

**AN UNDERGRADUATE THESIS**

**THE USE OF WH- QUESTIONS TECHNIQUE  
TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE  
AT THE EIGHT GRADERS OF MTs DARUL A'MAL METRO**



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**STATE FOR ISLAMIC STUDIES INSTITUTE OF METRO**

**1439 H /2017 M**

**THE USE OF WH- QUESTIONS TECHNIQUE  
TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE  
AT THE EIGHT GRADERS OF MTs DARUL A'MAL METRO**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Study Program

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**ABSTRACT**

**BY:**

**ALFI NUR KHOITAMIN**

Speaking is defined as a part of communication since it is regarded as representing what speaker wants to say. Speaking means to express opinions; to say; to talk. And *WH- Questions technique* can be used to ask some information and can not answer by yes or no. In this research, used *WH- Questions technique* to help the students in finding the ideas. It was aimed to know whether *WH- Questions technique* gave improvement to the students' speaking performance.

This research is Classroom Action Research which consist of two cycles. The research was conducted at MTs Darul A'mal Metro on class VIII f which consist of 30 students. In collecting the data used test, documentation, observation, and interview. The pre-test was to know the students' speaking performance before giving the treatment and the post-test was to know the result of the students' speaking performance after getting the treatment by using *WH- Questions technique*.

The finding of this research shows that there was significant improvement from cycle 1 to cycle 2. The average score in pre-test is 66,8 and 73,3 in post-test cycle 1. In the post-test cycle 2, the students' average score become 80,4. In other words, the students' average score increased 6,5 points from pre-test to cycle 1 and 7,1 points from cycle 1 to cycle 2. The condition of the class was getting better. The students listened to the teacher's explanation and did not make noisy in learning activity. The students more active during discussion occurred and they are more confident, bravest to present and express their idea to speak English. It means that the use of *WH- Questions technique* can improve the students' speaking performance at the eighth graders of MTs Darul A'mal Metro.

**PENGGUNAAN *WH- QUESTIONS TECHNIQUE*  
UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA  
DI KELAS DELAPAN MTS DARUL A'MAL METRO**

**ABSTRAK  
OLEH:  
ALFI NUR KHOITAMIN**

Berbicara didefinisikan sebagai bagian dari komunikasi karena hal ini dianggap sebagai representasi tentang apa yang ingin pembicara katakan. Berbicara untuk mengekspresikan pendapat, untuk mengatakan, untuk menyampaikan. Dan *Wh- Questions technique* dapat digunakan untuk menanyakan beberapa informasi dan tidak bisa dijawab dengan ya atau tidak. Penelitian ini membahas tentang penggunaan *Wh- Questions technique* untuk membantu siswa dalam menemukan ide-ide. Hal ini ditujukan untuk mengetahui apakah *Wh- Questions technique* memberikan peningkatan terhadap kemampuan berbicara siswa.

Penelitian ini adalah Penelitian Tindakan Kelas yang terdiri dari dua siklus. Penelitian ini dilaksanakan di MTs Darul A'mal Metro di kelas VIII f yang terdiri dari 30 siswa. Dalam pengumpulan data menggunakan tes, dokumentasi, observasi, dan wawancara. Pre-test untuk mengetahui kemampuan berbicara siswa sebelum diberikan perlakuan dan post-test untuk mengetahui hasil kemampuan berbicara siswa setelah mendapatkan perlakuan menggunakan *WH- Questions technique*.

Hasil penelitian ini menunjukkan bahwa ada peningkatan yang berarti dari siklus 1 ke siklus 2. Nilai rata-rata pre-test adalah 66,8 dan 73,3 di post-test siklus 1. Dalam post-test siklus 2 nilai rata-rata siswa menjadi 80,4. Dengan kata lain, nilai rata-rata siswa meningkat 6,5 poin dari pre-test ke post-test 1 dan 7,1 poin dari post-test 1 ke post-test 2. Kondisi kelas menjadi lebih baik. Siswa mendengarkan penjelasan guru dan tidak membuat bising di dalam aktivitas belajar. Siswa lebih aktif selama diskusi terjadi, dan mereka lebih percaya diri, berani untuk tampil dan mengekspresikan ide mereka untuk berbicara bahasa Inggris. Ini berarti bahwa penggunaan *Wh- Questions technique* dapat meningkatkan kemampuan berbicara pada siswa kelas delapan MTs Darul A'mal Metro.



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*Assalamu'alaikumWr.Wb.*

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THE STUDENTS' SPEAKING PERFORMANCE AT THE EIGHT  
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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.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.

*Wassalamu'alaikum Wr.Wb*

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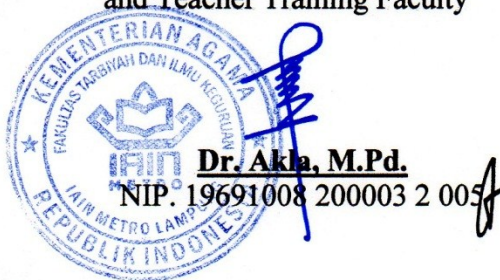
No: B-0042/In.28.1/D/PP.00.9/01/2018

An Undergraduate Thesis entitled: THE USE OF WH-QUESTIONS TECHNIQUE TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AT THE EIGHT GRADERS OF MTS DARUL A'MAL METRO Written by Alfi Nur Khoitamin, student number.13106457, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on December 05, 2017 at 8.00-10.00 am

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Penulis



## STATEMENT OF RESEARCH ORIGINALITY

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Name : ALFI NUR KHOITAMIN

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

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The Writer

  
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## MOTTO

الَّذِي جَعَلَ لَكُمُ الْأَرْضَ مَهْدًا وَجَعَلَ لَكُمْ فِيهَا سُبُلًا لَعَلَّكُمْ تَهْتَدُونَ ﴿١٠﴾

Who made the earth a resting-place for you, and placed roads for you therein, that  
may find your way. (Q.S Az-Zukhruf:10)

## **DEDICATION PAGE**

*This Piece of Work is dedicated to :*

*My Beloved Parents  
(Mr.Karno and Mrs.Suryati)*

*My Beloved Sisters  
(Era Apriyanti and Arina Manasikana)*

*My Beloved Friends  
(Bahrul Mughis, Riski Martalia, Netti Dwi Ratnasari, Nera Andani, Ani Kartini,  
Nunik Puspita Ningrum)*

*My Beloved Lecturers of English Education Study Program  
of Institute Islamic Collage of Metro*

*And  
My Almamater*

## ACKNOWLEDGEMENT

Praise be merely to the almighty God, Allah SWT for his gracious mercy and tremendous blessing that enables the writer to accomplish this under graduate thesis entitled “The Use Of Wh- Questions Technique To Improve The Students’ Speaking Performance At The Eight Graders Of Mts Darul A’mal Metro”. The writer’s invocation is also addressed to Prophet Muhammad SAW and his family.

This Undergraduate Thesis is written as compulsory fulfillment of the requirements for the degree Sarjana Pendidikan (S.Pd) in English Education Study Program, entitled : “The Use Of Wh- Question Technique To Improve The Students’ Speaking Performance At The Eight Graders Of Mts Darul A’mal Metro”.

Firstly, the writer would like to dedicate her sincere gratitude and respect to Dra. Umi Yawisah, M.Hum as the first sponsor and Trisna Dinillah Harya, M.Pd as the second sponsor, who have given their suggestions, scientific, knowledge, invaluable guidance, unlimited patience, and encouragement to the writer during the completion of this script. The writer also does not forget to appreciate all helps and supports from the principal of IAIN Metro.

Finally, the writer realizes that this undergraduate thesis is nearly imperfect. At last, she hopes that the result of the research will give significant contribution in teaching learning of English language in English Education Study Program of IAIN Metro.

Metro, Desember 2017

The Writer,



**ALFI NUR KHOITAMIN**

**St. ID 13106457**

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## CHAPTER I

### INTRODUCTION

#### **F. Background of the Study**

English is one of the languages in the world. It is an international language that can be used as an instrument to write important information and knowledge. English is an important subject of education because English is an international language to communicate among people of the different countries and languages as a foreign language.

English is taught integrated within the four skills, namely reading, speaking, listening, and writing, but the most important skill is speaking because it can make the people be easy to communicate in English.

Speaking is defined as a part of communication since it is regarded as representing what the speaker wants to say. Speaking is not only for communication each other but also for expressing an idea and mimicry of someone. Speaking means to express opinions; to say; to talk.

Moreover, speaking is as one of the productive skills which is very complex because it does not only need the speakers' mastery in vocabulary, but also their pronunciation, fluency and others. It also relates to speakers' ability in listening the English sound and their ability in generating idea. Having a good speaking performance is very important in order to communicate effectively. It is impossible for the listeners to understand the message if the way of the speaker is not good.

However, speaking is not an easy matter. It is hard for the non-native English speaker to speak English fluently because of many factors influenced it. The speaking problems can be clasified to internal and external. The internal problem include of low learning motivation, bad learning style, lack of vocabulary, did not know what to say, how to make up their mind and others. Meanwhile, the external problem include of unsuitable teaching method, limited learning media, unconducive learning envirointment and others.

In this case, the researcher studied how to improve the students speaking perfomance at the eight graders of MTs Darul A'mal Metro in Academic year 2016/2017. The number of the students are 30 students. Furthemore, based on the data of pre survey on December 9<sup>th</sup> 2016 can be illustrated the students speaking performance as follow:

**Table 1**

**The Summaries of Students' Speaking Score At The Eight Graders Of  
Mts Darul A'mal Metro Academic Year 2016/2017**

No	Score	Category	The Number of Students	Percentage
1	>75	Passed	9	30 %
2	<75	Failed	21	70 %
Total			30	100%

*Source : the students' Test Result of speaking perfomance that was taken on pre-survey at December 9<sup>th</sup> 2016*

Based on the table 1 above, the Minimum Mastery Criteria (MMC) of English is 75. It can be seen that the students got score less than the standard minimum are 21 students with the percentage is 70%. It is more than the students who get the score up to the standard of score are 9 students with percentage is 30%.

From the explanation above, the researcher assumes that many students have problems in learning English. It is caused the students have low motivation, less confident and lack of vocabulary.

Besides, from the interview with the English teacher, many students spend a lot of time to listen in the class than speak up. Most of them were not interested in speaking. They consider that speaking is not easy because they lack of vocabulary, did not know what to say and how to make up their mind. Based on the problem above, it can be inferred that the students' speaking performance at the eight graders of MTs Darul A'mal Metro is categorized into low category.

In order to overcome the students' speaking problem above, the researcher chooses Wh-questions technique to improve their speaking performance. However, question is one of important parts of study English, especially in system of communication. Besides, WH- Questions can used to ask some informations in English learning process and can not answered by yes or no. By using WH-questions, hopefully the students can improve their speaking in an interesting and enjoyable way. It is hoped

that in speaking learning process the students can make up their mind and easy to involve themselves in active speaking learning.

So that, the researcher tends to conduct the research about “The Use Of WH- Questions Technique To Improve The Students’ Speaking Performance At The Eight Graders of Mts Darul A’mal Metro”.

#### **G. Problem Identification**

Based on the background of the study above, the problem can be identified as follows:

- 1) The students have low motivation in learning English.
- 2) The students are not interested in learning speaking.
- 3) The students are lack of vocabulary and idea to speak.
- 4) The students did not know what to say and how to make up their mind although they know the topic.

#### **H. Problem Limitation**

The researcher focuses on improving the student’s speaking performance at the eight graders of MTs Darul A’mal Metro.

#### **I. Problem Formulation**

Based on the background of the study above, the researcher would like to identify the problem as follows:

“ Can the use of Wh-Questions technique improve the students’ speaking performance at the eight graders of MTs Darul A’mal Metro ? ”

## **J. Objective and Benefit of Study**

### **3. The Objective of Study**

The objective of the study is aimed to know whether WH- Questions technique can improve speaking performance.

### **4. The Benefit of the Study**

#### a. For the Students

It is hoped that the students will be active in teaching learning process so that their ability in English will improve.

#### b. For the English Teacher

This research is expected to give the positive contributions teacher to improve speaking performance by using WH- Questions technique. Hopefully she/he can use this way to improve her/his ability in teaching English.

#### c. For the headmaster

It is hoped that this research can give the information about the importance of using WH- Questions technique in teaching speaking. It is also expected to improve the quality of education.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

#### 3. The Concept of Speaking Performance

##### a. Definition of Speaking Performance

Creative language skill is speaking. Theoretically, according to O'Grady, it is mental process.<sup>1</sup> According to Scott, speaking is the most demand skill that should teach by the teacher.<sup>2</sup> This means that it is psychological process by which a speaker puts a mental concept into some linguistic form, such as word, phrases, and sentences used to convey message to listener.

Besides, speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation.<sup>3</sup> Speaking is an interactive process.<sup>4</sup> According to Brown, Burns & Joyce, Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.<sup>5</sup>

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<sup>1</sup> Sagam Siahaan, *Issues in Linguistics*, Graha Ilmu, Yogyakarta, 2008, p.95

<sup>2</sup> Thornbury Scott, *How To Teach Speaking*. Longman. p.1

<sup>3</sup> Christopher Turk. *Effective Speaking: Communicating in Speech*. (Taylor & Francis e-Library, 2003). P. 9

<sup>4</sup> Jonathan Ballantine. *Let's speak English: Strategies for Effective Spoken Performance*. Madrid, English and Golf. P. 7

<sup>5</sup> Dr. Fayzeh Shrouf, *Teaching And Improving Speaking Skill*, (Philadelphia University), p.2



Furthermore, speaking performance is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In other words they are required to show mastery of the following sub competencies/skills:

- 1) Linguistic competence: This includes the following skills:
  - a) Using intelligible pronunciation.
  - b) Following grammatical rules accurately.
  - c) Using relevant, adequate and appropriate range of vocabulary.
- 2) Discourse competence: This includes the following skills:
  - a) Structuring discourse coherently and cohesively
  - b) Managing conversation and interacting effectively to keep the conversation going
- 3) Pragmatic competence: This includes the following skill:
- 4) Expressing a range of functions effectively and appropriately according to the context and register.
- 5) Fluency: This means speaking fluently demonstrating a reasonable rate of speech.<sup>6</sup>

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<sup>6</sup> Shiamaa Abd El Fattah Torky, *The Effectiveness.*, p.30-31

## **b. The Characteristics of Speaking Performance**

There are 8 characteristics of speaking. They are :

### 1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

### 2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

### 3) Reduced Forms

Contractions, elisions, reduced vowels, etc. All from special problems in teaching spoken English ( see the section below in teaching pronunciation ). Student who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turnigmatizes them.

