THE EFFECT OF USING DIALOGUE TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL
(A Quasi-experimental Study at the Seventh Grade of SMP IT Bina Pekerti Tangerang in Academic Year 2019/2020)

A Skripsi
Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (Starta One) in English Education

By:
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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ENDORSEMENT SHEET

The examination committee of the Faculty of Educational Sciences certifies that the skripsi (Scientific Paper) entitled “The Effect of Using Dialogue Technique to Improve Students’ Speaking Skill” (A Quasi-experimental Study at the Seventh Grade of SMP IT Bina Pekerti Tangerang in Academic Year 2019/2020), written by Niyata Fisahati, student's registration number 11150146060062 was examined by the committee on 2019. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd. (Strata One) in English Education Department.

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Mahasiswa Ybs.

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ABSTRACT

Niyata Fisolihati (NIM: 11150140000002). The Effect of Using Dialogue Technique to Improve Students’ speaking skill; A Quasi-Experimental Study at the Seven Grade of SMP IT Bina Pekerti Tangerang in Academic Year 2019/2020. Skripsi of Department of English Education at Faculty of Educational Sciences of Syarif Hidayatullah State Islam University Jakarta, 2019.

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The purpose of this research was to obtain the empirical evidence of the effect of using dialogue on students’ speaking skill. It was a quasi-experimental study. The population was the seventh grade students of SMP IT Bina Pekerti. Purposive sampling technique was employed in this research. Students of VII.3 was as the experimental class and students of VII.2 was as the controlled class. The experimental class was treated with dialogue technique, while the controlled class was not treated with dialogue technique. The instrument was using an oral test. The research conducted for six meetings; 1st meeting was for conducting pre-test, 2nd up to 5th meetings were for conducting treatment and 6th meeting was for conducting post-test. The data were calculated by using t-test. Pre-test score of experimental class was (Σ = 45.82) and the score of controlled class was (Σ = 42.91). In short, there was no significant difference score between both classes. On the other hand, post test score showed that there was a significant difference score between experimental and controlled class. For post-test, experimental class got higher score (Σ = 70,36) than controlled class (Σ = 58,18). Moreover, the sig 2 tailed was 0.001 which was lower than α = 0.05. It means there was a significant effect. In addition, the result of the effect size was 1.38, it showed there was strong effect. Therefore, it can be concluded that using dialogue technique had significant effect on students’ speaking skill at the seventh grade students of SMP IT Bina Pekerti.
ABSTRAK


Dosen Pembimbing I : Didin Nuruddin Hidayat, Ph.D.

Dosen Pembimbing II : Dr. Atiq Susilo, M.A.

Kata Kunci : Berbicara, Teknik Dialog

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The writer realizes that this research is not yet perfect and still has some weaknesses and mistakes. Therefore, the writer hopes any constructive suggestions and critics in order to make this research better.

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CHAPTER I
INTRODUCTION

A. Background of the Research

In this modern era, English impacts several points such as communication, science, culture and society. When someone learns about mother tongue, language can be learnt through listening and imitating. Therefore, it is necessary to speak in order people can practice languages by imitating and then producing. People do interaction each other by giving greetings, making small talk, telling newest experience and soon.¹ This means that speaking fluently and having good communication skills are important. The result is someone is being able to interact with other people, to receive and to provide information.

Indonesians use English as foreign language. Nowadays, Indonesians can learn English through learning in school or if they need more comprehension about language, they can get extra lesson through English course. English is as compulsory subject in Indonesia schools. According to governments regulations, English is one of the lesson that is tested at the national exam on junior and senior high school.² Thus, students have to learn English in order to pass the national examination.

The researcher needs to know the speaking ability of students of SMP IT Bina Pekerti. The researcher did observation at SMP IT Bina Pekerti by doing interview to the English teacher before conducted the research. Then, it is found that at the seventh grade students of SMP IT Bina Pekerti have low speaking ability. The researcher also found some problems that affect low speaking ability at the seventh grade students of SMP IT Bina Pekerti.

The first problem, some of students said that they recently learn English at junior high school. Students did not get English lesson from their previous school

¹ Jack C. Richards, Teaching Listening and Speaking from Theory to Practice. (New York: Cambridge University Press, 2008), pp. 22.
² Government Regulation of Indonesia, No. 32 Year 2013, about The Changes on The Government Regulation of Indonesia Number 19 Year 2005 about National Education Standard, Article 70.
level. Certainly, students have limitation of English language knowledge such as pronunciation, vocabulary, accuracy, fluency and comprehension. So, the English teacher has to teach English from the basic level which is took more time. For students, they have to learn more about English, in order to understand the lesson. In short, both teacher and students have a big duty and responsibility in teaching and learning English, besides both teacher and students have to finish the learning target.

The second problem that the researcher found at the seventh grade students of SMP IT Bina Pekerti towards speaking ability is students have less confidence to speak English. They feel shy to speak in front of the teacher and friends. They are afraid of being laughed by their friends. Students feel doubt in saying something and feel afraid if they make mistakes. They are afraid of making mistakes because some lacks, such as lack of grammar, vocabulary and mispronounce of words when expressing their thoughts in English.

The next problem, students opportunity to practice speaking English is limited. Students opportunity is rare to practice speaking. Students do not have interlocutors or partners in practicing speaking. At SMP IT Bina Pekerti, English lesson is held twice a week. In fact, mastering speaking can be done by practicing it regularly. Then, the interlocutor is only the English teacher. In opposite, if they have interlocutors or partners, they can practice to speak English. With the opportunity to speak, students can have conversations with other students, then it can improve their speaking ability and self confidence.

To overcome those speaking problems, dialogue is employed to this research as a technique to improve students’ speaking skill. From using dialogue technique, students can increase the number of vocabulary, imitate new words and pronounce the correct pronunciation that are appropriate to the context of speaking. Dialogue technique supports the teaching learning activity which puts the students as the learning center.

Based on the description above, it can be concluded that in language area, practicing and producing can be done by speaking and writing. Speaking is one of the most difficult skills in mastering a language. There are some difficulties that
are faced by EFL learners in practicing speaking such as their limitation of pronunciation, vocabulary, accuracy, fluency and comprehension about English. Moreover, students’ confidence to speak is less. Dialogue is used to improve students’ speaking skill. From dialogue, students can speak as they want. Dialogue gives opportunity to students in speaking regularly and giving partners to practice speaking.

B. Identification of the Problem

Based on the background of the study, the problems can be formulated as follows:
1. Students have limitation of pronunciation, vocabulary, accuracy, fluency and comprehension about English.
2. Students have less confidence in speaking with others using English because of their lacks of grammar, vocabulary and mispronounce of words.
3. Most of students do not have enough opportunity to practice English in the classroom.

C. The Limitation of the Problem

Based on the problems were identified above, the problem of the study is limited as follow: This study is limited on applying dialogue technique to improve students’ speaking skill.

D. The Formulation of the Problem

Based on the identification of the problem above, the researcher makes the formulation of the problem:

“Can dialogue as a learning technique improve students’ speaking skill at the seventh grade students of SMP IT Bina Pekerti?”

E. The Objective of the Research

The objective of the research is to get the empirical evidence the using of dialogue to improve students’ speaking skill.
F. **The Significance of the Research**

The researcher expects that the result of the research will give some benefits for the students, the teacher and the researcher. There are as follows:

1. **The students**
   
   This research is expected students will have better communication skill. It means that the students can improve their vocabulary, fluency, accuracy, comprehension and pronounce words well. If students have better communication, they can speak with others by using English. The students can communicate to people internationally and it is useful for them to find job as qualified employees.

2. **The teacher**

   This study is expected to add knowledge to teacher in how to teach and learn English communicatively. It can be as a source and material for the teacher, in order to help teacher in how to teach speaking. It also can improve the teacher’s quality of teaching speaking.

3. **The researcher**

   For the researcher, this research gives valuable experience. For the researcher, the result of this study can be implemented in teaching students. This research also can be useful for other researchers who will conduct as this research in the future. For the readers, this research can enrich the readers’ knowledge.
CHAPTER II
LITERATURE REVIEW

A. Speaking

1. The Nature of Speaking

Speaking is a way to communicate, to build and to share meaning. Speaking can be used as communication. Communication uses verbal and non-verbal symbols language. Verbal symbols of speaking include talking and hearing, while non verbal symbols of speaking are kinesics (body language), eye contact, proxemics (physical proximity), artifacts (cloths and ornamentation), kinesthetics (touching) and olfactory dimensions (nose sensory). Both verbal and non verbal symbols are very important for communication. Through verbal and non verbal symbols, people can share and receive messages more understandable. Hayriye states the context of speaking is referred to the interaction between the speakers and the listeners. The speakers give their thoughts or information through what they said. Meanwhile the listeners receive information from what they heard or what the speakers said. Speaking has important role in everyday life includes conveying about what people saying or thinking.

There are some parts of speaking, those are comprehension, pronunciation, vocabulary, accuracy and fluency. Speaking is referred as productive and oral ability. Improving speaking skill cannot be reached instantly. Speaking is a very complex interactive skill that has a variety of complexities. It requires routine drill activities to activate speaking skill. Then from practice speaking regularly, it can build confidence and habitual in speaking English. Giving students opportunities and activities to speak are important. The opportunity to speak is used in order students can practice their language as much as possible, not just knowing and understanding it.

2. **The Parts of Speaking**

a. **Pronunciation**

In mastering a language, it is hard to master pronunciation. In fact, sometimes teachers do not pay enough attention to the importance of practicing students pronunciation and only emphasize on grammar and vocabulary. In addition, pronunciation mastery needs good instructions and requires regular practice. Mulatsih states, there are two factors that influence students in mastering pronunciation those are internal (from learner themselves) and external factors (from outside of learner). Internal factors include motivation, interest, attitude, and intelligence, meanwhile for external factors include learning materials, environment situation and condition.³ From that statement before, internal factors can only be handled by students themselves. Students need to challenge themselves if they are really want to master speaking especially pronunciation. Students also can challenge themselves to practice in pronouncing some words regularly. Therefore, teacher as one of the external factors needs to motivate students, provides good materials and sets environment situation and condition, in order to increase students’ pronunciation ability. In opposite, improper pronunciation is the cause of misunderstanding, assume incompetence with others and lack of knowledge or education.⁴ Certainly, teachers do not expect those impacts happen to students. So give students opportunities to practice pronunciation regurarly, motivate students, provide good material and environment situation and condition, these are some ways that teachers can do to improve students’ pronunciation ability.

b. **Vocabulary**

Language needs materials in order to express ideas or information. Language needs words as its material. Vocabulary is a part of language which emphasizes on words and words meaning. Vocabulary also defines as the

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arrangement of alphabetical words which have definitions.\textsuperscript{5} Therefore it is important to know more about words through vocabulary in learning a language. Limited vocabulary becomes serious thing for language learners, because it can hamper to master communication.\textsuperscript{6} In real life, learners will get difficulties while produce language if they do not have enough vocabulary knowledge. Students cannot speak or express ideas or information to others. The effect of students limitation of vocabulary is they cannot do the communication because they do not know the words which should be used in expressing something. It means vocabulary is an essential element of language and as a part of speaking should be mastered. The quality of spoken language is affected by the number of vocabulary which are known. It also can be seen by the variation of words which are used, such as the use of synonym words and also the use of formal and informal words. Moreover, after mastering the collection of the words, the speakers have to know the meaning of the word in order to help the speaker to arrange sentences by using correct vocabulary.

In reality, it is not easy for language students to remember all words and complete it with those meanings at once. Generally humans have two memories, namely long-term memory and short-term memory. Long-term memory or secondary memory is normal humans' wide repository of past events memory, the memory still exists even though they are incomplete.\textsuperscript{7} In long-term memory, memory can be recalled at any time because the memory is permanent and exist. Of course, it is very useful for language students if the memory of their vocabulary is in long-term memory. Students can recall the memory of vocabulary when they need. So, it is useful for students to put their vocabulary memorization in their long-term memory. On the other hand, short-term memory


\textsuperscript{7} Nelson Cowan, What are The Differences Between Long-Term, Short-Term, and Working Memory?, \textit{NIH Public Access Author Manuscript Prog Brain Res}, 2008, p. 2.
or primary memory is impermanent or temporary of human memory. The memory in short-term memory is impermanent or temporary, so it cannot be recalled. However, nothing is impossible through appropriate instructions, strategies and a lot of practice, it can help students to memorize vocabulary with its meaning permanently in order to master speaking skill.

c. Accuracy

It is hard to deny that accuracy is an important component in speaking. Component of speaking which focuses on the precision of someone’s formal instruction, language acquisition, grammar competence and grammar-translation method is accuracy. Many language learners in Indonesia are afraid to speak in foreign language because of making errors in grammar. That situation results such as they are not being confident and afraid to speak because of being laugh so they think many times to speak in foreign language. On the other hand, the impact of errors of producing incorrect sentences in order or inaccuracy can endanger the purpose of the language curriculum. Thus, it can be known that accuracy needs to be mastered to reach the purpose of language curriculum, because accuracy is important and cannot be separated while using a language.

d. Fluency

As the result of learning a language is students can communicate each other freely. It can be begun with some interesting topics. Hence, it is necessary to let students speak with no doubt. The focus not only on accuracy, but also focuses on students fluency. According to Richards, fluency defines as the use language encountered by speakers naturally in valuable interactions, preserve comprehensible and ongoing communication although there are limited

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communicative competencies. Therefore, there is no problem if students still have limitation in speaking competences. That must be pointed is giving opportunities and support students to start communication freely.

e. Comprehension

The purpose of language is people can communicate by delivering or receiving ideas or information each other. In communication context, the speech should be delivered well by the speaker A and should be received well by the speaker B. The speaker B should understand the content of the speech in order to get the information. In opposite, the speaker A should deliver the information well which is understandable by speaker B. If both speakers A and B can do their roles well, it can be resulted a good communication. Comprehension in speaking is an essential element. Comprehension defines as ability to understand the statement. People need to understand what information that they will deliver to others. While the opponent or respondent needs to receive and understand the information. In conclusion, comprehension is a part of speaking in order to avoid misunderstanding people in delivering and receiving information.

3. Function of Speaking

Foreign language learners expect that they can master a language they learn. Foreign language learners need to know what they will get after learnt a language by knowing the purpose and the function of a language both spoken or written. From knowing the purpose and the function of a language, it hopes learners get motivation to improve their language skills. As productive skills, both speaking and writing have to be highlighted. In case, speaking and writing need extra effort to be mastered.

In this context, some experts have some explanations about the function speaking. According to Richards, it mentions that Brown and Yule classify the

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function of spoken language into two types. There are the transactional and interactional function. Speaking function which is aimed to build and maintain social relations, it is called by transactional function. While speaking function which is aimed to exchange information, it is called by interactional function. Richards adds that Brown and Yule’s framework expanded into three speaking functions. Three speaking functions are speaking as an interaction tool, speaking as a transaction tool and speaking as a performance tool.\textsuperscript{13}

The first type is speaking as an interaction tool. Interaction can be implemented in our society. It refers to friendly and comfortable conversation and interaction which focuses more on the speakers rather than on the message and depends on the circumstances.\textsuperscript{14} The circumstances mean sometimes it can be casual or formal communication. Speaking as interaction points on social relationship. Daily communication involves to interact with others. This interaction happens to two or more people in exchanging message spontaneously. Therefore, speaking skill must be used to communicate each other as interaction activity. The second type is speaking as a transaction tool. The focus is more on the message and makes others understand clearly and accurately, rather than the participants and their social interaction.\textsuperscript{15} It means talking about the way they understand. The third type is talk as a performance tool. This talk focuses on public talk, then information transmitted before the audience, for example class presentations, public announcements, and speeches. In this term, speaking more focuses on monologues rather than dialogues.\textsuperscript{16} Talk as performance is different from talk as transaction and interaction. In talk as transaction and interaction, speakers speak spontaneously. On the other hand, in talk as performance, the information has already arranged by speakers before deliver it to participants. It can be written language and more focuses on accuracy.

