

**AN UNDERGRADUATE THESIS**

**THE USE OF MULTIPLE-SLOT SUBSTITUTION DRILL TECHNIQUE  
TO INCREASE THE STUDENT'S SPEAKING PERFORMANCE  
AT THE EIGHTH GRADE OF SMP N 7 METRO**

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**THE STATE INSTITUTE OF ISLAMIC STUDIES  
IAIN METRO  
1439 H / 2018 M**

**THE USE OF MULTIPLE-SLOT SUBSTITUTION DRILL TECHNIQUE  
TO INCREASE THE STUDENT'S SPEAKING PERFORMANCE  
AT THE EIGHTH GRADE OF SMP N 7 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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**THE STATE INSTITUTE OF ISLAMIC STUDIES  
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TECHNIQUE TO INCREASE THE STUDENTS'  
SPEAKING PERFORMANCE AT THE EIGHT GRADE  
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***Assalamu'alaikum, Wr. Wb***

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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Title : The Use of Multiple-Slot Substitution Drill Technique to Increase The Students' Speaking Performance At The Eight Grade Of Smp N 7 Metro

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosah. Thank you very much.

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*Assalamualaikum Wr. Wb.*

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**RATIFICATION PAGE**

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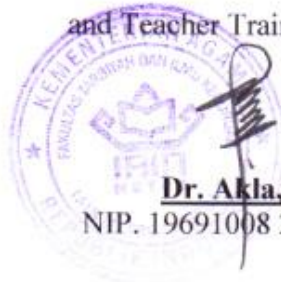
An undergraduate thesis entitled: THE USE OF MULTIPLE-SLOT SUBSTITUTION DRILL TECHNIQUE TO INCREASE THE STUDENTS' SPEAKING PERFORMANCE AT THE EIGHTH GRADE OF SMP N 7 METRO

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**THE USE OF MULTIPLE-SLOT SUBSTITUTION DRILL TECHNIQUE  
TO INCREASE THE STUDENTS` SPEAKING PERFORMANCE  
AT THE EGHTH GRADE OF SMP N 7 METRO**

**ABSTRACT**

**BY: NURUL KHASANAH**

The main purpose of this research is to investigate the students' speaking performance of SMP N 7 Metro which found in speaking performance and to know what extend the multiple-slot substitution drill technique could help the students' learning process. The writer tries to attest that multiple-slot substitution drill technique can be one of the teaching technique to increase the students' speaking performance.

In this research, the researcher conducted classroom action research (CAR) which is done in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. The subjects of this research is 28 students in VIII<sup>A</sup> class of SMP N 7 Metro. In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation.

The result of this research showed that *multiple-slot substitution drill technique* had positive role in increasing the speaking performance at the eighth grade of SMP N 7 Metro. It can be proved by the students' average score from pre test to post test. The average score in pre test was 61.61 and in post test was 69.82 became 76.07. It means that the using of *multiple-slot substitution drill technique* can increase the students' speaking performance at the eighth graders of the state Junior High School of 7 Metro.

**Key Words:** *Speaking Performance, Multiple-slot substitution drill technique.*

**PENGUNAAN TEKNIK *MULTIPLE-SLOT SUBSTITUTION DRILL*  
UNTUK MENINGKATKAN KETERAMPILAN BERBICARA  
PADA SISWA KELAS VIII SMP N 7 METRO**

**ABSTRAK**

**Oleh:**

**NURUL KHASANAH**

Tujuan utama dari penelitian ini adalah untuk mengkaji penampilan berbicara siswa SMP N 7 Metro yang terdapat dalam penampilan berbicara dan untuk mengetahui sejauh mana teknik *multiple-slot substitution drill* dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa teknik *multiple-slot substitution drill* dapat menjadi salah satu teknik pembelajaran untuk meningkatkan keterampilan berbicara siswa.

Dalam penelitian ini, peneliti melaksanakan Penelitian Tindakan Kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 28 siswa kelas delapan A SMP N 7 Metro. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi..

Hasil dari penelitian ini memperlihatkan bahwa teknik *Multiple-slot substitution drill* memiliki peran positif dalam meningkatkan keterampilan berbicara siswa kelas VIII<sup>A</sup> SMP N 7 Metro. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 61.61, dan post test 69.82 menjadi 76.07. Ini berarti penggunaan teknik *multiple-slot substitution drill* dapat meningkatkan keterampilan berbicara siswa dalam keterampilan berbicara pada kelas delapan di SMP N 7 Metro.

**Kata Kunci:** *Keterampilan Berbicara, Teknik multiple-slot substitution drill.*



## STATEMENT OF RESEARCH ORIGINALITY

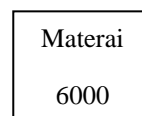
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States that this undergraduated thesis is originally the result of the writer's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, Desember 2017

The writer



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## ORISINILITAS PENELITIAN

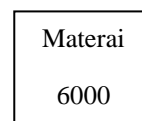
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Metro, Desember 2017

Penulis



Nurul Khasanah  
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## MOTTO

”....”  
يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ....”

*.....Allah exalts the believers among you and those who are given a few degrees  
of knowledge.....  
(Al-Mujadalah:11)*

*“.... The Grandeur of character will be showed in a word and action...”  
(Propet Muhammad SAW)*

*“Who does not be brave to hold the Pain will be lost  
everything in life.... “  
( Nurul Khasanah)*

## DEDICATION PAGE

*I highly dedicate this undergraduate thesis  
to :*

*Allah SWT who always listen my deeply word and make it true...*

*My beloved parents,*

*H. Abdullah Khamim and Hj. Nur Aini*

*Who gave me everything that I need and, always beside me  
to hold me and save me from my pain.*

*My beloved brother (Ahmad Fauzi, SE) and sisters (Umi Zahroh, Khofifah,  
Khusnul Khotimah), and my exelent family,  
that gave me a happiness day .*

*My partner in effort,*

*Amanda Mutiara Asmy and Devina Widya.*

*My brahmana team,*

*Alfianis Rizqi Darrisna, Nurbaity and Nunik Puspita Ningrum.*

*My beloved classmate' C Class TBI' 13, Thanks dear for all crazy moment that  
you creat in my life.*

*Endmost.....*

*For My soulmate who always hold me in a deeply word.*

*I love you...*

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Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. The greetings always give to Prophet Muhammad saw who lead us from the darkness to the lightness. Peace be upon him, who becomes an inspiration for all people to live as Moslems.

The writer would like to express her gratitude to the head master of The State Institute of Islamic Studies, Pror. Dr. Hj. Enizar, M. Ag, Dean of Tarbiyah and Teaching Training Faculty, Dr. Akla, M. Pd, The head of English Education Departement, Mr. Ahmad Subhan Roza, M. Pd, my examiners Dr. Mahrus As`ad, M. Ag, the first sponsor, Mrs. Dra. Umi Yawisah, M.Hum and the second sponsor, Mrs. Trisna Dinillah Harya M. Pd, who have sincerely guided the writer to accomplish this the undergraduate thesis in time

Finally, the writer wants to thank you very much for my beloved Parents that always support the undergraduate thesis finished. The suggestions that are build highly expected for the perfection of this the undergraduate thesis.

Metro, 11 Desember 2017  
The writer,

**Nurul Khasanah**  
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## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>TITLE</b> .....	<b>ii</b>
<b>APPROVAL PAGE</b> .....	<b>iii</b>
<b>NOTA DINAS</b> .....	<b>iv</b>
<b>RATIFICATION PAGE</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY</b> .....	<b>ix</b>
<b>ORISINALITAS PENELITIAN</b> .....	<b>x</b>
<b>MOTTO</b> .....	<b>xi</b>
<b>DEDICATION PAGE</b> .....	<b>xii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>xiii</b>
<b>TABLE OF CONTENTS</b> .....	<b>xiv</b>
<b>LIST OF FIGURE</b> .....	<b>xvi</b>
<b>LIST OF TABLES</b> .....	<b>xvii</b>
<b>LIST OF CHARTS</b> .....	<b>xviii</b>
<b>LIST OF APPENDICES</b> .....	<b>xix</b>
<b>I. INTRODUCTION</b> .....	<b>1</b>
A. Background of Study .....	1
B. Problem Identification.....	4
C. Problem Limitation .....	5
D. Problem Formulation .....	5
E. Objectives Benefits of Study.....	5
F. Benefit of the Study .....	6
<b>II. REVIEW OF THE RELATED THEORIES</b> .....	<b>7</b>
A. Theoretical Review .....	7
1. The Concept of Speaking Performance.....	7
a. Definition of Speaking .....	7
b. Definition of Performance.....	8

2. Aspects of Speaking Performance .....	9
a. Fluency .....	9
b. Pronunciation .....	10
c. Grammar .....	11
d. Vocabulary .....	11
e. Interactive Communication .....	12
f. Appropriatenes .....	13
g. Complexcity .....	14
3. Elements of Speaking Performance .....	16
a. Language Features .....	16
b. Mentals / Social Processing.....	17
B. Kinds of Speaking Performance.....	18
1. Imitative .....	18
2. Itensive .....	19
3. Responsive .....	19
4. Transactional (Dialogue).....	20
5. Interpersonal (Dialogue) .....	20
6. Extensive (Monologue).....	22
C. The Characteristics of Good Speaking Performance .....	22
D. The Consept of Multiple-slot Substitution Drill .....	23
1. Description of Drill .....	23
2. Kinds of Drill .....	24
3. Advantages of Drills Techniques .....	28
E. The Procedure og Teaching Speaking Through Multiple-slot Substitution Drill .....	30
F. Action Hypothesis.....	33
<b>III. RESEARCH METHODOLOGY .....</b>	<b>34</b>
A. Definition of Operational Variables .....	34
B. Reseacrh Setting .....	34
C. Subject of The Study .....	35

D. Research Procedure .....	35
E. Data Collecting Technique.....	41
F. Data Analysis Tehnique .....	42
G. Indicator of Sucess .....	44
<b>IV. RESULT OF THE RESEARCH AND INTERPRETATION .....</b>	<b>46</b>
A. Result of the Research .....	46
1. Description of The Research Location.....	46
2. Description of the Research Data.....	50
B. Discussion .....	70
1. Interpretation the Result of students' Speaking Performance in Cycle I and Cycle II .....	70
2. Interpretation the Result of students' and Teacher's Activity in Cycle I and Cycle II .....	76
<b>V. CONCLUSION .....</b>	<b>78</b>
A. Conclusion .....	78
B. Suggestion.....	79

**BIBLIOGRAPHY**

**APPENDICES**

**CURRICULUM VITAE**



## LIST OF TABLES

Table 1. The Data Result of Pre-Survey .....	3
Table 2. The Data of Teachers in SMP N 7 Metro .....	47
Table 3. The Quantity of The Students at SMP N 7 Metro .....	48
Table 4. The Facility and Infrastucture in SMP N 7 Metro .....	49
Table 5. The Table of Students' Speaking Score ( Pre-test).....	51
Table 6. The Frequency of The Students' Score in Pre-Test .....	52
Table 7. The Table of Students' Speaking Score ( Post-Test ).....	55
Table 8. The Frequency of The Students' Scor in Post-Test .....	56
Table 9. The Result of The Students Activity in Teaching and Learning Process in Cycle I.....	58
Table 10. The Result of The Students Activity in the Teaching and Learning Process in Cycle I.....	59
Table 11. The Result of The Students' Speaking Score (Post-Test II) .....	64
Table 12. The Frequency of the Students' Score in Pre-Test .....	65
Table 13. The Result of The Students Activity in The Teaching and Learning Process in Cycle I.....	67
Table 14. The Result of The Students Activity in the Teaching and Learning Process in Cycle II .....	68
Table 15. The Result of Students Speaking Score in Pre-Test and Post-Test I	71
Table 16. The Result of Students Speaking Score in Post-Test I and Post-Test II .....	72
Table 17. The Recapitulation of Students' Improvement in Speaking Score ..	74
Table 18. The result of the Students' Activity in Cycle I and Cycle II.....	76
Table 19. The Result Of The Teachers' Avtivity in Cycle I and Cycle II.....	77

## LIST OF FIGURE

Figure 1. The Location Sketch of SMP N 7 Metro .....	49
--	----

## LIST OF CHART

Chart 1. The Result of the Students at the Pre-Test Cycle I .....	52
Chart 2. The Result of The Students at The Post-Test Cycle I .....	56
Chart 3. The Result of The Students Activity in The Teaching and Learning Process in Cycle I.....	58
Chart 4. The Result of The Teacher Activity in The Teaching and Learning Process in Cycle I.....	60
Chart 5. The Result of The Students Speaking Score in The Post-Test II Cycle II.....	65
Chart 6. The Result of The Students Activity in The Teaching and Learning Process in Cycle II .....	67
Chart 7. The Result of the Teacher Activity in The Teaching and Learning Process in Cycle II .....	69
Chart 8. The Result of Students Speaking Scror in Pre-Test and Post-Test I..	72
Chart 9. The Result of Students Speaking Score in Pre-Test I and Post-Test II.....	73
Chart 10. The Result of Students Speaking Score in Post Test I and Post- Test II.....	75

## LIST OF APPENDICES

1. The Profil of SMP N 7 Metro .....	83
2. The Sketch of SMP N 7 Metro .....	89
3. The Syllabus of English SMP N 7 Metro .....	90
4. The Lesson Plan 1 .....	96
5. The Lesson Plan 2 .....	101
6. The Instrument Cycle 1 .....	105
7. The Instrument Cycle 2 .....	106
8. The Result of The Student Speaking Score of Pre-Test .....	107
9. The Result of The Student Speaking Score of Post-Test 1 .....	108
10. The Result of The Student Speaking Score of Post-Test 2 .....	109
11. The Result of The Student Activity in The Teaching and Learning Process in Cycle 1 .....	110
12. The Result of The Student Activity in The Teaching and Learning Process in Cycle 2 .....	111
13. The Result of Teaching Activity 1 .....	112
14. The Result of Teaching Activity 2 .....	113
15. The Documentation of Research .....	114
16. The Research Letter of Pra-Survey .....	119
17. The Research Letter .....	120
18. The Research Assignment .....	121
19. The Answered of Research Letter .....	122
20. The Skripsi Konseling Letter .....	123
21. The Skripsi Konseling Card .....	124
22. The Schedule of Munaqosah .....	132
23. Curriculum Vitae .....	133

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Learning language is learn about communication and culture. In this world there are many countries and each other has a difference language. English has an important role in International communication. It has been one of the most important international language. Every one must be learn about English because if we go to other country we must speak English to can communication with the others.