### 4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

#### 5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

#### 6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

#### 7) Stress, Rhythm, Intonation

This is the most important characteristic of English pronunciation, will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

#### 8) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum – without interlocutors would rob speaking skill of its richest component : the creativity of conversational negotiation.<sup>7</sup>

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<sup>7</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*. San Francisco State University. Longman. P.270

### c. Types of Classroom Speaking Performance

There are six types of classroom speaking performance that students are expected to carry out in the classroom, those are :<sup>8</sup>

#### a) Imitative

A very limited portion of classroom speaking time may legitimately be speech generating “human tape recorder speech, where, for example learner practice an intonation contour or try to pinpoint a certain vowel sound.” Imitation of this kind is carried out not the purpose of meaningful interaction, but for focusing on some particular element of language form.

#### b) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners “going over” certain forms of language.

#### c) Responsive

A good deal of student speech in the classroom is responsive: short replies a teacher or student. Initiated questions or comments. Such speech can be meaningful and authentic.

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<sup>8</sup> H.Douglas Brown, *Principle of Language Learning and Teaching* ( New York: Prentice Hall.2001). p. .271-274

d) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e) Interpersonal (dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of fact and information. Learner would need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

f) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries of perhaps short speeches.

#### **d. Speaking Difficulties**

Since English is a foreign language in our country, most students especially Junior High School students are not familiar with it. Kevin Hetrakul also said that they use English more frequent only inside the class and less frequent outside the class. Whereas, students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English.

There are many problems when someone would speak in English as foreign languages among others are:

- a. Difficult to react the conversation although rightly understand the topic conversation.
- b. When want to use word or idiom, cannot speak and even cannot out from, he or she minds.
- c. When want to talk, first try to translate and arrange sentence structure.
- d. Often feel not sure with that she/he speaks.
- e. Combine between sentences is not suitable.<sup>9</sup>

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<sup>9</sup> Jeremy Harmer, *How To Teach English*, England: Pearson. P. 87

**e. Testing of Speaking**

To test speaking performance, there are some indicators that should be scored. According to Weir, he classified into five analytic speaking criteria as follows:

**Table 2**

Analytic Speaking Criteria<sup>10</sup>

<b>Aspect</b>	<b>Category</b>	<b>Indicators</b>
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The students speak so little that no

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<sup>10</sup> Cyril J. Weir, *Language Testing and Validation*,(United States: Palgrave Macmillan, 2005), p. 195-196

		'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (adequate)	Limited use of vocabulary with



		frequent inappropriacies.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional Strategies	4 (excellent)	Interacts effectively and readily participaties and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.

	1 (fair)	Understanding and interaction minimal.
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From the text above, we can conclude that in speaking performance have some points which should be attention. They are fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies.

#### 4. The Concept of WH-Questions Technique

Question is one of important parts of study English, especially in system of communication. Question is sentence, phrase, etc that asks for information. By giving question, students will find information so that the students can develop ideas, feelings, and thoughts in oral or written form.

Question makes students to think. It means that question is one of the ways for the students in stimulating the ideas. The questions give the chance for the students to think and encourage their thoughts which are expressed in speaking. Here we can see that the students have ability to develop their ideas by answering the question.

Based on the Modern English book, there are three kinds of question in English that is Yes-No Question, Attached ( or Tag ) Question and Interrogative- Word Question (WH- Question).<sup>11</sup> But in this research, the researcher focus on WH- Question.

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<sup>11</sup> Marcella Frank, *Modern English a Practical Reference Guide*, United States of America, p.

WH- Question is the question that elicit specific information a person, place, time, etc.<sup>12</sup> Imam Baehaqi said that Informative Question (WH- Question) is the question made by question words and can not answer by Yes or No.<sup>13</sup> The questions only ask about some information and use to search news from someone who can give information about something or someone.

Wh-questions is a technique that is used to clarify exactly what subject you are going to discuss and to find the details about the topic.<sup>14</sup> Wh questions is a technique that used by the teacher to focus on the topic and it is very effective in developing the topic by asking some questions by using who, when, where, why and what .<sup>15</sup> Besides, It is a teaching technique in speaking that encourages discussion of aspects of events the students are talking about and positive evaluation to enhance their understanding.<sup>16</sup>

Betty Schramper said that an information questions (WH- Questions) is a question that asks for information by using a question words: where, when, why, who, whom, what, which, whose, how.<sup>17</sup> The used of the words of WH-Question related to the function of the word,

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<sup>12</sup>*Ibid.*,p.88

<sup>13</sup> Imam Baehaqi, *Let's Speak English*, (Yogyakarta: Pustaka Pelajar, 2008), p. 18

<sup>14</sup> Ilona Ieki, *Academic Writing: Exploring Processes and Strategie*, Cambridge University, New York. 1999, p.25

<sup>15</sup> Jane Oakhill, Kate Cain, Charsten Elbro, *Understanding and Teaching Reading Comprehension*, Roudletje, New York. 2015, p.50

<sup>16</sup> Wolfgang Schneider, *Memory Development from Early Childhood Trought Emerging Adulthood*, Spinger: New York. 2015, p.95

<sup>17</sup> Betty Schramper Azar, *Fundamental of English Grammar (Second Edition)*, (America: Regents/Prentice Hall, 1992), p. 123

different word has different functions. These questions words which started by the letter Wh and H are:

a. What

The function of question word “what” is asking for information about something.

Example: What is your name?<sup>18</sup>

b. When

The function of question word “when” is asking about time.

Example: When does he usually study?<sup>19</sup>

c. Why

The function of question word “why” is asking for reason, asking what...for.

Example: Why do you say that?

d. Who

The function of question word “who” is asking what or which person or people (subject).

Example: Who opened the door?

e. Where

Where asks for information about a place.

Example: Where are you from?<sup>20</sup>

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<sup>18</sup> Betty Schramper Azar, *Basic English Grammar (Third Edition)*, (Washington: Person Longman, 2006), p. 82

<sup>19</sup> Robert Krohn, *English Structure Sentence*, (USA: The University of Michigan Press, 1990), p. 30

<sup>20</sup> Pardiyono, *Pasti Bisa Communicative Grammar for Easy Conversations*, (Yogyakarta: Andi Offset, 2004), p. 4

f. Whom

The function of question word “whom” is asking what or which person or people (object).

Example: Whom did you see?

g. Which

The function of question word “which” is asking about choice.

Example: Which color do you want?

h. Whose

The function of question word “whose” is asking about ownership.

Example: Whose keys are these?

i. How

The function of question word “how” is asking about extent or degree.

**Table 3**

The Function of Question Word “How”

<b>Question Word</b>	<b>Function</b>	<b>Example</b>
How far	Asking for distance	How far is Pattaya from Bangkok?
How long	Asking for length (time or space)	How long will it take?
How many	Asking for quantity (countable)	How many books are there?

How much	Asking for quantity (uncountable)	How much money do you have?
How old	Asking for age	How old are you?

## **B. Research Hypothesis**

Based on the frame of theories and assumptions above, the researcher formulates the hypothesis by using WH- Questions technique, the students' speaking performance at the eight graders of MTs Darul A'mal will be improved.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Setting of The Research**

This research have done at the eight graders of MTs Darul A'mal Metro that is located on Mulyojati 16b West Metro, Metro City . There were 200 students who are divided into 6 classes. Since the study is a classroom research, the researcher then took one class as the sample. And the researcher chose the VIII f graders of MTs Darul A'mal Metro. There were 30 students in that class.

**B. Subject of Research**

The Subject of this study is the students of the eight graders of MTs Darul A'mal West Metro. And the object is the use of WH-Questions technique to improve the students' speaking performance.

**Table 4.**

**The Students Condition of Eight Graders in MTs DarulA'mal**

No	Class	Male	Female	Total
1	VIII A	36	-	36
2	VIII B	34	-	34
3	VIII C	34	-	34
4	VIII D		34	34
5	VIII E	-	32	32
6	VIII F	-	30	30

### C. Action Plan

The kind of this research is classroom action research. Because action research is one of the efforts to improve the teaching program quality in all educational level and activity to develop the teacher profession.

Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.<sup>21</sup> It means that action research is given by teacher with directive from teacher that is done by students.

“Action research is inquiry or research in the context of focused efforts to improve the quality of an organisation and its performance”.<sup>22</sup> Based on Eileen Ferrance “Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research”.<sup>23</sup> Action research deals with a social practice and it involves the direct interaction of teacher and group of the students, it is portrayed as a cyclical spiral process involving steps of planning, action, observing, and reflecting. Besides, action research is normal for a project to go through two or more cycles in an interactive process, the improvements of the research can be seen from a series of cycles, each incorporating lesson from previous cycles.

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<sup>21</sup> Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge 270 Madison Ave, 2010).p.2

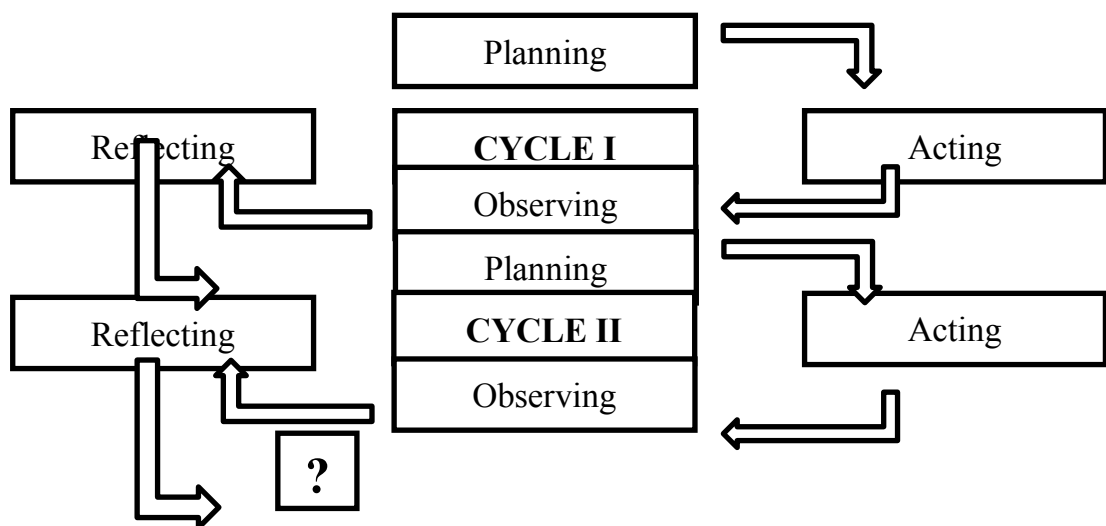
<sup>22</sup> M Corey, *Fundamental of Research Methodology and Statistics*, (Canada: New Age, 2000), p.07

<sup>23</sup> Eileen Ferrance. *Themes in Education: Action Research*, (New York: Northeast and Islands Regional Educational Laboratory At Brown University. 2000), p.1



The research was conducted based on the pre-test and post-test. In this classroom action research, the researcher would like to hold the research in two cycles. There are four steps in cycle; they are planning, acting, observing, and reflecting. If the first cycle has failed, the cycles would be repaired in the second cycle and so on. Here are steps of classroom action research design:

### Cyclical Process of Action Research<sup>24</sup>



Classroom Action Research (CAR) Cycles are :

#### 1. Cycle 1

##### a. Planning

Planning is the first step of the teaching context and it is prepared before the researcher do the action. The planning will be reference in doing action. Here is the step that the researcher can make in planning:

- a) The researcher prepared the lesson plan, list of the student's name and materials.

<sup>24</sup>SuharsimiArikunto, et. Al, *PenelitianTindakanKelas*, (Jakarta: PT BumiAksara, 2008), p.

- b) The researcher prepared a test and evaluation.

**b. Acting**

The second step in action research is acting. It is the implementation of the planning. Without the action, the planning just imagination that never can be real. In this step the researcher acts as follows;

1) Pre teaching activities

- a) The researcher began the lesson by greeting to catch students attention.
- b) The researcher asked the student's condition before beginning the learning process and teaching the students by checking the students' attendance list.
- c) The researcher checked the students' readiness to study.
- d) The researcher built knowledge of students first in order to make students ready to learn the topic and make them easier to explore more about the topic in next phases.
- e) The researcher introduced WH- Questions to the students to help them build their ideas in speaking.

2) While activity

- a) The researcher applied the lesson plan.
- b) The researcher explained WH-Question to the student as the main activity.
- c) The researcher taught by using WH-Question as technique.

- d) The researcher gave explanation to the student how to link ideas, to express ideas about the material by using WH-Questions.
  - e) The researcher asked the students to speak in front of class through WH-Questions based on the topic given.
  - f) The researcher gave evaluation.
- 3) Post activity
- a) The researcher gave feedback to the students toward the process and learning achievement, it can be like giving reward to the students.
  - b) The researcher concluded or summarized the lesson together with the students.
  - c) The researcher reviewed the activity that has been done consistently.
  - d) The researcher gave homework for the students to make a conversation by using wh-questions.
  - e) The researcher closed the meeting.

After the students given the treatment in the cycle 1, they would be given the post test. The instrument that used has different mode with the instrument given in the pre test.

### **c. Observing**

Observing is the activity of recording the event and action. The observation is done in teaching learning process. Based on the

observation, the researcher can determine whether is anything that the the researcher has to be improves speaking, in this step, the researcher observes the process of teaching learning by using form of observation.

**d. Reflecting**

Reflecting is the last step in this process. The researcher analyzed and observed the test result during teaching learning process. In this step the researcher used the data for evaluation to make improvement for the second cycle. In cycle 2, there were the result from cycle 1. It means that if cycle 1 is failed, it must reviewed in cycle 2, and if cycle 1 is successful, cycle 2 is continuation from cycle1.

**2. Cycle II**

**a. Planning**

- a) To study of the reflection result in the first action.
- b) To discuss about the action that would be done cycle 2.
- c) To arrange the detail plan about the action on cycle 2.
- d) To collect the subject material and the learning media.

**b. Acting**

- a) Did the treatment.
- b) Gave the post test.

### **c. Observing**

The collaborator observed and collect the data when the learning process were going. In this step the researcher observes the process of teaching learning by using format observation, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, writing student's good participant and student's error. The important things in teaching learning process were noted by observer.

### **d. Reflecting**

The researcher and the collaborator corrected and analyzed the result of the action. By reflecting, the researcher knew the strength and weakness of the action. In this step the researcher compared the score distribution of pre-test and post-test, the researcher reviewed and reflected on the students attitude whether it is positive or negative, enough in the second cycle or need for next second.

