
UIN Jakarta, 19 April 2013

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.