FOSTERING STUDENTS’ SPEAKING ABILITY THROUGH GUIDED-ORAL PRESENTATION TECHNIQUE

( A Classroom Action Research at the Eighth Grade Students of MTs Islamiyah Ciputat in Academic Year 2018/2019)

A Skripsi Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (S1) in English Education

By:

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FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2019
APPROVAL SHEET

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ENDORSEMENT SHEET

The examination Committee of the Faculty of Educational Sciences certifies that the skripsi (Scientific Paper) entitled Fostering Students’ Speaking Ability Through Guided-Oral Presentation Technique (A Classroom Action Research at the Eighth Grade Students of MTs Islamiyah Ciputat in Academic Year 2018-2019), written by Yuanida Zena Pratiwi, student’s registration number 11159140000055 was examined by the Committee on Friday, December 27th 2019. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (S-1) in English Education.

Jakarta, December 29th 2019

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Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munafaqah.

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ABSTRACT


Keywords: Guided-Oral Presentation, Speaking Ability

This research is the classroom action research (CAR) and the purpose of this research is to foster students’ speaking ability through guided-oral presentation technique. The subject of this research was the VIII IB class of MTs Islamiyah Ciputat which consists of 24 students. The classroom action research based on Kemmis and Mc Taggart’s design that consists of four phases: planning, acting, observing, and reflecting. There are two kinds of data in this study: qualitative and quantitative data, the qualitative data is derived from the observation and interview. Meanwhile, the quantitative data is obtained from pre-test and post-test. This research was conducted with two cycles used guided-oral presentation technique and recount text as the teaching material. Based on the interpretation of the data, it can be said that there is an improvement on students’ speaking ability and the implementation of guided-oral presentation was successful. The criterion of the success is if 85% of the students could pass the KKM (Kriteria Ketuntasan Minimal) which is 75. The finding of the research showed that the result of students speaking in cycle 1 is 41.6%, and the students’ writing result in cycle 2 is 87.5% or 21 from 24 students have reached the KKM based on the result of the test after the implementation of guided-oral presentation technique. It is also in line with the positive responses of the students after the implementation of the guided-oral presentation based on the interview and observation. Based on the result, it can be concluded that the students are more active and interested in learning speaking with guided-oral presentation technique.
ABSTRAK


Kata Kunci: Teknik Guided-Oral Presentation, Kemampuan Berbicara

Penelitian ini menggunakan desain tindakan kelas yang bertujuan untuk meningkatkan kemampuan berbicara siswa melalui penggunaan teknik guided-oral presentation. Subjek dari penelitian ini adalah kelas VIII IB MTs Islamiyah Ciputat yang berjumlah 24 siswa. Model yang digunakan pada penelitian tindakan kelas ini menggunakan model penelitian dari Kemmis dan Mc Taggart yang terdiri dari 4 tahap, yaitu perencanaan, tahap pelaksanaan, tahap pengamatan, dan tahap refleksi. Ada dua jenis data pada penelitian ini, yaitu data kualitatif yang didapat melalui pengamatan dan wawancara. Sementara itu, data kuantitatif didapat melalui tes yaitu pre-test dan post-test. Penelitian ini dilakukan selama dua siklus dengan menggunakan teknik guided-oral presentation dalam pembelajaran. Berdasarkan hasil data yang didapat, dapat disimpulkan bahwa ada peningkatan pada kemampuan berbicara siswa setelah penggunaan guided-oral presentation sebagai teknik pembelajaran. Sementara itu, kriteria kesuksesan pada penelitian ini apabila 85% siswa dapat melampaui KKM (Kriteria Ketuntasan Minimal) yaitu 75. Dari data yang didapat menunjukkan bahwa hasil speaking siswa yang melampaui KKM pada siklus 1 adalah 41.6%, pada siklus 2 mencapai 87.5%, atau 21 dari 24 siswa telah melampaui nilai KKM berdasarkan hasil tes setelah penggunaan teknik guided-oral presentation. Hal ini juga sejalan dengan respon positif siswa terhadap penggunaan teknik guided-oral presentation yang didapat dari hasil wawancara dan hasil pengamatan. Selain itu, hasil dari wawancara dengan guru Bahasa Inggris yang berkaitan dengan respon siswa juga menunjukkan bahwa siswa lebih aktif dan tertarik dalam pembelajaran menggunakan teknik guided-oral presentation ini.
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Finally, the researcher realizes that this “skripsi” is far from perfect. Hopefully, this thesis can be useful in the future not only for the researcher but also for the reader.

Jakarta, 2 Desember 2019

Yuanida Zena Pratiwi
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Chapter/Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET</td>
<td>i</td>
</tr>
<tr>
<td>ENDORSEMENT SHEET</td>
<td>ii</td>
</tr>
<tr>
<td>STATEMENT OF AUTHENTICITY</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>v</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vi</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xii</td>
</tr>
<tr>
<td><strong>CHAPTER I. INTRODUCTION</strong></td>
<td>2</td>
</tr>
<tr>
<td>A. Background of The Study</td>
<td>2</td>
</tr>
<tr>
<td>B. Identification of Problem</td>
<td>3</td>
</tr>
<tr>
<td>C. Research Focus</td>
<td>4</td>
</tr>
<tr>
<td>D. Research Question</td>
<td>4</td>
</tr>
<tr>
<td>E. Research Objective</td>
<td>4</td>
</tr>
<tr>
<td>F. Research Significance</td>
<td>4</td>
</tr>
<tr>
<td><strong>CHAPTER II. LITERATURE REVIEW</strong></td>
<td>5</td>
</tr>
<tr>
<td>A. The Concept of Speaking</td>
<td>5</td>
</tr>
<tr>
<td>1. Definition of Speaking</td>
<td>5</td>
</tr>
<tr>
<td>2. Speaking Ability</td>
<td>5</td>
</tr>
<tr>
<td>3. Function of Speaking</td>
<td>6</td>
</tr>
<tr>
<td>4. Elements of Speaking</td>
<td>7</td>
</tr>
<tr>
<td>5. Classroom Speaking Activities</td>
<td>8</td>
</tr>
<tr>
<td>B. The Concept of Guided-Oral Presentation</td>
<td>11</td>
</tr>
<tr>
<td>1. The Understanding of Oral Presentation</td>
<td>11</td>
</tr>
<tr>
<td>2. Types of Oral Presentation</td>
<td>11</td>
</tr>
<tr>
<td>3. Procedure of Guided-Oral Presentation</td>
<td>13</td>
</tr>
<tr>
<td>4. The Advantages of Guided-Oral Presentation</td>
<td>14</td>
</tr>
<tr>
<td>C. Previous Study</td>
<td>16</td>
</tr>
<tr>
<td>D. Thinking Framework</td>
<td>17</td>
</tr>
<tr>
<td>E. Action Hypotheses</td>
<td>18</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 3.1 Rubric for Assessing Speaking ............................................................. 23
Table 4.1 Students’ Score in Pre-Action Test....................................................... 33
Table 4.2 The Comparison of Pre-action test, Post-action test 1, and Post-action
test 2 Score............................................................................................................ 46
LIST OF FIGURES

Figure 4 The Percentage of Students Passing the KKM in Pre-Test .................... 33
Figure 4 The Percentage of Students Passing the KKM in Post-test 1 ................. 37
Figure 4 The Percentage of Students Passing the KKM in Post-test 2 ................. 41
Figure 4 The Result of Students’ Mean Score .................................................. 46
LIST OF APPENDICES

Appendix 1 Classroom Observation Sheet ........................................................... 55
Appendix 2 Transcription of Classroom Observation ......................................... 56
Appendix 3 Interview Guideline ........................................................................... 63
Appendix 4 Interview Transcript .......................................................................... 67
Appendix 5 Pre-Implementation Test ................................................................... 78
Appendix 6 Post-Implementation Test 1 ............................................................... 79
Appendix 7 Post-Implementation Test 2 ............................................................... 80
Appendix 8 Transcription of Pre-Action Test ....................................................... 81
Appendix 9 Transcription of Post-Action Test 1 .................................................. 85
Appendix 10 Transcription of Post-Action Test 2 ................................................ 91
Appendix 11 Speaking Scoring Rubric ................................................................. 97
Appendix 12 Students’ Score .............................................................................. 100
Appendix 13 Rencana Pelaksanaan Pembelajaran (RPP) ................................... 101
Appendix 14 Surat Pengesahan Proposal Skripsi ............................................... 128
Appendix 15 Surat Bimbingan Skripsi ............................................................... 129
Appendix 16 Surat Permohonan Izin Penelitian ................................................ 131
Appendix 17 Surat Balasan Izin Penelitian dari Sekolah .................................... 132
Appendix 18 References Examination Paper ...................................................... 133
Appendix 19 The Documentation during Research Activities ............................ 137
CHAPTER I
INTRODUCTION

A. Background of The Study

In learning all languages, including English, students are required to improve four skills; reading, listening, writing, and speaking. Speaking skill as a productive skill is one of the skills that give us the ability to communicate effectively where the function of language is for interaction and communication. The other skills are important but speaking seems to be the most uses one rather than the other skills as Rivers cited that “speaking is used twice as much as reading and writing in our communication”\(^1\). Therefore, Research studies have shown that language output is important in helping students develop their second language by encouraging them to speak\(^2\).

Speaking becomes one of the most important skills that have to be mastered by the people where they speak every day and every time in their life. Learning speaking is very beneficial for us because speaking ability is one way to transfer the ideas, feelings and problems orally. It is also stated by Asatryan that speaking is a process which is used in a variety of contexts of constructing and transferring meaning by using verbal and non-verbal symbols\(^3\). This can be said that speaking plays a great role in English language learning and communication. By speaking effectively, the message will be heard and understood by other people as well. Furthermore speaking ability can also help us meet lots of people around the world and learn about their cultures.


In Indonesia, a good speaking skill is necessary for applying jobs or doing some presentations in the office. In addition, they can prepare themselves to gain more challenge entering the university, and participating in International communities if their speaking skills are good. By those reasons, the writer assumed that speaking is crucial for English learners. It is in line with Richards and Renandya that a large number of language learners’ purpose studying English is to develop their proficiency in speaking. So that is why a good speaking skill is very needed in our life.

Unfortunately, a lot of problems found in students to speak English in EFL country. From the writer’s experience in teaching practice and interviewing English teacher at MTs Islamiyah Ciputat, there are some problems that influence the students’ ability to speak English. The first problem is the vocabulary mastery, most of the students are lack of vocabulary knowledge so that they feel doubt to speak English. The second problem is motivation, most of the students are lack of practicing speaking. The third problem is pronunciation, most of the students have difficulties in pronouncing words when they are trying speaking. The forth problem is the teaching method. The method used in the learning process is not appropriate enough to improve students’ speaking ability.

Therefore, Brown explained that one of the main problems learners have to conquer in learning to speak is the anxiety generated over the troubles of saying incorrect and incomprehensible things. To make students initiate to speak English and have a good skill in speaking, it needs more practice to do and use appropriate technique in teaching speaking which can motivate the students to speak English as Brown suggested that teachers should provide the kind of enjoyable technique that encourages students to speak.

Currently, with the various of the communicative approach to language teaching, mainly English, the focus is on how to provide students with more

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6 Ibid., p. 269.
activities in order to enable them to communicate fluently, and to develop their language proficiency level. One of these activities is oral presentations performed in language classrooms, which are considered as an effective way to motivate students to communicate in English, and strengthen their ability to conduct the academic communication skills and apply them into real life situations; and thus improving their communicative competence. Brooks and Wilson believe that oral presentation is one of the activities to allow students find the opportunity of communicating with other learners in the class to improve students’ motivation to learn English.7

Girard, Pinar and Trappn state that using oral presentations increase students' interest in learning English and allows students to interact and participate more in the classroom.8 Other researchers have shown that oral presentations can also help students to fill the gap between language study and language use. Among the oral presentations, the focus of this study is on guided-oral presentation. It refers to the topics chosen by the students and the teacher guides the learners to learn perfectly in regard to topics selection for speaking. It may make the students to communicate with each other and practice speaking in real world.

Based on the explanation above, the writer wants to do a classroom action research entitled: “Fostering Students’ Speaking Ability Through Guided-Oral Presentation Technique (A Classroom action research at eighth grade students of MTs Islamiyah Ciputat).”

B. Identification of Problem

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

1. Most of the students are lack of vocabulary knowledge so that they feel doubt to speak English
2. Most of the students are lack of practicing speaking

3. Most of the students have difficulties in pronouncing words when they are speaking.
4. The method used in the learning process is not appropriate enough to improve students’ speaking ability.

C. Research Focus

The research focused on fostering the eighth grade students’ speaking ability through guided-oral presentation technique at MTs Islamiyah Ciputat.

D. Research Question

The writer formulates the problem as “How does guided-oral presentation technique foster speaking ability at the eighth grade students of MTs Islamiyah Ciputat?”

E. Research Objective

The objective of this research is to know and describe the use of guided-oral presentation technique in fostering students’ speaking ability at the eighth grade students of MTs Islamiyah Ciputat.

F. Research Significance

There are some expected significances that can be obtained from this study. Generally, the significance of this study is to give information whether guided-oral presentation technique can be applied to teach speaking. Therefore, the significances of this study are expected to help teachers, students and other researchers. For the teachers, the writer hopes this study can give the alternative solution to use a suitable technique in teaching speaking to foster students’ speaking ability. For students, the writer expects this study can give the input for students to improve their speaking ability. And for other researchers, the writer hopes this study can give the additional information in doing other researches related to the usage of guided-oral presentation.
CHAPTER II
LITERATURE REVIEW

A. The Concept of Speaking

1. Definition of Speaking

According to Martin Bygate, speaking is a second language (L2) that involves the development of a particular type of communication skill. Oral language, because of its circumstances of production, tends to differ from written language in its typical grammatical, lexical and discourse patterns. In addition, some of the processing skills needed in speaking differ from those involved in reading and writing.

Florez as stated in Bailey defined speaking as “an interactive process of constructing meaning that involves producing and receiving and processing information”. It means that speaking is an activity which produces something, in this case words to share information.

From the definition above, we can conclude that speaking is a productive skill where students have to produce language themselves to produce and receive information.

2. Speaking Ability

In order to have good ability in speaking, the speakers have to consider some aspects in speaking. Hughes defined speaking ability through several measured aspect which are seen from students’ accent, grammar, vocabulary, fluency, and comprehension. It means that speaking ability of a student is measured by the way he talks and pronouns, their sentence structures, the use of various words, their pauses and flows, and their understanding about what they talk about. He continued that the objective of teaching spoken language is to develop the ability

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itself in order to be able to interact in that language, in which it involves comprehension and production. Based on this statement, it can be concluded that speaking ability is an ability to interact in the target language in which the development of its ability is seen from several aspects such as the pronunciation of words, the grammar used in sentences, the various vocabularies used in sentences, fluency of a speech, and comprehension of a speech uttered by other people.

3. Function of Speaking

Brown and Yule described function of speaking as follows:

a. Talk as interaction

Talk as interaction is usually named by “conversation”, it focuses more on the speakers and how they wish to present themselves to each other rather than on the message and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on.

b. Talk as transaction

Talk as transaction is in contrast with talk as interaction where focuses more on what is said or done. The message and making oneself understood clearly and accurately is the central focus rather than the participants and how they interact socially with each other.

c. Talk as performance

The third type is talk performance, this refers to public talk that transmits information before an audience, such as speeches, public announcements, and classroom presentations.

In conclusion, there are three functions of speaking, such as talk as interaction, talk as transaction, and talk as performance. Talk as interaction focuses more on the speakers and how they present themselves to each other rather than on the message. Talk as transaction focuses more on what is said.

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4 Ibid., p. 113.
5 Jack C. Richards, Teaching Listening and Speaking From Theory To Practice, (Cambridge: Cambridge University Press. 2008), pp. 21—27.
And talk as performance refers to public talk such as speeches, classroom presentation, and public announcement.

4. Elements of Speaking

Harmer declares that in order to be a good speaker, there are several elements that a language learner should master. They are language features and mental/social processing.

a. **Connected speech** is the modifying in sounds production or utterances such as assimilation, omission, addition, weakened (through contraction and stress patterning). As in saying *I would have gone* but also to use fluent connected speech as in *I'd've gone*.

b. **Expressive device** is the alteration of the speed, volume, and stress of utterances to show the feeling. The use of this device contributes the ability to convey meaning. Students should be able to use at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.

c. **Lexis and grammar** are necessary for the teacher to give of supply of certain words and language function, such as agreeing or disagreeing, surprise, and shock, or approval. Those make students can produce at various stages of an interaction.

d. **Negotiation language** is the benefits to clarify and to show the structure what we are saying. Therefore, those elements are completely significant a speaking ability.

Furthermore, Harmer stated that the other element of the speaking is mental/social processing except the language skill for the speaker, but the rapid processing skill is also necessary, such as language processing, interaction, and information processing:

a. **Language processing** effective speakers need to be able to process comprehensible language and meaningful language. Language processing

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involves the words or retrieval of words or phrases from memory to communicate with people. It helps the students develop habits of rapid language processing English.

b. *Interaction* is the student interacting with the other and they understand each other. This means that effective speaking also involves a good listening and understanding of how the other people feel.

c. *Information processing* is related to the perception of someone else concerning the response to other feeling in using the language. Consequently, the mental has important role to succeed the communication particularly in speaking ability.

Speaking is not only having many vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we deliver will be acceptable by all people if we master those elements.

5. **Classroom Speaking Activities**

Many of the classroom speaking activities which are currently in use fall at or near the communicative end of the communication continuum. There are a number of widely-used categories of speaking activity, and we will start by looking at them before going on to specific speaking examples:

a. Acting from a script

In this activity, students are encouraged to carry on scenes from plays and/or their coursebooks, sometimes filming the results. Students will often carry on dialogues that they have written themselves before. The form of this activity can be in playscripts and acting out dialogues.

a) *Playscripts*, when students work on playscript, they should treat it as ‘real’ acting. In this activity, teachers act as theatre director, drawing attention to intonation, appropriate stress, and speed. This means that what students speak have real meaning. Mark Almond points out that

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“drama practices gesture, facial expression, eye contact and movement, proxemics and prosody”

b) In Acting out dialogues, before asking them to perform to the front of class, teachers need to give them time to rehearse their dialogues. If teachers can not give them time, they will learn much from the whole experience. Teachers should be careful when choosing who should perform to the front of class, they should not choose the shiest student first.

b. Communication games

This communication game or task aims to get students speak as quickly and fluently as possible. Two particular games are mentioning as follow:

a) Information-gap games, these activities get one student to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find some similarities and differences between pictures.

b) Television and radio games, these activities are truly adapted from TV and radio program and they provide good fluency activities. For example, in the ‘Twenty question’ the chair person thinks of an object and tell a team that the object is either animal, vegetable or mineral—or a combination of two or three of these. The team has to find out what the object is by asking only yes or no question (only 20 questions of fewer) such as Can you use it in the kitchen? or Is it bigger than a person?

c. Discussion

In this activity, students are ordered to give their opinion and to hear other people’s opinion. Discussion range from highly formal, whole-group staged events to informal small-group interactions

a) Buzz groups, these can be used for a whole range of discussions. This activity asks students to predict the content of reading text, or to talk about their opinion after reading the text.

