THE EFFECT OF USING PHILOSOPHICAL QUESTION ON STUDENTS’ SPEAKING ABILITY
(A Pre-experimental Study at the Second Grade Students of SMA Negeri 4 Kota Tangerang Selatan in 2015/2016 Academic Year)

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(A Pre-experimental Study at the Second Grade Students of SMA Negeri 4 Kota Tangerang Selatan in 2015/2016 Academic Year)

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2015
ENDORSEMENT SHEET

The 'Skripsi' (Scientific Paper) titled “The Effect of Using Philosophical Question on Students’ Speaking Ability” (A Pre-experimental Study at Second Grade Students of SMA Negeri 4 Kota Tangerang Selataa in 2015/2016 Academic Year) written by Dwi Ratnasari, student’s registration number 11110140000105, was examined at examination session of the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on September 21st, 2015. The ‘Skripsi’ has been accepted and declared to have fulfilled one of the requirements for academic title of ‘S.Pd.’ in English Language Education in Department of English Education.

Jakarta, September 21st, 2015

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ABSTRACT

Dwi Ratnasari (1111014000105). The Effect of Using Philosophical Question on Students’ Speaking Ability (A Pre-experimental Study at the Second Grade Students of SMA Negeri 4 Kota Tangerang Selatan in 2015/2016 Academic Year), Skripsi of Department of English Education at Faculty of Tarbiyah and Teachers’ Training of State Islamic University Syarif Hidayatullah Jakarta, 2015.

Key Words: Philosophical Question, Speaking.

The objective of this study was to get the empirical evidence of the effect of using philosophical question on students’ speaking ability. The method used in this study was quantitative through pre-experimental research. The population was all the second grade students of SMA Negeri 4 Kota Tangerang Selatan. The total sample was 33 students that were taken by using purposive sampling technique. Instrument of this study was speaking test. Before doing the treatment, the students in experimental class were given the pre-test in. Then, the students were taught by using philosophical question. At the end of the treatment, the students were given a post test. T-test was used to analyze the data. Value of $t_{\text{observe}}$ is 11.50 and the degree of freedom (df) is 32, whereas the value $t_{\text{table}}$ on the degree of significance of 5% is 1.693. The t-test revealed that the result is significant; it is determined by the value of $t_{\text{observe}}$ which is higher than $t_{\text{table}}$. Thus, $H_a$ is accepted that there is a significant effect of using philosophical question on students’ speaking ability. Therefore, it can be concluded that using philosophical question is effective to improve students’ speaking ability at the second grade students of SMA Negeri 4 Kota Tangerang Selatan.
ABSTRAK


Kata Kunci: Philosophical Question, Speaking.

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CHAPTER I
INTRODUCTION

A. Background of the Study

Language plays an important role in the society. Language is a set of arbitrary symbols for people to communicate; it is usually in oral form used by particular community.¹ Therefore, it is impossible to communicate and to understand other people without using language. There are a lot of languages that people use to communicate to others, but nowadays English is the language which is frequently used. English is widely used as a means of communications for people all over the world in various activities. They use English in their daily life because they are motivated by their own needs, whether it is for business purpose, news, research, or education.

In Indonesia, English as a foreign language (FL) is a part of national curriculum which is learned at schools and it is taught from elementary schools up to high school. Thus, based on Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, Senior High School students are expected to be able to master four language skills; they are listening, reading, writing and speaking.² Listening and reading are regarded as receptive skill while writing and speaking skill are considered to be productive skill.³

Speaking is one of the productive skills which asks the students to express their ideas into oral form. According to Skehan, “speaking as one of the productive skills is also endorsed by output theory which has been claimed to force syntactic processing, test hypotheses leading to inter language development, develop

automaticity, develop discourse skills and develop personal voice." In other words, speaking is seen as an interactive process of constructing meaning that involves producing and receiving information.

In teaching speaking, teachers often talk more than students. Students do not have much time to asking, disagreeing or even self-correcting. It means that students often response to what teacher asked rather than share what they thought or ask what they do not understand. It can be caused by their low confidence to practice the language directly with other people. This problem happened because students are afraid of making mistakes while they are talking to their teacher.

Furthermore, the class size in Indonesia is large. It is consists of 40 students in a class which can cause the students have few opportunity to share their ideas. These problems were found when the writer observed second grade students at SMAN 4 Kota Tangerang Selatan. The allocation of studying English is about 90 minutes in every meeting. This allocation must be enough for delivering the materials and practicing the materials. However, this allocation time mostly do not enough for students to practice their speaking one by one because there are 40 students in a class.

In addition, students also have a low motivation or willingness to communicate in the discussion. Haynes reported that students have a lot of ideas but they keep silence because they are not interested to start talking. These problems arise because teachers get difficulties in creating the situation which can attract students’ enthusiasm to speak.

In this case, the role of the teacher becomes very important to overcome the problems above. The development of students speaking skills depends on how teacher create fun learning which it can make students enthusiastically participate in

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the class discussion. McDonough and Shaw also argue that teachers need to be aware that motivation is consideration in determining whether or not students are willing to communicate. Thus, the teacher should be able to choose the appropriate method, teaching aids or technique in order to make learning process more interesting.

Nowadays, there are a lot of techniques and methods which can facilitate teachers to create teaching speaking more interesting. One of them is Philosophical Based Language Teaching approach. This approach is developed by Shahini and Riazi which able to make students active in the class. This approach will force students to contribute their ideas in a discussion by giving them some philosophical questions like ‘what is good/ bad/ beauty/ justice/ death/ love/ God/ truth/ mind?.

The process of philosophical exploration in this discussion encourages students to take deep responsibility for their own learning process and to develop as independent and self-correcting learners. Haynes believes that a philosophical question have a high contribution to increase students motivation to talk. In addition, it will also challenge the students to think more deeply so they can actively take a part in the discussion. It engages students in a search for meaning and enriches their understanding of different concepts. It strengthens thinking and reasoning skills in students. Thus, students can be taught to philosophize to become social thinkers in the future.

Based on the explanation above, this study is intended to discuss about The Effect of Using Philosophical Question on Students’ Speaking Ability (A Pre-experimental Study at Second Grade Students of SMAN 4 Kota Tangerang Selatan)

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B. Identification of the Problem

Based on the explanation of background of the study, there are some problems which can be identified, such as:

1. The students’ talk is hijacked by the teacher. Students have no much time to talk in the class;
2. The students have low motivation to participate in a discussion;
3. The big class size contribute to the limitation of students’ opportunity to share their ideas;
4. Most teachers have not been able to create an atmosphere of learning interesting and fun.

C. Limitation of the Problem

The problem limitation of this study was limited on the using philosophical question on students’ speaking ability at second grade students of SMA N 4 Kota Tangerang Selatan.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem of the study could be formulated as follows:

“Was there any significant effect of using philosophical question on students’ speaking ability?”

E. Objective of the Study

The objective of the study was to get empirical evidence about the effect of using philosophical question on students’ speaking ability at the second grade students of SMA Negeri 4 Kota Tangerang Selatan.
F. Significance of the Study

There are several significances of this study. First, the result of this study hopefully can give information for the English teachers about using philosophical question in teaching speaking. The study is expected to be useful input for students to encourage them to improve their speaking ability and willingness to communicate. Furthermore, this study may also be a reference for the next researcher who wants to do a further research related to teaching speaking, especially by using philosophical question. The last, the writer expects that this study will be useful for the writer itself, so it will broaden her knowledge in teaching speaking.
CHAPTER II
THEORETICAL FRAMEWORK

A. Speaking

In this study, the term speaking is one of the four skills related to language teaching and learning. As a language skill, speaking is sometimes underrated or, in other word, taken for granted. In teaching English, most teachers have been concerned with the teaching of written language. This language is characterized by well-formed sentences that are integrated into highly structured paragraphs.\(^1\) In fact, speaking is also important for students. In order to know how important speaking is, we need to know the nature of speaking itself.

1. The Definition of Speaking

Some language learning experts have tried to define speaking in their own way. Thus, the writer chooses several definitions of speaking to be discussed in this chapter.

First, McDonough and Shaw stated that speaking involves students to produce utterances in communicative purpose such as expressing ideas and opinion, negotiating and establishing social relationship.\(^2\) In other words, speaking is an essential medium for people to express their ideas to achieve their purposes by using some appropriate expressions in English.

Another expert, Richards said that speaking is the verbal use of language and a medium through which human beings communicate with each other.\(^3\) It is the most demanding skill that people need to communicate in everyday situation. We must make ourselves understood by the people we are speaking with, and this is not an

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easy task—especially at the beginning and intermediate levels. Furthermore, we must be able to pass ideas long smoothly and correct our self immediately when we made mistakes.

According to Skehan, “speaking as one of the productive skills is also endorsed by output theory which has been claimed to force syntactic processing, test hypotheses leading to inter language development, develop automaticity, develop discourse skills and develop personal voice.” ⁴ In other words, speaking is seen as an interactive process of constructing meaning that involves producing and receiving information in order to get the particular end between speaker and listener.

Based on Oxford Dictionary, speaking is simply concerning putting ideas into words to make other people grasp the message that is conveyed. ⁵ When people communicate with others, speaker will use some utterances in order to tell their purpose to the listener. The speaker should be able to transform their ideas into words and make sure the listener understand what he is talking about.

Speaking is also depending on the context speaking being used. People learn language because they want to apply language in specific purpose. ⁶ For example, speaking between students is about the assignments, score and everyday situation at school. It is different if speaking used by air traffic controllers. They often speak in English to guide aircraft through the skies. It is also different with speaking used by fisherman because they often speak about the boats, weather and fish harvest among fisherman.

In summary, speaking is the ability to express something in a spoken language. It is the action of providing information or expressing one’s feeling in speech. Speaking activities commonly involves communicative conversation between the speaker, who

delivers a massage, and the listener, who receives it. There is an information gap between what speaker said and what listener received when they are talking. Both of them should be able to comprehend the information given in order to achieve communicative end. This means that students not only should have knowledge of target language forms and functions, but also knowledge of the interaction between the speaker and listener in order their meaning are made clear.

2. The forms of Speaking

According to Debora Blaz, speaking takes one of following forms:

a. Conversation/Discussion
b. Description
c. Memorized Speech
d. Oral Reports
e. Interviews

Moreover, Brown and Yule also give detail form of speaking which is frequently use by speaker. These are:

a. Incomplete sentences
b. Very little subordination (subordinate clause etc.)
c. Very few passives
d. Not many explicit logical connectors (moreover, however)
e. Topic comment structure (as in ‘the sun – oh look it’s going down’).
f. Replacing/refining expression (e.g. ‘this fellow this chap she was supposed to meet’)
g. Frequent reference to things outside the ‘text’, such as the weather, for example.

This kind of referencing is called ‘exophoric’

h. The use of generalized vocabulary (thing, nice stuff, place, a lot of)
i. Repetition of the same syntactic form

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3. The Aim of Speaking

Speaking task should be able to encourage students to achieve one’s communicative goal. Speaking activities, furthermore, should be able to help students use target language. According to Nunan, teaching speaking is the way the teacher to make language learners produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments and use the language quickly and confidently with few unnatural pauses.