## **D. Data Collection Method**

To collect the data, the researcher used the data collection method as follows:

## 1. Test

In this research, researcher used tests for the instrument. A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>25</sup>

### a. Pre test

After observing the subject's activities, the researcher gave a pre test and it has been done before cycle 1 to know how far the students' speaking performance before giving the treatments. The test in this research is students perform and describe about themselves in front of the class.

This has been done to determine the readiness for instructional program and to diagnose individuals specific strengths and weakness in speaking performance.

### b. Post test

After treatments the researcher gave a post test. It has been done to know the students' result in learning to speak by using WH-Questions technique after giving twice treatments.

## 2. Documentation

The researcher used this method to get the data about history of the school, the sum of the teachers, official employed and students at MTs Darul A'mal Metro, and learning activities in the classroom.

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<sup>25</sup> H Douglas Brown, *Language Assessment; Principles and Classroom Practice*, (California: Longman, 2003), p. 3

### 3. Observation

Observation is a mainstay of action research.<sup>26</sup> Observation refers to the act of watching or noticing.<sup>27</sup> The researcher used observation to get data about students and teacher activities in learning process. The researcher noted their activities in learning process in the class.

### 4. Interview

Interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard.<sup>28</sup> Interviews provide opportunities for participants to describe the situation in their own terms.<sup>29</sup>

The researcher interviewed the headmaster to know the school history and the first headmaster. Besides, the researcher interviewed the teacher and the officer to know the situation of the school and students.

## E. Data Analysis Method

Data analysis have taken from the average score of the pre-test and post-test in cycle 1 and cycle 2. Furthermore to know the gain, the researcher will compare between pre-test and post-test. Then, the result is matched by the minimum standard in this school at least 75. If from cycle

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<sup>26</sup> Anne Burns, *Collaborative Action Research for English Language Teacher*, ( Australia: Cambridge University Press, 1999), p. 80

<sup>27</sup> Zina O' Leary, *The Essential Guide to Doing Research*, (London: SAGE Publication, 2004), p. 170

<sup>28</sup> Louis Cohen, Lawrence Manion & Keith Marrison, *Research Methods in Education*, (London & New York: Routledge Taylor & Francis Group, 2007), p. 349

<sup>29</sup> Ernest T. Stringer, *Action Research Third Edition*, (United States of Amerika: Sage Publication, 2007), p. 69

1, there are some students not successful, so the researcher must conduct cycle 2. The minimum cycle in classroom action research is two cycles. If from cycle 2 all of the students were successful, the cycle able to stop until cycle 2 only.

To analyze the result of the study, the researcher used the formula below:

$$M = \frac{\sum X}{N}$$

$M$  = mean or average score

$\sum X$  = the sum of the scores or values of the items

$N$  = the total numbers of items<sup>30</sup>

#### **F. Indicator of Success**

Indicator can be stated successful in teaching learning process if the result of the cycle 2 more succesful than cycle 1. The students are called success if 70% students get referring Minimum Mastery Criteria (MMC) (75) and 70% active in learning process.

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<sup>30</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*.p.286



## **CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION**

### **A. RESULT OF THE RESEARCH**

#### **1. Description of Research Location**

##### **a. The History of MTs Darul A'mal**

MTs Darul A'mal was one of the State Madrasah Tsanawiyah in Metro. It was located on street of Pesantren Mulyojati, subdistrict of West Metro, Metro. It was built on the land area of  $\pm 25.000 \text{ m}^2$ . It was founded on 1990 by KH. Khusnan Musthofa Ghufron. MTs Darul A'mal are now included in the sub Mulyojati Metro district swest of the city Metro was originally included in the sub-districts of Bantul village Mulyojati Central Lampung Regency.

In line with the times and the expansion territory at that time Central Lampung divided into three districts or cities, East Lampung, Metro city, and Central Lampung. This happened on 1999, and then on 2000 the Metro district became Metro city until now. It is the located of MTs Darul A'mal Metro.

From the establishment of on 1990 until 1993 headed by Ngadiman Adi, BA, on 1993 until 1996 headed by Drs. Nahrowi Sofyan, on 1996 until 1997 headed by Dra.Siti Romlah, on 1997 until 2010 headed by Drs. Muslan, on 2010 until 2013 headed by Kodratullah Sidiq, SH. And from of 2013 until now the leadership of MTs Darul A'mal is Marhaban Ilyas, S.H.I.

**b. The Condition of Teacher and Official Employers at MTs Darul A'mal Metro**

MTs Darul A'mal Metro has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of MTs Darul A'mal Metro who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process.

The total number of the teachers and officers were 65 people and the number educational background can be seen as the table below:

**Table 5**

**TEACHER EDUCATIONAL BACKGROUND**

No	Nama	SMA/MA	S1	S2	Occupation
1.	Marhaban Ilyas, S.H.I		√		Principal
2.	Tamyizul Maksum, S.Pd.I		√		Student Affair
3.	A. Rodul Ahyar, S.Pd.I		√		Curriculum Affair
4.	Alwi Rosyid, S.Pd.I		√		Administration
5.	Umi Salamah, S.Ag		√		Public Service
6.	KH. Zainal Abidin	√			Fiqh Teacher
7.	Harmuzi, S.Pd.I		√		Fiqh Teacher
8.	Riza Istiana, S.Pd.i		√		Qur'an Hadits Teacher
9.	Yulianawati, S.Pd.I		√		Qur'an Hadits Teacher

10.	Lusiana, S.Pd.I		√		AqidahTeacher
11	A Muhtarom, M.Pd.I			√	Arabic Teacher
12.	Mufid Arsyad, S.Pd, M.H.I			√	Science Teacher
13	Wahadi Ghuna, S.H.I		√		Social Teacher
14	M.Iqbal Arramany,M.Pd.			√	English Teacher
15	TitisArsiwi, M.Pd			√	English Teacher
16	Mardiani, S.Pd		√		Indonesian Teacher

*Source : Documentation of MTs Darul A'mal Metro Academic Year 2017/2018*

**c. The Quantity Students of MTs Darul A'mal Metro**

The quantities of the students at MTs Darul A'mal Metro that could be identified as follows:

**Table 6**  
**The Students Quantity of MTs Darul A'mal**

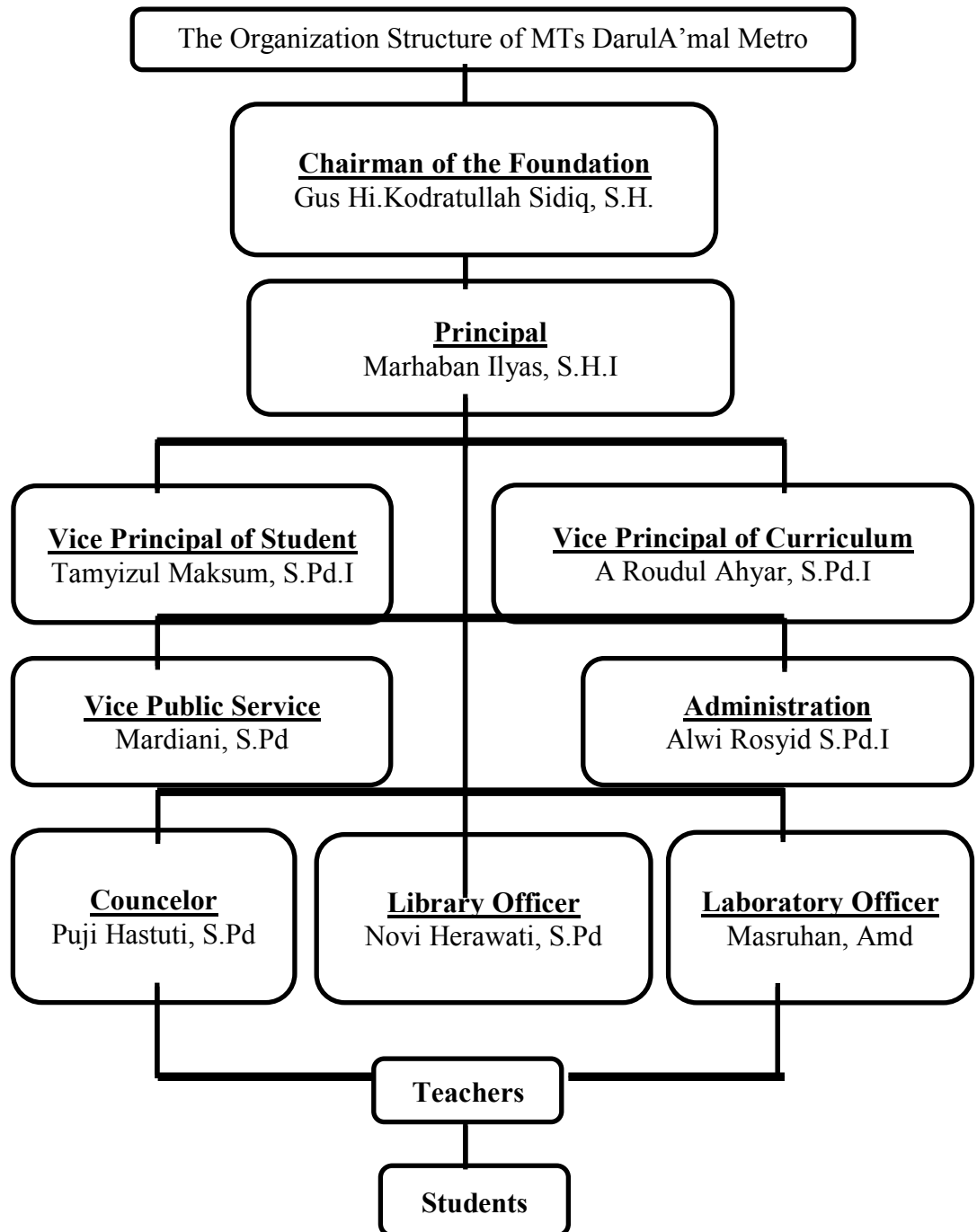
No	Class VII		Class VIII		Class IX		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	M+F
1	99	124	72	117	101	158	272	399	671

*Source : Documentation of MTs Darul A'mal Metro Academic Year 2017/2018*

**d. The Organization Structure of MTs Darul A'mal Metro**

The Organization Structure of MTs Darul A'mal Metro in the Academic Year of 2017/2018 could be shown in the figure as follows:

## The Organization Structure of MTs Darula'mal Metro



## 2. Description of the Research

In this research, before the process of cycle one, the researcher conducted the pre-test on October 10<sup>th</sup>, 2017. The researcher asked the

students to introduce about themselves in front of the class. The result of the students' pre-test score can be seen on the table below:

**Table 7**  
**The Students' Pre-test Result**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Note</b>
1	AF	58	Failed
2	ANH	64	Failed
3	ANM	64	Failed
4	ARS	58	Failed
5	AS	75	<b>Passed</b>
6	AS	62	Failed
7	DEF	62	Failed
8	EHH	76	<b>Passed</b>
9	EL	72	Failed
10	ETR	59	Failed
11	EVI	67	Failed
12	LAP	70	Failed
13	LG	56	Failed
14	MKI	58	Failed
15	MDSR	68	Failed
16	M	76	<b>Passed</b>
17	MNH	71	Failed
18	NA	77	<b>Passed</b>
19	NZ	63	Failed
20	NS	78	<b>Passed</b>
21	NH	78	<b>Passed</b>
22	PPL	64	Failed
23	RPK	66	Failed
24	RKR	60	Failed
25	RM	75	<b>Passed</b>
26	SRW	71	Failed
27	SNA	74	Failed
28	RG	56	Failed
29	SL	57	Failed
30	ZI	70	Failed
<b>Total</b>		<b>2005</b>	
<b>Average</b>		<b>66,8</b>	
<b>High Score</b>		<b>78</b>	
<b>Low Score</b>		<b>56</b>	

Based on the table above, it can be seen that 9 of the 30 students were success.. The average score was 66. The score of pre-test can be seen as follows:

**Table 8**  
**The Frequency of Students' Pre-test Score**

No	Score	Frequency	Percentages	Category
1	>75	7	23%	Passed
2	<75	23	73%	Failed
Total		30	100%	

Referring to the table above, the Minimum Mastery Criteria (MMC) for English lesson at MTs Darul A'mal Metro is 75. It can be seen that only 7 students (23%) met the criteria, the 23 students (73%) got score less than the standard. That is the reason, why the researcher used WH-Questions technique to improve the speaking performance at MTs Darul A'mal Metro.

In this research, I have a collabolator. She is an English teacher in MTs Darul A'mal Metro. Her name is Mrs. Istiqomah,S.Pd. She helped me during conducted the reseacrh in MTs Darul A'mal Metro.

**a. Cycle 1**

a) Planning

In this step, the researcher made and discussed about the lesson plan with the collabolator. Based on the result of pre-test, the researcher has identified and found the problem. Therefore, the

researcher prepared the lesson plan such as; the material ( tell about something or someone /descriptive text ), media, task and evaluation.

Then the researcher plan to give the task and evaluation.

b) Acting

1) The first meeting

The meeting conducted on October 17<sup>th</sup>, 2017. In this meeting the researcher became a teacher and collaborator is the English teacher ( Mrs. Istiqomah ). The researcher conducted the learning process and collaborator observed the situation of teaching and learning.

For the first time, the researcher opened the meeting by greeting, asked students to pray together, checked students' attendance, and then the researcher tried to talk with the students in simple conversation. After that, the researcher conducted the learning process by using WH- Questions Technique.

In this step the researcher explained about the material ( tell about something or someone /descriptive text ). When the researcher explained the material, there were some students did not pay attention to the teacher's explanation. But the researcher tried to make the student to be active and asked them to answer what the researcher said. And the students can ask the material or meaning which they did not understand.

During the learning process, the collaborator observed the students' cooperative and activeness in discuss the material. The

condition of the class was noisy enough when the learning occurred. The students' expressed their feeling and their ideas. There were some students who passive, they did not give an opinion or idea. The researcher asked them to be active in learning. After that they were asked to try to make a descriptive by using WH- Questions.