As an international language, many countries use English as a tool of communication. People use English in almost all aspect such as science, technology, politic, economic, business, education, culture, and so forth. Some countries has been use English as their foreign or second language that is why people from those countries have to learn more about English to be a master of English.

In Indonesia English is a foreign language that had been learn in elementary school up to university, and all students in Indonesia must learn about it. Besides English as one of lesson at school and also as international language, in our country many people use English to have communication in daily activity.

Speaking is the skill used by particular group of people, to make them understand the idea and the feeling. However; many people consider that speaking English is very hard to do, because many people do not have

many vocabulary, do not have ability about grammar, do not have self-confident and do not have motivation to speak English well.

In junior high school, English becomes an important subject that include as one of the subjects for final examination (UN). English becomes a important subject that must be mastery by the student, but the students have a difficulties in learn English. The teacher is a facilitator who student need to study English. The teacher can to help the students to solve their problem in learning English.

In the class often some students an appropriate pronunciation in speaking performance, but the teacher decrease observes about it because, teaching speaking of english as a foreign language to junior high school students is not easy. Teachers must not only teach how to speak but also pay much attention to their students pronunciation, grammar, vocabulary, performance and the social and the cultural rules.

The researcher is detected many difficulties of students when they are study about English, and speaking lesson has more difficulties than reading, listening or writing on pre survey on November 05, 2016 at the eighth graders of SMP N 7 Metro. Most of students are afraid to speak up because there are have lack of vacabulary. Be side that, the student ofthen bored when they are study speaking lesson because the teacher used innappropriate tachnique in speaking instruction and the teacher can not treat them one by one because the time is not enough.

Moreover, based on the data of pre- survey at the eighth grade of SMP Negeri 7 Metro the score of Speaking test can be seen on the table as follow:

Table 1.1  
Data Result of Pre -Survey

	ries	ncies	es
	d		
	ed		
Total			

Source: *The English Teacher Achieves*, Taken on the Pre-Survey at November 5<sup>th</sup>, 2016.

Based on the pre-survey table, we can see that the students' score for speaking performance is low and only several students that had been passed the test. Only 29% students who passed of speaking test and 71% was failed. There were students got minimum score is 33 and maximum score is 80, 20 students get score under 75 or 71% and only 8 students who got more than 75 or 29%.

The reasearcher assumes that an alternative way of teach speaking performance and realizes that the other method to teach speaking can makes students getting motivation to can speak well. A suitable method should be choosen to make the speaking class more active and interactive so that the students will fill enjoy and be brave to speak up anything that they think in English.

Many methods that can use in teaching speaking performance. A multiple-slot substitution drill is an alternative technique that teacher can use in teaching speaking. A multiple-slot substitution drill is one of the activities which is used in Audio-lingual Method. Being able to use the target language communicatively is the goal of the Audio-lingual Method.

In teaching speaking using a Multiple-slot substitution drill technique, all students have same opportunity to ask and answer question with each other. Then the students' grammar, pronunciation, intonation, and performance are not only evaluated by the teacher but also by the other students even by them selves.

Therefore, the writer wants to make a research about "The use of Multiple-slot Substitution Drill Technique to Increase Students' Speaking Performance among The Eighth Grade Students of SMP Negeri 7 Metro. This research is to ensure that Multiple-slot Substitution drill technique can give a positive significance in speaking performance.

## **B. Problem Identification**

Every research has the problems that will be faced during the process. In this research, the writer finds many problems concerned. So that the writer makes the identification of the problems as follows:

1. The teacher used inappropriate technique in speaking instruction.
2. The teacher has limited time to treat the students one by one.



3. The student has lack of vocabulary.
4. The student often bored when they were study English lesson.

### **C. Problem limitation**

From the identification above, the writer limit the problem focus on The teacher used innappropriate technique in speaking instruction. Therefore, the writer used multiple-slot substitution drill technique in speak up to help the students in speaking performance, and helping the teachers in teaching English to increase speaking performance.

### **D. Problem formulation**

In this research the writer formulates the problems is “Can the use of multiple-slot substitution drill teachnique increase the student’s speaking performance” at the eigtht grade of SMP N 7 Metro?

### **E. Objectives of the study**

The objective of the study is to find out how multiple-slot substitution drill technique can increase students’ speaking performance at the eighth grade of SMP N 7 Metro.

**F. Benefit of the study**

The benefits of this research are showing as follows:

1. As a contribution for the teachers to increase the students` fluency in speking performance.
2. As a contribution for the students in mastery the English lesson effectively and efficiently.
3. As a contribution for SMP Negeri 7 Metro to increase the quality of learning and of the students` achievement.
4. As a contribution for English Educational Department of State Institute Islamic School (IAIN) Metro as candidate of a good teacher.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

##### 1. The Concept of Speaking Performance

###### a. Definition of Speaking

Speaking is one of the skill that have to be mastered by student in learning english. The performance to speak fluently presupposes not only know knowledge of language features, but also the performance to process information and language on the spot.<sup>1</sup>

David Nunan said that Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language<sup>2</sup>. In other hand, Gert and Hans said that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions<sup>3</sup>. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important, for example, they want to utter their feeling and thought. It

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<sup>1</sup> Harmer, Jeremy, *The Practice of English Language Teaching, Third Edition*, Longman: Pearson, 2001, p.269

<sup>2</sup>Nunan David. "Language Teaching Methodology". Prentice Hall Oxford University Press: New York. P.39

<sup>3</sup>Efrizal,Dedy. *Improving Students' Speaking through Communicative Language Teaching Method atMts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia*, October 2012, page 127.

is strongly impossible for someone to make a communication with other without having any purposes.

Then, Brown H. Douglas defined speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skills.<sup>4</sup>

Moreover, speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words<sup>5</sup>. Based on the statement above, it can be concluded that speaking is an interactive process to communicate as by talking to build and share the meaning through the use of verbal and non-verbal symbols to convey message to the listener.

#### **b. Definition of Performance**

Performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract<sup>6</sup>. On other hands, performance is a goal that have standards and requirement who have to be done by the learners. Then, performance is useful primarily because it allows those studying a

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<sup>4</sup>Brown H. Douglas “*Teaching by Principles an interactive Approach to Language Pedagogy*”. Longman. P.140

<sup>5</sup>Mariam Bashir, *Factor Effecting Students' English Speaking Skill*, (Pakistan: British Journal Publishing, 2011), Vol.2 No.1, p.38

<sup>6</sup><http://www.businessdictionary.com/definition/performance.html>, access on June 20,2016

language to differentiate between a speech error and not knowing something about the language<sup>7</sup>.

## 2. Aspects of Speaking Performance

Speaking becomes important because speaking is a skill that can make people easily understand to what thing explained. Junior high school students' speaking ability is expected to be good because they have learn English since some years before and they will have many performances related to oral skill in universities. But in fact, junior high school students' speaking ability is still low. It is difficult to them to fulfill some aspects of speaking performance. Aspect of speaking performance are:

### a. Fluency

According to Harman and Stork pointed out the term 'fluent' means a speaker is able to use the correct structures of a language at normal speed, which means speaking naturally with concentration on the content delivery, rather than focusing on the form or structure of a language.<sup>8</sup> Points out that speaking ability is describe as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.<sup>9</sup> Research into listener's perception

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<sup>7</sup><http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/competencyperformance.html>, access on June 20, 2016

<sup>8</sup> Theory and Practice in Language Studies, Vol. 4. No. 2, pp. 225-231, February 2014

<sup>9</sup> Lado r, *language testing the construction and use of foreign language test*, longman, london. 1961. P.240

suggest that pausing is one of the factors of fluency. People can be said as fluent speakers if they fulfill the following features:

1. pauses may be long but not frequent
2. pauses are usually filled
3. pauses occur at meaningful transition points
4. there are long runs of syllables and words between pauses<sup>10</sup>

propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying "um" and "ah" by subjects as they complete a task.<sup>11</sup>

#### **b. Pronunciation**

Pronunciation refers to the student's ability to produce comprehensible utterances to fulfil the task requirements. Provides more issues related to pronunciation. He suggest pitch, intonation, individual sounds, sound and spelling, and stress.

Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

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<sup>10</sup> Scott Thornbury, *how to teach speaking*. Longman, london.2005 P.6-8

<sup>11</sup> David nunan, *task based language teaching*. Cambrige universitypress, 2004. P.

### c. Grammar

Grammar is system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to contexts, a speaker should consider the following things:

1. who the speaker is
2. who the audience is
3. where the communication takes place
4. what communication takes place before and after a sentences in questionimplied versus literal maeaning
5. styles and registers
6. the alternative forms among which a produce can choose.

### d. Vocabulary

Vocabulary development refers to the knowledge of stored information about the meanings and pronunciation of words necessary for communication.<sup>12</sup>

Many authors have similiar definitions about vocabulary. According to Hubbart vocabulary can be defined as a powerful carrier of meaning. Additionally, Diamond & Gulton suggest that vocabulary is knowledge of words and their meanings.

Thorrnbury suggests three usual things used by speakers in what they are being said:

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<sup>12</sup> Multicultural & ESOL Program Services Education Dept.26

1. when people speaking, they are involving high proportion of word and expressions that express their attitude (stance) to what is being said.
2. speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an intrpersonal function, and by identifying what people like and dislike, they are able to express solidarity.
3. A speech also usally employs deictic language, i.e words and expression that point to the place, time, and participants in the intermediate or a more distant context.

This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognise words, and know their meanings as well. Thus, when a student is effectively able to recognise and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

**e. Interactive Communication**

Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other



candidates by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements.<sup>13</sup>

The most difficulties faced by students in speaking are the interactive nature of communication. In speaking especially when they are having conversation they are engaging in a process of negotiation of meaning<sup>14</sup>. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing students through the way they interact is good to train them to have natural speaking.

#### **f. Appropriateness**

The term of appropriateness is related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are:<sup>15</sup>

##### 1. Setting

we speak differently in libraries from the way we do in night clubs. We often use informal and spontaneous language at home, whereas we may use more formal pre-planned speech in an office or work environment.

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<sup>13</sup> Scott Thornbury, *how to teach speaking*. Longman, london.2005, P. 129

<sup>14</sup> Douglas Brown. *Teaching by Principles: An Interactive Approach to language Pedagogy*.longman. 2001 .p.269

<sup>15</sup> Jeremy aharmer. *The practice of english language teaching*. Longman. P.24

## 2. Participants

the topic involved in an exchange-whether in speaker or writing-clearly affect the language being chosen. However egalitarian we may want to be we often choose words and phrases we use when talking to friends, members of our families, or colleagues of equal status to us.

## 3. Gender

research clearly shows that men and women typically use language differently when addressing either members of the same or the opposite sex. Women have frequently used more concessive language than men for example, and crucially, have often talked less than men in mixed-sex conversations.

## 4. Channel

there are marked differences between spoken and written grammars. But spoken language is not all the same it is affected by the situation we are in. Are we speaking face to face or on the telephone?

Are we speaking through a microphone to an unseen audience or standing up in a lecture hall in front of a crowd? Each different channel will generate different uses of language.

## 5. Topic

The topic we are addressing affects our lexical and grammatical choices. The words and phrases that we use when talking or writing about a wedding will be different from those we employ when the conversation turns to particle physics. The vocabulary of childbirth is different from the lexical phrases associated with football.

### g. Complexity

It is wrong that written language is highly organized, structured, and complex while spoken is this organized, fragmentary, and simple.<sup>16</sup> What made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved.<sup>17</sup>

The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.

Based on explanation above, the researcher conclude that the aspects of speaking performance is difficult to the students to fulfill those aspects because to be fluency while speak

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<sup>16</sup> Halliday, *Introduction to Functional Grammar*. 1985 P.87

<sup>17</sup> David Nunan, *Task Based Language Teaching*. . . P.86

english then correct in pronunciation and grammar, then be interactive in communication is not easy for them.

### 3. Elements of Speaking Performance

Jeremy Harmer explain there are two elements of speaking. They are:

#### a. Language Features.

Among the elements necessary for spoken production are the following:

##### 1. Connective Speech

Effective speakers of english need to be able not only to produce the individual phonemes of english (as saying *I would have gone*) but also to use fluent 'connected speech' (as in *I'd've gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened.