Moreover, speaking has three general speaking communicative goals; to entertain, persuade, and inform. The first goal is to entertain; speeches which focus to engage, interest, amuse, or please listeners. For instance, presenting a toast at your friend’s wedding or giving a short speech before dinner. Another general purpose is to persuade; a speech that contains information about issues and solutions, or motivating people to action. Informative speech is a speech that has or includes humor or interesting comments to entertain the listeners. This means to give listeners aware of a new way of thinking about a familiar topic.

From those aims of speaking, the writer agrees that the goal of speaking is to achieve communicative ends. Thus, students learn how to speak and get opportunity to speak in language classroom. Students are being able to speak a language not only as knowing the language but because they know how to speak the language.

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4. The Elements of Speaking

Oral communication can be maintained by having some components as follow:

a. Pronunciation.

Pronunciation is “the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. This comprises the production and perception of segmental sounds of stressed and unstressed syllables and of the speech melody or intonation”.Without a good pronunciation, listeners cannot understand what another person says and this will make the communication process more difficult. Therefore, pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community.

b. Grammar

Grammatical system is rule-based of a language. We will not be able to say the language without knowing the pattern of the language itself. Since knowledge of grammar is essential for language learner, it is clear that students need some knowledge of these rules to be able to speak correctly. Students should learn grammar such as modals, modifiers, prepositions, clauses and other grammatical features.

c. Vocabulary

Vocabulary is one of important elements in teaching and learning speaking. It is important for language learners to choose appropriate words in certain situations in order to make their speaking meaningful. For instance, when people want to describe their feeling about something, they have to be able to find a word which reflects their feeling. Therefore, students need to understand the

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importance of meaning in context and the facts about word formation and how to twist words to fit different grammatical contexts.

d. Fluency

Fluency is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation markers. ¹³ It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation. Fluency cannot be separate with accuracy. Accuracy refers to the mastery of phonology elements, grammar and discourse. It also refers to the linguistic competence that deals with the correction of the utterances to get a correct communication. Speaking accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation.

e. Comprehension

The last speaking element is comprehension. Comprehension means the understanding and the interpretation of what is said. Comprehension seeks students thinking ability to understand the information accurately. It is in line that speaking can only be successful when people understand messages in the target language.¹⁴

In conclusion, pronunciation, grammar, vocabulary, fluency, and comprehension are the important and complementary components in the development of students’ speaking skill. These elements support each other to gain the goal of speaking.

5. The Characteristic of a Successful Speaking Activity

There are four characteristics of good speaking activity based on Penny Ur.\(^{15}\) First, students talk a lot. It means that the students are asked to participate in the learning process. However, the students’ talk should be fair, not dominated by one or two talkative students – all students get a chance to speak. Students’ motivation to speak is one reason of successful speaking activity. Language learners who lack of motivation to participate successfully in oral discussion often listen in silence while others do the talking. One way to encourage such learners is to help them build up some minimal responses that they can use in different types of exchanges. Next, students are willing to communicate because they are interested with the topic given. If they are interested, they will have something to say in front of the class. This is also in line that students’ want to take a part in the discussion in order to achieve task objective. The last characteristic is acceptable language level. Students express their ideas in spoken language that is easily to comprehend by others participants.

Moreover, Nunan points out successful oral communication involve developing:

a. The ability to articulate phonological features of the language comprehensibly;
b. Mastery of stress, rhythm, intonation patterns;
c. An acceptable degree of fluency;
d. Transactional and interpersonal skills;
e. Skills in taking short and long speaking turns;
f. Skills in the management of interaction;
g. Skills in negotiating meaning;
h. Conversational listening skills (successful conversation need good listeners as well as good speakers);

i. Skill in knowing about and negotiating purposes for conversations;

\(^{15}\) Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 120.
j. Using appropriate conversational formulate and fillers. 

6. The Types of Speaking Activity

In recent study, teaching materials concerned in designing activity that focus on tasks mediated through language or that involve the negotiating and sharing of information by the participants. It means that students should be provided with the opportunity to use language they know in meaningful activities which attract their motivation to talk. Thus, teachers need to be creative in designing their teaching process, such as in preparing the materials, lesson plan and choosing the right technique. In English Foreign Language (EFL) classroom, there are several activities that can be applied by the teachers.

A communication game, for examples, is one of speaking activities that useful for students to practice their English. Games-based activities can promotes several speaking activities such as describing, predicting, asking for feedback, through activities such as filling questionnaires and guessing unknown information. Students are expected to have communicative interaction between his partners in order to complete their task. Even though this is a hard task, students will enjoy finishing their task and practicing their language.

Another activity is problem solving. In everyday communication, spoken activity takes place because there is some sort of information gap between the participants. In order to solve this problem, students must reduce or eliminate the information gap. By doing this activity, students can help themselves expand their knowledge of the language. Then, students can use speaking to learn.

Furthermore, Simulation/role-play is also activity that promotes speaking skills. Role play is a way to get students to use language in different social contexts.

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The material can be written to get students to express ideas, to present and defend perspective and to evaluate argument.\textsuperscript{17}

Brown, however, listed several types of classroom speaking activity in this following form:

a. Imitative

Students practice an intonation or try to identify a certain vowel sound. The elements of language form are the focus of this activity.

b. Intensive

This is speaking performance that is designed to practice some phonological or grammatical aspects of language. It is usually done in individual or even in pairs.

c. Responsive

It means that students practice their language by answering some questions. This activity use simple utterances which can be meaningful and authentic.

d. Transactional (dialogue)

Transactional dialogue seeks for the purpose of getting or exchanging specific information. It is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue seeks for the purpose of maintaining social relationships than for the transmission of facts and information. Students are usually asked to have a dialogue about their feeling.

f. Extensive (monologue)

Students are asked to give extended monologues in the form of oral reports, summaries, or speeches.

g. Other interactive techniques

These include interviews, games, jigsaw, problem-solving activities, role-play and discussion.\(^\text{18}\)

B. Teaching Speaking

One of the main concerns of language teachers is how to help language learners to develop their language proficiency. In this regard, speaking proficiency has received the greatest attention among both the language teachers as well as the language learners. This is because speaking is an essential part of the language learning process. Despite its importance, today language classes particularly are focus on the language system. Teaching vocabulary and grammar seem to earn more attention than the skills needed to use this vocabulary and grammar. Teaching speaking has been underrated and most language teachers have sustained to teach speaking just as a repetition of drills or memorization of speeches.

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is one correct answer. The aim of these activities is to promote students to ask and answer the question. In contrast, the major goal of teaching speaking skill is communicative efficiency using the target language.\(^\text{19}\) Language learners should be able to make themselves understood by using their current proficiency. In other words, a success of language teaching and learning is measured in terms of the ability to speak using the target language. Language learners should focus on the meaning of what they are saying rather than on the particular language structure.\(^\text{20}\)

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Thus, teaching speaking should encourage and emphasis on practice as a way of developing communicative skills. The teacher should give speaking activities that encourage students to speak as natural as possible. Teachers should take a part as a facilitator who guides them to keep talking with their friends. In fact, if the right activities are taught in the right way, speaking in class can be fun. This can also raise language learners’ motivation.

C. Philosophical Question
1. The Nature of Philosophical Question

Philosophical question in this study is meant as the practice of philosophy by means of oral communication. It is a question that does not ask for facts, but inquires into meaning of concept that we usually think. Furthermore, philosophical question do not call for correct answer; they refer to problems that cannot be solved by calculation. To answer such questions, people have to consider her or his own depth of thought.

According to Shahini and Riazi, the essence of philosophical question is effective to teach productive skills such as speaking and writing and also to teach thinking skills in students.\(^\text{21}\) Philosophical question, however, encourage students to think deeply about the world around them and to discuss their understanding of the concept and reason for an understanding.

Moreover, observation by Van der Leew shows that philosophical questions attract students’ motivation to participate in class discussion. It also showed those students’ word range and talk increasing when philosophical questions rose in the discussion.\(^\text{22}\) In the end, students not only blindly accept or memorize what they get from the teacher but they will also know how to think critically and share their ideas fluently.


2. **The Purpose of Philosophical Question**
   
   The aims of philosophical question to foreign language (FL) instruction are:
   a. The enhancement of thinking ability through FL instruction
   b. The improvement of FL proficiency, especially productive skills, through philosophical discussion

3. **The Framework of Philosophical Question**
   
   The framework includes:
   a. The presentation of stimulus (reading text) to make an open-minded issue, concept, idea or situation
   b. The formulation of philosophical question by the students to arise an issue to be discussed
   c. The selection of a single question for the whole group to explore through discussion guided by the facilitator

   Philosophical question, furthermore, provides two effective ways to promote critical thinking in the classroom:
   a. **Community of enquiry**

   In the community of enquiry, students work together to generate ideas to answer their own question about the philosophical issue in the material. It means that the answer of this philosophical question is not individual creation, but they have to make a rational answer which can be accepted by others students.\(^{23}\)

   b. **Philosophical discussion**

   The process of using philosophical exploration in the discussion will engage students to take increased responsibility for their own learning process, to develop their skills as independent and self-correcting learners.

Lipman claims that this philosophical discussion will improve students’ ability in:

“cognitive skills, making distinctions, seeing connection, identifying fallacies, finding analogies/disanalogies, seeing boarder perspectives, formulating and testing criteria, sticking to the point, open mindedness, being willing to offer and accept criticism, valuing reasonableness, increasing tolerance against opposing ideas, drawing inferences, etc.”

4. The Procedure for Running Philosophical Question in the Classroom

Teaching learning started with students reading a text not even practiced before. After students reading the text, the students are asked by the teacher to make one or two philosophical questions individually or in pairs. These questions, however, should be in line with reading material given. Each student then read his/her questions to the whole class and the most interesting one is selected by the students will be discussed. In order not to lose their train of thoughts, students will be allowed to code switch when necessary while discussing the issues.

During oral discussion, the teacher takes some personal notes: writes down the main points discussed, the important words used, and translates the difficult words used by students. At the end of the discussion and while students have a break, the teacher divides the board into two halves and outlines the main points raised under one column and places the important words and those translated into English. After that, the instructor gives conclusion to what students have learned. Each class session lasts for an hour and a half with the following time allocation: reading the text and making question: 20 minutes and oral discussion: 50 minutes, writing and conclusion: 20 minutes.


The role of the teacher in PBLT is as a facilitator and instructor. She/he should be able to make students keep on track while doing group discussing. They also should help students to clarify and formulate their ideas and to use appropriate dialogues and interaction. According to Gregory, teachers can handle the class by asking the following questions:

**For ‘clarity’:**
- Do you mean that.....?
- By.... do you mean....or....or maybe something else?
- When you say.... are you supposing/assuming that...?

**For “exploring disagreement”:**
- Why do you think you are right?
- What makes you think she is wrong?
- Can you justify your answer?
- Can you think of a better reason?

**For ‘considering alternatives’:**
- Does anyone have different idea?
- How else could we look at this?

**For ‘appealing to criteria’:**
- According to what criteria do you say that?

**For “jumping to a conclusion”:**
- Can we be certain that just because of so-and-so, it must be the case that such and-such?