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8 Ibid., p. 349.
b) **Instant comments**, this activity requires students to response or comment fluently. This involves showing them photographs or introducing topics at any stage of a lesson and ask them to say the first thing that comes into their mind.

c) **Formal debate**, in order to be successful, students need to be given time to prepare arguments or against some propositions. It is a good idea to allow them practicing their speeches in their groups first.

d) **Unplanned discussion** might be held in the middle of lesson and is not prepared by the teacher. This activity provide enjoyable and productive speaking in the class.

e) **Reaching a consensus** is an alternative way of motivating discussion that forces the students to reach a consensus or decision.

d. **Prepared Talks**
This is one popular kind of speaking activity where students are assigned to make a presentation on their own topic. Before performing the presentation, they need to be given time to prepare. Then students need a chance to rehearse their presentation by getting them to present to each other in pairs or small group first. It is possible to bring notes when they perform their presentation to the front of class.

e. **Questionnaires**
In this activity, students can make questionnaires on any appropriate topic. Teachers act as a resource to help them in the design process. The results of questionnaires can be used for discussion or prepared talks.

f. **Simulation and role-play**
When students are doing this activity, they need to know the exact situation such as a business meeting, an interview or conversation in an aeroplane cabin, a hotel foyer, a shop or a cafetaria. Simulation and role-play can be used to train students fluent in speaking.
B. The Concept of Guided-Oral Presentation

1. The Understanding of Oral Presentation

According to Baker, oral presentation is part of spoken language. It is the same as formal conversation which generally takes place in formal and organizational settings with time limits. Melion and Thompson stated that oral presentation should be structured, prepared and guided in order to be absorbing and helpful for both learners and teachers. Moreover, Mandal stated that “Presentations are speech that is usually given in business, technical, professional, or scientific environments”.

Based on the definition above, it can be concluded that oral presentation is formal conversation that should be structured, prepared, and guided to help students in presenting their presentation.

2. Types of Oral Presentation

Oral presentations can be delivered in three different ways: individually, in pairs, or in groups of students. Besides, Oral Presentation for El-Issa and Redha, divide oral presentation into three types: controlled, guided, and free. This kind of oral presentation depends on a number of factors such as the choice of the topic, grammar, vocabulary, method of presentation, the time allocated to the presentation, and the most important is learners’ proficiency levels.

a. Controlled-Oral Presentations

In a controlled-oral presentation, the students’ language proficiency level is conventionally from beginner to elementary. Therefore, the teacher should limit the topics to either what is in the textbook or something the teacher feels the students can present easily. Also, the selection of grammar and vocabulary and the allocation of time should be related to the students’ proficiency level. Moreover, with this type of Oral Presentation, the students may use simple tools in their presentation such as a paper to read since

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students at this language level are young and have no knowledge about technological equipments.

The aim of controlled-oral presentation is to provide opportunities for young students to achieve confidence in taking the floor, to maximize their classroom participation in a significant approach, and to practice the target language.

b. Guided-Oral Presentations

- Students’ Proficiency Level

In a guided-oral presentation, the students’ language proficiency level is at the lower-intermediate or intermediate level of language proficiency. Therefore, they can be guided in terms of the topics that suit their language level. They are not expected to use sophisticated structural and lexical items at this stage. Instead, they should be guided to the appropriate level of grammar and lexical items and the allocation of time.

- Aids and Materials

Students with this level of language proficiency can be guided to prepare their work by using PowerPoint or Overhead Projector (OHP) slides if the equipment is available. Furthermore, students can prepare a handout and give it to the listeners in the classroom to follow.

- Memorization

There is always the possibility of some students memorize their presentations. However, memorization can be helpful, because any language includes certain phrases, expressions, and lexical and structural items that have to be memorized and drawn upon when necessary. Hence, Duong and Nguyen stated that students can be allowed to memorize, because “good” memorization helps them gain more confidence, integrate the four skills, use English correctly and effectively, speak more fluently and accurately, and remember what to say.11

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c. Free Oral Presentations

In a free oral presentation, the students’ language proficiency level is from upper-intermediate to advanced levels of proficiency. Students at this level have the freedom to choose the topic they would like to use, plan the topic the way they consider most appropriate, and use any kind of language level. This should be the case as long as the students have had prior practice in oral presentations during the earlier stage. Such students are usually capable of demonstrating ability to use complex language and can be allocated longer presentation times than their lower level counterparts.

Students giving the free oral presentations can handle questions from their classmates after they have completed their presentation. In contrast, students in the controlled and guided categories may struggle asking and answering questions about topics they have heard only once and for a brief time.

In conclusion, oral presentation is kind of part of spoken language. If it is prepared, structured, and organized well, it will be beneficial and enjoyable activity for learners. This practice is one of speaking activities that aims to enhance the students’ proficiency level in English and to help them to build confidence in their ability to speak in public. Oral presentation can be a beneficial way to deal with students’ difficulties in speaking skill. Oral presentation is one type of communication which aims to develop the students’ ability to perform in English. From three types of Oral Presentation, the writer uses Guided-Oral Presentation.

3. Procedure of Guided-Oral Presentation

1) The teacher selects a topic
2) The teacher guides the students to present it
3) The teacher explains for the participants how to start the presentation, how to continue it and how to end it in 2 or 3 minutes.\(^\text{12}\)

\(^{12}\) Mina Farabi, et.al., op cit. p. 21.
4. The Advantages of Guided-Oral Presentation

Al Issa and Al-Qubtan states that there are some advantages which can be gotten from Oral Presentation Technique, includes: (1) integrating language skill, (2) practicing speaking, (3) making decision, (4) preparing for real life, (5) acquiring knowledge through language, (6) promoting learner-centeredness, (7) expanding the teacher’s roles, and (8) Learning how to use technology. The discussions of the advantages are as follows:

*Integrating language skill.* Oral Presentations help integrating the language skills, the students write an outline before delivering their presentation, they listen to the presenter.

*Practicing speaking.* Speaking is one of the least practiced and most neglected skills in almost any EFL classroom, despite its importance in people’s daily social activities and interactions. Oral Presentation is an efficient way to motivate the presenting students to practice meaningful oral English and the rest of the class to practice listening. Using Oral Presentation in the EFL classroom is bound to help students know that language is a living and complex entity with multiple sources facilitating its acquisition.

*Making decision.* Oral Presentation helps facilitate the decision-making process for students. Such as, when the teacher gives them freedom to choose a topic to present, for instance, in an intermediate-level EFL classroom, they are indirectly asked to make decision and take initiative.

*Preparing for real life:* standing in front of other people to present one’s work is challenging because it requires confidence and courage. Yet it is a skill that is much needed in various jobs around the world. Hence, presenting in the EFL classroom prepares students for the job that they will enter when they leave school.

*Acquiring knowledge through language.* When students are asked to research a topic and search for particular information or data in English, they are using the language meaningfully and purposefully.

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Promoting learner-centeredness. Giving Oral Presentation helps students replace memory- and transmission-based learning, which are still in vogue in many education systems in the developing world, with interactive, dynamic, reflective, and independent learning and critical thinking. Oral Presentations also promote and encourage learning through discovery and research.

Expanding the teacher’s roles. Teachers in the traditional EFL classroom have specific roles to play in terms of exercising authority over as well as transmitting and controlling knowledge, information, and classroom activities. In addition, in an oral Presentation class, teachers delegate autonomy and leadership to students and facilitate cooperative learning. In short, the teachers facilitate, support, organize, and guide students’ learning.

Learning how to use technology. Oral presentations are appropriate tools for introducing students to developed and sophisticated technology and training and inspiring them to use it for some significant purposes.

Therefore, the advantages of Guided-Oral Presentation in the classroom is the opportunity that they present for learners to use their L2 to communicate with others in a natural way (Apple, 2006).\textsuperscript{14} If the activity is properly structured, guided-oral presentation can provide students with an enjoyable learning experience that allows them to interact with others using only their L2. This is because presentations necessitate the students to use only English to communicate an idea to one or more interlocutors when they are delivering presentation. This type of communication is one of the most important goals of communicative language teaching. Also, Apple said that guided oral presentations allow students to engage in a cooperative task that requires them to use English to explain their ideas and to negotiate meaning with a larger community of language learners while they are planning and practicing their presentations.\textsuperscript{15} A guided oral presentation gives a chance to language learners to develop their target language with confidence and increase participation in classroom.

\textsuperscript{14} Mina Farabi, et.al., \textit{op. cit}. p. 20.

\textsuperscript{15} Mina Farabi, et.al., \textit{loc. cit}. 
C. Previous Study

There are some previous studies that can be referenced for the researcher. The first relevant study was done by Diyah Muthiatul Laili from STAIN Tulungagung in 2015. The title is “Improving Students’ Speaking Skill Through Oral Presentation Technique of The Tenth Grade Students at MAN Trenggalek”. The aim of the study is to investigate how oral presentation technique can improve students’ public speaking skill. The researcher used the classroom action research design to conduct this study. The subject of this research is the tenth grade of MAN Trenggalek academic year 2014/2015 exactly the students in class Matematika dan Ilmu Alam (MIA)-5 which consist of 35 students. The result of the study revealed that oral presentation could be used as an alternative technique for teacher in helping the students improve their speaking skill.\(^\text{16}\)

The second previous study was conducted by Nining Sri Wahyuni Lubis from IAIN Sultan Maulana Hasanudin Banten in 2015. The title was “The Effectiveness of Using Oral Presentation in Improving Students’ Speaking Ability”. The aim of the study was to know the students’ speaking ability in SMAN 1 Cikeusal, Serang and to know the effectiveness of oral presentation in improving students’ speaking ability. The researcher used the classroom action research design to conduct this study. The subject of this research is the second grade students of SMAN 1 Cikeusal. The result of this study revealed that teaching speaking using Oral Presentation is more effective to do in this school, it can be seen from students’ spirit in Oral Presentation.\(^\text{17}\)

The third relevant study was done by Hildawati Eka Saputri from IAIN Tulungagung in 2017. The title is “The Effectiveness of Using Oral Presentation Technique on Students’ Speaking Skill at First Grade on Junior High School in MTs Al- Ma’arif Tulungagung”. The aim of the study to investigate how Oral Presentation technique can improve students’ public speaking skill at MAN

\(^{16}\) Diyah Muthiatul Laili, *Improving Students’ Speaking Skill Through Oral Presentation Technique of Tenth Grade Students at MAN Trenggalek*, English Education Program STAIN Tulungagung, 2015, p. vii. Retrieved from repo.iaintulungagung.ac.id

\(^{17}\) Nining Sri Wahyuni Lubis, *The Effectiveness of Using Oral Presentation in Improving Students’ Speaking Ability*, English Education Department IAIN Sultan Maulana Hasanudin Banten, 2015, pp. 1—52. Retrieved from repository.uinbanten.ac.id
The researcher used the Classroom Action Research design to conduct this study. The subject of this research is the students of the first grade of Man Trenggalek academic year 2014/2015 exactly the students in class Matematika dan Ilmu Alam (MIA) -5 which consist of 35 students. The result of the study revealed that oral presentation could improve students’ public speaking skill.\textsuperscript{18}

Based on the three previous study, the writer assumes that oral presentation can foster students’ speaking ability that already proven can motivate students and increase their involvement in the learning process. There are similarity and difference that can be found. The three previous studies used quantitative and qualitative as a method of the study. Therefore, the previous study used Classroom Action Research as the design of the study. In this research, the writer also uses classroom action research study as the design of the study. The writer takes one class which taught by the same previous method. Moreover, they also used oral presentation to teach speaking, but in this study, the writer focuses on guided-oral presentation.

D. Thinking Framework

Research studies have shown that language output is important in helping students develop their second language by encouraging them to speak. Speaking becomes the most important skill that must be mastered. By speaking effectively, the message and information can be understood by other people.

Unfortunately, a lot of problems found in students to speak English in EFL country. The first problem is the vocabulary mastery, most of the students are lack of vocabulary knowledge so that they feel doubt to speak English. The second problem is motivation, most of the students are lack of practicing speaking. The third problem is pronunciation, most of the students have difficulties in pronouncing words when they are trying speaking. The forth

\textsuperscript{18} Hildawati Eka Saputri, \textit{The Effectiveness of Using Oral Presentation Technique on Students’ Speaking Skill at First Grade on Junior High School in MTs Al- Ma’arif Tulungagung}, English Language Teaching Program IAIN Tulungagung, 2017, pp. 1—67.
problem is students’ self-confidence, they are afraid of making mistakes and errors in speaking English.

To make students initiate to speak English and have a good skill in speaking, it needs more practice to do and use appropriate technique in teaching speaking which can motivate the students to speak English as Brown suggested that teachers should provide the kind of enjoyable techniques that encourages students to speak. One of these techniques is oral presentation performed in language classrooms, which are considered as an effective way to motivate students to communicate in English, gain students’ confidence to speak and. Guided-oral presentation can be alternative for the teacher to attract students’ motivation to speak confidently in front of the class. Students present their presentation about the topic they have chosen before.

Based on the exploration above, the writer hopes that there will be a significant effect of using guided-oral presentation on students’ speaking ability.

E. Action Hypotheses

As regards to the theories, discussion of the previous studies, and the explanation of the guided-oral presentation above, furthermore, in this action research, the writer hypothesizes that guided-oral presentation can foster students’ speaking ability at the eighth grade students’ of MTs Islamiyah Ciputat.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of The Research

1. Place of The Research

The research was conducted at MTs Islamiyah Ciputat which located on Jalan Ki Hajar Dewantara no. 23.

2. Time of The Research

The research was conducted from April 16th 2019 until May 17th 2019.

B. Research Method and Design

1. Research Method

The methods used in this research were qualitative method and quantitative method. Quantitative research is empirical research that tends to collect the data in the form of numbers. Qualitative research is empirical research concerned with collecting and analyzing information in forms. In addition, according to Verma and Mallick, the aim of the quantitative method is gathering data that can be quantified; it can be counted or measured in numerical scores. Conversely, the aim of qualitative method is to investigate the quality of activities, situations, materials, or relationships.

2. Research Design

The design of this research was Classroom Action Research (CAR). It was engaged because it concentrated on solving the classroom problems dealing with the teaching of speaking at MTs Islamiyah Ciputat. According to Robert P. Pelton, action research in the school setting, is an easy process of systematic approach to improve teaching practices. It will meet multiple of your teaching

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goals if you learn how to use it. Mills defined action research designs as procedures done systematically by teachers (or individuals in an education setting) to collect information and enhance the ways educational setting work and their teaching and their student learning, and their student learning. According to Harmer, action research is the name given to a series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching, or, alternatively, because they wish to evaluate the success and/or appropriacy of certain activities and procedures.

From all definition above, the researcher can conclude that classroom action research can be done by the teacher and researcher to gather information about student learning.

The Classroom Action Research design used in this research is Kemmis and Mc Taggart’s design. It consists of four action, in each cycle: planning, acting, observing, and reflecting. After accomplishing the first cycle, it will probably occur some new problems or unfinished problems. Therefore, it is necessary to conduct the second or third cycle with the same concept as the first cycle.

C. Research Procedure

In this study, the Classroom Action Research (CAR) procedure by Kemmis and Mc Taggart is used. It consists of four action, in each cycle: planning, acting, observing, and reflecting. However, when the new problems occur after conducting the first cycle, the study should be continued to the second cycle.

Here are the explanations about each phase:

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1. Planning
   In this phase, the researcher prepared everything required in the first cycle, designed the lesson plan, selected a suitable strategy, determined the criteria of success and prepared the post-test.

2. Implementing phase
   In this phase, the researcher implemented the use of guided-oral presentation in the learning process. Meanwhile, the writer observed the use of guided-oral presentation in the learning process.

3. Observing
   After implementing the use of guided-oral presentation, the researcher observed class situation and students’ response in learning speaking using guided-oral presentation. Then, the researcher gave students post-test 1 to know their ability in speaking.

4. Reflecting
   The researcher analysed and evaluated whether the use of guided-oral presentation was successful or not. This phase also determined what to do in the following cycle. Hence, re-planning, re-implementing, and re-observing should be also discussed.

D. Research Participant
   The participant of this research was 8.IB students of MTs Islamiyah Ciputat, academic year 2018/2019. The class consisted of 24 students. However, based on the result of observation and interview, 8.IB had low ability in speaking.

E. Research Instrument
   Research instrument is needed in order to gather the data from the subject. This research consisted of two types of instruments, there are test and non-test. Test consist of pre-test and post-test, meanwhile the non-test consisted of interview guidelines and observation sheet. Research instruments as follows:

1. Observation
   The observation was conducted during the teaching and learning activities in the class. The researcher observed the teacher’s performance
during classroom action research, class situation while speaking activity, and the students’ participants toward the learning process. The information that obtained from this observation sheet was used as a basis to determine the planning for the following cycle.

2. Interview

The interview was distributed at the end of the study to 8th students of MTs Islamiyah Ciputat to find out their perception about fostering their speaking activities through guided-oral presentation. It was also distributed to the English teacher to know students’ activity in learning speaking, and the technique usually the teacher implemented in the classroom especially when teaching speaking.

3. Test

There were two kinds of test in collecting data, they were pre-test and post-test. Before implementing the use of guided-oral presentation, the researcher conducted pre-test to know students’ performance in speaking activity. Scoring rubric was used as a mean of post-test after implementing the use of guided-oral presentation to explain more about students’ performance in their speaking ability. Furthermore, the writer used scoring rubric according to David P. Harris which provided five components in scoring speaking, they were Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.\(^8\)

The first component is pronunciation. The correct pronunciation can be done by practices. However, if the pronunciation is not correct, the speakers and others will not understand. Therefore Nunan states that pronunciation is the production and perception of considerable language features in order to get the meaning of language use.\(^9\)

The second component is grammar. In speaking, grammar is needed in order to correct spoken language. Yule states that grammar can produce


well language structure of a language. Hence, grammar plays important role in speaking. Without comprehending grammar, the communication cannot be understood by the speakers and listeners.

The third component is vocabulary. Students have to use and choose the proper words during speaking. Furthermore, the students need to understand the meaning of words when they try to express what they want to say.

The fourth component is fluency. The aim of speaking itself is to have fluent oral communication. Fluency refers to the ability to express the words clearly instead of the correctness of the words.

The last component is comprehension. It because the purpose of speaking is to transfer information to the listener. Therefore, Richards and Theodore stated that the well-success of speaking depends on the listener when having interaction can achieve the message in the targer language. Moreover, it is necessary to have good ability in combining components which are mentioned above.

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Rating Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>5 (91-100)</td>
<td>Has few traces of foreign accent</td>
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<td>2</td>
<td></td>
<td>4 (81-90)</td>
<td>Always intelligible, though one is conscious of a definite accent</td>
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<td>3</td>
<td></td>
<td>3 (71-80)</td>
<td>Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding</td>
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<tr>
<td>4</td>
<td></td>
<td>2 (61-70)</td>
<td>Very hard to understand because of pronunciation problems. Must</td>
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<td>1</td>
<td>Below 60</td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible</td>
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<tr>
<td>2</td>
<td>Grammar</td>
<td>5 (91-100) Makes few (if any) noticeable errors of grammar or word order</td>
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<td></td>
<td></td>
<td>4 (81-90) Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning</td>
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<td>3 (71-80) Makes frequent errors of grammar and word order which occasionally obscure meaning</td>
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<td></td>
<td>2 (61-70) Grammar and word order errors make comprehension difficult, must often rephrase sentences and/or restrict himself to basic patterns</td>
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<td></td>
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<td>1 Below 60 Errors in grammar and word order so severe as to make speech virtually unintelligible</td>
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<td>3</td>
<td>Vocabulary</td>
<td>5 (91-100) Use of vocabulary and idioms is virtually that of a native speaker</td>
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<td>4 (81-90) Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies</td>
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<td>3 (71-80) Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary</td>
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|   |   | 2 (61-70) Misuse of words and very limited vocabulary make conversation quite
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<th>Fluency</th>
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<td><strong>4</strong></td>
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<td><strong>1</strong> Below 60</td>
<td><strong>5</strong> (91-100)</td>
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<td><strong>3</strong> Speed and fluency are rather strongly affected by language problems</td>
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<td><strong>3</strong> (71-80)</td>
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F. Data Collection Procedures

In collecting the data, the researcher used quantitative method and qualitative method. The quantitative data presented in scoring students’ pre-test and post-test. Meanwhile, the qualitative data presented the description of the process during the action which involved result of observation, interview, teaching and learning process transcripts.