##### 2. Expressive Device

Native speakers of english change the pitch and stress of particular part of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction).

Spontaneous speech is marked by the use of a number of common lexical phrase, especially in the performance of certain language functions.

### 3. Negotiation Language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

#### b. Mental / Social Processing

##### 1. Language Processing

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

##### 2. Interacting With Other

This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow other to do so.

##### 3. (On The Spot) Informing Processing<sup>18</sup>

Quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it.

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<sup>18</sup> Jeremy Harmer, *The Practice of English Language Teaching*. . . p.269-267

From the explanation above it can be inferred that the teacher can use of the point above to increase the element for spoken production. Where every student has different ability. So the reseacher has assumption that point above can help the teacher to have good interaction with the students.

## **B. Kinds of Speaking Performance**

There are a lot of available techniques and methods for teaching sepaking skill, it will helpful for the teacher to think in term of several kinds of speaking performance. Developing of speaking performance will increased speaking skill of the students. H. Douglash Brown maintains that there are 6 types of speaking performance<sup>19</sup>, namely:

### 1. Imitative

A very limited portion of clasroom speaking time may legitimately be spent generaing be spent generating “human tape recorder” speech. For example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitaton of this kind is carried out not for the urpose of meaningful interaction, but for focusing on some particular lelement of language form like pronunciation, stressing, etc.

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<sup>19</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition*, (California: San Fransisco State University, 2001), P.271-274

## 2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain form language. For example, the learners always try to practice the phonological and grammatical all the time.

## 3. Responsive

A good deal of student speech in the classroom is responsive : short replies to teacher or student-initiated form of responsive language. This is the example of the responsive :

T : How are you today?

S : Pretty good and you?

Or

S1 : so, what did you write for question number one?

S2 : Well, I wasn't sure,so I left it blank.

## 4. Transactional (dialogue)

Transactional dialogue, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of negotiative nature to them than does responsive speech :

T : What is the main idea of this essay?

S : The United Nations should have more authority.

T : More authority than what?

S : Than it does right now.

T : What do you mean?

S : Well, for example, the UN should have the power to force  
a country like Iraq to destroy its  
nuclear weapons.

T : You don't think the UN has that power now?

S : Obviously not. Iraq is still manufacturing nuclear bombs.

#### 5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of fact and information. These conversations are a little trickier for learners because they can involve some or all of the following factors :

- A casual register
- Colloquial language
- Emotionally charged language
- Slang
- Ellipsis



- A covert “agenda”

For example :

Amy : Hi, Bob how it’s going?

Bob : Oh, so-so

Amy : Not a great weekedn, huh?

Bob : Well, far be it from me to criticize, but I’m pretty  
miffed about last week.

Amy : What are you talking about?

Bob : I think you are perfectly well what I’m talking  
about.

Amy : Oh that... how come you get so bent out of shape  
over something like that?

Bob : Well, whose fault was it, huh?

Amy : Oh wow it’s great! Wonderful. Back to the square  
one. For crying out loud,  
bob I though we’d settled  
this before. Well, what  
more I can say?

## 6. Extensive (monologue)

Extensive is a short speeches form of the oral report or a summaries. For example, the learners at intermediate to advance

can give the monologues in the form of oral reports, here the register is more formal and deliberative. These monologues can be planned or impromptu.

Based on the explanation above, the researcher conclude that the kinds of speaking performance include of imitative, intensive, responsive, transactional, interpersonal and extensive, where developing from all the kinds of speaking performance will increase speaking skill of the student.

### **C. The Characteristics of Good Speaking Performance**

The Indonesian students learning English are expected to be able to communicate fluently and accurately based on social context. Based on Ur Penny says that the characteristic of good speaking performance are as follows<sup>21</sup>:

- a. Learners talk a lot. As much as possible the student of the period of time allotted to the activity is in fact occupied by learners' talk. This may seem obvious but often most time taken up with teacher.
- b. Participation is even. Classroom discussion is not determined by minority of talk active participants, all the student get the chance to speak and contributions are fairly evenly distributed.

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<sup>21</sup>Akhyak, *International Journal of language and Literature, Vol. 1. Improving Students English Speaking Competenc*, (Nganjuk, December 2013), P.20

- c. Motivation is high. The student are brave to speak because they are fell interested in the opic and have something new to speak it because they want to express their idea.
- d. Language is of an acceptable level. Learner express themselves in utterances that are relevant, comprehensi to each other, and of and acceptable level language accurancy.

## **D. The Concept of Multiple-Slot Subtitution Drill**

### **1. Description of Drills**

Drilling is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice. Drilling means listening to a model, provided by the teacher, or a tape or another student and repeating what is heard.

Drilling is a technique that is still used by many teachers when introducing new language items to their students. Harmer, Jeremy states, “Drilling is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner.” It means that drilling is a technique that has been used in foreign language classroom which is emphasis on repeating structural pattern through oral practice to

demonstrate students' ability in using specific language items in a controlled manner.

## 2. Kinds of Drills

According to Larsen, Diane and Freeman, the types of drills are:

### a. Backward build-up (expansion) drill

Backward build-up drill is used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. The students repeat part by part until they are able to repeat the entire line.

Example:

Teacher : The

Students : The

Teacher : The Table

Students : The Table

Teacher : The Table is Blue

Students : The Table is Blue

### b. Repetition drill

In repetition drill, students are asked to repeat the teachers' model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue.

Example:

Teacher : the cat is under the table

Students : the cat is under the table

c. Chain drill

Chain drill technique is the teacher begins the chain by greeting a particular students or asking them a question. One student responds then turns to the student sitting next to him. The first student asks the question of the second student and the chain continues.

Examples:

Teacher : the cat is under the table.

Teacher : where is the cat?

Student 1 : the cat is under the table.

Student 2 : where is the cat?

Student 3 : the cat is under the table.

d. Single-slot substitution drill

For the next technique is single-slot substitution drill, the teacher says a line from the dialog. The teacher says a word or phrase-called the cue. The students repeat the line given, substituting the cue into the line in its proper place.

Example:

Teacher : the flowers is **red**

Students : the flowers is red

Teacher : blue

Students : the flowers is blue

Teacher : yellow

Students : the flowers is yellow.

e. Multiple-slot substitution drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time that fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

Example:

Teacher : the cat is under the table

Students : the cat is under the table

Teacher : dog chair

Students : the dog is under the chair

Teacher : chimpanzee sofa

Students : the chimpanzee is under the sofa

f. Transformation drill

In transformation drill, the teacher gives the students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a

negative sentence. Another examples are changing a statement into a question, an active sentence into a passive or direct speech into reported speech.

Example:

Teacher : the cat is under the table.

Teacher : NOT

Students : the cat is not under the table

OR

Teacher : the cat is under the table

Teacher : QUESTION

Students : is the cat under the table?

g. Question-and-answer drill

Question and answer drill is the technique that the teacher gives students to practice through answering questions. The students should answer the teachers' questions quickly<sup>22</sup>.

Example:

Teacher : can I have a pen please?

Students : yes, here you are.

Teacher : do you bring an english book?

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<sup>22</sup> Larsen, Diane. and Freeman. (2001). *Techniques and Principles in Language Teaching, Second Edition*. (New York: Oxford University Press). P: 46

Students : yes, I do.

Based on the explanation above, the researcher choose multiple-slot substitution drill as the technique in this reaserch because the technique is easy to apply and makes the students to be more interactive.

### **3. Advantages of Drills Techniques**

There are 5 point of the advantages of drill technique, namely:

#### **a. Simplicity**

From the point of view of the efficiency factor, drills are easy to use. Points out that when learners get accustomed to thistechnique and the basic rules of when and withwhom one should talk have been established, then this technique can be used without any obstacles. The only thing it requires is preparation time for the prompts and pictures.

#### **b. Economical aspect**

The economical aspect of practicing grammar as a burden which lies on the shoulders of the student much more than the teacher – especially if the teacher employs one of the more elaborated types of drills where the control of interaction is loosened.



c. Applicability

Not only one particular type of grammar is able to be drilled, but praise is for its wide applicability. The teacher may choose from a wide range of vocabulary as well as grammar structures. No special tools are needed, apart from prompts, and in some cases, nothing at all is needed.

d. Anxiety

It is unarguable that there are individual differences among students that may influence the success of this learning process. One of the differences in learner characteristics is, “The anxious learner is less willing to speak in class, or to engage the target language speakers in informal interaction.” Therefore, drills might be especially useful for both types of learner, those who prefer practicing in a group and those for whom this does not pose a problem.<sup>23</sup>

e. Student talking time

All basic teaching manuals advise us to minimize teacher talking time and maximize student talking time. Drilling practice is therefore beneficial in allowing the students to express themselves

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<sup>23</sup> Thornbury, Scott. (1999). *How to Teach Grammar, First Edition*. (England: Pearson Education Limited), P:18, 97-97.

without random chatting. That is where the drilling practice comes in handy as it allows the learners to talk at the same time.<sup>24</sup>

Based on the explanation above, the researcher conclude that the drills technique are easy to use in learning English. Then the teacher can control the time to make the English class more effective and the students is more interactive at the class.

## **E. The Procedure of Teaching Speaking Through Multiple-Slot Substitution Drill.**

### **1. Teaching Speaking by Using Drills Techniques**

The selection technique affects the effectiveness of learning in teaching the target language. A teacher should be able to determine the appropriate technique for teaching because not all technique emphasize the four skills. According to Brown, H. Douglas, "Characteristic of this course was a great deal of oral activity-pronunciation drills and pattern drills and conversation practice with virtually none of grammar and translation found in traditional method." It means that the characteristics of this technique use many verbal exercises, pronunciation exercise, patterns exercise, conversation practice and almost no grammar and translation found in this technique. Therefore, the writer uses

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<sup>24</sup> Haycraft, John. (1978). *An Introduction to English Language Teaching*. (London: Longman), P: 15

the technique to apply in learning a foreign language, especially English.

The steps to practice multiple-slot substitution drill technique in the classroom are:

1. The study begins with the introduction of the topic by the teacher. At this point, the teacher introduce a new dialog with a simple sentence with ask the student about daily activity.
2. The teacher show the example how to aplly multiple-slot substitution drill technique to the students. In this time, The teacher give cues by spoken the simple sentence; the teacher spoken two words that student must fit into the sentence.
3. The teacher ask the students to repeat each line of the new dialog several times.
4. The results is, the techer ask the students to work in a pair to make a simple dialogue and presented to the entire class. Through this activity intended to yield knowledge discussion by each other can be understood and become knowledge along with the rest of the class.

## 2. A Typology of Structural Pattern Drills

Three or more constituents are replaced the model with each students response. These drills are excellent for practicing comparisons and can be used as problem-solving activities even for quite advanced students, especially if the order of the cues is different from that expected in the respon:<sup>25</sup>

the NP as)	
	size as her Volvo
	color as her Coat

## 3. The Characteristics of The Teaching/Learning Process

New vocabulary and structures are presented through dialogue. The dialogue are learned through imitation and repetition. Drill (such as repetition, backward build-up, chain, substitution, transformation and question-answer) are conducted based upon the patterns present in the dialog. Students' successful responses are positively rein-force.

Grammar is induced from the examples given ; explicit grammar rules are not provided by teacher. Students' reading and written work is based upon the oral work they did earlier.<sup>26</sup>

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<sup>25</sup> Bruder, M.N (1973), *MMC: Developing Communicative Complete in English as a Second Language*. (Pittsburgh : Pittsburgh University For International Students), P : 396.

<sup>26</sup> Larsen, Diane. and Freeman. (2001). *Techniques and Principles in Language Teaching, Second Edition*. (New York: Oxford University Press), P: 45

## **F. Action Hypothesis**

Based on the frame of theories and assumptions the researcher formulates the hypothesis as follow : By the use of multiple-slot substitution drill technique in learning process, the students will be able to increase their speaking performance at the eighth grade of SMP N 7 Metro.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Definition of Operational Variables**

The object in this research include two variables, they are independent variable and dependent variable. Independent is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is using Multiple-slot Substitution Drill as technique which can be defined as cue phrases, one at a time that fit into different slots in the dialog line. Moreover, indicator of this variable is the students can recognize what part of speech each cue is, or at least, where it fist into the sentence and make any other changes, such as subject-verb agreement..

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is Speaking Performance that defined as productive skill in which the speaker produces, and uses the language by expressing a sequence of ideas and at the same time she or he tries to get the ideas of the message across.

#### **B. Research Setting**

This research has been conducted at SMP Negeri 7 Metro. This setting was located on Jl. Stadion 24 Tejosari West Metro. The writer chose this

setting because the students come from different intelligence, social background, and characteristic of students setting and subject of research.

### **C. Subject of the Study**

The subject of the study is VIII<sup>A</sup> students of SMP N 7 Metro which consists of 28 students and they were chosen based on pre survey, the result proves that the students of the eighth grade had the low achievement in speaking and they need an appropriate technique to increase their speaking performance by using multiple-slot substitution drill technique.

### **D. Research Procedure**

In this reaseach, the writer choose classroom action research (CAR) because the researcher want to encourage the students to be active in learning process activities and increasing the students speaking performance in using multiple-slot substitution drill technique.