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D. Previous Relevant Study

There are some previous studies that can be reference for the writer research. The first relevant study was done by by Shahini Gholamhossein and A. Mehdi Riazi in 2011. The title of the study is ”A PBLT Approach to the Teaching ESL Speaking,

Writing, and Thinking Skills”. The aim of the study is to introduce Philosophical Based Language Teaching (PBLT) as a new approach to teach productive skills. The approach involves using philosophical questions and engaging students in dialogues within a community of enquiry context. The writer used experimental research as their method to conduct this research. The participants of this research are 34 university students from one of the major universities in Iran – Engineering, Sciences, and Humanities. They were randomly assigned to two groups: one experimental (PBLT) and the other control (conventional). Results revealed that there was a significant difference between the two groups. Students in the experimental group outperforming those in the control group on both speaking and writing tasks.27

The second previous study was conducted by Shahini Gholamhossein and Samani Siamak from Department of Foreign languages and Linguistics, Shiraz University and Islamic Azad University in 2012. The title of the study is “The development of L2 speaking skill and the related components: Insight from philosophical questions.” The objective of this study is to find out if philosophical questions and dialogs effective or not to teach and develop speaking skill. The writer conducted the research as quantitative method. 34 Iranian students were randomly assigned into two groups of experimental and control. There were 10 female and 7 male in experimental group and 9 female and 8 male in control group. The experimental group was taught by using PBLT approach and the control group was taught by conventional teaching. The results revealed that the students in experimental group superseded those in control group on speaking skill and all its related components except one (accuracy). The gain score of experimental group is 22.17 and control group is 11.70 shows that PBLT approach promotes better way to develop students’ speaking skill.28

The third previous study was done by Hemmati and Hoomanfard in 2014. The title of the study is “Effect of Philosophy-Based Language Teaching on EFL Learners’ Speaking Ability and Their Willingness to Communicate”. The study aimed to investigate the use of philosophical question could affect students’ speaking skills, willingness to talk and amount of learner talk in an EFL context. Experimental method was used by the writer to conduct this research. The participants of this research were students of English language literature in a university in Iran. 34 intermediate and upper-intermediate university students are divided into experiment (12 female and 6 male) and control group (10 female and 6 male). This study revealed that philosophical question affect students’ speaking skills, the amount of talk and willingness to communicate in the classroom.

Based on the three previous studies, there are similarity and difference that can be found. The three previous studies used quantitative as a method of the study. Moreover, they also used philosophical question to teach speaking, writing and thinking skill. However, the difference of this study is the writer used pre-experimental study as the design of the study. The writer took one class as an experimental class which taught by using philosophical question. Furthermore, the sample of this study was different from the previous studies. The previous studies used university students while in this study the writer used high school students as the sample.

E. Thinking Framework

Speaking is one of important skill in language learning. Speaking is seen as an interactive process of constructing meaning that involves producing and receiving information in order to get the particular end between speaker and listener. The purpose of teaching speaking is to help students to use the target language. Language

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learners should be to use their language proficiency in social interaction. Language learners should focus on the meaning of what they are saying rather than on the particular language structure.

In contrast, most students think that speaking is difficult because they are accustomed to use their native language in everyday situation. They get difficulties in understanding what others say and delivering what they have in mind. The students are afraid of making mistakes; in fact practicing is the best way to improve their speaking ability. Thus, teaching speaking should encourage and emphasis on practice as a way of developing communicative skills. The teacher should give speaking activities that encourage students to speak as natural as possible.

Based on this study, the writer would like to use philosophical question to teach students’ speaking ability at second grade students of SMA Negeri 4 Kota Tangerang Selatan in order to encourage them to speak English fluently. Philosophical questions can be alternative for the teacher to attract students’ motivation to participate in class discussion. Students work together to generate ideas to answer their own question about the philosophical issue in the material.

Based on the exploration above, it can be assumed that there is a significant effect of using philosophical question on students’ speaking ability at the second grade students of SMA Negeri 4 Kota Tangerang Selatan.

F. The Hypothesis of the Study

Based on the theory above, there are two kinds of hypothesis which can be estimated here, those are:

\( H_a \) : There is a significant effect of using philosophical question on students speaking ability.

\( H_0 \) : There is no significant effect of using philosophical question on students speaking ability.
From the basic problem of the study and theoretical framework which have been started, the writer draws the hypothesis of the study which can be started as follows:

“There is a significant effect of using philosophical question on students speaking ability at the second grade students of SMA Negeri 4 Kota Tangerang Selatan”.
CHAPTER III
RESEARCH METHODOLOGY

A. The Place and Time of the Study

This study took place at SMA Negeri 4 Kota Tangerang Selatan which is located at Jl. WR. Supratman Komp. Pertamina, Pondok Ranji, Ciputat Timur, Kota Tangerang Selatan. It was conducted on the first semester (2015/2016 academic year).

The writer conducted this research in four weeks. It began on July 27th 2015 and ended August 21st 2015. In the first week, the writer did the permission to the school’s head master and observed the teaching learning process. After that on the second until fourth week the writer gave pre-test, treatment and post-test.

B. Method and Research Design

This research was a quantitative study in terms of gathering and evaluating data. According to Creswell, a quantitative method is a method which the investigation focus on the use of postpositive statement for developing knowledge, the use of enquiry strategies such as experiment, surveys, and collect data on predetermined instruments to get specific statistics data.  

Furthermore, Sugiyono also stated that quantitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic, picture, analyzes words, reports detailed views of informants and conducts the study in a natural setting. Thus, this study was conducted to get empirical evidence about the effect of

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using philosophical question on students’ speaking ability through administering pre-test and post-test to get the scores and to have statistics data.

In this study, the writer applied pre-experimental research as the design. Pre-experimental study is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study of participants. Pre-experiment is the research that only has an experiment group.\(^3\) The pre–experimental design can be figured as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>(O_1)</td>
<td>(X)</td>
<td>(O_2)</td>
</tr>
</tbody>
</table>

\(O = \) observation/measurement
\(X = \) treatment given to experimental group

C. Population and Sample

Population is a group of individuals who have the same characteristics, while sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalization about the target population.\(^4\)

The population of this study was all of students in second grade of SMAN 4 Kota Tangerang Selatan which consist of 392 students and are divided into ten classes, five classes for 11 IPA and five classes for 11 IPS. The writer took one class for the experiment class as the sample. The experiment class was 11 IPA 1 which consists of 33 students.

The sampling technique that the writer used is purposive sampling because it was the recommendation from the English teacher of SMAN 4 Kota Tangerang Selatan. It is because the class was consists of 33 students that suit to do speaking experiment.

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\(^4\) *Ibid*, p. 177.
D. Variable of the Study

According to James Dean, variable is a characteristic of an individual or an organization that researchers can measure or observe and varies among individuals or organization studied. It can be divided into two, independent and dependent variable. Independent variable means the variable that affects the dependent variable. It also called as free variable. Meanwhile, dependent variable is the variable that influenced by the independent. In this research, the writer decided that the independent variable was philosophical question and the dependent variable was students’ speaking ability.

E. Research Instrument

This study used a pre-experimental research which only has one class which is to be the experiment class. In quantitative research, instrument is a tool to measure the variable in the study and to measure the quantitative data. The data were collected for answering the research question. The instrument of this study was speaking test that has been conducted as pre-test and post-test.

In order to assign score of the students, the pre-test and post-test has been conducted to get empirical evidence about the effect of using philosophical question on students’ speaking ability. This test conducted to analyze whether or not there is the significance differences on students’ speaking score before and after implementing philosophical question. The test was about expressing one’s opinion about a particular topic in a group discussion proposed by Level 4 CCSE as follow in Table 3.1 and Table 3.2.

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**Table 3.1**

**Instrument of the Study for Pre Test**

**Instruction**

- You have 5 minutes to read the task and **think** about what you want to say.
- If there is anything which you don’t understand, please ask the teacher who is with you. **Don’t start talking with your group yet.**
- You can make a few notes if you want to.
- After this 5 minutes preparation time, you will discuss about the subject with your group. Your teacher will listen and your speaking will be examined.

**Task**

**Mobile Phone**

Whether you **have a mobile phone or not**, many people have opinions about them.

Look at the statements below. Cross ( X ) the ones you agree with.

- [ ] “I hate it when phones ring at the theatre or cinema.”
- [ ] “If you have a mobile phone you never feel alone.”
- [ ] “It’s really dangerous to drive and phone at the same time.”
- [ ] “I feel safer with a mobile phone.”
- [ ] “I hate them – people look stupid walking around talking on the phone.”

1. Exchange your ideas about mobile phone with your group. Talk about the reason why people have them.
2. What advantages do they have over conventional phones? Are there any disadvantages?
3. In what ways, for better or worse, is technology changing how we communicate with each other?
**Table 3.2**

*Instrument of the Study for Post Test*

<table>
<thead>
<tr>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have 5 minutes to read the task and <strong>think</strong> about what you want to say.</td>
</tr>
<tr>
<td>If there is anything which you don’t understand, please ask the teacher who is with you.</td>
</tr>
<tr>
<td>You can make a few notes if you want to.</td>
</tr>
<tr>
<td>After this 5 minutes preparation time, you will talk about the subject with a teacher. Your speaking will be examined.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What makes a good friend?</strong></td>
</tr>
</tbody>
</table>

**You are going to talk to the teacher about what you value in your friends.**

Look at the suggestions below:

- Kindness
- Honesty
- Fun to be with
- Support
- Shared interests
- A ‘shoulder to cry on’
- Other.....

1. Do you think it’s better to have one/two really close friends, or a wider circle of less close friends?
2. What are the qualities in yourself that you think your friends value?
3. There is an English saying, ‘Blood is thicker than water’, meaning that family relationships are more important/reliable than relationships with friends. Do you agree with this?
In determining the score, furthermore, the writer used oral rating scale proposed by David P. Harris. The scoring rubric of the test provided a measure of quality of performance on the basis of five criteria: pronunciation, grammatical accuracy, vocabulary, fluency and comprehension.