\textsuperscript{14} Jack C. Richards, \textit{Teaching Listening and Speaking from Theory to Practice}, (New York: Cambridge University Press, 2008), p. 22.
\textsuperscript{15} Ibid, p. 24.
\textsuperscript{16} Ibid, p. 27.
4. Teaching Speaking for Foreign Language Learners

Nowadays, English is as an international language holds important roles in many sections, such as society, education, government, business and soon. English is used to connect and communicate each other all over the world. In society, people can be connected through direct communication or indirect communication. Language users actually use different languages from their own tribes or countries for daily use, but people all around the world still can communicate by using international language. While in education, there are a lot of sources such as books, journals, theses, dissertations, and soon using English. In government section, between a country with another country can connect by using international language. In business, people can cooperate and do transaction by using international language.

People want to master English as an international language. Even people are required to be proficient in international language in order to keep up with the development of world. People can connect each other by communicating. Indonesians want to master speaking in order to support them to communicate people all around the world. English can be learnt through following courses or from school. In education context, Communicative Language Teaching (CLT) is a method of teaching that emphasizes among students to interact, to have a central role and to improve speaking proficiency.\(^\text{17}\) CLT is a method that is suitable for teacher to improve students’ speaking skill. Teachers need to put students as the central role and let students interacting each other by providing some activities in the classroom.

Discussing about activities, there are some activities that can be used by teachers to improve EFL learners’ speaking skill. According to Hayriye, there are some activities that can implement to improve speaking as follows:\(^\text{18}\)

a. Discussions: It practices students to express ideas/critical thinking and to work in group.


\(^{18}\) Kayi Hayriye, 2006, *op. cit.*
b. Role Play: Students require to speak and to act in various social context. It can motivate and entertain students to speak.

c. Simulations: It is almost the same as role play, but students need to carry items to demonstrate their acting. Advantages of this activity are to motivate and to entertain students.

d. Information Gap: Students work in pairs. Students share and collect information from their partners. From this activity, students can speak extensively.

e. Brainstorming: Students are given a topic and should create their ideas in a limited time.

f. Storytelling: Let students to tell someone story or create their own story.

g. Interviews: Teacher arranges rubric that can be used by students to ask people with some questions. Then students can present their interview results. It helps students to socialize with others.

h. Story Completion: All students and teacher sit in circle. Teacher starts a story, then each student continues the story about four or ten sentences.

i. Reporting: Before beginning the class, teacher asks students to read a newspaper or magazine. Then students report it each other.

j. Playing Cards: Students divide into four groups, then get a card for a group. The card represents a topic. Each group has to prepare 4-5 questions in order to answer by other groups.

k. Picture Narrating: Students are given some pictures and they ask to tell it sequently.

l. Picture Describing: Students work in pairs, then they get a picture and should describe it. Each group shares it in front of the class.

m. Find the Difference: Students work in pairs. Each pair is given two different pictures and find the differences from those two pictures.
From the explanation above, it can be concluded that the keys to improve EFL learners’ speaking skill are students need to practice their speaking skill by doing interaction to others and teachers need to set where students are as central role in the classroom. Implementing CLT method can be useful to improve students speaking skill, because the classroom activities require students to practice their speaking skill. If those activities can be carried out in the classroom, it opens opportunities for students to master speaking skill.

a. Role of Teacher

Many researchers explain the roles of teacher in improving students speaking skill. Harmer states that teacher have three roles in teaching speaking fluency, those are prompter, participant, feedback provider and organizer.\textsuperscript{19}

1. Prompter
Prompter means when students forget of their words, teacher lets students to find it by themselves. However, sometimes teacher may help students by giving instructions to join discussion.

2. Participant
Participant refers to teacher takes part in speaking class, but teacher does not dominate in the class. Students still dominate in class in order to give students opportunities to speak English.

3. Feedback provider
Feedback provider means teacher should give feedback to students. The time and way to give feedback should be considered. In addition, Koran adds a good teacher is a good assessor and organizer.\textsuperscript{20} Teacher can evaluate students speaking skill by assessing students through some observations, quizzes or exams.


4. **Organizer**

Organizer means teacher should prepare the method, materials used, the speaking activities complete with alternative activities if the previous speaking activity does not work and how long does activity take time.

b. **Role of Students**

Successful in speaking class links people that involve in it. Not only the teacher who has roles in language learning and teaching of speaking, but the students also have the roles. Harmer explains that the students also take roles such as when do preparation, the value repetition and mandatory participation.21

1. **Preparation**

Wilson states in Harmer’s book that students need preparation to express their speaking. Each student is different and has their own characteristics. Some of students can speak spontaneously. In opposite, there are some students cannot speak spontaneously. To overcome it, teacher can give students opportunity to prepare about what they want to say.

2. **Repetition**

Practice makes perfect. Practice is done by repeating activities many times. Repetition is needed to apply on students. From doing repetition, students are more confidence, because they have learnt it before. In addition, vocabulary can be engaged by applying repetition in classroom. So, from doing repetition students can improve their vocabulary.

3. **Mandatory participation**

At the beginning of the class, teacher does not give information to students about what they are going to learn. Then students are divided into some groups. In the group, students are given ‘speaking grid’ to write what teacher asks. At the end of the class, students is asked by guessing what they have learnt. It practices students ability to think and to express their opinion.

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B. Dialogue

1. Dialogue

Dialogue is defined in some definitions from some experts. The word of ‘dialogue’ is from old ancient Greek culture that is ‘dialogos’ from ‘dialegesthai’. ‘Legein’ refers to speak, ‘logos’ refers to word, meaning or reason. ‘Dia’ has meaning through or across and the term of ‘di’ means two. From old ancient Greek, it can be known that dialogue means two people or more that speak meaningfully. From the explanation above, it can be summarized, dialogue is an interaction activity that involves two people or more that speak for some purposes.

2. The Use of Dialogue

Dialogue is used in our social life in various activity. People can speak through monologue and dialogue. In education area, monologue and dialogue can be used in teaching or lecturing. The terms of dialogue and monologue have its meaning. Monologue is a speech which is delivered by a person without any response or interaction from others. Monologue is used in real life, such as in delivering speech, poem, etc. Meanwhile, dialogue is an interactive activity that involves two people or more in giving or taking speech. Dialogue in social life is used for drama, debate, discussion, and soon. In conclusion, both monologue and dialogue are used by people to talk and to communicate. The difference is that monologue is carried out by one person without involving any response of another while dialogue is carried out by two or more people who involve any response of another. In addition, dialogue is more interactive than monologue.

3. Dialogue as Learning Tool

There are several techniques that can be used by English teachers in order to improve students’ speaking skill. English teachers have to use various activities to

\[22\] Irene Incerti, “Dialogua As a Tool in Publicbuilding”, Thesis at The Arctic University of Norway, Norway, May 2016, p. 9.
\[24\] Ibid.
\[25\] Ibid.
encourage students to speak English. Teachers have to be more creative in managing the class, in choosing best technique and in giving motivation to students. Teachers need to know which technique that is suitable for their students to practice their speaking. Dialogue is one of those techniques that can be implemented by teachers to improve their students’ speaking skill. Students can practice dialogue with other friends or even with teacher. In class activity, teacher can give a topic to students then it helps students to begin speaking. Then students can speak freely without any doubt to say everything that they want.

For learning and teaching activity, dialogue can be used in various ways. Teaching speaking dialogue can practice and improve students’ speaking skill. It can be implemented by including students in role play. Automatically, it can give students opportunity to practice their English language. Students also be able to express their thoughts each other. As the result, students will have high confidence. From the experience of express ideas and thought in public place such as work in group or in front of the class, it can increase their confidence to speak in English. It can also practice their critical thinking. A student shares his/her ideas, meanwhile the other students respond it.

4. **The Advantage and Disadvantage of Using Dialogue as Learning Tool**
   
a. **Advantages**

   Dialogue has the advantages and disadvantages as a learning tool. These are the advantages of using dialogue adopted from Ulfah.\(^2\)

   1. Students’ target of communication skill can be developed.
   2. Dialogue is a technique which is the closest to the reality.
   3. It practices students’ natural and spontaneous in speaking.
   4. Students have interest in learning because the exercises are realistic and meaningful.
   5. Communicative ability of students can be practiced regularly.

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6. In classroom, students have chance to practice communication by their own self.

b. Disadvantages

In her research, Ulfah also explains about the disadvantages of using dialogue. Adopted from Ulfah, these are the disadvantages:\n
1. It is hard for English teacher to explore the difficulties that exists in the classroom.
2. Dialogue requires much time and cost to realize conditioned class.
3. Classroom becomes very noisy and students are not interested. Then teacher has difficulty in controlling the class.

5. The Procedure in Teaching Speaking by Using Dialogue

Teacher has some rules in teaching and learning process. As mentioned above, one of the roles of teacher is as an organizer. Teacher should make plans and prepare the class. Preparing the class can be done by arranging the learning procedures or steps. According to Byrne in Rahmawati, there are some steps or procedures in teaching speaking by using dialogue, those are:\n
Step 1 : Set the situation of the class to apply the dialogue in order students can speak by using their own language.
Step 2 : Overcome special difficulties when it is thought to be very important.
Step 3 : Give students time to listen to the dialogue (it can be given by watching video or demonstrating by the teacher) without seeing the text in their book.
Step 4 : Give opportunity to students to see the textbook while listening to the dialogue.
Step 5 : Ask students to follow and imitate the dialogue together.

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27 Ibid.
Step 6: Mimic the dialogue, use cues as responses from one student to another.

Step 7: Ask students about simple questions to make sure their comprehension.

Step 8: Ask students to create the entire dialogue in cues with response picture.

Step 9: Let students have opportunity to practice the text by reading aloud.

Step 10: In some small groups, let students practice their own dialogue then practice acting that dialogue.

C. The Previous Study

1. Research Studies Implementing Dialogue in Indonesia

Previously, Julianda, Rismay Marbun, and Luwandi Suhartono have conducted this research. This research is conducted because it realized that mispronounce and poor grammar had bad impact on students’ ability in receiving the information. This research used Class Action Research (CAR). The sample of this research was at the seventh grade students of SMP Kemala Bhayangkari 2 Tanjung Asam. This research used two cards that were used by students to do the conversation. This research proved by using dialogue technique improve students’ speaking skill. It showed that before applied by dialogue technique, students’ speaking skill was poor. Then after applied by dialogue technique, there were any improvements of students’ speaking skill. The data showed that the average score of cycle 1 was 54.64. Then the score increased in cycle 2 the average became 71.78.29

Secondly, Ratna Kurnia Dewi conducted a research to her theses in order to know the effectiveness of dialogue technique of students’ speaking skill. This was Class Action Research (CAR). This research took samples of 19 female students and 14 male students of SMA N Teras 1 Boyolali. The data were

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collected by two steps, there were observation and non observation technique. Before applied dialogue technique, students had poor speaking ability. Students still had lack of grammar, pronunciation, vocabulary, fluency and comprehension. The lacks overcame by using dialogue such in role play, group discussion and interview. Students were more active and confident by using dialogue technique while learning process. The mean score before using dialogue technique was 4.5. Then it increased to 7.2 after applied dialogue technique. It also showed by the improvement of grammar, pronunciation and vocabulary of students. From this research, it can be concluded that dialogue technique was effective to improve students’ speaking skill.  

Thirdly, a research conducted by Bella Windiana Putri, Syofia Delfi, and Jismulatif. This research conducted to investigate the effect of using short dialogue memorization on speaking ability. This research took place at SMP IT Al Ihsan Boarding School, Sik Hulu, Kampar. The population of the research was chosen by clustering sampling method, there were 20 students. Vocabulary and grammar were the lowest score. In opposite, pronunciation and fluency were the highest score of pre-test and post-test. Students got a pre-test, taught by using short dialogue memorization and a pre-test. The result of the post-test was increased by 0.931 for finding correlation. It proved that there was an effect and improvement of using short dialogue memorization on the speaking ability of the second year at SMP IT Al Ihsan Boarding School.  

2. Rationale for a New Study

Those studies above directed to the improvement of students’ speaking skill in mastering English as a foreign language. The studies investigated the effect of using dialogue technique to students’ speaking skill. According to Julianda, Rismaya Marbun, and Luwandi Suhartono’s research, bad pronunciation and poor

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31 Bella Windiana Putri, Syofia Delfi, and Jismulatif, “The Effect of Short Dialogue Memorization on the Speaking Ability of the Second Year Students at SMP IT Al Ihsan Boarding School”, FKIP Riau University, 2015.
grammar caused misunderstanding in communication. Ratna Kurnia Dewi found in her research that students had difficulties, such as the lack of grammar, pronunciation, vocabulary, fluency and comprehension in improving speaking skill. The teacher should be creative and professional in managing the class with provides interesting teaching method. It is important to put students as the learning central, gives the opportunity to speak up and build students’ confidence.

According to the previous studies above, there are differences between the present study and the previous studies. This research uses a quasi-experimental study, while some previous studies used Class Action Research (CAR). So, this research needs the instruments for pre-test and post-test by speaking or oral test. Then this research needs to show the result of teaching the students by using dialogue technique.

On the other hand, there are similarities with both the present study and the previous studies. Both the present study and the previous studies give opportunity for the students to speak up and active for learning process. Students let to communicate by using dialogue to other students or teacher, so it can improve students’ speaking skill.

D. Thinking Framework

In learning and mastering a language, students have to master four skills from that language. Nowadays, speaking is as a skill that should be focused by EFL (English Foreign Language) in order to master a language. Practice speaking is a key to master speaking skill. Speaking is an activity to communicate and to connect with others. In mastering speaking, students have to pay attention on some parts of speaking such as pronunciation, vocabulary, accuracy, fluency, and comprehension. The Indonesian Ministry of Education stipulates that there are four core competences in learning a language. One of the core competences is aimed to develop students’ communicative competence in interpersonal, transactional and functional text by using many texts in both oral dan written English language.
Nevertheless, there are some problems faced by teachers and students while teaching and learning English in the classroom. The students cannot practice their speaking because they do not have the opportunity to speak and students get some difficulties such as limitation of pronunciation, vocabulary, accuracy, fluency, and comprehension about English. In addition, students have less confidence, because they feel shy to speak in front of the teacher and their friends. However, by the problems that face by students, so this research assumes that dialogue activity in the classroom gives benefits in teaching and learning English such as giving opportunity to students to practice speaking, overcome their problems such as pronunciation, vocabulary, accuracy, fluency, and comprehension and also increase students’ confidence.

This research uses dialogue technique to be implemented in English classroom in order to give students opportunity to practice their speaking skill with others. In addition, by using dialogue technique students can overcome their difficulties such as vocabulary, pronunciation, accuracy, fluency, and comprehension in English class. Students can practice speaking by using dialogue technique inside or outside the classroom. Students can practice their speaking by giving and taking of speaking.

E. Research Hypotheses

According to the explanations and theories which are clarified above, it can be posed a research hypotheses: the students’ speaking skill can be improved if dialogue technique is applied in teaching and learning process.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Study

The research took place at SMP IT (Sekolah Menengah Pertama Islam Terpadu) Bina Pekerti, which is located at Jalan Kp. Leungsir, Tangerang Banten. SMP IT Bina Pekerti is registered as a school the accredited with A. This research began from August 6th 2019 up to September 4th 2019. The pre-test is conducted in the first meeting. The next meeting, both experimental and controlled class is taught English. Dialogue treatments are given to experimental class for four meetings. The sixth meeting, both experimental and controlled class conduct post-test.

