

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF CIRCLE TIME GAME ON SPEAKING SKILL
OF THE SEVENTH GRADERS AT SMP N 1 RAMAN UTARA**

By:

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Tarbiyah and Teacher Training Faculty

English Education Study Program

STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) METRO

1445 H/2024 M

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF CIRCLE TIME GAME ON SPEAKING SKILL OF
THE SEVENTH GRADERS AT SMP N 1 RAMAN UTARA**

Presented as Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S. Pd)
in English Education Department

By:

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE INFLUENCE OF CIRCLE TIME GAME ON SPEAKING SKILL OF THE SEVENTH GRADERS AT SMP N 1 RAMAN UTARA, Zakia Wafa Putri Karimah, student number 2001050034, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday 20th 2024 at 09.30-11.30 a.m.

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**THE INFLUENCE OF CIRCLE TIME GAME ON SPEAKING SKILL
OF THE SEVENTH GRADERS AT SMP N 1 RAMAN UTARA**

ABSTRACT

BY:

ZAKIA Wafa PUTRI KARIMAH

The objective of this research is to investigate whether there is any positive and significant Influence of Circle Time Game on Speaking Skill of the Seventh Graders at SMP N 1 Raman Utara. Circle Time Game is a great place for discussions. Circle Time is a game where young people can share what's on their mind, has taken place that day where differences can be discussed and respected.

This research is a quantitative research which was conducted in the kind of quasi-experimental design model. The samples of this research are 55 students, was divided into 2 classes such as VII B as the experiment class and VII A as the control class. In order to gathering the data information of this research, the researcher used simple random sampling. The result data of pre-test and post-test is used as the data collecting method. The formula that was used to prove the hypothesis is by analysing the sample T-test data. The purpose of pre-test and post-test of the students is to define the differences of their speaking skill before and after the treatment. It can be seen from the data pre-test result in experiment class the average score is 61.9 and in control class the average score is 62.9. After conducted the treatment, the post-test result in experiment class the average is 75.4 and in control class the average is 62.9.

Lastly, it can be concluded that the independent sample T-test Sig. (2-tailed) of the test was $0.00 < 0.05$. It means that there is positive and significant influence of Circle Time Game on Speaking Skill of the Seventh Graders at SMP N 1 Raman Utara.

Keywords: *Speaking Skills, Circle Time Game, Quantitative Research, SMP N 1 Raman Utara*

**PENGARUH CIRCLE TIME GAME TERHADAP KETERAMPILAN
BERBICARA SISWA KELAS VII SMP N 1 RAMAN UTARA**

ABSTRAK

OLEH:

ZAKIA Wafa PUTRI KARIMAH

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh positif dan signifikan dari Circle Time Game terhadap keterampilan berbicara siswa kelas VII SMP N 1 Raman Utara. Circle Time adalah tempat yang tepat untuk berdiskusi. Circle Time adalah permainan dimana perbedaan dapat didiskusikan dan dihargai.

Penelitian ini merupakan penelitian kuantitatif yang dilakukan dalam bentuk model desain kuasi-eksperimental. Sampel penelitian ini berjumlah 55 siswa, yaitu terbagi menjadi dua kelas yaitu VII B sebagai kelas eksperimen dan VII A sebagai kelas control. Dalam rangka menghimpun informasi data penelitian ini, peneliti menggunakan pengambilan sampel acak sederhana. Data hasil pre-test dan post-test digunakan sebagai metode pengumpulan data. Rumus yang digunakan untuk membuktikan hipotesis tersebut adalah dengan menganalisis sampel data uji -T. Tujuan dari pre-test dan post-test siswa adalah untuk menentukan perbedaan keterampilan berbicara mereka pada sebelum dan sesudah perlakuan. Dapat dilihat dari data hasil pre-test pada kelas eksperimen nilai rata-rata adalah 61.9 dan pada kelas kontrol nilai rata-rata adalah 62.9. Setelah dilakukan perlakuan, hasil post-test pada kelas eksperimen nilai rata-rata adalah 75.4 dan pada kelas kontrol nilai rata-rata adalah 62.9.

Akhirnya, dapat disimpulkan bahwa uji -T sampel independen Sig. (2-tailed) dari testnya adalah $0.00 < 0.05$. Itu artinya terdapat pengaruh positif dan signifikan dari Circle Time Game terhadap Keterampilan Berbicara Siswa Kelas VII SMP N 1 Raman Utara.

Kata Kunci: *Keterampilan Berbicara, Circle Time Game, Penelitian Kuantitatif, SMP N 1 Raman Utara*

STATEMENT OF RESEARCH ORIGINALITY

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State that this undergraduate thesis is originally the result of the research done by the researcher, in exception of the certain parts which are excerpted from the bibliographies mentioned.

Metro, June 2024

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Metro, Juni 2024

Peneliti

A 10,000 Indonesian postage stamp (METERAI TEMBEL) with a signature over it. The stamp features the Garuda Pancasila emblem and the text 'METERAI TEMBEL' and 'SBALK175601000'.

Zakia Wafa Putri Karimah

NPM 2001050034

MOTTO

لَا تَحْزَنُ إِنَّ اللَّهَ مَعَنَا

“Do not grieve, Allah is always with us”

(QS. At- Taubah : Verse 40)

“Life is not about being perfect, it’s about realizing your dreams”

(Jeon Jungkook)

“At the end of hardship comes happiness”

(Zakia Wafa Putri Karimah)

DEDICATION PAGE

This undergraduate thesis is special dedicate to:

- ❖ My beloved parents Mr. Bambang Ardiansyah (Alm.) and Mrs. Sulasih (Almh.) who have been the most precious parents in the world. Thank you for always give a bunch of love and endless prayers during lives, so the researcher can reach at this phase of the undergraduate thesis completion. (Al-Fatihah)
- ❖ My lovely sister Annisa Indrawati, S. P, my brother Muhammad Hilmi Nur Faresa, and my brother in law Candra Afriliansyah, S. E who have given their loves, prayers and support to me for every single path.
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- ❖ Last but not least, thank to myself Zakia Wafa Putri Karimah who always be grateful and remains strong in every journey of life and can survive at this so far. Never give up on any difficult situation.

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First of all, the researcher's deepest thanks to Allah SWT, the God Almighty. *Shalawat* and *salam* to our best prophet Muhammad SAW, may peace and blessing be upon him, his family and his followers.

This research entitled "The Influence of Circle Time Game on Speaking Skill of the Seventh Graders at SMP N 1 Raman Utara" is presented to fulfil one of the requirements for the undergraduate thesis in accomplishing S-1 Degree in English Education Department, The State Institute for Islamic Studies (IAIN) Metro, Lampung.

The researcher realizes this undergraduate thesis will not be finished without hard effort and support by the other people around. The researcher would like to express her sincere gratitude and respect to:

1. Rector of IAIN Metro Prof. Dr. Hj. Siti Nurjanah, M. Ag. PIA.
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3. The Head of English Education Department Dr. Much Deiniatur, M. Pd. B.I.
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5. Academic staff of IAIN Metro who helped and given the contribution in accomplishing this undergraduate thesis.
6. Teachers, staffs, and students of SMP N 1 Raman Utara for the information related to the data in this undergraduate thesis research.

Hopefully, this undergraduate thesis would give a positive contribution to the educational development. Then, the researcher realizes this undergraduate thesis still imperfect. So, the critique and suggestion are needed which build for the sake of perfection.

Metro, June 4th 2024

The researcher,

A handwritten signature in black ink, appearing to be 'Zakia Wafa Putri Karimah', written in a cursive style.

Zakia Wafa Putri Karimah

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CHAPTER 1

INTRODUCTION

A. Background of the Study

English is a foreign language in Indonesia (EFL) and a first spoken language in early medieval times in the country of England. English is the compulsory language of the United States, United Kingdom, Great Britain, Ireland, Australia, South Africa, New Zealand and British Commonwealth countries such as Singapore, Malaysia and Indonesia¹. English is used as a medium of communication and as the first international language used to interact with other people around the world. English has a very large vocabulary, with complex and irregular spellings, especially vowels. Modern English is not only a blend of European languages, but also of languages from around the world.

Furthermore, the four language skills including of English are listening, speaking, reading, and writing. The skill in English is to understand and produce oral and written texts which can be realized in language skills including listening and reading (receptive skills) and speaking and writing (productive skills)². Listening skill is an active and deliberate process that involves understanding the words and sounds. The purpose of listening skill is to understand what is conveyed by others very well without any problems. Furthermore, reading is one type of receptive written language

¹ Deborah Hayden, “*Language and Linguistic in Europe*,” *Maynooth University Journal*, DOI: 10/1093/acrefore/9780199384655.013.380 (2017), 3

² Jeremy Harmer, *The Practice of English Language Teaching : Fifth Edition* (London : Pearson Education Ltd, 2014)

skill. Reading becomes a complex and complicated process in understanding the meaning of writing which includes several activities such as recognizing letters and words, connecting them into a meaning, and drawing conclusions with the aim of obtaining the message conveyed by the researcher. Furthermore, writing is the process of expressing ideas, thoughts, experiences and knowledge into organized sentence that are meant to systematically and understandable by others. Writing is one of the complex activities that include integrated movements of fingers, hands, arms and eyes.

In addition, speaking is the skill to utter words in order to convey, express opinions, ideas, and ideas verbally or orally to others. Speaking skill is one of the complex linguistic aspects of the other three aspects, this is because when speaking a speaker must be able to express ideas by utilizing good linguistic factors so that the idea or message can be accepted by the listener³. However, not only linguistic factors are utilized in speaking skill. Other factors such as physical factors are also very influential in the process of delivering messages, because the benefits of human gestures can help develop messages and ideas according to the needs of the listener⁴.

Moreover, speaking is the skill to use words that match the emphasis and intonation of grammatical forms, the right lexicon so that it can be understood by the listener gestures or body language and speech rate are also needed. Therefore,

³ Franscy and Ramli, *Problems Encountered by Indonesian EFL Learners in Mastering Speaking Skills*, Pioneer : Journal of Language and Literature, Vol. 14, 2022

⁴ James E. Driskell and Paul H. Radtke, *The Effect of Gesture on Speech Production and Comprehension*, Human Factors Journal, Vol. 45, 2023

speaking is not just expressing words that come from sounds that can be heard orally by listeners but can be accompanied by the speaker's movements or mimics to support the delivery of messages and ideas. Thus, speaking skill is a tool used to communicate ideas that are organized according to the needs of the listener.

Indeed, the skill to speak English is necessary for every individual, including being able to communicate more effectively, because by speaking one can more easily convey and exchange information. The importance of speaking in English can also be used to increase self-confidence, because the better skill to speak, the better the skill to express oneself. In addition, the skill to speak can determine a person's personality, because by looking at the way of speaking can also be assessed value in a person. The skill to speak is also very important to build social relationships between people, because speaking can attract other people to interact.

In connection to, the basic need for everyone is to express ideas, thoughts, and information to others. Therefore, good speaking skill is very important for individuals to improve. As for some of the advantages that can be obtained from being skilled in speaking, namely allowing someone to be smarter and more confident to speak in front of people in public speaking, adding to the spirit of leadership, and being able to develop abilities in the field of career and communication science. Thus, good speaking skill is very influential in oral communication⁵.

⁵ Anchal Luthra, "*Effective Leadership is all about communicating Effectively: Connecting Leadership and Communication*," Research Gate Journal, 2015

Obviously, speaking skill can be developed well because it is supported by various factors, such as internal factors of the learner and external factors. Internal factors that can affect English learners' speaking ability include of interest or motivation, self-confidence, and willingness to learn. In addition, speaking ability is also influenced by external factors that come from outside the English learner which includes the environment, both from the school environment, family, community and other immediate environments. Another external aspect in speaking ability, namely the use of learning media, is one of the factors that affect the quality of one's speaking, this is because when someone tends to utilize various media, especially those related to technology sourced from native speakers, the quality of speaking will be very influential⁶. Speaking ability that utilizes media from the native speaker's voice will be more improved because the input that is listened for speaking ability comes from the original source.

Meanwhile, another external factor in improving the quality of speaking skill in students is the influences of learning strategies that are commonly found in the school environment, especially in the classroom, because the accuracy and effectiveness in learning strategies can encourage students to be more motivated in developing their English speaking skill for make it better.

Particularly, one of the learning strategies to improve speaking skill is Circle Time Game. According to Marion Nash, Circle Time is an inclusive way that is very

⁶ Sri H. Jusuf, Hasanuddin Fatsah, and Rahman T. Dako, *Students' Performance in Speaking English*, Journal Normalita, Vol. 9, 2021

powerful and enjoyable to develop self-esteem and communication skills⁷. Based on this definition, circle time game can be interpreted as a very effective strategy to be implemented in schools, especially in the classroom. In addition to being effective, the importance of implementing circle time games can build a conducive and fun classroom atmosphere.

In fact, the importance of Circle Time Game is that it helps children to understand and value themselves and others as well as forming positive relationships. Margaret Collins states that circle time game providing a safe environment which is each child having the opportunity to speak and to be listened to so they can enhance their confidence and self-esteem, explore feelings, talk about concerns express opinions⁸. Based on this explanation, it leads to the conclusion that the Circle Time Game is very important to implement because it can help students to be more confident with a positive classroom environment. In addition, with Circle Time Game students are able to develop ideas at every opportunity.