**Table 3.3**

**Five Components of Grading Speaking Scale**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Description of Indicator</th>
<th>Score</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>✠ Have few traces of foreign accent.</td>
<td>5</td>
<td>(95-100)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✠ Always intelligible, though one is conscious of a definite accent.</td>
<td>4</td>
<td>(85-94)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✠ Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.</td>
<td>3</td>
<td>(75-84)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✠ Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.</td>
<td>2</td>
<td>(65-74)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✠ Pronunciation problems to severe as to make speech virtually unintelligible.</td>
<td>1</td>
<td>(below 65)</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>✠ Makes few (if any) noticeable errors of grammar or word order</td>
<td>5</td>
<td>(95-100)</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Description of Indicator</th>
<th>Score</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Grammar</td>
<td>❖ Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning.</td>
<td>4</td>
<td>(85-94)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Makes frequent errors of grammar and word order which occasionally obscure meaning.</td>
<td>3</td>
<td>(75-84)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Grammar and word order errors make comprehension difficult. Most often rephrase sentences and/or restrict him to basic pattern.</td>
<td>2</td>
<td>(65-74)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Errors in grammar and word order to severe as to make speech virtually unintelligible.</td>
<td>1</td>
<td>(below 65)</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>❖ Use vocabulary and idioms is virtually that of a native speaker.</td>
<td>5</td>
<td>(95-100)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</td>
<td>4</td>
<td>(85-94)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</td>
<td>3</td>
<td>(75-84)</td>
</tr>
<tr>
<td>No</td>
<td>Aspects</td>
<td>Description of Indicators</td>
<td>Score</td>
<td>Range</td>
</tr>
<tr>
<td>----</td>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>✤ Misuse of words and very limited vocabulary make comprehension quite difficult.</td>
<td>2</td>
<td>(65-74)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✤ Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
<td>1</td>
<td>(below 65)</td>
</tr>
<tr>
<td>4</td>
<td>Fluency</td>
<td>✤ Speech as fluent and effortless as that of a native speaker.</td>
<td>5</td>
<td>(95-100)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✤ Speed of speech seems to be slightly affected by language problems.</td>
<td>4</td>
<td>(85-94)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✤ Speed and fluency are rather than strongly affected by language problems.</td>
<td>3</td>
<td>(75-84)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✤ Usually hesitant; often force into silence by language limitations.</td>
<td>2</td>
<td>(65-74)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✤ Speech is so halting and fragmentary as to make conversation virtually impossible.</td>
<td>1</td>
<td>(below 65)</td>
</tr>
<tr>
<td>5</td>
<td>Comprehension</td>
<td>✤ Appears to understand everything without difficulty.</td>
<td>5</td>
<td>(95-100)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✤ Understands nearly everything at normal speed, although occasional repetition.</td>
<td>4</td>
<td>(85-94)</td>
</tr>
<tr>
<td>No</td>
<td>Aspects</td>
<td>Description of Indicators</td>
<td>Score</td>
<td>Score Range</td>
</tr>
<tr>
<td>----</td>
<td>---------</td>
<td>----------------------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 5  | Comprehension | ✤ Understands most of what is said at slower-than-normal speed with repetitions.  
      ✤ Has great difficulty following what is said. Can comprehend only ‘social conversation’ spoken slowly and with frequent repetitions.  
      ✤ Cannot be said to understand even simple conversational English. | 3 | (75-84) |
|     |         |                            | 2 | (65-74) |
|     |         |                            | 1 | (below 65) |

**F. Technique of Data Collecting**

There were some steps in collecting the data for this study. It was including of pre-test and post-test. The pre-test and post-test were given to the students of experimental class. The pre-test was given at the beginning of the meeting before the treatment. Moreover, the post-test was given to the students after four-time treatments were done. Furthermore, the score of the post test was compared with the pre-test before. Then, those two scores were used as numerical data to measure the effect of using philosophical question on students’ speaking ability.

**G. Techniques of Data Analysis**

The writer analyzed the data of students’ oral test. In analyzing the data from pre-test and post-test of the experimental class, the writer used the statistical formulation of t-test with the significance degree 5%. Then the result of the calculation will show the effect of using philosophical question on students’ speaking ability.
Here are the following steps in order to analyze the data:\(^9\)

a. Determining mean of variables with the formula:
\[ M_D = \frac{\sum D}{N} \]

b. Determining standard deviation score of variables with the formula:
\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

c. Determining standard error mean of variables with the formula:
\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

de. Determining \( t_0 \)
\[ t_0 = \frac{MD}{SEMD} \]

e. Determining degrees of freedom
\[ df = N-1 \]

**H. Statistical Hypothesis**

After gaining the \( t_0 \), the writer compares \( t_0 \) and \( t_{table} \). Testing hypothesis uses criteria with significance degree 0.05. The conclusion gained as follow:

- If \( t_0 < t_{t0} \), the \( H_0 \) is accepted.
- If \( t_0 > t_{t0} \), the \( H_0 \) is rejected or \( Ha \) is accepted.

\( Ha \) : There is a significant effect of using philosophical question on students speaking ability.

\( H_0 \) : There is no significant effect of using philosophical question on students speaking ability.

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CHAPTER IV
RESEARCH FINDING AND INTERPRETATION

A. Research Finding
1. Description of Data

This chapter focuses with the presentation of the results of the test given to the sample, the students of SMAN 4 Kota Tangerang Selatan. The result was used to get empirical evidence about the effect of using philosophical question on students’ speaking ability at second grade students of SMAN 4 Kota Tangerang Selatan in 2015/2016 academic year. The result of the study is presented as the data description based on the result of the test. The result of the data analysis obtained through oral test.

a. The Score of Pre-test

The data of this part were collected from students’ pre-test score which was conducted before the writer implemented the philosophical question. The data is presented in the table 4.1 below.

Table 4.1
Students’ Speaking Score before Implementing Philosophical Question

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Pre-test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>77.2</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>77</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>71.8</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>70.4</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>80.6</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>72.6</td>
</tr>
</tbody>
</table>
The data showed the score of 33 students in XI IPA 1, the mean of pre-test gained is 73.44. The minimum score in the pre-test is 68.2 and the maximum score is 80.2. However, based on the interview with the teacher, the standard minimum score for English subject is 75. It means that students’ score still below the standard minimum score.

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Pre-Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Student 10</td>
<td>78.8</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>68.6</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>70.8</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>71.6</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>71.2</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>70.4</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>68.2</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>68.4</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>75.2</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>73</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>73.2</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>74.2</td>
</tr>
<tr>
<td>23</td>
<td>Student 23</td>
<td>72.6</td>
</tr>
<tr>
<td>24</td>
<td>Student 24</td>
<td>73</td>
</tr>
<tr>
<td>25</td>
<td>Student 25</td>
<td>73</td>
</tr>
<tr>
<td>26</td>
<td>Student 26</td>
<td>73.4</td>
</tr>
<tr>
<td>27</td>
<td>Student 27</td>
<td>78.8</td>
</tr>
<tr>
<td>28</td>
<td>Student 28</td>
<td>75.6</td>
</tr>
<tr>
<td>29</td>
<td>Student 29</td>
<td>72.4</td>
</tr>
<tr>
<td>30</td>
<td>Student 30</td>
<td>73.6</td>
</tr>
<tr>
<td>31</td>
<td>Student 31</td>
<td>76.2</td>
</tr>
<tr>
<td>32</td>
<td>Student 32</td>
<td>75.8</td>
</tr>
<tr>
<td>33</td>
<td>Student 33</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Average Score</td>
<td>73.44</td>
</tr>
</tbody>
</table>

\[ \sum \text{Pre-Test Score} = 2423.6 \]
b. The score of Post-test

The data of this part were collected from students’ post-test score which was conducted after the writer implemented the philosophical question. The data is presented in the Table 4.2 below.

**Table 4.2**

**Students’ Speaking Score after Implementing Philosophical Question**

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Pre-test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>81.4</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>86</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>80.4</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>79.2</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>78.2</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>77.4</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>79.2</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>76.8</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>75</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>78.6</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>75.6</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>79</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>75.2</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>73</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>78.2</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>80.8</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>78.4</td>
</tr>
<tr>
<td>23</td>
<td>Student 23</td>
<td>80.2</td>
</tr>
<tr>
<td>24</td>
<td>Student 24</td>
<td>81.4</td>
</tr>
<tr>
<td>25</td>
<td>Student 25</td>
<td>79.2</td>
</tr>
</tbody>
</table>
The data showed the score of 33 students in XI IPA 1, the sum score of the post-test is 2625 while the mean of post-test gained is 79.55. Furthermore, it can be seen that the minimum score of the post-test is 73 and the maximum score of the post-test is 90.

2. Analysis of Data

In this part, the calculation of data was used to analyze the hypothesis in order to get empirical evidence about the effect of using philosophical question on students’ speaking ability at second grade students of SMAN 4 Kota Tangerang Selatan in 2015/2016 academic year.

Based on the data collected from pre-test and post test of experimental class, the average scores of pre-test is 73.44 while the average scores of post-test is 79.55. Furthermore, the result calculation of pre-test and post-test is calculated by using t-test with level of significant 5% to decide significance difference of the result on students’ speaking score before and after implementing philosophical question. The calculation result can be seen in Table 4.3.
### Table 4.3
The Calculation Results of Students’ Pre-test and Post-test Score

<table>
<thead>
<tr>
<th>Participants</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained Score (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>77.2</td>
<td>80</td>
<td>2.8</td>
<td>7.84</td>
</tr>
<tr>
<td>Student 2</td>
<td>75</td>
<td>90</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>Student 3</td>
<td>77</td>
<td>81.4</td>
<td>4.4</td>
<td>19.36</td>
</tr>
<tr>
<td>Student 4</td>
<td>75</td>
<td>86</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>Student 5</td>
<td>70</td>
<td>80.4</td>
<td>10.4</td>
<td>108.16</td>
</tr>
<tr>
<td>Student 6</td>
<td>71.8</td>
<td>79.2</td>
<td>7.4</td>
<td>54.76</td>
</tr>
<tr>
<td>Student 7</td>
<td>70.4</td>
<td>78.2</td>
<td>7.8</td>
<td>60.84</td>
</tr>
<tr>
<td>Student 8</td>
<td>80.6</td>
<td>80</td>
<td>-0.6</td>
<td>0.36</td>
</tr>
<tr>
<td>Student 9</td>
<td>72.6</td>
<td>77.4</td>
<td>4.8</td>
<td>23.04</td>
</tr>
<tr>
<td>Student 10</td>
<td>78.8</td>
<td>79.2</td>
<td>0.4</td>
<td>0.16</td>
</tr>
<tr>
<td>Student 11</td>
<td>68.6</td>
<td>76.8</td>
<td>8.2</td>
<td>67.24</td>
</tr>
<tr>
<td>Student 12</td>
<td>70.8</td>
<td>75</td>
<td>4.2</td>
<td>17.64</td>
</tr>
<tr>
<td>Student 13</td>
<td>71.6</td>
<td>75</td>
<td>3.4</td>
<td>11.56</td>
</tr>
<tr>
<td>Student 14</td>
<td>71.2</td>
<td>78.6</td>
<td>7.4</td>
<td>54.76</td>
</tr>
<tr>
<td>Student 15</td>
<td>70</td>
<td>75.6</td>
<td>5.6</td>
<td>31.36</td>
</tr>
<tr>
<td>Student 16</td>
<td>70.4</td>
<td>79</td>
<td>8.6</td>
<td>73.96</td>
</tr>
<tr>
<td>Student 17</td>
<td>68.2</td>
<td>75.2</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>Student 18</td>
<td>68.4</td>
<td>73</td>
<td>4.6</td>
<td>21.16</td>
</tr>
<tr>
<td>Student 19</td>
<td>75.2</td>
<td>78.2</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Student 20</td>
<td>73</td>
<td>80</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>Student 21</td>
<td>73.2</td>
<td>80.8</td>
<td>7.6</td>
<td>57.76</td>
</tr>
<tr>
<td>Student 22</td>
<td>74.2</td>
<td>78.4</td>
<td>4.2</td>
<td>17.64</td>
</tr>
<tr>
<td>Student 23</td>
<td>72.6</td>
<td>80.2</td>
<td>7.6</td>
<td>57.76</td>
</tr>
<tr>
<td>Participants</td>
<td>Pre-test Score</td>
<td>Post-test Score</td>
<td>Gained Score (D)</td>
<td>D²</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
<td>----------------</td>
<td>------------------</td>
<td>----</td>
</tr>
<tr>
<td>Student 24</td>
<td>73</td>
<td>81.4</td>
<td>8.4</td>
<td>70.56</td>
</tr>
<tr>
<td>Student 25</td>
<td>73</td>
<td>79.2</td>
<td>6.2</td>
<td>38.44</td>
</tr>
<tr>
<td>Student 26</td>
<td>73.4</td>
<td>82</td>
<td>8.6</td>
<td>73.96</td>
</tr>
<tr>
<td>Student 27</td>
<td>78.8</td>
<td>86.6</td>
<td>7.8</td>
<td>60.84</td>
</tr>
<tr>
<td>Student 28</td>
<td>75.6</td>
<td>79.6</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Student 29</td>
<td>72.4</td>
<td>80.6</td>
<td>8.2</td>
<td>67.24</td>
</tr>
<tr>
<td>Student 30</td>
<td>73.6</td>
<td>77.2</td>
<td>3.6</td>
<td>12.96</td>
</tr>
<tr>
<td>Student 31</td>
<td>76.2</td>
<td>81.6</td>
<td>5.4</td>
<td>29.16</td>
</tr>
<tr>
<td>Student 32</td>
<td>75.8</td>
<td>79.2</td>
<td>3.4</td>
<td>11.56</td>
</tr>
<tr>
<td>Student 33</td>
<td>76</td>
<td>80</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Average</td>
<td>73.44</td>
<td>79.55</td>
<td>6.10</td>
<td>46.52</td>
</tr>
</tbody>
</table>