Before the Classroom Action Research, the researcher needed to know the students’ writing ability and the class condition by the interview with the English teacher. Then, to know the students’ responses before and after the implementation of Guided-Oral Presentation, the researcher interviewed the students before and after the Classroom Action Research. During the teaching and learning process, the researcher did the observation to know the improvement of students’ understanding and students’ activity in the classroom. And the last is test, before the implementation of Guided-Oral Presentation, the researcher conducted the pre-test to know the students’ speaking ability, after that the researcher conducted the post-test after applying Guided-Oral Presentation in each cycle to determine the improvements of students’ speaking ability.

G. Data Analysis Procedures

In this case, the researcher worked out with two kinds of data namely quantitative and qualitative data. The data collected through observation, interview and field notes are named as qualitative data. While the test named as quantitative data. Those data were analyzed by these following steps:

1. Classifying the data
   The data from observation were gathered and then classified based on the research problems.

2. Describing the data
   After classifying the data, the researcher described observation, interview, and test through descriptive form. The data that were taken from a test described through table and calculation.
3. Finding

As mention before, the data from observation, interview, and test were analyzed by making description from the result. And the data from a test is analyzed by using a certain formula.

To get the mean of students’ speaking skill within one cycle, the formula used was:\(^\text{12}\)

\[
M_x = \frac{\sum x}{N}
\]

Explanation:

\(M\): Mean

\(X\): Individual score

\(N\): Number of students

Next, to know the students who passed KKM, the formula used is: \(^\text{13}\)

\[
P = \frac{F}{N} \times 100\%
\]

Explanation:

\(P\): The class percentage

\(F\): Total percentage score

\(N\): Number of students


\(^{13}\) Anas Sudijono, *op. cit.* p. 43.
Next step, to identify the improvement of students’ speaking skill from pre-action test up to post-action test 1 in cycle I and post-action test 2 in cycle II, the formula used is:\textsuperscript{14}

$$P = \frac{y^1 - y}{y} \times 100\%$$

Explanation:

$P$: Percentage of students’ speaking ability improvement

$y$: Pre-action test result

$y^1$: Post-action test 1 result

$$P = \frac{y^2 - y}{y} \times 100\%$$

$P$: Percentage of students’ speaking ability improvement

$y$: Pre-action test result

$y^2$: Post-action test result

H. Trustworthiness

1. Triangulation

To check the validity of data, the triangulation refers to the use of more than one data collecting techniques in order to strengthen the data.\textsuperscript{15} In short, it can be synthesized that triangulation is using several data collecting techniques to increase the validity of the data. In doing the triangulation in this research, the data taken from observation and interview is collaborates with the result of the test, and the researcher doing the triangulation by comparing the result of one source with the result of other sources.


2. Peer debriefing

The researcher consulted the findings with her academic advisor to check the validity and reliability of the findings. With her academic advisor, the researcher got many advise and feedback for the findings of this research, so the researcher know how the findings should be and can make a consideration in concluding the research findings. The researcher also checks her findings with the English teacher, the researcher discussing the findings with English teacher and got many feedbacks in analyzing the data found.

I. Technique of Drawing Conclusion

In drawing the conclusion, the researcher needs to calculate and interpret the data. Furthermore, the conclusion can be drawn by several considering points:

1. If the students could achieve the minimum criterion of success or *Kriteria Ketuntasan Minimal (KKM)* which is 75 in English subject in this school.
2. If there is 85% of students in the determined class have passed the passing grade. To calculate, the researcher used this formula:

$$ P = \frac{F}{N} \times 100 $$
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

1. Pre-Implementing the Action

There are three kinds of instruments used in collecting the data before implementing the action, those are pre-interview, pre-observation, and pre-test. The data is described as the following:

a. The Result of Pre-Interview

1) Interview with the Teacher

The interview was conducted to the English teacher of MTs Islamiyah Ciputat. It was held on April, 15\textsuperscript{th} 2019. Here, the English teacher was asked some questions divided into four categories. The first category was about the general condition in English class on students’ achievement and performance. It contains two questions. The second category was about students’ speaking ability. It contains one question. The third category was about the difficulties faced by students in speaking ability. It contains two questions. The last category was about teacher’s strategies implemented before Classroom Action Research (CAR) in solving the students’ difficulties in speaking ability and it contains four questions.

The first category was about the general condition in English class on students’ achievement. The teacher said that there are three classes of eight grade in that school, two classes are regular class and one class is ‘unggulan’ class. Their English achievement is certainly different. Most of ‘unggulan’ students gain high score in English subject and in regular class, only a few students who gain high score in English. And for criterion of minimum completeness (KKM) of both class is also different. KKM for ‘unggulan’ class is 75, and KKM for regular class is 73.
The second category was about students’ speaking ability. The teacher said that the students had low ability in speaking. They were lack of vocabulary knowledge. They had difficulties in translating words and sentences.

The third category was about the difficulties faced by students in speaking ability. The teacher said that the difficulty faced by students was vocabulary knowledge. Every week, the teacher gave some vocabularies for students to memorize. But they just memorized not practiced, so they would forget the vocabularies they had memorized before.

The last category was about strategies implemented by the teacher in teaching speaking. At the previous strategies, the teacher asked the students to interview some teachers in the office. They interviewed the teachers about their family, their family members, and also their family’s occupation. Before they interviewed the teachers, they might write down question lists or interviewed the teachers directly. This strategy trained them to speak by interviewing their teacher.

2) Interview with the Students

Besides having an interview with the English teacher, the writer also had an interview with the students. The writer chose 5 of 24 students randomly to be interviewed. The students were asked several questions about English teaching and learning process at MTs Islamiyah Ciputat.

The students were asked about their difficulties in learning English especially in speaking. All of them said that they had difficulty in pronouncing the words because they also did not have enough vocabulary knowledge, lack of practice. The most important cause was their mindset, they thought that English is difficult to learn. The writer also asked about the method they used to improve their speaking ability. All of them answered they improved their speaking by learning and practicing.

b. The Result of Pre-Observation

The observation was conducted on April 15th 2019. The aim of the observation was to observe the process of teaching and learning before
implementing the action. It was held at eighth grade (8 IB) of MTs Islamiyah Ciputat in 2018/2019 academic year. There were 24 students in this class. The teacher teaches speaking by asking the students to interview some teachers in the office.

c. The Result of Pre-Action Test

Before conducting the Classroom Action Research, the pre-action test was given to measure students’ speaking ability. The test was held on April 16\textsuperscript{th} 2019. There were 24 students of 8 IB consisted of 6 male students and 18 female students who followed the test. After giving the pre-action test, the score was calculated. Here is the students’ score in the pre-action test.

To have the result of the pre-action test, the mean score was calculated first.

\[
M_x = \frac{\sum x}{N}
\]

\[
M_x = \frac{1.556}{24} = 64.8
\]

Then, the percentage of students who passed KKM was calculated by using this formula:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{5}{24} \times 100\% = 20.8\%
\]
Furthermore, the maximum, minimum, and the mean score’s students are illustrated in Table 4.1

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum score</td>
<td>52</td>
</tr>
<tr>
<td>Maximum score</td>
<td>76</td>
</tr>
<tr>
<td>Mean</td>
<td>64.8</td>
</tr>
</tbody>
</table>

Based on data in Table 4.1, it showed that there were only 5 students who passed the KKM which was 75. It means only 20.8% of students passed the KKM. In table 4.1 it showed that the minimum score was 52, meanwhile the maximum score was 76 in addition the mean score reached 64.8.
2. The Implementation of Classroom Action Research

a. Cycle 1

1) Planning

The first phase of Classroom Action Research is planning. In this phase, the writer as the teacher prepared everything required in the first cycle. The writer designed the lesson plan based on the problems faced by students towards speaking skill. The writer selected a suitable strategy to improve students’ speaking ability. Then, the writer determined the criteria of success and prepared the post-test.

2) Acting

a) First Meeting

The action of the cycle 1 was begun on April 20th 2019. The teacher implemented the teaching learning process based on the lesson plan. In the first meeting, the teacher taught about recount text generally. Before starting the lesson, the students and the teacher prayed together. Then she checked the attendance list. After that, the teacher motivated the students to study harder and focus in learning English. Then, she started the lesson by giving brainstorming to the students about recount text and asked them some events they did in the past. After that, the teacher explained about recount text started from the generic structure and language features used. Then the teacher showed the example of recount text. In this meeting, the teacher focused on explaining about simple past used in recount text started from explaining the regular and irregular verb, asking them to identify the verb 2 used in the text, and asking them to make simple past sentences.

The students were asked to be active in identifying the use of verb 2 in the text. However, some of them identified the wrong verb. The students were active enough asking about regular and irregular verb.

b) Second Meeting

The second meeting was done on April 27th 2019. The material in the second meeting focused on holiday experience. Before starting the lesson, the students and the teacher prayed together. Then she checked the
attendance list. After that, the teacher motivated the students to study harder and focus in learning English. Then, she started the lesson by giving brainstorming to the students about recount text and asked them about their holiday experience. After that, the teacher started the lesson by showing the recount text about holiday experience and fun experience in PowerPoint. The teacher asked the students to choose which topic they wanted to learn. Then, she chose some students randomly to read the text. In this session, most of students refused when the teacher chose them to read the text. Conversely, the teacher tried to involve them during the learning process. After that, the teacher corrected their pronunciation. Then, the teacher reviewed the material given yesterday by asking them to make example of simple past. After that, she asked the students to discuss with their chairmate and make an outline about their holiday experience. And the last, she corrected their outline.

c) Third Meeting

The third meeting was done on May 2nd 2019. The third meeting focused on students’ presentation. Before starting the lesson, the students and the teacher prayed together. Then she checked the attendance list. After that, the teacher motivated the students to study harder and focus in learning English. In this meeting, the students presented their holiday experience in front of the class. The teacher called the students to present one by one, and asked the others to listen and pay attention to the presenter. Unfortunately many students had not been ready to present their holiday experience, so the teacher gave extra time for them to prepare their presentation. In their presentation, the teacher still found some errors in pronunciation, but for grammar, some of the students used it correctly. In the end of class, the teacher corrected their performance in grammar, pronunciation, fluency, etc.

3) Observing

In this phase, the teacher observed the students’ participation, response, achievement and the other things in the physical classroom. In the first meeting, the teacher realized that he had to do a lot of effort to make
students understand the material. Moreover, they had not learnt about recount text before but some of them were active to ask about recount text during the learning process. They also showed their enthusiasm, however, some of them were quiet and they did not involve themselves actively.

In the second meeting, the teacher saw a better classroom condition. Although some of the students were not active and afraid to speak, but when the teacher motivated them, fortunately they wanted to try to speak up. Besides, they were not shy to ask questions when they did not understand the teacher’s explanation.

In the third meeting, the students did all of the tasks based on the instruction. They also finished the task on time. However, there were several students who found difficulties in pronouncing some words correctly and felt unconfident when they presented their story in front of the class.

Furthermore, after finishing the teaching and learning process in the first cycle, the teacher gave the post-action test 1 in order to know the improvement of students’ speaking ability before and after the implementation of Guided-oral presentation technique in the first cycle. The post-test 1 was held on May 4th, 2019.

Based on the result of post-test 1, there were ten students who passed the KKM with the percentage 41.6% and the mean score of post-test 1 was 69.3, meanwhile the mean score of pre-test was 64.8. It can be concluded that the improvement of the mean score from pre-test to post-test 1 was only 4.5 point. And the percentage of successful students who passed the KKM was illustrated in Figure 4.2
4) Reflecting

In this phase, the teacher analyzed the students’ achievement and progress based on their test score. The teacher also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. However, regarding the first cycle, there was a progress of the students’ speaking ability although not all targets could be accomplished. In general, most of the students could understand the material but some of them still found difficulties in translating the sentences into English and also still lack of confidence in presenting their experience.

Therefore, it could be concluded that it was necessary to do the cycle 2 because the improvement of students’ speaking ability in the first cycle had not been significant yet. The researcher also formulated the new lesson plan for the cycle 2 and gave a more efforts to improve students’ speaking ability.
b. Cycle 2

1) Planning

The planning phase of the second cycle was implemented into a lesson plan. It was aimed to change some parts that need to be revised. The new lesson plan which was used still related to the use of guided-oral presentation technique. However, there were some modification in this cycle; the teacher taught more about pronunciation and also gave more example of recount text. The teacher also changed the theme in this cycle. The theme in this cycle was about Bad Experience.

2) Acting

a) First Meeting

The action of the cycle 2 was begun on May 13th 2019. In this meeting, the teacher gave more example of recount text and focused on ‘Bad Experience’ theme. The teacher implemented the teaching learning process based on the lesson plan that has been revised. First, the students and the teacher prayed together. Then she checked the attendance list. After that, the teacher motivated the students to study harder and focus in learning English. Before starting the lesson, the teacher asked the students about bad experience happened to them in the past. Then the many students answered and told about their experience. After that, the teacher gave handout about some examples of recount text. The teacher chose some students randomly to read the text loudly. After that, the teacher read the text and corrected students’ pronunciation. The teacher pronounce some words in the text and the students repeated many times. After that, the teacher asked some students to read the text with correct pronunciation. Then they were asked to explain the text with their own language. After explaining the text, they were asked to identify the simple past used in the text.

b) Second Meeting

The second meeting was done on May 14th 2019. Before starting the lesson, the students and the teacher prayed together. Then she checked the attendance list. After that, the teacher motivated the students to study harder
and focus in learning English. In this meeting, the teacher asked the students to discuss about their bad experience with their chairmate. After that, the students were asked to make outline about their bad experience with the correct grammar. The teacher let the students ask everything if they found difficulties. After making the outline, the teacher corrected their outline one by one.

c) Third Meeting

The third meeting was done on May 15th 2019. Before starting the lesson, the students and the teacher prayed together. Then she checked the attendance list. After that, the teacher motivated the students to study harder and focus in learning English. In this meeting, the teacher asked the students to present their bad experience in front of the class. After all students presented their bad experience, the teacher evaluated and corrected the common mistakes from their presentation. The teacher asked the students to involve in this evaluation. They were asked to correct their classmates’ mistakes.

3) Observing

In this cycle, the activities in the classroom such as students’ participants and their progress during the learning process were observed. Then, it could be concluded that the classroom condition during the learning process was better than the previous cycle.

In the first meeting, the students were given example of recount text about bad experience. By having the material that they could relate to their experience, the students’ motivation increased. When the teacher gave the text, most of them could understand and explained it well. They also tried to remember their bad experience in the past after reading the text. In this meeting, their participation in classroom activity also increased.

In the second meeting, the students were asked to tell their bad experience to their chairmate. By having small talk, the students’ motivation increased and did not feel bored. The students involved themselves actively
during the learning process. They asked the teacher bravely when they found difficulties.

In the third meeting, The students were given opportunity to present their bad experience in front of the class. They all were ready to present their experience. Moreover, their confidence increased and they enjoyed telling their experience in front of their classmates. However in this meeting, the material was focused on presenting their experience. When their friend presented in front of the class, the other students could pay attention and listened to their friend. After all students presented their experience, the teacher corrected some errors in grammar and pronunciation briefly. In this session, the students paid attention well and they were active to ask to the teacher.

Furthermore, after finishing the teaching and learning process in the second cycle, the teacher gave the post-action test 2 in order to know the improvement of students’ speaking ability. The post-test 2 was held on May 17th 2019.

Based on the result of post test 2, the students could achieve the KKM (75) overall with the average 76.5, whereas for the post-test 1 the mean score was 69.3. It can be concluded that the improvement of the mean score from post-test 1 to post-test 2 was 7.2 point. There were 21 students who passed the KKM with the percentage 87.5% And the percentage of successful students who passed the KKM was illustrated in Figure 4.3.
4) Reflecting

After getting the result of speaking test, the teacher carried out the reflection of classroom action research (CAR). In this phase, the teacher felt satisfied that the effort to foster students’ speaking ability by using guided-oral presentation increased significantly. Students could speak well. It was proved by the students’ test result of post-action test 2 which was better than post-action test 1 and pre-action test. In addition, the students were also active and confident during the learning process.

After achieving the target where minimally 85% students passed the KKM, the writer decided to stop the classroom action research (CAR) because it had already successful.

3. Post-Implementing the Action

a. The Result of Post-Interview

1) Interview with the Teacher

After implementing the Classroom Action Research, the researcher interviewed the English teacher to get her opinion towards the students’
speaking improvement. The teacher was asked about the use of Guided-oral presentation technique during the learning process. She said that guided-oral presentation technique could foster students’ speaking ability. She saw many students had been confident to speak in front of the class. Further, the activities of guided-oral presentation technique in the class ran well enough. Besides, the teacher was satisfied about the students’ improvement after guided-oral presentation technique was implied in their English class. She said that students’ vocabulary knowledge, pronunciation, and grammar improved well.

In addition, the teacher also gave comment related to the guided-oral presentation technique. She commented that guided-oral presentation technique was suitable for speaking learning because it could enhance students’ vocabulary knowledge and grammar. She thought that she should apply this technique in teaching speaking.

2) Interview with the Students

The writer also interviewed the students. She asked the students to give opinion and comments about the use of guided-oral presentation technique for speaking activity. The writer chose 5 students to be interviewed. All of them agreed that guided-oral presentation technique was really helpful to improve their speaking. They said that by using this technique, they could increase new vocabularies and help them to learn pronunciation. Besides, they also said that they could tell their experience in English.

Furthermore, they were satisfied with their test result. Most of them made significant improvement. Although it consumed many times to do whole steps of this technique, all of them hoped that teacher will use this technique that required them to practice speaking and required them present stories.

b. The Result of Post-Action Test

After finishing the cycle 1 and cycle 2, the post-action test result was calculated. First, the post –action test 1 was calculated in order to know the students’ score improvement from the pre-action test to post-action test cycle 1. There were three steps to have the result. Those were calculating the students’ mean score of post-action test 1, the percentage of students’ improvement score
from pre-action test to post-action test 1 and the percentage of students who passed the KKM.

The first step was to calculate the mean score of the post-action test. The calculation as the following:

\[ M_x = \frac{\sum x}{N} \]

\[ M_x = \frac{1.664}{24} \]

\[ = 69.3 \]

From the calculation, the students’ mean score of post-action test 1 was 69.3. It proved that there was improvement from the mean score of pre-action test. It could be seen from the mean score of pre-action test which was 64.8 to the mean score of post-action test 1 which was 69.3.

The second step was calculating the percentage of students’ improvement score from pre-action test 1. It was calculated as follows:

\[ p = \frac{y^1 - y}{y} \times 100\% \]

\[ p = \frac{69.3 - 64.8}{64.8} \times 100\% \]

\[ = 6.9\% \]

From the calculation, the students’ improvement from the pre-action test to post-action test 1 was 6.9%. It showed that the score of post-action test in cycle 1 had improved 6.9% from pre-action test.
The next step was calculating the percentage of students who passed KKM. It was calculated as follows:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{10}{24} \times 100\% \]

\[ = 41,6\% \]

From the calculation, the class percentage who passed the KKM was 41.6%. It means that in cycle 1, there were 10 students who passed the KKM and there were 14 students who had score below the KKM.