Additionally, another important aspect of the Circle Time Game is for specific or individual problem solving. Tony Pryce identifies some schools and some teachers use Circle Time spontaneously in response to problem behaviours⁹. This can be defined as a means to assist students in fixing a problem and finding the right solution

⁷ Marion Nash et al., *Language Development :Circle Time Sessions to Improve Communication Skills* (London: David Fulton Publishers, 2002)

⁸ Margaret Collins, *Circle Time for The Very Young* (London: Paul Chapman Publishing, 2007), 1

⁹ Tony Pryce, *Circle Time Sessions for Relaxation and Imagination* (London: Paul Chapman Publishing, 2007), 11

in English learning. Circle Time Game can also increase positive attitudes in accommodating students to have a high social spirit and self-awareness.

In relation to this explanation, teaching speaking skill is not an easy thing for English teachers to do. There are several problems got by teachers in teaching and training students to speak in English. These problems are in the form of weak or limited vocabulary owned by students, so that students are not fluent in the process of speaking English, besides the pronunciation errors pronounced by students in the process of speaking. Another problem is the lack of fluency in the process of speaking English carried out by students, so there tends to be a lot of use of the word *eumm*, *eee*, and so on. Another difficulty is the inability of students to develop ideas or topics of conversation due to limited background knowledge of the topic of the on-going conversation.

Based on the problem of speaking skill, the researcher has conducted a pre-survey on 5th December 2023 by documenting English assignments related to speaking skill. In addition, the researcher also conducted interview with English teacher to find out the students' problems in learning English, especially those related to speaking skill. The results of the pre-survey are elaborated in the following table:

Table 1.1
Pre-Survey Result
Students' Speaking Skill of the Seventh Grade at SMP N 1 Raman Utara

No	Score	Criteria	Frequency	Percentage
1.	> 75	Complete	9	32%
2.	< 75	Incomplete	19	68%
TOTAL			28	100%

Based on the pre-survey results, it is known that some students experience problems in learning English, especially those related to speaking skill. This is shown from the pre-survey data which emphasizes that speaking ability tends to be low. The problems got by students in the process of speaking English are in the form of weak English vocabulary mastery, because of that students find it difficult to express the thoughts and ideas they want to convey. Another problem is the inability of students to apply English grammar concepts in constructing the right sentences, so they tend to be not fluent in speaking English. Another problem is the difficulty in applying the concept of pronunciation correctly. This is because students rarely practice pronunciation in English properly.

In relation to the students' problems in learning English, especially in English speaking skill, the role of teaching strategies is very important to be applied by teachers to make a positive contribution to the progress and improvement of student achievement, especially in English speaking skill. Effective learning strategies can certainly influence students to be motivated to develop speaking skill in a sustainable

manner. With the application of appropriate learning strategies, students can measurably develop their respective skills.

In this regard, one of the teaching strategies that applicative in the learning process for English speaking skill is Circle Time Game. This is due to the expectation that through Circle Time Game helped students become more motivated and focused in their learning process of speaking English. Therefore, the researcher intended to investigate the influence of Circle Time Game on learning English speaking skill.

To sum up, the whole description above, the researcher planned to conduct quantitative research by the treatment of Circle Time Game learning strategy. The researcher intended to investigate whether the applying of the strategy can have a positive and significant influence English speaking skill. In this case, the researcher constructed the undergraduate thesis entitled as "The Influence of Circle Time Game on Speaking Skill of Seventh Graders at SMPN 1 Raman Utara."

B. Identification of the Problems

There are various problems in the research that are identified as outlined below:

1. The students' English vocabulary mastery is insufficient.
2. The students have difficulty to express thought and ideas.
3. The students hard to construct the right sentence based on English grammar.
4. The students' pronunciation is inadequate.
5. The students have low speaking experience.

C. Problem Limitation

Based on the problems that have been identified, the researcher limited the research problem by focusing on the low students' speaking skill. In this case, the researcher planned to conduct the quantitative research with experimental research in experimental research type through the implementing of Circle Time Game.

D. Problem Formulation

The research problem formulation focuses on: Is there any positive and significant influence of Circle Time Game on speaking skill of the seventh graders at SMPN 1 Raman Utara?

E. Objectives and Benefits of the Research

1. Objectives of the Research

The objective of this research is to examine whether there is a positive and significant influence of Circle Time Game on speaking skill of the seventh graders at SMP N 1 Raman Utara.

2. Benefits of the Research

The benefit of this research is to provide theories about one of the alternative strategy in speaking skill namely Circle Time Game.

a. For the Students

The research is expected to provide benefits for the students, by enhancing students' speaking skill in the learning process through the

implementation of Circle Time Game. Students can become highly motivated and excited in the learning process of speaking in English. This is because students are directed to learn to speak while doing physical movement activities. It is hoped that students can more actively expressing and developing ideas on the topic.

b. For the Teachers

This research is expected to provide benefits not only for students, but also for teachers, especially English teachers by providing information related to students' English language skills. It can be a benchmark for teachers in assessing students' abilities, especially those related to English speaking skill. This is because the researcher will provide information on students' scores related to students' speaking ability from the pre-test and post-test results. In addition, this research is expected to provide benefits for teachers by providing information about a kind of the learning strategies that applicable in learning English, especially in the process of speaking skill, namely Circle Time Game.

c. For the Other Researchers

This research is expected to benefit other researchers by providing information related to the effect of Circle Time Game on students' speaking skill. In addition, this research provides benefits because this research discusses the theory and also concrete examples of the application of Circle Time Game to students' speaking skill with evidence

of research results to students conducted at school. This research can be used as an alternative reference for other researchers. Therefore, it is hoped that other researchers can develop this research.

F. Prior Research

This research conducted by take into consideration of several relevant research studies which have been conducted by previous researchers. The first prior relevant research was being conducted by Syamsuardi and Hajerah in Makassar in 2019 using experimental type quantitative research method¹⁰. The research aimed to learn the Circle Time Game for kindergarten, to know how to speak to children before and after treatment in kindergarten, find out the Circle Time Game influence children's speech skills in kindergarten. The sample of the research is kindergarten students. The results show that the application of Circle Time Game can have a positive influence on the speech skills of kindergarten students. Based on the inferential test results obtained by Circle Time Game children are able to arrange simple sentences and choose more words. Therefore, based on the relevant research, it is concluded that Circle Time Game is one of the strategies that applicative in speaking skill learning process.

The second prior relevant research was conducted by Putri Denaya Side Ayu, Heri Hidayatullah, and Sri Ariani in West Nusa Tenggara in 2020 using the

¹⁰ Syamsuardi and Hajerah, "*Game of Circle Time in Developing Skills of Children Talking in Kindergarten*," ICSTEE, DOI: 10.4108/eai.14-9-2019.2290046, 2019

Collaborative Classroom Action Research method, with qualitative and quantitative data types¹¹. The research aimed to improve students' speaking skill. The research sample was seventh grade class C students from SMP N 2 Alas Barat, totalling 22 students. The results of the research are that the improvement can be seen from students' enthusiasm, students' interest in the material presented by the teacher, and students' active involvement. The results also show a higher average post-test score (77.34) compared to the pre-test (75.75). In conclusion, the use of Circle Time Game in SMP N 2 Alas Barat can improve students' speaking skill.

The third relevant research was conducted by Jonathan Glazzard in Horsforth in 2016 using an experimental-type quantitative method¹². The research aimed to help children who experience social and emotional difficulties. The results of the research are that they have emphasized the value of Circle Time Game in fostering mutual respect among students. It is said that through Circle Time Game, students can learn to share, take turns, and cooperate with each other.

This research has similarities and differences with some of these relevant researches. One of the similarities in the research method with the first relevant research is it used quantitative research method. Furthermore, the similarity in the third relevant research is in the research method, namely quantitative research. Moreover, there is a difference in the research method in the second relevant

¹¹ Putri Denaya Side Ayu et al., "Applying Circle Time Game to Enhance Students' Speaking Skill," Jo-ELT, Vol. 7 No. 2, DOI: 10.33394/jo-elt.v7i2.3187, 2020

¹² Jonathan Glazzard, "The Value of Circle Time as an Intervention Strategy," Journal of Educational and Development Psychology, Vol.6 No. 2, DOI: 10.5539/jedp.v6n2p207, 2016

research, which used the Collaborative Classroom Action Research method. In addition, there are also other differences in the research objectives in the second relevant research because the second relevant research aims at such improvement of their enthusiasm, their interesting feeling in various materials presented by the teacher, and their active involvement. In the third relevant research, there are differences in the research objectives, namely in helping children with social and emotional difficulties.

The researcher raised a novelty of the research by conducting the experimental quantitative research method of Circle Time Game by planning to apply it in a place other than the classroom or indoor learning place but outside the classroom or outdoor learning place by inviting students to learn English speaking skill in a comfortable place. In addition, the implementation of Circle Time Game uses supporting learning media in the form of music to liven up the atmosphere and enthusiasm of students in learning English. The specific target of students' learning activity of this research are the students able to express and develop the thoughts and ideas that want to convey, the students able to apply English grammar concepts in constructing the right sentences, the students fluent in speaking English, and the students are able to apply the concept of pronunciation correctly.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Skill

1. Nature of Speaking Skill

Speaking is essentially an act to communicate, the nature of oral communication study that is important to understanding the causes of the problems. Even though semantic and syntactic competences have been developed after years, language learners often become frustrated and reluctant to participate effectively in oral communication. There are frequently complain is about the lack of opportunities and resources that would make them unable to learn how to communicate their message or intended meaning, a lack of sufficient preparation to interact outside of the classroom, and they would rather to keep silent when they can manage the communication successfully¹. Based on the definition above, speaking is a vital tool that is used to fix the problems in communication. Some of the problems are weak to communicate the message or intended meaning caused by lack of resources and opportunities, a lack of sufficient preparation to communicate, and mostly keep silent in manage the communication in the classroom.

¹ Alireza Jamshidnejad, *Speaking English as a Second Language* (Rustaq: Palgrave Macmillan, 2020), 2.

Speaking is an abstract, applicability skill that is assessed to create a context in which the individual can demonstrate his or her ability so that the individual's speech sample can be evaluated in terms of some set of criteria that transcend the specific context of assessment². This can be defined as speaking is a pervasive skill that the individual can illustrate their expertise in making a context of speech to be evaluated in a kind of assessment.

Speaking is such an intricate activity which involves some of cognitive skills (e.g., memory lexical retrieval), articulation skills, interaction skills, and culturally determined pragmatic knowledge, all in real time³. Overall, it may be concluded that speaking is a complex activity which including some of related skill such as cognitive skills (e.g., memory lexical retrieval), articulation skills, interaction skills, and culturally determined pragmatic knowledge.

Skills are actions or tasks that aimed at achieving a certain goal, have a voluntary component, and are learnt. Movement can be either as voluntary or involuntary, where reflexes are always involuntary⁴. By highlight the theory, skills can be defined as a plan to obtain a specific intention, having a voluntary component and acquired by doing some actions and tasks.

Based on the theory elaborated above, it can be conclude that speaking is a vital tool used to fix the problems in communication. Speaking is a pervasive

² M. Rafael Salaberry and Alfred Rue Burch, *Assessing Speaking in Context* (Bristol: Blue Ridge Summit, 2021), 193.

³ Tracey M et al., *the Routledge Handbook of Second Language Acquisition and Speaking* (New York: Taylor and Francis Group, 2022), 7.

⁴ Marilyn L. Moy et al, *Enhancing Patient Engagement in Pulmonary Healthcare* (Boston: Humana Press, 2020), 28.

skill that the individual can illustrate their expertise in making a context of speech to be evaluated in a kind of assessment. Not only that, speaking is a complex activity which including some of related skill such as cognitive skills (such a memory lexical retrieval), articulation skills, interactional skills, and culturally determined practical knowledge.

2. Phases of Speaking

In reviewing the research on psycholinguistic procedures related about speaking, Kathleen M. Bailey stated that three phases of speech production are: conceptual preparation, formulation, and articulation. When learning a language, each of these steps is very important. The first phase is *conceptual preparation* is known as “the process of speakers in selecting the topic or information they wish to express”. Sometimes speakers have time to plan what they want to convey and preparing a formal presentation. Other contexts, very familiar topics or commonly used in speech routines like self-introductions, and do not require much preparation of new concepts. However, we have to decide what we want to say.

The second phase is *formulation*, involves making decisions on how to formulate the ideas that need to be expressed. This includes selecting the words and grammatical structures necessary to express the intended message. Depending on the speech situation environment, this may include decisions about the level of formality in our statements. During the formulation stage, learners

must apply both their knowledge of TL grammatical rules (words sequences) and their lexical knowledge (words selection), as well as their understanding of register.

The third stage is known as *articulation*, involves producing actual physical sounds in the target language. This process usually presents little difficulty for native or proficient non-native speakers. However, articulation can be quite challenging for learners who have not yet (almost) mastered the new sound system, because you have to choose the words in the correct order, in real time and in a way the people were taught will understand⁵. To sum up the theory, it could be defined that there are three stages of phases in speaking such as conceptual preparation, formulation, and articulation. The first stage is conceptual preparation which is the speakers select the idea that they want to deliver to others. Next, the second stage is formulation; in this stage the speaker is deciding how to express the ideas including select the vocabulary and grammatical structures that is aim to get the meaning depend on the situation of the speech. Last, the third stage is articulation, which is in this stage little bit difficulty for the native speakers, but for the non-native speakers it can be very difficult because the actual physical production of sounds is produce in target language.