Based on the data showed in the table above, it can be seen that the minimum gained score is 0.6 and the maximum gained score is 15. Otherwise, the sum of gained score is 201.4 and the sum of squared gained score is 1535.08.

After finishing the calculation of the pre-test and post-test score, t-test formula was used to get empirical evidence about the effect of using philosophical question on students’ speaking ability. Before using the t-test formula, the writer has to seek the differences of mean variables, the standard deviation scores of variables and the standard error mean of variables. The formula as follow:

a. Determining mean of variables

\[
M_D = \frac{\sum D}{N}
\]

\[
M_D = \frac{201.4}{33}
\]

\[
M_D = 6.1
\]
b. Determining of standard deviation score of variables

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD_D = \sqrt{\frac{1535.08}{33} - \left(\frac{201.4}{33}\right)^2} \]

\[ SD_D = \sqrt{46.51 - (6.1)^2} \]

\[ SD_D = \sqrt{46.51 - 37.21} \]

\[ SD_D = 3.04 \]

c. Determining of standard error mean of variables

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\[ SE_{MD} = \frac{3.04}{\sqrt{33-1}} \]

\[ SE_{MD} = 0.53 \]

d. Determining \( t_0 \)

\[ t_0 = \frac{MD}{SE_{MD}} \]

\[ t_0 = \frac{6.1}{0.53} \]

\[ t_0 = 11.50 \]

e. Determining degrees of freedom

\[ df = N-1 \]

\[ df = 33-1 \]

\[ df = 32 \]

\[ t_{table} \rightarrow 5\% = 1.693 \]

It can be concluded that \( t_0 > t_{table} = 11.50 > 1.693 \)
3. **Testing of the Hypothesis**

The last calculation was testing the hypothesis. This is the important calculation to answer the problem formulation of this study that whether there is significant effect of using philosophical question on students’ on speaking ability or not. The criteria for hypothesis test as follow:

If $t_0 < t_\alpha$, the $H_0$ is accepted.

If $t_0 > t_\alpha$, the $H_0$ is rejected or $Ha$ is accepted.

Furthermore, based on the hypothesis that has been explained in Chapter II, which is:

$Ha$ : There is a significant effect of using philosophical question on students speaking ability.

$H_0$ : There is no significant effect of using philosophical question on students speaking ability.

According to the result of statistic calculation above, it is obtained the value of $t_0$ is 11.50 and the degree of freedom ($df$) is 1.693. By comparing the value of $t_0 = 11.50$ and $t_{table} = 1.693$, it is clear that $t_0$ is higher than $t_{table}$. Therefore, $H_0$ is rejected and $Ha$ is accepted. It can be concluded that there is a significant effect of using philosophical question on students speaking ability.

**B. Interpretation**

In the description of the data which was taken from 33 students of experimental class, Table 4.1 showed the description of the experimental class which had the mean of pre-test 73.44 before the implementation of philosophical question that was given as a treatment. Furthermore, after the students were given the implementation of philosophical question, the mean of post-test is 79.55 and the mean of gained score is 6.10. The minimum score in pre-test is 68.2 and the maximum score is 80. The minimum score in post-test is 73 and the maximum score is 90. In summary, the minimum and the maximum scores in post-test were higher than pre-test.
According to the result of statistic calculation, it is obtained the value of $t_0$ is 11.50 and the degree of freedom ($df$) is 1.693. In the table of significance, it can be seen that on the $df$ 32, and on the degree of significance 5%, the value of the degree of significance is 1.693. By comparing the value of $t_0 = 11.50$ and $t_{table} = 1.693$, it is clear that $t_0$ is higher than $t_{table}$.

Because $t_0$ is higher than $t_{table}$, so the Null Hypothesis ($H_0$) is rejected. It means that student’s speaking score taught by using philosophical question is better. It showed that there is a significant difference on students’ speaking score before and after implementing philosophical question. Thus, the result of the present study supports the ideas that there is a significant effect of using philosophical question on students speaking ability.

As a result, philosophical question promotes the learning process which facilitates students to speak with their friends fluently. Philosophical question makes students take a part in the class discussion and helps them to enhance tolerance among students rather than imposing ideas. Moreover, philosophical question also helps students to use the language productively although with some code-switching. It is in line with the theory from Van der Leew that philosophical questions can attract students’ motivation to participate in class discussion. It also showed those students’ word range and talk increasing when philosophical questions rose in the discussion.\(^1\) In the end, students not only blindly accept or memorize what they get from the teacher but they will also know how to think critically and share their ideas fluently.

Furthermore this study also supported the previous studies that philosophical question is found very helpful and effective to teach speaking. This study, however, proved that philosophical question not only can be implemented in university level but also effective to high school students.

Based on the interpretation above, it can be summed up that using philosophical question is effective to improve students’ speaking ability, especially to the second grade students at SMA Negeri 4 Kota Tangerang Selatan.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data, it is proven that the students’ speaking ability has improved. It can be seen from the data that the mean score of experimental class after implementing the treatment by using philosophical question is 79.55, and it was higher than the mean score before philosophical question was implemented, it is 73.44. The data analysis, moreover, showed that the value of $t_0$ is 11.50 and the $t_{table}$ is 1.693. It is clear that $t_0$ is higher than $t_{table}$ at significance level. Because $t_0$ is higher than $t_{table}$, so $H_0$ is rejected and $H_a$ is accepted. It showed that there is a significant difference on students’ speaking score before and after implementing philosophical question.

From the data analysis of the study, it can be seen that students’ speaking score taught by using philosophical question is higher than before the writer gave the treatment. This result, furthermore, has answered the problem formulation that there is a significant effect of using philosophical question on students’ speaking ability. It means that philosophical question promotes the learning process which facilitates students to speak with their friends fluently. Philosophical question makes students share their ideas without hesitation to make mistakes. Moreover, it also makes students to take a part in the class discussion and helps them to enhance tolerance among students rather than imposing ideas. Moreover, this approach helps student to use the language productively although with some code-switching.

In summary, this study showed that using philosophical question can affect students’ speaking ability at the second grade students of SMA Negeri 4 Kota Tangerang Selatan.
B. Suggestion

The success of teaching learning process does not depend on the lesson program only, but also how the teachers and the students present the lesson uses some techniques to manage the class enjoyable. Regarding to the teaching speaking by using philosophical question, the writer give some suggestions for the teacher and the students as follow:

For the teacher:

1. The teacher should choose materials (reading text) to raise an issue based on the students’ competence. It should neither too difficult nor too easy;
2. Before started the discussion, the teacher should makes sure that the students understand the issues and the questions;
3. The teacher should be able to be a good facilitator. He/she should control the students’ activities and help them when they have difficulties in translating Bahasa Indonesia to the target language (English);
4. The teacher should realize that there are high and slow learner in the class. Therefore, the students should be able to give an extra treatment to the slow learner.

For the students:

1. The students should be able to take part in the discussion to help them improving their own speaking skill;
2. The students are expected to be self-independent learner in increasing their vocabularies to help them speak fluently;
3. The students are expected not to be shy and afraid if they make mistakes;
4. The students are expected to use English not only in the class but also outside the class;
5. The students should ask the teacher if they have difficulties in understanding the words or questions.
REFERENCES


APPENDICIS
Appendix 1

Interview to the English Teacher
SMA Negeri 4 Kota Tangerang Selatan

Pewawancara : Dwi Ratnasari
Narasumber : Nina Herlina, S.Pd
Jabatan : Guru Bahasa Inggris
Hari/tanggal : Selasa, 28 Juli 2015
Waktu : 10.00 - 10.20 WIB
Tempat : Ruang Guru

Keterangan:
T : Teacher
W : Writer

A. Kategori Kondisi Umum di Kelas

W : Bagaimana kondisi siswa yang ibu ajar? Apakah siswa-siswi aktif di kelas?
T : Siswa yang saya ajar yaitu siswa kelas XI. Sejauh ini yang saya amati, siswa belajar di kelas sudah cukup baik. Mereka pun cukup aktif di kelas.

W : Bagaimana respon siswa ibu ketika sedang belajar Bahasa Inggris?

W : Bagaimana dengan nilai KKM untuk pelajaran Bahasa Inggris bu? Apakah siswa-siswi sudah memenuhi nilai KKM tersebut?
T : Nilai KKM untuk pelajaran Bahasa Inggris yaitu 75. Sejauh ini berdasarkan hasil nilai di tahun ajaran sebelumnya, sebagian anak-anak sudah memenuhi
KKM. Akan tetapi masih ada sebagian siswa yang belum memenuhi nilai tersebut. Jika siswa tidak mencapai nilai KKM, biasanya mereka akan kami berikan tugas tambahan atau remedial.

W : Khusus untuk kelas XI, kelas mana yang sebagian belum mencukupi nilai KKM?


B. Kategori Kesulitan Siswa

W : Menurut ibu sendiri, skill apa yang sulit untuk dikuasai oleh siswa?

T : Menurut saya skill yang sulit untuk siswa kuasai itu speaking ya. Karena sulit untuk membuat mereka untuk terus melatih kemampuan speaking. Mereka sering kali enggan berbicara karena takut salah. Terus juga, anak-anak kesulitan memahami isi teks, kemampuan Reading mereka sedikit kurang karena faktor malas membaca.

W : Apa tanggapan siswa ketika ibu meminta mereka untuk berbicara?

T : Biasanya anak-anak itu malu untuk berbicara, padahal mereka bisa. Atau biasanya mereka lebih sering harus menghafal dulu karena merasa belum siap untuk langsung berbicara spontan.