## 2) The second meeting

The meeting conducted on October 19<sup>th</sup>, 2017. Same with the first meeting, the researcher became a teacher. The researcher began the meeting by greeting, asked students to pray together, checked students' attendance, and asked the students' condition. After that, the researcher asked the students to make a group consist of two students based on random system. Then they were asked to choose one of themes given. After that, they discussed about Wh-Questions and related it with their topic ( someone, something and animal ). After that the researcher asked the students to do a conversation in front of class as the post test 1 to evaluate the learning process in cycle 1. During presentation, the collaborator observed the students' concern toward other group presentation and the students' activeness in present the material. The researcher helped the students if they faced the problem. In this session, the researcher got the result of the students' post-test 1 in cycle 1. The result can be seen as follows :



**Table 9****The Students' Post Test 1 Result**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Note</b>
1	AF	64	Failed
2	ANH	76	<b>Passed</b>
3	ANM	78	<b>Passed</b>
4	ARS	66	Failed
5	AS	80	<b>Passed</b>
6	AS	70	Failed
7	DEF	68	Failed
8	EHH	80	<b>Passed</b>
9	EL	78	<b>Passed</b>
10	ETR	68	Failed
11	EVI	75	<b>Passed</b>
12	LAP	76	<b>Passed</b>
13	LG	64	Failed
14	MKI	70	Failed
15	MDSR	76	<b>Passed</b>
16	M	80	<b>Passed</b>
17	MNH	76	<b>Passed</b>
18	NA	80	<b>Passed</b>
19	NZ	68	Failed
20	NS	82	<b>Passed</b>
21	NH	82	<b>Passed</b>
22	PPL	70	Failed
23	RPK	72	Failed
24	RKR	66	Failed
25	RM	78	<b>Passed</b>
26	SRW	76	<b>Passed</b>
27	SNA	78	<b>Passed</b>
28	RG	62	Failed
29	SL	64	Failed
30	ZI	76	<b>Passed</b>
<b>Total</b>		2199	
<b>Average</b>		73,3	
<b>High Score</b>		82	
<b>Low Score</b>		62	

**Table 10**  
**Frequency of Students' Post-test 1 Score**

No	Score	Frequency	Percentages	Category
1	>75	17	56,67%	Passed
2	<75	13	43,33%	Failed
Total		30	100%	

Based on the data above it can be seen that 13 students (43,33%) less score less than MMC and 17 students (56,67%) got score up to the standard. It was higher than the result of pre test. The criterion of students who was successful in mastering the material was the students who got minimum score of 75. Learning process is said success when 70% students got score above 75. The fact showed that the result was unsatisfactory.

c) Observing

The researcher conducted 2 meetings in cycle 1. The researcher gave material about descriptive text about someone, something, and animals. The researcher divided the students into 15 groups. The students in each group discuss and present the conversation. Some students can active to join the discussion whenever there are some students didn't active and made condition of the class be noise. Here the result observation sheet of students' activity:

**Table 11**  
**The Students' Activities Result in Cycle 1**

No	Name	Activities					Frequency
		1	2	3	4	5	
1	AF	2	1	2	1	1	7
2	ANH	1	2	2	2	2	9
3	ANM	3	2	2	2	2	11
4	ARS	3	3	2	2	2	12
5	AS	3	3	3	3	3	15
6	AS	2	2	2	2	1	9
7	DEF	2	2	1	2	1	8
8	EHH	4	3	3	3	3	16
9	EL	2	2	2	1	2	9
10	ETR	2	1	2	2	2	9
11	EVI	2	3	2	2	2	11
12	LAP	3	3	2	2	2	12
13	LG	2	2	1	1	1	7
14	MKI	2	3	1	1	1	8
15	MDS	3	2	2	1	1	9
16	M	1	2	2	2	2	9
17	MNH	3	3	3	2	1	12
18	NA	3	3	3	3	2	14
19	NZ	2	2	2	1	2	9
20	NS	4	3	3	3	3	16
21	NH	3	4	3	3	3	16
22	PPL	2	2	2	2	1	9
23	RPK	4	3	3	2	2	14
24	RKR	2	2	2	1	1	8
25	RM	4	2	3	3	2	14
26	SRW	2	2	1	2	2	9
27	SNA	4	4	3	3	3	17
28	RG	2	2	2	1	1	8
29	SL	2	2	1	1	1	7
30	ZI	2	2	1	2	2	9
<b>Total</b>		<b>76</b>	<b>72</b>	<b>63</b>	<b>58</b>	<b>54</b>	<b>323</b>
<b>Percentage</b>		<b>63.33 %</b>	<b>60 %</b>	<b>52.5 %</b>	<b>48.33 %</b>	<b>45 %</b>	<b>53.83 %</b>

Notes:

- **The students' activities that observed are:**
  1. The students give attention to the teacher's explanation
  2. The students practice to make conversation in the class

3. The students to be more active discussing pairs
4. The students can response the conversation
5. The students can express, and confident to talk in English language

<b>Excellent</b>	<b>: 4</b>
<b>Good</b>	<b>: 3</b>
<b>Adequate</b>	<b>: 2</b>
<b>Fair</b>	<b>: 1</b>

The table above showed that the students who gave attention to the teacher's explanation got percentage 63.33%, practice to make conversation in the class was 60%, active in group was 52.5%, can response the conversation was 48.33%, and can express and confident to talk was 45%.

Based on the result above, it could be inferred that the learning process in cycle 1 was not successfully yet. It can be seen that there were two activities that got percentage less than 50%. They were can response the conversation and can express, and confident to talk in English.

#### d) Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material, they still less take part in their group, and made the condition be noise.

Based on the analyzing above, the researcher concluded that this research should be continued to the cycle 2. The researcher tried to get solution as follows:

- 1) The researcher should manage the class well.
- 2) The researcher would ask students to focus on the lesson.
- 3) Teacher should motivate the students to be more active in their group.

## **b. Cycle 2**

### **a) Planning**

In this step the researcher and collaborator would like to make and discuss about the lesson plan. Based on the students' result in cycle 1, the researcher and collaborator concluded that the problems are some students are not confident to speak English, they felt difficult to express their ideas. Besides, some students still did not focus on the material, they still less take part in their group, and made the condition be noisy. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle 1 and arranged lesson plan for continuing in cycle 2.

### **b) Acting**

#### **1) The first meeting**

The meeting conducted on October 24<sup>th</sup>, 2017. For the first time, the researcher opened the meeting by greeting, asked students to pray together, checking students' attendance, and then the researcher try to talk with the students in simple conversation. After that, the researcher

announced the result of speaking score at last meeting. The researcher told that the students should be more active in learning process. Then the researcher reviewed the last material (descriptive text) then the researcher showed the next material (state and ask about an event in the past) and explain it. When the researcher explained, the students more active join the learning and they pay attention to the explanation.

After finished explaining the material, the researcher divided the students into 15 groups. Each group consists of two students. The researcher gave the paper without the theme. So, the students free to choose the material for their group. After that, they discussed to make the conversation.

During the discussion, the collaborator observed the students' cooperative and activeness in discuss the material. The condition of the class was more controllable than last meeting. The students gave their feeling and their ideas to their partner. After finished the discussion, the researcher closed the meeting because the time was over. The researcher asked the students to present their result on the next meeting.

## 2) The second meeting

The second meeting conducted on October 26<sup>th</sup>, 2017. The researcher began the meeting by greeting, asked students to pray together, checking students' attendance, and asking the students' condition. After that the researcher divided the students into 15

groups. Each group consists of two students. The researcher gave the paper without the theme. So, the students free to choose the material for their group. After that, they discussed to make a conversation and practice in front of class as evaluated for post test 2 in cycle 2. When one of group practiced the conversation, other group concerned to other group performance. They became to be more active than before. The researcher helped the students if they faced the problem.

**Table 12**  
**The Students' Post-Test 2 Result**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Note</b>
1	AF	76	<b>Passed</b>
2	ANH	84	<b>Passed</b>
3	ANM	84	<b>Passed</b>
4	ARS	76	<b>Passed</b>
5	AS	86	<b>Passed</b>
6	AS	78	<b>Passed</b>
7	DEF	78	<b>Passed</b>
8	EHH	86	<b>Passed</b>
9	EL	86	<b>Passed</b>
10	ETR	75	<b>Passed</b>
11	EVI	84	<b>Passed</b>
12	LAP	82	<b>Passed</b>
13	LG	72	Failed
14	MKI	78	<b>Passed</b>
15	MDSR	80	<b>Passed</b>
16	M	84	<b>Passed</b>
17	MNH	82	<b>Passed</b>
18	NA	84	<b>Passed</b>
19	NZ	76	<b>Passed</b>
20	NS	86	<b>Passed</b>
21	NH	84	<b>Passed</b>
22	PPL	78	<b>Passed</b>
23	RPK	78	<b>Passed</b>
24	RKR	76	<b>Passed</b>
25	RM	82	<b>Passed</b>

26	SRW	84	<b>Passed</b>
27	SNA	86	<b>Passed</b>
28	RG	70	Failed
29	SL	72	Failed
30	ZI	84	<b>Passed</b>
<b>Total</b>		2411	
<b>Average</b>		80,4	
<b>High Score</b>		86	
<b>Low Score</b>		70	

**Table 13**

**The Frequency of Students' Post-test 2 Score**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
1	>75	27	90%	Passed
2	<75	3	10%	Failed
	Total	30	100%	

Based on the table above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 86 and the lowest score was 70. According to standard score, 90% students had passed the test. Most of students could develop their speaking performance. It means that cycle 2 was successful.

c) Observing

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow:



**Table 14**  
**The Students' Activities Result in Cycle 2**

No	Name	Activities					Frequency
		1	2	3	4	5	
1	AF	4	3	3	3	3	16
2	ANH	4	4	3	3	3	17
3	ANM	4	2	3	3	3	15
4	ARS	3	3	4	3	3	16
5	AS	4	3	4	3	3	17
6	AS	3	3	3	3	3	15
7	DEF	2	2	2	2	2	10
8	EHH	4	4	4	4	3	19
9	EL	4	3	3	3	3	16
10	ETR	4	4	4	3	3	18
11	EVI	3	3	3	3	3	15
12	LAP	4	3	3	3	3	16
13	LG	2	2	2	2	3	11
14	MKI	2	3	2	2	2	11
15	MDS	3	3	3	3	3	15
16	M	4	3	3	3	2	15
17	MNH	4	3	3	3	3	16
18	NA	4	4	3	3	3	17
19	NZ	3	3	3	3	3	15
20	NS	4	4	4	3	3	18
21	NH	4	4	3	4	3	18
22	PPL	3	3	3	2	2	13
23	RPK	4	3	3	3	3	16
24	RKR	3	3	3	3	3	15
25	RM	4	3	3	3	3	16
26	SRW	2	2	2	3	3	12
27	SNA	4	4	3	3	3	17
28	RG	2	2	2	2	2	10
29	SL	2	2	2	2	2	10
30	ZI	3	3	3	3	3	15
<b>Total</b>		<b>100</b>	<b>91</b>	<b>89</b>	<b>86</b>	<b>84</b>	<b>450</b>
<b>Percentage</b>		<b>83.33</b> <b>%</b>	<b>75.83</b> <b>%</b>	<b>74.17</b> <b>%</b>	<b>71.67</b> <b>%</b>	<b>70%</b>	<b>75%</b>

**Notes:**

• **The students' activities that observed are:**

1. The students give attention to the teacher's explanation
2. The students practice to make conversation in the class
3. The students to be more active discussing pairs
4. The students can response the conversation
5. The students can express, and confident to talk in English language

<b>Excellent</b>	<b>: 4</b>
<b>Good</b>	<b>: 3</b>
<b>Adequate</b>	<b>: 2</b>
<b>Fair</b>	<b>: 1</b>

The table above showed that five students' activities in cycle 2 increased. The students' activity that had high percentage was pay attention to the teacher's explanation (83.33%), the second high percentage was practice to make conversation(75.83%), the third was active in group (74.17%), the fourth was can response the conversation (71.67%) and for the students' activity that had low percentage was can express and confident to talk (70%).

Based on the result above, the researcher indicated that learning process in cycle 2 was successful because five students' activities got percentage >60%.

d) Reflecting

The result of cycle 2 was better than cycle 1. There was significant improvement in this cycle. The condition of the class was getting better than before. The students listened to the teacher's explanation and did not make noisy in learning activity. The students more active during discussion occurred and the student more confident, bravest to present and express their idea to speak English.

Finally, the researcher concluded that the problems had been solved by used WH- Questions technique. The teacher should motivate the students to always read a lot of English text and motivate the passive students in order to be brave to express their idea. Furthermore, it proved that WH- Questions technique could improve the students' ability in speaking performance.

**B. Interpretation**

**1. Action and Learning Result at Cycle 1**

English learning process at cycle 1 was successful enough, although the students' average score is low. Nevertheless, there was an improvement score of the students post test 1 than pre test score. This is the illustration score in cycle 1.

**Table 15**  
**The Result of Students' Pre test and**  
**Post test 1 Score**

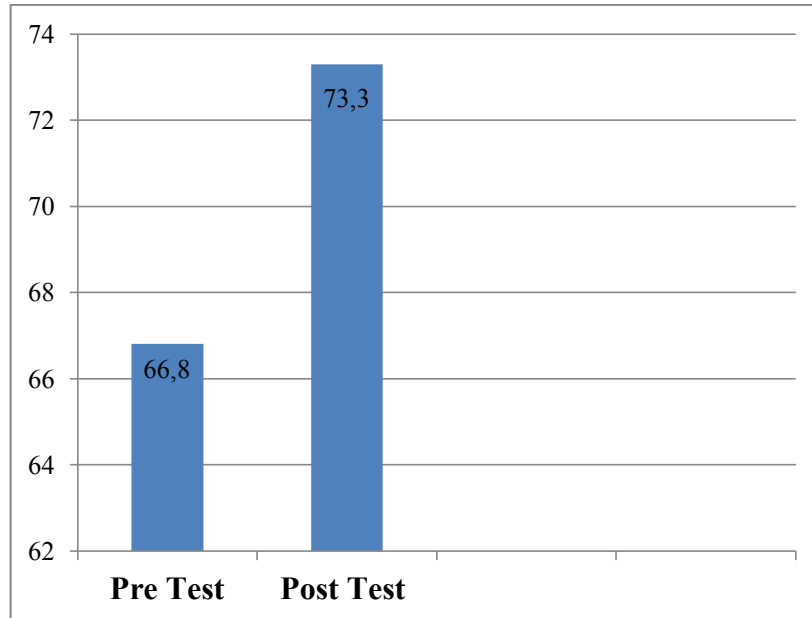
No	Name	Students' result			
		Pre test	Post test 1	Improve	Category
1	AF	58	64	6	Improve
2	ANH	64	76	12	Improve

3	ANM	64	78	14	Improve
4	ARS	58	66	8	Improve
5	AS	75	80	8	Improve
6	AS	62	70	8	Improve
7	DEF	62	68	6	Improve
8	EHH	76	80	4	Improve
9	EL	72	78	6	Improve
10	ETR	59	68	9	Improve
11	EVI	67	75	8	Improve
12	LAP	70	76	6	Improve
13	LG	56	64	8	Improve
14	MKI	58	70	12	Improve
15	MDSR	68	76	8	Improve
16	M	76	80	4	Improve
17	MNH	71	76	5	Improve
18	NA	77	80	3	Improve
19	NZ	63	68	5	Improve
20	NS	78	82	4	Improve
21	NH	78	82	4	Improve
22	PPL	64	70	6	Improve
23	RPK	66	72	6	Improve
24	RKR	60	66	6	Improve
25	RM	75	78	3	Improve
26	SRW	71	76	5	Improve
27	SNA	74	78	4	Improve
28	RG	56	62	6	Improve
29	SL	57	64	7	Improve
30	ZI	70	76	6	Improve
<b>Total</b>		2005	2199		Improve
<b>Average</b>		66,8	73,3		Improve

*Source : The result of pre-test and post-test 1*

**Graph 1**

**The Average of the Students' Pre test and Post test 1 Score**



In this research, the researcher gave pre-test and post test. It aimed to know the students' performance before and after treatment. From the average score of pre test and post test 1 above, it could be seen that there was an improving of students' speaking performance. The average score in pre test was 66,8 improved to 73,3 , so there was an improving 6,5 points.