⁵ Kathleen M. Bailey, *Teaching Listening and Speaking : In Second and Foreign Language Contexts* (New York: Bloomsburry Publishing Plc, 2020), 82

3. Teaching Speaking

The two of main kinds in teaching speaking is focuses on the selection of material and stage of speaking lessons.

a. The Selection of Speaking Material

Teaching speaking on the selection of speaking material consists of two needs, namely:

1. Course Books

A course book uses methods and strategies to communicate, whereas the structures do the same. Nevertheless, both emphasize the necessity of on-going assessment or sequencing.

Cambridge Primary English Class 1: The main activities in speaking include various elements such as storytelling, colours, shapes, schedule, instructions, alliteration, days of the week, and tongue twisters, games, songs, word and sentence building, dialogues, and giving directions. The activities in this book seemed to recommend teachers to take on a combination of total physical response, communicative language approaches, and primarily audio-lingual and oral approaches in various situations.

Junior Primary English 3 ANUCAM is use in the third year primary class. The course book provides teachers with a valuable balance between four skills and makes connections among the material in ways that facilitate to teach speaking.

2. Classroom Practices

There are three categories of activities that teachers most frequently implement to help students to build up their speaking skills are used to classify activities divided into modelling activities, rhythmic activities, and storytelling.

a. Modelling Activities

The most of English teachers introduce sounds, words, and short simple sentence to their students is by modelling. In modelling activities, teacher provides students' model examples in the target language with the intention of encouraging them to imitate elements of pronunciation involve intonation, pitch, and stress patterns.

b. Rhythmic Activities

Rhythmic activities included some form of play, action, or psychomotor movement (e.g. jumping, clapping, tapping or clicking the finger), along with the use of student's voices. The majority of teachers believe that these rhythmic activities are beneficial for encouraging language learning and classroom management in addition to help students' motivation about learn to speak. As an example, teachers can implement rhythmic activities as a classroom management strategy to grab the attention of the entire class and prevent interruptions or drowsiness during lessons.

c. Storytelling

Storytelling was another common activity. Students were enthusiast and seemed motivated to participate in choreographing the action and playing a variety of roles. Teachers believe that this activity encourages weaker students because it gives them more confident to practice speaking in front of the class⁶. Overall, it may be conclude that in teaching speaking that are a few selections of speaking material such as course books and classroom practices. The selection of the course books are from Cambridge Primary English Class 1. By this book, the main oral activities for students involve audio-lingual and oral situational, together with total physical response using specific communicative language approaches. They also learn about games, songs, word, dialogue and sentence building, stories, shapes, colours, timetable, instructions, days of the week, alliteration and tongue twisters. Another course book that is used is Junior Primary English 3 ANUCAM, this book has theories how to teach speaking and balance amongst four skills. Besides that, the selection of speaking material is classroom practices which is divided into modelling, rhythmic activities, and storytelling.

⁶ Anne Burns and Joseph Siegel, *International Perspectives on Teaching the Four Skills in ELT*, (Sydney: Palgrave Macmillan, 2018), 84

b. Stage of Speaking Lessons

For many years, lesson planning was frequently done inside the PPP structure. PPP is an acronym for presentation, practice, and production. There are three alternatives for speaking teaching stages such as awareness-raising, appropriation activities, and autonomy. Throughout the *awareness-raising* stage (cognitive), learners are introduced to or make their own discoveries about the characteristics of spoken language. A common awareness-raising task that involve identifying and classifying various discourse indicators in a spoken language transcription.

The second stage, which is known as *appropriation activities* (receptive), is including “reading aloud, acting out and carrying out conversations, and practicing in communication tasks that involve the missing information.

Finally, students reach the last stage which is *autonomy*, “as independent speakers in a variety of speaking genres like discussion, formal presentations, debate, and drama-based activities”. At this stage, students produce original spoken texts, whether short statements, unpractised speech sequences, or prepared speeches⁷. Based on the description provided above, it can be concluded that there are three stages in speaking lessons such as awareness-raising, appropriation activities, and autonomy. In every stage have a guiding concepts and helps to understands plan and develop the lessons. The first

⁷ Kathleen M. Bailey, *Teaching Listening and Speaking : In Second and Foreign Language Contexts* (New York: Bloomsbury Publishing Plc, 2020), 85

stage is awareness-raising which is in this stage the students train themselves to presented and discover spoken language. Next, second stage is appropriation activities is the students ask to have a communicative tasks, and the last stage is autonomy stage is the students as a independent speakers are generate their original spoken.

4. Language Competences in Speaking

a. Pronunciation and Intonation

Pronunciation and Intonation dimensions were extracted based on the questionnaire responses; therefore, recognizing continuum of assessment, the keywords are embedded in the questionnaire statements, such as comprehensibility and foreignness related to pronunciation, appropriateness and variety related to regarding intonation, are all taken into account.

Next, there will be a noticeable transfer from the candidates' mother tongue that demonstrates their knowledge of pronunciation. The boundary line is drawn to determine whether and, if so, how much of an accent or negative transfer can be detected. Thus, the continuum is shared by natives and foreigners.

b. Grammar and Vocabulary

The researcher of this study also required that evaluators be familiar with grammatical and vocabulary aspects. Modifiers have been attached to both ends of the scale to as a reminder to the rater of the areas of assessment

need to be followed carefully, as specified in the scale description. As with the first assessment component, the evaluator must also assign a unique rating for this dimension must be based on their observation and assessment.

c. Discourse Management

The Discourse Management formula is different from the previous two competences, partly due to the belief that more considerations are taken into account by integrating the statements in this questionnaire into a single dimension, and in part because the results of the EFA (Education for All) must be kept in mind at this stage, which needs to minimize specific statements with the load factor is being relatively low⁸. Based on the theory elaborated above, it can be conclude that in language competences in speaking there are three kinds of aspects such as pronunciation and intonation, grammar and vocabulary, and discourse management.

5. Speaking Assessment

a. Definition of Speaking Assessment

Speaking assessments based on the CEFR (Common European Framework of Reference for Language) may include assessments that focusing on spoken production (e.g. presentations) and spoken interaction

⁸ Mingwei Pan, *Nonverbal Delivery in Speaking Assessment* (Guangzhou: Springer, 2016), 169

tasks⁹. So, based on the theory above it may be defined as speaking assessments aspects are concerning on the spoken production for example like presentation and the spoken interaction tasks.

b. Rubric of Speaking Assessment

Table 2.1
Speaking Assessment Rubric

Grammar and Vocabulary	Pronunciation	Interactive Communication	Grade	CEFR level
-Show a good control of simple grammatical forms -Use a variety of appropriate vocabulary to talk about situations	Is mostly comprehensible and capable of controlling phonological features, both at utterance and word level	-Maintain simple exchanges -Require very little prompting and support	5	B1 (Intermediate)
-Show a sufficient control of simple grammatical forms -Use appropriate vocabulary to talk about situations	Is mostly comprehensible, although with limited control over phonological features	-Maintain simple exchanges, despite some difficulties -Require encouragement and support	4	A2 (Elementary)
-Show only limited control over some grammatical forms -Use a	Very limited control over phonological features and is often incomprehensible	-Significant difficulty maintaining simple exchanges -Require additional	3	A1 (Beginner)

⁹ Noriko Nagai, et al., *CEFR-informed Learning, Teaching and Assessment: A Practical Guide* (Kallang : Springer, 2020), 111

vocabulary of discrete words and expressions		encouragement and support		
-Unable to control of grammatical forms -Use inappropriate vocabulary	Pronunciation is mostly incomprehensible	Unable to ask or respond to most question	2	Pre-A1
Does not try the Task	Does not try the Task	Does not try the task	1	Pre-A1

B. Concept of Circle Time Game

1. Definition of Circle Time Game

Circle Time Game is a great place for discussions about race and racism to take place. Circle Time is a game where young people can share what's on their mind, where an incident that has taken place that day or in local or national news can be dissected or where differences can be discussed and respected¹⁰. Based on the theory it can be concluded that Circle Time Game is a kind of activity such a game, which is involved the young people to share and discuss on their mind respectfully.

Circle Time Game is based on the practice; they can consider the image of the child and the image of the educator that underlies it, as well as the theories from which these images emerge¹¹. So, it can be conclude that mostly, Circle

¹⁰ Sarah Soyei and Kate Hollinshead, *More Than Words* (London: Jessica Kingsley Publishers, 2023),78

¹¹ Ministry of Education, *Early Learning Framework* (Columbia: Library and Archives Cataloguing, 2019), 28

Time Game is implementing by practice, the image of theories by the students and educator can be emerged.

Circle Time Game is a whole-group time that supports the development of a caring community and gives children opportunities to interact with each other¹². This can be defined as the development of the children to make an interaction each other and community by the whole group by Circle Time Game.

2. Benefits of Circle Time Game

Working in a Circle Time Game has many benefits such as:

- a) It gives everyone the same status.
- b) It emphasises the value of each person in the group- no matter their age whether a child or an adult.
- c) It creates a safe, secure and non-threatening atmosphere.
- d) It enables everyone to see each other, without the visual barriers that come of typical groupings, where students sit in front of each other one at a time.
- e) It makes it possible for the group's younger and less confident members to observe and imitate the role models of others.
- f) It increases self-esteem and helps to raise the relationships within the group.¹³

¹² The Government of Manitoba, *A Time for Learning, A Time for Joy : A Resource for Kindergarten Teachers* (Winnipeg: Manitoba Education and Advanced Learning, 2015), 141

¹³ Dawn Roper, *The Little Book of Circle Time* (London: A&C Publishers Ltd, 2013), 7

To wrap it all up, Circle Time Game can be considered as six kinds of benefits. First, it gives the same status to everyone who means that the students can work freely with no boundaries by each other's, their status are same. Second, it emphasises the importance of each person in the group- whether a child or an adult by this definition, it may be concluded that it is essential for student ability by working in a group. Third, it introduces a secure and non-threatening atmosphere, its mean that by this the students feel the safe and comfortable situation and be able to build the fully intact atmosphere in a class. Fourth, it enables everyone to see each other, without the visual barrier that sometimes occur when children sit in front of each other in traditional grouping, it can defined that the students more effectively work grouping with no barriers and sit in front of each other and make a good visuals while discussing something. Fifth, it enables younger and less confident members of the group to observe and imitate the role models of others which means that if some students get under their confidents they can see others group with learn how to be more creative and expand their though. Last, it increases self-esteem and helps to build relationships within the group it may be concluded by learning the Circle Time Game, the students be more having a good relationship with others and increase their personality.

3. Teaching Steps of Circle Time Game

Circle Time Game activities should always be planned and structured way in presenting, but teachers are encouraged to be creative and innovative in how they offer the games. According to Jenny Mosley, each Circle Time Game session is structured into five steps, starting with an introduction phase that relaxes everyone into the room and gets them ready for the open forum that follows in which the main topics of the session are discussed. In this phase, students also take part in conversations or exercise meant to improve and deepening their understanding and self-worth. After that, there will be some cheer up activities to wrap off the meeting and ensure that everyone feels safe and comfortable.

The five stages consist of:

a. Meeting up

This stage can serve as an enjoyable pre-warm up activity to help students in relax, relieve stress and appreciating their time to feel the happiness of being together. These are essential for creating a happy, supportive environment and are frequently used to encourage the student to sit next to others who are not usually their peers. It is better to avoid starting with an overly active game and do more calming activity.

b. Warming up

A verbal activity is delivered to get students to listen to each other. During what is known as a 'round', the teacher starts a sentence that each

student must finish it repeatedly. The teacher must convey their lessons without show any emotion so that the student can express their own opinions. An example of this is completing a sentence such as, 'The animal I would like to be is ____.' Whoever is holding the 'talking object' has the right to speak first and may continue speaking uninterrupted. It is used to indicate who gets to speak next.

c. Opening up

This is an important stage of the circle meeting that provides an opportunity for discussion or activities aimed to develop student's understanding of key social, emotional or behavioral issues. At this stage, kindergartens frequently use drama and role-play activities to introduce and explore topics that seem meaningful to the needs of the group. This middle phase is crucial in developing students' self-belief in their ability for decision-making.

d. Cheering up

It is important to help children in moving past the worries that arise during the middle phase and the cheering up stage is used to celebrate the successes and strengths of the group and to express appreciation to one another.

e. Calming down

All meetings should end with a closing ceremony. This relaxation phase is calm and peaceful, ensures that a proper feeling of closure is reached¹⁴.

Overall, in applying the Circle Time Game there is some steps to obtain the proper objectives in learning. Before applying it, the teacher must plan the activities in a structured way but it flexible so they can improve it with their own way as creative as possible. Each meeting should have five steps that delivered to the students, through introducing by open forum and having a discussion of the key issues in introduction phase the students are relaxes and prepares to get their understanding. There are five steps of applying Circle Time Game such as meeting up, warming up, opening up, cheering up, and calming down.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. The two variables are independent variable (X) and dependent variable (Y). The independent variable (X) is Circle Time Game. Then, the dependent variable (Y) is the students' speaking skill.