Mills in the Cressweel's book assumed that action research design were systematic procedure done by teachers to gather information about, and subsequently increase, the ways their particular educational setting to carry on an endeavor their teaching and their student learning.<sup>27</sup> Moreover, jean McNiff defines that action research was learning how to do things in more individually and publicly advantages ways, and educations refers to the experience of the communication between people which leads to the advance learning.<sup>28</sup>

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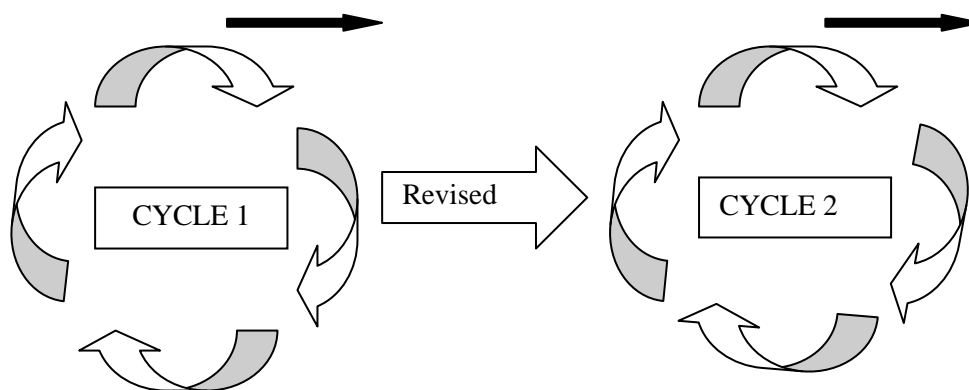
<sup>27</sup> Jhon Creswell, *Educational Research*, (America: Pearson, 2012), p.577

<sup>28</sup> Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London: Roundledge Falmer,2002), p.9

From the definition above, it could be conclude that classroom action research was an obvious research that was used to investigate and to evaluate their work in teaching and learning process in the class to improve their performance and teaching skills in the classroom.

Furthermore, Kemmis and Mc-Taggart's design was used as this classroom action research procedure. This design concisted of two cycle (three cycle if needed) with four phases: planning, acting, observing, and reflecting. An established action for the plan was as detailed in figure below:

(Activities in CAR, adapted from McTaggart design and modified by the writer)<sup>29</sup>



In the classroom action reasearch, the writer would like to hold the research in two cycles. The steps were as follows:

<sup>29</sup> Stephan Kemmis & Robin McTaggart, *The Action Reasearch Planner*, (New York: Springer, 2014), p.21



## 1. Cycle 1

### a. Planning

Planning is the first stage which must be passed in each activity in this phase, the writer plans about what, why, where, who, how the action would be done in applying Multiple-slot substitution drill technique.

There are some plans which will be conducted by the writer in this step namely:

- 1) The researcher identify the teaching learning design, such as arranging lesson plan which according to the teaching learning process which using multiple-slot substitution drill technique.
- 2) Develop learning activities.
- 3) Prepare learning source and instrument.
- 4) Prepare the research instrument and documentation.

### b. Acting

The second step of action research is acting. Acting is implementation of planning in the class. Without the action, the planning just imagination that never can be real.

The implementation of action, the teaching and learning process will be done in the eight grade of SMP N 7 Metro that related to the schedule of English subject in this semester. Based on the discussion with the teacher before, the writer decided to become observer who observe the teaching and learning process, while English teacher

teaching in the class. In implementing multiple-slot substitution drill technique, here are the steps that the writer will do in the action:

1) Pree- teaching Activities

- a) There will be opening activity including greeting, praying together and check attendance list.
- b) The collabolator ask the students some question related to the topic.
- c) The collabolator give information about the material (speaking performance)

2) While- teaching Activities

- a) The collabolator explains the material about speaking performance that focus on complex word.
- b) The collabolator show the sample of complex word in simple sentence.
- c) The collabolator explains about multiple-slot substitution drill and gives an example how to apply multiple-slot substitution drill technique in speaking performance.
- d) The collabolator ask students to speak spontanly to make a similar sentence by using multiple-slot substitution drill technique.

3) Post- teaching Activity

- a) The collabolator will ask to the students about the difficulties of the lesson.

- b) The collaborator give information to the students.
- c) The collaborator and the students make conclusion together.
- d) Close the lesson by praying.

c. Observing

In this part the writer will observe the learning process and observes the students' activity and teachers' performance. The writer will observe it by using observation sheet. It is to collect data and to know how far the students' speaking performance in using multiple-slot substitution drill technique.

d. Reflecting

The reflection is the fourth step that the writer done. The writer analyzes the observation and test result during teaching learning process. In this research every cycle can do three (2 meeting). There are consist of the first meeting give the treatment or the material, and to be continue with the second meeting also give the treatment until the student get the point of the material that is explain by the teacher. The last meeting give the post test for the students at the eight grade of SMP N 7 Metro.

2. Cycle II

a. Planning

- 1) Identify the problem and the alternative for solving the problem.
- 2) Arrange the lesson plan based on the teaching material.
- 3) The writer prepare the material.

b. Acting

- 1) The researcher teaches the student about speaking performance according to new lesson plan (RPP).
- 2) The researcher modifies multiple-slot substitution drill technique by giving the meaning of keyword and getting students to bring dictionary.

c. Observing

In this step, the researcher observes the students' learning activity in the classroom such as; class situation, learning process, activeness. The student given the test after CAR in cycle II, then the teacher calculates increased score test after cycle I and score test after cycle II.

d. Reflecting

In this step, the writer analyzes the result of the action. By reflecting, the writer will know the strenght and weakness of action research compares the score distribution of in every metting. The writer would review and reflect on the students' actyvity and teachers' performance whether it's positive or negative. If in the second cycle the result was satisfied the writer would not continue to the third cycle. If in the second cycle was unsatisfied, the writer would continue it.

## E. Data Collecting Technique

To sustain the validity of the research result, the writer will collect data which are derived from several ways such as test, observation, documentation, and audio recording here the explanation as follows:

### 1. Test

In this research, the writer will give test (Post-Test) in the last meeting after doing treatment. The writer asks the student to perform in front of the class to invite their friend to come at they even. The test would be conducted in order to know the progress of the students' speaking performance by implementing multiple-slot substitution drill technique after the treatment.

### 2. Observation

Donald Ary defined that observation are made with respect to some characteristic of the behavior of the subject employed in the research.<sup>30</sup> Here, the observation focused on entire process of teaching learning speaking performance through multiple-slot substitution drill technique.

Anne states that observation involved the writer in observing systematically the effects of the action and documenting the context. Action and opinions of those involved. It was a data collection phase where you use open-eyed and open-minded tools to collect information about what is happening.<sup>31</sup>

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<sup>30</sup> Donald Ary, et. al., *Introduction to Research in Education*, (United State of America: Holt, Reinchart and Wiston, 1979), p. 237

<sup>31</sup> Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2009), p.8

Moreover, the writer use observation as data collection technique to know how teaching speaking performance through multiple-slot substitution drill technique and to know the students' development and how far this approach can help the students speaking performance.

### 3. Documentation

During the process of conducting the research, the writer may need documentation as a proof of the data. The writer used the documentation to obtain data about state of students, the history of SMP N 7 Metro, state of the environment, the state of teachers, staff and organizational structure, and geographical condition o school. Moreover, the researcher use documentation about archives planning learning activity and the results of students' activity, and use document in the pictures form to prove about students' picture during learning process.

### 4. Audio Recording

The audio recording is use to record the result of pre-test and post-test. By recording the tests, the students' speaking performance progress could be identified and measured.

## **F. Data Analysis Technique**

Data analysis will be conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher will compare between pretest and post-test.

The formula to get the average as follow:<sup>32</sup>

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

Note:

$M$  = Average/ Mean

$\sum X$  = Total of Score

$N$  = Total of Students.

In gaining the class percentage which pass the *Minimum Mastery Criteria* (KKM) 77, uses the formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

$P$  =The class percentage

$F$  = Total percentage score

$N$  = Number of the students

Next, step the researcher identifies the improving score on students' speaking performance from pre-test up to post-test score in cycle I and cycle

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<sup>32</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 296.

II. The researcher uses the formula:<sup>33</sup>

$$P = \frac{y_1 - y}{y} \times 100\%$$

Note:

P = Percentage of Students' Increased

y = Pre-test result

y<sub>1</sub> = Post-test 1

### G. Indicator of Success

This research is called success and finished if 80% of students can get the score  $\geq 75$ , it means that multiple-slot substitution drill technique is success to be used as a technique in teaching and learning process, especially in speaking performance. The indicator of success of this study will be emphasized on the English speaking performance process and result as follows:

1. The indicator of success of the process. It can be described as follows:
  - a. The learning process becomes interesting and fun.
  - b. The students follow the learning process actively.
2. The indicator of success of the result. It is determined as follows:
  - a. The students can increase their speaking performance.
  - b. 80% of students can get the score  $\geq 75$  refer to the minimum standard criteria.

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<sup>33</sup> David E. Meltzer, *The Relationship between Mathematics Preparation and Conceptual Learning gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores*, (Jowa Department of Physics and Astronomy, 2008), p. 3.



- c. There are increased average score in every cycle ; percentage of students' activity increased in every cycle, and reached high predicate  $\geq 80\%$  FROM Minimum Mastery Criteria (KKM) 7.

## CHAPTER IV

### RESULT OF THE RESEARCH AND INTERPRETATION

#### A. Result of the Research

##### 1. Description of the Research Location

###### a. Brief History about the Establishment of SMP N 7 Metro

SMP N 7 Metro was established since on April 2<sup>nd</sup> 1994 at Kemiri Street no. 3 Iring Mulyo, East Metro. On June 21<sup>st</sup> 2001 the location of SMP N 7 Metro was converted to SMK N 3 Metro and SMP N 7 Metro was relocated to new address on Stadium 24 Tejosari Street, East Lampung on 2002.

Before SMP N 7 Metro was established, the schools was built as Sekolah Kerajinan Negeri (SKN). Based on degree of MENDIKBUD RI no. B.3/N/KEJ/1963 on January 17<sup>th</sup> 1959. Then, in 1963 was renamed by Sekolah Teknik Persiapan Negeri. Based on Digree No. 115/Dep.B.L/65 changed into Sekolah Teknik Negeri. And then, on April 2<sup>nd</sup> 1994 based on Degree of MENDIKBUD RI No. 067/0/94 it was changed function to SMP N 7 Metro.

SMP N 7 Metro has experienced the replacement of leadership, as follos:

1. Drs. Zaini Jas, in 1963 until 1988
2. Risik Hadi Siswoyo, in 1988 until 1998

3. Drs. Kayadi, in 1999 until 2001
4. Drs. Sriyon, in 2002 until 2006
5. Drs. Edi Supriono, in 2006 until 2009
6. Drs. Aprizal, in 2009 until 2012
7. Joko Widodo, S.Pd.,M.Pd., in 2013 until 2017
8. Depiyati, S.Pd, in 2017 until now.

**b. The Condition of Teachers in SMP N 7 Metro**

The condition of teachers in SMP N 7 Metro can be identified as follows:

**Table 2**  
**The Data of Teachers in SMP N 7 Metro**

No	Teachers	Theacer Educational Background				Total
		D1/D2	D3/	S1/D4	S2/S3	
1.	Sains	-	1	5	-	6
2.	Mathematic		-	3	2	5
3.	Indonesia Language		-	4		4
4.	English	-	-	2	1	3
5.	Religion	-	1	1	-	2
6.	Social	-	-	7	-	7

7.	Sport	1	-	1	-	2
8.	Art	1	-	1	-	2
9.	Education and Civilization	-	-	2	-	2
10	Computer	-	-	2	-	2
11	Counseling	-	-	3	-	3
12	Security		-	2	-	2
	<b>Jumlah</b>	<b>2</b>	<b>2</b>	<b>32</b>	<b>3</b>	<b>40</b>

Source: The documentation result of teachers' condition in SMP N 7 Metro

### c. Quantity Students of Junior High School 7 Metro

The quantities of the students SMP N 7 Metro can be identified as follow:

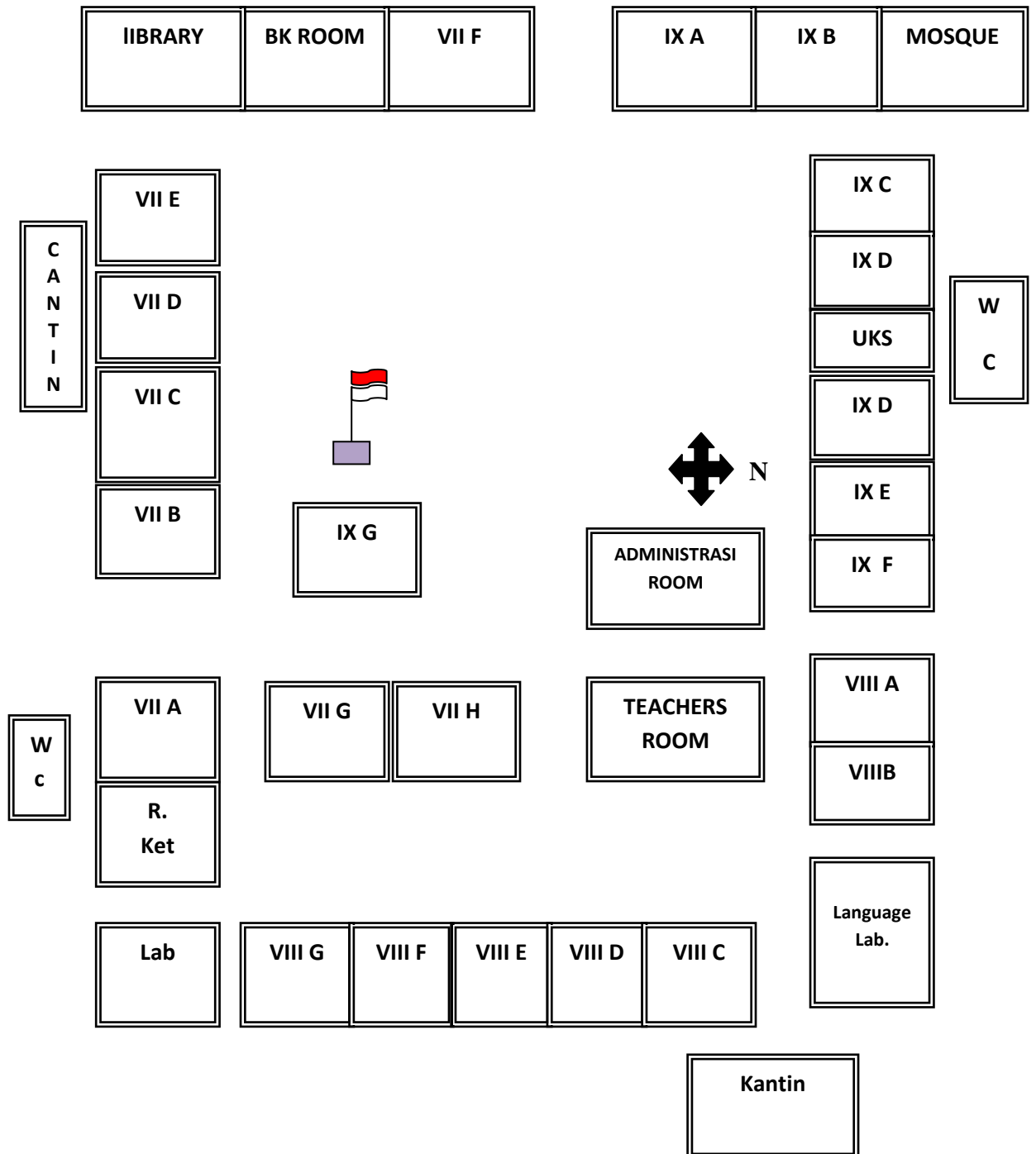
**Table 3**  
**The Quantity of the Students at SMP N 10 Metro**

No	Class	Sex		Total
		Male	Female	
1.	VII	109	125	235
2.	VIII	96	113	209
3.	IX	89	104	193
Total		295	342	637

Source: The documentation result of students' quantity in SMP N 7 Metro

d. Location Sketch of SMP N 7 Metro

Figure 1  
Location Sketch of SMP N 7 Metro



Source: The documentation result of location sketch in SMP N 7 Metro

## **2. Description of the Research Data**

This research used classroom action research. The purpose of this research was to increase the students' speaking performance and the students result among the eighth graders of SMP N 7 Metro. The research was conducted in two cycles where the researcher did pre test before the treatment. The researcher used the use of Multiple-slot Substitution Drill Technique to increase the students' speaking performance. The research result was gotten through test that conducted in the end of each cycles while the data of students' activity was gotten from the observation during the learning process.

The pre-test was held on saturday, October 21<sup>th</sup>, 2017 carried out for 2 sessions (2 x 40 minutes). This meeting was started by praying and greeting, and checking the attendance list. The test was about the students' speaking performance. Kind of test was spoken test where the students should introduce their self orally. Some students were enjoying the task and others looked so worry. The score of students speaking skill in pre-test, as follow:

**Table 5**  
**The Table of Students' Speaking Score (Pre Test)**

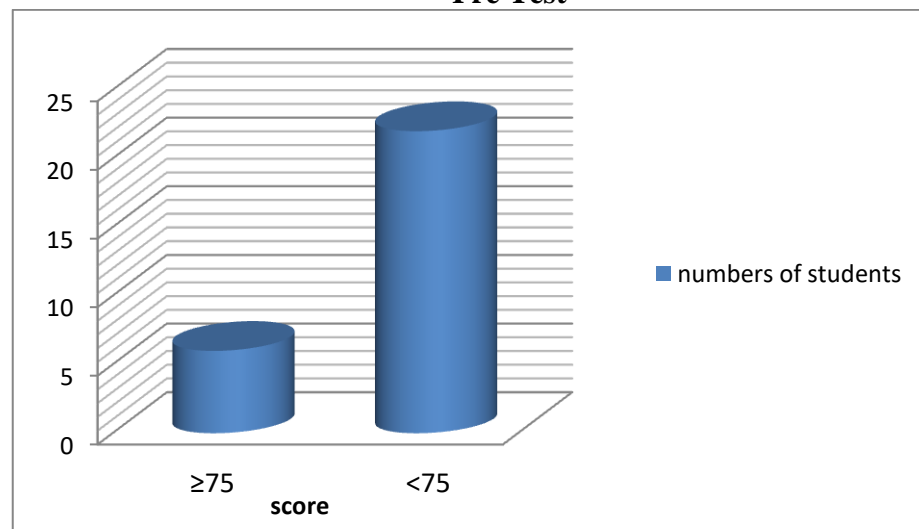
No	Name	ASPECT					Total Score	Score	Category
		F	P	V	G	I S			
1	ACP	4	2	3	3	3	15	75	Completed
2	AH	4	3	3	2	2	14	70	Inompleted
3	AD	3	2	3	2	3	13	65	Incompleted
4	AM	2	2	3	2	3	12	60	Incompleted
5	ANA	2	3	3	2	3	15	60	Completed
6	BDS	4	2	3	2	3	12	60	Inompleted
7	BE	4	2	3	3	3	15	75	Completed
8	DF	3	2	3	2	2	12	60	Incompleted
9	DIEH	3	3	3	3	3	15	75	Completed
10	FP	2	2	2	3	2	11	55	Incompleted
11	IAH	2	1	2	2	2	9	45	Incompleted
12	KP	2	1	2	2	1	8	40	Incompleted
13	K	3	1	2	2	3	11	55	Incompleted
14	LLM	2	2	3	3	2	12	60	Incompleted
15	MKM	3	3	3	2	3	14	70	Incompleted
16	MDF	3	3	2	3	2	13	65	Incompleted
17	MSW	2	1	2	1	2	8	40	Incompleted
18	NAA	4	3	3	3	2	15	75	Completed
19	PPW	2	2	3	3	2	12	60	Incompleted
20	PW	2	2	3	1	3	11	55	Incompleted
21	PSI	2	2	2	2	3	11	55	Incompleted
22	RBH	2	2	3	2	2	11	55	Incompleted
23	RAS	2	2	3	2	2	11	55	Incompleted
24	SNR	1	2	2	2	2	9	45	Incompleted
25	TSI	1	1	3	2	2	9	45	Incompleted
26	WPW	4	3	3	3	2	15	75	Completed
27	YNS	1	1	2	1	2	7	35	Incompleted
28	YK	1	1	2	2	2	8	40	Incompleted
Total								1725	
Average								61,61	
Highest Score								75	
Lowest Score								35	

**Table 6**  
**The Frequency of the Students' Score in Pre-Test**

No	Students'	Percentage	Frequency	Explanation
1	$\geq 75$	21,4%	6	Complete
2	$< 75$	78,6%	22	Incomplete
<b>Total</b>		<b>100%</b>	<b>28</b>	

The result of the pre-test showed that there were 22 students incomplete to achieve the minimum mastery of criteria (MMC). There were only 6 students (21,4%) who gained score 75 or above, and 22 students (78,6%) who gained score under 75. The highest score in pre-test was 75 and the lowest score was 35.

**Chart 1**  
**Result of the Students at the pre-test cycle I**  
**Pre Test**



Based on the table of pre test above, it can be inferred that the students still low in speaking performance. Furthermore, this condition was appropriate with the background problem in the chapter I that the students needed other activity to increase their speaking performance.



**a. Cycle 1****1) Planning**

The researcher and the collaborator/English Teacher prepared some plans to conduct the classroom, as follow:

- a) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase. The material include by asking, giving and rejection word in simple sentence in daily activity. In this time, the researcher use English in Focus book by Artono Wardiman as the source.
- b) The researcher prepared learning resource for students.
- c) The researcher use the multiple-slot substitution drill technique to be applied in acting phase.
- d) The researcher prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.

**2) Acting**

The action in the cycle 1 consist of two meetings, one meetings for the action, and one meeting for the post test, there are:

a) The First Meeting

In the second meeting was conducted on Tuesday, October 24<sup>th</sup> 2017 for 2x40 minutes. In this meeting, the researcher was being the teacher, the action as follow:

- a) Giving explanation about the material asking, giving and rejection word in simple sentence.
- b) Asking the students to work in pair.
- c) The teacher gives explanation of the procedures of multiple-slot substitution drill.
- d) Then asks the students to complete the task.
- e) The teacher gives score of student's speaking skill personally and observes their problems. So, it can be references to improve the action in next meeting.
- f) Giving guidance and task to the students for next meeting.

b) The Second Meeting

The third meeting was conducted on Saturday, October 28<sup>th</sup> 2017, this meeting used as the post-test 1 for 2x40 minutes, after the students were given the action. The result of the students' score in post-test 1 will be showed in the following table:

**Table 7**  
**The Table of Students' Speaking Score (Post Test 1)**

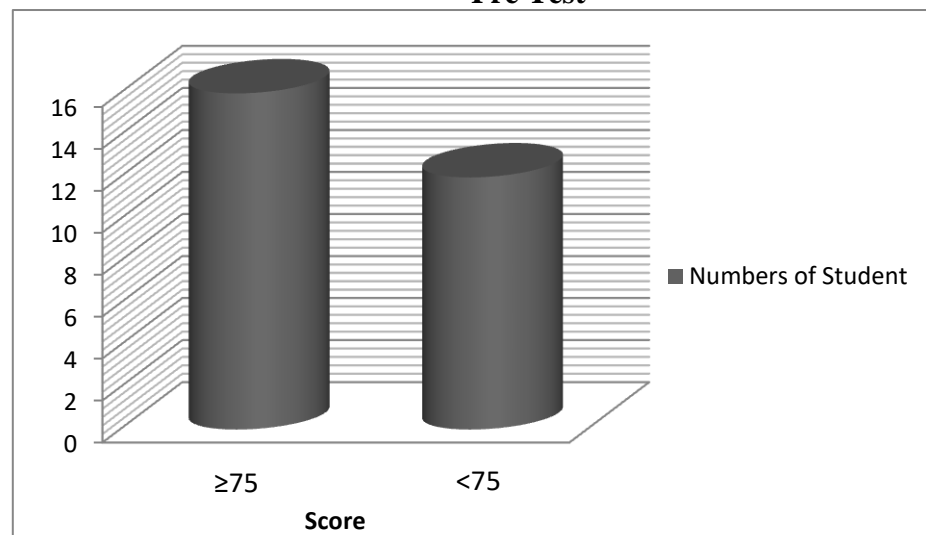
No	Name	ASPECT					Total Score	Score	Category
		F	P	V	G	I S			
1	ACP	4	3	3	3	3	16	80	Completed
2	AH	4	3	3	3	2	15	75	Completed
3	AD	2	2	3	2	3	12	60	Incompleted
4	AM	4	2	3	3	3	15	75	Completed
5	ANA	3	2	3	2	3	13	65	Incompleted
6	BDS	4	3	3	3	3	16	80	Completed
7	BE	4	2	3	3	3	15	75	Completed
8	DF	3	3	3	3	3	15	75	Completed
9	DIEH	4	2	3	3	3	15	75	Completed
10	FP	2	2	3	3	3	13	65	Incompleted
11	IAH	2	2	3	2	3	12	60	Incompleted
12	KP	2	2	3	2	3	12	60	Incompleted
13	K	4	3	3	3	3	16	80	Completed
14	LLM	3	2	4	4	3	16	80	Completed
15	MKM	3	3	3	3	3	15	75	Completed
16	MDF	3	3	3	3	3	15	75	Completed
17	MSW	3	2	2	2	3	12	60	Incompleted
18	NAA	4	2	3	3	3	15	75	Completed
19	PPW	3	3	4	3	3	16	80	Completed
20	PW	3	2	3	2	3	13	65	Incompleted
21	PSI	2	2	2	3	3	12	60	Incompleted
22	RBH	4	2	3	3	3	15	75	Completed
23	RAS	3	2	4	3	3	15	75	Completed
24	SNR	2	2	3	2	3	12	60	Incompleted
25	TSI	2	2	3	2	3	12	60	Incompleted
26	WPW	4	3	3	3	3	16	80	Incompleted
27	YNS	2	2	2	2	3	11	55	Incompleted
28	YK	2	2	3	2	3	12	60	Incompleted
Total								1955	
Average								69,82	
Highest Score								80	
Lowest Score								55	

**Table 8**  
**The Frequency of the Students' Score in Pos-Test**

No	Students'	Percentage	Frequency	Explanation
1	$\geq 75$	57,14%	16	Complete
2	$< 75$	42,86%	12	Incomplete
<b>Total</b>		<b>100%</b>	<b>28</b>	

The result of the pre-test showed that there were 12 students incomplete to achieve the minimum standard of mastery (MMC). There were 16 students (57,42%) who gained score 75 or above, and 13 students (42,86%) who gained score under 75. The highest score in pre-test was 80 and the lowest score was 55.