## **2. Action and Learning Result at Cycle 2**

Teaching and learning process at cycle 2 was on climax situation. The students' score improved significantly and the condition in the class conducive.

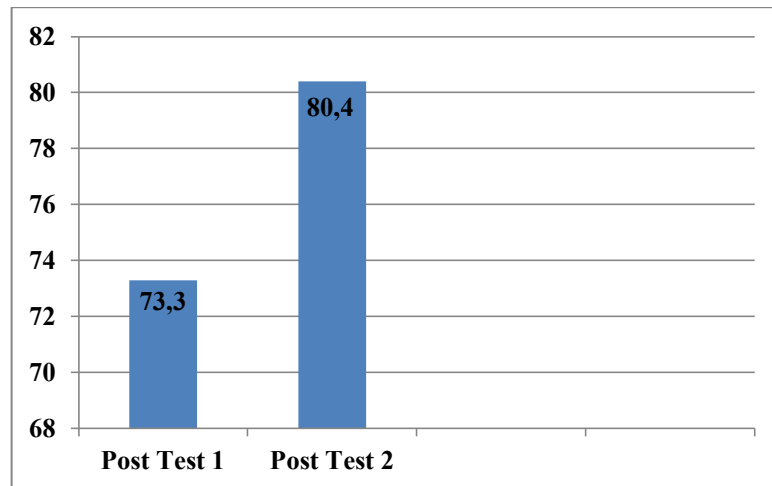
**Table 16****The Result of the students'  
Post Test I and Post test 2 Score**

No	Name	Students' result			
		Post Test 1	Post test 2	Improve	Category
1	AF	64	76	12	Improve
2	ANH	76	84	8	Improve
3	ANM	78	84	6	Improve
4	ARS	66	76	10	Improve
5	AS	80	86	6	Improve
6	AS	70	78	8	Improve
7	DEF	68	78	10	Constant
8	EHH	80	86	6	Improve
9	EL	78	86	8	Improve
10	ETR	68	75	7	Improve
11	EVI	75	84	9	Improve
12	LAP	76	82	6	Improve
13	LG	64	72	8	Improve
14	MKI	70	78	8	Improve
15	MDS	76	80	4	Improve
16	M	80	84	4	Improve
17	MNH	76	82	6	Improve
18	NA	80	84	4	Improve
19	NZ	68	76	8	Improve
20	NS	82	86	4	Improve
21	NH	82	84	2	Improve
22	PPL	70	78	8	Improve
23	RPK	72	78	6	Improve
24	RKR	66	76	10	Improve
25	RM	78	82	4	Improve
26	SRW	76	84	8	Improve
27	SNA	78	86	8	Improve
28	RG	62	70	8	Improve
29	SL	64	72	8	Improve
30	ZI	76	84	8	Improve
<b>Total</b>		2199	2411		Improve
<b>Average</b>		73,3	80,4		Improve

Source : The result of post-test1 and post-test 2

**Graph 2**

**The Average of the Students' Post Test 1 and Post Test 2 Score**



*Source : the result of post test 1 and post test 2*

**Table 17**

**The Result of the Students' Pre-Test, Post-Test 1 and Post-Test 2 Score**

No	Name	Students' result			
		Pre test	Post test 1	Post test 2	Category
1	AF	58	64	76	Improve
2	ANH	64	76	84	Improve
3	ANM	64	78	84	Improve
4	ARS	58	66	76	Improve
5	AS	75	80	86	Improve
6	AS	62	70	78	Improve
7	DEF	62	68	78	Improve
8	EHH	76	80	86	Improve
9	EL	72	78	86	Improve
10	ETR	59	68	75	Improve
11	EVI	67	75	84	Improve
12	LAP	70	76	82	Improve
13	LG	56	64	72	Improve
14	MKI	58	70	78	Improve
15	MDS	68	76	80	Improve
16	M	76	80	84	Improve

17	MNH	71	76	82	Improve
18	NA	77	80	84	Improve
19	NZ	63	68	76	Improve
20	NS	78	82	86	Improve
21	NH	78	82	84	Improve
22	PPL	64	70	78	Improve
23	RPK	66	72	78	Improve
24	RKR	60	66	76	Improve
25	RM	75	78	82	Improve
26	SRW	71	76	84	Improve
27	SNA	74	78	86	Improve
28	RG	56	62	70	Improve
29	SL	57	64	72	Improve
30	ZI	70	76	84	Improve
<b>Total</b>		2005	2199	2411	
<b>Average</b>		66,8	73,3	80,4	
<b>Passed</b>		7	17	27	
<b>Failed</b>		23	13	3	

*Source : the result of pre-test, post-test 1 and post test 2*

**Table 18**

**The Comparison of Students' Pre-Test, Post-Test I and Post-Test 2 Result**

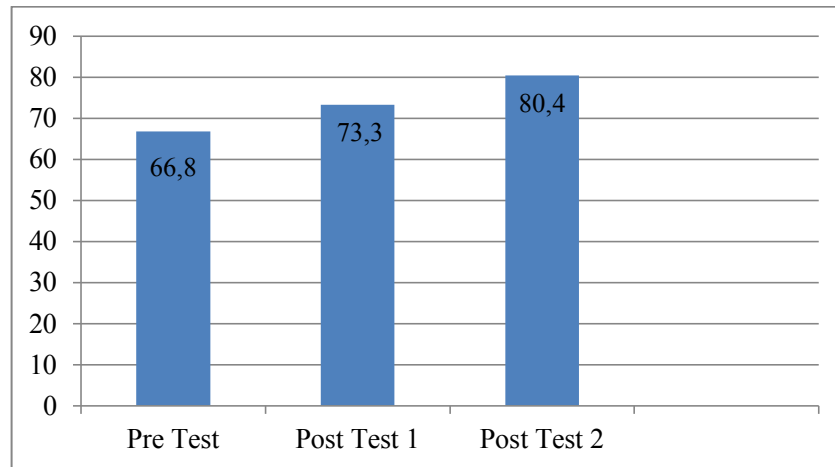
<b>Interval</b>	<b>Pre-Test</b>	<b>Post-Test 1</b>	<b>Post-Test 2</b>	<b>Explanation</b>
$\geq 75$	7	17	27	Passed
$\leq 75$	23	13	3	Failed
<b>Total</b>	<b>30</b>	<b>30</b>	<b>30</b>	

Based on the result of pre-test, post-test 1 and post-test 2, it was known that there was a positive significant improving of the students' score. It could be seen from the average 66 to 73 became 80,5.

The researcher showed the graph of the result of pre-test, post-test 1, and post-test 2, as follow:



**Graph 3**  
**The Comparison of the Average Score**  
**at Pre Test, Post Test 1 and Post Test 2**



*Source : the result of pre-test, post-test 1 and post test 2*

There was an increasing of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 7 students (23,33 %) in pre-test to 17 students (56,67%) in post-test 1, and from 17 students (56,67 %) in post-test 1 became 27 students (90 %) in post-test 2. It means that the improvement from pre-test to post-test 1 was 33.34 % and 33,34 % from post-test 1 to post-test 2.

The research was success if 70 % of students able to achieving the minimum mastery criteria (MMC), that was 75. Based on the result of pre-test and post-test, it could be seen that WH- Questions Technique was able to improve the students' speaking performance significantly based on the students' average before and after given the treatment. The students' average in the pre-test was 66,8, in post-test 1 was 73,3, and in post-test 2 was 80.4.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of success that was 70% with the minimum mastery criteria was 75.

### 3. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in Cycle 1 and Cycle 2 can be seen as follow:

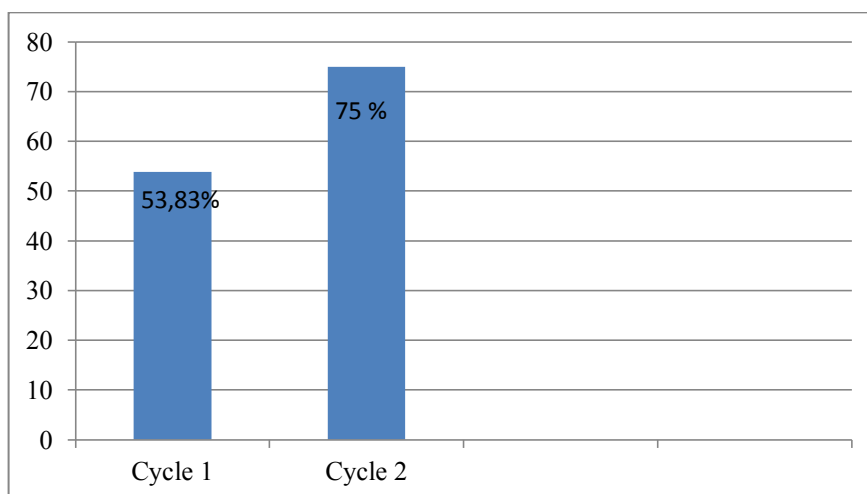
**Table 19**  
**The Result of the Students' Activities in Cycle 1& Cycle 2**

No	Name	Cycle 1	Cycle 2	Improving	Explanation
1	AF	7	16	9	Improve
2	ANH	9	17	8	Improve
3	ANM	11	15	4	Improve
4	ARS	12	16	4	Improve
5	AS	15	17	2	Improve
6	AS	9	15	6	Improve
7	DEF	8	10	2	Improve
8	EHH	16	19	3	Improve
9	EL	9	16	7	Improve
10	ETR	9	18	9	Improve
11	EVI	11	15	4	Improve
12	LAP	12	16	4	Improve
13	LG	7	11	4	Improve
14	MKI	8	11	3	Improve
15	MDS	9	15	6	Improve
16	M	9	15	6	Improve
17	MNH	12	16	4	Improve
18	NA	14	17	3	Improve
19	NZ	9	15	6	Improve
20	NS	16	18	2	Improve
21	NH	16	18	2	Improve
22	PPL	9	13	4	Improve
23	RPK	14	16	2	Improve

24	RKR	8	15	7	Improve
25	RM	14	16	2	Improve
26	SRW	9	12	3	Improve
27	SNA	17	17	0	Constant
28	RG	8	10	2	Improve
29	SL	7	10	3	Improve
30	ZI	9	15	6	Improve
<b>Total</b>		<b>323</b>	<b>450</b>		
<b>Percentage</b>		<b>53,83 %</b>	<b>75 %</b>		

Based on the data above, it can be inferred that the students felt comfortable and active with the learning process. Most of the students showed good increasing in learning activities when WH- Questions Technique was applied in learning process from cycle 1 to cycle 2.

**Graph 4**  
**The Comparison of Students' Activities in Cycle 1 and Cycle 2**



Based on the graphic above, it could be concluded that there was an increasing of students' activities during the learning process in cycle 1 and cycle 2 through WH- Questions. In cycle 1 the percentage of students' activities was 53,83 % and in cycle 2 was 75 %. The improvement of

students' activities was 21,17 %. Therefore, this research was stated finish and could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 70%.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

This research used Classroom Action Research (CAR). Considering from all data gathered in the classroom action research, the researcher concluded that the students' speaking performance were able to be improved by using Wh-Question technique. The researcher would like to conclude as follows :

Based on the result of the students' speaking performance by using wh-questions technique, the average score from pre test was 66,8. The score of post test in cycle 1 was 73,3 and the score of post test in cycle 2 was 80,4. From the students' test result, it can be seen that the the score improved significantly from pre test up to post test 2. The result of post test in cycle 2 was higher than pre test and post test 1. It is clear that Wh-questions technique could improve the students' speaking performance.

Besides, the use of wh-questions as a technique interestingly could improve the students' speaing performance. It made the students participate in discussion or their activities. The students are more active and have better self-confidence to speak up and explore their speaking performance.

## **B. Suggestions**

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended:

1. For the students
  - a. The students are suggested to enrich their vocabularies to make them to be easier in the speaking process and often speak English in daily activities.
  - b. The students should be more active in learning process.
2. For the teacher
  - a. The English teacher is suggested to give motivation to make the students more enthusiastic in the learning process.
  - b. It is better for the English teacher to use the suitable and interesting technique to make the students more active in the learning process.
3. For other researchers

For the other researchers, the writer suggests to conduct another quality research in this field to improve the education quality in our country.

# APPENDICES

**SILABUS SMP/MTs**

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VIII**

**Kompetensi Inti :**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi					



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial,</p>	<p><b>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</b></p> <p><b>Fungsi sosial</b></p> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial</p>	<p>menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Secara kolaboratif, siswa mencari</li> </ul>	<p>di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.</p> <p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, cinta damai, dan</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Ketciadanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/file/aces_files">http://americanenglish.state.gov/file/aces_files</a></li> <li><a href="http://learn">http://learn</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>yang hendak dicapai.</p> <p>Parang teks: kurang lebih 6 (tiga) kalimat.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>s</i>).</p> <p>(2) Kata ganti <i>it, they, she, we, dst.</i>; <i>our, my, your, their</i>, <i>dst.</i></p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan</p>	<p>dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.</li> <li>Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>fungsi sosial setiap teks</li> <li>nama orang, binatang, benda yang dideskripsikan</li> <li>sifat orang, binatang, benda yang dideskripsikan</li> <li>tindakan orang, binatang, benda yang dideskripsikan</li> <li>kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> </li> <li>Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang</li> </ul>	<p>percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di</li> </ul>		<p><a href="http://english.britishcouncil.org/en/">english.britishcouncil.org/en/</a></p> <p>- <a href="https://www.google.com/">https://www.google.com/</a></p>

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**Satuan Pendidikan** : MTs DARUL A'MAL  
**Kelas/Semester** : VIII (Delapan )/ 2 (Dua)  
**Mata Pelajaran** : Bahasa Inggris  
**Materi Pokok** : Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda  
**Alokasi Waktu** : 2x45menit

### **A. Kompetensi Inti**

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

4.12.1 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda dengan benar dan sesuai dengan konteks.