Basically, Circle Time Game is a learning process that using a game where young people can share what's on their mind, where an incident that has taken

¹⁴ Jenny Mosley, *Circle Time for Young Children : Second Edition* (New York: Routledge, 2015), 45

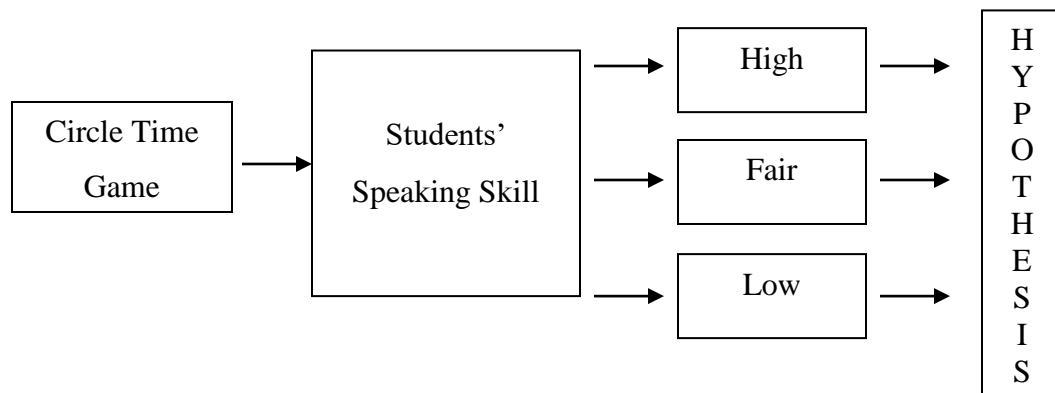
place that day or in local or national news can be dissected or where differences can be discussed and respected.

The importance of using Circle Time Game are gives the same status to everyone, it emphasises the importance of each person in the group- no matter their age whether a child or an adult, it creates a secure and non-threatening atmosphere, it enables everyone to see each other without the visual barriers of typical groupings, where students sit in front of each other one at a time, it makes it possible for the group's younger and less confident members to observe and imitate the role models of others, it increases self-esteem and helps to raise relationships within the group.

2. Paradigm

Drawing from that explanation, the researcher outlined the paradigm of this research as follows:

Figure 1.1
Paradigm of the Influence of using Circle Time Game on the Students' Speaking Skill



According to the paradigm above, it can be seen that if using Circle Time Game is high, the grade of students' speaking skill is also high, so there are any positive and significant influence of using Circle Time Game on the speaking skill at the seventh grade of SMP N 1 Raman Utara. Furthermore, if by using Circle Time Game is fair the grade of students' speaking skill is also fair. So that, if by using of Circle Time Game is low, the grade of students' speaking skill is also low, that there is no influence or significant influence of using Circle Time Game toward students' speaking skill.

3. Hypothesis

a. Hypothesis Formulation

The hypothesis of the research can be outlined as follows:

1. Alternative Hypothesis (H_a)

There is a positive and significant influence of using Circle Time Game on students' speaking skill at the seventh grade of SMP N 1 Raman Utara.

2. Null Hypothesis (H_0)

There is not positive and significant influence of using Circle Time Game on students' speaking skill at the seventh grade of SMP N 1 Raman Utara.

b. Statistical Hypothesis

The statistical hypothesis is the null hypothesis. It is known as the null hypothesis because it implies there is no relationship between variables in the population. Statistical tests assess the probability of a hypothesis is true. If the test indicates a low probability of the observed relationship happening by chance, the null hypothesis is considered an unlikely explanation, and the researcher may select it.

The statistical hypothesis would be formulated as follow:

- 1) If $F_o > F_t$, So H_a is accepted and H_o is rejected
- 2) If $F_o < F_t$, So H_a is rejected and H_o is accepted

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is the process of conducting research within the broad methods or approaches of quantitative, qualitative, and mixed methods research¹. Based on the definition it can be concluded that research design is a kind of methodologies that have three methods of research. The three kinds of methodologies are quantitative, qualitative, and mixed methods. The researcher uses a quantitative research by using experimental design. Quantitative research is a research that relies primarily on the collection of quantitative data². Quantitative research is an approach that tests objective theories by examining relationships between variables and making comparisons among groups. Additionally, quantitative research is proceeds in a clear, logical, step-by-step straight line, and easy to carry out. Moreover, in quantitative research, these variables can be measured, typically using instruments, so that numbered data can be analyzed using statistical procedures³. By highlighting the theory, quantitative research is written to generalize the relationship of variables and a comparison that is to find the objective of the theories with some of statistical

¹ John W. Creswell & J. David Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches* (California : SAGE Publications, Inc, 2023), 295

² R. Burke Johnson & Larry Christensen, *Educational Research* (New York : SAGE Publications, Inc, 2014)

³ W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches* (Edinburgh : Pearson Education Limited, 2014), 170

methods. Experimental research is to determine the effects of a given intervention or whether a particular hypothesis is supported⁴. Based on this theory it can be defined that experimental research can be used to consider a particular hypothesis which is supported with the effects of a given intervention. The experimental design model of this research is a quasi-experimental research. Quasi-experimental research is a design in which researcher has only partial control (or no control) over random assignment of participants to the level of a manipulated variable of interest⁵. It may be concluded that the conclusion in a research using quasi-experimental only has partial or no control by the variable.

This research is to investigate any positive and significant influence of Circle Time Game and students' speaking skill. This research was conducted in SMP N 1 Raman Utara and focus of this research is the seventh graders. Two variables are used in this research, they are independent variable is Circle Time Game and dependent variable is students' speaking skill.

B. The Operational Definition of Variables

Variable is a characteristic or quantity that has been measured to obtain the data. These may include demographic information such as age, gender, or ethnicity;

⁴ Bruce A. Thyer, *Experimental Research Designs in Social Work* (New York : Columbia University Press, 2023), 309

⁵ John W. Creswell & J. David Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches* (California : SAGE Publications, Inc, 2023), 208

as well as responses to items within a questionnaire⁶. Based on the definition, it might be meant by variable is such a measured characteristic or quantity that is used to get some data about demographics content like age, gender, and so on. So, there are two variables in this research, while the operational definitions of variables are follows:

1. Independent Variable

The independent variable is an attribute or characteristic that influences the outcome of dependent variable. An independent variable is a variable that the researcher examines to see if it is likely to affect one or more other variables⁷. So, it can be defined; independent variable is influence or affects the dependent variable's outcome and also has a possible effect on one or more variables. They are also called treatment. The independent variable of this research is Circle Time Game as the variable (X). Circle Time Game is one of strategies in teaching speaking that make the students more motivated and excited in the learning process of speaking English.

2. Dependent Variable

The dependent variable is the main variable that will be observed and measured in the research and is influenced by the independent variable. The effect

⁶ Sofie Bager-Charleson & Alistair McBeath, *Supporting Research in Counseling and Psychotherapy : Qualitative, Quantitative, and Mixed Methods Research* (Switzerland : Palgrave Macmillan, 2022), 104

⁷ Paul D. Leedy & Jeanne Ellis Ormrod, *Practical and Design : Planning and Design* (Edinburgh: Pearson Education Limited, 2015), 197

or outcome variable caused by the independent variable of a causal hypothesis⁸. So, it can be defined as influenced or effected variable by independent variable is called dependent variable. The dependent variable of this research is students' speaking skill as the variable (Y). The researcher uses oral test to determine students' speaking skill with conversation.

C. Population, Sample, and Sampling Technique

1. Population

Population is defined as all members of well-defined class of people, events or objects. In other words, the population is the group of interest to the researcher, the group to which the researchers wanted to generalize the results of the study. The population of this research is seventh grade students of SMP N 1 Raman Utara. The total population consists of the seventh graders from class VII A to VII E. There are 5 classes and each class consist of 27 - 29 students. The total amounts of the population are 138 students.

Table 3.1
The Population of the Seventh Graders at SMP N 1 Raman Utara

No.	Class	Students
1.	VII A	28
2.	VII B	27

⁸ W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches* (Edinburgh : Pearson Education Limited, 2014), 181

3.	VII C	27
4.	VII D	29
5.	VII E	27
Total		138

2. Sample

Beside of population, sample is defined as a part of a population. Sample is a subgroup of the target population and is to generalize the researcher's research plans. The sample of respondents for this research is the two classes of the seventh graders at SMP N 1 Raman Utara, which VII A consists of 28 students and VII B consists of 27 students. So, total is 55 students.

3. Sampling Technique

Sampling is related with the selection of a subset of individuals from within a population to estimate the characteristics of whole population. The two main advantages of sampling are faster data collection and lower cost⁹. The researcher used a probability sampling namely simple random sampling technique because this technique is a randomly selected subset of a population. Simple random sampling is one of technique that all members of the whole population have an

⁹ Ajay S. Singh and Micah B. Masuku. *Sampling Techniques & Determination of Sample Size in Applied Statistic Research: An Overview, International Journal of Economics, Vol. II (2020) : 5*

equal and independent chance of being included.¹⁰ Furthermore, the researcher decided to use simple random sampling because in this sampling have the advantage that has an equal and fair chance of being selected. A simple random sampling also is meant to be unbiased in its representation of the larger group.

From the explanation above, it is clear that the researcher used simple random sampling because students of seventh graders have the same equal and characteristics, it also because by this technique each sampling unit as an isolated element of the population can become a sample or to represent the entire population. The researcher chose two classes as respondents for this research because they have low speaking skill as an experimental class and one class as the control class. The sample consisted of 28 students of class VII A and 27 students of class VII B SMP N 1 Raman Utara.

D. Data Collecting Method

In collecting the data, the researcher used the techniques as follows:

1. Test

The researcher used test as a data collection method to show the students' speaking skill in conversation. The researcher indicated students' vocabulary by using a pretest to determine students' speaking skill before treatment and a posttest

¹⁰ Donald Ary, et al., *Introduction to Research in Education: Eighth Edition* (Wadsworth: Cengage Learning, 2010), 150

to determine students' speaking skill after treatment. The test used oral test with makes a conversation in same topic.

2. Documentation

In collecting the information, the researcher got three kinds of sources such as: paper, place, and people. The researcher used this method to gather data concerning the school's history, profile, organizational structures, as well as the total number of the students and teachers of SMP N 1 Raman Utara.

E. Research Instrument

An instrument in research refers to a measurement tools used to assess and record information, often employed in conjunction with other methods to measure various phenomena¹¹. Based on this definition, it could be defined that instrument is a tool or facilities that are used by the researcher to measure and collect the information.

Furthermore, the researcher instruments which are used such as:

1. Instrument Blueprint

The research instruments that used in this research are:

- a. The technique of the instruments which used for the test is speaking test.

The speaking test was given to the students that are used to know their skill in speaking. There were two different kind of tests, such as pre-test and post-test. The pre-test is the speaking test that gives before the

¹¹ David Colton and Robert W. Covert, *Designing and Constructing Instruments for Research and Evolution* (San Franscisco: Jossey-Bass, 2007), 5

treatment, in this test, the students were asked to speak in dialogue or conversation about English material without using Circle Time Game.

- b. The second test is a post-test, which was given after the treatment. In this test, the students were asked to present the material that has been done and make a dialogue or conversation about English based on the material.

2. Instrument Calibration

Beside the instrument blueprint, in this research instrument calibration is also used by the researcher. Instrument calibration is the measurement scale that is used to characterize the instrument standard that will be used. The researcher composed the instrument based on the subject matter content that is researched and the test is a speaking test.

Regarding on the test, a result data is valid if instrument has a good validity. Moreover, the researcher used the test instrument to measure the instrument's standard score in the speaking test.

F. Data Analysis Technique

To investigate whether Circle Time Game has a positive and significant influence of the seventh graders at SMP N 1 Raman Utara's speaking skill. The researcher used two classes to compare the results between pre-test and post-test. The researcher uses SPSS 23 version to analyse data by using T-test. T-test is known as a method commonly used for testing a hypothesis in comparison to means or averages

between the groups¹². By highlighting the theory, it could be defined as T-test can be categorized as a method that is used to test the differences of the means of two groups.

¹² Michael H. Herzog et al, *Understanding Statistics and Experimental Design* (Switzerland: Springer, 2019), 6

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. Short History about SMP N 1 Raman Utara

SMP N 1 Raman Utara was previously the Junior High School of Economics (SMEP), is a vocational school that established in 1968, one of the founders was Mr. Danuari, as the BA and the first principal. The SMEP was originally a filial school of SMEP Negeri Metro. In 1977 the SMEP was integrated into SMP N Kota Gajah with the principal Mr. Saekram. SMP N 1 Raman Utara changed its status to stand on its own and was not a filial of SMP N Kota Gajah based on the Decree of the Minister of Education. SMP N Kota Gajah based on the Decree of the Minister of Education and Culture, number: 0299/ 1982 on October 9, 1983. The principal in that year was Mr. Drs. Soegitha. The transition from SMEP to SMP N 1 Raman Utara was motivated by the condition that in 1968 there were many elementary school graduates who wanted to continue to the level of SLTP but there was no SLTP in Raman Utara Sub-district that could accommodate the elementary school graduates. The establishment of SMP N 1 Raman Utara provides an opportunity for elementary school graduates to continue their education at the junior high school level.