**Chart 2**  
**Result of the Students at the pre-test cycle I**  
**Pre Test**



Based on the result of Post Test I, there were 15 students (57,14%) successful to complete the minimum mastery criteria (70) and 13 students (42,86%) unsuccessful to

complete it. The numbers of students who passed still far from the indicator of success where 80% of students should get score more than 75.

### **3) Observing**

The observation was conducted when the learning process happened by using the observation sheet for students activities in class and the observation sheet for teacher activity. The observation sheet for the teacher activity was done by Mrs. IKA ROKHMAWATI, S.Pd. (English teacher) of The eighth graders of SMP N 7 Metro.

#### **1) The Observation of Students' Activities in Teaching and Learning Process**

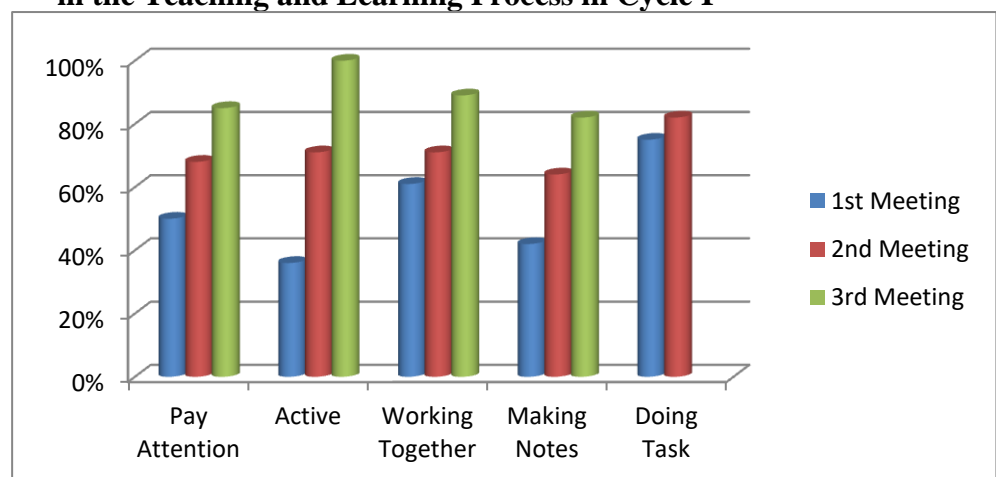
Based on the observation sheet of students' activity, there were several students who did not pay attention in the teaching and learning process. Beside that, some of them were passive in the discussion and just a view of students worked together. Some of them made a note from the teacher explanation. However, most of students were done the task. The data of the students' activity can be seen in the following table:

**Table 9**  
**The Result of the Students Activity**  
**in the Teaching and Learning Process in Cycle I**

No	Students' Activity	Cycle 1			Average	Increasing	
		1st meeting	2nd meeting	3rd meeting		1st-2nd meeting	2nd-3rd meeting
1	Giving attention to the teacher's explanation	14	19	24	67%	18%	17%
		50%	68%	85%			
2	Active in the group	10	20	28	79%	35%	29%
		36%	71%	100%			
3	Working together	17	20	25	74%	10%	18%
		61%	71%	89%			
4	Making notes from the material	12	18	23	63%	22%	18%
		42%	64%	82%			
5	Doing the task	21	23	26	83%	7%	11%
		75%	82%	93%			
Average		52%	71%	89%	71%	19%	18%

Furthermore, to see the comparison of the students' activities in cycle I :

**Chart 3**  
**The Result of the Students Activity**  
**in the Teaching and Learning Process in Cycle I**



Based on the table and the chart above, it revealed that 67% of the students paid attention, 79% of the students were active in group, 74% of students worked together, 63% of students made notes and 83% of students did the task. The average of the students activity was 73%, it can be conclude that the students' activity were always increase by using multiple-slot substitution drill.

## 2) The observation of teacher's activities in teaching and learning process

During learning process, the activities were done by the teacher during learning process influenced the students' understanding about the material. The result of teacher's activities in observation sheet could be seen on table 4 bellow:

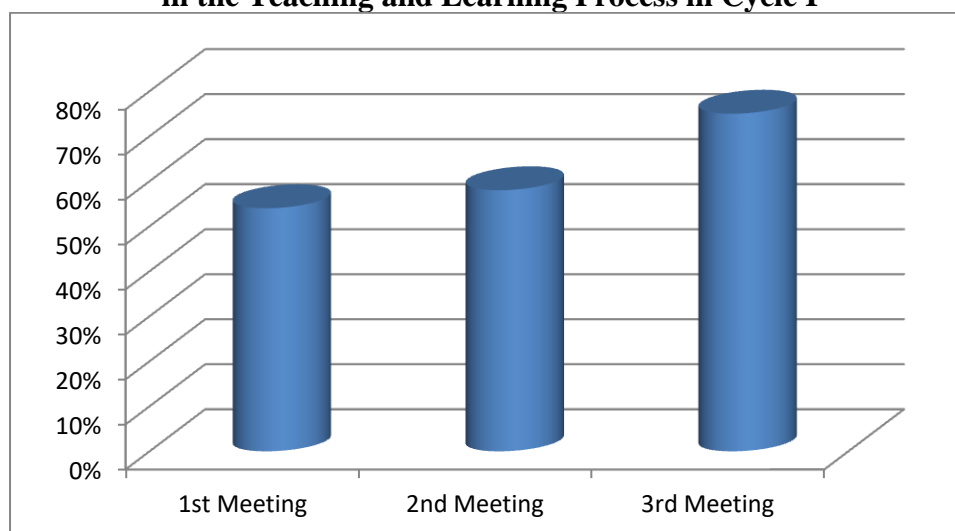
**Table 10**  
**The Result of the Students Activity**  
**in the Teaching and Learning Process in Cycle I**

No	Aspect	Score		
		1st Meeting	2nd Meeting	3rd Meeting
1	<b>The teachers' preparation</b>	2	3	3
	- The materials are ready			
	- There is structure of the lesson			
2	<b>The teachers' mastery in the subject content</b>	2	2	3
	- The teacher shows good command and knowledge of subject content			
	- Relating with another knowledge			
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)			

3	<b>The teachers teaching methods</b>			
	- The teacher uses the relevant teaching method, strategy, technique or activity	3	3	4
	- The teacher uses the appropriate media in teaching.			
4	<b>The teachers' performance</b>			
	- Clearness of the teacher's sound			
	- Establishes classroom environment conducive to learning	2	2	3
	- Establishes the communication between teacher and students			
5	<b>The ability of closing the meeting:</b>			
	- Making conclusion made by the students and teacher together.	2	2	2
	- Conducting evaluation			
6	<b>The ability of managing class</b>			
	- All the students are treated fairly	2	2	3
	- Used the time wisely			
Total		13	14	18
Percentage		54%	58%	75%

Furthermore, to see the comparison of the teacher' activities in cycle I :

**Chart 4**  
**The Result of the Teacher Activity**  
**in the Teaching and Learning Process in Cycle I**





Based on the table above, it could be seen that that the teacher's activities during learning process achieved 54% in the first meeting, 58% in the second meeting, and 75% in the third meeting in Cycle I.

#### **4) Reflecting**

In the end of the Cycle I, the researcher and the collaborator did the evaluation and reflection together. According to the result of speaking score in Cycle I, the use of multiple-slot substitution drill could increase the students speaking performance but the numbers of students who completed the MMC was only 16 students or 57,14%. Even though it did not complete the indicator of success, there was increase in their speaking performance score.

Next, the students' activity also increased start form the first meeting until the third meeting in Cycle 1. It revealed that 67% of the students paid attention, 79% of the students were active in group, and 74% of students worked together, 63% of students made notes and 83% of students did the task. From the table, it can be conclude that the use of multiple-slot substitution drill can increase the students' activity in the classroom.

In conclusion, there were some problems that should be repaired, so the researcher and the collaborator agreed to conduct Cycle two. The common mistake in the teaching and learning

process became a reference to be better so that the use of multiple-slot substitution drill could increase the students' speaking performance.

**b. Cycle 2**

**a. Planning**

Based on the reflecting in the Cycle I, the researcher and the collaborator made the planning as follow:

- 1) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase. The material is invitation card base on the *Focus in English book* by Artono Wardiman
- 2) The researcher prepared learning resource for students.
- 3) The researcher used the use of multiple-slot substitution drill activity to be applied in acting phase increase students' speaking performance.
- 4) The researcher prepared observation sheet and also evaluation sheet to evaluate the student's activity after teaching and learning process.
- 5) The researcher managed the time allocation well so that the purpose of the study achieved.

**b. Acting**

## 1) The First

The first meeting was conducted on Tuesday, October 31<sup>st</sup> 2017. The time allocation was 2x40 minutes. The teaching and learning process was for treatment as follow:

- a) The teacher greeted the students, prayed together and checked attendance list.
- b) The teacher started the learning process by invite all the students to guess about invitation card.
- c) The teacher explained the invitation card while gave chance to student to ask
- d) The teacher explained the rule of multiple-slot substitution drill activity.
- e) The teacher give an example of invitation card, and ask the student to spoke another kind off the invitation to respon directly.
- f) The teacher closed the first meeting.

## 2) The Second Meeting

The Second meeting was conducted on Saturday, November 4<sup>th</sup> 2017. The time allocation was 2x40 minutes. The teaching and learning process was for Post Test II. The result of the students' speaking score could be seen in the following table:

**Table 11**  
**The result of the students' speaking score (post test II)**

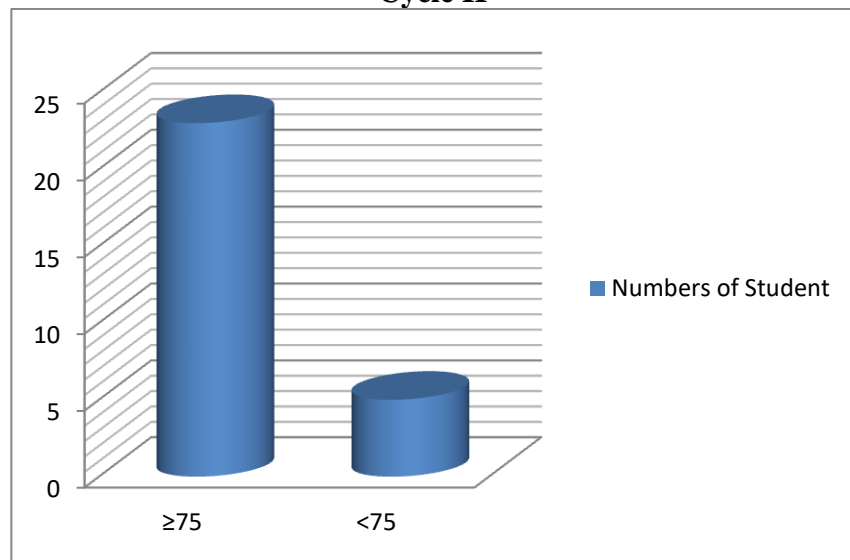
No	Name	ASPECT					Total Score	Score	Category
		F	P	V	G	I S			
1	ACP	4	2	3	4	3	16	80	Completed
2	AH	4	3	3	4	3	17	85	Completed
3	AD	2	2	3	3	3	13	65	Incompleted
4	AM	3	2	3	3	4	15	75	Completed
5	ANA	3	3	3	3	3	15	75	Completed
6	BDS	4	3	3	3	4	17	85	Completed
7	BE	4	3	3	3	3	16	80	Completed
8	DF	3	3	3	3	3	15	75	Completed
9	DIEH	4	3	3	4	3	17	85	Completed
10	FP	2	2	3	3	3	13	65	Incompleted
11	IAH	4	2	3	3	3	15	75	Completed
12	KP	3	2	3	3	4	15	75	Completed
13	K	4	3	3	4	4	18	90	Completed
14	LLM	3	2	4	4	3	16	80	Completed
15	MKM	4	3	3	4	3	17	85	Completed
16	MDF	3	3	3	3	3	15	75	Completed
17	MSW	4	2	3	3	3	15	75	Completed
18	NAA	3	3	3	3	3	15	75	Completed
19	PPW	3	3	4	4	3	17	85	Completed
20	PW	4	2	3	3	3	15	75	Completed
21	PSI	3	2	3	4	3	15	75	Completed
22	RBH	3	3	3	4	3	16	80	Completed
23	RAS	3	2	3	4	4	16	80	Completed
24	SNR	2	2	3	3	3	13	65	Incompleted
25	TSI	3	2	3	2	3	13	65	Incompleted
26	WPW	3	2	3	3	4	15	75	Completed
27	YNS	2	2	2	2	3	11	55	Incompleted
28	YK	3	2	3	3	4	15	75	Completed
Total							2130		
Average							76,07		
Highest Score							90		
Lowest Score							55		

**Table 12**  
**The Frequency of the Students' Score in Pre-Test**

No	Students'	Percentage	Frequency	Explanation
1	$\geq 75$	82,1%	23	Complete
2	$< 75$	17,9%	5	Incomplete
<b>Total</b>		<b>100%</b>	<b>28</b>	

The result of the pre-test showed that there were 23 (82,1%) students complete to achieve the minimum standard of mastery (MMC). There were only 5 (17,9%) students did not complete the MMC. The highest score in pre-test was 90 and the lowest score was 55.