Furthermore, in cycle 2, the result of post-action 2 was also calculated to know the score improvement. The same as previous calculation, there were three steps to know the improvement such as calculating the students’ mean score of post-action test 2, the percentage of students’ improvement score from pre-action test and post-action test 2, and the percentage of students who passed the KKM.

The first step was to calculate the mean score of post-action test 2. The calculation as the following:

\[ M_x = \frac{\sum x}{N} \]

\[ M_x = \frac{1,838}{24} \]

\[ = 76.5 \]

From that calculation, the mean score of post-action test 2 was 76.5. It proved that there was an improvement in this cycle. It could be seen from the mean score of post-action test 1 which was 69.3 to the mean score of post-action test 2 which was 76.5.
Then, the second step was calculating the percentage of students’ improvement score from pre-action test to post-action test 2. It was calculated as follows:

\[ P = \frac{y^2 - y}{y} \times 100\% \]

\[ P = \frac{76.5 - 64.8}{64.8} \times 100\% \]

\[ = 18.0\% \]

Based on the calculation, it can be seen that the post-action test 2 improved 18.0% from the pre-action test. Furthermore, the next step was calculating the percentage of students who passed the KKM. It was calculated as follows:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{21}{24} \times 100\% \]

\[ = 87.5\% \]

From the calculation above, the class percentage who passed KKM was 87.5%. It means that in cycle 2, there were 21 students who passed the KKM and there were 3 students who had score below the KKM. The result of the class percentage in cycle 2 showed the improvement from the previous test.

In short, the result of the test could be seen in the Table 4.2
Table 4.2
The Comparison of Pre-action test, Post-action test 1, and Post-action test 2

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre-action test Score</th>
<th>Post-action test 1 Score</th>
<th>Post-action test 2 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum</td>
<td>76</td>
<td>88</td>
<td>92</td>
</tr>
<tr>
<td>Minimum</td>
<td>52</td>
<td>52</td>
<td>60</td>
</tr>
<tr>
<td>Mean</td>
<td>64,8</td>
<td>69,3</td>
<td>76,5</td>
</tr>
</tbody>
</table>

Figure 4.4
The Result of Students’ Mean Score

Based on data in Table 4.2, it shows that the mean score of speaking test before applying the Guided-oral presentation technique is 64,8. Meanwhile, the minimum score is 52 and the maximum score is 76. Then the mean score of post-action test 1 is 69,3. In addition, this test, the minimum score is 52 and the maximum score is 88. Next, the mean score of
post-action test 2 is 76.5. Meanwhile, the minimum score is 60 and the maximum score is 92. It means that the students always have improvement from the pre-action test to post-action test 2. It can be concluded that Guided-oral presentation technique can improve students’ speaking ability.

B. Research Discussion

Based on the result of the research, guided-oral presentation technique is one of effective way to improve students’ speaking ability because this technique gives an interesting learning experience for the teacher and also can encourage students’ vocabulary knowledge, help them to learn pronunciation, improve their grammar, and increase their confidence to speak in front of the class.

As it was stated in the previous chapter, to obtain the trustworthiness of the research, the researcher asked the teacher to give the judgement about the research. The teacher said that guided-oral presentation technique could foster students’ speaking ability. She saw many students had been confident to speak in front of the class. Further, the activities of guided-oral presentation technique in the class ran well enough. Besides, the teacher was satisfied about the students’ improvement after guided-oral presentation technique was implied in their English class. She said that students’ vocabulary knowledge, pronunciation, and grammar improved well. Therefore, the teacher also gave comment related to the guided-oral presentation technique. She commented that guided-oral presentation technique was suitable for speaking learning because it could enhance students’ vocabulary knowledge and grammar. She thought that she should apply this technique in teaching speaking.

The writer also interviewed the students. She asked the students to give opinion and comments about the use of guided-oral presentation technique for speaking activity. The writer chose 5 students to be interviewed. All of them agreed that guided-oral presentation technique was really helpful to improve their speaking. They said that by using this technique, they could increase new vocabularies and help them to learn pronunciation. Besides, they also said that they could tell their experience in english. Furthermore, they were satisfied with
their test result. Most of them made significant improvement. Although it consumed many times to do whole steps of this technique, all of them hoped that teacher will use this technique or other technique that required them to practice speaking and required them present stories.

In addition, the students’ improvement in speaking ability can be seen from the result of pre-action test and post-action test score. The mean score of pre-action test is 64.8 which only 5 students or 20.8% of students could pass the KKM (75). Besides, the mean score of post-action test 1 is 69.3 which there are 41.6% of students could pass the KKM. However, the next cycle was conducted to make 85% students passing the KKM. The mean score of post-action test 2 is 76.5, there are 21 students or 87.5% of students could pass the KKM. From that progress, it can be concluded that more than 85% of students could pass the KKM and the research was accomplished since it fulfilled the criteria of success. And for 4 students who had not passed the KKM, the researcher and the teacher collaborated to hold treatments to foster their speaking ability. The researcher gave more examples of Recount Text for and asked the teacher to teach more about pronunciation and translation.

However, the researcher found some obstacles during conducting this research. In this research, the students are actually allowed to work by using PowerPoint or Overhead Projector (OHP) slides if the equipment is available. Unfortunately, the Overhead Projector available in this school is only one and must take turns with other classes. The other obstacle is the limited time. Because when this research was conducted, the students would carry on final examination.

Therefore, based on the previous studies, the writer assumes that oral presentation can foster students’ speaking ability that already proven can motivate students and increase their involvement in the learning process. There are similarity and difference that can be found. The similarities are the previous studies and this study used quantitative and qualitative as a method of the study. Therefore, the previous studies and this study used Classroom Action Research as the design of the study. The researcher takes one class which taught by the same previous method. Meanwhile, the difference is the previous studies used oral
presentation to teach speaking, but in this study, the researcher focuses on guided-oral presentation.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After implementing the whole steps of Classroom Action Research which consist of four steps; planning, acting, observing, and reflecting, it could be concluded that Guided-oral Presentation Technique could improve students’ speaking ability.

Based on the research finding, Guided-oral presentation technique is one of effective way to improve students’ speaking ability because this technique gives an interesting learning experience for the teacher and also can encourage students’ vocabulary knowledge, help them to learn pronunciation, and improve their grammar.

In addition, the students’ improvement in speaking ability can be seen from the result of pre-action test and post-action test score. The mean score of pre-action test is 64.8 which only 5 students or 20.8% of students could pass the KKM (75). Besides, the mean score of post-action test 1 is 69.3 which there are 41.6% of students could pass the KKM. However, the next cycle was conducted to make 85% students passing the KKM. Finally, the result of post-action test 2. The mean score of post-action test 2 is 76.5, there are 87.5% of students could pass the KKM. From that progress, it can be concluded that more than 85% of students could pass the KKM and the research was accomplished since it fulfilled the criteria of success.

Thus, it can be concluded that Guided-oral presentation technique can foster students’ speaking ability.
B. Suggestion

There are some suggestions for the teacher or other researchers based on the research findings and discussion.

1. For English Teacher

   Guided-oral presentation technique can improve students’ speaking ability. Therefore, this technique is worth to be applied by the teachers in teaching speaking. However, it is suggested for the teachers to be more selective in choosing the theme for presentation. In this case, the teacher should choose the theme related to the students’ experiences to make them easier in presenting the story.

2. For Other Researchers

   It is hoped that this study can give the additional information in doing other researches related to the usage of guided-oral presentation technique.

3. For Students

   Since improving speaking ability is much needed nowadays, Guided-oral presentation technique is expected to use by the students in order to increase their confident, vocabulary knowledge and also fluency in speaking.
REFERENCES


APPENDICES

Appendix 1
Classroom Observation Sheet

CLASSROOM OBSERVATION SHEET

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students actively participate in learning process</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Students ask questions</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Students answer questions</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Students actively involve in speaking activities</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Students talk to another students</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Period of silence and confusion</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>The objective of the lesson was clear to the students</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that has been taught</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Notes:
Appendix 2
Transcription of Classroom Observation

TRANSCRIPTION OF CLASSROOM OBSERVATION

Place: MTs Islamiyah Ciputat
Date: Saturday, April 20\textsuperscript{th} 2019
Cycle: I (1\textsuperscript{st} meeting)

Key:
1 Not at all
2 Slightly
3 Very
4 Completely

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students actively participate in learning process</td>
<td>1 2</td>
</tr>
<tr>
<td>2</td>
<td>Students ask questions</td>
<td>1 2</td>
</tr>
<tr>
<td>3</td>
<td>Students answer questions</td>
<td>1 2</td>
</tr>
<tr>
<td>4</td>
<td>Students actively involve in speaking activities</td>
<td>1 2</td>
</tr>
<tr>
<td>5</td>
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<tr>
<td>8</td>
<td>Students understand the lesson that has been taught</td>
<td>1 2</td>
</tr>
</tbody>
</table>

Notes:

The classroom situation in this class was quite controllable even though when the teacher entered the class, there are some students still out of the class. Before starting the lesson, the teacher asked the material about texts that the students had learnt. Then, the teacher explained which material they would learn that day.
The students were asked to be active in identifying the use of verb 2 in the text. However, some of them identified the wrong verb. The students were active enough asking about regular and irregular verb.

The material was organized enough. The teacher explained the material clearly. Furthermore, she tried to relate the material with students’ experiences.
**TRANSCRIPTION OF CLASSROOM OBSERVATION**

**Place**: MTs Islamiyah Ciputat  
**Date**: Saturday, April 27\textsuperscript{th} 2019  
**Cycle**: I (2\textsuperscript{nd} meeting)

**Key:**  
1 Not at all  
2 Slightly  
3 Very  
4 Completely

<table>
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</tbody>
</table>

**Notes:**

The classroom situation in this class was quite controllable. Before starting the lesson, the teacher asked the material they had learnt in previous meeting. She made sure that the students understood the material well.

The teacher-student interaction was not good enough. Most of students refused when the teacher chose them to read the text. Conversely, the teacher tried to involve them during the learning process.

The material was organized enough. The teacher explained the material clearly. Furthermore, she tried to relate the material with students’ experience.
TRANSCRIPTION OF CLASSROOM OBSERVATION

Place        : MTs Islamiyah Ciputat
Date         : Thursday, May 2\textsuperscript{nd} 2019
Cycle        : I (3\textsuperscript{rd} meeting)

Key
1 Not at all   3 Very
2 Slightly     4 Completely

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Notes:

The classroom situation in this class was quite uncontrollable. Before starting the lesson, the teacher made sure that the students had been ready to present their holiday experience. When the one student presented the story in front of the class, the other students did not pay attention and the class was noisy.

Teacher-student interaction was good enough. In the end of class, the teacher corrected their performance in grammar, pronunciation, fluency, etc.

The material was organized enough. The students tried to relate the material with their experiences.
TRANSCRIPTION OF CLASSROOM OBSERVATION

Place : MTs Islamiyah Ciputat
Date : Saturday, May 11th 2019
Cycle : II (1st meeting)

Key:
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2 Slightly  4 Completely

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Notes:

The classroom situation in this class was quite controllable. As usual, the teacher reviewed the previous material that had been learned. The students prepared themselves to receive new materials from the teacher.

The teacher-student interaction was good enough. Most of students accepted when the teacher chose them to read the text. Furthermore, the teacher tried to involve them during the learning process.

The material was organized enough. The teacher explained the material clearly.
TRANSCRIPTION OF CLASSROOM OBSERVATION

Place: MTs Islamiyah Ciputat
Date: Tuesday, May 14th 2019
Cycle: II (2nd meeting)

Key:
1 Not at all 3 Very
2 Slightly 4 Completely

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Notes:

The classroom situation in this class was quite controllable even though when the teacher entered the class, there are some students still out of the class. Before starting the lesson, the teacher asked the material about texts that the students had learnt.

The teacher-student interaction was good enough. Most of students were active to ask to the teacher.

The material was organized enough. The teacher explained the material clearly.
TRANSCRIPTION OF CLASSROOM OBSERVATION

Place : MTs Islamiyah Ciputat
Date  : Wednesday, May 15th 2019
Cycle : II (3\textsuperscript{rd} meeting)

Key:
1 Not at all  3 Very
2 Slightly  4 Completely

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Notes:

The classroom situation in this class was quite controllable. Before starting the lesson, the teacher asked the material about texts that the students had learnt.
Teacher-student interaction was good enough. In the end of class, the teacher corrected their performance in grammar, pronunciation, fluency, etc.
The students became more active in asking questions, they also atively participated in learning process. They also listened to the presenter.
Appendix 3
Interview Guideline

Pedoman Wawancara Guru Sebelum Pelaksanaan Penelitian Tindakan Kelas

1. Menurut Ibu, bagaimana kemampuan bahasa Inggris siswa kelas VIII di sekolah ini?
2. Berapa standar nilai minimal (KKM) yang ditentukan sekolah untuk mata pelajaran Bahasa Inggris di kelas VIII?
3. Ketika memberikan materi kepada siswa, metode atau model pembelajaran apa yang biasanya Ibu gunakan?
4. Secara spesifik pada pembelajaran speaking, bagaimana tanggapan atau pengalaman yang Ibu miliki mengenai kemampuan siswa dalam berbicara bahasa Inggris?
5. Kesulitan atau kendala apa sajakah yang biasanya dihadapi siswa ketika berbicara Bahasa Inggris?
6. Menurut Ibu, apa penyebab dari kesulitan-kesulitan yang dihadapi siswa?
7. Upaya apa yang dilakukan untuk mengatasi kendala yang dihadapi siswa?
8. Bagaimana respon siswa dalam menerima materi pelajaran dengan menggunakan metode atau model pembelajaran yang Ibu gunakan?
9. Apa metode yang efektif untuk meningkatkan kemampuan berbicara bahasa Inggris siswa?
Pedoman wawancara siswa sebelum pelaksanaan penelitian tindakan kelas

1. Bagaimana tanggapan Anda selama pembelajaran bahasa Inggris di kelas?
2. Berapa standar KKM untuk mata pelajaran Bahasa Inggris? Dan berapa nilai yang kamu peroleh?
3. Keterampilan apa dalam bahasa Inggris yang Anda anggap sulit untuk dikuasai?
4. Kesulitan-kesulitan apa saja yang Anda hadapi dalam berbicara bahasa Inggris?
5. Menurut Anda, apa saja penyebab kesulitan dalam berbicara bahasa Inggris?
6. Apa cara/metode yang Anda gunakan dalam meningkatkan kemampuan berbicara bahasa Inggris Anda?
Pedoman Wawancara Guru Setelah Pelaksanaan Penelitian Tindakan Kelas

1. Bagaimana tanggapan Ibu mengenai kondisi siswa dalam pembelajaran speaking setelah Teknik Guided-Oral Presentation diterapkan?
2. Apakah aktivitas-aktivitas yang diberikan sudah berjalan dengan baik? Jelaskan!
3. Bagaimana kemampuan berbicara siswa setelah teknik Guided-Oral Presentation diterapkan?
4. Apakah Ibu termotivasi untuk menerapkan teknik Guided-Oral Presentation dalam pembelajaran speaking selanjutnya?
Pedoman Wawancara Siswa Setelah Pelaksanaan Penelitian Tindakan kelas

1. Bagaimana tanggapan Anda terhadap proses berbicara bahasa Inggris dengan menggunakan teknik *Guide-Oral Presentation* yang sudah dilaksanakan?

2. Bagaimana hasil perolehan nilai kamu dalam bahasa Inggris setelah menggunakan teknik *Guided-Oral Presentation*?

3. Apakah nilai yang kalian dapatkan sudah melampaui KKM?

4. Kesulitan apa yang kamu temui ketika menggunakan teknik *Guided-Oral Presentation*?

5. Apa harapan kamu mengenai pembelajaran berbicara bahasa Inggris ke depannya?
Appendix 4
Interview Transcript

Interview Transcript

Transkrip Wawancara Guru Sebelum Pelaksanaan Penelitian Tindakan Kelas

1. Menurut Ibu, bagaimana kemampuan bahasa Inggris siswa kelas VIII di sekolah ini?

2. Lalu berapa standar nilai minimal (KKM) yang ditentukan sekolah untuk mata pelajaran Bahasa Inggris di kelas VIII?
KKM nya itu berbeda, kalau yang dikelas dibawah itu 75 kalau yang dua kelas diatas itu 73, karena kita kan mengukur hmm kemampuan anak-anak, dan itupun untuk mencapai angka segitu itu sangat susah padahal sudah dijumlahkan dengan beberapa hasil ulangan, seperti ulangan harian, ulangan hmmm ulangan harian itu ada 3, ulangan 1,2,3 sama PR dan segala macem, tapi ya ada juga yang mumpuni ada juga yang tidak mencapai akhirnya di remedial.
3. *Ketika memberikan materi kepada siswa, metode atau model pembelajaran apa yang biasanya Ibu gunakan?*

Oke. Biasanya itu saya menggunakan apa ya kak ya karena kan memang saya tidak begitu melihat oh iya saya harus memakai metode ini saya harus memakai model pembelajaran ini, tapi kalau untuk bahasa Inggris itu apa ya kak ya Direct Method, jadi saya langsung ke anak-anak langsung menyampaikan apa tujuan dari pelajaran hari ini makanya kenapa saya sebut Direct Method karena kan hmm saya tidak harus melihat hmm ada Jigsaw ada segala macem apa, yang penting anak-anak fun yang penting, anak-anak faham yang penting anak-anak mengerti, hmm akhirnya saya langsung to the point istilahnya bukan to the point hmm tanpa.. tanpa hmm apa ya istilahnya hmm aduhh tanpa kayak stimulasi dulu langsung harus esku.. enggak, jadi memancing anak-anak misalnya anak-anak sekarang pelajaran hmm procedure text, jadi kita.. ini contoh ya kalo procedure text gak ada di kelas 2. Jadi kita bikin dulu pemanasan-pemanasan itu, jadi saya langsung gak harus jadi karena saya memang tidak begitu hmm memikirkan saya harus pakai model pembelajaran apa yaa tetapi saya lebih sering ke Direct Method itu, gitu.

4. *Secara spesifik pada pembelajaran speaking, bagaimana tanggapan atau pengalaman yang Ibu miliki mengenai kemampuan siswa dalam berbicara bahasa Inggris?*

Oke, mengenai speaking ya kak ya, jangankan speaking, hmm untuk translation aja yang ada kamusnya anak-anak masih merasa kesusahan gitu. Untuk mencari kamus hmm kata pekata aja kita harus ajarin. Ya maklum lah ya itu bukan sekolah-sekolah yang istilahnya kayak hmm bagus gitu. Alhamdulillah tapi ketika yang pinter, pinter kalo disini gitu. Kalo untuk mengenai kemampuan hmm untuk speaking itu, apa hmm pembelajaran speaking itu ya saya fikir sih susah ya karena anak-anak itu kekurangan vocabulary. Dan ketika ada hmm setiap mingu itu ada khusus disitu untuk hmm vocabulary, menghafal vocabulary gitu. Tapi ya namanya juga anak-
anak yaa, udah vocabulary sekarang tentang hmm alat-alat sekolah, alat-alat yang ada di kelas gitu, besok ada tentang di rumah, maka besoknya lagi banyak yang lupa gitu, jadi agak susah si kalau untuk speaking.

5. **Kesulitan atau kendala apa saja yang biasanya dihadapi siswa ketika berbicara Bahasa Inggris?**

Kesulitannya tentu banyak dong kak, namanya juga anak-anak ya istilahnya. Hmm yang mereka sulit eh yang jadi kendala mereka itu yang saya tadi bilang kekurangan vocabulary, kosakata. Jadi kalaupun misal mereka ada hhm pembelaj atau materi speaking, mereka kadang kebanyakan pegang buku, gitu. Jadi tidak langsung hmm speaking hmm tanpa baca teks, gak gak pernah gitu.