Table 4.1
Information Regarding the Name of the Principal

No	Name	Year
1.	Drs. Soegitha	1982-1994
2.	Sarikun	1994-2002
3.	Drs. Umar Dawam	2002-2006
4.	I Nengah Miasa, S. Pd. M. Si	2006-2012
5.	Drs. Budi Santoso, M. Si	2012-2013
6.	Dra. Hj. Sulimasdiu	2013-2014
7.	Hi. Suyatno, S. Pd	2014-2020
8.	Rohman Janah, M. Si	2020-2022
9.	Edi Prayitno, S. Pd	2022 on duty

a. Vision, Mision, and Purpose of SMP N 1 Raman Utara

i. Vision

Ber-MATA HATI (Beriman, Mandiri, Takwa, dan Berhati Nurani)

ii. Mission

- a. Instilling faith and piety through the practice of religious teachings.
- b. Optimizing the learning and guidance process
- c. Developing the field of Science and Technology based on the interests, talents, and potential of students.
- d. Fostering the independence of students through planned and sustainable habituation and self-development activities.
- e. Establish harmonious cooperation between school residents and other related institutions.

iii. Purpose

Referring to the school's vision and mission, as well as the general objectives of basic education, the school's objectives in developing education are as follows:

- a. Developing a religious school culture through religious activities.
- b. All classes implement an active learning approach in all subjects.
- c. Organizing various social activities that are part of national character education.
- d. Producing graduates who are able to compete and continue to superior schools.
- e. Achieving championships (District/ Regional and National Level) in academic and non-academic fields.
- f. Active involvement of all school components in school management.

b. School Identity of SMP N 1 Raman Utara

Name of School : SMP Negeri 1 Raman Utara
 NPSN : 10805949
 Education Level : Sekolah Menengah Pertama
 Status : Negeri
 Address : Jalan Bali Indah 11 A, RT 19/RW 7, Kel. Rejo
 Binangun, Kec. Raman Utara, Kab. Lampung Timur,
 Prov. Lampung
 Postal Code : 34154
 Phone : 07257628195

Email : smpn1ramanutara@yahoo.com
smpn1ru.lamtim@gmail.com
 Website : <https://smpn1ramanutara.wordpress.com>

c. Student Data of SMP N 1 Raman Utara

In the academic year 2023/2024, SMP N 1 Raman Utara has a 462 total of the students from VII-IX class. The distributions of students are illustrated in the following table as follows:

Table 4.2
 Student Data of 2023/2024 Academic Year

No.	Class	Total	Percentage	
1.	VII	VII A	27	5,84%
		VII B	28	6,06%
		VII C	27	5,84%
		VII D	28	6,06%
		VII E	27	5,84%
2.	VIII	VIII A	29	6,27%
		VIII B	29	6,27%
		VIII C	28	6,06%
		VIII D	27	5,84%
		VIII E	28	6,06%
3.	IX	IX A	26	5,62%
		IX B	28	6,06%
		IX C	26	5,62%
		IX D	26	5,62%
		IX E	27	5,84%
		IX F	26	5,62%
		IX G	25	5,41%
Total		462	100%	

2. Description of Research Result

a. The Students' Pre-test of Experiment and Control Class Result

The data result of this research was conducted by the researcher on May, 17th 2024. The researcher used the sample of the seventh class from VII A and VII B the total is 54 students. The objectives of the research is to investigate whether there is any positive and significant influence of circle time game on speaking skill of the seventh graders at SMP N 1 Raman Utara. The researcher did the preliminary test called 'Pre-Test' to assess how the speaking skill of the students before treatment regarding about 'Asking and Giving Opinion' material it can be seen on the appendices that the students have to make a group consist of 2 members (pair), make an asking and giving opinion conversation and then come forward one by one each group. The results of the pre-test in experiment and control class are illustrated in the table as follows:

Table 4.3
Pre-Test Score of Students' Speaking Skill
Experiment Class (VII B)

No.	Name	Pre-Test Score	Criteria
1.	EZ	55	Bad
2.	AWR	65	Bad
3.	KA	70	Fair
4.	MSA	55	Bad
5.	AF	75	Good
6.	SAB	50	Bad
7.	JL	75	Good
8.	RA	55	Bad
9.	AAK	50	Bad
10.	KDR	75	Good
11.	JEC	65	Bad

12.	BAS	75	Good
13.	RMLP	55	Bad
14.	IKW	60	Bad
15.	AE	65	Bad
16.	RW	50	Bad
17.	DAF	50	Bad
18.	EYY	70	Fair
19.	FDW	55	Bad
20.	APM	70	Fair
21.	DAS	65	Bad
22.	ZAP	55	Bad
23.	NVR	75	Good
24.	SRDA	60	Bad
25.	AMH	55	Bad
26.	KWW	65	Bad
27.	RF	55	Bad
Total		1670	
Average		61.85	

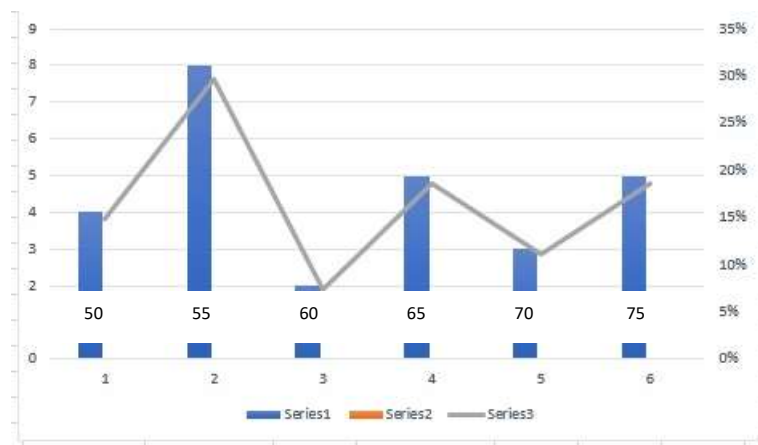
Source: *The Result of Pre-Test Experiment Class*

Based on the table described, the table frequency distribution of Pre-Test can be elaborated as follows:

Table 4.4
Frequency Distribution Result of Pre-Test Experiment Class (VII B)

No.	Interval Score	Frequency	Criteria	Percentage
1.	50	4	Bad	15%
2.	55	8	Bad	30%
3.	60	2	Bad	7%
4.	65	5	Bad	19%
5.	70	3	Fair	11%
6.	75	5	Good	19%
Total		27		100%

Figure 4.1
The Graph Frequency of Students' Pre-Test Score Experiment Class (VII B)



Based on the data above, it shown that the result is 4 (15%) students who got score 50, 8 (30%) students who got score 55, Next, 2 (7%) students who got 60. Then, 5 (19%) students who got score 65, 3 (11%) students who got score 70, and 5 (19%) student who got score 75. So, it can be concluded that pre-test in experiment class is incomplete of minimum criteria (KKTP) at least 75.

Table 4.5
Pre-Test Score of Students' Speaking Skill
Control Class (VII A)

No.	Name	Pre-Test Score	Criteria
1.	AAS	65	Bad
2.	NDA	55	Bad
3.	EDW	50	Bad
4.	RES	70	Fair
5.	SAS	50	Bad
6.	GJ	55	Bad
7.	ABKS	75	Good
8.	DA	65	Bad

9.	AA	50	Bad
10.	DAA	80	Good
11.	IFD	75	Good
12.	ANT	60	Bad
13.	SRD	50	Bad
14.	ZLV	70	Fair
15.	JNP	50	Bad
16.	DDK	75	Good
17.	AM	60	Bad
18.	FKA	55	Bad
19.	JTP	70	Fair
20.	JRA	60	Bad
21.	DASI	80	Good
22.	CN	50	Bad
23.	DAW	55	Bad
24.	AAM	65	Bad
25.	ADP	75	Good
26.	ERA	70	Fair
27.	FJA	65	Bad
28.	KLA	60	Bad
Total		1760	
Average		62,85	

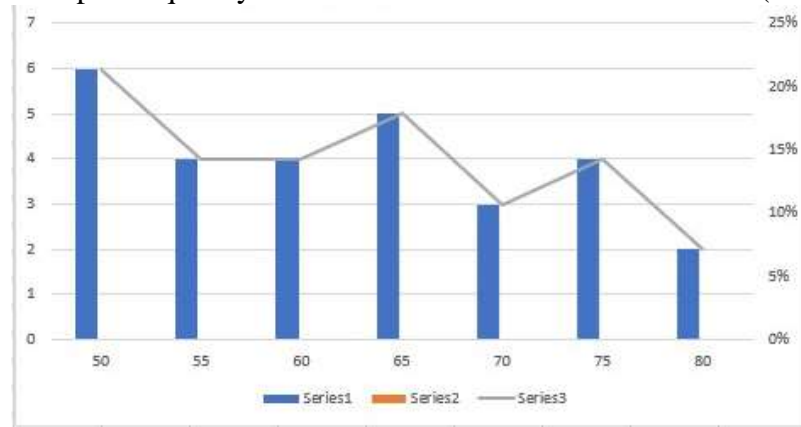
Source: *The Result of Pre-Test Control Class*

Based on the table described, the table frequency distribution of Pre-Test can be elaborated as follows:

Table 4.6
Frequency Distribution Result of Pre-Test Control Class (VII A)

No.	Interval Score	Frequency	Criteria	Percentage
1.	50	6	Bad	21%
2.	55	4	Bad	14%
3.	60	4	Bad	14%
4.	65	5	Bad	18%
5.	70	3	Fair	11%
6.	75	4	Good	14%
7.	80	2	Good	7.14%
Total		28		100%

Figure 4.2
The Graph Frequency Students Pre-Test Score Control Class (VII A)



Based on the data above, it shown that the result is 6 (21%) students who got score 50, 4 (14%) students who got score 55, 4 (14%) students who got 60, 5 (18%) students who got score 65, 3 (11%) students who got score 70, 4 (14%) student who got score 75, and 2 (7.14%) students who got score 80. So, it can be concluded that pre-test in control class is incomplete and under than minimum criteria (KKTP) at least 75.

b. Treatment in Experiment Class

The researcher conducted the treatment in this research by applying Circle Time Game on experiment class. This kind of treatment was done by the researcher in 3 meetings.

The first meeting and pre-test of the research was conducted by the researcher on May 15th, 2024. Next, the second meeting was conducted on 17th May, 2024 and the third meeting of treatment was conducted on 22th May,

2024. This research is carried out directly by the researcher at SMP N 1 Raman Utara of the seventh graders to apply the treatment with using Circle Time Game.

The procedure of applying Circle Time Game in teaching speaking at the experiment class:

1. Firstly, explained the material about asking and giving opinion in a classroom.
2. Practiced the material in a pair by making a short conversation about asking and giving opinion
3. After that, invited the students to make a big circle in the field.
4. Explained the rules and steps to play the game of 'jump number'.
5. The students were asked to count in order one by one. (1-28)
6. Then, students have to remember in a different instruction.
7. For example, "start to count the jump number and the students who had multiples '2' she/he must clap their hands".
8. If someone who had the multiples '2' number but still mentioned their number, so she/he got the turn to practice the speaking in making conversation about asking and giving opinion with chose one of their friends.
9. I gave the pictures and she/he got the chance to pick the pictures related to asking and giving opinion.
10. Did it repeatedly with the different instruction.

c. The Students' Post-Test of Experiment and Control Class Result

This session was conducted by the researcher after the treatment has been given to the students. Next, post-test was given to measure the speaking skill of the students after got the treatment of using Circle Time Game. On May 22th, 2024 the researcher conducted a post-test by giving the speaking skill test about 'Asking and Giving Opinion' material to experiment and control class. The kind of the speaking test was making a dialogue/conversation with partner and the theme was given by the researcher.

The post-test result can be elaborated as follows:

Table 4.7
Post-Test Score of Students' Speaking Skill
Experiment Class (VII B)

No.	Name	Post-Test Score	Criteria
1.	EZ	85	Good
2.	AWR	75	Good
3.	KA	75	Good
4.	MSA	80	Good
5.	AF	60	Bad
6.	SAB	75	Good
7.	JL	80	Good
8.	RA	75	Good
9.	AAK	80	Good
10.	KDR	75	Good
11.	JEC	65	Bad
12.	BAS	80	Good
13.	RMLP	85	Good
14.	IKW	60	Bad
15.	AE	70	Fair
16.	RW	75	Good
17.	DAF	70	Fair
18.	EYY	80	Good

19.	FDW	60	Bad
20.	APM	75	Good
21.	DAS	85	Good
22.	ZAP	85	Good
23.	NVR	80	Good
24.	SRDA	75	Good
25.	AMH	85	Good
26.	KWW	70	Fair
27.	RF	80	Good
Total		2035	
Average		75,37	Complete

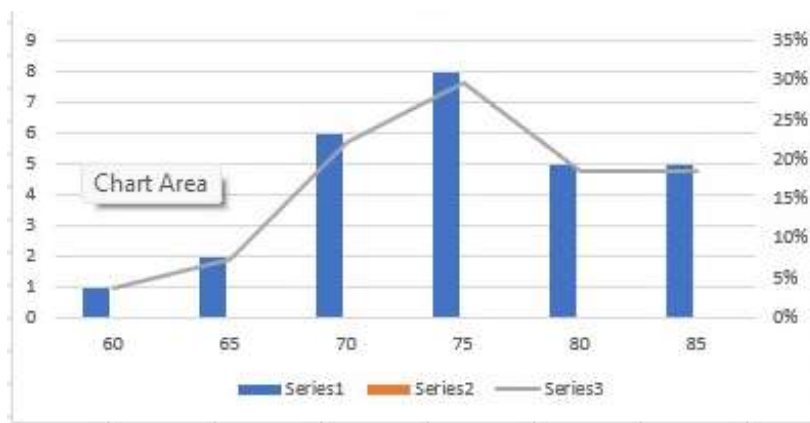
Source: *The Result of Post-Test Experiment Class*

Based on the table above, it can be seen on the table frequency distribution of Post-Test can be elaborated as follows:

Table 4.8
Frequency Distribution Result Post-Test
Experiment Class (VII B)

No.	Interval Score	Frequency	Criteria	Percentage
1.	60	1	Bad	4%
2.	65	2	Bad	7%
3.	70	6	Fair	22%
4.	75	8	Good	30%
5.	80	5	Good	19%
6.	85	5	Good	19%
Total		27		100%

Figure 4.3
The Graph Frequency Students' Post-Test Score
Experiment Class (VII B)



Based on the data above, it shown that the result is 1 (4%) students who got score 60. Furthermore, 2 (7%) students who got score 65, 6 (22%) students who got score 70, and 8 (30%) students who got score 75. Then, 5 (19%) students who got score 80, 5 (19%) students who got score 85. So, it can be concluded that the students' speaking skill criteria after the treatment is complete.