### **C. Tujuan Pembelajaran**

Peserta didik dapat menulis teks deskriptif lisan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

### **D. Materi Pembelajaran**

#### ***Fungsi sosial***

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

#### ***Struktur text***

#### **(gagasan utama dan informasi rinci)**

- a. Menyebutkan nama orang, binatang, benda dan nama bagian bagiannya yang dipilih untuk dideskripsikan
- b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
- c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Panjang teks: kurang lebih 5 (lima) kalimat.

### ***Unsurkebahasaan***

- (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- (2) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
- (4) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
- (5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
- (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (7) Ucapan, tekanan kata, intonasi
- (8) Ejaan dan tanda baca
- (9) Tulisan tangan

### ***Topik***

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggungjawab.

### **E. Metode Pembelajaran**

1. Pendekatan : Scientific Approach
2. Model pembelajaran : Contextual Teaching & Learning, Role-Play
3. Metode : Tanya Jawab menggunakan WH- Question

## F. Media, Alat dan Sumber Belajar

1. Media : lembar kerja siswa
2. Alat : Spidol, pena dll
3. Sumber Belajar :
  - Bahasa Inggris : When English rings the bell, Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
  - Buku penunjang lain yang relevan dengan pokok bahasan.

## G. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"><li>a. Guru membuka pembelajaran dengan salam dan berdo'a bersama dipimpin oleh seorang peserta didik dengan penuh <i>khidmat</i>;</li><li>b. Guru memperlihatkan kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapian pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran.</li><li>c. Guru memberikan motivasi dan mengajukan pertanyaan secara <i>komunikatif</i> yang berkaitan dengan materi pelajaran.</li></ol>	10 menit
Inti	<p><b>Mengamati</b></p> <ol style="list-style-type: none"><li>a. Guru menyediakan media ajar yang berkaitan dengan materi serta menjadikan diri sebagai model kepada siswanya.</li></ol> <p>Contoh</p> <ol style="list-style-type: none"><li>1) Menyapa kepada siswa dalam bahasa Inggris.</li></ol>	70 menit

	<p>2) Menunjukkan teks percakapan yang relevan.</p> <p>b. Siswa mendengarkan/membaca/menonton contoh-contoh teks lisan (dan tulis) dari berbagai sumber dengan memperhatikan fungsi social, struktur teks, unsure kebahasaan, maupun format penyampaian / penulisannya.</p> <p>c. Setelah itu, peserta didik bermain peran dari percakapan yang ada. Guru mengingatkan kembali bahwa mereka dapat menggunakan kalimat-kalimat yang ada dalam pembelajaran sehari-hari.</p> <p><b>Mempertanyakan (questioning)</b></p> <p>a. Guru mengarahkan siswa untuk bertanya mengenai materi atau bahan ajar tentang fungsi social, ungkapan yang terkait dengan materi, dan unsure kebahasaan.</p> <p>b. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang penggunaan WH- Question dalam deskriptive text.</p> <p>c. Dengan bimbingan dan arahan guru, siswa mempertanyakan arti kata/kalimat yang belum mereka ketahui dan jugabagaimanacara membaca kata/kalimat dalam bahasainggris dengan baik dan benar.</p> <p><b>Mengeksplorasi</b></p> <p>a. Siswa menggunakan WH- Question sebagai</p>	
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	<p>panduan untuk membuat teks deskriptif tentang orang, binatang, dan benda.</p> <p>b. Guru meminta siswa mempraktekan percakapan secara berulang-ulang.</p> <p>c. Mengingatkan siswa untuk menyapa setiap kali bertemu dengan guru, teman ataupun orang disekitarnya</p> <p><b>Mengasosiasi</b></p> <p>a. Siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, binatang, benda dengan focus pada struktur teks, dan unsure kebahasaan.</p> <p>b. Guru meminta siswa untuk membuat teks deskriptif dari sebuah percakapan, menganalisis dengan mencari makna dan juga gagasan utama dari kalimat yang mereka buat.</p> <p>c. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi social dan unsure kebahasaan yang digunakan.</p> <p><b>Mengkomunikasikan</b></p> <p>a. Siswa mempresentasikan teks deskriptif mereka didepan kelas.</p> <p>b. Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan, dan juga latihan untuk mengulang kata dalam bahasa inggris hingga mampu berbicara secara lancar</p>	
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	<p>dengan ucapan, tekanan kata, intonasi yang benar dan juga menghafal artinya.</p> <p>c. Siswa mempraktikan apa yang sudah mereka dapat disekolah dalam kegiatan sehari-hari serta menuliskannya dalam jurnal.</p>	
Penutup	<p>a. Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran.</p> <p>b. Bersama-sama melakukan refleksi terhadap pembelajaran yang telah dilaksanakan.</p> <p>c. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya.</p> <p>d. Bersama-sama menutup pelajaran</p>	10 menit

## H. Penilaian Proses dan Hasil Belajar

	<b>Category/Score</b>	<b>Indicators</b>
<b>Fluency</b>	4 (excellent) / ( 91-100 )	Generally natural delivery, only occasional halting when searching for appropriate words/ expressions.
	3 (good) ( 81-90 )	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (adequate) (71-80 )	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	1 (fair) ( <70 )	The students speak so little that no 'fluent' speech can be said to occur.
<b>Pronunciation</b>	4 (excellent) ( 91-100 )	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	3 (good) (81-90)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate) (71-80)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair) ( <70 )	Words are unintelligible.

<b>Vocabulary</b>	4 (excellent) (91-100)	Effective use of vocabulary for the task with few inappropriacies.
	3 (good) ( 81-90 )	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (adequate) (71-80)	Limited use of vocabulary with frequent inappropriacies.
	1 (fair) ( <70 )	Inappropriate and inadequate vocabulary.

Metro, 24 Oktober 2017

**Researcher**



Alf Nur Khoitamin  
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**Collabolorator**



Istiqomah, S.Pd  
NIP.

## RENCANA PELAKSANAAN PEMBELAJARAN

**Satuan Pendidikan** : MTs DARUL A'MAL METRO  
**Kelas/Semester** : VIII (Delapan )/ 2 (Dua)  
**Mata Pelajaran** : Bahasa Inggris  
**Materi Pokok** : Teks lisan dan tulis untu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau  
**Alokasi Waktu** : 2x45menit

### I. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktulampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

4.13.1 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dengan benar dan sesuai dengan konteks.

#### **K. Tujuan Pembelajaran**

Peserta didik dapat menulis teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dengan benar dan sesuai dengan konteks.

#### **L. Materi Pembelajaran**

##### ***Fungsisosial***

Melaporkan, menceritakan, menjelaskan

##### ***Struktur teks***

*What did you do after school yesterday? My brother and I went fishing in the river.; Who opened the box? Yusuf did.; She got an accident. She was riding on her motorcycle and hit the lamp post., dan sebagainya.*

##### ***Unsur kebahasaan***

- (1) Kata kerja dalam Simple Past Tense, Past Continuous Tense
- (2) Kata sambung: *when, while, after, before*, dll.
- (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (4) Ucapan, tekanan kata, intonasi,
- (5) Ejaan dan tanda baca
- (6) Tulisan tangan.

##### ***Topik***

Kegiatan dan tindakan yang terjadi di masalah di sekolah, rumah, dan sekitarnya yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

### M. Metode Pembelajaran

4. Pendekatan : Scientific Approach
5. Model pembelajaran : Contextual Teaching & Learning, Role-Play
6. Metode : Tanya Jawab menggunakan WH- Question

### N. Media, Alat dan Sumber Belajar

4. Media : lembar kerja siswa
5. Alat : Spidol, penadll
6. Sumber Belajar :
  - Bahasa Inggris : When English rings the bell, Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
  - Buku penunjang lain yang relevan dengan pokok bahasan.

### O. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<p>d. Guru membuka pembelajaran dengan salam dan berdo'a bersama dipimpin oleh seorang peserta didik dengan penuh <i>khidmat</i>;</p> <p>e. Guru memperlihatkan kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapian pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran.</p> <p>f. Guru memberikan motivasi dan mengajukan pertanyaan secara <i>komunikatif</i> yang berkaitan dengan materi pelajaran.</p>	10 menit
Inti	<b>Mengamati</b>	70 menit

	<p>a. Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>b. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p><b>Mempertanyakan (questioning)</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengeksplorasi</b></p>	
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	<p>a. Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dari film, kaset, bukuteks, dsb.</p> <p>b. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <p>c. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</p> <p>d. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p>	
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	<p><b>Mengasosiasi</b></p> <p>a. Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktulampau yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <p>b. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</p> <p><b>Mengkomunikasikan</b></p> <p>a. Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan, dan jugalah latihan untuk mengulang kata dalam bahasa Inggris hingga mampu berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan juga menghafal artinya.</p> <p>b. Siswa mempraktikkan apa yang sudah mereka dapat disekolah dalam kegiatan sehari-hari serta menuliskannya dalam jurnal.</p>	
Penutup	<p>e. Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran.</p> <p>f. Bersama-sama melakukan refleksi terhadap pembelajaran yang telah</p>	10 menit

	<p>dilaksanakan.</p> <p>g. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya.</p> <p>h. Bersama-sama menutup pelajaran</p>	
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## P. Proses Penilaian

	Category/Score	Indicators
<b>Fluency</b>	4 (excellent) / ( 91-100 )	Generally natural delivery, only occasional halting when searching for appropriate words/ expressions.
	3 (good) ( 81-90 )	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (adequate) (71-80 )	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	1 (fair) ( <70 )	The students speak so little that no 'fluent' speech can be said to occur.
<b>Pronunciation</b>	4 (excellent) ( 91-100 )	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	3 (good) (81-90)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate) (71-80)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.

	1 (fair) ( <70 )	Words are unintelligible.
<b>Vocabulary</b>	4 (excellent) (91-100)	Effective use of vocabulary for the task with few inappropriacies.
	3 (good) ( 81-90 )	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (adequate) (71-80)	Limited use of vocabulary with frequent inappropriacies.
	1 (fair) ( <70 )	Inappropriate and inadequate vocabulary.

Metro, *17 October 2017*

**Collabulator**



**Istiqomah**  
NIP.

**Researcher**



**Alfi Nur Khoitamin**  
St. Number 13106457

## **INSTRUMENT**

### **Pre test**

- Tell about your self in front of the class!

## INSTRUMENT

### Post test 1

- Choose your classmate to be your pair !
- Practice a conversation to describe someone in front of the class more or less 5 sentences each students !
- Select one of theme below:
  - 1) Mother
  - 2) Father
  - 3) Brother / Sister
- Use WH- Question to guide you to get more information.

#### **Examples :**

1. What is your sister's name ?
2. How old is She ?
3. Where is her school ?
4. How is her style ?
5. What is her hobby ?

## INSTRUMENT

### Post test 2

- Choose your classmate to be your pair !
- Practice a conversation to state and ask about an event in the past in front of class more or less 5 sentences each students.
- Use “WH- Question” to guide you to get more or different information.

Example :

- 1) What did you do yesterday ?
- 2) Where did you go yesterday ?
- 3) With whom did you go ?
- 4) How much money do you need to go there?
- 5) Why did you go there ?
- 6) How was your feeling when you where there ?

**DAFTAR NILAI PRE-TEST**

**SEKOLAH** : MTs DARUL A'MAL METRO  
**MATA PELAJARAN** : BAHASA INGGRIS  
**HARI/TANGGAL** : Selasa/ 10 Oktober 2017  
**KKM** : 75  
**KELAS** : VIII f

NO	NAME	VOCABULARY				FLUENCY				PRONOUNC				TOTAL
		1	2	3	4	1	2	3	4	1	2	3	4	
1	AF	✓				✓				✓				58
2	ANH	✓				✓				✓				64
3	ANM	✓				✓				✓				64
4	ARS	✓				✓				✓				58
5	AS		✓				✓				✓			75
6	AS	✓				✓				✓				62
7	DEF	✓				✓				✓				62
8	EHH		✓				✓				✓			76
9	EL		✓				✓				✓			72
10	ETR	✓				✓				✓				59
11	EVI	✓				✓				✓				67
12	LAP		✓			✓					✓			70
13	LG	✓				✓				✓				56
14	MKI	✓				✓				✓				58
15	MDSR	✓				✓				✓				68
16	M		✓				✓				✓			76
17	MNH		✓				✓				✓			71
18	NA		✓				✓				✓			77
19	NZ	✓					✓			✓				63
20	NS		✓				✓				✓			78
21	NH		✓				✓				✓			78
22	PPL	✓				✓				✓				64
23	RPK	✓					✓			✓				66
24	RKR	✓					✓			✓				60
25	RM		✓				✓				✓			75
26	SRW	✓					✓				✓			71
27	SNA		✓				✓				✓			74
28	RG	✓				✓				✓				56
29	SL	✓				✓				✓				57
30	ZI		✓			✓				✓				70



NO	NAME	CRITERIA			TOTAL
		VOCABULARY	FLUENCY	PRONOUNCIATION	
1	AF	60	56	58	58
2	ANH	65	60	67	64
3	ANM	65	62	65	64
4	ARS	58	54	62	58
5	AS	75	72	78	75
6	AS	64	60	62	62
7	DEF	60	62	64	62
8	EHH	78	73	77	76
9	EL	73	70	73	72
10	ETR	62	56	60	59
11	EVI	68	65	68	67
12	LAP	72	67	71	70
13	LG	57	55	56	56
14	MKI	59	55	60	58
15	MDSR	70	65	69	68
16	M	77	74	77	76
17	MNH	73	68	72	71
18	NA	79	76	76	77
19	NZ	65	60	64	63
20	NS	79	76	79	78
21	NH	78	77	79	78
22	PPL	64	62	66	64
23	RPK	67	65	66	66
24	RKR	62	58	60	60
25	RM	77	73	75	75
26	SRW	68	72	73	71
27	SNA	74	73	75	74
28	RG	58	53	57	56
29	SL	57	55	59	57
30	ZI	73	68	70	70

**DAFTAR NILAI POST TES 1**

**SEKOLAH** : MTs DARUL A'MAL METRO  
**MATA PELAJARAN** : BAHASA INGGRIS  
**HARI/TANGGAL** : Kamis / 19 Oktober 2017  
**KKM** : 75  
**KELAS** : VIII f