6. **Menurut Ibu, apa penyebab dari kesulitan-kesulitan yang dihadapi siswa?**


7. **Lalu upaya apa yang dilakukan untuk mengatasi kendala yang dihadapi siswa?**

Ya itu dari dulu sampai sekarang harus bahkan ada hari yang memang untuk bener-bener untuk ngafalin hm kosakata, jadi untuk mengurangin kendala atau apa ya susahnya siswa dalam belajar bahasa Inggris gitu. Ya tapi hmm lumayan sih lumayan berkembang ketika ketika eh ketika anak-anak sudah ada banyak pronunciation maka mereka itu lebih gampang untuk hmm belajar atau untuk menghadapi kesulitan yang mereka hadapin, gitu. Tetapi, untuk
anak-anak yang masih malas untuk belajar bahasa Inggris ya sampai saat ini untuk mengatasi itu ya agak susah.

8. Bagaimana respons siswa dalam menerima materi pelajaran dengan menggunakan metode atau model pembelajaran yang Ibu gunakan?

Oke, kalau misal saya menggunakan yang tadi Direct Method itu, yang secara langsung apa yang...pelajaran apa yang saya sampaikan ya karena mereka sudah di hmm dibahas pertama kali kalau saya akan mengajarkan bab ini atau misal hmm tentang hmm jam atau apa, sekarang materinya hari atau jam ya mereka itu ada yang responnya seneng tetapi kalau misal yang memang semangatnya tidak ada kemudian mengadakan pendekatan dengan siswa itu, mereka akan on kembali semangatnya dan mereka istilahnya mau untuk mengerjainya gitu, untuk mengerjain tugas yang kita kasih, gitu. Tetapi ya tetep aja, maksudnya masih namanya dalam proses belajar yaa masih ada sih salah-salahnya, tetapi ketika anak yang sudah faham ya responnya bagus dan saya untuk hmm menyampaikan materi itu agak agak agak gampang.

9. Lalu yang terakhir, hmm apa metode yang efektif untuk meningkatkan kemampuan berbicara bahasa Inggris siswa?

Ya itu, menurut saya itu melalui mereka itu untuk, misal hmm kayak kemaren tuh disuruh wawancara ke kantor, suruh wawancara guru, nanyain mereka itu hmm tentang keluarga mereka, pekerjaan mereka eh apa pekerjaan keluarga mereka, punya anak berapa, terus dari segi penghasilan. Kebetulan juga di kelas 2 itu ada materi menanyakan hmm kesuuh eh tentang hmm hobi teman sekitar. Jadi kalau misal di kelas kayanya kurang anak-anak kurang efektif kurang menyenangkan, jadi saya dibawa ke luar ruangan. Jadi bisa nanya ke guru atau ke temen atas. Boleh mereka memakai hmm pertama itu sebelum mereka hmm langsung speaking, jadi mereka boleh mencatat dulu apa yang akan mereka tanyakan ke temennya atau ke gurunya. Nah kebetulan nanti gak papa gurunya misal mereka itu hmm nanyanya pake bahasa Inggris karena mereka udah mencatat dan misal gurunya menjawab pake bahasa Indonesia atau mereka menerjemahkan apa yang mereka tanyakan. Jadi, enggak kalau
di kelas kayaknya memang kurang efektif karena masih ketemu ketemu sama yang itu-itu aja makanya kalau yang kemaren itu saya suruh ke luar ketemu guru atau teman sebelahnya, gitu.
Transkrip Wawancara Siswa Sebelum Pelaksanaan Penelitian Tindakan Kelas

1. Bagaimana tanggapan Anda selama pembelajaran bahasa Inggris di kelas?
   Siswa 1: Seneng seneng aja tapi hmm pelajaran bahasa Inggris itu susah untuk mengucapin kata-katanya.
   Siswa 2: Susah, terus suka gugup gitu
   Siswa 3: Hmm seneng seneng aja kalau lagi gak susah, enjoy
   Siswa 4: Suasananya si baik-baik aja tapi kadang nyambung pelajarannya kadang enggak kalau lagi susah
   Siswa 5: Tegang. Takut salah

2. Terus selanjutnya berapa standar KKM untuk mata pelajaran Bahasa Inggris? Dan berapa nilai yang anda peroleh?
   Siswa 1: 80, nilai KKM nya 80.75
   Siswa 2: KKM nya 75, kalau nilai aku 80
   Siswa 3: KKM nya 75, kalau nilai aku 90
   Siswa 4: KKM nya 75, tapi nilai aku 90
   Siswa 5: KKM nya 75, nilai aku hmm 80

3. Keterampilan apa dalam bahasa Inggris yang Anda anggap sulit untuk dikuasai?
   Siswa 1: speaking
   Siswa 2: speaking
   Siswa 3: speaking
   Siswa 4: speaking juga
   Siswa 5: speaking

4. Lalu kesulitan-kesulitan apa saja yang Anda hadapi dalam speaking atau berbicara bahasa Inggris tersebut?
   Siswa 1: untuk mengucapin kata-katanya susah
   Siswa 2: tulisan ama yang dibacanya beda
   Siswa 3: tulisan sama bacannya beda jadinya susah diucapin
   Siswa 4: tulisan sama cara ngucapinnya itu beda-beda, udah.
   Siswa 5: tulisannya sama cara bacanya beda.

5. Lalu menurut Anda, apa saja penyebab kesulitan dalam berbicara bahasa Inggris? Hmm penyebabnya. Kan tadi katanya sulit gara-gara hmm apa, tulisan sama pengucapannya beda, terus penyebab kesulitan itu apa?
   Siswa 1: Susah
   Siswa 2: susah dimengerti
Siswa 3 : Kurang dilatih sama kurang baca bahasa Inggris
Siswa 4 : Kurang dilatih, sama suka kadang suka lupa hehe
Siswa 5 : Jarang belajar

6. *Terus pertanyaan terakhir, apa cara/metode yang Anda gunakan dalam meningkatkan kemampuan berbicara bahasa Inggris Anda?*
Siswa 1 : belajar
Siswa 2 : belajar terus dilatih terus
Siswa 3 : belajar dan dilatih
Siswa 4 : belajar cara pengucapan sama soal-soalnya juga
Siswa 5 : belajar terus
Transkrip Wawancara Guru Setelah Pelaksanaan Penelitian Tindakan Kelas

1. Bagaimana tanggapan Ibu mengenai kondisi siswa dalam pembelajaran speaking setelah Teknik Guided-Oral Presentation Technique diterapkan?
Menurut saya kemampuan berbicara siswa yang ada itu sudah ada peningkatan. Siswa lebih percaya diri untuk berbicara di depan kelas walaupun masih ada beberapa siswa yang masih grogi dan tidak PD untuk berbicara di depan teman-teman di kelasnya.

2. Lalu, apakah aktivitas-aktivitas yang diberikan sudah berjalan dengan baik? Hmm Tolong dijelaskan!
Aktivitas-aktivitas yang diberikan itu sudah hmm saya pikir sudah cukup baik mulai dari memandu siswa dalam pemilihan topik yang bener, memandu siswa dalam penggunaan simple past dalam bentuk recount text, meminta siswa membuat outline cerita masing-masing, dan mempresentasikan cerita itu di depan temen-temennya. Walaupun terkadang siswa merasa kesulitan dalam menentukan cerita apa yang akan yang akan diceritakan oleh siswa tersebut.

3. Lalu bagaimana kemampuan berbicara siswa setelah teknik Guided-Oral Presentation diterapkan?
Kemampuan berbicara siswa itu ada peningkatan. Hmm ada peningkatan di kemampuan berbicara siswa setelah teknik tersebut diterapkan, vocabularynya yang digunakan mulai bervariasi, terus pronunciation siswanya juga ada peningkatan dan dapat menerapkan tenses yang tepat yang digunakan dalam bentuk recount text.

4. Yang terakhir, apakah Ibu termotivasi untuk menerapkan teknik Guided-Oral Presentation dalam pembelajaran speaking selanjutnya?
Kalau untuk termotivasinya si pasti termotivasi ya karena kan hmm ada sisi positifnya juga buat anak-anak dari peningkatan hmm vocabulary, terus
tensesnya. Jadi untuk kedepannya ya saya sangat tertarik untuk hmm menerapkan teknik Guided-Oral Presentation ini dalam pembelajaran speaking. Ya tetapi hmm masih terbatas dengan vocabulary anak, tapi untuk belajar hmm untuk dalam hal belajar hmm di kelas hmm maksudnya ya bagus, maksudnya teori ini bagus itu karena kan anak-anak vocabularynya bisa bertambah, terus tenses tensesnya juga pas. Misal contohnya dalam bentuk recount text.
Transkrip Wawancara Siswa Sesudah Pelaksanaan Penelitian Tindakan Kelas

1. Bagaimana tanggapan anda terhadap proses berbicara bahasa Inggris dengan menggunakan teknik Guided-Oral Presentation yang sudah dilaksanakan?
   Student 1: membantu mempermudah speaking
   Student 2: jadi lebih jadi lebih mengenal kosakata baru
   Student 3: membantu dan memudahkan dalam berbicara bahasa Inggris
   Student 4: bisa memudahkan saya dalam mengucapkan pronunciation yang benar
   Student 5: menceritakan pengalaman dalam bahasa Inggris

2. Bagaimana perolehan nilai kamu dalam bahasa Inggris setelah menggunakan teknik Guided-Oral Presentation dilaksanakan?
   Student 1: Ada peningkatan
   Student 2: Meningkat
   Student 3: Ada peningkatan nilai saya yang sebelumnya dibawah KKM jadi diatas KKM
   Student 4: Alhamdulillah nilainya jadi meningkat yang sebelumnya itu dibawah KKM
   Student 5: Ada peningkatan

3. Apakah nilai yang kalian dapatkan sudah melampaui KKM?
   Student 1: Belum, tetapi ada peningkatan dari sebelumnya
   Student 2: Udah
   Student 3: Udah
   Student 4: Udah
   Student 5: Belum, tapi ada peningkatannya
4. *Kesulitan apa yang kamu temui ketika menggunakan teknik Guided-Oral Presentation?*

Student 1 : Susah dalam mengucapkan bahasa Inggrisnya
Student 2 : Susah mengubah kata menjadi verb 2
Student 3 : Susah menghafal ceritanya dalam bahasa Inggris
Student 4 : Sulit dalam menyusun kalimat untuk ceritanya
Student 5 : Bingung. Bingung menentukan ceritanya

5. *Lalu, apa harapan kamu mengenai pembelajaran berbicara bahasa Inggris kedepannya?*

Student 1 : lebih kebanyakan praktek
Student 2 : praktek speakingnya lebih sering lagi
Student 3 : lebih sering mempelajari speaking
Student 4 : lebih sering membuat tugas karangan cerita dan dipresentasikan
Student 5 : Biar lebih PD dalam speaking
Appendix 5
Pre-Implementation Test

Pre-Implementation Test

1. Get students to tell their past event (their activity in previous day)
2. Individual spoken test in at least 2 minutes
3. The value in this test is only for research and it will not affect the Examination value in the school.
Appendix 6
Post-Implementation Test 1

Post-Implementation Test 1

1. Get students to make recount text based on their experience (Fun Experience)
2. Individual spoken test in at least 3 minutes
3. The value in this test is only for research and it will not affect the Examination value in the school
Appendix 7
Post-Implementation Test 2

Post-Implementation Test 2

1. Get students to make recount text based on their experience (Idul Fitri Moment)
2. Individual spoken test in at least 3 minutes
3. The value in this test is only for research and it will not affect the Examination value in the school
Appendix 8
Transcription of Pre-Action Test

- **Student 1**
  Yesterday I’m I’m and my friends playing *futbal* after school in field and I’m go to *moskiu* for pray ashar. Next, I’m helping my mother washing plate.

- **Student 2**
  Yesterday *kom* back home I watching TV in the bedroom together with my sister. Next I sleep to *erriv* afternoon. After wake up I pray ashar and to bath. And night I *studii* and sleep

- **Student 3**
  Yesterday, I go to sleep. When I will go to mattress, I listen sound knock in the door. And I go to see in the door. After I see, nobody. I *direk* go to mattress and back to sleep.

- **Student 4**
  Yesterday, I go to school with my friend. At school, I study Matematika. Then I break and eating.

- **Student 5**
  Yesterday I watching cartoon Rainbow Ruby in television. I watching while eating a snack. After watching, I go to the bathroom to take a bath and I forgot to bring my towel. So, I ask for help with my sister to take to take and to bring it for me.

- **Student 6**
  Yesterday back to school, I and friends playing at Dini’s house. Then we *weching* television while to eat. *Less*, we are back to home to *erriv* at home. I to take a bath and help my mom and then on night I reading a book.

- **Student 7**
  Yesterday I and my friends in the class *studii* at seven a.m until twelve p.m. After I go home from the school, I play with my friend at the home my friend and I go home at four p.m. After I to arrive at the home, I take a bath. Last, I pray ashar. After I reading Al Qur’an.
Student 8
Yesterday, after I back from school I take a bath. Then I eating my lunch with my mom and my sister. And then I helping my mother to washing plate and clothes. After that, I playing with my yong sister. And then I prepare to maghrib prayer with my broder. Then I studying finishing my homework and then I cleaning my bedroom and I go to sleep.

Student 9
Yesterday I am lets go to fotbal field for playing fotbal with frins. After pray ashar and prayer. After that I am playing fotbal on the field.

Student 10
Yesterday I wik up at five half thirty. I am help my mother cleaning house like up sweeping, washing shirt and washing plate. After that I am ewik my cousin I play is my house to pass. Afternoon I go to with my family to Yoga’s plae. After we go from Yoga’s home I and my family dinner from resort.

Student 11
Yesterday I go to home at twelve p.m. I helping my mother to sweep floor and weshing plate. After I weshing a plate, I go to bathroom to take a bath.

Student 12
Yesterday back to school I and frains playing house Dini. Then watching TV while to eat. Les we are back home. I to arrive home. Les, I prayer Ashar, watching TV and to take a bait and night I reading Al-Qur’an.

Student 13
Yesterday, go home school I brek to home with my family. After break I homwork. After I homwork, I pray dzuhur with my family.

Student 14
Yesterday, after back from my school I always do dzuhur prayer and after that I help my mom for washing plate, cooking, and clean my house. I never feel taired to help my mom.

Student 15
Yesterday I have story to tell everyone. I call one day in Depok. I go with my little sister by train from Sudimara station to Depok station. I and my little sister go to visit our aunt. Efter we visit, we go to visit our uncle too.
• Student 16
  Yesterday my friend birthday I bring a prize and there very noisy I meet my friend otherwise and I admit long there.

• Student 17
  Yesterday I to play at home grandmother on three o’clock. And then I go to grandmother to go on foot. To past, I eat meatball. Next, I playing football sam younger cousin. To arrive summons Ashar then I and younger cousin pray Ashar at home grandmother.

• Student 18
  Yesterday I go to school at seven a.m. At school, I am study fiqih, SKI, and Akidah Akhlak. Then I go to home. At home, I am watching television and listening to music. In the afternoon, I am take a bath and praying. In the night, I am sleeping in my bedroom.

• Student 19
  In the morning at five o’clock, I am wake up on bedroom and to put in order. After to put in order, I am go to bathroom for take a bath. After take a bath, I am go to breakfast. To pass I am go to Madrasah at a half past six.

• Student 20
  Yesterday, after go home school I last playing football with friends on field.

• Student 21
  Yesterday, I playing a football with Ronaldo in club Real Madrid and I can nickname star football.

• Student 22
  Last week, I am wake up at four half thirty morning. After that I am to put in order bedroom and after that I am go to bathroom for praying to pes. I am doing praying. After that I am go to bathroom for take a bath. To pass after finali take a bath, I am breakfast with my family. After breakfast, I am and my family ready for holiday together. I am and my family go to grandmother house.

• Student 23
  Yesterday I and my sister playing toys car with my little brother in front page in late afternoon. After that we go to bedroom for watching cartoon in TV. Next we go to sleep.
• Student 24
  Yesterday, I wake up at morning, wake up for shubuh prayers and after that I go to bathroom for take bath. After that I go to school for study Indonesia language and science.
Appendix 9
Transcription of Post-Action Test 1

- Student 1
  I’m going to tell about my experience about *played* hadroh. Firstly, I cannot *played* hadroh.... Then I ask for *helped* to my friend for *taught* to me.......... So difficult....so difficult *played* hadroh but I keep on *practised*. Trus...... but I keep on *practised*. Then the result I can *played* hadroh and I *practised* together my friend.

- Student 2
  I will tell you about my first.. my first cooking *experience*. The first dish that I can make myself is fried rice. The first...the first thing I did was do the ingredients. After that...after that I pour a little oil..a little oil into the pan. Then I put the egg in the pan. Then I...then I randomaly randomized the egg. After that I put rice. Then I *adidas* soy sauce and flavouring and stir *until* blended. And fried rice is ready to be served.

- Student 3
  I’m going to tell ab about my experience. My first experience *wes* riding the train. I visit the tourist park by train. Before I got on the train....the train, I had to buy a ticket. After I bought the ticket, hmm I wait I wait for the train to come. And finally the train arrived and..and I enjoy travelling with family.

- Student 4
  Last week I *wes* I *wes* went with my friend. My friend and I want to the canteen to buy..buy meaning. Then I *wes* in the canteen I *wes* you happy my friend named Ummu. Then I Then I....eh was buying food. When I *kalled* it turned out it wasn’t him but...but someone else.

- Student 5
  I’m going to tell about my experience about my holiday. Last holiday, my sister graduat from school. My parents came to acompany him. I didn’t come because I want to sleep in my room. And yeaaa, I’m satisfied sleeping in my room. My holiday is just like that. The only difference........... I didn’t have to get up early to go to school. Hmm.....yesterday I went to my grandmother’s house. I went with my family. I went......I went to ride the motorbike, of course not me who drove the motorbike but my sister who drove it. When I *revaaid*...at there, I met with my cousin...who had...... a baby and yesterday he
had become a toddler....... I met my big family. We had dinner together....... At that time full of jokes and laughter. I was very happy to be able to feel the warmth at that time.

- Student 6
  I’m going to tell about my experience the first time visited to Jogja. In Jogja, I went with my friends and teachers. We visit many places such as Hutan Pinus, Goa Pindul, Candi Borobudur, Pabrik Bakpia and others. There we had a lot of exiting experiences. In the journey to Jogja, we also visited to Lawang Sewu and the train museum there.

- Student 7
  I’m going to tell about my experience about MTs Islamiyah Ciputat. The first time I come to MTs Islamiyah in Ciputat I registered at MTs Islamiyah Ciputat in 2017. Next day I test at MTs Islamiyah Ciputat. After that, I MPLS 3 hours. On Monday, I went to my school is MTs Islamiyah Ciputat and I go to my class is class seven AK. There, I met my friend. Days pass, my friends and I in class seven AK. I’m happy with them.

- Student 8
  I’m going to tell about my experience. A few months ago I had memorable experience that is when I invite and taught my father to dive in the sea. I do it on Anyer beach. I saw a beautiful colorful fish and other marine animals. I see beautiful underwater life. I was amazed and feel like I wanted to always be under the sea. This is my best experience. And later in my future I would like to become an underwater researcher.