**Chart 5**  
**Result of the Students Speaking Score in the Post Test II**  
**Cycle II**



Based on the result of Post Test II, there were 23 students (82,1%) success to complete the minimum mastery criteria (70) and 5 students (17,9%) could not complete it. The numbers of students who passed was 23 or 82,1%. It reached the indicator of success where 80% the students

could get the score  $\geq 75$ . It meant that the use of multiple-slot substitution drill was success to increase the students' speaking performance.

**c. Observing**

The observation was conducted when the learning process happened (Cycle II) by using the observation sheet for students activities in class and the observation sheet for teacher activity. The observation was done by the collaborator (English teacher) of eighth graders of SMP N 7 Metro.

**a) The Observation of Students' Activities in Teaching and Learning Process**

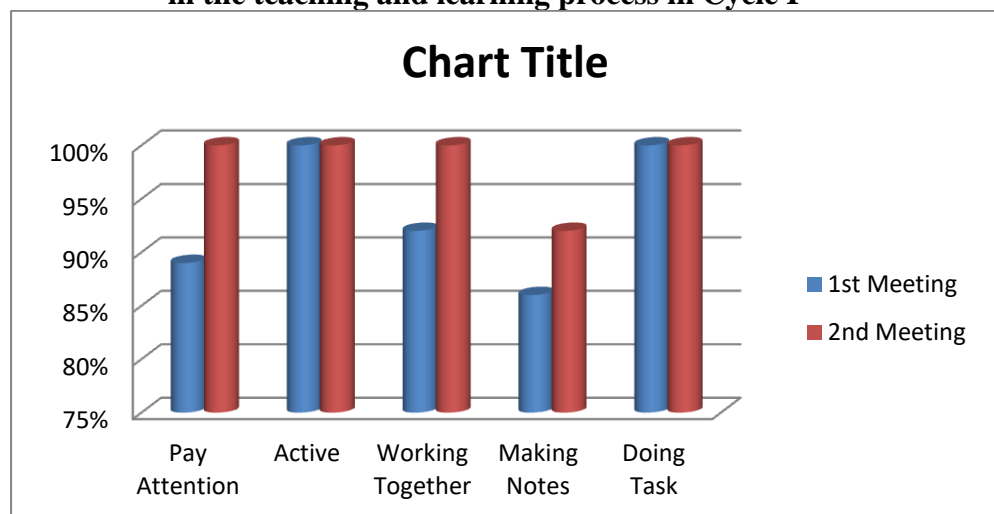
Based on the observation sheet, the students more enthusiasm to pay attention learning process. Then, most of them were active in the group and working together. Now, most of students made a note and all of students did the task. The data of the students' activity can be seen in the following table:

**Table 13**  
**The Result of The students Activity**  
**in the teaching and learning process in Cycle I**

No	Students' Activity	Cycle 1		Ave rage	Increasing 1st-2nd meeting
		1st meeting	2ndd meeting		
1	Giving attention to the teacher's explanation	24	28	93%	14%
		86%	100%		
2	Active in the group	28	28	100 %	0%
		100%	100%		
3	Working together	25	28	96%	7%
		92%	100%		
4	Making notes from the material	24	25	89%	6%
		86%	92%		
5	Doing the task	28	28	100 %	0%
		100%	100%		
Average		93%	98%	95%	5%

Furthermore, to see the comparison of the students' activities in cycle I :

**Chart 6**  
**The Result of the students Activity**  
**in the teaching and learning process in Cycle I**



Based on the table and the chart above, it revealed that 95% of the students are active in the teaching and learning process. From the table, it can be conclude that the students' activity were always increase from the first meeting until the second meeting in the Cycle II by using multiple-slot substitution drill.

#### b) **The Observation of Teacher's Activities in Teaching and Learning Process**

During learning process, the activities were done by the teacher during learning process influenced the students' understanding about the material. The result of teacher's activities in observation sheet could be seen on table below:

**Table 14**  
**The Result of the Students Activity**  
**in the Teaching and Learning Process in Cycle II**

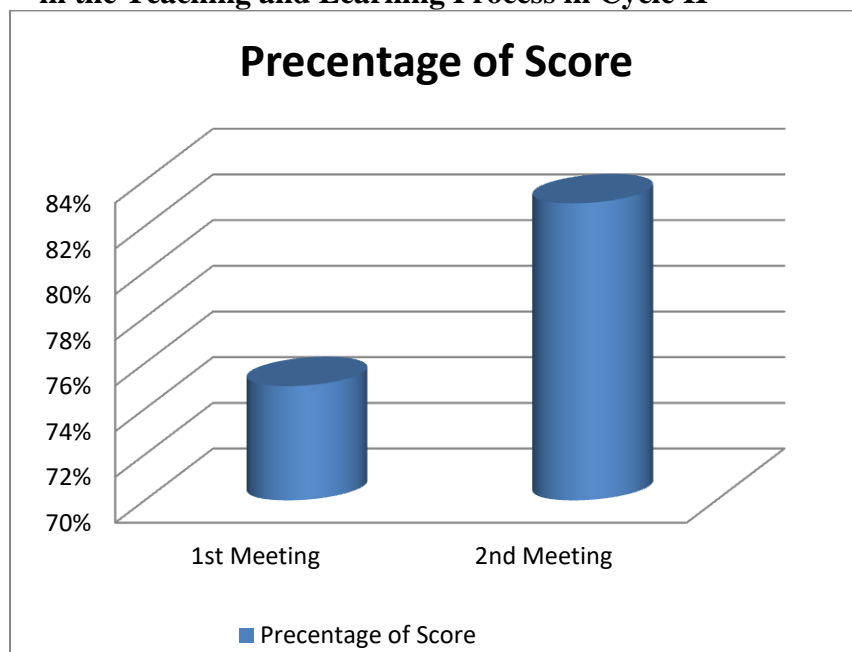
No	Aspect	Score	
		1st	2nd
1	<b>The teachers' preparation</b>	3	4
	- The materials are ready		
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>	3	3
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	<b>The teachers teaching methods</b>	3	4
	- The teacher uses the relevant teaching method, strategy, technique or activity		
	- The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>	3	3



	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		
	- Establishes the communication between teacher and students		
5	<b>The ability of closing the meeting:</b>		
	- Making conclusion made by the students and teacher together.	3	3
	- Conducting evaluation		
6	<b>The ability of managing class</b>		
	- All the students are treated fairly	3	3
	- Used the time wisely		
Total		18	20
Percentage		75%	83%

Furthermore, to see the comparison of the teacher's activities in cycle II :

**Chart 7**  
**The Result of the Teacher Activity**  
**in the Teaching and Learning Process in Cycle II**



Based on the table above, it could be seen that that the teacher's activities during learning process achieved 75% in the first meeting, and 83% in the second meeting in Cycle II.

#### **d. Reflecting**

The implementation of the use of information gap in Cycle II was better than Cycle I. It could be seen from the improvement of the students' speaking score and the students' activity.

The percentage of the students speaking score in the Post Test I was 57,14% while in the Post Test II was 82,1%. It achieved the indicator of success. Then, the percentage of students' activity in the Cycle I was 71% while in the Cycle II was 95%. It also achieved the indicator of success.

In conclusion, the use of multiple-slot substitution drill was success to increase not only the students speaking performance but also the students activity in the speaking class.

### **B. Discussion**

#### **1. Interpretation the Result of Students' Speaking Score in Cycle I and Cycle II**

##### **a. The Result of the Students' Speaking Score in Cycle I**

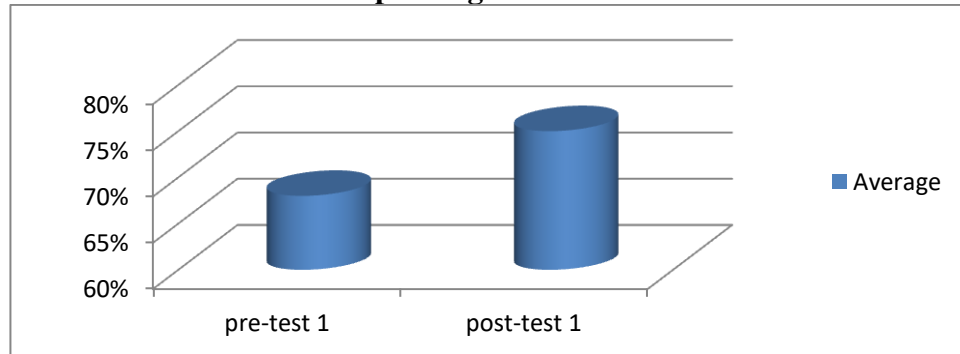
The use of multiple-slot substitution drill made the students speaking score better than the pre-test. The comparison of the students speaking score could be seen in the following table:

**Table 15**  
**The Result of Students Speaking Score in Pre Test and Post Test I**

No	Name	Pre-Test Score	Post-Test I Score	Increasing	Increasing Percentage	Explanation
1	ACP	75	80	5	7%	Increased
2	AH	70	75	5	7%	Increased
3	AD	65	60	-5	-8%	Decreased
4	AM	60	75	15	33%	Increased
5	ANA	60	65	5	7%	Increased
6	BDS	60	80	20	50%	Increased
7	BE	75	75	0	0	Constan
8	DF	60	75	15	33%	Increased
9	DIEH	75	75	0	0%	Constant
10	FP	55	65	10	18%	Increased
11	IAH	45	60	15	33%	Increased
12	KP	40	60	20	50%	Increased
13	K	55	80	25	52%	Increased
14	LLM	60	80	20	33%	Increased
15	MKM	70	75	5	7%	Increased
16	MDF	65	75	10	15%	Increased
17	MSW	40	60	20	50%	Increased
18	NAA	75	75	0	0	Constan
19	PPW	60	80	20	33%	Increased
20	PW	55	65	10	18%	Increased
21	PSI	55	60	5	9%	Increased
22	RBH	55	75	20	40%	Increased
23	RAS	55	75	20	40%	Increased
24	SNR	45	60	15	33%	Increased
25	TSI	45	60	15	33%	Increased
26	WPW	75	80	15	30%	Increased
27	YNS	35	55	20	57%	Increased
28	YK	40	60	20	50%	Increased
<b>Total</b>		<b>1725</b>	<b>1955</b>	<b>355</b>	<b>713%</b>	
<b>Average</b>		<b>62,678</b>	<b>69,821</b>	<b>12,678</b>	<b>25%</b>	

Furthermore, the chart of the comparison of the students speaking score in the pre-test and post test I was presented below:

Chart 8

**The Result of Students Speaking Score in Pre Test and Post Test I**

From the explanation above, it could be concluded that there was an improvement in the students' speaking score from pre-test to post test I. In the pre test the average was 68% and in the post test I was 75 %. The improvement was 12% from pre test to post test I.

**b. The Result of the Students' Speaking Score in Cycle II**

The result of the speaking score in Cycle II as follow:

Table 16

**The Result of Students Speaking Score in Post Test I and Post Test II**

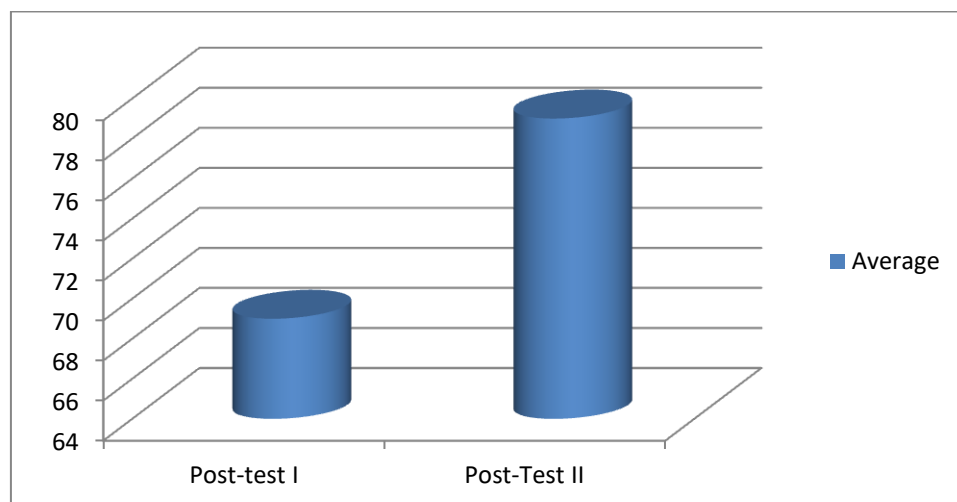
No	Name	Pre-Test Score	Post-Test II Score	Increasing	Increasing Percentage	Explanation
1	ACP	80	80	0	0	Constant
2	AH	75	85	10	13%	Increased
3	AD	60	65	5	8%	Increased
4	AM	75	75	0	0	Constant
5	ANA	65	75	10	15%	Increased
6	BDS	80	85	5	6%	Increased
7	BE	75	80	5	8%	Increased
8	DF	75	75	5	7%	Increased
9	DIEH	75	85	10	13%	Increased
10	FP	65	65	0	0%	Constant
11	IAH	60	75	15	22%	Increased

12	KP	60	75	15	22%	Increased
13	K	80	90	10	13%	Increased
14	LLM	80	80	0	0%	Constant
15	MKM	75	85	10	13%	Increased
16	MDF	75	75	0	0%	Constant
17	MSW	60	75	15	20%	Increased
18	NAA	75	75	0	0%	Constant
19	PPW	80	85	5	6%	Increased
20	PW	65	75	10	17%	Increased
21	PSI	60	75	15	25%	Increased
22	RBH	75	80	5	7%	Increased
23	RAS	75	80	5	7%	Increased
24	SNR	60	65	5	8%	Increased
25	TSI	60	65	5	8%	Increased
26	WPW	80	75	5	8%	Increased
27	YNS	55	55	0	0%	Constant
28	YK	60	75	15	25%	Increased
<b>Total</b>		<b>1955</b>	<b>2130</b>	<b>185</b>	<b>271%</b>	
<b>Average</b>		<b>69,821</b>	<b>76,071</b>	<b>5,180</b>	<b>9,678%</b>	

Furthermore, the chart of the comparison of the students speaking score in the pre-test and post test I was presented below:

**Chart 9**

**The Result of Students Speaking Score in Post Test I and Post Test II**



From the explanation above, it could be concluded that there was an improvement in the students' speaking score from post test I to post test II. In post test I, the average was 69% and in the post test II was 75%. The improvement was 7 from post test I to post test II.