B. Research Methodology and Design

This research uses the quantitative research method. According to Creswell, one of the characteristics of quantitative research uses numerical data which set from a number of people who use instruments with predetermined questions and responses. ¹ Quantitative research is classified into experimental and non experimental research. This research uses experimental research which uses study of effects in manipulating one variable to another systematically.² Manipulating variable is called by experimental treatments or independent variables, while dependent variable is variables which are observed and measured.³ Experimental treatment or independent variable of this research is dialogue, while dependent variable of this research is speaking skill. This research is conducted to know the effect of dialogue on students’ speaking skill.

³ Ibhid.
Quasi-experimental design is used to conduct this research. This research examines the effect of dialogue on students’ speaking skill. There are two classes which are used on this research to compare the effect of dialogue on students’ speaking skill, there are experimental and control class. Both the experimental and control class is applied pre-test and post-test. The difference is dialogue as the treatment is given to experimental class, while control class is not given dialogue treatment or uses monologue technique. According to the Shevington study in Louis Cohen, the quasi experimental research design framework is as follows:

<table>
<thead>
<tr>
<th>Experimental</th>
<th>O1</th>
<th>X</th>
<th>O2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>O3</td>
<td>O</td>
<td>O4</td>
</tr>
</tbody>
</table>

Explanation:

- **O1**: Pre-Test
- **O3**: Pre-Test
- **O2**: Post-Test
- **O4**: Post-Test
- **X**: Treatment
- **O**: No Treatment

C. Population and Sample

The population of the research is the seventh-grade students of SMP IT Bina Pekerti. The numbers of the seventh-grade students are 90 students which are divided into four classes, there are VII 1, VII 2, VII 3, and VII 4. In addition, the samples are chosen according to the purpose of this research. The purposive sampling is used to this research in order to choose the participants according to the research with certain criteria. The samples are from two classes, there are

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from VII 2 and VII 3. The experimental class is VII 3, while the control class is VII 2. Those classes have equal score of English speaking ability. Both the experimental and the controlled class consist of 22 students. Those classes are chosen under the permission of the school while conducting the research.

D. Research Instrument

The instrument of this research uses test. Oral test is used in this research. The test is applied before and after giving the treatment by using dialogue. The purpose of conducting pre-test is in order to know students’ previous speaking ability. While, the purpose of conducting post-test is in order to know whether there is an effect or not using dialogue on students’ ability.

Pre-test is conducted before giving the treatment, then post-test is conducted after giving the treatment. In the pre-test, students are assessed in order to know how good the students’ speaking ability to both experimental and controlled class. In experimental class, the students ask to follow the dialogue that is given by the teacher according to the theme of English lesson topic which they learned. While in controlled class, the students are not given dialogue treatment. In the post-test, the students are assessed to know the significance effect of using dialogue of student’ speaking skill. Adopted from H. Douglas Brown, here are oral proficiency test scoring categories:\(^6\)

<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Accuracy</td>
<td>5</td>
<td>Equivalent to that of an educated native speaker.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Able to use the language accurately on all levels normally pertinent to professional needs. Errors in accuracy are quite rare.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Control of accuracy is good. Able to speak the language with sufficient structural accuracy to participate affectively in most formal and informal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Speaking</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Errors in accuracy are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
</tr>
<tr>
<td>2</td>
<td>Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the accuracy.</td>
</tr>
<tr>
<td><strong>2.</strong> Vocabulary</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Speaking vocabulary inadequate to express anything but the most elementary needs.</td>
</tr>
<tr>
<td>2</td>
<td>Has speaking vocabulary sufficient to express himself simply with someone one circumlocutions.</td>
</tr>
<tr>
<td>3</td>
<td>Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.</td>
</tr>
<tr>
<td>4</td>
<td>Can understand and participate in any conversation within the range of his experiences with a high degree of precision of vocabulary.</td>
</tr>
<tr>
<td>5</td>
<td>Speech on all levels is fully accepted by educated native speaker in all its features including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.</td>
</tr>
<tr>
<td><strong>3.</strong> Comprehension</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.</td>
</tr>
<tr>
<td>2</td>
<td>Can get the gist of most conversation of non technical subject (i.e., topics that require no specialized knowledge).</td>
</tr>
<tr>
<td>3</td>
<td>Comprehension is quite complete at a normal rate of speech.</td>
</tr>
<tr>
<td>4</td>
<td>Can understand any conversation within the range of his experience.</td>
</tr>
<tr>
<td>5</td>
<td>Equivalent to that of an educated native speaker.</td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Pronunciation</th>
<th>5</th>
<th>Equivalent to and fully accepted by educated native speakers.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Errors in pronunciation are quite rare.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Errors never interface with understanding and rarely disturb the native speaker. Accent may be obviously foreign.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Accent is intelligible though often quite faulty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
</tr>
</tbody>
</table>

E. **Technique of Data Collection**

Pre-test and post-test is used to collect the data. Pre-test is conducted to both experimental and controlled class. After giving pre-test, dialogue technique is applied to experimental class as the treatment when teaches and learns English lesson. The treatment is conducted four times. Both experimental and controlled class use lesson plan similarly, but the controlled class uses another technique or uses monologue. After giving the treatment, post-test is conducted in order to measure the difference between experimental and controlled class of students’
speaking skill. For the last, the result is compared between pre-test and post-test in order to know the effect of dialogue towards students’ speaking skill.

F. Technique of Data Analysis

1. Test of Normality

Normality test is used after get the results of pre-test and post-test. Normality test conducts to both pre-test and post-test. Kadir states that the normality test is used as a requirement for testing hypotheses on inferential statistics which is used in order to know whether the distribution of the sample chosen from a normal or not normal population distribution. Statistical calculation of t-test is used in this research. Kadir adds that some analytical techniques, such as t-test, r-test and F-test require the need of normal distribution. To gain the normal data, the score of this test must be higher than 0.05.

2. Test of Homogeneity

If the data are normally distributed, the data should be tested by homogeneity test. The homogeneity means the data has same variance or values statistically and it concentrates on the diversity of variance and standard deviation. So, this research uses homogeneity test in order to know the samples are homogeneous or not. To gain the homogeneous data, the score of this test must be higher than 0.05.

3. T-test

T-test is used in this research in order to calculate the data statistically. According to Sherri, the use of t-test is in order to compare the means of two

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8 Ibid.
9 Ibid., p. 117.
different groups which are experimental and controlled group. The t-test formula to analyze the data of pre-test and post test is:

\[ t_{obt} = \frac{X_1 - X_2}{SE_{X_1} - X_2} \]

Explanation:
- \( t_{obt} \): Value of \( t \) obtained
- \( X_1 \): Means of experiment group
- \( X_2 \): Means of controlled group
- \( SE_{X_1} \): Standard error of difference of experiment group
- \( SE_{X_2} \): Standard error of difference of controlled group

The additional formula as follows:
1. Formula to determine mean of variable X:
   \[ \bar{X}_1 = \frac{\sum X}{n} \]
2. Formula to determine mean of variable Y:
   \[ \bar{X}_2 = \frac{\sum Y}{n} \]
3. Formula to determine standard of deviation score of variable X:
   \[ SD_{X_1} = \sqrt{\frac{\sum X^2}{n}} \]
4. Formula to determine standard of deviation score of variable Y:
   \[ SD_{X_2} = \sqrt{\frac{\sum Y^2}{n}} \]
5. Formula to determine standard error of mean of variable X:
   \[ SE_{X_1} = \frac{SD_1}{\sqrt{n_1 - 1}} \]
6. Formula to determine standard error of mean of variable Y:

---


\[ SE_{X^2} = \frac{SD_2}{\sqrt{n_2 - 1}} \]

7. Formula to determine standard error of difference of mean of variable X and Y:
\[ SE_{X_1 \text{ and } X_2} = \sqrt{SE_{X_1^2} + SE_{X_2^2}} \]

8. Formula to determine \( t_{\text{obt}} \):
\[ t_{\text{obt}} = \frac{X_1 - X_2}{SE_{X_1 - X_2}} \]

9. Formula to determine \( t_{\text{table}} \) in significance level 5% with degrees of freedom:
\[ df = (n_1 + n_2) - 2 \]

Explanation:
\( \bar{X}_1 \) : Mean of the difference of experiment group
\( \bar{X}_2 \) : Mean of the difference of controlled group
\( \Sigma X \) : The total score of experimental class’ gain score
\( \Sigma Y \) : The total score of controlled class’ gain score
\( \Sigma X^2 \) : The total of experimental class’ gain score minus \( \bar{X}_1 \)
\( \Sigma Y^2 \) : The total of experimental class’ gain score minus \( \bar{X}_1 \)
\( SD_{X_1} \) : The standard deviation of gain score of experimental group
\( SD_{X_2} \) : The standard deviation of gain score of controlled group
\( SE_{X_1} \) : The Standard error of experiment group
\( SE_{X_2} \) : The Standard error of controlled group
\( n_1 \) : The total number of students in experimental group
\( n_2 \) : The total number of students in controlled group
G. Formulation of the Effect Size

The effect of size is calculated after calculated and got t-test result. Cohen (1988) in Will and Samantha (2002) states formula to calculate the effect of size, the formula as follows:¹²

\[ d = \frac{X_1 - X_2}{S_{pooled}} \]

Explanation:
- \( d \): Cohen’s \( d \) effect size
- \( X_1 \): Mean (average of experimental group)
- \( X_2 \): Mean (average of controlled group)
- \( S_{pooled} \): Standard deviation

\[ S_{pooled} = \frac{\text{standard deviation of } X + \text{ standard deviation of } Y}{2} \]

The criteria of the effect size:
- \( 0 - 0.2 \) = weak effect
- \( 0.21 - 0.5 \) = modest effect
- \( 0.51 - 1.00 \) = moderate effect
- \( > 1.00 \) = strong effect

H. Statistical Hypotheses

The hypotheses can be analyzed as follows:
- \( H_a = t_0 > t_\alpha \)
- \( H_0 = t_0 < t_\alpha \)

The criteria are used as follows:

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1. If $t_0 > t_t$, $H_a$ (the alternative hypotheses) is accepted and $H_0$ (null hypotheses) is rejected. In conclusion, there is a significance effect of using dialogue on students’ speaking skill.

2. If $t_0 < t_t$, $H_a$ (the alternative hypotheses) is rejected and $H_0$ (null hypotheses) is accepted. In conclusion, there is no significance effect of using dialogue on students’ speaking skill.

$H_a$: There is a significance effect of using dialogue on students’ speaking skill.

$H_0$: There is no significance effect of using dialogue on students’ speaking skill.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

1. Data Description

The aim of this chapter is to know the result of pre-test and post-test that has given to both experimental and controlled class of SMP IT Bina Pekerti. The result is to proof the significance effect of using dialogue to improve students’ speaking skill at the seventh grade students of SMP IT Bina Pekerti in academic year 2019/2020. This chapter’s part shows the description of data from result of the speaking test.

a. The Data of Experimental Class (VII.3)

Table 4.1
Pre-test and post-test score of experimental class

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Pre-test Score</th>
<th>Total Score</th>
<th>Post-test Score</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>P V C A F</td>
<td></td>
<td>P V C A F</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>APL</td>
<td>2 3 2 2 2</td>
<td>11 44</td>
<td>3 4 4 3 4</td>
<td>18 72</td>
</tr>
<tr>
<td>2</td>
<td>ASS</td>
<td>2 2 3 2 2</td>
<td>11 44</td>
<td>3 4 4 3 3</td>
<td>17 68</td>
</tr>
<tr>
<td>3</td>
<td>AATY</td>
<td>2 2 3 2 2</td>
<td>11 44</td>
<td>2 3 4 3 3</td>
<td>15 60</td>
</tr>
<tr>
<td>4</td>
<td>AQA</td>
<td>3 3 2 2 2</td>
<td>12 48</td>
<td>3 5 4 3 3</td>
<td>18 72</td>
</tr>
<tr>
<td>5</td>
<td>AID</td>
<td>2 2 2 3 3</td>
<td>12 48</td>
<td>3 4 4 3 4</td>
<td>18 72</td>
</tr>
<tr>
<td>6</td>
<td>AGH</td>
<td>2 3 3 2 2</td>
<td>12 48</td>
<td>4 4 4 3 3</td>
<td>18 72</td>
</tr>
<tr>
<td>7</td>
<td>ARA</td>
<td>2 2 3 2 1</td>
<td>10 40</td>
<td>2 3 3 2 3</td>
<td>13 52</td>
</tr>
<tr>
<td>8</td>
<td>ABQ</td>
<td>2 2 3 3 3</td>
<td>13 52</td>
<td>3 4 4 3 4</td>
<td>18 72</td>
</tr>
<tr>
<td>9</td>
<td>BAR</td>
<td>3 2 3 3 2</td>
<td>13 52</td>
<td>4 4 5 4 4</td>
<td>21 84</td>
</tr>
<tr>
<td>10</td>
<td>EAW</td>
<td>2 2 2 2 2</td>
<td>10 40</td>
<td>2 3 3 2 2</td>
<td>12 48</td>
</tr>
<tr>
<td>11</td>
<td>HQA</td>
<td>3 2 4 2 2</td>
<td>13 52</td>
<td>4 4 5 4 4</td>
<td>21 84</td>
</tr>
<tr>
<td>12</td>
<td>HANH</td>
<td>2 2 3 2 2</td>
<td>11 44</td>
<td>4 4 4 4 4</td>
<td>20 80</td>
</tr>
</tbody>
</table>
Table 4.1 above is the data of students in VII.3 of SMP IT Bina Pekerti as the experimental class. It can be known that the pre-test is taken by oral test. The test consists of some aspects such as pronunciation, vocabulary, comprehension, accuracy and fluency. In order to get the final score, total score is multiplied by 4. The final score of pre-test was 1008, the minimum score was 36, the maximum score was 60 and the mean score was 45.82.

After receiving the treatments for four times with the topic “introducing ourselves”. There were any improvement score. The final score of post-test was 1548, the minimum score was 48, the maximum score was 88 and the mean score was 70.36. It means that there was a significance effect of using dialogue to students speaking skill in experimental class.
b. The Data of Controlled Class (VII.2)

Table 4.2
Pre-test and post-test score of controlled class

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Pre-test Score</th>
<th>Total</th>
<th>Score</th>
<th>Post-test Score</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>P  V  C  A  F</td>
<td></td>
<td></td>
<td>P  V  C  A  F</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>AFR</td>
<td>3  3  3  3  3</td>
<td>15</td>
<td>60</td>
<td>3  4  4  4  4</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>ARFK</td>
<td>2  2  2  1  2</td>
<td>9</td>
<td>36</td>
<td>2  2  2  2  2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>AZF</td>
<td>2  2  3  2  2</td>
<td>11</td>
<td>44</td>
<td>3  3  3  2  2</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>AVI</td>
<td>3  2  3  2  2</td>
<td>12</td>
<td>48</td>
<td>3  3  4  3  2</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>ARA</td>
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<td>11</td>
<td>44</td>
<td>2  3  4  3  2</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>ATBA</td>
<td>2  3  3  2  2</td>
<td>12</td>
<td>48</td>
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<td>16</td>
</tr>
<tr>
<td>7</td>
<td>BSP</td>
<td>2  2  2  1  1</td>
<td>8</td>
<td>32</td>
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<td>9</td>
</tr>
<tr>
<td>8</td>
<td>CIP</td>
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</tr>
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<td>IKS</td>
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</tr>
<tr>
<td>10</td>
<td>MF</td>
<td>2  2  2  2  2</td>
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<td>40</td>
<td>3  3  3  3  2</td>
<td>14</td>
</tr>
<tr>
<td>11</td>
<td>MRKP</td>
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<td>11</td>
<td>44</td>
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<td>18</td>
</tr>
<tr>
<td>12</td>
<td>MAAAL</td>
<td>2  3  3  2  3</td>
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<td>52</td>
<td>3  4  3  3  3</td>
<td>16</td>
</tr>
<tr>
<td>13</td>
<td>MBZR</td>
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<td>60</td>
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<td>19</td>
</tr>
<tr>
<td>14</td>
<td>MAR</td>
<td>2  2  3  1  2</td>
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<td>40</td>
<td>3  4  4  2  2</td>
<td>15</td>
</tr>
<tr>
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<td>36</td>
<td>2  2  3  2  2</td>
<td>11</td>
</tr>
<tr>
<td>16</td>
<td>MRR</td>
<td>2  2  3  2  2</td>
<td>11</td>
<td>44</td>
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<tr>
<td>17</td>
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<td>40</td>
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<td>14</td>
</tr>
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<td>18</td>
<td>MSA</td>
<td>2  2  2  1  1</td>
<td>8</td>
<td>32</td>
<td>3  3  3  2  2</td>
<td>13</td>
</tr>
<tr>
<td>19</td>
<td>RN</td>
<td>2  3  3  2  2</td>
<td>12</td>
<td>48</td>
<td>4  4  4  4  3</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>RKH</td>
<td>1  2  2  1  2</td>
<td>8</td>
<td>32</td>
<td>2  3  3  2  1</td>
<td>11</td>
</tr>
<tr>
<td>21</td>
<td>RZA</td>
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<td>11</td>
<td>44</td>
<td>3  3  3  2  2</td>
<td>13</td>
</tr>
<tr>
<td>22</td>
<td>WR</td>
<td>2  2  2  1  1</td>
<td>8</td>
<td>32</td>
<td>2  3  2  2  2</td>
<td>11</td>
</tr>
</tbody>
</table>

Σ  236  944  320  1280

X̄  10.73  42.91  14.55  58.18

MIN  8  32  9  36
Table 4.2 above is pre-test and post-test score data of VII.2 students of SMP IT Bina Pekerti as the controlled class. The topic of pre-test is about “introducing ourselves”. In order to get the final score, total score is multiplied by 4. It can be known that the total score of pre-test was 944, the minimum score was 32, the maximum score was 60 and the mean score was 42.91.