Table 4.9
Post-Test Score of Students' Speaking Skill
Control Class (VII A)

No.	Name	Post-Test Score	Criteria
1.	AAS	80	Good
2.	NDA	65	Bad
3.	EDW	60	Bad
4.	RES	60	Bad
5.	SAS	70	Fair
6.	GJ	55	Bad
7.	ABKS	65	Bad
8.	DA	60	Bad

9.	AA	55	Bad
10.	DAA	65	Bad
11.	IFD	70	Fair
12.	ANT	65	Bad
13.	SRD	55	Bad
14.	ZLV	55	Bad
15.	JNP	60	Bad
16.	DDK	50	Bad
17.	AM	50	Bad
18.	FKA	75	Good
19.	JTP	60	Bad
20.	JRA	70	Fair
21.	DASI	70	Fair
22.	CN	75	Good
23.	DAW	70	Fair
24.	AAM	65	Bad
25.	ADP	55	Bad
26.	ERA	65	Bad
27.	FJA	55	Bad
28.	KLA	60	Bad
Total		1760	
Average		62.85	Incomplete

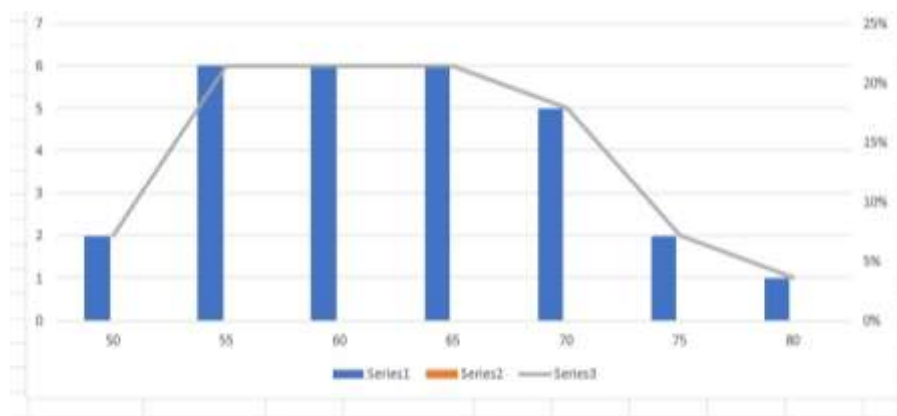
Source: *The Result of Post-Test Control Class (VII A)*

Based on the table above, it can be seen on the table frequency distribution of Post-Test can be elaborated as follows:

Table 4.10
Frequency Distribution Result of Post-Test
Control Class (VII A)

No.	Interval Score	Frequency	Criteria	Percentage
1.	50	2	Bad	7%
2.	55	6	Bad	21%
3.	60	6	Bad	21%
4.	65	6	Bad	21%
5.	70	5	Fair	18%
6.	75	2	Good	7%
7.	80	1	Good	4%
Total		28		100%

Figure 4.4
The Graph Frequency Result of Post-Test Control Class



Based on the data above, it shown that the result is 2 (7%) students who got score 50. Furthermore, 6 (21%) students who got score 55, 60, and 65. Then, 5 (18%) students who got score 70, 2 (7%) students who got score 75, and 1 (4%) student who got score 80. So, it can be concluded that the students' speaking skill criteria is still incomplete.

1. Hypothesis Test

a. Normality Test

Normality test is the test that is conducted which to determine whether the data distribution was distributed normally or not.

Ha: the data has been collected was normally distributed.

Ho: the data has been collected was abnormally distributed.

- 1) If the probability or Sig. > α (0.05), then the null hypothesis (Ha) is accepted.

- 2) If the probability or Sig. $< \alpha$ (0.05), then the null hypothesis (H_0) is rejected.

The normality data test result was got by the researcher and described in the following table below:

Table 4.11
The Result of Normality Using SPSS application

Case Processing Summary							
grade		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
postest	7A	28	100.0%	0	.0%	28	100.0%
	7B	27	100.0%	0	.0%	27	100.0%

Tests of Normality							
grade		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
postest	7A	.156	28	.079	.941	28	.120
	7B	.151	27	.114	.931	27	.072

a. Lilliefors Significance Correction

Based on the table on kolmogorov-smirnov above in experiment class, it described that the data is normally distributed with Sig. result of the normality is 0.114 which means more than 0.05, so that Sig. (α value) = 0.114 $>$ 0.05.

b. Homogeneity Test

After testing the data of validity and reliability, the researcher continued with testing a homogeneity test.

Ha: Data homogeneous

Ho: Data heterogeneous (did not homogenous)

- 1) Ha: The variance of the data is homogeneous when Sig $> \alpha = 0.05$

2) Ho: The Variance of the data is not homogeneous when $\text{Sig} < \alpha = 0.05$

The homogeneity test result can be seen from the illustrated table as follows:

Table 4.12
Homogeneity Result of Using SPSS Application

Test of Homogeneity of Variances

posttest

Levene Statistic	df1	df2	Sig.
.313	1	53	.578

Based on the data it can be concluded that based on mean of Sig. result of homogeneity test is 0.578 which is means that it more than 0.05, namely Sig. (α value) = $0.578 > 0.05$. So, the data is homogeneity.

c. Independent Sample T-Test

The researcher continued analysed the data after testing the data that was distributed normally and homogeneous with parametric test of applying an independent sample T-test. The table of independent sample T-test result from SPSS application described in the following table below:

Table 4.13
The Independent Sample T-Test Result from SPSS Application

Group Statistics				
grade	N	Mean	Std. Deviation	Std. Error Mean
posttest 7A	28	3.4286	1.39917	.26442
7B	27	6.0741	1.35663	.26108

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
posttest	Equal variances assumed	.313	.579	-7.115	53	.000	-2.64550	.37181	-3.39325	-1.89975
	Equal variances not assumed			-7.119	52.998	.000	-2.64550	.37159	-3.39083	-1.90018

Based on the table, it can be seen that the result of Sig. (2-tailed) is 0.00 < 0.05, so H_a is rejected and H_o is accepted. It means that there is a positive and significant influence of Circle Time Game on speaking skill of the seventh graders at SMP N 1 Raman Utara.

B. Discussion

The researcher explored this research by giving the description of the data in pre-test and post-test. Pre-test was given to the students with performing a speaking test by made a conversation in pair in order to evaluate the speaking skill before the treatment of this research. Pre-test result of students' speaking skill revealed the average score in experiment class is 61.9 and the average score in control class is 62.9. Pre-test has been done by the researcher before implemented the treatment using Circle Time Game. After done the pre-test, the researcher applied Circle Time Game in the experiment class meanwhile the control class one used the teacher strategy usual treatment.

Consequential, the researcher applied Circle Time Game on students' speaking skill in experiment class within 3 meetings intended to investigate if there is any positive and significant influence of using Circle Time Game. Pre-test were given to the students in experiment and control class. The task of the pre-test by asking them to make a group that consist of 2 members (pair) and they have to started to make a conversation about 'Asking and Giving Opinion', next they must perform in the class one by one with their pair.

After pre-test has been conducted, the researcher implemented the treatment with Circle Time Game in experiment class. The treatment in applying the Circle Time Game, students have to make a circle in outdoor area. Next, they played the game which called 'jump number'. This game rule is a student who got the missing number has to make a conversation with a friend next to, based on the picture related to the material that has been chosen.

Finally, students reached the last of the meeting. After conducting the treatment with Circle Time Game, the researcher conducted post-test in experiment and control class by giving the speaking test about 'Asking and Giving Opinion' with pairs. Post-test result presented the average score in experiment class is 75.4 and the average score in control class is 62.9. Based on the data illustrated, analysing the post-test data proved the improvement in score; with 18 students passed the criteria minimum score or KKTP (75) in experiment class (VII B).

The benefit of Circle Time Game in practicing the speaking skill is by this strategy would let the students directed learning to speak while doing physical

movement activities. It is also made the students can more actively expressing and developing ideas on the topic. Circle Time Game helped to live up of the atmosphere and enthusiasm of students in speaking skill. Through this research, the researcher expected that the students could develop and have a better speaking skill in English.

The researcher analysed the data with applying SPSS application test 23 version. After analysed the data by using SPSS test on pre-test and post-test, the researcher got the results that H_a is accepted and H_o is rejected. Based on data analysis, independent sample t-test score is 0.00 was smaller than $\alpha = 0.05$. Hence, there was a significant difference in speaking test between experiment and control class. So, it implies that Circle Time Game has positive and significant influence of speaking skill of the seventh graders at SMP N 1 Raman Utara.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data in this research, it can be concluded that Circle Time Game encourages students' speaking skill. So, it was proved by the pre-test and post-test results. The average score of pre-test result in experiment class is 61, 9 and in control class is 62, 9. After the treatment was given, the students can improve their speaking it shown from the post-test result with an average score 75, 4 in experiment class and 62, 9 an average score in control class.

The students in experiment class have higher post-test score than their previous pre-test score. The highest score is 85 and the lowest score is 60 with total score 2035 in a whole experiment class. It can be seen from the data results of independent sample T-test Sig. (2-tailed) of post-test is $0.00 < 0.05$ that is lower than 0.05. It means that there is a positive and significant influence of Circle Time Game on Speaking Skill of the Seventh Graders at SMP N 1 Raman Utara.

This research can be defined as a succeed research by considering of the post-test average score in experiment class is 75.4 that are passed the criteria minimum score of the passing grade at least 75.

B. Suggestion

Based on the research results, the researcher delivers some suggestions for the students, the teacher, the principal, and the next researcher as follows:

1. For the Students

Requests for the students have to be more enthusiasts and enjoying in learning English and it can improve their speaking skill in English.

2. For the Teacher

The researcher suggested the teacher to be more creative in delivering their material and modelling the strategy with Circle Time Game as a strategy reference in the teaching process, especially in English speaking to make the students more active and enjoy in learning process.

3. For the Principal

The researcher suggested the principal to support the teacher in modelling the strategy with Circle Time Game in or outside the classroom for the learning process because it could encourage the students' speaking skill and the students would be more enthusiasts.

4. For the Next Researcher

The researcher recommended for the next researcher who desire to conduct the future research have to improve in using Circle Time Game with other objective in English learning.

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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5027/In.28/J/TL.01/10/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala SMP N 1 RAMAN UTARA
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ZAKIA Wafa PUTRI KARIMAH**
NPM : [2001050034](#)
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
THE INFLUENCE OF CIRCLE TIME GAME ON
Judul : SPEAKING SKILL OF THE SEVENTH GRADERS AT SMP
NEGERI 1 RAMAN UTARA

untuk melakukan prasurvey di SMP N 1 RAMAN UTARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Oktober 2023

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.

NIP [19880308 201503 1 006](#)



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP N1 RAMAN UTARA

Jalan Raya Bali Indah 11 A Rejobinangun Kec. Raman Utara Kab. Lampung Timur 34731

Nomor : 420/16711.SK.02/2023
Lampiran : -
Hal : Pemberian Izin Resarch

Berdasarkan Surat Izin Research nomor : B-5027/In.28/J.TL01/10/2023 tanggal 31 Oktober 2023. Dari Institut Agama Islam Negeri Metro yang bernama

Nama Siswa : ZAKIA Wafa PUTRI KARIMAH
NPM : 2001050034
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Diberikan ijin untuk memberikan RESEARCH di UPTD SMPN 1 Kecamatan Raman Utara Kabupaten Lampung Timur.

Demikian surat ini dibuat untuk dapat di pergunakan sebagaimana mestinya.

Raman Utara, 5 Desember 2023

Kepala Sekolah,





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled: THE INFLUENCE OF CIRCLE TIME GAME ON SPEAKING SKILL OF THE SEVENTH GRADERS AT SMP N 1 RAMAN UTARA, written by: Zakia Wafa Putri Karimah, Student Number: 2001050034, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Wednesday, February 28th 2024 at 13.00-14.30 WIB.

BOARD OF EXAMINERS


Chairperson : Trisna Dinillah Harya, M.Pd

(..........)

Examiner I : Dr. Much Deiniatur, M.Pd.B.I

(..........)

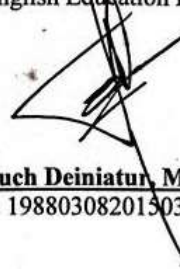
Examiner II : Aisyah Sunarwan, M.Pd

(..........)

Secretary : Leny Setiyana, M.Pd

(..........)

Head of English Education Department



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082013031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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Nomor : 1877/In.28.1/J/TL.00/04/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Trisna Dinillah Harya (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ZAKIA WAFI PUTRI KARIMAH**
NPM : 2001050034
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE INFLUENCE OF CIRCLE TIME GAME ON SPEAKING SKILL OF THE SEVENTH GRADERS AT SMP N 1 RAMAN UTARA**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 April 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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SURAT TUGAS

Nomor: B-2082/In.28/D.1/TL.01/05/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ZAKIA Wafa PUTRI KARIMAH**
NPM : 2001050034
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 1 RAMAN UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF CIRCLE TIME GAME ON SPEAKING SKILL OF THE SEVENTH GRADERS AT SMP N 1 RAMAN UTARA".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.