- Student 9
  I am going to tell about my experience. Last year, last year I went with my family to Java. I went to Java by bus and arrived in Java 12 hours. The first time...the first time there, I was with the price playing on park. And I went to the park, there are a lot a lot of flowers and trees. I stay in Java at my grandmother’s house for seven days. Before I came home from Java, I buy food to eat on the way home. I arrived in Jakarta at in the morning.

- Student 10
  I am going to tell about my experience. Last year, last year I went with my friends. We went by bus. We went at eleven p.m. and gather at school. On the way to Jogja, my friend and I and I sang together, joked together, and on the bus we watched a movie. In the morning we
stopped at the stop for praying and breakfast together. After that, we continued the journey to Semarang. We’ve arrived at Semarang. All of us taking a picture together and proceeding to travel. After a few hours, we arrived in Jogja. After 3 day in Jogja, we we......we returned to Jakarta and on the bus we all feel asleep and after a few hours, we arrived at 2 a.m.

- **Student 11**
  I...am going to tell about my experience about the first time I entered...seventh grade. When I entered class, I felt awkward........................ but I calm I calm because I found my old friends... And the bell rings and the bell ring the students entered their respective classes. On on the first hour, all students introduce themselves. After introduce themselves, I chatting with my new friends. I feel happy cause I have a new friends. Everyday I went to canteen together and play together with..eh without groups... They are very kind, diligent, and smart.

- **Student 12**
  I am going to tell about my experience. My experience I was saw a tiger clearly and I was with my friend. I saw the tiger was not just one but a lot. From the big one to small one there too. If you see it from the fence but it still look very clear. And after that I went home with my friend on....a motorcycle.

- **Student 13**
  I’m going to tell about my experience. My First I knew my bestfriend the looked fierce. She looks ignorant and other. First I recognize attitude. Second I talk...... The every time we have an assignment we will always be together.... And she alwais and she alwais became a friend to confide in my friend...wo alwais wo alwais listen for me. An experience that impress me I was lucky to know hier. She has succeed in become a bestfriend. When I cry she alwais she alwais provides a shoulder for me.

- **Student 14**
  I’m going to tell about my experience. I using the MRT last Sunday. I left with my cousin. We departed from the Lebak Bulus station. There...there was very crowded because many people wanted to try it too. Our destination is to Bundaran HI station. After that we arrived at Bundaran HI station. After that we toured Jakarta and take photo. And after getting tired, we went home using the MRT again. Many people like it because the rates are cheap. I...I was very happy that day.
• Student 15
I’m going to tell about my experience about the first boarded the plane. Last year, I went to Padang with my family by plane for the first time. When I arrived at airport at eight a.m, my family and I checked in and got ready to board the plane. After placing the bag, I sat in the passenger seat. When the plane was about to take off, I was surprised because suddenly the road quickly. I was so drunk that I didn’t get drunk I kept looking at the window plane. So the feeling of drunkenness disappeared. After I arrived at the Padang airport, I was finally able to breathe air. My holiday to Padang my holiday to Padang was a problem that was important. My family and I arrived at the destination and that was the last time I got on the plane.

• Student 16
I’m going to tell about my experience. The first time I rode to the train became a family and bestfriend. I start from home..from home to the ride station on public transport. My bestfriend rode on an online ojek to the station. There we meet..there we meet after waiting for the train to come. Finally..finally the train came and we al rushed up it was. The first time I boarded the train, I was very happy bikos..bikos there was no word of traffic and cold see the scenery. After passing quite a lot of stations, I arrived at the destination.

• Student 17
I’m going to tell about my experience about...wrong person. At that time I went to a mall. There are crowded people. Then I saw people... saw people similar to my friend. Then I call that person. After that...after that...after that...person turned out, he was not my friend. Then I’m to call someone and I’m apologize.

• Student 18
I’m going to tell my first experience about took the train when I went to go home from village. First, my family and I brought a ticket to go home to Jakarta. Then we got on the train and brought our belongings. We sat in eh we sat comfortably in it. We were served wholeheartedly on the train. The scenery...the scenery outside was beautiful. Sometimes we passed the rice fields. Sometimes we passed the river, and some times we passed the highway. I really liked the view outside the window. Then, we arrived at the station. There we were lots of people from various regions. We went down at Pasar Senen station. Then we looked for a taxi to go home. All the way....all the way to the house, there were lot of city lights. And the lights eh and the
light were beautifully decorated the night. I really...I really liked that experience. I took thrain twice. And....it feels really good.

- Student 19
I’m going to tell about my experience about two days in Harapan Islands. On January 2019, my family and I went to the Harapan Island, Kepulauan Seribu. We...eh we went there and stayed 2 days . we left to the board the ship and arrived in the afternoon because the trip..because the trip is quite far about three hours. When we got there, we looked rest home for rest and relax. In the evening, my family and I went out enjoy the night breeze on the edge of the dock. The next day, my family and I went to Perak Island for swim, relax, and bought some things to take home. After feeling satisfied, we hurried go back rest home for arrange items to take home. Even toug it was only two day, we felt quite happy.

- Student 20
At that time I was playing online game. Then I..met a bad team and I lost the match. I...eh I feel annoyed and then I slam cellphone into the bed. I feel..then I feel about the floor and I was badly damaged. And to cleaning service for service cellphone..

- Student 21
I am going to tell you about my experience. Last mon, I swimming in the Ocean Park. I went to...I went to Ocean Park by car at the seven a.m. We arrived in Ocean Park at eight a.m. After that, I in Ocean Park and buy a ticket with my father............ After that my little sister and I swimming pool and see my friend the name is Bagus........ And I..I went to home grandfather house. I.. My sister and I played a football.

- Student 22
I am going to tell about my experience about going to Bali. I went to Bali with my family. We went to Bali by boat. At three p.m, my family and I went to Bali. On the way to Bali, my family and I saw...saw the beautiful sceneri and saw the mountains. A few hours later we praying and ate together on the ship. And..and after a few days later we arrived in Bali. And there, my family and I went to the beach in Bali. My sister and I played sand together. And a..after a few days in Bali, finally returned to Jakarta because we were going to school. And after a few days on the ship eh on the boat, we arrived at home.
• Student 23
I’m going to tell about my experience about to the zoo... When I was four years old, my parents and I went to the zoo. There, we went around looking at animals. There is also circus show. We...we also play games that are there. After walking around, we took a rest then had lunch. We....we also several pictures to make albums. Finished going around the zoo, we finally went to home.

• Student 24
I’m going I’m going to tell about my experience. First time family and I to the Wonorejo Tulungagung East Java reservoir. My family and I went to the dam when my family and I returned home. My family and I after Eid I went I went to the reservoir together. My family and I traveled far to the reservoir. Finally, my family and I....my family and I arrived at the reservoir. When we arrived there eating meatball together. Then we went home before sun set. My family and I feel happy today.
Appendix 10
Transcription of Post-Action Test 2

- **Student 1**
  I’m going to tell about Idul Fitri moment. Last Idul Fitri, my family and I always celebrated Eid. In the night, my friend and I takbiran in mosque. We takbiran at eight p.m. And we finished takbiran at eleven p.m. First time..first time in the morning of Eid, my family and I went to mosque for pray. After pray, my family and I ate rendang and semur. And food very very delicious. And I was very very happy.

- **Student 2**
  I will tell about last year’s Eid with my family. I started showering and praying shubuh. After that we went together to the mosque for praying Eid. Then, after Eid prayer we went home and eat. After eat, we apologi...apologijais to each other......... Then we went to the neighbor and our broder’s house for silaturahim. And finally we went home and rest. Really last year Eid was very pleasant.

- **Student 3**
  I’m going to tell about Idul Fitri moment last year. It was my happy. I was lebaran with my extended family. The clock shows at half past six a.m. I hurried to take a shower. After I took a shower I hurried to wear clothes. Then I went to the mosity to...to perform the praying. Finished the praying, we shake hands with other and my family.

- **Student 4**
  Les year, my family and I visited my grandmother’s home to stay in touch and forgive eh forgive forgiveness. Then after that I ate..I ate the food that was provided in my grandfather eh grandmother’s home. Then after that I approached my broder.. my broder who had just come from the village.

- **Student 5**
  I’m going to tell about my Eid al Fitr. Eid al Fitr last year, my family and I went to the mosque to pray Eid al Fitr. After that, we returned home and ate the food my mother had cooked. Then, my..my family and I made a pilgrimage to the grave of relitif and grandparents. I went there with my brother by riding a motorcycle. I was happy because riding a motorcycle with him was very fast..than usual. It was very stressful. Almos al day...almos al
day I went to the graves. I’m very happy I was very happy because my holiday was just that...during Eid al Fitr.

- **Student 6**
  I’m going to tell about my lebaran last year. My lebaran last year, I went home to Bima. In the morning, I take a shower and get ready to go to the mosque...Fishid from the mosque, I.. toured.. to.. my cousin’s house..... and I visited to.. visited to graves my grandmother and brother. My lebaran is only for family.

- **Student 7**
  I’m going to tell about my lebaran last year. Last year, I lebaran in the village. My lebaran in my village in Semarang. I went to Semarang with my family. I went by car. I went at four a.m. and I arrived in Semarang at ten p.m.... When I got there, I went to my grandmother’s house. Next day, after pray, I walk around forgive. That’s my lebaran in the village.

- **Student 8**
  I going to tell about Idul Fitri moment. Last year, I had a pleasant Eid. First, I woke up faster to help my mother. I help my mother to cleaning home. I also help my mother to make a cake. Then I prepare for Eid prayer in the mosque. After that I go home and I eat ketupat. I and our family welcomes the gues who come. I continued by going around my village. I was very happy at Eid that day.

- **Student 9**
  Last Idul Fitri I was with my family celebrate Eid. I celebrated Eid in the village with my family. On the eve of Eid, very many people... was happy. The first time in the morning of Eid, my family and I are ready to pray the mosque eh the mos. After I went to visit the tomb. After coming from the tomb, I went home to eat at with my family.

- **Student 10**
  I am going to tell about my experience about lebaran les year. Les year, I and my family woke up at four a.m. We are ready to prepare for morning praying. After praying at down, my family and I prepare for Eid al Fitr praying. After...After...After we praying, we went to the...we went..we went to your house my family to shake and apologize. There, my family and I tasting the food that was cooked by my brother. Then after my brother’s home, my family and I went to the cemetery for pilformej......to the..to the tomb of
grandmother’s grave. I went.. I went to the grave with my mother, father, sister, and brother. After that we went home, then we went to the house for another brother.

- Student 11
  I am going to tell about my experience about my last Eid. In last Eid, I just lay down at home... Because I was sick, I... I cold not go around like last year Eid. My friend invit me to go aroufn but I refused. All my relatives came to my house. I did not leave... I did not leave home for my.. eh for one day. Idul Fitri last year was very unfortunate because I cold not meet many people.

- Student 12
  I will tell you about my pat. I went out with my family. I went to Sukabumi to swim. I swim with my brother. My brother and I climbed the slide in the pool.... And..after that I take a shower to went to home. And before I went to home, I went to a plais to eat to eat. And after eat I went to home.

- Student 13
  I’m going to tell about my lebaran last lebaran......When lebaran last year, hmm when lebaran last year my family and I and I went to cousin house...... There, my family and I saw a beautiful view, lots of various trees and mountain. Then I arrive at my brother’s house. There we...there we learn gardening. We see cows and....we see cows and other animals.

- Student 14
  I’m going to tell about my Idul Fitri moment. Last year, a few days before Eid I helped my mother. I helped my mom make cakes for Eid. We was make four cookie jars for Eid. When Eid arrived, I woke up early. Then prepared for Eid prayer congregation in the mosque..in the mosque. When finished, our family welcome guests wo come to the house. They al enjoyed the cake that my mothe and I made. They say the cake was very delicious.

- Student 15
  I’m going to tell about my story. Last Eid Fitri, after praying my family and I got ready for a make a pilgrimage to my grandfather’s grave. We arrived my family and I read to pray. After a pilgrimage, my family and I went home to eat. When it’s finished, my family and I got ready to go to our cousin’s house. We went to our cousin’s house at nine eh eleven a.m. We arrived at the cousin’s house at twelve p.m. We chat we chatted with other cousins and shake apologize....... We returned home to our cousin’s house, we returned
home at five p.m. We arrived home at seven p.m. It was my experience when Eid Fitri Eid Fitri.

- Student 16
  I’m going to tell about my Eid last year. Eid last year, my family and I went to my uncle house in Bandung. I gathered there. We held a cracker eat contest but for das who were still small and I kold not join. The fun arrived and when all the families surrounded Bandung, there was very crowded. I saw there are..are so many devils and many more. After I have finished circling, my other family...family Bandung. Al my family immediately went home. While my family’s crown still goes to my father’s friend’s house. Even though it..it’s late at night...... After finished...after finished visit from my father’s friend’s house, my family and I members immediately rushed home.

- Student 17
  I’m going to tell about Lebaran last year. Last year, I..eh lebaran last year my family and I vacationed to our hometown. Hmm I vacationed to my hometown three day after Eid. I went I went by car and I left at six a.m. ...There I arrived to my hometown eh at my hometown at ten a.m. Then I...then I rested in my aunt room. After break, I prayer dzuhur and lunch......... After...Then...then I...then I went to.......then I...then I went to fields eh................. In the morning I went to...fi...fin...fields with my sister. My...my lebaran last year in my hometown was very happy.

- Student 18
  I’m going to tell about my lebaran last year. Lebaran last year, my cousin came to my house. He came with my uncle and my aunt. He stayed at my house for several days... After Eid prayer, we ate together. Then we went around and..and shook hands with our neighbors. Then we went and played together. We walked to Tandon and bought food... We went to the Tandon to ride motorbikes. Then we went home. After a few days, they returned to their home in Cengkareng by car.

- Student 19
  I’m going to tell about my lebaran last year. Last year, my family and I celebrate Eid Fitri together. My family and I did not return because the village the two villages were close together. On the night takbiran, my family and I gathered and celebrate the evening of takbiran together. The next day, my family and I woke up too early to took a bath and rushed to the mosque
for praying Eid al Fitr. After performing Eid al Fitr praying, I forgave my father, mother, brother, and sister, then eat together. After that, my family and I rushed around for friendship. That’s my lebaran experience with my family last year.

- **Student 20**
  I’m going to tell about hmm Idul Fitri moment. Last lebaran...year, I was my happy. In the night, my friends and I takbiran until twelve p.m. In the night, my friend and I pray Idul Fitri in mosque. Then after pray, I eat ketupat and rendang and the food very very delicious and I very very happy.

- **Student 21**
  I am going to tell about in moment lebaran. Last lebaran, I prayed with my friend in the night..... I played badminton in stadium at nine a.m. The next day..the next day in lebaran. I pray...pray..pray Idul Fitri in mosque. After that, I and my friends ate rendang and semur in my home. Then, I went to my grandmother’s house. I am very happy.. I am very happy because full my causein.

- **Student 22**
  I am going to tell about lebaran last year. Last year, I went eh I woke ap at four a.m. I immediately took ablution and took a bath. Then I praying. After praying, I prepare equipment for the praying Eid al Fitr. After completion, at a quarter past six, we went for the mosque to praying Eid al Fitr. And when I got there, I sat beside my mother. After praying and a few hours at the mosque, we al apologized and we headed house. After arrived at my house, I I forgave... I forgave my father, mother, sister, grandmother, grandfather and big family. And...then we eat together at my home and tell stories. After eating, our family went to our brother’s house in Pasar Minggu. We went by car. Af..and finally we got there..and finally we got there. Then..then we..then we......then we forgave again and we ate cake made by aunt. And we spent our lebaran time there.

- **Student 23**
  I’m going to tell about my.... Eid two years.. ago. My family and I celebrate in the village. First, in the morning we went to the mosque to perform.... Eid al Fitr prayers. After praying, everyone.. shook hands and apologized to each other. Then my family and I went to our relatives’ house...... Hmm after we finished doing...... the gathering, we went home. And many people.. also..
visit our house..our home. I was very happy to carry....hmm out Eid in my village.

- Student 24
Lebaran last year, my family and I greeting to my brother’s place and the went to Bogor. The dai that I really enjoy. The dai I went to Bogor was an interesting tourist spot. When I walked to Bogor, I go to a tourist place which is often visited by local tourist and other and other regions. At that tem, my family and I riding a floating bicycle above the steel cliff and climb and climb the swing above a steep cliff. Finally, my family and I returned home because they were tired.
## Speaking Scoring Rubric

**Five Components of Grading Speaking Scale**

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Rating Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>5  (91-100)</td>
<td>Has few traces of foreign accent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4  (81-90)</td>
<td>Always intelligible, though one is conscious of a definite accent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3  (71-80)</td>
<td>Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>5  (91-100)</td>
<td>Makes few (if any) noticeable errors of grammar or word order</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4  (81-90)</td>
<td>Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3  (71-80)</td>
<td>Makes frequent errors of grammar and word order which occasionally obscure meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2  (61-70)</td>
<td>Grammar and word order errors make comprehension difficult, must often rephrase sentences and/or restrict himself to basic patterns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1  Below 60</td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1  Below 60</td>
<td>Errors in grammar and word order so severe</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td>Fluency</td>
<td>Comprehension</td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>---------</td>
<td>---------------</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>Fluency</td>
<td>Comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(71-80)</td>
<td>(71-80)</td>
<td>(71-80)</td>
</tr>
<tr>
<td></td>
<td>Use of vocabulary and idioms is virtually that of a native speaker</td>
<td>Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary</td>
<td>Appears to understand everything without difficulty</td>
</tr>
<tr>
<td>4</td>
<td>(81-90)</td>
<td>(81-90)</td>
<td>(81-90)</td>
</tr>
<tr>
<td></td>
<td>Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies</td>
<td>Speed of speech seems to be slightly affected by language problems</td>
<td>Understands nearly everything at normal speed, although occasional repetition may be necessary</td>
</tr>
<tr>
<td>3</td>
<td>(71-80)</td>
<td>(71-80)</td>
<td>(71-80)</td>
</tr>
<tr>
<td></td>
<td>Misuse of words and very limited vocabulary make conversation quite difficult</td>
<td>Speed and fluency are rather strongly affected by language problems</td>
<td>Understands most of what is said at slower-than-normal speed without repetitions</td>
</tr>
<tr>
<td>1</td>
<td>Below 60</td>
<td>Below 60</td>
<td>Below 60</td>
</tr>
<tr>
<td></td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible</td>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible</td>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible</td>
</tr>
<tr>
<td>2</td>
<td>(61-70)</td>
<td>Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Below 60</td>
<td>Cannot be said to understand even simple conversational English</td>
<td></td>
</tr>
</tbody>
</table>

**Source:**

## Appendix 12
### Students’ Score

<table>
<thead>
<tr>
<th>NO</th>
<th>Participants</th>
<th>Pre-Test Score</th>
<th>Post-Test 1 Score</th>
<th>Post-Test 2 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student 1</td>
<td>60</td>
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<td>Student 15</td>
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<tr>
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<td>18.</td>
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<td>24.</td>
<td>Student 24</td>
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<td>TOTAL</td>
<td>1.556</td>
<td>1.664</td>
<td>1.838</td>
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<td></td>
<td>MEAN</td>
<td>64.8</td>
<td>69.3</td>
<td>76.5</td>
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</table>
RENCAÑA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Islamiyah Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/II
Materi Pokok : Recount Text
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI)