After conducting pre-test, students got four meetings to learn about “introducing ourselves” with monologue technique. Then post-test is conducted in this research. There was lower effect of students score. The total score of post-test was 1280, the minimum score was 36, the maximum score was 76 and the mean score was 51.18. It can be concluded that there was lower effect of learning “introducing ourselves” by using monologue technique on students’ speaking skill.

**Table 4.3**

<table>
<thead>
<tr>
<th>No.</th>
<th>Gained Score of Experimental Class</th>
<th>Gained Score of Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>24</td>
<td>12</td>
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<tr>
<td>5</td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>24</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>32</td>
<td>28</td>
</tr>
</tbody>
</table>
Table 4.3 is the gained score of experimental and controlled class. Gained score is the difference between pre-test and post-test score. The table shows that the gained score of experimental class was 540 and the mean of gained score of experimental class was 24.55. On the other side, the gained score of controlled class was 336 and the mean score of controlled class was 15.27.

2. Data Analysis
a. The Normality Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Gained Score of Experimental Class</th>
<th>Gained Score of Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>14</td>
<td>32</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
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<tr>
<td>16</td>
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<td>24</td>
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<tr>
<td>17</td>
<td>20</td>
<td>16</td>
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<td>18</td>
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<td>20</td>
</tr>
<tr>
<td>19</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>20</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>21</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>22</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Σ</td>
<td>540</td>
<td>336</td>
</tr>
<tr>
<td>X</td>
<td>24,55</td>
<td>15,27</td>
</tr>
</tbody>
</table>

Table 4.4

<table>
<thead>
<tr>
<th>Group</th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Pre-test</td>
<td>Experimental</td>
<td>.164</td>
</tr>
<tr>
<td></td>
<td>Controlled</td>
<td>.173</td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction
Before conducting t-test, the data need to be normally distributed. The data of the table above show the results of the normality test of pre-test. The data are declared normally distributed, if the data of significance value are higher than $\alpha = 0.05$. For pre-test, the result of the normality test of experimental class was $0.154 > 0.05$. While the result of normality test of controlled class was $0.061 > 0.05$. Both experimental and controlled class had higher significance score than 0.05, so the data were normally distributed.

**Table 4.5**

<table>
<thead>
<tr>
<th>Group</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Post-test</td>
<td>Experimental</td>
<td>.150</td>
</tr>
<tr>
<td></td>
<td>Controlled</td>
<td>.110</td>
</tr>
</tbody>
</table>

*This is a lower bound of the true significance.

Based on the data above, it is normality test of post-test on experimental and controlled class. The data showed post-test that experimental class had significance score $0.427 > 0.05$, while the controlled class had significance score $0.422 > 0.05$. In conclusion, the data of normality test of post-test on experimental and controlled class were higher than 0.05 and the data were normally distributed.
b. The Homogeneity Test

Table 4.6
Homogeneity of Variance Test of Pre-test

<table>
<thead>
<tr>
<th></th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on Mean</td>
<td>.742</td>
<td>1</td>
<td>42</td>
<td>.394</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.566</td>
<td>1</td>
<td>42</td>
<td>.456</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.566</td>
<td>1</td>
<td>38.545</td>
<td>.456</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.867</td>
<td>1</td>
<td>42</td>
<td>.357</td>
</tr>
</tbody>
</table>

According to the data of homogeneity of variance test of pre-test, it can be known that the significance score of pre-test of experimental and controlled class was $0.394 > 0.05$. The data of pre-test of both experimental and controlled class were homogenous, because the data of significance score were higher than 0.05.

Table 4.7
Homogeneity of Variance Test of Post-test

<table>
<thead>
<tr>
<th></th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on Mean</td>
<td>.257</td>
<td>1</td>
<td>42</td>
<td>.615</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.398</td>
<td>1</td>
<td>42</td>
<td>.532</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.398</td>
<td>1</td>
<td>41.823</td>
<td>.532</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.280</td>
<td>1</td>
<td>42</td>
<td>.600</td>
</tr>
</tbody>
</table>

For post-test, the result of homogeneity of variance test of experimental and controlled class showed that the data were homogenous. The data of significance score were higher than 0.05. The data of significance score of homogeneity test of post test of experimental and controlled class were $0.615 > 0.05$. 
c. **T-test**

After ensuring the data of the research was normally distributed and homogeneous, the next step was to analyze the data using t-test. The stages are:

<table>
<thead>
<tr>
<th>No.</th>
<th>X</th>
<th>Y</th>
<th>X-XX</th>
<th>Y-XY</th>
<th>(X-XX)^2</th>
<th>(Y-XY)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28</td>
<td>16</td>
<td>3.45</td>
<td>0.73</td>
<td>11.93</td>
<td>0.53</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>4</td>
<td>-0.55</td>
<td>-11.27</td>
<td>0.30</td>
<td>127.07</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>8</td>
<td>-8.55</td>
<td>-7.27</td>
<td>73.02</td>
<td>52.89</td>
</tr>
<tr>
<td>4</td>
<td>24</td>
<td>12</td>
<td>-0.55</td>
<td>-3.27</td>
<td>0.30</td>
<td>10.71</td>
</tr>
<tr>
<td>5</td>
<td>24</td>
<td>12</td>
<td>-0.55</td>
<td>-3.27</td>
<td>0.30</td>
<td>10.71</td>
</tr>
<tr>
<td>6</td>
<td>24</td>
<td>16</td>
<td>-0.55</td>
<td>0.73</td>
<td>0.30</td>
<td>0.53</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
<td>4</td>
<td>-12.55</td>
<td>-11.27</td>
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<td>127.07</td>
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<tr>
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<td>20</td>
<td>20</td>
<td>-4.55</td>
<td>4.73</td>
<td>20.66</td>
<td>22.35</td>
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<td>55.57</td>
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<td>32</td>
<td>28</td>
<td>7.45</td>
<td>12.73</td>
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<td>28</td>
<td>16</td>
<td>3.45</td>
<td>0.73</td>
<td>11.93</td>
<td>0.53</td>
</tr>
<tr>
<td>14</td>
<td>32</td>
<td>20</td>
<td>7.45</td>
<td>4.73</td>
<td>55.57</td>
<td>22.35</td>
</tr>
<tr>
<td>15</td>
<td>24</td>
<td>8</td>
<td>-0.55</td>
<td>-7.27</td>
<td>0.30</td>
<td>52.89</td>
</tr>
<tr>
<td>16</td>
<td>32</td>
<td>24</td>
<td>7.45</td>
<td>8.73</td>
<td>55.57</td>
<td>76.17</td>
</tr>
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<td>20</td>
<td>16</td>
<td>-4.55</td>
<td>0.73</td>
<td>20.66</td>
<td>0.53</td>
</tr>
<tr>
<td>18</td>
<td>28</td>
<td>20</td>
<td>3.45</td>
<td>4.73</td>
<td>11.93</td>
<td>22.35</td>
</tr>
<tr>
<td>19</td>
<td>28</td>
<td>28</td>
<td>3.45</td>
<td>12.73</td>
<td>11.93</td>
<td>161.98</td>
</tr>
<tr>
<td>20</td>
<td>24</td>
<td>12</td>
<td>-0.55</td>
<td>-3.27</td>
<td>0.30</td>
<td>10.71</td>
</tr>
<tr>
<td>21</td>
<td>24</td>
<td>8</td>
<td>-0.55</td>
<td>-7.27</td>
<td>0.30</td>
<td>52.89</td>
</tr>
<tr>
<td>22</td>
<td>20</td>
<td>12</td>
<td>-4.55</td>
<td>-3.27</td>
<td>20.66</td>
<td>10.71</td>
</tr>
<tr>
<td>Σ</td>
<td>540</td>
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<td>1012.36</td>
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<td>24.55</td>
<td>15.27</td>
<td></td>
<td></td>
<td>44.07</td>
<td>46.02</td>
</tr>
</tbody>
</table>
According to data from Table 4.8, experimental class was represented as X and controlled class was represented as Y. The calculation resulted of gained score of experimental and controlled class above, it can be used to calculate t-test. T-test calculation was as follows:

1. To determine mean of variable X:
   \[ \bar{X}_1 = \frac{\sum X}{n} \]
   \[ \bar{X}_1 = \frac{540}{22} \]
   \[ \bar{X}_1 = 24.55 \]

2. To determine mean of variable Y:
   \[ \bar{X}_2 = \frac{\sum Y}{n} \]
   \[ \bar{X}_2 = \frac{336}{22} \]
   \[ \bar{X}_2 = 15.27 \]

3. To determine standard of deviation score of variable X:
   \[ SD_{X_1} = \sqrt{\frac{\sum X^2}{n}} \]
   \[ SD_{X_1} = \sqrt{\frac{969.45}{22}} \]
   \[ SD_{X_1} = \sqrt{44.07} \]
   \[ SD_{X_1} = 6.64 \]

4. To determine standard of deviation score of variable Y:
   \[ SD_{X_2} = \sqrt{\frac{\sum Y^2}{n}} \]
   \[ SD_{X_2} = \sqrt{\frac{1012.36}{22}} \]
   \[ SD_{X_2} = \sqrt{46.02} \]
   \[ SD_{X_2} = 6.78 \]
5. To determine standard error of mean of variable X:

\[ \text{SE}_{X_1} = \frac{SD_1}{\sqrt{n_1-1}} \]

\[ \text{SE}_{X_1} = \frac{6.64}{\sqrt{22-1}} \]

\[ \text{SE}_{X_1} = \frac{6.64}{21} \]

\[ \text{SE}_{X_1} = 0.32 \]

\[ \text{SE}_{X_1} = 0.45 \]

6. To determine standard error of mean of variable Y:

\[ \text{SE}_{X_2} = \frac{SD_2}{\sqrt{n_2-1}} \]

\[ \text{SE}_{X_2} = \frac{6.78}{\sqrt{22-1}} \]

\[ \text{SE}_{X_2} = \frac{6.78}{21} \]

\[ \text{SE}_{X_2} = 0.32 \]

\[ \text{SE}_{X_2} = 1.48 \]

7. To determine standard error of difference of mean of variable X and Y:

\[ \text{SE}_{X_1 \text{ and } X_2} = \sqrt{\text{SE}_{X_1}}^2 + \text{SE}_{X_2}^2 \]

\[ \text{SE}_{X_1 \text{ and } X_2} = \sqrt{0.32^2 + 0.32^2} \]

\[ \text{SE}_{X_1 \text{ and } X_2} = \sqrt{0.10 + 0.10} \]

\[ \text{SE}_{X_1 \text{ and } X_2} = 0.32 \]

\[ \text{SE}_{X_1 \text{ and } X_2} = 0.96 \]

8. To determine \( t_{\text{obs}} \):

\[ t_{\text{obs}} = \frac{X_1 - X_2}{\text{SE}_{X_1 \text{ and } X_2}} \]

\[ t_{\text{obs}} = \frac{24.55 - 15.27}{0.96} \]

\[ t_{\text{obs}} = \frac{9.28}{0.96} \]
\[ t_{\text{obs}} = 9.67 \]

9. Formula to determine \( t_{\text{table}} \) in significance level 5\% with degrees of freedom:
\[
df = (n_1 + n_2) - 2
\]
\[
df = (22 + 22) - 2
\]
\[
df = 42
\]

d. The Effect Size
\[
S_{\text{pooled}} = \frac{\text{standard deviation of } X + \text{standard deviation of } Y}{2}
\]
\[
S_{\text{pooled}} = \frac{6.64 + 6.78}{2} = 6.71
\]
\[
S_{\text{pooled}} = \frac{13.42}{2} = 6.71
\]
\[
S_{\text{pooled}} = 6.71
\]
\[
d = \frac{X_1 - X_2}{S_{\text{pooled}}}
\]
\[
d = \frac{24.55 - 15.27}{6.71} = 1.38
\]
\[
d = \frac{9.28}{6.71} = 1.38
\]

The criteria of the effect size:
0 – 0.2 = weak effect
0.21 – 0.5 = modest effect
0.51 – 1.00 = moderate effect
> 1.00 = strong effect

Based on the effect size criteria above, the conclusion was the research had strong effect of improving students’ skill. It can be known from the \( d \) score. The \( d \) score was 1.38 > 1.00. It can be concluded that the use of dialogue had strong effect in improving students’ speaking skill.
Table 4.9

<table>
<thead>
<tr>
<th>Post-test</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>F 0.257, Sig. 0.615</td>
<td>t 3.515, Df 42, Sig. 2-tailed 0.001, Mean Difference 12.182, Std. Error Difference 3.465</td>
<td>Lower 5.188, Upper 19.175</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>F 3.515, Sig. 0.016</td>
<td>t 41.725, Df 42, Sig. 2-tailed 0.001, Mean Difference 12.182, Std. Error Difference 3.465</td>
<td>Lower 5.187, Upper 19.177</td>
</tr>
</tbody>
</table>

According to data from Table 4.9 above, the result of independent test was the significant (2-tailed) was 0.001. The significant (2-tailed) is lower than t-table or sig α = 0.05 (5%). It means the alternative hypotheses was accepted and the null hypotheses was rejected. The result of post-test showed that there was a significant difference between experimental and controlled class. It means that there was a significant effect of using dialogue on students’ speaking skill.

B. Discussion

The result of this research was there was an improvement of speaking skill by using dialogue at the seventh grade students of SMP IT Bina Pekerti. The evidence of this claim showed from the post-test score of experimental and controlled class, which post-test score of experimental class was higher than controlled class. According to pre-test score, there was no significant difference score between experimental and controlled class. The mean score of pre-test of
Experimental class was 45.82, while the mean score of pre-test of controlled class was 42.91.

Significant difference of score appeared after the students received treatments in different learning techniques. Experimental class treated by dialogue technique, while controlled class treated by monologue technique. The scores of experimental and controlled group increased, but the difference score between experimental and controlled class was quite significant. This can be proven by the results of post-test scores of both experimental and controlled class. The mean score of post-test of experimental class was 70.36, while the mean score of post-test of controlled class was 58.18. Mean gained score of pre-test and post-test of experimental class was 24.55. On the other side, mean gained score of pre-test and post-test of controlled class was 15.27.