Dikeluarkan di : Metro
Pada Tanggal : 13 Mei 2024

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-2083/In.28/D.1/TL.00/05/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 1 RAMAN UTARA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2082/In.28/D.1/TL.01/05/2024, tanggal 13 Mei 2024 atas nama saudara:

Nama : **ZAKIA Wafa Putri Karimah**
NPM : 2001050034
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP N 1 RAMAN UTARA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 1 RAMAN UTARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF CIRCLE TIME GAME ON SPEAKING SKILL OF THE SEVENTH GRADERS AT SMP N 1 RAMAN UTARA".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Mei 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP N1 RAMAN UTARA

Jalan Raya Bali Indah 11 A Rejobinangun Kec. Raman Utara Kab. Lampung Timur 34731

SURAT IJIN PENELITIAN OFSERVASI

Nomor : 420/ 072 / 11.SK.02/2024

Berdasarkan Surat Tugas Dari Institut Agama Islam Negeri Metro, Fakultas Tarbiyah Dan Ilmu Keguruan Jln. Ki. Hajar Dewantoro Kampus 15 Irimulyo Metro Timur Kota Metro Lampung 34111. Nomor : B-2082/In.28/D.1/TL.01/05/2024 tanggal 13 Mei 2024 yang bernama :

Nama Siswa : ZAKIA WAFA PUTRI KARIMAH
NPM : 2001050034
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Diberikan ijin untuk mengadakan Observasi/survey di UPTD SMP Negeri 1 Raman Utara Kec. Kecamatan Raman Utara Kabupaten Lampung Timur.

Demikian surat izin ini diberikan untuk dipergunakan sebagaimana mestinya.

Raman Utara, 15 Mei 2024
Kepala Sekolah,





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Zakia Wafa Putri Karimah
 NPM : 2001050034

Jurusan : TBI
 Semester : 7

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 12 Desember 2023	✓	Acc - Ch. I	
2.	Rabu, 13 Desember 2023	✓	Acc ch. II & III Revisi ch. II & III	
3.	Rabu, 20 Desember 2023		Acc - ch. 4 & III	



Mengetahui
 Ketua Jurusan TBI

Dr. Afich Deiniatur, M.Pd.B.I
 NIP. 19880808 201503 1 006

Dosen Pembimbing

Trisna Dinillah Harya, M. Pd
 NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Zakia Wafa Putri Karimah
NPM : 2001050034

Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at / 3 Mei 2024	✓	Acc IPD.	
2.	Senin 3 Juni 24	✓	Revisi ch. 1 V.	
3.	Senin 10/6-24	✓	Acc ch. V - VI. Acc for munasabah.	

Mengajar
Ketua Jurusan



Dr. Mach. H. H. M. Pd. B.I
NIP. 19880813-201503 1 006

Dosen Pembimbing

Trisna Dinillah Harya, M. Pd
NIP 19830511 200912 2 004

ALUR DAN TUJUAN PEMBELAJARAN (ATP)

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SMP N 1 Raman Utara
Fase : D
Kelas / Semester : VII / Genap
Tahun Pelajaran : 2023/2024
Capaian Pembelajaran :

Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Siswa menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan / perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan memirska ketika memproduksi teks lisan, tulisan dan visual dalam bahasa Inggris.

1. ELEMEN: MENYIMAK-BERBICARA

CP	TP	MATERI	PROFIL PP	ALOKASI JP
Siswa menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat	Siswa terampil menggunakan ungkapan meminta dan menyatakan pendapat dan pikiran dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar	What do you think about...? I think...	• Beriman • Bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia • Mandiri • Bermalar kritis • Kreatif • Bergotong royong • Kebhinekaan global	8 JP

perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.			
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2. ELEMEN: MENULIS-MEMIRSA

CP	TP	MATERI	PROFIL PP	ALOKASI JP
<p>Siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p>	<p>Siswa mampu mengidentifikasi dan membuat ungkapan meminta dan menyatakan pendapat, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>a. A new thing or stuff b. A character of a person c. Hobbies d. A series, a movie, etc.</p>	<ul style="list-style-type: none"> • Beriman • Bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia • Mandiri • Bermalar kritis • Kreatif • Bergotong royong • Kebhinekaan global 	8 JP

MODUL AJAR

A. INFORMASI UMUM

Nama Penyusun	Zakia Wafa Putri Karimah	Institusi	SMP N 1 Raman Utara
Tahun Disusun	2024	Modul Ajar	Bahasa Inggris
Jenjang Sekolah / Fase	SMP/Fase D	Kelas	7 (Tujuh)
Alokasi Waktu	4x40 menit	Sarana Prasarana	1. Buku 2. Laptop 3. LKPD
Kompetensi Awal	Mengetahui kosakata/frasa yang berhubungan dengan ungkapan 'asking and giving opinion'	Profil Pelajar Pancasila	Beriman dan bertakwa kepada Tuhan Yang Maha Esa, gotong royong, mandiri, dan kreatif
Model Pembelajaran yang Digunakan	Luar Jaringan	Target Peserta Didik	Peserta didik regular/umum

B. KOMPETENSI INTI

Tujuan Pembelajaran	Peserta didik dapat mengidentifikasi ungkapan meminta dan memberi pendapat dalam bahasa Inggris
Pemahaman Bermakna	Peserta didik dapat memahami penggunaan ungkapan (Asking and giving opinion) dalam berinteraksi dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal
Pertanyaan Pemantik	<ol style="list-style-type: none"> What do you think about my new dress? What's your opinion about my smartphone? What do you think if we cook?
Apersepsi	<p style="text-align: center;">Kegiatan Pembelajaran</p> <ol style="list-style-type: none"> Guru menyapa peserta didik dan menanyakan kabarnya <ol style="list-style-type: none"> Hi, good morning How are you doing today? Guru meminta salah satu peserta didik untuk memimpin berdo'a sebelum memulai pelajaran (beriman dan bertakwa kepada Tuhan Yang Maha Esa) Guru memberikan pertanyaan pemantik <ol style="list-style-type: none"> What do you think about my new dress?

	<p>b. What's your opinion about my smartphone? c. What do you think if we cook?</p> <ol style="list-style-type: none"> 1. Guru memutar video singkat tentang ungkapan asking and giving opinion 2. Guru memberikan penjelasan tentang ungkapan asking and giving opinion 3. Guru mengkonfirmasi kepada peserta didik, apakah mereka pernah melakukan hal tersebut? Kapan dilakukan dengan siapa? (mandiri dan kreatif) 4. Setelah peserta didik memahami konsep tentang ungkapan asking and giving opinion 5. maka guru bisa melanjutkan ke langkah selanjutnya yaitu memberikan contoh pelafalan asking and giving opinion yang benar. 6. Guru meminta peserta didik untuk mengulangi pelafalan ungkapan asking and giving opinion (mandiri) 7. Guru meminta peserta didik untuk melakukan percakapan meminta dan memberi pendapat terkait bagaimana merawat taman kelas secara berpasangan (kelompok) <p>Formatif assesmen selama proses pembelajaran: • guru mengamati keaktifan peserta didik</p>
Penutupan	<ol style="list-style-type: none"> 1. Guru meminta beberapa peserta didik untuk recalling kegiatan hari ini sebagai bentuk refleksi pembelajaran 2. Setelah semua selesai guru meminta salah satu peserta didik untuk memimpin do'a 3. Guru mengakhiri pembelajaran
Asesmen/Penilaian	
Proses	<ol style="list-style-type: none"> 1. Teknik : tes lisan 2. Bentuk : berdialog 3. Instrumen : Tell about something of asking and giving opinion
Refleksi Guru	<p>Manajemen kelas:</p> <ol style="list-style-type: none"> a. Apakah semua siswa aktif berkegiatan? b. Apakah pembagian waktunya cukup? c. Apakah siswa yang memiliki hambatan ketika berkegiatan, dapat teratasi dengan baik (kembali berkegiatan dan mengikuti prosesnya) d. Apakah metode pembelajaran yang digunakan sudah tepat? <p>Ketercapaian kompetensi:</p> <ol style="list-style-type: none"> a. Apakah semua siswa mampu mencapai kompetensi yang diharapkan? b. Apakah semua siswa mampu mengikuti proses kegiatan belajar dengan baik? c. Adakah perubahan sikap dan keterampilan siswa selama proses kegiatan belajar?
Refleksi Peserta Didik	<ol style="list-style-type: none"> a. Apakah kamu suka dengan kegiatan pembelajaran ini? b. Adakah hal menarik lainnya? c. Cara belajar yang bagaimana yang paling membantumu dalam mempraktekan pembelajaran?

d. Kesulitan apa saja yang kamu temui dalam pembelajaran ini?
 e. Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah?

C. Lampiran

1. Materi Asking and Giving Opinion

Asking for Opinion	Giving Opinion
What do you think of...?	I'm convinced that...
What are your views about..?	I think...
What is your opinion about..?	In my opinion, ...
Is it right what I've done?	I consider that...
What about..?	I reckon...
How about..?	I feel...
Do you have an idea..?	I personally feel...
Do you agree with..?	I'm sorry, I don't agree to your opinion but I think...
What's your reaction to that?	My reaction is that we should...

D. Rubrik Penilaian

Grammar and Vocabulary	Pronunciation	Interactive Communication	Grade	CEFR level
-Show a good control of simple grammatical forms -Use a variety of appropriate vocabulary to talk about situations	Is mostly comprehensible and capable of controlling phonological features, both at utterance and word level	-Maintain simple exchanges -Require very little prompting and support	5	B1 (Intermediate) Score: 41-50
-Show a sufficient control of simple grammatical forms -Use appropriate vocabulary to talk about situations	Is mostly comprehensible, although with limited control over phonological features	-Maintain simple exchanges, despite some difficulties -Require encouragement and support	4	A2 (Elementary) Score: 31-40
-Show only limited control over some grammatical forms -Use a vocabulary of discrete words and expressions	Very limited control over phonological features and is often incomprehensible	-Significant difficulty maintaining simple exchanges -Require additional encouragement and support	3	A1 (Beginner) Score: 1-30
-Unable to control of grammatical forms -Use inappropriate vocabulary	Pronunciation is mostly incomprehensible	Unable to ask or respond to most question	2	Pre-A1 Score: 0
Does not try the Task	Does not try the Task	Does not try the task	1	Pre-A1 Score: 0

Source: Noriko Nagai, et al., CEFR-informed Learning, Teaching and Assessment: A Practical Guide (Kallang : Springer, 2020), 111

ORAL TEST**PRE-TEST (Experiment Class)**

1. Please find a partner for making a group that consist of 2 members!
2. Please come forward one by one with your partner!
3. Please make an asking and giving conversation about: (Choose 1)

POST-TEST (Experiment Class)

1. Please find a partner for making a group that consist of 2 members!
2. Please come forward one by one with your partner!
3. Please make an asking and giving conversation about: (Choose 1)
 - a. A new thing or stuff (example: dress, car, handphone, etc)
 - b. A character of a person (example: teacher, friend, etc)
 - c. Hobbies (example: paintings, playing basketball, etc)
 - d. A series, a movie, etc.
 - e. Others (your own theme)

INSTRUMENT BLUEPRINT

No.	Basic Competence	Indicator	Test Item
1.	4.11.2 Compose very short and simple of oral sentence in conversation or dialogue and written test related to "asking and giving opinion"	<ul style="list-style-type: none"> • Create short and simple sentence in a conversation • Present the dialogue with peers in front of class. 	<p>1. Pre-test: Students make a short conversation minim 5 sentences about "asking and giving opinion"</p> <p>2. Post-test: Students make a short conversation minim 5 sentences about "asking and giving opinion" and select one theme:</p> <ol style="list-style-type: none"> a. New thing/stuff b. Character of a person c. Hobbies d. Series, movies, etc e. Others