<table>
<thead>
<tr>
<th>KI 1.</th>
<th>Menghargai dan menghayati ajaran agama yang dianutnya.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KI 2.</td>
<td>Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</td>
</tr>
<tr>
<td>KI 3.</td>
<td>Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.</td>
</tr>
<tr>
<td>KI 4.</td>
<td>Mencoba, mengolah dan menyajikan 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.</td>
</tr>
</tbody>
</table>
### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar (KD)</th>
<th>Indikator Pencapaian Kompetensi (IPK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa komunikasi</td>
<td>1.1.1 Mengungkapkan rasa syukur setiap saat mendapatkan kesempatan belajar bahasa Inggris.</td>
</tr>
<tr>
<td></td>
<td>internacionales</td>
<td>1.1.2 Melaksanakan setiap kegiatan, pada pembelajaran bahasa Inggris dengan serius</td>
</tr>
<tr>
<td>2.1</td>
<td>Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam</td>
<td>2.1.1 Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur</td>
</tr>
<tr>
<td></td>
<td>melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>2.1.2 Menyelesaikan tugas yang menjadi bagianannya dalam kerja kelompok.</td>
</tr>
<tr>
<td>3.11</td>
<td>Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks</td>
<td>3.11.1 Mengidentifikasi fungsi sosial dari recount text</td>
</tr>
<tr>
<td></td>
<td>personal recount lisan dan tulis dengan memberikan informasi terkait pengalaman</td>
<td>3.11.2 Mengidentifikasi generic structure dari recount text</td>
</tr>
<tr>
<td></td>
<td>pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</td>
<td>3.11.3 Mengidentifikasi unsur kebahasaan simple past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.11.4 Menyebutkan adverbial phrase untuk mengungkapkan waktu, tempat dan cara : yesterday, last year, a week ago, in Malang</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.11.5 Menunjukkan conjunction dan time connectives : Then, after that, first, finally.</td>
</tr>
<tr>
<td>4.11</td>
<td>Teks recount</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>4.11.1</td>
<td>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<em>personal recount</em>)</td>
<td></td>
</tr>
<tr>
<td>4.11.2</td>
<td>Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, penurunan terkait pengalaman pribadi di waktu lampau (<em>personal recount</em>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
<td></td>
</tr>
</tbody>
</table>

| 4.11.1.1 | Menyesuaikan unsur kebahasaan dan struktur teks recount sederhana |
| 4.11.1.2 | Merancang kalimat sederhana tentang pengalaman dalam bentuk *simple past tense* |
| 4.11.2.1 | Membuat teks recount sederhana terkait pengalaman pribadi atau peristiwa di waktu lampau |
| 4.11.2.2 | Mempertunjukkan hasil teks recount sederhana yang telah dibuat |

**C. Tujuan Pembelajaran**

Setelah melalui proses pembelajaran, siswa diharapkan mampu terampil memahami, menyatakan dan menanyakan:

a. Menggunakan struktur teks dan unsur kebahasaan *simple past tense*
b. Menggunakan kata keterangan waktu yang sering digunakan pada teks recount
c. Menggunakan kata penghubung waktu sesuai dengan konteks dalam teks recount
d. Menyesuaikan unsur kebahasaan dan struktur teks recount sederhana
e. Membuat recount text sederhana
f. Mempresentasikan recount text yang telah dibuat
D. Materi Pembelajaran

Teks tulis sederhana tentang recount text

➢ Fungsi Sosial

Recount text is a text purposed to tell the readers what happened in the past through a sequence of events.

➢ Struktur Teks

- Orientation
  Orientation tells who were involved in the story, when, and where.
- Events
  Events tell what happened in a chronological order
- Evaluation (optional)
  Evaluation contains the comments of the writer/speaker about the experience
- Re-orientation (optional)
  Re-orientation contains the conclusion of the experience

➢ Penggunaan Recount Text

- Focus on personal participants, i.e.: I, my family, my friends and I, etc.
- Use of past adverb of time to indicate the time, i.e.: last night, yesterday, a week ago, etc.
- Use adverb of place to indicate the place, i.e.: at home, in my room, on my way back home, in Bali, in the railway station, etc.
- Use of chronological connector, i.e.: then, after that, later on, etc.
- Use of linking verb and verb of senses, i.e.: was, were, saw, heard, thought, etc.
- Use of action verb, i.e.: walked, talked, ran, etc.
- Use of past tense

➢ Topik

Kegiatan dan kejadian pada masa lampau yang dilakukan di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI.
Contoh Recount Text:

My Rush Time as a Journalist

My days as a journalist seeking for news in the refugee camps of a disaster were tough and busy. I usually woke up at eight o’clock a.m. and went to the Press Center to check the daily schedule of briefings and press conferences. It was usually held by the United Nation officials or Disaster Mitigation Team.

It was challenging to visit different refugee camps to find soft, human interest stories. I got a lot of stories from the survivors in the camps. After getting some stories, I went back to the Press Center to cover the press conferences of the days.

I went back and forth the camps and Press Center several times a day. It was heartbreaking when I saw these survivors fight for food and secondhand clothing. Unfortunately as they said, the food and clothing were limited and inadequate. Emerging to glaring, fool noon, it was time to go back to Press Center to wrote stories and race against time. I was always fearing that the internet would come crushing down.

After everything was done, only then I remembered to eat. Most of the time, I only ate once a day because I always had to rush, and again, it was difficult to find food. I had to travel quite far to find it. Sometimes, I need to spend 30 to 45 minutes drive just to find fresh food. If I found more food, I’d bought it back and shared it with my fellow journalists. Everyone helped each other.

E. Strategi atau Metode Pembelajaran

1. Pendekatan: Pendekatan Scientific
2. Model Pembelajaran: Discovery Learning
3. Metode: PPP (Presentation, Practice, Production), groupwork.
F. Media, Alat dan Sumber Pembelajaran

1. Media
   - Buku LKS Bahasa Inggris
   - Power Point

2. Alat
   - Laptop : Guru menggunakan laptop untuk menampilkan powerpoint di depan kelas
   - Projector : Guru menggunakan projector untuk menampilkan powerpoint pada LCD di depan kelas
   - LCD : Guru menggunakan LCD sebagai alat bantu agar siswa dapat melihat slide dengan jelas dalam size yang besar
   - Papan tulis : Guru menggunakan papan tulis untuk menuliskan contoh-contoh kalimat yang digunakan dalam recount text.

3. Sumber Pelajaran
   - Buku LKS Bahasa Inggris kelas VIII. Hal. 81-86.
   - Sumber dari internet

G. Kegiatan Pembelajaran
   - Langkah – Langkah Pembelajaran

<table>
<thead>
<tr>
<th>Pertemuan 1 (2x40 menit)</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal</td>
<td></td>
<td>5 menit</td>
</tr>
<tr>
<td>1. Guru mengucapkan salam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru meminta ketua kelas untuk memimpin do’a sebelum belajar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Guru berinteraksi dengan murid (guru menanyakan kabar, menanyakan kesiapan siswa untuk mengikuti pelajaran, dsb.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guru memeriksa kehadiran siswa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Guru memastikan bahwa siswa sudah fokus dan siap untuk belajar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Guru memberi motivasi kepada siswa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai dari materi yang akan dipelajari.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td>30 menit</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>1. Guru mulai menjelaskan materi yang akan diajarkan, yaitu recount text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru menjelaskan generic structure dan language feature dari recount text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Guru menjelaskan tentang Simple Past yang digunakan dalam recount text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guru menampilkan contoh recount text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Guru meminta siswa mengidentifikasi verb 2 yang ada pada teks tersebut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Guru menjelaskan regular dan irregular verb yang ada pada recount text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Guru meminta siswa membuat kalimat Simple Past menggunakan verb yang ada di papan tulis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Guru mengoreksi simple past yang sudah siswa buat</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>5 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Pertemuan 2 (2 x 40 menit)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deskripsi Kegiatan</td>
<td>Waktu</td>
</tr>
<tr>
<td>Kegiatan awal</td>
<td>5 menit</td>
</tr>
<tr>
<td>1. Guru mengucapkan salam</td>
<td></td>
</tr>
<tr>
<td>2. Guru meminta ketua kelas untuk memimpin do’a sebelum belajar.</td>
<td></td>
</tr>
<tr>
<td>3. Guru berinteraksi dengan murid (guru menanyakan kabar, menanyakan kesiapan siswa untuk mengikuti pelajaran, dsb.)</td>
<td></td>
</tr>
<tr>
<td>4. Guru memeriksa kehadiran siswa.</td>
<td></td>
</tr>
<tr>
<td>5. Guru memastikan bahwa siswa sudah fokus dan siap untuk belajar.</td>
<td></td>
</tr>
<tr>
<td>6. Guru memberi motivasi kepada siswa.</td>
<td></td>
</tr>
<tr>
<td>7. Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai dari materi yang akan dipelajari.</td>
<td></td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td>60 menit</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>1. Guru menerapkan teknik <em>Guided-Oral Presentation</em> dengan memilih topik tentang “Holiday Experience”</td>
<td></td>
</tr>
<tr>
<td>2. Guru menampilkan PowerPoint yang berisi recount text tentang “Holiday Experience”</td>
<td></td>
</tr>
<tr>
<td>3. Guru memandu siswa mempersiapkan <em>Oral Presentation</em> dengan meminta beberapa siswa untuk membaca recount text tersebut dengan lantang</td>
<td></td>
</tr>
<tr>
<td>4. Guru memandu siswa mempersiapkan <em>Oral Presentation</em> dengan melatih pronunciation siswa dengan membacakan kembali recount text yang ada di Power Point</td>
<td></td>
</tr>
<tr>
<td>5. Guru menstimulasi siswa untuk mengidentifikasi dan menganalisis text tersebut</td>
<td></td>
</tr>
<tr>
<td>6. Guru memandu siswa mempersiapkan <em>Oral Presentation</em> dengan mengulang kembali materi recount text dengan meminta siswa menyebutkan contoh simple past tense yang digunakan dalam recount text</td>
<td></td>
</tr>
<tr>
<td>7. Guru meminta siswa berdiskusi dengan teman sebangku mengenai pengalaman liburan mereka.</td>
<td></td>
</tr>
<tr>
<td>8. Guru memandu siswa mempersiapkan <em>Oral Presentation</em> dengan meminta siswa untuk membuat outline tentang liburan mereka dengan menggunakan simple past tense</td>
<td></td>
</tr>
<tr>
<td>9. Guru memandu siswa mempersiapkan <em>Oral Presentation</em> dengan memeriksa outline siswa dan mengoreksinya</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya</td>
<td></td>
</tr>
<tr>
<td>4. Guru meminta siswa membuat recount text dari outline cerita liburan yang sudah siswa buat dengan memperhatikan generic structure dan language feature yang benar</td>
<td></td>
</tr>
<tr>
<td>5. Guru dan siswa berdoa kemudian ditutup dengan salam.</td>
<td></td>
</tr>
</tbody>
</table>
**Pertemuan 3 (2 x 40 menit)**

<table>
<thead>
<tr>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kegiatan awal</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Guru mengucapkan salam .</td>
<td></td>
</tr>
<tr>
<td>2. Guru meminta ketua kelas untuk memimpin do’a sebelum belajar.</td>
<td></td>
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<tr>
<td>3. Guru berinteraksi dengan murid (guru menanyakan kabar, menanyakan kesiapan siswa untuk mengikuti pelajaran, dsb.)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7. Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai dari materi yang akan dipelajari.</td>
<td></td>
</tr>
<tr>
<td><strong>Kegiatan inti</strong></td>
<td>60 menit</td>
</tr>
<tr>
<td>1. Guru memandu siswa dengan menjelaskan bagaimana memulai dan mengakhiri Oral Presentation dalam 3 menit</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberi waktu beberapa menit kepada siswa untuk mempersiapkan Oral Presentation</td>
<td></td>
</tr>
<tr>
<td>3. Siswa menyajikan Oral Presentation mengenai liburan mereka di depan kelas dengan waktu yang sudah ditentukan</td>
<td></td>
</tr>
<tr>
<td>4. Guru mengevaluasi presentasi siswa dengan mengoreksi grammar dan pronunciation siswa</td>
<td></td>
</tr>
<tr>
<td>5. Guru menjelaskan kembali penggunaan simple past pada recount text</td>
<td></td>
</tr>
<tr>
<td><strong>Kegiatan Akhir</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya</td>
<td></td>
</tr>
</tbody>
</table>
H. Lampiran:

1. Pertemuan Pertama

➢ Read the text below!

My Holiday in Bandung

Last holiday, I went to Bandung with my friend, Dini. We spent our holiday there. We went to Bandung by bus. The bus schedule from Depok was at 07.00 a.m. and arrived in Bandung at 10.00 a.m.

In the first day, we went to Bandung Zoo. The ticket price was only Rp 30.000. The animals collection were very complete. In the next day, we went to Geological museum and talked with the guide about Geology. It made us understood about Geology. We saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Depok.

My holiday in Bandung was only two days but it made me happy.

➢ Identify the verb 2 in this text!

Last week we had an English test. Miss Rara, our English teacher, returned the test papers to us this morning. I passed. The test had one hundred questions. I made two mistakes. Miss Rara congratulated me because I got the best score among all students in my class. I was very happy.

I worked really hard for the test from the very beginning. I paid attention to Miss Rara’s explanation carefully during English lesson. At home, I studied the materials and I also practiced all exercises. I read the stories in my English book again and again. I looked for the meaning of the words that I didn’t know the meaning yet in the dictionary and I wrote them down on my notebook. After that, I memorized the words and the meanings. I answered all questions about those stories. I also practiced all conversation and observed them.

My sister helped me study English. She accompanied me practicing the conversation together. She also dictated some sentences for
me and I wrote them on my notebook. She checked my works and corrected my mistakes.

2. Pertemuan Kedua

➢ Read the text and identify the simple past in the text below!

Yesterday I went to Yogyakarta with my friends. We took the train to go there. It was Sunday. There were so many people in Solo and its surroundings who liked to have a short trip to Jogja. At around 7 o’clock, we went to Balapan Railway Station together by bus. There, we went to the ticket window and queued up to buy our tickets. Unfortunately, the tickets for the earliest train had sold out. We bought the tickets for another train and had to wait for about three hours in the station. We departed at around 10 o’clock. The train we took was a nice one. The ticket was much more expensive, but the facility was much better too. The best of it was that we all had a seat from our tickets.

We arrived in Yogyakarta Railway Station, or Tugu Station, at around 11.30 a.m. In Jogja, we went sightseeing on foot. We chose to get down the train in Tugu because it was the closest station to Malioboro. We sightsaw and shopped in Malioboro for souvenirs and traditional snacks. We visited Beringharjo Market to shop for good quality of batik. We also had lunch there.

From Malioboro, we went to Vredeburg Fort on foot. After that, we visited Yogyakartan Palace and Taman Sari Water Castle by taking the bus. When we got back to the station, we found out that the tickets for earliest train were sold out. The next train was at 8 o’clock. We decided to take the bus instead, so we rushed directly to the bus station. Fortunately for us, the bus headed for Solo almost departed. Seeing the bus, we ran as fast as we could, got in the bus safely, and headed back home. We arrived at home again at around 7 o’clock, it was an exhausting trip, but we got a lot of fun.
Example of outline
- Last holiday, I went to Bandung with my friend
- We went to Bandung by bus at 7 a.m
- We arrived in Bandung at 10 a.m
- First, we went to Bandung Zoo
- Then, we went to Geological museum
- We saw rocks collection
- After that, we went to Bandung bus station
- We had to go home
- My holiday in Bandung made me happy

3. Pertemuan Ketiga

Read the text below attentively!

Last week we had an English test. Miss Rara, our English teacher, returned the test papers to us this morning. I passed. The test had one hundred questions. I made two mistakes. Miss Rara congratulated me because I got the best score among all students in my class. I was very happy.

I worked really hard for the test from the very beginning. I paid attention to Miss Rara’s explanation carefully during English lesson. At home, I studied the materials and I also practiced all exercises. I read the stories in my English book again and again. I looked for the meaning of the words that I didn’t know the meaning yet in the dictionary and I wrote them down on my notebook. After that, I memorized the words and the meanings. I answered all questions about those stories. I also practiced all conversation and observed them.

My sister helped me study English. She accompanied me practicing the conversation together. She also dictated some sentences for me and I wrote them on my notebook. She checked my works and corrected my mistakes.
Answer the questions about the text in the previous task!
1. What is the text about?
2. When did the writer have the English test?
3. Who is Miss Rara?
4. Why did Miss Rara congratulate the writer?
5. How many questions were there in the test?
6. Was the writer able to answer all questions correctly?
7. What did the writer feel?
8. What did the writer do to prepare for the test?
9. Who helped the writer study English at home?
10. What did that person do to help the writer?

I. PENILAIAN
1. Rubrik Penilaian Kemampuan Berbicara (Speaking)

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Rating Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>5 (91-100)</td>
<td>Has few traces of foreign accent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 (81-90)</td>
<td>Always intelligible, though one is conscious of a definite accent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 (71-80)</td>
<td>Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 (61-70)</td>
<td>Very hard to understand because of pronunciation problems. Must frequently be asked to repeat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Below 60</td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>5 (91-100)</td>
<td>Makes few (if any) noticeable errors of grammar or word order</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 (81-90)</td>
<td>Occasional grammatical and/or word-order errors which do not, however, obscure meaning</td>
</tr>
<tr>
<td>3</td>
<td>(71-80)</td>
<td>Makes frequent errors of grammar and word order which occasionally obscure meaning</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>(61-70)</td>
<td>Grammar and word order errors make comprehension difficult, must often rephrase sentences and/or restrict himself to basic patterns</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Below 60</td>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible</td>
<td></td>
</tr>
</tbody>
</table>

| 3 | Vocabulary | 5 | (91-100) | Use of vocabulary and idioms is virtually that of a native speaker |
| 4 | (81-90) | Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies |
| 3 | (71-80) | Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary |
| 2 | (61-70) | Misuse of words and very limited vocabulary make conversation quite difficult |
| 1 | Below 60 | Vocabulary limitations so extreme as to make conversation virtually impossible |

| 4 | Fluency | 5 | (91-100) | Speech as fluent and effortless as that of a native speaker |
| 4 | (81-90) | Speed of speech seems to be slightly affected by language problems |
| 3 | (71-80) | Speed and fluency are rather strongly affected by language problems |
| 2 | (61-70) | Usually hesitant; often farced into silence by language limitation |
| 1 | Below 60 | Speech is so halting and fragmentary as to
### Comprehension

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Appears to understand everything without difficulty</td>
</tr>
<tr>
<td>4</td>
<td>Understands nearly everything at normal speed, although occasional repetition may be necessary</td>
</tr>
<tr>
<td>3</td>
<td>Understands most of what is said at slower-than-normal speed without repetitions</td>
</tr>
<tr>
<td>2</td>
<td>Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions</td>
</tr>
<tr>
<td>1</td>
<td>Below 60: Cannot be said to understand even simple conversational English</td>
</tr>
</tbody>
</table>

### Rubrik Penilaian Sikap

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are actively participated in learning process</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Students ask a question</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Students answer questions</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Students are actively involved in speaking activities</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Students talk to another student</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Period of silence or confusion</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>The objective of the lesson was clear to the students</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Islamiyah Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/II
Materi Pokok : Recount Text
Alokasi Waktu : 2 x 30 menit

A. Kompetensi Inti (KI)

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Inti (KI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Menghargai dan menghayati ajaran agama yang dianutnya.</td>
</tr>
<tr>
<td>2</td>
<td>Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</td>
</tr>
<tr>
<td>3</td>
<td>Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
</tr>
</tbody>
</table>

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar (KD)</th>
<th>Indikator Pencapaian Kompetensi (IPK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internacional</td>
<td>1.1.1 Mengungkapkan rasa syukur setiap saat mendapatkan kesempatan belajar bahasa Inggris.</td>
</tr>
<tr>
<td>2.1</td>
<td>Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>1.1.2</td>
</tr>
<tr>
<td>2.1.1</td>
<td>Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur</td>
<td></td>
</tr>
<tr>
<td>2.1.2</td>
<td>Menyelesaikan tugas yang menjadi bagiannya dalam kerja kelompok</td>
<td></td>
</tr>
</tbody>
</table>

<p>| 3.11 | Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya | 3.11.1 | Mengidentifikasi fungsi sosial dari recount text |
| 3.11.2 | Mengidentifikasi generic structure dari recount text |
| 3.11.3 | Mengidentifikasi unsur kebahasaan simple past tense |
| 3.11.4 | Menyebutkan adverbial phrase untuk mengungkapkan waktu, tempat dan cara : yesterday, last year, a week ago, in Malang |
| 3.11.5 | Menunjukkan conjunction dan time connectives : Then, after that, first, finally. |</p>
<table>
<thead>
<tr>
<th>4.11</th>
<th>Teks recount</th>
<th>4.11.1</th>
<th>Menyesuaikan unsur kebahasaan dan struktur teks recount sederhana</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.11.1</strong></td>
<td>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<em>personal recount</em>)</td>
<td><strong>4.11.1.1</strong></td>
<td>Menyesuaikan unsur kebahasaan dan struktur teks recount sederhana</td>
</tr>
<tr>
<td><strong>4.11.2</strong></td>
<td>Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<em>personal recount</em>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
<td><strong>4.11.1.2</strong></td>
<td>Merancang kalimat sederhana tentang pengalaman dalam bentuk <em>simple past tense</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>4.11.2.1</strong></td>
<td>Membuat teks recount sederhana terkait pengalaman pribadi atau peristiwa di waktu lampau</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>4.11.2.2</strong></td>
<td>Mempertunjukkan hasil teks recount sederhana yang telah dibuat</td>
</tr>
</tbody>
</table>

**C. Tujuan Pembelajaran**

Setelah melalui proses pembelajaran, siswa diharapkan mampu terampil memahami, menyatakan dan menanyakan:

a. Menggunakan struktur teks dan unsur kebahasaan simple past tense  
b. Menggunakan kata keterangan waktu yang sering digunakan pada teks recount  
c. Menggunakan kata penghubung waktu sesuai dengan konteks dalam teks recount  
d. Menyesuaikan unsur kebahasaan dan struktur teks recount sederhana  
e. Membuat recount text sederhana  
f. Mempresentasikan recount text yang telah dibuat
D. Materi Pembelajaran

Teks tulis sederhana tentang recount text

- **Fungsi Sosial**
  
  Recount text is a text purposed to tell the readers what happened in the past through a sequence of events.