W : Menurut ibu apa penyebab dari kesulitan siswa tersebut?

T : Mungkin karena keterbatasan kosakata sehingga membuat mereka takut salah saat berbicara.

C. Kategori Strategi Pembelajaran

W : Teknik pembelajaran apa yang ibu gunakan untuk mengajar Speaking?

T : Biasanya saya sering memakai metode yang mengarahkan ke conversational dialog. Terkadang juga saya meminta mereka untuk presentasi di depan kelas
secara bergantian.

W : Kira-kira menurut ibu metode apa yang tepat untuk memecahkan kesulitan siswa dalam berbicara dalam bahasa Inggris?

T : Mungkin dengan membentuk grup-grup kecil sehingga mereka akan belajar berinteraksi dengan satu sama lain. Sehingga mereka pun tidak perlu takut salah karena mereka berinteraksi dengan sesame temannya.

W : (Menjelaskan tujuan penelitian) Kira-kira bagaimana pendapat ibu terkait penelitian saya ini?

Appendix 2

Pre Test

Instruction

- You have 5 minutes to read the task and think about what you want to say.
- If there is anything which you don’t understand, please ask the teacher who is with you. Don’t start talking with your group yet.
- You can make a few notes if you want to.
- After this 5 minutes preparation time, you will discuss about the subject with your group. Your teacher will listen and your speaking will be examined.

Task

Mobile Phone

Whether you have a mobile phone or not, many people have opinions about them.

Look at the statements below. Cross (X) the ones you agree with.

☐ “I hate it when phones ring at the theatre or cinema.”
☐ “If you have a mobile phone you never feel alone.”
☐ “It’s really dangerous to drive and phone at the same time.”
☐ “I feel safer with a mobile phone.”
☐ “I hate them – people look stupid walking around talking on the phone.”

1. Exchange your ideas about mobile phone with your group. Talk about the reason why people have them.

2. What advantages do they have over conventional phones? Are there any disadvantages?

3. In what ways, for better or worse, is technology changing how we communicate with each other?
Appendix 3

*Read the text below carefully in 5 minutes!*

**Petter Rabbit**

The story is about a rabbit (peter) who was living with his mother and three sisters. One day, Peter’s mother was going out and warned her children not to go into Mr. McGregor’s garden because their father had an accident there.

The little rabbits went out when their mother left to gather blackberries, but Peter ran away to Mr. McGregor’s garden where he was chased by Mr. McGregor who was shouting ‘stop thief!’ Peter was badly frightened and rushed all over the garden not knowing how to get out. Finally he managed to escape, and he did not stop running till he got home and fell down on the floor, shut his eyes, and went to sleep. His mother came back and wondered what Peter had done with his clothes. She put him to bed, while his sisters had bread, milk, and blackberries for supper.

*(Taken from: Shahini, G.H & Riazi, A.M - A PBLT Approach to the Teaching ESL Speaking, Writing, and Thinking Skills, 2011)*

**Instruction**

You have 5 minutes to read the questions and think about what you want to say. After 5 minutes, exchange your ideas with your group about the following questions!

1. Is Mr. McGroger good or bad?
2. Is Peter bad?
3. What makes you call a thing or a person ‘good’ or ‘bad’? Can something be good and bad at the same time?
4. Is Mr. McGroger dangerous to you? Are you dangerous to yourself sometimes?
5. Do you think Peter goes to Mr. McGregor’s garden again?
Appendix 4

Read the text below carefully in 7 minutes!

**SMA 3 pledges to stop long history of bullying**

State senior high school SMA 3 Jakarta is promising to end a history of violence and bullying that has persisted for years among its students, said the school’s new principal, Retno Listyarti. Moreover, Retno said that a lot of senior students extorted money from their juniors and would not hesitate to attack them if they disobeyed.

“Some parents who wished to remain anonymous said that their children were choked and kicked by the seniors,” Retno told reporters at SMA 3 in Setiabudi in South Jakarta. She added that another parent also said that his child, a 10th grade student, was extorted by 12th grade students on a number of occasions and lost up to Rp 5 million (US$389). In addition, she also received reports that if senior students held an annual arts event, each of the 10th grade classes was forced to give the seniors Rp 1 million every week as their “contribution” toward the event.

“I cannot let this happen any more in this school. I don’t care if I will be reported to the police for doing my job,” Retno continued.

Recently, parents of six 12th grade students in SMA 3 filed a police report with the Jakarta Police against Retno as soon as the school principal suspended their children, five boys and one girl, for their involvement in a brutal assault against a 30-year-old alumnus identified as Erick.

The reported assault took place on Jan. 30 near the school when Erick, who the students said claimed to be a police officer, stopped one of the boys, EM, near the school and requested to show him his motorcycle documents and driving license.

Afterwards, according to a parent, Erick’s friend, a girl, pass the location and he suddenly groped her hand and cheek then threatened to hit them. EM and the girl then called four friends, PC, PR, AE and MR. The boys later beat Erick up.
Retno said CCTV footage from a nearby boarding house had recorded an incident that she described as a “graphic and horrible event”. She said the CCTV footage showed around 20 students assaulting a man near the school and emphasized that she would suspend the rest as soon as she identified them.

Shortly after the suspension was issued, the parents of the six children filed a police report against Retno citing Child Protection Law No. 35/2014 on discrimination against children that carries a maximum five-year in prison.

Commenting on the police report, Retno said that it was a form of the parents’ arrogance that had become one of the causes of the violent behavior in the school.

“When I invited the parents to tell them that their children will be suspended for a brutal assault, they came with their lawyers and told me that I committed a human rights violation,” Retno said.

(Taken from Indra Budiari, The Jakarta Post, 2 June, 2015 – 11.08)

**Instruction**

You have 5 minutes to read the questions and think about what you want to say. After 5 minutes, exchange your ideas with your group about the following questions!

1. What do you think about bullying?
2. Does doing bullying give pleasure?
3. Do you agree that bullying is a part of criminal activity? What punishment which suitable for them?
4. Are their parents good or bad? (They tried to save their children from punishment; however, their arrogance had become one of the causes of the violent behavior)
5. Are those teenagers dangerous to the society?
Appendix 5

Read the text below carefully in 7 minutes!

Autopsy result: Angeline died from severe head wounds

After conducting a post mortem lasting around one-and-a-half hours, the police have released the results of an autopsy on the remains of 8-year-old Angeline, who was missing for nearly a month and was later found buried behind her stepmother's house on Jl. Sedap Malam, Denpasar, Bali.

Forensics Division head IB Putu Alit announced in Bali that Angeline had been presumed dead for three weeks. In the autopsy, the police found signs of violence, namely bruises on the face, neck, hands and legs. "We saw a burn wound possibly from a cigarette butt on her right back. We can confirm that the cause of her death was because of the head wound," Putu Alit was quoted by tribunnews.com as saying.

He added that the team also discovered traces of plastic rope in four places on the body. Angeline was reportedly last spotted playing in front of her house on a Saturday afternoon. Since her disappearance, social media users had shared pictures of Angeline in an effort to find her. Then the suspect, would be charged with violating Article 80 of the Child Protection Law, which carries a maximum penalty of 15 years in prison.

(Taken from The Jakarta Post, Wed, June 10 2015, 5:27 PM)

Instruction

You have 5 minutes to read the questions and think about what you want to say. After 5 minutes, exchange your ideas with your group about the following questions!

1. What do you think about child abuse?
2. Are we have right to end someone’s life?
3. What is death? Should we afraid of the death?
4. For some people Angeline’s case is very brutal, should government raise the justice for her? Why?
5. Is 15 years penalty in prison enough for the murderer? Should the murderer get death penalty?
Appendix 6

Read the text below carefully in 7 minutes!

POWER

The North Wind and the Sun

The North Wind and the Sun argued as to which the most powerful was, and agreed that one of them should be declared as the victor who could first strip a Traveller man of his clothes. The North Wind first tried his power and blew with all his might, but the keener his blasts, the closer the Traveller wrapped his cloak around him, until at last, giving up all hope of victory, The Wind called upon the Sun to see what he could do. The Sun suddenly shone out with all his warmth. The Traveller no sooner felt his genial rays than he took off one garment after another, and at last, fairly overcome with heat, undressed and bathed in a stream that lay in his path.

(Taken from: Shaw, Philosophy in the Classroom, 2008)

Instruction

You have 5 minutes to read the questions and think about what you want to say. After 5 minutes, exchange your ideas with your group about the following questions!

1. When people try to force us to do something, do we usually resist?
2. Can you think of a time when failed force had to be followed by persuasion?
   If not, try to think of a situation where this could occur.
3. Do you think anyone should ever be forced to do anything?
4. Which is the most powerful – force or persuasion?
5. What is the opposite of power?
Appendix 7

Post Test

Instruction

- You have 5 minutes to read the task and think about what you want to say.
- If there is anything which you don’t understand, please ask the teacher who is with you.
- You can make a few notes if you want to.
- After this 5 minutes preparation time, you will talk about the subject with a teacher. Your speaking will be examined.

Task

What makes a good friend?

You are going to talk to the teacher about what you value in your friends.

Look at the suggestions below:

Kindness  Honesty  Fun to be with  Other.....
Support  Shared interests  A ‘shoulder to cry on’

1. Do you think it’s better to have one/two really close friends, or a wider circle of less close friends?
2. What are the qualities in yourself that you think your friends value?
3. There is an English saying, ‘Blood is thicker than water’, meaning that family relationships are more important/reliable than relationships with friends. Do you agree with this?

Level 4 CCSE Test (Testing for Language Teacher 2nd Edition by Arthur Hughes)
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Kelas Eksperimen (Treatment 1)

Nama Sekolah : SMA Negeri 4 Kota Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI (Tujuh) / 1
Standar Kompetensi : 3. Berbicara

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 3.1 Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas

Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 45 menit

Indikator Pencapaian Kompetensi
1. Menggunakan tindak tutur menyampaikan pendapat
2. Merespon tindak tutur menyampaikan pendapat
3. Menggunakan tindak tutur meminta pendapat
4. Merespon tindak tutur meminta pendapat

Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
1. Siswa dapat menggunakan tindak tutur menyampaikan pendapat
2. Siswa dapat merespon tindak tutur menyampaikan pendapat
3. Siswa dapat menggunakan tindak tutur meminta pendapat
4. Siswa dapat merespon tindak tutur meminta pendapat

Karakter siswa yang diharapkan: Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

Materi Pembelajaran
- Asking and Giving Opinion Expression
- Teks

Petter Rabbit
The story is about a rabbit (peter) who has living with his mother and three sister. One day, Peter’s mother was going out and warned her children not to go into Mr. McGregor’s garden because their father had an accident there.
The little rabbit went out when their mother left to gather blackberries, but Peter ran away to Mr. McGregor’s garden where he was chased by Mr. McGregor who was shouting ‘stop thief!’ Peter was badly frightened and rushed all over the garden not knowing how to get out. Finally he managed to escape, and he did not stop running till he got home and fell down on the floor, shut his eyes, and went to sleep. His mother came back and wondered what Peter had done with his clothes. She put him to bed, while his sisters had bread, milk, and blackberries for supper.