Furthermore, the researcher calculated the effect size to determine the effect of using dialogue technique on students’ speaking skill. By using Cohen’s formula, the result proved that the effect size score was 1.38. It means, it can be concluded that the use of dialogue had strong effect on improving students’ speaking skill.

Statistical hypotheses showed that there was a significant effect of using dialogue on students’ speaking skill. Moreover, the hypotheses calculation resulted the score of t₀ of the alternative hypotheses (H₁) is 0.001, while the score of t₀ of the null hypotheses (H₀) is 0.05 (5%). Alternative hypotheses (H₁) is lower than the null hypotheses (H₀). So, Alternative hypotheses (H₁) is accepted and the null hypotheses (H₀) is rejected.

From brief the explanation above, it can be concluded that the use of dialogue technique improved students’ speaking skill. Previously, Bouchiba Kheira also did same research. It states that the researcher did interviews to both students and English teacher and they agreed that dialogue technique was fixed speaking difficulties.¹ From the present research, it can be known by comparing the post-

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¹ Bouchiba Kheira, “Investigating The Use of Dialogues to Overcome EFL Learners’ Speaking Difficulties” Dissertation of Master in Science of Language of University of Biskra, 2016, p. 86.
test score of experimental and controlled class. Post-test score of experimental
class was higher than controlled class. After receiving dialogue treatment for four
meetings, there was an improvement of speaking skill of experimental class.
While conducting the treatment, students speaking parts such as pronunciation,
vocabulary, comprehension, accuracy and fluency improved.

Furthermore, students had great opportunity to speak English. Dialogue also
gave motivation to students in speaking and participating during teaching and
learning process. During teaching and learning process, most of teaching and
learning time spent for speaking exercises by using dialogue. Students had their
partners which were their own friends, so students can practice their speaking
inside or outside the classroom.

Ibid.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This quasi-experimental research was conducted in order to proof the effect of using dialogue technique in improving students’ speaking skill. The sample of this research was at the seventh grade students of SMP IT Bina Pekerti. This research used two samples from VII 3 as experimental class and VII 2 as controlled class. At the first meeting, pre-test was conducted to experimental and controlled class with same process. There was no significant difference score of pre-test. However, after getting treatments for four times there was a significant difference between experimental and controlled class. Experimental class got higher score of post-test than controlled class.

In addition, the result of statistical hypotheses also added empirical evidence to this research. The alternative hypotheses (H₁) got lower score than the null hypotheses (H₀). The score of alternative hypotheses (H₁) was 0.001 and null hypotheses (H₀) was α = 0.05 (5%). In conclusion null hypotheses (H₀) is rejected and alternative hypotheses (H₁) was accepted. It can be claimed that there was a significant effect of using dialogue on students’ speaking skill.

According to Cohen, there are some criteria to know the effect size of the research. One of Cohen’s criteria of the effect size defines if the effect size has score higher than 1.00, so the research has strong effect. This research resulted the calculation of the effect size was 1.38. It can be concluded that the use of dialogue at the seventh grade students of SMP IT Bina Pekerti has strong effect in improving students’ speaking skill.

B. Suggestion

From brief explanation of the research above, the researcher has some suggestions related to this research. The suggestions are to teachers who want to
improve students’ speaking skill, to students who want to improve their speaking skill and to other researchers who will conduct with similar research.

The suggestions for the teachers, this research can be used to help teachers as a way to improve students speaking skill in teaching and learning process. This research used collaborative and communicative teaching and learning. Teachers do not have to be students’ interlocutors, because they can practice to speak English with their partners. It can also overcomes students’ lacks such as pronunciation, vocabulary, accuracy, fluency and comprehension.

The suggestions for students are students must use the opportunity to speak in English as well and as much as they can. If students can use the opportunity to speak in English well, they can master speaking skill. In addition, if the students are accustomed to speak English, they can overcome their problem of less confidence.

For other researchers, this research can be as a reference of the research. The researcher suggests other researcher in order to conduct the qualitative research. Through qualitative research, it can get deeper or clearer explanation about the use of dialogue technique in Indonesian education context.
REFERENCES


Government Regulation of Indonesia, No. 32 Year 2013, about The Changes on The Government Regulation of Indonesia Number 19 Year 2005 about National Education Standard, Article 70.


Putri, Bella Windiana., Delfi, Syofia., and Jismulatif, “The Effect of Short Dialogue Memorization on the Speaking Ability of the Second Year Students at SMP IT Al Ihsan Boarding School”, FKIP Riau University. 2015.


APPENDIX 1

REFERENCES EXAMINATION PAPER

Name : Niyata Fisolihi

Student’s Number : 11150140000002

Research Title : The Effect of Using Dialogue to Improve Students’ Speaking Skill (A Quasi-experimental Study at the Seventh Grade of SMP IT Bina Pekerti in Academic Year 2019/2020

<table>
<thead>
<tr>
<th>No.</th>
<th>References</th>
<th>Advisor 1</th>
<th>Advisor 2</th>
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<td>Government Regulation of Indonesia, No. 32 Year 2013, about The Changes on The Government Regulation of Indonesia Number 19 Year 2005 about National Education Standard, Article 70.</td>
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<td>Dyah Indri Fitrni Handayani, Teaching English Pronunciation Using Film, <em>Journal</em></td>
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<td>14.</td>
<td>Mohammad Rasel Howlader, Teaching English Pronunciation in Countries where English is a Second Language: Bangladesh</td>
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<td>25.</td>
<td>James Davis, <em>Dialogue, Monologue and Soliloquy in the Large Lecture Class</em>, <em>International Journal of Teaching and</em></td>
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<td>26.</td>
<td>Ibid.</td>
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<td>27.</td>
<td>Ibid.</td>
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<td>29.</td>
<td>Ibid.</td>
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<td>42.</td>
<td><em>Ibid.</em></td>
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APPENDIX 2

Lesson Plan (Experimental Class)

Satuan Pendidikan : SMP IT Bina Pekerti
Kelas/semester : VII/1
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Teks interaksi transaksional lisan dan tulis sederhana tentang perkenalan diri
Alokasi Waktu : 12 x 40 menit (6 pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
### B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td></td>
</tr>
<tr>
<td><strong>2.1</strong> Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td></td>
</tr>
<tr>
<td><strong>3.2</strong> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td><strong>3.2.1</strong> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan <em>self introduction</em> dan <em>introducing others</em>.</td>
</tr>
<tr>
<td><strong>3.2.2</strong> Mengamati ungkapan atau tutur kata yang digunakan dalam <em>self introduction</em> dan <em>introducing others</em>.</td>
<td></td>
</tr>
<tr>
<td><strong>4.2</strong> Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana.</td>
<td><strong>4.2.1</strong> Mengemukakan teks interaksi lisan dan tulis sangat pendek dan sederhana tentang <em>self introduction</em> dan <em>introducing others</em>.</td>
</tr>
<tr>
<td><strong>4.2.2</strong> Menyusun percakapan pendek</td>
<td></td>
</tr>
<tr>
<td>sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</td>
<td>yang menggunakan ungkapan <em>self introduction</em> dan <em>introducing others</em>.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>4.2.3 Menggunakan struktur teks dan unsur kebahasaan ungkapan <em>self introduction</em> dan <em>introducing others</em> dengan benar dan tepat.</td>
<td></td>
</tr>
<tr>
<td>4.2.4 Menerapkan percakapan untuk <em>self introduction</em> dan <em>introducing others</em> secara dialog dengan percaya diri.</td>
<td></td>
</tr>
</tbody>
</table>

### C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan *self introduction* dan *introducing others*.
2. Mengamati ungkapan atau tutur kata yang digunakan dalam *self introduction* dan *introducing others*.
3. Mengemukakan teks interaksi lisan dan tulis sangat pendek dan sederhana tentang *self introduction* dan *introducing others*.
4. Menyusun percakapan pendek yang menggunakan ungkapan *self introduction* dan *introducing others*.
5. Menggunakan struktur teks dan unsur kebahasaan ungkapan *self introduction* dan *introducing others* dengan benar dan tepat.
6. Menerapkan percakapan untuk *self introduction* dan *introducing others* secara dialog dengan percaya diri.
D. MATERI PEMBELAJARAN

• Fungsi Sosial
Memperkenalkan diri sendiri dan orang lain yang bertujuan untuk berinteraksi secara interpersonal dengan guru dan teman.

• Struktur teks
1) Self Introduction (Dialogue)
   A : Hello.
   B : Hi.
   A : What is your name?
   B : My name is Chandra Fadhilla. You can call me Chandra.
   A : Where do you come from?
   B : I am from Indonesia.
   A : How old are you?
   B : I am twelve years old.
   A : When and where were you born?
   B : I was born in Palembang, July 9th 2006.
   A : What is your hobby?
   B : My hobby is painting.
   A : Who are you?
   B : I am a student.
   A : Where do you go to school?
   B : I go to Budi Utomo Junior High School
   A : What grade are you?
   B : I am grade seven.
   A : Where do you live?
   B : I live in Lampung.
   A : Do you have any brother or sister?
   B : I have no brother and sister.
   A : Okay, thank you. Nice to meet you.
   B : You are welcome. Nice to meet you too.
- **Unsur kebahasaan**

1) Kosa kata : greetings, name, place, date/date, month, hobby, class, school, sibling, etc.

2) Tata bahasa : be, have; kata ganti I, he, she, it, they, you, we, dst.; kata ganti kepunyaan my, your, his, her, our, it, their, dst.

3) Ucapan, tekanan kata, dan intonasi.

4) Ejaan dan tanda baca.

5) Tulisan tangan.

- **Topik**

   Kegiatan pembelajaran terkait interaksi antara guru dan peserta didik, di dalam maupun di luar kelas, dengan mempraktikkan kegiatan perkenalan diri dan orang lain, serta dengan memberikan keteladahan tentang perilaku jujur, percaya diri, dan bertanggung jawab.

E. **MEDIA, ALAT, DAN SUMBER PEMBELAJARAN**

- **Media**

  Powerpoint dan video.

- **Alat**

  Spidol, laptop, LCD dan speaker.

- **Sumber Pembelajaran**


  b. Video perkenalan diri sendiri dan orang lain secara dialog dari youtube: [https://youtu.be/mHuOeXHvM4](https://youtu.be/mHuOeXHvM4)

F. **METODE PEMBELAJARAN**

Metode : Discovery and Inquiry Learning

Model : Cooperative

Pendekatan : Dialog
### G. LANGKAH-LANGKAH PEMBELAJARAN

**PERTEMUAN 1 (Pre-test)**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendahuluan</strong></td>
<td></td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>▪ Guru memberi salam saat masuk ke dalam kelas.</td>
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<tr>
<td></td>
<td>▪ Guru dan peserta didik berdoa sebelum memulai pembelajaran.</td>
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</tr>
<tr>
<td></td>
<td>▪ Guru menyapa peserta didik dengan kalimat “Good afternoon students” dan menanyakan kabar kepada peserta didik dengan kalimat “How are you today?”.</td>
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<td></td>
<td>▪ Peserta didik menjawab sapaan dan pertanyaan tentang kabar dari guru.</td>
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</tr>
<tr>
<td></td>
<td>▪ Guru mempersiapkan alat dan media pembelajaran.</td>
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<tr>
<td></td>
<td>▪ Guru memastikan bahwa peserta didik telah siap secara fisik dan psikis seperti memeriksa kehadiran peserta didik sebelum memulai pembelajaran.</td>
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</tr>
<tr>
<td></td>
<td>▪ Guru menyampaikan tujuan pembelajaran pertemuan hari ini.</td>
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<tr>
<td><strong>Inti</strong></td>
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<td>60 menit</td>
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<tr>
<td></td>
<td>▪ Guru bertanya kepada peserta didik mengenai pengertian <em>self introduction</em>. <em>(Questioning)</em></td>
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</tr>
<tr>
<td></td>
<td>▪ Peserta didik menyebutkan pengertian <em>self introduction</em> yang mereka ketahui. <em>(Communicating)</em></td>
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<tr>
<td></td>
<td>▪ Guru bertanya bagian-bagian <em>self introduction</em>. <em>(Questioning)</em></td>
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<td></td>
<td>Peserta didik menyebutkan bagian-bagian <em>self introduction</em> yang mereka ketahui. (<em>Communicating</em>)</td>
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<tr>
<td></td>
<td>Guru mempraktikkan <em>self introduction</em> sederhana di depan kelas. (<em>Observing</em>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peserta didik mengamati guru. (<em>Observing</em>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru dan peserta didik merumuskan bagian-bagian <em>self introduction</em> sederhana. (<em>Experimenting</em>)</td>
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</tr>
<tr>
<td></td>
<td>Hello, my name is ..................</td>
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<td></td>
<td>You can call me ....................</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I was born in ........................ on ............................................</td>
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<td></td>
<td>I live in ....................................</td>
<td></td>
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<td></td>
<td>I am a ......................................</td>
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<td></td>
<td>My hobby is ...........................</td>
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<td></td>
<td>Peserta didik diminta membuat teks <em>self introduction</em> sederhana dengan mengisi bagian-bagian <em>self introduction</em>. (<em>Experimenting and associating</em>)</td>
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<tr>
<td></td>
<td>Peserta didik diberi waktu untuk menghafal dan mempraktikkan <em>self introduction</em> di depan kelas. (<em>Communicating</em>)</td>
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<td>Penutup</td>
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<td></td>
<td>Guru bertanya mengenai pemahaman peserta didik mengenai topik <em>self introduction</em>.</td>
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<tr>
<td></td>
<td>Peserta didik diminta menyimpulkan materi tentang <em>self introduction</em>.</td>
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<tr>
<td></td>
<td>Guru memberikan umpan balik kepada</td>
<td>10 menit</td>
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</table>
peserta didik.
- Peserta didik diberi tugas.
- Guru menyampaikan materi pertemuan selanjutnya.

**PERTEMUAN 2 (Conducting Treatment)**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>▪ Guru memberi salam saat masuk ke dalam kelas.</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>▪ Guru dan peserta didik berdoa sebelum memulai pembelajaran.</td>
<td></td>
</tr>
</tbody>
</table>
|                | ▪ Guru menyapa peserta didik dengan kalimat “Good afternoon students” dan menanyakan kabar kepada peserta didik dengan kalimat “How are you today?”.
|                | ▪ Peserta didik menjawab sapaan dan pertanyaan tentang kabar dari guru.           |               |
|                | ▪ Guru mempersiapkan alat dan media pembelajaran.                                 |               |
|                | ▪ Guru memastikan bahwa peserta didik telah siap secara fisik dan psikis seperti memeriksa kehadiran peserta didik sebelum memulai pembelajaran. |               |
|                | ▪ Guru menyampaikan tujuan pembelajaran pertemuan hari ini.                        |               |
| Inti           | ▪ Peserta didik diminta membaca buku teks tentang _self introduction_. (Observing) | 60 menit      |
Hello, my name is Hasnida. I am from West Sumatra. I live in Padang in Kampung Mutiara, on Jalan Kemangi. To be precise, I live at 23 Jalan Kemangi.

Hi, I’m Annisa. I’m a student of SMP Teladan Bangsa, Bulungan. I live in Bulungan, North Kalimantan. My hobbies are cooking and running. My favourite colors are yellow and blue. My favourite snack is fried banana. Nice to see you.

There are five people in my family: my father, my mother, my older brother, my younger sister, and myself. My father is Mr. Rizal. He is a businessman. My mother is Resi. She’s a nurse. My older brother is Rizwan. He is a student of SMK Perhutani. My younger sister is Rizkia. She’s still in kindergarten or kindy.