- **Struktur Teks**
  
  - Orientation
    
    Orientation tells who were involved in the story, when, and where.
  
  - Events
    
    Events tell what happened in a chronological order
  
  - Evaluation (optional)
    
    Evaluation contains the comments of the writer/speaker about the experience
  
  - Re-orientation (optional)
    
    Re-orientation contains the conclusion of the experience

- **Penggunaan Recount Text**

  - Focus on personal participants, i.e.: I, my family, my friends and I, etc.
  
  - Use of past adverb of time to indicate the time, i.e.: last night, yesterday, a week ago, etc.
  
  - Use adverb of place to indicate the place, i.e.: at home, in my room, on my way back home, in Bali, in the railway station, etc.
  
  - Use of chronological connector, i.e.: then, after that, later on, etc.
  
  - Use of linking verb and verb of senses, i.e.: was, were, saw, heard, thought, etc.
  
  - Use of action verb, i.e.: walked, talked, ran, etc.
  
  - Use of past tense

- **Topik**

  Kegiatan dan kejadian pada masa lampau yang dilakukan di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI.
E. Strategi atau Metode Pembelajaran
1. Pendekatan : Pendekatan Scientific
2. Model Pembelajaran : Discovery Learning
3. Metode : PPP (Presentation, Practice, Production), groupwork.

F. Media, Alat dan Sumber Pembelajaran
1. Media
   - Buku LKS Bahasa Inggris
   - Power Point
2. Alat
   - Laptop : Guru menggunakan laptop untuk menampilkan powerpoint di depan kelas
   - Projector : Guru menggunakan projector untuk menampilkan powerpoint pada LCD di depan kelas
   - LCD : Guru menggunakan LCD sebagai alat bantu agar siswa dapat melihat slide dengan jelas dalam size yang besar
   - Papan tulis : Guru menggunakan papan tulis untuk menuliskan contoh-contoh kalimat yang digunakan dalam recount text.
3. Sumber Pelajaran
   - Buku LKS Bahasa Inggris kelas VIII, Hal. 81-86.
   - Sumber dari internet
G. Kegiatan Pembelajaran

- Langkah – Langkah Pembelajaran

<table>
<thead>
<tr>
<th>Pertemuan 1 (2x 40 menit)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deskripsi Kegiatan</strong></td>
<td><strong>Waktu</strong></td>
</tr>
<tr>
<td><strong>Kegiatan awal</strong></td>
<td>5 menit</td>
</tr>
<tr>
<td>1. Guru mengucapkan salam.</td>
<td></td>
</tr>
<tr>
<td>2. Guru meminta ketua kelas untuk memimpin do’a sebelum belajar.</td>
<td></td>
</tr>
<tr>
<td>3. Guru berinteraksi dengan murid (guru menanyakan kabar, menanyakan kesiapan siswa untuk mengikuti pelajaran, dsb.)</td>
<td></td>
</tr>
<tr>
<td>4. Guru memeriksa kehadiran siswa.</td>
<td></td>
</tr>
<tr>
<td>5. Guru memastikan bahwa siswa sudah fokus dan siap untuk belajar.</td>
<td></td>
</tr>
<tr>
<td>6. Guru memberi motivasi kepada siswa.</td>
<td></td>
</tr>
<tr>
<td>7. Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai dari materi yang akan dipelajari.</td>
<td></td>
</tr>
<tr>
<td><strong>Kegiatan inti</strong></td>
<td>50 menit</td>
</tr>
<tr>
<td>1. Guru menerapkan teknik <em>Guided-Oral Presentation</em> dengan memilih topik tentang “Bad Experience”</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan handout tentang “Bad Experience”</td>
<td></td>
</tr>
<tr>
<td>3. Guru memandu siswa menyiapkan <em>Oral Presentation</em> dengan meminta beberapa siswa untuk membaca teks 1 yang berjudul “Coming Late to School”</td>
<td></td>
</tr>
<tr>
<td>4. Guru memandu siswa menyiapkan <em>Oral Presentation</em> dengan membaca kembali teks tersebut dan mengoreksi pronunciation siswa yang salah</td>
<td></td>
</tr>
<tr>
<td>5. Guru meminta siswa mengidentifikasi verb 2 yang ada pada teks tersebut</td>
<td></td>
</tr>
<tr>
<td>6. Guru memberi kesempatan kepada siswa untuk menanyakan kata yang tidak dipahami</td>
<td></td>
</tr>
<tr>
<td>7. Guru meminta siswa secara random untuk menceritakan isi teks tersebut dalam bahasa Indonesia</td>
<td></td>
</tr>
<tr>
<td>8. Guru memandu siswa menyiapkan <em>Oral Presentation</em> dengan meminta siswa untuk membaca teks 2 yang berjudul “The Day I Lost Half of My Little Toe”</td>
<td></td>
</tr>
<tr>
<td>9. Guru memandu siswa menyiapkan <em>Oral Presentation</em> dengan membaca kembali teks tersebut dan mengoreksi pronunciation siswa yang salah</td>
<td></td>
</tr>
<tr>
<td>10. Guru meminta siswa mengidentifikasi regular dan irregular verb yang terdapat pada teks tersebut</td>
<td></td>
</tr>
<tr>
<td>Deskripsi Kegiatan</td>
<td>Waktu</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Kegiatan awal</strong></td>
<td>5 menit</td>
</tr>
<tr>
<td>1. Guru mengucapkan salam.</td>
<td></td>
</tr>
<tr>
<td>2. Guru meminta ketua kelas untuk memimpin do’a sebelum belajar.</td>
<td></td>
</tr>
<tr>
<td>3. Guru berinteraksi dengan murid (guru menanyakan kabar, menanyakan kesiapan siswa untuk mengikuti pelajaran, dsb.)</td>
<td></td>
</tr>
<tr>
<td>4. Guru memeriksa kehadiran siswa.</td>
<td></td>
</tr>
<tr>
<td>5. Guru memastikan bahwa siswa sudah fokus dan siap untuk belajar.</td>
<td></td>
</tr>
<tr>
<td>6. Guru memberi motivasi kepada siswa.</td>
<td></td>
</tr>
<tr>
<td>7. Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai dari materi yang akan dipelajari.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>50 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru meminta siswa untuk berdiskusi dengan teman sebangku dan menceritakan pengalaman buruk masing-masing</td>
<td></td>
</tr>
<tr>
<td>2. Guru memandu siswa menyiapkan <em>Oral-Presentation</em> dengan meminta siswa membuat outline tentang pengalaman buruk mereka dengan menggunakan simple past tense</td>
<td></td>
</tr>
<tr>
<td>3. Guru memberi kesempatan siswa untuk bertanya</td>
<td></td>
</tr>
<tr>
<td>4. Guru memandu siswa menyiapkan <em>Oral Presentation</em> dengan memeriksa outline siswa dan mengoreksinya</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>5 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya</td>
<td></td>
</tr>
</tbody>
</table>
### Kegiatan Akhir

<table>
<thead>
<tr>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 menit</td>
</tr>
</tbody>
</table>

1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.
2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.
3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya

### Pertemuan 3 (2 x 40 menit)

<table>
<thead>
<tr>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal</td>
<td>5 menit</td>
</tr>
</tbody>
</table>

1. Guru mengucapkan salam.
2. Guru meminta ketua kelas untuk memimpin do’a sebelum belajar.
3. Guru berinteraksi dengan murid (guru menanyakan kabar, menanyakan kesiapan siswa untuk mengikuti pelajaran, dsb.)
4. Guru memeriksa kehadiran siswa.
5. Guru memastikan bahwa siswa sudah fokus dan siap untuk belajar.
6. Guru memberi motivasi kepada siswa.
7. Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai dari materi yang akan dipelajari.

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>50 menit</th>
</tr>
</thead>
</table>

1. Guru memandu siswa dengan menjelaskan bagaimana memulai dan mengakhiri Oral Presentation dalam 3 menit
2. Guru memberi waktu beberapa menit kepada siswa untuk mempersiapkan Oral Presentation
3. Siswa menyajikan Oral Presentation mengenai “Bad Experience” di depan kelas dengan waktu yang sudah ditentukan
4. Guru mengevaluasi presentasi siswa dengan mengoreksi grammar dan pronunciation siswa

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>5 menit</th>
</tr>
</thead>
</table>

1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.
2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.
H. Lampiran:

1. Pertemuan Pertama

**Coming Late to School**

Last Wednesday, I came late to my school because I played playstation until 2.00 a.m. I woke up late. I woke up about 6.30 a.m. and the class would begin at 7.00 a.m. I ran to the bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that. I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me take a longer time. I arrived at school at 7.15 a.m. I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late. It was my bad experience and I hoped I would not do that again.

**The Day I Lost Half Of My Little Toe**

When I was in Elementary School, I went to the city with my father to check the construction progress of our new house. The location was two hours away from our house in the village. We went there by motorcycle. It was just two of us, so my father sat in the front and I sat in the back.

We left the village at 10 a.m. in the morning after having a breakfast with our family. It was my habit to be sleepy when I was full. Within the first ten minutes of our trip, I already yawned so many times. My father slapped my hand and reminded me not to fall asleep on the road. I tried to do as he said but I just couldn't bear it anymore, so I hug my dad and I slept. A couple minutes later, I woke up because I felt like my right leg was being dragged down and it hurted. I screamed and my father stopped the motorcycle instantly. It turned out...
that my foot was stuck in the motorcycle rim. Blood was everywhere. My father tried to pull my leg slowly out of the rim. After two minutes of effort, we finally made it to pull my leg out. My father took me to the nearest doctor right away.

The doctor removed my sandal and cleaned the wound. He then examined the wound and gave it some medicine after that he covered the wound by using bandage. When it was done, he told me and my father that the one that got injured was my little toe and because of the accident, my little toe was cut in half so it may not grow nail anymore. The doctor also said that I got lucky because the sandal that I wore that day was very thick so it stopped the rim from cutting more of my foot. After that we said thanks to the doctor and we went back to our village.

I. PENILAIAN

1. Rubrik Penilaian Kemampuan Berbicara (Speaking)

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Rating Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>5</td>
<td>(91-100) Has few traces of foreign accent</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>(81-90)</td>
<td>Always intelligible, though one is conscious of a definite accent</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>(71-80)</td>
<td>Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>5</td>
<td>(91-100) Makes few (if any) noticeable errors of grammar or word order</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>(81-90)</td>
<td>Occasionally makes grammatical and/or</td>
</tr>
<tr>
<td>Section</td>
<td>Score Range</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>3 (71-80)</td>
<td>Makes frequent errors of grammar and word order which occasionally obscure meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (61-70)</td>
<td>Grammar and word order errors make comprehension difficult, must often rephrase sentences and/or restrict himself to basic patterns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Below 60</td>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Vocabulary</td>
<td>5 (91-100)</td>
<td>Use of vocabulary and idioms is virtually that of a native speaker</td>
<td></td>
</tr>
<tr>
<td>4 (81-90)</td>
<td>Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 (71-80)</td>
<td>Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (61-70)</td>
<td>Misuse of words and very limited vocabulary make conversation quite difficult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Below 60</td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Fluency</td>
<td>5 (91-100)</td>
<td>Speech as fluent and effortless as that of a native speaker</td>
<td></td>
</tr>
<tr>
<td>4 (81-90)</td>
<td>Speed of speech seems to be slightly affected by language problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 (71-80)</td>
<td>Speed and fluency are rather strongly affected by language problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (61-70)</td>
<td>Usually hesitant; often farced into silence by language limitation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Speech is so halting and fragmentary as to make conversation virtually impossible

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Below 60</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Comprehension</td>
<td>(91-100)</td>
<td>Appears to understand everything without difficulty</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>(81-90)</td>
<td>Understands nearly everything at normal speed, although occasional repetition may be necessary</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>(71-80)</td>
<td>Understands most of what is said at slower-than-normal speed without repetitions</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>(61-70)</td>
<td>Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Below 60</td>
<td>Cannot be said to understand even simple conversational English</td>
</tr>
</tbody>
</table>

2. Rubrik Penilaian Sikap

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are actively participated in learning process</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2</td>
<td>Students ask a question</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3</td>
<td>Students answer questions</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4</td>
<td>Students are actively involved in speaking activities</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5</td>
<td>Students talk to another student</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6</td>
<td>Period of silence or confusion</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7</td>
<td>The objective of the lesson was clear to the students</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
Appendix 14
Surat Pengesahan Proposal Skripsi

 informasi lebih lanjut mengenai surat pengesahan proposal skripsi yang diajukan oleh Yusrinah Zaidi Praktya dengan NIM 1119040000055, penelitian berjudul "Promoting Students' Speaking Ability Through Guided Oral Presentation Technique". Surat pengesahan tersebut telah disahkan oleh Dr. Indriadi, M. Ag. dan Dr. Nasyidah Jusdi, M. Ag. pada tanggal 27 Februari 2019.
Appendix 15
Surat Bimbingan Skripsi

---

Yang terhormat,
Dr. Atek, M.Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UII Syarif Hidayatullah
Jakarta.

Astalamu alażīkum Wr. Wb.

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

Nama : Yuniarda Zensa Festiwi
NIM : 111501400005
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)

Judul Skripsi : Fostering Students’ Speaking Ability Through Guided-Oral Presentation Technique


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

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

Wassalamu’alaikum wr. wb.

---

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.

[Signature]
Jawa, 2 April 2019

---

Pendidikan Bahasa Inggris

[Stamp]

[Signature]
Surat Bimbingan Skripsi

Yang (ehromat),
Dr. Nastadin Jalil, M.Ag.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIII Syarif Hidayatullah
Jakarta.

Assalamu'alaikum Wr. Wk.

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

Nama : Yumienda Zena Pratiwi
NIM : 11150140000055
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)
Judul Skripsi : Fostering Students’ Speaking Ability Through Guided-Oral Presentation Technique

Judul tersebut telah disetujui oleh Jurusan dan proposal telah disahkan pada tanggal 27 Februari 2019 dan dinyatakan bahan (proposal terlanggar). Saudara dapat melakukan perubahan redaksional pada judul tersebut. Apabila perubahan substantial 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.

Wasalamu'alaikum wr.wb.

[Signature]

Kementerian Agama
UIII Jakarta

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Appendix 16
Surat Permohonan Izin Penelitian

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)

Nomor : B-0448/FI/KM.01.3/IV/2019
Lampiran : 1
Hal : Permohonan Izin Penelitian

Kepala MTs Islamiyah Ciputat di-
Tempat
Assalamu'alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa,
Nama : Yuanida Zena Pratiwi
NIM : 11150140000055
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)

Jadwal Skripsi : Fostering Students' Speaking Ability Through Guided-Oral
Presentation Technique

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta
yang sedang menyelesaikan Skripsi, dan akan mengadakan penelitian (riset) di
instansi/sekolah/madrasah yang Saudara pimpin.

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

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

Wassalamu'alaikum Wr. Wb.

A/n. Dekan,

Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Wakil Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
4. Jurusan Pendidikan Bahasa Inggris
Appendix 17
Surat Balasan Izin Penelitian dari Sekolah

YAYASAN ISLAMIYAH CIPUTAT
Akta Nomor 16, Tanggal 11 Agustus 1978, Diperbaharui
Akta Nomor 02, Tanggal 07 Februari 2012, Bank : Syariah Mandiri Rek. 7015231372
MADRASAH TSANAWIYAH ISLAMIYAH
STATUS : TERAKREDITASI A
Jl. Kihajar Dewantara No. 23 Ciputat, Telp. (021) 7409814 Fax. 74716496

SURAT KETERANGAN
Nomor : 015/B.01/04.00/V/2019

Assalamu’alaikum Wr. Wb.
Yang bertanda tangan dibawah ini, Kepala Sekolah Mts Islamiyah Ciputat, menerangkan bahwa:

Nama
Yunika Zena Pratiwi
NIM
11150140000055
Program Studi
Pendidikan Bis Inggris

Saudara tersebut telah selesai melaksanakan kegiatan penelitian di MTS Islamiyah Ciputat di Jl. KI Hajar Dewantara No. 23, Ciputat, Kota Tangerang Selatan, Banten, sejak tanggal 15 April - 17 Mei 2019 dalam rangka penyusunan penelitian skripsi dengan judul “FOSTERING STUDENTS’ SPEAKING ABILITY THROUGH GUIDED-ORAL PRESENTATION TECHNIQUE”.

Demikian Surat Keterangan Penelitian ini dibuat untuk digunakan sebagaimana mestinya.

Wassalamu’alaikum Wr. Wb.

Ciputat, 18 Mei 2019
Kepala MTS. Islamiyah Ciputat

[Signature]
## REFERENCES EXAMINATION PAPER

Name: Yuanida Zena Pratiwi  
Student’s Number: 11150140000055  
Title: Fostering Students’ Speaking Ability Through Guided-Oral Presentation Technique  
Advisor I: Dr. Alek, M.Pd  
Advisor II: Drs. Nasufuddin Jalil, M.Ag

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### Chapter II

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Appendix 19
The Documentation during Research Activities