Example of philosophical questions:
1. Is Mr. McGroger good or bad?
2. Is Peter bad?
3. What makes you call a thing or a person ‘good’ or ‘bad’? Can something be good and bad at the same time?
4. Is Mr. McGroger dangerous to you? Are you dangerous to yourself sometimes?
5. Do you think Peter goes to Mr. McGregor’s garden again?

(Taken from: Shahini, G.H & Riazi, A.M - A PBLT Approach to the Teaching ESL Speaking, Writing, and Thinking Skills, 2011)
• Guru memfasilitasi siswa untuk mendiskusikan philosophical question yang telah dibahas oleh masing-masing kelompok;
• Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
• Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok.

**Konfirmasi** (10 Menit)
Dalam kegiatan konfirmasi, guru:
• Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
• Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif
• Bertanya jawab tentang hal-hal yang belum diketahui siswa

C. Kegiatan Penutup (5 Menit)
Dalam kegiatan penutup, guru:
• Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
• Memberikan umpan balik terhadap proses dan hasil pembelajaran;
• Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**Sumber Belajar**
- Buku teks yang relevan
  1. Developing English Competencies for Grade XI Senior High School (SMA/MA)
  2. ELT Journal: A PBLT Approach to the Teaching ESL Speaking, Writing, and Thinking Skills
- Internet sources

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- Penilaian Tes Lisan dan Rubrik Penilaian Terlampir

Mengetahui: Tangerang Selatan, 30 Juli 2015
Guru Bahasa Inggris, Guru Praktikan,

(Nina Herlina, S.Pd) (Dwi Ratnasari)
NIP: 197702092008012006 NIM: 1111014000105
Nama Sekolah : SMA Negeri 4 Kota Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI (Tujuh) / 1
Standar Kompetensi : 3. Berbicara
   Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 3.1
   Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas

Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 45 menit

Indikator Pencapaian Kompetensi
1. Menggunakan tindak tutur menyampaikan pendapat
2. Merespon tindak tutur menyampaikan pendapat
3. Menggunakan tindak tutur meminta pendapat
4. Merespon tindak tutur meminta pendapat

Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
1. Siswa dapat menggunakan tindak tutur menyampaikan pendapat
2. Siswa dapat merespon tindak tutur menyampaikan pendapat
3. Siswa dapat menggunakan tindak tutur meminta pendapat
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Karakter siswa yang diharapkan: Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

Materi Pembelajaran
• Asking and Giving Opinion Expression
• Teks

SMA 3 Pledges to Stop Long History of Bullying

State senior high school SMA 3 Jakarta is promising to end a history of violence and bullying that has persisted for years among its students, the school’s new principal said on Wednesday. SMA 3 principal Retno Listyarti said after being put in
charge of the school last month, she learned that a lot of senior students extorted money from their juniors and would not hesitate to attack them if they disobeyed.

“Some parents who wished to remain anonymous said that their children were choked and kicked by the seniors,” Retno told reporters at SMA 3 in Setiabudi in South Jakarta. She added that another parent also said that his child, a 10th grade student, was extorted by 12th grade students on a number of occasions and lost up to Rp 5 million (US$389). Retno further said that she also received reports that if senior students held an annual arts event, each of the 10th grade classes was forced to give the seniors Rp 1 million every week as their “contribution” toward the event.

“I cannot let this happen any more in this school. I don’t care if I will be reported to the police for doing my job,” Retno continued.

Recently, parents of six 12th grade students in SMA 3 filed a police report with the Jakarta Police against Retno as soon as the school principal suspended their children, five boys and one girl, for their involvement in an allegedly brutal assault against a 30-year-old alumnus identified as Erick.

Retno said CCTV footage from a nearby boarding house had recorded an incident that she described as a “graphic and horrible event”. She said the CCTV footage showed around 20 students assaulting a man near the school and emphasized that she would suspend the rest as soon as she identified them.

Shortly after the suspension was issued, the parents of the six children filed a police report against Retno citing Child Protection Law No. 35/2014 on discrimination against children that carries a maximum five-year sentence.

Commenting on the police report, Retno said that it was a form of the parents’ arrogance that had become one of the causes of the violent behavior in the school.

“When I invited the parents to tell them that their children will be suspended for a brutal assault, they came with their lawyers and told me that I committed a human rights violation,” Retno said.

(Taken from Indra Budiari, The Jakarta Post, 2 June, 2015 – 11.08)

Instruction

You have 5 minutes to read the questions and think about what you want to say. After 5 minutes, exchange your ideas with your group about the following questions!

1. What do you think about bullying? Does doing bullying give pleasure?
2. Is bullying and violence are the same?
3. Do you agree that bullying is a part of criminal activity? What punishment which suitable for them?
4. Are their parents good or bad? (They tried to save their children from punishment; however, their arrogance had become one of the causes of the violent behavior)
5. Are those teenagers dangerous to the society?

Metode Pembelajaran: Philosophical Based Language Teaching

Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan (5 Menit)

Apersepsi:
- Guru masuk kelas dan langsung menyapa, memberi salam dengan menggunakan bahasa Inggris agar English environment dapat langsung tercipta di dalam kelas
- Guru mengabsen kehadiran siswa;
Motivasi:
- Tanya jawab mengenai teks percakapan transaksional dan interpersonal tentang mengemukakan pendapat dalam konteks kehidupan sehari-hari;
- Men jelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa;

B. Kegiatan Inti

Eksplorasi (10 menit)
Dalam kegiatan eksplorasi:
- Guru memberikan penjelasan mengenai Philosophical Questions dan cara mengemukakan pendapat terkait pertanyaan tersebut;
- Guru membagi siswa ke dalam beberapa kelompok;
- Guru menjelaskan langkah PBLT Approach (reading, selecting questions, discussing the questions);

Elaborasi (60 Menit)
Dalam kegiatan elaborasi:
- Guru memberikan teks sederhana ‘SMA 3 Pledges to Stop Long Story of Bullying’ dan meminta siswa untuk membaca teks tersebut;
- Guru meminta siswa untuk memahami philosophical questions yang terdapat pada teks bacaan dan mendiskusikannya dengan anggota kelompok;
- Guru memfasilitasi siswa untuk mendiskusikan philosophical question yang telah dibahas oleh masing-masing kelompok;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok.

Konfirmasi (10 Menit)
Dalam kegiatan konfirmasi, guru:
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif
- Bertanya jawab tentang hal-hal yang belum diketahui siswa

C. Kegiatan Penutup (5 Menit)
Dalam kegiatan penutup, guru:
- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Sumber Belajar
- Buku teks yang relevan
  1. Developing English Competencies for Grade XI Senior High School (SMA/MA)
  2. The Jakarta Post
- Internet sources
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Mengetahui;
Guru Bahasa Inggris,
(Nina Herlina, S.Pd)
NIP: 19770209 200801 2 006

Guru Praktikan,
(Dwi Ratnasari)
NIM: 1111014000105

Tangerang Selatan, 30 Juli 2015
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Kelas Eksperimen (Treatment 3)

Nama Sekolah : SMA Negeri 4 Kota Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI (Tujuh) / 1
Standar Kompetensi : 3. Berbicara
   Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari
Kompetensi Dasar : 3.1 Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 45 menit

Indikator Pencapaian Kompetensi
1. Menggunakan tindak tutur menyampaikan pendapat
2. Merespon tindak tutur menyampaikan pendapat
3. Menggunakan tindak tutur meminta pendapat
4. Merespon tindak tutur meminta pendapat

Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
1. Siswa dapat menggunakan tindak tutur menyampaikan pendapat
2. Siswa dapat merespon tindak tutur menyampaikan pendapat
3. Siswa dapat menggunakan tindak tutur meminta pendapat
4. Siswa dapat merespon tindak tutur meminta pendapat

Karakter siswa yang diharapkan: Dapat dipercaya (Trustworthiness)
   Rasa hormat dan perhatian (respect)
   Tekun (diligence)

Materi Pembelajaran
- Asking and Giving Opinion Expression
- Teks

Autopsy result: Angeline died from severe head wounds

After conducting a post mortem lasting around one-and-a-half hours, the police have released the results of an autopsy on the remains of 8-year-old Angeline, who was missing for nearly a month and was later found buried behind her stepmother's house on Jl. Sedap Malam, Denpasar, Bali, on Wednesday.

Forensics Division head IB Putu Alit announced in Bali that Angeline had been presumed dead for three weeks. In the autopsy, the police found signs of
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He added that the team also discovered traces of plastic rope in four places on the body. Angeline was reportedly last spotted playing in front of her house on a Saturday afternoon. Since her disappearance, social media users had shared pictures of Angeline in an effort to find her. Then the suspect, would be charged with violating Article 80 of the Child Protection Law, which carries a maximum penalty of 15 years in prison.

(Taken from The Jakarta Post, Wed, June 10 2015, 5:27 PM)

**Instruction**

*You have 5 minutes to read the questions and think about what you want to say. After 5 minutes, exchange your ideas with your group about the following questions!*

1. What do you think about child abuse? Is it good or bad?
2. Are we have right to end someone’s life?
3. What is death? Should we afraid of the death?
4. For some people Angeline’s case is very brutal, should government raise the justice for her? Why?
5. Is 15 years penalty in prison enough for the murderer? Should the murderer get death penalty?
Guru memfasilitasi siswa untuk mendiskusikan philosophical question yang telah dibahas oleh masing-masing kelompok;
Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok.

**Konfirmasi**  (10 Menit)
Dalam kegiatan konfirmasi, guru:
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif
- Bertanya jawab tentang hal-hal yang belum diketahui siswa

**C. Kegiatan Penutup**  (5 Menit)
Dalam kegiatan penutup, guru:
- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**Sumber Belajar**
- Buku teks yang relevan
  1. Developing English Competencies for Grade XI Senior High School (SMA/MA)
  2. The Jakarta Post
- Internet sources

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Mengetahui;
Guru Bahasa Inggris,

Tangerang Selatan, 30 Juli 2015
Guru Praktikan,

(Nina Herlina, S.Pd)  
NIP: 19770209 200801 2 006

(Dwi Ratnasari)  
NIM: 1111014000105
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Kelas Eksperimen (Treatment 4)

Nama Sekolah : SMA Negeri 4 Kota Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI (Tujuh) / 1
Standar Kompetensi : 3. Berbicara

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 3.1 Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas

Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 45 menit

Indikator Pencapaian Kompetensi
1. Menggunakan tindak tutur menyampaikan pendapat
2. Merespon tindak tutur menyampaikan pendapat
3. Menggunakan tindak tutur meminta pendapat
4. Merespon tindak tutur meminta pendapat

Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
1. Siswa dapat menggunakan tindak tutur menyampaikan pendapat
2. Siswa dapat merespon tindak tutur menyampaikan pendapat
3. Siswa dapat menggunakan tindak tutur meminta pendapat
4. Siswa dapat merespon tindak tutur meminta pendapat

Karakter siswa yang diharapkan: Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

Materi Pembelajaran
- Asking and Giving Opinion Expression
- Teks

POWER
The North Wind and the Sun
The North Wind and the Sun argued as to which the most powerful was, and agreed that he should be declared the victor who could first strip a wayfaring man of his clothes. The North Wind first tried his power and blew with all his might, but the keener his blasts, the closer the Traveller wrapped his cloak around him, until at last,
giving up all hope of victory, The Wind called upon the Sun to see what he could do. The Sun suddenly shone out with all his warmth. The Traveller no sooner felt his genial rays than he took off one garment after another, and at last, fairly overcome with heat, undressed and bathed in a stream that lay in his path.