There are five people in my family: my father, my mother, my older brother, my younger sister, and myself. My father is Mr. Henry. He’s a farmer. My mother is Aida. She’s a housewife. My younger sister is Ella. She is a student of SD Bunga Mentari. My little brother, Erick, does not go to kindy yet. He’s in playgroup.
<table>
<thead>
<tr>
<th></th>
<th>Guru bertanya beberapa pertanyaan terkait teks tersebut. <em>(Questioning)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Peserta didik diminta menjelaskan isi teks yang ada di buku teks. <em>(Communicating)</em></td>
</tr>
<tr>
<td></td>
<td>Guru menjelaskan bahwa <em>self introduction</em> dapat dilakukan secara monolog dan dialog. <em>(Observing)</em></td>
</tr>
<tr>
<td></td>
<td>Guru bertanya tentang kosakata yang di dapat melalui membaca buku teks mengenai <em>self introduction</em>. <em>(Questioning)</em></td>
</tr>
<tr>
<td></td>
<td>Peserta didik menyebutkan kosakata yang terdapat pada buku mengenai <em>self introduction</em>. <em>(Communicating)</em></td>
</tr>
<tr>
<td></td>
<td>Guru melengkapi jawaban kosakata peserta didik dan membaca kosakata tersebut lalu diucap ulang oleh peserta didik. <em>(Observing)</em></td>
</tr>
<tr>
<td></td>
<td>Peserta didik diminta mencaritahu arti kosakata tersebut dalam kamus. <em>(Associating)</em></td>
</tr>
<tr>
<td></td>
<td>Secara berpasangan, peserta didik maju ke depan kelas untuk membaca teks <em>self introduction</em> yang ada di buku teks. <em>(Communicating)</em></td>
</tr>
</tbody>
</table>

**Penutup** 10 menit

<table>
<thead>
<tr>
<th></th>
<th>Guru bertanya mengenai pemahaman peserta didik mengenai topik <em>self introduction</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Peserta didik diminta menyimpulkan materi tentang <em>self introduction</em>.</td>
</tr>
<tr>
<td></td>
<td>Guru memberikan umpan balik kepada peserta didik.</td>
</tr>
<tr>
<td></td>
<td>Peserta didik diberi tugas.</td>
</tr>
<tr>
<td></td>
<td>Guru menyampaikan materi pertemuan selanjutnya.</td>
</tr>
</tbody>
</table>
# PERTEMUAN 3 (Conducting Treatment)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>
| **Pendahuluan** | - Guru memberi salam saat masuk ke dalam kelas.  
  - Guru dan peserta didik berdoa sebelum memulai pembelajaran.  
  - Guru menyapa peserta didik dengan kalimat “Good afternoon students” dan menanyakan kabar kepada peserta didik dengan kalimat “How are you today?”.  
  - Peserta didik menjawab sapaan dan pertanyaan tentang kabar dari guru.  
  - Guru mempersiapkan alat dan media pembelajaran.  
  - Guru memastikan bahwa peserta didik telah siap secara fisik dan psikis seperti memeriksa kehadiran peserta didik sebelum memulai pembelajaran.  
  - Guru menyampaikan tujuan pembelajaran pertemuan hari ini.                                                                 | 10 menit     |
| **Inti** | - Guru menayangkan power point tentang teks *self introduction*. *(Observing)*  
  - Peserta didik mengamati teks tersebut. *(Observing)*  
  - Guru menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat pada teks *self introduction*. *(Observing)*  
  - Peserta didik mengamati penjelasan guru.                                                                                                                                                                                                                                                                                                                             | 60 menit     |
<table>
<thead>
<tr>
<th>(Observing)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru bertanya manakah fungsi sosial, struktur teks dan unsur kebahasaan dari teks yang terdapat di power point. (Questioning)</td>
<td></td>
</tr>
<tr>
<td>Peserta didik menjawab pertanyaan guru. (Communicating)</td>
<td></td>
</tr>
<tr>
<td>Guru memberi soal dialog kepada peserta didik berupa menjodohkan antara pertanyaan dan jawaban ketika memperkenalkan diri. (Experimenting)</td>
<td></td>
</tr>
<tr>
<td>Guru dan peserta didik mengecek jawaban soal dialog. (Associating)</td>
<td></td>
</tr>
<tr>
<td>Guru membaca soal dialog dan peserta didik menirukan ucapan guru. (Observing)</td>
<td></td>
</tr>
<tr>
<td>Secara berpasangan, peserta didik maju ke depan kelas untuk mempraktikkan dialog <em>self introduction</em>. (Communicating)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Penutup</strong></td>
<td><strong>10 Menit</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Guru bertanya mengenai pemahaman peserta didik mengenai topik <em>self introduction</em>.</td>
<td></td>
</tr>
<tr>
<td>Peserta didik diminta menyimpulkan materi tentang <em>self introduction</em>.</td>
<td></td>
</tr>
<tr>
<td>Guru memberikan umpan balik kepada peserta didik.</td>
<td></td>
</tr>
<tr>
<td>Peserta didik diberi tugas.</td>
<td></td>
</tr>
<tr>
<td>Guru menyampaikan materi pertemuan selanjutnya.</td>
<td></td>
</tr>
</tbody>
</table>
**PERTEMUAN 4 (Conducting Treatment)**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | ▪ Guru memberi salam saat masuk ke dalam kelas.  
▪ Guru dan peserta didik berdoa sebelum memulai pembelajaran.  
▪ Guru menyapa peserta didik dengan kalimat “Good afternoon students” dan menanyakan kabar kepada peserta didik dengan kalimat “How are you today?”.  
▪ Peserta didik menjawab sapaan dan pertanyaan tentang kabar dari guru.  
▪ Guru mempersiapkan alat dan media pembelajaran.  
▪ Guru memastikan bahwa peserta didik telah siap secara fisik dan psikis seperti memeriksa kehadiran peserta didik sebelum memulai pembelajaran.  
▪ Guru menyampaikan tujuan pembelajaran pertemuan hari ini. | 10 menit       |
| Inti       | ▪ Guru menayangkan video dialog tentang self introduction. *(Observing)*  
▪ Peserta didik mengamati video tersebut. *(Observing)*  
▪ Peserta didik diminta menjelaskan isi video tersebut. *(Communicating)*  
▪ Guru menjelaskan bahwa dalam dialog self introduction terdapat dua hal, yaitu bertanya dan menjawab. *(Observing)* | 60 menit       |
Peserta didik mengamati penjelasan guru. *(Observing)*

Guru dan peserta didik merumuskan beberapa pertanyaan dan jawaban dari video dialog tersebut. *(Experimenting)*

Peserta didik mengisi jawaban dialog sesuai dengan identitas masing-masing. *(Associating)*

Guru membaca dialog tersebut dan peserta didik menirukan ucapan guru. *(Observing)*

Secara berpasangan, peserta didik maju ke depan kelas untuk mempraktikkan dialog *self introduction*. *(Communicating)*

**Penutup**

- Guru bertanya mengenai pemahaman peserta didik mengenai topik *self introduction*.
- Peserta didik diminta menyimpulkan materi tentang *self introduction*.
- Guru memberikan umpan balik kepada peserta didik.
- Peserta didik diberi tugas.
- Guru menyampaikan materi pertemuan selanjutnya.

10 Menit
PERTEMUAN 5 *(Conducting Treatment)*

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | ▪ Guru memberi salam saat masuk ke dalam kelas.  
              ▪ Guru dan peserta didik berdoa sebelum memulai pembelajaran.  
              ▪ Guru menyapa peserta didik dengan kalimat “*Good afternoon students*” dan menanyakan kabar kepada peserta didik dengan kalimat “*How are you today?*”.  
              ▪ Peserta didik menjawab sapaan dan pertanyaan tentang kabar dari guru.  
              ▪ Guru mempersiapkan alat dan media pembelajaran.  
              ▪ Guru memastikan bahwa peserta didik telah siap secara fisik dan psikis seperti memeriksa kehadiran peserta didik sebelum memulai pembelajaran.  
              ▪ Guru menyampaikan tujuan pembelajaran pertemuan hari ini. | 10 menit |
| Inti | ▪ Guru menayangkan power point teks dialog tentang *self introduction*. *(Observing)*  
      ▪ Peserta didik mengamati teks tersebut. *(Observing)*  
      ▪ Guru menjelaskan bahwa ada beberapa langkah dalam berdialog tentang *self introduction* yaitu berupa menyapa/salam | 60 menit |
pembuka, nama, usia, asal, tempat
tanggal lahir, hobi, pekerjaan, sekolah,
kelas, saudara dan salam penutup.  
(Observing)
- Guru bertanya manakah langkah yang
tepat untuk melakukan dialog tentang *self introduction*. *(Questioning)*
- Peserta didik menjawab pertanyaan guru.  
*(Communicating)*
- Peserta didik mengisi jawaban dialog
sesuai dengan identitas masing-masing.  
*(Experimenting and associating)*
- Guru membaca dialog tersebut dan
peserta didik menirukan ucapan guru.  
*(Observing)*

<table>
<thead>
<tr>
<th>Penutup</th>
<th>10 menit</th>
</tr>
</thead>
</table>
| - Guru bertanya mengenai pemahaman peserta didik mengenai topik *self introduction*.  
- Peserta didik diminta menyimpulkan materi tentang *self introduction*.  
- Guru memberikan umpan balik kepada peserta didik.  
- Peserta didik diberi tugas. |  |

PERTEMUAN 6 *(Post-test)*

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | - Guru memberi salam saat masuk ke dalam kelas.  
- Guru dan peserta didik berdoa | 10 menit |
sebelum memulai pembelajaran.
- Guru menyapa peserta didik dengan kalimat “Good afternoon students” dan menanyakan kabar kepada peserta didik dengan kalimat “How are you today?”.
- Peserta didik menjawab sapaan dan pertanyaan tentang kabar dari guru.
- Guru mempersiapkan alat dan media pembelajaran.
- Guru memastikan bahwa peserta didik telah siap secara fisik dan psikis seperti memeriksa kehadiran peserta didik sebelum memulai pembelajaran.
- Guru menyampaikan tujuan pembelajaran pertemuan hari ini.

<table>
<thead>
<tr>
<th>Inti</th>
<th>60 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guru menjelaskan instruksi pelaksanaan post-test. <em>(Observing)</em></td>
</tr>
<tr>
<td></td>
<td>Peserta didik diminta membuat teks dialog <em>self introduction</em> secara berpasangan dan diberi waktu untuk menghafal. <em>(Associating and experimenting)</em></td>
</tr>
<tr>
<td></td>
<td>Secara berpasangan, peserta didik maju ke depan kelas untuk menyampaikan dialog <em>self introduction</em>. <em>(Communicating)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Penutup</th>
<th>10 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guru bertanya mengenai pemahaman peserta didik mengenai topik <em>self introduction</em>.</td>
</tr>
</tbody>
</table>
Peserta didik diminta menyimpulkan materi tentang *self introduction.*
- Guru memberikan umpan balik kepada peserta didik.
- Peserta didik diberi tugas.
- Guru menyampaikan materi pertemuan selanjutnya.

### H. PENILAIAN HASIL PEMBELAJARAN

#### a. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik penilaian
- Sikap : Observasi dan penilaian diri
- Pengetahuan : Penugasan
- Keterampilan : Praktik

#### Kisi-Kisi dan Soal

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator</th>
<th>Soal</th>
<th>Tehnik/Bentuk Penilaian</th>
</tr>
</thead>
</table>
| 3.2 | Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi | *Tes Tulis 1*
*Read the text and answer the questions below.*

1. What is her name? | Tes tulis dan tes lisan |

*Hello, my name is Hasnida. I am from West Sumatra. I live in Padang in Kampung Mutiara, on Jalan Kemangi. To be precise, I live at 23 Jalan Kemangi.*
| Terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. | 2. Where does she come from?  
3. Where does she live?  
4. Where does her address?  
5. From the picture, What is the text about? |

**Tes Tulis 2**

Read the text and answer the question below

---

Hi, I'm Amira. I'm a student of SMP Teladan Bangsa, Bulungan. I live in Bulungan, North Kalimantan. My hobbies are cooking and running. My favourite colors are yellow and blue. My favourite snack is fried banana. Nice to see you.

1. What is her name?  
2. Where does she live?  
3. What is her hobby?  
4. What is her favorite color?  
5. What is her favorite snack?  

**Tes Lisan 3**

In pairs, read this text loudly!
In pairs, read this text loudly!

There are five people in my family: my father, my mother, my older brother, my younger sister, and myself. My father is Mr. Abdullah. He is a teacher. My mother is Mrs. Nurul. She's a nurse. My older brother is Hassan. He is a student of SMA Persisiprian. My little sister is Fikria. She's still in kindergarten or kindy.

There are five people in my family: my father, my mother, my older brother and myself. My father is Mr. Rosy. He's a farmer. My mother is Mrs. Yulia. She's a housewife. My younger sister is Esha. She's a student of SD Bunga Menara. My little brother, Erick, does not go to kindy yet. He's in playgroup.

**Tes Lisan 4**

4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek, dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**Tes 5**
Write and present a short simple self introduction text consist of:
1. Your full and nick name
2. Place and date of your birth
3. Your address
4. Your job
5. Your hobby

**Tes 6**
In pairs, fill the dialogue text according to yourselves and present it in front of the class!

**Praktik**
menyusun teks interaksi interpersonal secara tulis dan lisan

**Praktik**
menyusun teks interaksi interpersonal secara tulis dan lisan
Rubrik Penilaian dan Pedoman Penskoran

**PENGETAHUAN:**

TES TULIS 1 DAN 2

Nilai akhir : Total Skor x 20 (maks: 100)

**KETERAMPILAN:**

TES 3, 4, 5 DAN 6

a. Rubrik Penilaian Keterampilan (Praktik/Kinerja/Project)

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>Deskripsi</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pilihan Kosa Kata</td>
<td>a. Sangat variatif dan tepat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Variatif dan tepat</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Cukup variatif dan tepat</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Kurang variatif dan tepat</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Tidak varaitif dan tepat</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Pilihan Tata Bahasa</td>
<td>a. Pilihan tata bahasa sangat tepat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Pilihan tata bahasa tepat</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Pilihan tata bahasa cukup tepat</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Pilihan tata bahasa kurang tepat</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Pilihan tata bahasa tidak tepat</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Pemahaman Bahasa</td>
<td>a. Sangat paham dan tepat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Paham dan tepat</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Cukup paham dan tepat</td>
<td>3</td>
</tr>
<tr>
<td>No.</td>
<td>Category</td>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>1.</td>
<td>Accuracy</td>
<td>5</td>
<td>Equivalent to that of an educated native speaker.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Able to use the language accurately on all levels normally pertinent to professional needs. Errors in accuracy are quite rare.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Control of accuracy is good. Able to speak the language with sufficient structural accuracy to participate affectively in most formal and informal conversations on practical, social, and professional topics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the accuracy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Errors in accuracy are frequent, but speaker can be understood' by a native speaker' used to dealing with foreigners attempting to speak his language.</td>
</tr>
<tr>
<td>2.</td>
<td>Vocabulary</td>
<td>5</td>
<td>Speech on all levels is fully accepted by educated native speaker in all its features including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Can understand and participate in any conversation within the range of his experiences with a high degree of precision of vocabulary.</td>
</tr>
</tbody>
</table>
|     |          | 3     | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a

b. Rubrik Penilaian Tes Praktek Lisan Berbicara

Nilai akhir : Total Skor x 20 / 3 (maks: 100)
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>word.</td>
</tr>
<tr>
<td>2</td>
<td>Has speaking vocabulary sufficient to express himself simply with someone one circumlocutions.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Speaking vocabulary inadequate to express anything but the most elementary needs.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Comprehension</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Fluency</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Pronunciation</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Errors never interface with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

Accent is intelligible though often quite faulty.

Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

<table>
<thead>
<tr>
<th>3</th>
<th>Errors never interface with understanding and rarely disturb the native speaker. Accent may be obviously foreign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Accent is intelligible though often quite faulty.</td>
</tr>
<tr>
<td>1</td>
<td>Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
</tr>
</tbody>
</table>

Nilai akhir: Total Skor x 40 (maks: 100)

I. PEMBELAJARAN REMEDIAL DAN PENGAYAAN

- **Pembelajaran remedial**

  Peserta didik yang belum mencapai KKM diberi kegiatan remedial dengan mempresentasikan lisan dan tulis dengan teks interaksi transaksional mengenalkan jati diri secara dialog.

- **Pembelajaran pengayaan**

  Peserta didik yang memperoleh nilai di atas KKM diberi pengayaan dengan menngerjakan latihan mengenai ungkapan teks interaksi transaksional mengenalkan jati diri secara dialog.

  Tangerang, 5 Agustus 2019

Mengetahui,

Guru Bahasa Inggris, Mahasiswa,

Fitrisnits Pugar R, S.Pd. Niyata Fisolihati
APPENDIX 3
Lesson Plan (Controlled Class)

Satuan Pendidikan : SMP IT Bina Pekerti
Kelas/semester : VII/1
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Teks interaksi transaksional lisan dan tulis sederhana tentang perkenalan diri
Alokasi Waktu : 12 x 40 menit (6 pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
## KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td></td>
</tr>
<tr>
<td>2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td></td>
</tr>
<tr>
<td>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td></td>
</tr>
<tr>
<td>3.2.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan <em>self introduction</em> dan <em>introducing others</em>.</td>
<td></td>
</tr>
<tr>
<td>3.2.2 Mengamati ungkapan atau tutur kata yang digunakan dalam <em>self introduction</em> dan <em>introducing others</em>.</td>
<td></td>
</tr>
<tr>
<td>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan</td>
<td></td>
</tr>
<tr>
<td>4.2.1 Mengemukakan teks interaksi lisan dan tulis sangat pendek dan sederhana tentang <em>self introduction</em> dan <em>introducing others</em>.</td>
<td></td>
</tr>
<tr>
<td>4.2.2 Menyusun percakapan pendek</td>
<td></td>
</tr>
</tbody>
</table>
C. **TUJUAN PEMBELAJARAN**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan self introduction dan introducing others.
2. Mengamati ungkapan atau tutur kata yang digunakan dalam self introduction dan introducing others.
4. Menyusun percakapan pendek yang menggunakan ungkapan self introduction dan introducing others.
5. Menggunakan struktur teks dan unsur kebahasaan ungkapan self introduction dan introducing others dengan benar dan tepat.
6. Menerapkan percakapan untuk self introduction dan introducing others secara individu dengan percaya diri.
D. MATERI PEMBELAJARAN

• Fungsi Sosial
Memperkenalkan diri sendiri dan orang lain yang bertujuan untuk berinteraksi secara interpersonal dengan guru dan teman.

• Struktur teks
  1) Self Introduction (Monologue)
  Hello all, Good Afternoon.
  Let me introduce my self to you.
  My name is Taufiq Hidayat. You can call me Taufiq.
  I come from Indonesia.
  I live in Semarang.
  I am 13 years old.
  I was born in Semarang, June 21\textsuperscript{st} 2006.
  My hobby is playing football.
  I am a student.
  I am grade seven.
  I go to Budi Utomo Junior High School.
  I have two brothers and one sister.
  Thank you, see you later.

• Unsur kebahasaan
  1) Kosa kata: greetings, name, place, date/date, month, hobby, class, school, sibling, etc.
  2) Tata bahasa: be, have; kata ganti I, he, she, it, they, you, we, dst.; kata ganti kepunyaan my, your, his, her, our, it, their, dst.
  3) Ucapan, tekanan kata, dan intonasi.
  4) Ejaan dan tanda baca.
  5) Tulisan tangan.

• Topik
  Kegiatan pembelajaran terkait interaksi antara guru dan peserta didik, di dalam maupun di luar kelas, dengan mempraktikan kegiatan perkenalan diri dan
orang lain, serta dengan memberikan keteladanan tentang perilaku jujur, percaya diri, dan bertanggung jawab.

E. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

- **Media**
  - Powerpoint dan video.

- **Alat**
  - Spidol, laptop, LCD dan speaker.

- **Sumber Pembelajaran**
  - Video perkenalan diri sendiri dan orang lain dari youtube: [https://youtu.be/dOICQrRraMA](https://youtu.be/dOICQrRraMA)

F. METODE PEMBELAJARAN

Metode: Discovery and Inquiry Learning
Model: Cooperative
Pendekatan: Monolog

G. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN 1 *(Pre-test)*

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>▪ Guru memberi salam saat masuk ke dalam kelas.</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>▪ Guru dan peserta didik berdoa sebelum memulai pembelajaran.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Guru menyapa peserta didik dengan kalimat “Good afternoon students” dan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Inti</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>menanyakan kabar kepada peserta didik dengan kalimat “<em>How are you today?</em>”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Peserta didik menjawab sapaan dan pertanyaan tentang kabar dari guru.</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Guru mempersiapkan alat dan media pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Guru memastikan bahwa peserta didik telah siap secara fisik dan psikis seperti memeriksa kehadiran peserta didik sebelum memulai pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Guru menyampaikan tujuan pembelajaran pertemuan hari ini.</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Guru bertanya kepada peserta didik mengenai pengertian <em>self introduction</em>. <em>(Questioning)</em></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Peserta didik menyebutkan pengertian <em>self introduction</em> yang mereka ketahui. <em>(Communicating)</em></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Guru bertanya bagian-bagian <em>self introduction</em>. <em>(Questioning)</em></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Peserta didik menyebutkan bagian-bagian <em>self introduction</em> yang mereka ketahui. <em>(Communicating)</em></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Guru mempraktikkan <em>self introduction</em> sederhana di depan kelas. <em>(Observing)</em></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Peserta didik mengamati guru. <em>(Observing)</em></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Guru dan peserta didik merumuskan bagian-bagian <em>self introduction</em> sederhana. <em>(Experimenting)</em></td>
<td></td>
</tr>
</tbody>
</table>

Hello, my name is .................
| You can call me .......................  |
| I was born in ........................ |  |
| on ....................................... |  |
| I live in .............................. |  |
| I am a .................................. |  |
| My hobby is ............................ |  |

- Peserta didik diminta membuat teks *self introduction* sederhana dengan mengisi bagian-bagian *self introduction.*  
  (*Experimenting and associating)*

- Peserta didik diberi waktu untuk menghafal dan mempraktikkan *self introduction* di depan kelas.  
  (*Communicating)*

<table>
<thead>
<tr>
<th>Penutup</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Guru bertanya mengenai pemahaman peserta didik mengenai topik *self introduction.*

- Peserta didik diminta menyimpulkan materi tentang *self introduction.*

- Guru memberikan umpan balik kepada peserta didik.

- Peserta didik diberi tugas.

- Guru menyampaikan materi pertemuan selanjutnya.
PERTEMUAN 2 (*Conducting Treatment*)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>
| Pendahuluan| ▪ Guru memberi salam saat masuk ke dalam kelas.  
▪ Guru dan peserta didik berdoa sebelum memulai pembelajaran.  
▪ Guru menyapa peserta didik dengan kalimat “*Good afternoon students*” dan menanyakan kabar kepada peserta didik dengan kalimat “*How are you today?*”.  
▪ Peserta didik menjawab sapaan dan pertanyaan tentang kabar dari guru.  
▪ Guru mempersiapkan alat dan media pembelajaran.  
▪ Guru memastikan bahwa peserta didik telah siap secara fisik dan psikis seperti memeriksa kehadiran peserta didik sebelum memulai pembelajaran.  
▪ Guru menyampaikan tujuan pembelajaran pertemuan hari ini. | 10 menit       |
| Inti       | ▪ Peserta didik diminta membaca buku teks tentang *self introduction*.. (*Observing*)                                                                                                                                 | 60 menit      |
Guru bertanya beberapa pertanyaan terkait teks tersebut. *(Questioning)*

Peserta didik diminta menjelaskan isi teks yang ada di buku teks. *(Communicating)*

Guru menjelaskan bahwa *self introduction* dapat dilakukan secara monolog dan dialog.
### (Observing)
- Guru bertanya tentang kosakata yang di dapat melalui membaca buku teks mengenai *self introduction*. *(Questioning)*
- Peserta didik menyebutkan kosakata yang terdapat pada buku mengenai *self introduction*. *(Communicating)*
- Guru melengkapi jawaban kosakata peserta didik dan membaca kosakata tersebut lalu diucap ulang oleh peserta didik. *(Observing)*
- Peserta didik diminta mencaritahu arti kosakata tersebut dalam kamus. *(Associating)*
- Secara individu, peserta didik maju ke depan kelas untuk membaca teks *self introduction* yang ada di buku teks. *(Communicating)*

### Penutup
- Guru bertanya mengenai pemahaman peserta didik mengenai topik *self introduction*.
- Peserta didik diminta menyimpulkan materi tentang *self introduction*.
- Guru memberikan umpan balik kepada peserta didik.
- Peserta didik diberi tugas.
- Guru menyampaikan materi pertemuan selanjutnya.

10 menit
PERTEMUAN 3 (*Conducting Treatment*)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendahuluan</strong></td>
<td></td>
<td>10 menit</td>
</tr>
</tbody>
</table>
| ▪ Guru memberi salam saat masuk ke dalam kelas.  
▪ Guru dan peserta didik berdoa sebelum memulai pembelajaran.  
▪ Guru menyapa peserta didik dengan kalimat “*Good afternoon students*” dan menanyakan kabar kepada peserta didik dengan kalimat “*How are you today?*”.  
▪ Peserta didik menjawab sapaan dan pertanyaan tentang kabar dari guru.  
▪ Guru mempersiapkan alat dan media pembelajaran.  
▪ Guru memastikan bahwa peserta didik telah siap secara fisik dan psikis seperti memeriksa kehadiran peserta didik sebelum memulai pembelajaran.  
▪ Guru menyampaikan tujuan pembelajaran pertemuan hari ini. | |
| **Inti** | | 60 menit |
| ▪ Guru menayangkan power point tentang teks *self introduction*. (*Observing*)  
▪ Peserta didik mengamati teks tersebut. (*Observing*)  
▪ Guru menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat pada teks *self introduction*. (*Observing*)  
▪ Peserta didik mengamati penjelasan guru. (*Observing*) | |
Guru bertanya manakah fungsi sosial, struktur teks dan unsur kebahasaan dari teks yang terdapat di power point. *(Questioning)*
- Peserta didik menjawab pertanyaan guru. *(Communicating)*
- Guru memberi soal berupa mengisi teks perkenalan diri yang rumpang. *(Experimenting)*
- Peserta didik menjawab soal guru. *(Experimenting)*
- Guru dan peserta didik mengecek jawaban soal. *(Associating)*
- Guru membaca teks perkenalan diri dan peserta didik menirukan ucapan guru. *(Observing)*
- Secara individu, peserta didik maju ke depan kelas untuk mempraktikkan *self introduction*. *(Communicating)*

**Penutup**

- Guru bertanya mengenai pemahaman peserta didik mengenai topik *self introduction*.
- Peserta didik diminta menyimpulkan materi tentang *self introduction*.
- Guru memberikan umpan balik kepada peserta didik.
- Peserta didik diberi tugas.
- Guru menyampaikan materi pertemuan selanjutnya.

---

Penutup | 10 menit
PERTEMUAN 4 (*Conducting Treatment*)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>▪ Guru memberi salam saat masuk ke dalam kelas.</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>▪ Guru dan peserta didik berdoa sebelum memulai pembelajaran.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Guru menyapa peserta didik dengan kalimat “<em>Good afternoon students</em>” dan menanyakan kabar kepada peserta didik dengan kalimat “<em>How are you today?</em>”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Peserta didik menjawab sapaan dan pertanyaan tentang kabar dari guru.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Guru mempersiapkan alat dan media pembelajaran.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Guru memastikan bahwa peserta didik telah siap secara fisik dan psikis seperti memeriksa kehadiran peserta didik sebelum memulai pembelajaran.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Guru menyampaikan tujuan pembelajaran pertemuan hari ini.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>▪ Guru menayangkan video tentang <em>self introduction</em> secara monolog. (Observing)</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td>▪ Peserta didik mengamati video tersebut. (Observing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Peserta didik diminta menjelaskan isi video tersebut. (Communicating)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Guru menjelaskan bahwa dalam dialog <em>self introduction</em> terdapat dua hal, yaitu</td>
<td></td>
</tr>
</tbody>
</table>
|   | bertanya dan menjawab.  
  
  ▪ Peserta didik mengamati penjelasan guru.  
  
  ▪ Guru dan peserta didik merumuskan beberapa pertanyaan dan jawaban dari video monolog tersebut.  
  
  ▪ Peserta didik mengisi jawaban teks perkenalan diri secara monolog sesuai dengan identitas masing-masing.  
  
  ▪ Guru membaca teks tersebut dan peserta didik menirukan ucapan guru.  
  
  ▪ Secara individu, peserta didik maju ke depan kelas untuk mempraktikkan self introduction.  
  |
|---|---|
|   | Guru bertanya mengenai pemahaman peserta didik mengenai topik self introduction.  
  
  ▪ Peserta didik diminta menyimpulkan materi tentang self introduction.
  
  ▪ Guru memberikan umpan balik kepada peserta didik.  
  
  ▪ Peserta didik diberi tugas.  
  
  ▪ Guru menyampaikan materi pertemuan selanjutnya.  

### Penutup

10 menit
PERTEMUAN 5 *(Conducting Treatment)*

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendahuluan</strong></td>
<td></td>
<td>10 menit</td>
</tr>
<tr>
<td>▪ Guru memberi salam saat masuk ke dalam kelas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Guru dan peserta didik berdoa sebelum memulai pembelajaran.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Guru menyapa peserta didik dengan kalimat “<em>Good afternoon students</em>” dan menanyakan kabar kepada peserta didik dengan kalimat “<em>How are you today?</em>”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Peserta didik menjawab sapaan dan pertanyaan tentang kabar dari guru.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Guru mempersiapkan alat dan media pembelajaran.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Guru memastikan bahwa peserta didik telah siap secara fisik dan psikis seperti memeriksa kehadiran peserta didik sebelum memulai pembelajaran.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Guru menyampaikan tujuan pembelajaran pertemuan hari ini.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inti</strong></td>
<td></td>
<td>60 menit</td>
</tr>
<tr>
<td>▪ Guru menayangkan power point teks dialog tentang <em>self introduction</em>. <em>(Observing)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Peserta didik mengamati teks tersebut. <em>(Observing)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Guru menjelaskan bahwa ada beberapa langkah tentang <em>self introduction</em> secara monolog yaitu berupa menyapa/salam pembuka, nama, usia, asal, tempat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
tanggal lahir, hobi, pekerjaan, sekolah, kelas, saudara dan salam penutup. 

(Observing)

▪ Guru bertanya manakah langkah yang tepat untuk melakukan *self introduction* secara monolog. (*Questioning*)

▪ Peserta didik menjawab pertanyaan guru. (*Communicating*)

▪ Peserta didik mengisi jawaban teks monolog sesuai dengan identitas masing-masing. (*Experimenting and associating*)

▪ Guru membaca teks tersebut dan peserta didik menirukan ucapan guru. (*Observing*)

---

**Penutup**

10 menit

▪ Guru bertanya mengenai pemahaman peserta didik mengenai topik *self introduction*.  

▪ Peserta didik diminta menyimpulkan materi tentang *self introduction*.  

▪ Guru memberikan umpan balik kepada peserta didik.  

▪ Peserta didik diberi tugas.