NO	NAME	VOCABULARY					FLUENCY					PRONOUNC					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	AF	✓					✓					✓					64
2	ANH		✓					✓					✓				76
3	ANM		✓					✓					✓				78
4	ARS	✓					✓					✓					66
5	AS		✓					✓					✓				80
6	AS	✓						✓				✓					70
7	DEF	✓					✓					✓					68
8	EHH		✓					✓						✓			80
9	EL		✓					✓					✓				78
10	ETR	✓					✓					✓					68
11	EVI		✓					✓					✓				75
12	LAP		✓					✓					✓				76
13	LG	✓					✓					✓					64
14	MKI		✓				✓					✓					70
15	MDSR		✓					✓					✓				76
16	M		✓					✓						✓			80
17	MNH		✓					✓					✓				76
18	NA		✓					✓					✓				80
19	NZ	✓					✓					✓					68
20	NS			✓				✓						✓			82
21	NH			✓					✓					✓			82
22	PPL		✓				✓					✓					70
23	RPK		✓				✓						✓				72
24	RKR	✓					✓					✓					66
25	RM		✓					✓					✓				78
26	SRW		✓					✓					✓				76
27	SNA		✓					✓					✓				78
28	RG	✓					✓					✓					62
29	SL	✓					✓					✓					64
30	ZI		✓					✓					✓				76

NO	NAME	CRITERIA			TOTAL
		VOCABULARY	FLUENCY	PRONOUNCIATION	
1	AF	62	65	65	64
2	ANH	76	74	78	76
3	ANM	76	76	78	78
4	ARS	66	64	68	66
5	AS	82	78	80	80
6	AS	70	72	68	70
7	DEF	69	66	69	68
8	EHH	80	78	82	80
9	EL	78	74	78	78
10	ETR	68	68	68	68
11	EVI	78	72	75	75
12	LAP	78	73	77	76
13	LG	65	63	65	64
14	MKI	72	68	70	70
15	MDSR	74	76	78	76
16	M	78	80	82	80
17	MNH	75	75	78	76
18	NA	80	78	82	80
19	NZ	70	65	69	68
20	NS	84	80	82	82
21	NH	84	81	83	82
22	PPL	72	70	68	70
23	RPK	74	70	72	72
24	RKR	65	60	67	66
25	RM	80	76	78	78
26	SRW	76	76	78	76
27	SNA	80	77	77	78
28	RG	64	60	62	62
29	SL	64	62	66	64
30	ZI	78	72	78	76

**DAFTAR NILAI POST TEST 2**

**SEKOLAH** : MTs DARUL A'MAL METRO

**MATA PELAJARAN** : BAHASA INGGRIS

**HARI/TANGGAL** : *Kamis / 26 Oktober 2017*

**KKM** : 75

**KELAS** : VIII f

NO	NAME	VOCABULARY				FLUENCY				PRONOUNC				TOTAL
		1	2	3	4	1	2	3	4	1	2	3	4	
1	AF		✓				✓				✓			76
2	ANH			✓				✓				✓		84
3	ANM			✓				✓				✓		84
4	ARS		✓				✓				✓			76
5	AS			✓				✓			✓			86
6	AS		✓				✓				✓			78
7	DEF		✓				✓				✓			78
8	EHH			✓				✓				✓		86
9	EL			✓				✓				✓		86
10	ETR		✓				✓				✓			75
11	EVI			✓			✓					✓		84
12	LAP			✓			✓					✓		82
13	LG		✓				✓				✓			72
14	MKI		✓				✓				✓			78
15	MDSR			✓			✓				✓			80
16	M			✓				✓				✓		84
17	MNH			✓			✓					✓		82
18	NA			✓				✓				✓		84
19	NZ		✓				✓				✓			76
20	NS			✓				✓				✓		86
21	NH			✓				✓				✓		84
22	PPL		✓				✓				✓			78
23	RPK		✓				✓				✓			78
24	RKR		✓				✓				✓			76
25	RM			✓			✓					✓		82
26	SRW			✓				✓				✓		84
27	SNA			✓				✓				✓		86
28	RG		✓				✓			✓				70
29	SL		✓				✓				✓			72
30	ZI			✓			✓					✓		84

NO	NAME	CRITERIA			TOTAL
		VOCABULARY	FLUENCY	PRONOUNCIATION	
1	AF	75	75	77	76
2	ANH	85	82	85	84
3	ANM	85	83	84	84
4	ARS	76	74	77	76
5	AS	86	83	87	86
6	AS	79	77	78	78
7	DEF	80	76	78	78
8	EHH	87	85	86	86
9	EL	88	84	86	86
10	ETR	78	72	75	75
11	EVI	87	80	85	84
12	LAP	85	78	82	82
13	LG	74	68	72	72
14	MKI	80	75	79	78
15	MDSR	82	78	80	80
16	M	85	82	85	84
17	MNH	83	79	82	82
18	NA	87	81	84	84
19	NZ	78	74	76	76
20	NS	88	82	88	86
21	NH	86	82	84	84
22	PPL	80	75	79	78
23	RPK	80	76	78	78
24	RKR	78	74	76	76
25	RM	84	80	82	82
26	SRW	88	81	83	84
27	SNA	88	84	86	86
28	RG	72	68	70	70
29	SL	74	70	72	72
30	ZI	88	80	84	84

**Observation Sheet of Students' Activities**

Cycle /Date : *1 / 17 October 2017*

School : MTs DARUL A'MAL

Class : VIII f

No	Name	Students'activities					Frequency
		1	2	3	4	5	
1	Annisa Fitri	2	1	2	1	1	7
2	Alfi Nur Habibah	1	2	2	2	2	9
3	Alfi Nuril Mahmudah	3	2	2	2	2	11
4	Ajeng Retno Sari	3	3	2	2	2	12
5	Aghnia Saumi	3	3	3	3	3	15
6	Allify Sofiatul	2	2	2	2	1	9
7	Diah Elma Fitriana	2	2	1	2	1	8
8	Elen Heva Hastuti	4	3	3	3	3	16
9	Endah Larasati	2	2	2	1	2	9
10	Eva Thoyyibatur Rohmah	2	1	2	2	2	9
11	Exa Villa Ilmiah	2	3	2	2	2	11
12	Lutfia Anggun Pramesti	3	3	2	2	2	12
13	Luthfia Ghina	2	2	1	1	1	7
14	Malikah Kautsar ilmi	2	3	1	1	1	8
15	Mey Dwi Setia Rini	3	2	2	1	1	9
16	Meylinda	1	2	2	2	2	9
17	Meysi Nia Hardianti	3	3	3	2	1	12
18	Nabila Aulia	3	3	3	3	2	14
19	Nailia Zaini	2	2	2	1	2	9
20	Nazwa Salsabila	4	3	3	3	3	16
21	Nurul Humayroh	3	4	3	3	3	16
22	Presilia Putri Labata	2	2	2	2	1	9
23	Regina Putri Kamila	4	3	3	2	2	14
24	Rizqi Khuzainur Rohmah	2	2	2	1	1	8
25	Ruhanna Maysarotul	4	2	3	3	2	14
26	Siti Rahma Wati	2	2	1	2	2	9
27	Siti Nur Arifah	4	4	3	3	3	17
28	Retno Gita	2	2	2	1	1	8
29	Suliana Lestari	2	2	1	1	1	7
30	Zulfa Istifaza	2	2	1	2	2	9
	<b>Total</b>	76	72	63	58	54	323
	<b>Percentage</b>	63,33%	60%	52,5%	48,3%	45%	53,83%

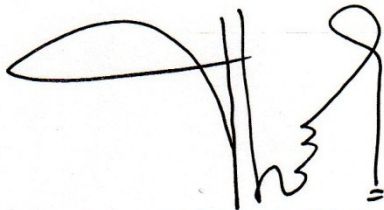
**Notes:**

• **The students' activities that observed are:**

1. The students to attention explanation from the teacher
2. The students practice to make conversation in the class
3. The students to be more active discussing pairs
4. The students can response the conversation
5. The students can express, and confident to talk in English language

<b>Excellent</b>	<b>: 4</b>
<b>Good</b>	<b>: 3</b>
<b>Adequate</b>	<b>: 2</b>
<b>Fair</b>	<b>: 1</b>

**Collaborator**



**Istiqomah ,S.Pd**  
**NIP.**

**Researcher**



**Alfi Nur Khoitamin**  
**St. Number 13106457**

**Observation Sheet of Students' Activities**

Cycle /Date : 2/24 October 2017  
 School : MTs DARUL A'MAL  
 Class : VIII f

No	Name	Students' activities					Frequency
		1	2	3	4	5	
1	Annisa Fitri	4	3	3	3	3	16
2	Alfi Nur Habibah	4	4	3	3	3	17
3	Alfi Nuril Mahmudah	4	2	3	3	3	15
4	Ajeng Retno Sari	3	3	4	3	3	16
5	Aghnia Saumi	4	3	4	3	3	17
6	Allify Sofiatul	3	3	3	3	3	15
7	Diah Elma Fitriana	2	2	2	2	2	10
8	Elen Heva Hastuti	4	4	4	4	3	19
9	Endah Larasati	4	3	3	3	3	16
10	Eva Thoyyibatur Rohmah	4	4	4	3	3	18
11	Exa Villa Ilmiah	3	3	3	3	3	15
12	Lutfia Anggun Pramesti	4	3	3	3	3	16
13	Luthfia Ghina	2	2	2	3	3	11
14	Malikah Kautsar ilmi	2	3	2	2	2	11
15	Mey Dwi Setia Rini	3	3	3	3	3	15
16	Meylinda	4	3	3	3	2	15
17	Meysi Nia Hardianti	4	3	3	3	3	16
18	Nabila Aulia	4	4	3	3	3	17
19	Nailia Zaini	3	3	3	3	3	15
20	Nazwa Salsabila	4	4	4	3	3	18
21	Nurul Humayroh	4	4	3	4	3	18
22	Presilia Putri Labata	3	3	3	2	2	13
23	Regina Putri Kamila	4	3	3	3	3	16
24	Rizqi Khuzainur Rohmah	3	3	3	3	3	15
25	Ruhanna Maysarotul	4	3	3	3	3	16
26	Siti Rahma Wati	2	2	2	3	3	12
27	Siti Nur Arifah	4	4	3	3	3	17
28	Retno Gita	2	2	2	2	2	10
29	Suliana Lestari	2	2	2	2	2	10
30	Zulfa Istifaza	3	3	3	3	3	15
	<b>Total</b>	100	91	89	86	84	450
	<b>Percentage</b>	82,3%	75,83%	74,17%	71,67%	70%	75%



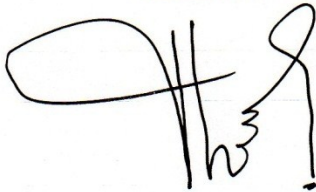
**Notes:**

• **The students' activities that observed are:**

1. The students to attention explanation from the teacher
2. The students practice to make conversation in the class
3. The students to be more active discussing pairs
4. The students can response the conversation
5. The students can express, and confident to talk in English language

<b>Excellent</b>	<b>: 4</b>
<b>Good</b>	<b>: 3</b>
<b>Adequate</b>	<b>: 2</b>
<b>Fair</b>	<b>: 1</b>

**Collaborator**



**Istiqomah, S.Pd**  
**NIP.**

**Researcher**



**Alfi Nur Khoitamin**  
**St. Number 13106457**

### OBSERVATION SHEET OF TEACHER'S ACTIVITIES

Class : VIII f  
 School : MTs Darul A'mal Metro  
 Cycle/Date : 1 / 17 October 2017

Teacher Activity	3	2	1
<b>1. Pre Teaching</b> a. Prepare the lesson plan b. Prepare the material that will be given. c. Ability in opening the learning process.	√		
<b>2. While Teaching</b> a. Inform the objective of learning b. Explain the material chronological. c. Guide the students to follow the lesson. d. Motivate the students. e. Guide the studentd to practice the material	√		
<b>3. Post Teaching</b> a. Conclude the result learning. b. Close the learning activity.	√		
<b>TOTAL</b>			


Note :

- Tick (√) for each positive activity.
- 3 = Good
- 2 = Enough
- 1 = Bad

Collaborator  
  
ISTIQOMAH,S.Pd

Metro, 2017

The Researcher

  
ALFI NUR KHOITAMIN  
 NPM. 1291147

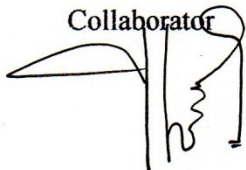
### OBSERVATION SHEET OF TEACHER'S ACTIVITIES

Class : VIII f  
 School : MTs Darul A'mal Metro  
 Cycle/Date : 2 /24 October 2017

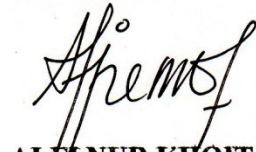
Teacher Activity	3	2	1
<b>1. Pre Teaching</b> a. Prepare the lesson plan b. Prepare the material that will be given. c. Ability in opening the learning process.	√		
<b>2. While Teaching</b> a. Inform the objective of learning b. Explain the material chronological. c. Guide the students to follow the lesson. d. Motivate the students. e. Guide the studentd to practice the material	√		
<b>3. Post Teaching</b> a. Conclude the result learning. b. Close the learning activity.	√		
<b>TOTAL</b>			

Note :

- Tick (√) for each positive activity.
- 3 = Good
- 2 = Enough
- 1 = Bad

Collaborator  
  
ISTIQOMAH, S.Pd

Metro, 2017  
 The Researcher

  
ALET NUR KHOITAMIN  
 NPM. 1291147

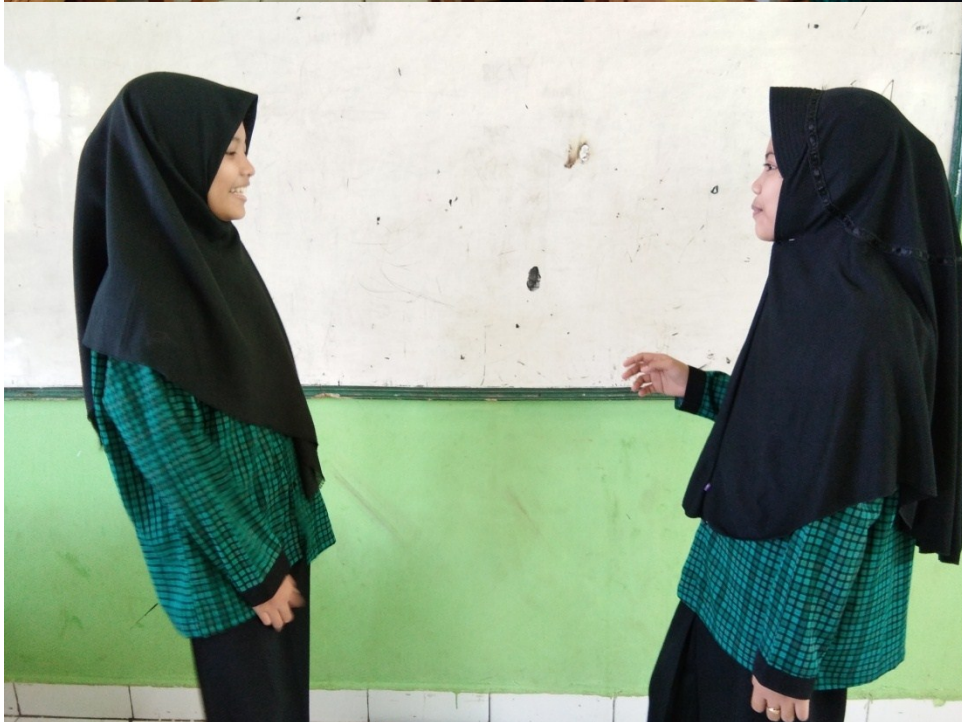
## 1. THE PRE TEST



## 2. TREATMENT



### 3. THE STUDENTS PRACTICE ORALLY





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH 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

**SURAT TUGAS**

Nomor: B-1837/In.28/D.1/TL.01/10/2017

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

Nama : ALFI NUR KHOITAMIN  
NPM : 13106457  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS DARUL A'MAL METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF WH-QUESTIONS TECHNIQUE TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AT THE EIGHTH GRADERS OF MTS DARUL A'MAL METRO".
  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 : 09 Oktober 2017

Mengetahui,  
Pejabat Setempat  
  
Marhaban H. Yas, S.H.