Metro, 3 Mei 2024

Guru Mata Pelajaran



Ni Made Swanita, S. Ss
NIP. 19850823 201001 2 012

Mahasiswa



Zakia Wafa Putri Karimah
NPM. 2001050034



Kepala Sekolah
SMPN 1 Raman Utara

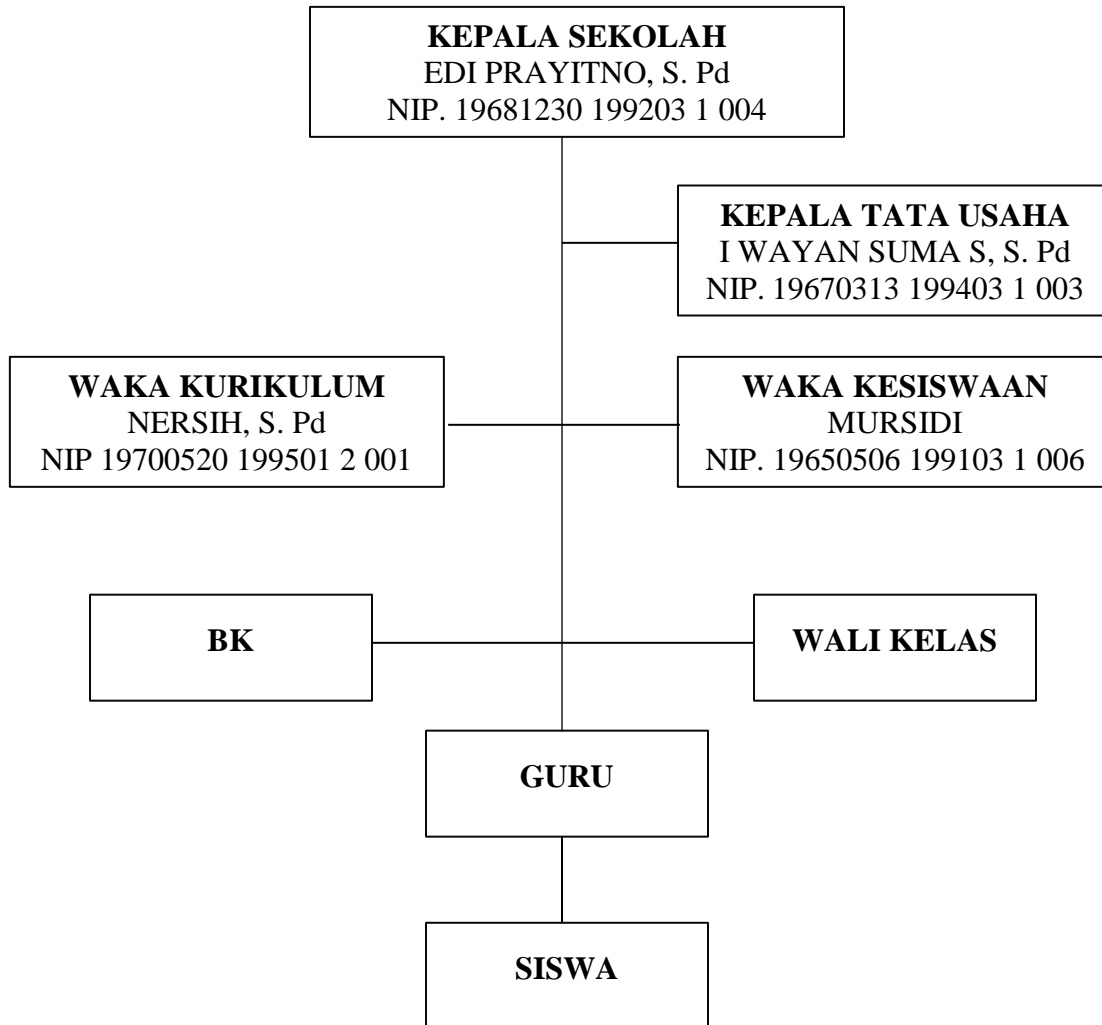
Prayitno, S. Pd
NIP. 19681230 199203 1 004

Table List of Names of the Teachers

No.	Name	Subject
1.	Edi Prayitno, S. Pd NIP. 19681230 199203 1 004	Kepala Sekolah/ Pendidikan Pancasila dan Kewarganegaraan
2.	Nersih, S. Pd NIP. 19700520 199502 2 001	Waka. Kurikulum/ Bahasa Inggris
3.	Mursidi NIP. 19650506 199103 1 006	Waka. Kesiswaan/ Bahasa Indonesia
4.	Drs. Purwanto NIP. 19661104 199512 1 001	Bimbingan Konseling (BK)
5.	I Wayan Balik, M. Si NIP. 19641231 199103 1 098	Bimbingan Konseling (BK)
6.	Devi Nuraisya, S. Pd NIPPPK. 199209302022212014	Bimbingan Konseling (BK)
7.	Sujono, S. Pd NIP. 19660506 199003 1 018	Pendidikan Pancasila dan Kewarganegaraan
8.	Mulyana, S. Pd NIP. 19651105 198601 1 002	Pendidikan Pancasila dan Kewarganegaraan
9.	Nila Sari Dewi, S. Pd NIP. 19701024 199612 2 003	Ilmu Pengetahuan Sosial
10.	Ni Kadek Widyawati, S. Pd NIP. 991000120	Ilmu Pengetahuan Sosial
11.	Yuda Agustama, S. Pd NIP. 991000060	Ilmu Pengetahuan Sosial
12.	Rusmawati, S. Pd NIP. 19821130 201101 1 003	Ilmu Pengetahuan Alam
13.	Ni Nengah Suriasih, S. Pd. Fis NIP. 19650410 199203 2 005	Ilmu Pengetahuan Alam
14.	Rismiati, S. Pd NIP. 19660315 199010 2 001	Ilmu Pengetahuan Alam
15.	Sukinem, S. Pd, Mat NIP. 19730302 200501 2 005	Matematika
16.	Wiyati, S. Pd NIP. 991000110	Matematika
17.	Ernawati, S. Pd NIP. 19630421 198412 2 002	Matematika
18.	Kayan Sudiati, S. Pd NIP. 19660312 198602 2 004	Bahasa Indonesia
19.	Joko Setyo N, S. Pd NIP. 19950802 201903 1 001	Bahasa Indonesia
20.	Ni Wayan Renteb, S. Pd	Bahasa Indonesia

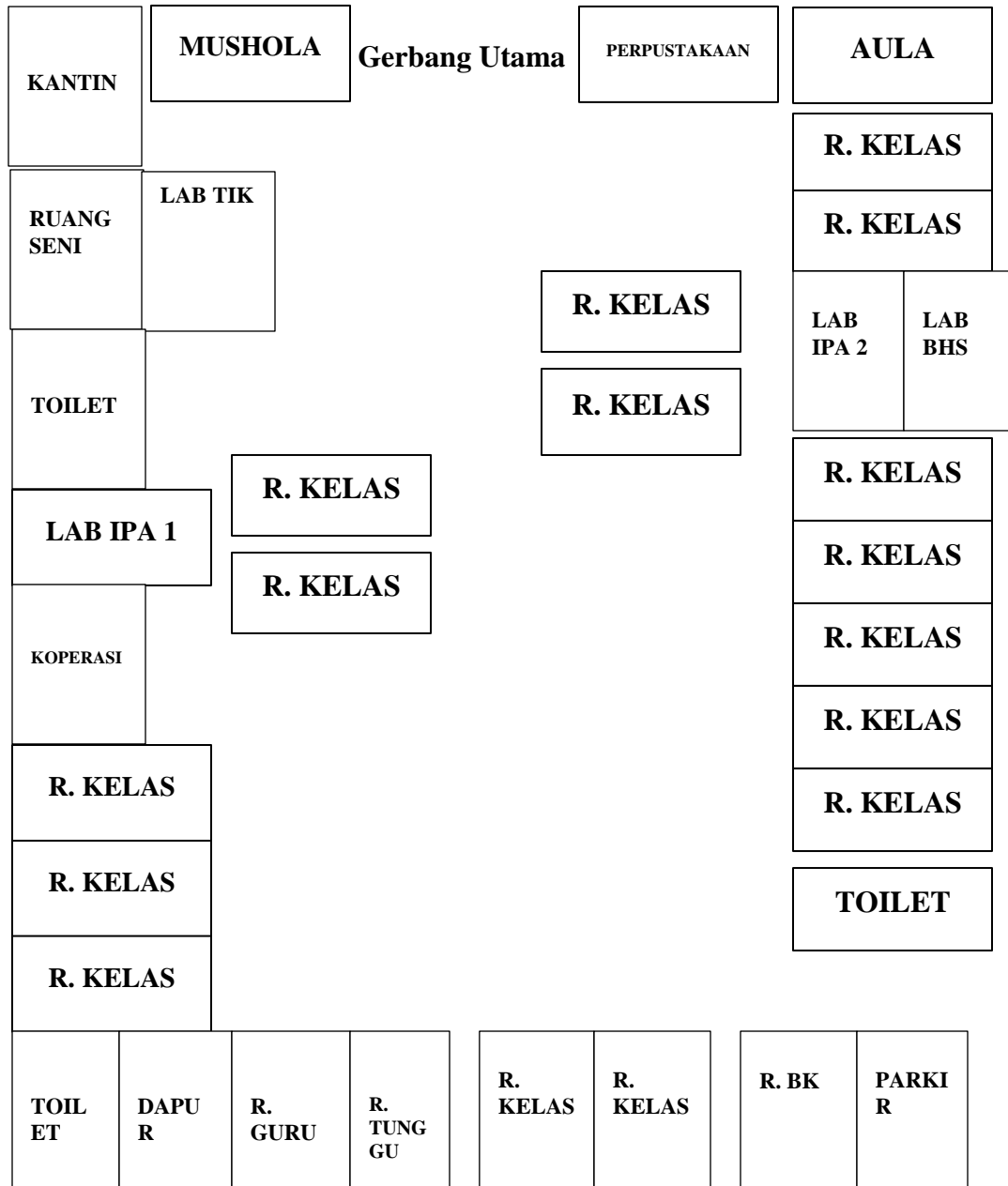
	NIP. 19640906 198602 2 008	
21.	Nurhayati, S. Pd NIP. 19840610 201101 2 003	Bahasa Inggris
22.	Ni Made Swanita, S. Ss NIP. 19850823 201001 2 012	Bahasa Inggris
23.	Endang K, S. Ag NIP. 19810519 201407 1 003	Pendidikan Agama Islam/ Prakarya
24.	Siti Nurfadillah, S. Ag NIP. 19720805 20147 2 001	Pendidikan Agama Islam
25.	Ni Nyoman N, S. Ag NIP. 19840823 201101 2 005	Pendidikan Agama Hindu
26.	Juweni, S. Pd. I NIP. 19630412 199003 1 009	Prakarya
27.	Sugiyati, S. Ag NIP. 9910000170	Prakarya
28.	Tri Haryani NIP. 19651125 199003 2 005	Kesenian
29.	Dra. Ni Nyoman Darmiki NIP. 19660207 200801 2 005	Pendidikan Jasmani, Olahraga, dan Kesehatan
30.	M. Dicky Burhanuddin NIP. 991000130	Pendidikan Jasmani, Olahraga, dan Kesehatan
31	I Ketut Sugita NIP. 19760804 201407 1 002	Teknologi Informasi dan Komunikasi

The Structure Organization of SMP N 1 Raman Utara



Source: *Documentation of SMP N 1 Raman Utara was taken on May, 2024.*

Location Sketch of SMP N 1 Raman Utara



The Condition of Facilities at SMP N 1 Raman Utara

No.	Room Name	Condition		Total
		Good	Bad	
1.	Principal Room	√		1
2.	Vice of Curriculum and Student Affairs Room	√		1
3.	Teacher Room	√		1
4.	Staffroom	√		1
5.	Classroom	√		20
6.	Library	√		1
7.	Computer Room	√		1
8.	Laboratory Room	√		3
9.	Art Room	√		1
10.	Hall	√		1
11.	School Medical Room	√		1
12.	Mosque	√		1
13.	Counselling Room	√		1
14.	Canteen	√		2
15.	Teacher's Toilet	√		2
16.	Student's Toilet	√		3
17.	Parking Area	√		1
18.	Guest Room	√		1
19.	Security Post	√		1
20.	School Field	√		1

No.	Speaking Score of Two Classes			
	Experiment Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1.	55	85	65	80
2.	65	80	55	65
3.	70	75	50	60
4.	55	70	70	60
5.	75	75	50	70
6.	50	80	55	55
7.	75	85	75	65
8.	55	85	65	60
9.	50	85	50	55
10.	75	75	80	65
11.	65	80	75	70
12.	75	70	60	65
13.	55	65	50	55
14.	60	80	70	55
15.	65	65	50	60
16.	50	70	75	50
17.	50	75	60	50
18.	70	80	55	75
19.	55	75	70	60
20.	70	70	60	70
21.	65	75	80	70
22.	55	65	50	75
23.	75	70	55	70
24.	60	75	65	65
25.	55	80	75	55
26.	65	70	70	65
27.	55	75	65	55
28.	-	-	60	60
Total	1670	2035	1760	1760
Average	61.9	75.4	62.9	62.9

Documentation of the Research

❖ Pre-Test



❖ Treatment

(Treatment 1)



(Treatment 2)



(Treatment 3)



❖ Post-Test





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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-433/In.28/S/U.1/OT.01/05/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ZAKIA Wafa PUTRI KARIMAH
NPM : 2001050034
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001050034.

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Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 Mei 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : ZAKIA Wafa Putri Karimah

NPM : 2001050034

Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 12 Juni 2024

Ketua Program Studi TBI



Much Daminatur, M.Pd.B.I

2003082015031006

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by turnitin student



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BIOGRAPHY



The researcher's name is Zakia Wafa Putri Karimah. She was born in Seputih Mataram, on December 13th, 2001. She is the second child of the three children in the family. She is a daughter from a couple of Mr. Bambang Ardiansyah (Alm.) and Mrs. Sulasih (Almh.). She was born and grew up well in her beloved city, Lampung. The researcher has an older sister named Anissa Indrawati and has little brother named Muhammad Hilmi Nur Faresa. She completed her formal school education of Kindergarten at TK Gula Putih Mataram at 2007-2008, Elementary School at SDS 01 Gula Putih Mataram from 2008-2014, Junior High School at SMP 01 Gula Putih Mataram from 2014-2017 and Senior High School at SMA Sugar Group from 2017-2020. She has a dream to be an English teacher so that it can be a help the students to develop their curiosity about language differences. Now, she is still continuing her undergraduate education by taking English Education study program at IAIN Metro Lampung. With perseverance and motivation to keep learning and trying, hopefully Zakia will be able to achieve her dreams in the future.