---

**PERTEMUAN 6 (Post-test)**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>
| Pendahuluan| ▪ Guru memberi salam saat masuk ke dalam kelas.  
 ▪ Guru dan peserta didik berdoa sebelum memulai pembelajaran. | 10 menit      |
<table>
<thead>
<tr>
<th>Guru menyapa peserta didik dengan kalimat “Good afternoon students” dan menanyakan kabar kepada peserta didik dengan kalimat “How are you today?”.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peserta didik menjawab sapaan dan pertanyaan tentang kabar dari guru.</td>
</tr>
<tr>
<td>Guru mempersiapkan alat dan media pembelajaran.</td>
</tr>
<tr>
<td>Guru memastikan bahwa peserta didik telah siap secara fisik dan psikis seperti memeriksa kehadiran peserta didik sebelum memulai pembelajaran.</td>
</tr>
<tr>
<td>Guru menyampaikan tujuan pembelajaran pertemuan hari ini.</td>
</tr>
</tbody>
</table>

### Inti
60 menit

- Guru menjelaskan instruksi pelaksanaan post-test. *(Observing)*
- Peserta didik diminta membuat teks monolog tentang *self introduction* secara individu dan diberi waktu untuk menghafal. *(Associating and experimenting)*
- Secara individu, peserta didik maju ke depan kelas untuk menyampaikan *self introduction*. *(Communicating)*

### Penutup
10 menit

- Guru bertanya mengenai pemahaman peserta didik mengenai topik *self introduction*.
- Peserta didik diminta menyimpulkan materi tentang *self introduction*. 
Guru memberikan umpan balik kepada peserta didik.
- Peserta didik diberi tugas.
- Guru menyampaikan materi pertemuan selanjutnya.

H. PENILAIAN HASIL PEMBELAJARAN
1. Penilaian, Pembelajaran Remedial dan Pengayaan
   a. Teknik penilaian
      - Sikap : Observasi dan penilaian diri
      - Pengetahuan : Penugasan
      - Keterampilan : Praktik

   Kisi-Kisi dan Soal

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator</th>
<th>Soal</th>
<th>Tehnik/Bentuk Penilaian</th>
</tr>
</thead>
</table>
| 3.2 | Mengidentifikasi-fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks | *Tes Tulis 1*

_**Read the text and answer the questions below.**_

1. What is her name?
2. Where does she come from?
3. Where does she live?
4. Where does her address?
5. From the picture, What is the text
Tes Tulis 2
Read the text and answer the question below

1. What is her name?
2. Where does she live?
3. What is her hobby?
4. What is her favorite color?
5. What is her favorite snack?

Tes Lisan 3

In pairs, read this text loudly!

Tes Lisan 4
In pairs, read this text loudly!

<table>
<thead>
<tr>
<th>4.2</th>
<th>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tes 5</td>
</tr>
<tr>
<td></td>
<td>Write and present a short simple self introduction text consist of:</td>
</tr>
<tr>
<td></td>
<td>1. Your full and nick name</td>
</tr>
<tr>
<td></td>
<td>2. Place and date of your birth</td>
</tr>
<tr>
<td></td>
<td>3. Your address</td>
</tr>
<tr>
<td></td>
<td>4. Your job</td>
</tr>
<tr>
<td></td>
<td>5. Your hobby</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tes 6</td>
</tr>
<tr>
<td></td>
<td>Each student, fill the monologue text according to yourselves and present it in front of the class!</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Praktik menyusun teks interaksi interpersonal secara tulis dan lisan</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Praktik menyusun teks interaksi interpersonal secara tulis dan lisan</td>
</tr>
</tbody>
</table>

There are five people in my family: my father or my dad, my mother or my mom, my older brother, my little sister, and myself. My father is Mr. Yuli, he is a teacher. My mother is Mrs. Frumia. She is a nurse. My older brother is Mr. Yuli. He is a student of SAMA Penanggungan. My little sister is Frumia. She is still in kindergarten or kinda. |

There are five people in my family: my father or my dad, my mother or my mom, my younger sister, my kids brother and myself. My father is Mr. Yuli, he is a teacher. My mother is Mrs. Frumia. She is a nurse. My younger sister is Frumia. She is still in kindergarten or kinda.
Rubrik Penilaian dan Pedoman Penskoran

**PENGETAHUAN:**
TES TULIS 1 DAN 2
Nilai akhir : Total Skor x 20 (maks: 100)

**KETERAMPILAN:**
TES 3, 4, 5 DAN 6
b. Rubrik Penilaian Keterampilan (Praktik/Kinerja/Project)

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>Deskripsi</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pilihan Kosa Kata</td>
<td>a. Sangat variatif dan tepat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Variatif dan tepat</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Cukup variatif dan tepat</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Kurang variatif dan tepat</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Tidak variatif dan tepat</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Pilihan Tata Bahasa</td>
<td>a. Pilihan tata bahasa sangat tepat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Pilihan tata bahasa tepat</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Pilihan tata bahasa cukup tepat</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Pilihan tata bahasa kurang tepat</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Pilihan tata bahasa tidak tepat</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Pemahaman Bahasa</td>
<td>a. Sangat paham dan tepat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Paham dan tepat</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Cukup paham dan tepat</td>
<td>3</td>
</tr>
</tbody>
</table>
Keadaan: Total Skor x 20 / 3 (maks: 100)

d. Kurang paham dan tepat | 2

e. Tidak paham dan tepat | 1

Nutrisi: Total Skor x 20 / 3 (maks: 100)

c. Rubrik Penilaian Tes Praktek Lisan Berbicara

<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accuracy</td>
<td>5</td>
<td>Equivalent to that of an educated native speaker.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Able to use the language accurately on all levels normally pertinent to professional needs. Errors in accuracy are quite rare.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Control of accuracy is good. Able to speak the language with sufficient structural accuracy to participate affectively in most formal and informal conversations on practical, social, and professional topics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the accuracy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Errors in accuracy are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary</td>
<td>5</td>
<td>Speech on all levels is fully accepted by educated native speaker in all its features including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Can understand and participate in any conversation within the range of his experiences with a high degree of precision of vocabulary.</td>
</tr>
</tbody>
</table>
|     |                | 3     | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a
<table>
<thead>
<tr>
<th>3. Comprehension</th>
<th>5</th>
<th>Equivalent to that of an educated native speaker.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>Can understand any conversation within the range of his experience.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Comprehension is quite complete at a normal rate of speech.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.</td>
</tr>
<tr>
<td>4. Fluency</td>
<td>5</td>
<td>Has complete fluency in the language such that his speech is fully accepted by educated native speakers.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>No specific fluency description. Refer to other four language areas for implied level of fluency.</td>
</tr>
<tr>
<td>5. Pronunciation</td>
<td>5</td>
<td>Equivalent to and fully accepted by educated native speakers.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Errors in pronunciation are quite rare.</td>
</tr>
</tbody>
</table>
Errors never interface with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

Accent is intelligible though often quite faulty.

Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

Nilai akhir : Total Skor x 40 (maks: 100)

I. PEMBELAJARAN REMEDIAL DAN PENGAYAAN

- Pembelajaran remedial

Peserta didik yang belum mencapai KKM diberi kegiatan remedial dengan mempresentasikan lisan dan tulis dengan teks interaksi transaksional mengenalkan jati diri secara monolog.

- Pembelajaran pengayaan

Peserta didik yang memperoleh nilai di atas KKM diberi pengayaan dengan menngerjakan latihan mengenai ungkapan teks interaksi transaksional mengenalkan jati diri secara monolog.

Tangerang, 5 Agustus 2019

Mengetahui,
Guru Bahasa Inggris, Mahasiswa,

Fitrisnits Pugar R, S.Pd. Niyata Fisolihati
APPENDIX 4

Surat Pengesahan Proposal Skripsi

<table>
<thead>
<tr>
<th>KEMENTERIAN AGAMA</th>
<th>No. Dokumen</th>
<th>FITK</th>
<th>Tgl. Terbit</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIN JAKARTA</td>
<td>FITK:FR:UMM:002</td>
<td>FITK</td>
<td>1 Maret 2010</td>
</tr>
<tr>
<td>FORM (FR)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. Revisi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hal</td>
<td>1/1</td>
<td></td>
</tr>
</tbody>
</table>

**PENGESAHAN PROPOSAL SKRIPSI**

Nama : Niyata Fisolibati
NIM : 11150140900002
Jurusan/Prodi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Dialogue Technique to Improve Students’ Speaking Skill

Proposal skripsi dengan judul tersebut di atas telah diujikan pada tanggal 05 November 2019 telah direvisi sesuai dengan saran penguji dan telah dinyatakan LULUS.

Jakarta, 05 November 2019

Penguji I

[Signature]
Nama : [Name]
NIP : [NIP]

Penguji II

[Signature]
Nama : [Name]
NIP : [NIP]
APPENDIX 5

Surat Bimbingan Skripsi

KEPATUHAN DAN DISiplIN

Giat Kementerian Agama

UIN Jakarta

FORM (FR)

SUKU BIMBINGAN SKRIPSI

Kementerian Agama
UIN Jakarta

Surat Bimbingan Skripsi

Nomer: B-01500/1/KM.01/III/2019

Jakarta, 14 Maret 2019

Lamp.:

Hal: Bimbingan Skripsi

Kepada Yth.,
Didin Nuruddin Hayat, MA. TESOL., Ph.D.

Pembimbing Skripsi
Fakultas Humaniora dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamualaikum Wr. Wtb.

Dengan ini diharapkan kesediaan Sandara untuk menjadi pembimbing IIV
(materi teknis) penulisan skripsi mahasiswa:

Nama: Nyanta Fosilfitri
NIM: 11159100000002
Jurusan: Pendidikan Bahasa Inggris
Semester: VIII (delapan)

Judul Skripsi: The Effect of Using Dialogue to Improve Students’ Speaking Skill


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

Alas perpanjangan akan dirasakan Sandara, kami ucapkan terima kasih.

Wassalamualaikum wr. wb.

A/n Dekan
Kapresiden Dikti Bahasa Inggris

Drs. Adek, S.Pd.
NP 10640912 2009901 1 088

Tebusan:
1. Dekan FTK
2. Mahasiswa ybs.
KEKETERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)

No. Dokumen: B-01450/FR/1/2019
Tgl. Tercantum: 14 Maret 2019
No. Proses: 01
Hal: Bimbingan Skripsi

JAKARTA, 14 Maret 2019

Nomor: B-01450/FR/1/2019
Lamp.: -
Hal.: Bimbingan Skripsi

Kepada Yth.

Dr. Atiq Sunoto, M.A.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Kependidikan
UIN Syarif Hidayatullah
Jakarta.

Assalamualaikum Wr. Wb

Dengan ini diharapkan leseduan Saudara untuk menjadi pembimbing FH
(materi/teknik) penulisan skripsi mahasiswa:

Nama: Nyagta Fisalahi
NIM: 1115014000002
Jurusan: Pendidikan Bahasa Inggris
Semester: VIII (delapan)
Jadwal Skripsi: The Effect of Using Dialogue to Improve Students’ Speaking
Skill

Jadwal tersebut telah disetujui oleh Jurusan yang bersangkutan pada tanggal 14
Maret 2019, abstrak/skripsi telah terlampir. Saudara dapat melaksanakan penulisan redaksi
pada jadwal tersebut. Apabila perubahan substansial dianggap perlu, mohon pembimbing
menghubungi Jurusan terlebih dahulu.

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

(Salaman)

A.n. Dekan,
Ketua Pembimbing Bahasa Inggris

[Signature]

Dr. Alex, M.Pd.
NIP 19690912200300 1008

Tambahan:
1. Dekan FITK
2. Mahasiswa ybs.
APPENDIX 6
Surat Keterangan Penelitian

YAYASAN BUDI MULIA TANGBAR
SMP IT BINA PEKERTI
Jl. Leuangir RT. 05/06 Kp. Rancagade Ds. Munjul Kec. Sorear Kab. Tangerang - Banten

Nomor : 019/SMP IT-BP/XI/2019
Lampiran : -
Hal : Keterangan Penelitian

Kepada Yth,
Dekan Universitas Islam Negeri Jakarta

Dengan Hormat,

Berdasarkan surat permohonan izin penelitian dari Universitas Islam Negeri Jakarta, dengan permohonan izin penelitian berjudul:

"The Effect of Using Dialogue Technique to Improve Students’ Speaking Skill"

Dengan ini kami dari pihak SMP IT Bina Pekerti Kab. Tangerang menerangkan bahwa penelitian tersebut dengan lama penelitian selama enam siklus mulai tanggal 6 Agustus 2019 s/d 4 September 2019 untuk mahasiswa.

Nama : Niyata Fisohati
Nim : 11150140000002
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Dengan catatan, setelah melakukan penelitian yang bersangkutan wajib memberikan hasil laporan penelitian kepada SMP IT Bina Pekerti Kab. Tangerang.

Demikian surat ini kami buat untuk dipergunakan sebagaimana mestinya.

Tangerang, 7 November 2019
Kepala SMP IT Bina Pekerti

Drs. Moh. Ridwan S.
APPENDIX 7
The Instrument of Pre-test

SPEAKING PRE-TEST GUIDELINE

Guideline of speaking pre-test for both experimental and controlled class:

1. Students are given 10 minutes to write about introducing ourselves.
2. Give students chance to memorize the text for 10 minutes.
3. Students are given 2 minutes to introduce myself in front of the class.
4. In front of the class, students must speak in English.

PANDUAN TES AWAL BERBICARA

Panduan awal berbicara untuk kelas experimen dan kontrol:

1. Peserta didik diberikan waktu 10 menit untuk menulis tentang memperkenalkan diri.
2. Beri kesempata kepada peserta didik untuk menghafalkan teks dalam durasi 10 menit.
3. Peserta didik diberikan waktu 2 menit untuk memperkenalkan diri di depan kelas.
4. Saat di depan kelas peserta didik harus berbicara bahasa Inggris.
APPENDIX 8
The Instrument of Post-test (Experimental Class)

SPEAKING POST-TEST GUIDELINE

Guideline of speaking pre-test for experimental class:
1. Students are given 10 minutes to memorize and practice speaking by using dialogue of introducing ourselves in pairs or more.
2. Students are given 4 minutes to practice speaking by using dialogue about introducing myself in front of the class.
3. In front of the class, student must speak in English.

PANDUAN TES AKHIR BERBICARA

Panduan akhir berbicara untuk kelas experimen:
1. Peserta didik diberikan waktu 10 menit untuk menghafal dan mempraktikkan berbicara dengan menggunakan dialog tentang perkenalan diri secara berpasangan atau lebih.
2. Peserta didik diberikan waktu 4 menit untuk praktik berbicara menggunakan dialog tentang perkenalan diri di depan kelas.
3. Peserta didik harus berbicara bahasa Inggris saat maju ke depan kelas.
APPENDIX 9
The Instrument of Post-test (Controlled Class)

SPEAKING POST-TEST GUIDELINE

Guideline of speaking pre-test for controlled class:

1. Students are given 10 minutes to memorize and practice speaking of introducing ourselves by monologue.
2. Students are given 3 minutes to practice speaking about introducing myself in front of the class by monologue.
3. In front of the class, student must speak in English.

PANDUAN TES AKHIR BERBICARA

Panduan akhir berbicara untuk kelas kontrol:

1. Peserta didik diberikan waktu 10 menit untuk menghafal dan mempraktikkan berbicara tentang perkenalan diri secara monolog.
2. Peserta didik diberikan waktu 3 menit untuk praktik berbicara tentang perkenalan diri di depan kelas secara monolog.
3. Peserta didik harus berbicara bahasa Inggris saat maju ke depan kelas.
APPENDIX 10

Research Documentation

PRE-TEST (Experimental Class)

PRE-TEST (Controlled Class)
Giving Treatment
POST-TEST (Experimental Class)

POST-TEST (Controlled Class)