Drs. Isni Fatimah MA  
0670531 199303 2 003



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

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Nomor : B-1838/In.28/D.1/TL.00/10/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MTS DARUL A'MAL  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1837/In.28/D.1/TL.01/10/2017,  
tanggal 09 Oktober 2017 atas nama saudara:

Nama : **ALFI NUR KHOITAMIN**  
NPM : 13106457  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DARUL A'MAL METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF WH-QUESTIONS TECHNIQUE TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AT THE EIGHTH GRADERS OF MTS DARUL A'MAL METRO".

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

*Wassalamu'alaikum Wr. Wb.*

09 Oktober 2017  
Dekan I,  
  
Fatmah MA  
9670531 199303 2 0034





**PONDOK PESANTREN DARUL A'MAL  
MADRASAH TSANAWIYAH**

Terakreditasi Nomor : 079/BAP-SM/12LPG/RKO/2013 Peringkat B

Akte Notaris No.15 Tanggal 21 Maret 2013

Alamat : Mulyojati 16B Kec. Metro Barat - Kota Metro Telp. (0725) 44418-44305 Kode Pos 34125 NPSN : 10816987

Nomor : 078/MTs.DA/SPIR/X/2017  
Lampiran :-  
Perihal : **Surat Persetujuan Research/ Survey**

Kepada Yth.  
Rektor **Institut Agama Islam Negeri ( IAIN ) Metro Lampung**  
Di -

Tempat

*Assalamu'alaikum Wr.Wb*

Menindaklanjuti surat Tugas dari Rektor Institut Agama Islam Negeri ( IAIN )  
Metro Lampung Nomor: B-1837/In.28/D.1/TL.01/10/2017 tentang Izin Research

Penelitian saudara :

Nama : ALFI NUR KHOITAMIN  
NPM : 13106457  
Semester : 9 ( Sembilan )  
Jurusan : Pendidikan Bahasa Inggris  
Judul Skripsi : **“THE USE OF WH-QUESTIONS TECHNIQUE TO  
IMPROVE THE STUDENTS SPEAKING  
PERFORMANCE AT THE EIGHTH GRADERS OF  
MTs DARUL A'MAL METRO”**

Dengan ini kami Kepala Sekolah MTs. Darul A'mal Kota Metro menyetujui  
untuk keperluan tersebut.

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana  
mestinya.

*Wassalamu'alaikum Wr.Wb.*

Metro, 10 Oktober 2017

Kepala Sekolah



**Markaban, S.H.I**



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

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

Nama : **Alfi Nur Khoitamin**  
NPM : 13106457

Jurusan : TBI  
Semester : IX

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
2.	9/10-17	✓		acc for instrument	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : **Alfi Nur Khoitamin**  
NPM : 13106457

Jurusan : TBI  
Semester : IX

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 9/17/10		✓	Ace Instrument.	

Mengetahui,  
Ketua Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

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



**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.iain@metrouniv.ac.id

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

Nama : Alfi Nur Khoitamin

Jurusan : TBI

NPM :13106457

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 21-11-2017	✓		<ul style="list-style-type: none"><li>- Revise abstract</li><li>- Revise table of contents</li><li>- Revise Grammar</li><li>- Revise page number</li><li>- Revise observation sheet</li><li>- Revise the tables</li><li>- Revise Bab IV</li><li>- Add Bibliography</li><li>- Revise Bab V</li><li>- Revise curriculum vitae</li></ul>	
2.	24/11-17	✓		acc for munasusyah	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001



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

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

Nama : Alfi Nur Khoitamin  
NPM : 13106457

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 3/10 - 17		✓	Perbaiki teks Penulisan!	
2.	02/11 /11		✓	Revisi grammar	
3.	10/11 - 17		✓	Cek semua kesalahan dalam Penulisan.  - Perhatikan buku panduan Penulisan Karya Ilmiah.	
4.	Senin, 20/17 /11		✓	Ace ch-ly, x Continue to 1 <sup>st</sup> Advisor	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

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

## THE MEASUREMENT OF SPEAKING PERFORMANCE

	Category/Score	Indicators
<b>Fluency</b>	4 (excellent) / ( 91-100 )	Generally natural delivery, only occasional halting when searching for appropriate words/ expressions.
	3 (good) ( 81-90 )	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (adequate) (71-80 )	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	1 (fair) ( <-70 )	The students speak so little that no 'fluent' speech can be said to occur.
<b>Pronunciation</b>	4 (excellent) ( 91-100 )	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	3 (good) (81-90)	Rhythm intonation and pronunciation require more careful listening; some errors

		of pronunciation which may occasionally lead to incomprehension.
	2 (adequate) (71-80)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair) ( <70 )	Words are unintelligible.
<b>Vocabulary</b>	4 (excellent) (91-100)	Effective use of vocabulary for the task with few inappropriacies.
	3 (good) ( 81-90 )	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (adequate) (71-80)	Limited use of vocabulary with frequent inappropriacies.
	1 (fair) ( <70 )	Inappropriate and inadequate vocabulary.

### Name Of The Students Class VII f

No	Name
1	Annisa Fitri
2	Alfi Nur Habibah
3	Alfi Nuril Mahmudah
4	Ajeng Retno Sari
5	Aghnia Saumi
6	Allify Sofiatul
7	Diah Elma Fitriana
8	Elen Heva Hastuti
9	Endah Larasati
10	Eva Thooyibatur Rohmah
11	Exa Villa Ilmiah
12	Lutfia Anggun Pramesti
13	Luthfia Ghina
14	Malikah Kautsar ilmi
15	Mey Dwi Setia Rini
16	Meylinda
17	Meysi Nia Hardianti
18	Nabila Aulia
19	Nailia Zaini
20	Nazwa Salsabila
21	Nurul Humayroh
22	Presilia Putri Labata
23	Regina Putri Kamila
24	Rizqi Khuzainur Rohmah
25	Ruhanna Maysarotul
26	Siti Rahma Wati
27	Siti Nur Arifah
28	Retno Gita
29	Suliana Lestari
30	Zulfa Istifaza



**The Condition of Teacher and the Official Employers  
at MTs Darul A'mal Metro**

No	Name	Sex	Subject	Occupation
1.	Marhaban Ilyas, S.H.I	Male	Qur'an Hadits Teacher	Principal
2.	Tamyizul Maksum, S.Pd.I	Male	SKI Teacher	Student Affair
3.	Ahmad RodulAhyar, S.Pd.I	Male	Aqidah Teacher	Curriculum Affair
4.	AlwiRosyid, S.Pd.I	Male	Arabic Teacher	Administration
5.	Umi Salamah, S.Ag	Female	Fiqih Teacher	Public Service
6.	KH. Zainal Abidin	Male	Fiqih Teacher	Teacher
7.	Harmuzi, S.Pd.I	Male	Fiqih Teacher	Teacher
8.	RizalStiana	Female	Qur'an Hadits Teacher	Teacher
9.	Yulianawati, S.Pd.I	Female	Qur'an Hadits Teacher	Teacher
10.	Lusiana, S.Pd.I	Female	AqidahTeacher	Teacher
11.	RatnaIstifariana,S.Pd.I	Male	Aqidah Teacher	Teacher
12.	Drs. Warsikan	Male	Aqidah Teacher	Teacher
13.	EstiHandayani, S.Pd.I	Female	SKI Teacher	Teacher
14.	KodrattulohSidiq, S.H	Male	SKI Teacher	Teacher
15.	Dra. SitiSubha	Female	PKN Teacher	Teacher
16.	Rahmad P, S.Pd	Male	PKN Teacher	Teacher
17.	Tusmidah, S.Pd.I	Female	PKN Teacher	Teacher
18.	MinatulMukarromah, S.Pd.I	Female	PKN and ASWAJA	Teacher
19.	EkoPujiHastuti, S.Pd	Male	PKN and Mathematics	Teacher
20.	Mardiani, S.Pd	Female	Indonesian Teacher	Teacher
21.	Setyaningrum, S.Pd	Female	Indonesian Teacher	Teacher
22.	Sri Purwantini, S.Pd	Female	Indonesian Teacher	Teacher
23.	RatnaWati, S.Pd	Female	Indonesian Teacher	Teacher
24.	EndangSetyowati, S.Pd	Female	Indonesian Teacher	Teacher
25.	Asmarani, S.Pd.I	Female	Indonesian Teacher	Teacher
26.	Sisca, S.Pd	Female	Indonesian Teacher	Teacher
27.	Wahid Asyari, S.Pd.I, M.Pd.I	Male	Arabic Teacher	Teacher
28.	EkoPriyono, S.Pd.I	Male	Arabic Teacher	Teacher
29.	A Muhtarom, S.Pd.I	Male	Arabic Teacher	Teacher
30.	Susilo, S.Pd	Male	Mathematics Teacher	Teacher
31.	DwiSetyowati, S.Pd	Female	Mathematics Teacher	Teacher
32.	Ida Suryani, S.T	Female	Mathematics Teacher	Teacher
33.	ElfiNindaWahyuningsih, S.Pd	Female	Mathematics Teacher	Teacher
34.	Ridho Al Fansuri	Male	Mathematics Teacher	Teacher
35.	IsnainiNurAzizah, S.Pd	Female	Mathematics Teacher	Teacher
36.	Ngatiyem, S.Pd	Female	IPA Teacher	Teacher
37.	SaptoSantoso, S.Pd	Male	IPA Teacher	Teacher

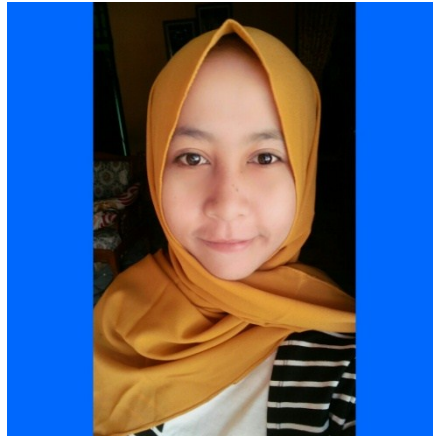
38.	MufidArsyad, S.Pd, M.H.I	Male	IPA Teacher	Teacher
39.	SitiHasanah	Female	IPA Teacher	Teacher
40.	RoslinawatiKasmur, S.Pd	Female	IPA Teacher	Teacher
41.	CahyaningRatri SP, S.Pd	Female	IPA Teacher	Teacher
42.	Dra. Jusmirah	Female	IPS Teacher	Teacher
43.	WahadiGhuna, S.H.I	Male	IPS Teacher	Teacher
44.	Hartono, S.Pd	Male	IPS Teacher	Teacher
45.	Sahanan, S.E	Female	IPS Teacher	Teacher
46.	TitisiArsiwi, S.S	Female	English Teacher	Teacher
47.	Istiqomah, S.Pd	Female	English Teacher	Teacher
48.	M. Iqbal Arramany, S.Pd.I	Male	English Teacher	Teacher
49.	AlfiNurKhoitamin	Female	English Teacher	Teacher
50.	M Ariffathoni	Male	English Teacher	Teacher
51.	Ahmad Faizun	Male	Aswaja Teacher	Teacher
52.	Aminatun, S.Pd	Female	Art Teacher	Teacher
53.	Novi Herawati	Female	Art Teacher	Teacher
54.	Tri Yudaningsih, S.Pd.I	Female	Lampung Teacher	Teacher
55.	Nova Santika D, S.Pd	Female	Lampung Teacher	Teacher
56.	SigitIkhwanudin, S.Pd	Male	Sport Teacher	Teacher
57.	Andrea Rio Fernando, S.Pd	Male	Sport Teacher	Teacher
58.	SaifulBahri	Male	-	Officer
60.	Dwi Agustin, S.Pd	Female	-	Officer
61.	IsnaMaulida	Female	-	Officer
62.	EkaApriyani, S.Pd	Female	-	Library Officer
63.	PujiHastuti, S.Pd	Female	-	Counselor
64.	NurKholis Aziz Septian	Male	-	Counselor
65.	CaturAriyadi, S.Pd	Male	-	Counselor

### The Facilities of MTs Darul A'mal Metro

No	Building	Total
1.	Headmaster Room	1
2.	Teacher Room	1
3.	Administration Room	1
4.	Reception Room	1
5.	Library	1
6.	Science Laboratory	1
7.	Language Laboratory	1
8.	Computer Laboratory	1
9.	Canteen	1
10.	Kitchen	1
11.	Classroom	15
12.	OSIS and OSPRAM	1
13.	Mosque	1
14.	Badminton Field	1
15.	Football Field	1

*Source : Documentation of MTs DarulA'mal Metro Academic Year 2016/2017*

## **CURRICULUM VITAE**



The name of the writer is Alfi Nur Khoitamin. She was born in Kotagajah, on December 27<sup>th</sup>, 1994. She is the second child of three children of happy couple Mr. Karno and Mrs. Suryati.

She was enrolled her study in Kindergarten Kotagajah on 1999-2000. She continued her study at SDN 02 Rejo Asri. Then, she continued her study at SMPN 02 Kotagajah, on 2006-2009. She continued her study at MA DarulA'mal Metro, on 2009-2012. Finally, one year later, she dedicate to have lecture in English Education Department of State Institute of Metro from 2013 until now.