(Taken from: Shaw, Philosophy in the Classroom, 2008)

Examples of Philosophical Question
1. When people try to force us to do something, do we usually resist?
2. Can you think of a time when failed force had to be followed by persuasion? If not, try to think of a situation where this could occur.
3. Do you think anyone should ever be forced to do anything?
4. Which is the most powerful – force or persuasion?
5. What is the opposite of power?

Metode Pembelajaran: Philosophical Based Language Teaching

Langkah-Langkah Kegiatan
A. Kegiatan Pendahuluan (5 Menit)
Apersepsi:
- Guru masuk kelas dan langsung menyapa, memberi salam dengan menggunakan bahasa Inggris agar English environment dapat langsung tercipta di dalam kelas
- Guru mengabsen kehadiran siswa;
Motivasi:
- Tanya jawab mengenai teks percakapan transaksional dan interpersonal tentang mengemukakan pendapat dalam konteks kehidupan sehari-hari;
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa;

B. Kegiatan Inti
Eksplorasi (10 menit)
Dalam kegiatan eksplorasi:
- Guru memberikan penjelasan mengenai Philosophical Questions dan cara mengemukakan pendapat terkait pertanyaan tersebut;
- Guru membagi siswa ke dalam beberapa kelompok;
- Guru menjelaskan langkah PBLT Approach (reading, selecting questions, discussing the questions);

Elaborasi (60 Menit)
Dalam kegiatan elaborasi:
- Guru memberikan teks sederhana ‘The North Wind and the Sun’ dan meminta siswa untuk membaca teks tersebut;
- Guru meminta siswa untuk memahami philosophical questions yang terdapat pada teks bacaan dan mendiskusikannya dengan anggota kelompok;
- Guru memfasilitasi siswa untuk mendiskusikan philosophical question yang telah dibahas oleh masing-masing kelompok;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok.
Konfirmasi (10 Menit)
Dalam kegiatan konfirmasi, guru:

- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif
- Bertanya jawab tentang hal-hal yang belum diketahui siswa

C. Kegiatan Penutup (5 Menit)
Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Sumber Belajar
- Buku teks yang relevan
  1. Developing English Competencies for Grade XI Senior High School (SMA/MA)
  2. Journal of Social & Humanities, Vol 2: Effect of Philosophy-Based Language Teaching on EFL Learners’ Speaking Ability and Their Willingness to Communicate
- Internet sources

Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
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<tbody>
<tr>
<td>1. Menggunakan tindak tutur menyampaikan pendapat</td>
<td>Tes lisan</td>
<td>Uji petik berbicara</td>
<td>Answer the following questions orally!</td>
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<tr>
<td>2. Merespon tindak tutur menyampaikan pendapat</td>
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<td>What is your opinion about this question/situation?</td>
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<td>3. Menggunakan tindak tutur meminta pendapat</td>
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<td>4. Merespon tindak tutur meminta pendapat</td>
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- Penilaian Tes Lisan dan Rubrik Penilaian Terlampir

Mengetahui;  
Guru Bahasa Inggris,  
Tangerang Selatan, 30 Juli 2015  
Guru Praktikan,

(Nina Herlina, S.Pd)  
NIP: 19770209 200801 2 006  
(Dwi Ratnasari)  
NIM: 1111014000105
## Five Component of Grading Speaking Scale

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Specification</th>
<th>Score</th>
<th>Range</th>
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<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
<td>❖ Have few traces of foreign accent. &lt;br&gt;❖ Always intelligible, though one is conscious of a definite accent. &lt;br&gt;❖ Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. &lt;br&gt;❖ Very hard to understand because of pronunciation problems. Must frequently be asked to repeat. &lt;br&gt;❖ Pronunciation problems to severe as to make speech virtually unintelligible.</td>
<td>5</td>
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<td>4</td>
<td>(85-94)</td>
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<td></td>
<td>3</td>
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<tr>
<td><strong>Grammar</strong></td>
<td>❖ Makes few (if any) noticeable errors of grammar or word order.</td>
<td>5</td>
<td>(95-100)</td>
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<tr>
<td></td>
<td>❖ Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning.</td>
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<td>(85-94)</td>
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<tr>
<td></td>
<td>❖ Makes frequent errors of grammar and word order which occasionally obscure meaning.</td>
<td>3</td>
<td>(75-84)</td>
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<td></td>
<td>❖ Grammar and word order errors make comprehension difficult. Most often rephrase sentences and/or restrict him to basic pattern.</td>
<td>2</td>
<td>(65-74)</td>
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<td>❖ Errors in grammar and word order to severe as to make speech virtually unintelligible.</td>
<td>1</td>
<td>(below 65)</td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td>❖ Use vocabulary and idioms is virtually that of a native speaker.</td>
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<tr>
<td></td>
<td>❖ Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</td>
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<td>(85-94)</td>
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<td></td>
<td>❖ Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</td>
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<td></td>
<td>❖ Misuse of words and very limited vocabulary make comprehension quite difficult.</td>
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<td></td>
<td>❖ Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
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<td>(below 65)</td>
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<tr>
<td><strong>Fluency</strong></td>
<td>❖ Speech as fluent and effortless as that of a native speaker.</td>
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<td>(95-100)</td>
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<td></td>
<td>❖ Speed of speech seems to be slightly affected by language problems.</td>
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<td>(85-94)</td>
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<tr>
<td></td>
<td>❖ Speed and fluency are rather than strongly affected by language problems.</td>
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<td>(75-84)</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Usually hesitant; often force into silence by language limitations.</td>
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<td>(65-74)</td>
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<tr>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible.</td>
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<tr>
<td><strong>Comprehension</strong></td>
<td>Appears to understand everything without difficulty.</td>
<td>5</td>
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<tr>
<td>Understands nearly everything at normal speed, although occasional repetition maybe necessary.</td>
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<td>(85-94)</td>
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<tr>
<td>Understands most of what is said at slower-than-normal speed with repetitions.</td>
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<td>(75-84)</td>
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<tr>
<td>Has great difficulty following what is said. Can comprehend only ‘social conversation’ spoken slowly and with frequent repetitions.</td>
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<tr>
<td>Cannot be said to understand even simple conversational English.</td>
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## PRE TEST SCORE

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<td>Safira Alya Firdauza</td>
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<td><strong>AVERAGE</strong></td>
<td><strong>78,6061</strong></td>
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</table>
Appendix 15

PICTURES

Students were preparing and having the discussion.

Students were giving their arguments about the topics.

The teacher was explaining the class instructions.
Students were having a speaking test.
**LEMBAR UJI REFERENSI**

<table>
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<td>1</td>
<td>Factor Effecting Students’ English Speaking Skills, <em>British Journal of Arts and Social Sciences</em> 2, 2011 by Mariam Bassign, Muhammad Azeem, Dr. Ashiq.</td>
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<td><em>Practical English Language Teaching</em> (2003) by David Nunan,</td>
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<td><em>Language Teaching Methodology</em> (2003) by David Nunan</td>
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<td>Designing Tasks for the Communicative Classroom (2003) by David Nunan.</td>
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<td>9</td>
<td>Methodology in Language Teaching (2002) by Jack C. Richards &amp; Willy A.</td>
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<td>17</td>
<td>A Course in Language Teaching: Practice and Theory (1996) by Penny Hu,</td>
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<td><em>Testing English as a Second Language,</em> (1959) by David P. Harris.</td>
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</table>
Jakarta, 9 September 2015

Mengetahui,

Dosen Pembimbing I

Ismailian Eviyati, M. Hum
NIP: 197407232006032001

Dosen Pembimbing II

Hapsari Dwi Kartika, MA. TESOL
NIP:
PENGESAHAN PROPOSAL SKRIPSI

Name : Dwi Ratri Sari

NIM : 111014100105

Jurusan / Prodi : Pendidikan Bahasa Inggris

Judul Proposal : The Effectiveness of Using Philosophical Based Language Teaching (FBTL) Approach in Teaching Speaking Skill.

Proposal skripsi dengan judul tersebut di atas telah diajukan pada tanggal 3 Feb 2015

telah direview sesuai dengan saran penguji, dan telah dinyatakan LULUS

Jakarta, 3 Maret 2015

Mengetahui,

Penguji I

Irman Alim, m. HUM
NIP. 19740723 200003 1 01

Penguji II

Hopian DK, MA Tesan
NIP.

Demikian jenjang:
1. Irman Alim
2. Hopian, DK, MA Tesan

(Qahirah A)

(Qahirah A)
KETERANGAN

Surat bimbingan skripsi

Nomor : Un.01/F.1/KM.01.3/……/2015
Lamp. : ..............
Hal : Bimbingan Skripsi

Jakarta, 5 Maret 2015

Kepada Yth.

Asmalianing Evivuliawati, M.Hum
Hapsari DK, MA TESOL
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu ‘alaikum wr.wb.

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

Nama : Dwi Ratnasari
NIM : 1111014000105
Jurusan : Pendidikan Bahasa Inggris
Semester : 8

Judul Skripsi : The Effectiveness of Using Philosophical Based Language Teaching (PBLT) Approach in Teaching Speaking Skill.


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]

[Name]

[Position]

[Stamp]

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Kepada Yth.

Ismalianing Evyuliaawati, M.Hum

Hapsari DK, MA 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 : Dwi Ratnasari
NIM : 1111014000105
Jurusan : Pendidikan Bahasa Inggris
Semester : 8

Judul Skripsi : The Effectiveness of Using Philosophical Based Language Teaching (PBLT) Approach in Teaching Speaking Skill.


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.

Ketua Pendidikan Bahasa Inggris

Drs. Syarif, M. Pd.
NIP. 196612121991031002

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT PERMOHONAN IZIN PENELITIAN

Nomor : Un.01/F.1/KM.01.3/....../2015
Lamp. : Outline/Proposal
Hal : Permohonan Izin Penelitian

Jakarta, 3 Juli 2015

Kepada Yth.
Kepala Sekolah
SMA Negeri 4 Kota Tangerang Selatan
di
Tempat

Assalamu’alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Dwi Ratnasari
NIM : 1111014000105
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Judul Skripsi : "The Effectiveness of Using Philosophical Based Language Teaching (PBLT) Approach in Teaching Speaking Skill"

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN 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.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Dr. Alek, M.Pd
NIP : 19690912 2009011 008

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor: 423.4/040/Kurikulum

Yang bertanda tangan di bawah ini Kepala SMA Negeri 4 Kota Tangerang Selatan, menerangkan bahwa:

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<th>Nama</th>
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<td>Fakultas</td>
<td>Ilmu Tarbiyah &amp; Keguruan UIN Syarif Hidayatullah Jakarta</td>
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Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dipergunakan sebagaimana mestinya.

Tangerang Selatan, 21 Agustus 2015
Kepala

[Signature]

NIP: 19660822 199001 1 001