### c. The Result of the Research

The recapitulation of the students' improvement in the speaking score from pre test, post test I, post test II could be seen in the following table :

**Table 17**  
**The Recapitulation of Students' Improvement in Speaking Skill Score**

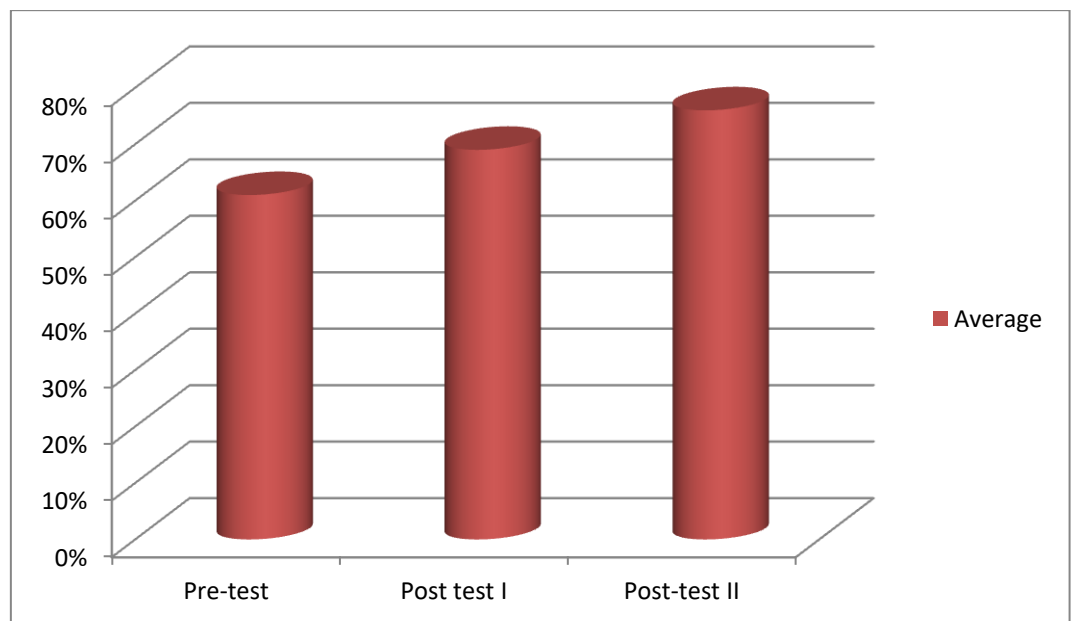
No	Name	Pre-Test Score	Post-Test 1 Score	Post-Test 2 Score	Increasing	Explanation
1	ACP	75	80	80	5	Increased
2	AH	70	75	85	15	Increased
3	AD	65	60	65	0	Constant
4	AM	60	75	75	15	Increased
5	ANA	60	65	75	15	Increased
6	BDS	60	80	85	25	Increased
7	BE	75	75	80	5	Increased
8	DF	60	75	75	15	Increased
9	DIEH	75	75	85	10	Increased
10	FP	55	65	65	10	Increased
11	IAH	45	60	75	30	Increased
12	KP	40	60	75	35	Increased
13	K	55	80	90	35	Increased
14	LLM	60	80	80	20	Increased
15	MKM	70	75	85	15	Increased
16	MDF	65	75	75	10	Increased
17	MSW	40	60	75	35	Increased
18	NAA	75	75	75	0	Constant
19	PPW	60	80	85	25	Increased

20	PW	55	65	75	20	Increased
21	PSI	55	60	75	20	Increased
22	RBH	55	75	80	25	Increased
23	RAS	55	75	80	25	Increased
24	SNR	45	60	65	20	Increased
25	TSI	45	60	65	20	Increased
26	WPW	75	80	75	0	Constant
27	YNS	35	55	55	20	Increased
28	YK	40	60	75	35	Increased
<b>Total</b>		<b>1725</b>	<b>1955</b>	<b>2130</b>	<b>475</b>	
<b>Average</b>		<b>61,607</b>	<b>69,821</b>	<b>76,071</b>	<b>16,964</b>	

Furthermore, the chart of the comparison of the students speaking score in the pre-test and post test I was presented below:

**Chart 10**

**The Result of Students Speaking Score in Post Test I and Post Test II**



From the explanation above, there was an improvement in the students' speaking score from Pre Test to post test I to post test II. In pre test, the average was 61% in post test I, the average was 69% and

in the post test II was 76%. The improvement was 8% from pre test to post test I then the improvement was 7% from post test I to post test II. In conclusion, the use of multiple-slot substitution drill could increase the students speaking performance.

## 2. Interpretation the Result of Students' and Teacher's Activity in Cycle I and Cycle II

### a. The Result of the Observation on Students' Activity

This observation result got when the teaching and learning process happened. The comparison of the students' activity in Cycle I and Cycle II could be seen in the following table:

**Table 18**

**The result of the Students' Activity in Cycle I and Cycle II**

	1st Meeting	2nd Meeting	3rd Meeting	Total	Average	Note
Cycle I	52%	71%	89%	212%	71%	Increased
Cycle II	93%	98%		191%	95%	Increased

From the table above, it showed that there was increasing in students' activity from the cycle I to cycle II. The average in cycle I was 71% and in cycle II was 95%. It achieved the indicator of success where 70% of students were active in learning process. It meant that the use of multiple-slot substitution drill increased the students' activity in speaking class.



**b. The Result of the Observation in Teacher's Activity**

This observation result got when the teaching and learning process happened. The comparison of the teacher's activity in Cycle I and Cycle II could be seen in the following table:

**Table 19**

**The result of the Teacher's Activity in Cycle I and Cycle II**

	1st Meeting	2nd Meeting	3rd Meeting	Total	Average	Note
Cycle I	54%	58%	75%	183%	62%	Increased
Cycle II	75%	83%		158%	79%	Increased

From the table above, it showed that there was increasing in teacher's activity from the cycle I to cycle II. The average in cycle I was 62% and in cycle II was 9%.

## **CHAPTER V**

### **CONCLUSION**

#### **A. CONCLUSION**

Based on the research conducted at the eighth grade of SMP N 7 Metro, the researcher concluded that there was a significant increase in the students' speaking performance by multiple-slot substitution drill technique. It was supported by the improvement of the students speaking result from 6 students (21,4%) at pre test, 16 students (57,14%) at cycle I, and 23 students (82,1%) at cycle II who got score 75 or more. It means that the result of the cycle II has already reached the indicator that is 80% of the students get score 75 or more.

Furthermore, Drill technique increased students' activities in speaking class. It was proved by the result of observation sheet on students' activities. In cycle I, there was 71% of students were active in speaking class. In cycle II, there were 95% of the students were active. it showed that the use of multiple-slot substitution drill also increase the students' activities in speaking class.

Therefore, the use of multiple-slot substitution drill could be used as the alternative activity in teaching speaking performance. The use of multiple-slot substitution drill technique made the students be more confident to speak. Then, it gave opportunities to students to practice speaking in classroom. Next, the students were interest in studying English, especially in speaking.

## **B. SUGGESTION**

Referring to the result of the research and the conclusion stated previously, the researcher proposed some suggestion as follow:

a. For the Students

This research can be used as an inspiration to motivate the students in order to improve their English speaking performance and as information to make the students comfort in learning activities.

b. For the English Teacher

This research can be used as contributive information to facilitate the learning process especially in speaking subject, and as an alternative activity in teaching speaking to make the students comfort and enjoy the learning process.

c. For the Headmaster

As intake and feedback how to use multiple-slot substitution drill technique in English subject to increase speaking performance, so it can increase active, creative and fun learning to the students.

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# APPENDICES

## **A. Profil Sekolah**

Sebelum SMP Negeri 7 diresmikan, pada mulanya sekolah tersebut diawali dari didirikannya Sekolah Kerajinan Negeri (SKN) berdasarkan SK Menteri Pendidikan dan Kebudayaan RI No :B.3/N/KEJ/1959 tanggal 17 Januari 1959. Pada tahun 1963 berganti nama menjadi Sekolah Teknik Persiapan Negeri. Berdasarkan SK Menteri Pendidikan RI No: 115/Dep.B.L/65 berubah menjadi Sekolah Teknik Negeri. Berdasarkan SK Mendikbud RI No: 067/0/94/ tanggal 2 April 1994 alih fungsi menjadi SMP Negeri 7 Metro. Beralamat di Jl. Kemiri no.3 Kelurahan Iringmulyo Kecamatan Metro Timur. Pada tanggal 21 Juni 2001 lokasi SMP Negeri 7 Metro dialihfungsikan menjadi SMK Negeri 3 Metro. Pada tahun 2002, SMP Negeri 7 Metro direlokasi ke alamat yang baru yaitu di Jl. Stadion 24 Kelurahan Tejosari Kecamatan Metro Timur.

Sekolah terus mengupayakan peningkatan mutu sekolah melalui berbagai kegiatan dalam rangka meraih prestasi. Prestasi siswa baik dalam bidang akademik maupun nonakademik semakin baik dari segi kualitas dan kuantitasnya, dari tingkat Kota, Provinsi, dan Nasional telah diukir oleh siswi-siswi SMP Negeri 7 Metro. SMP Negeri 7 Metro telah mengalami pergantian Kepala Sekolah diantaranya adalah sebagai berikut :

1. Drs. Zaini Jas, tahun 1963-1988
2. Risik Hadi Siswoyo, tahun 1988-1998
3. Drs. Kayadi, tahun 1999-2001
4. Drs. Sriyon, tahun 2002-2006
5. Drs. Edi Supriono, tahun 2006-2009
6. Drs. Aprizal, tahun 2009-2012
7. Joko Widodo, S.Pd.,M.Pd., 2012-2013
8. Depiyati, S.Pd, in 2017 until now.

## a) Identitas Sekolah

- |                                     |                           |
|-------------------------------------|---------------------------|
| 1. Nama Sekolah                     | : SMP Negeri 7 Metro      |
| 2. Nomor Statistik Sekolah          | : 201126104007            |
| 3. Alamat Sekolah                   | : Jl. Stadion 24 Tejosari |
| 4. Kecamatan                        | : Metro Timur             |
| 5. Kota                             | : Metro                   |
| 6. Propinsi                         | : Lampung                 |
| 7. Kode Pos                         | : 34123                   |
| 8. Status Sekolah                   | : Negeri                  |
| 9. Tahun Berdiri Sekolah            | : 1992                    |
| 10. Surat Keputusan/SK              | : Dirjen Jakarta          |
| 11. Penerbit SK                     | :Kementrian Pendidikan    |
| 12. Kegiatan Belajar Mengajar (KBM) | : Masuk Pagi              |
| 13. Bangunan Sekolah                | : Milik Sendiri           |
| 14. Lokasi Sekolah                  | : Metro Timur             |
| 15. Jarak kepusat Kecamatan         | : 3 Km                    |

## b) Visi SMP Negeri 7 Metro

Menjadi sekolah bermutu berwawasan IPTEK. Berlandaskan IMTAQ. Berbudaya Lingkungan.

## c) Misi SMP Negeri 7 Metro

1. Mewujudkan pengembangan kurikulum tingkat satuan pendidikan (KTSP) yang proaktif dan adaptif.
2. Mewujudkan inovasi pembelajaran.
3. Mewujudkan pembinaan terhadap siswa yang berbakat dan berprestasi serta siswa yang kesulitan belajar.
4. Mewujudkan pembinaan ekstrakurikuler.
5. Mewujudkan profesionalisme SDM pendidik dan tingkat kependidikan.
6. Mewujudkan ketersediaan sarana dan prasarana pendidikan.
7. Mewujudkan pengembangan media pembelajaran.



8. Mewujudkan pengembangan administrasi sekolah.
9. Mewujudkan jaringan kerja dengan komite sekolah, dunia usaha dan lembaga-lembaga lain.
10. Mewujudkan penguasaan teknologi informasi.
11. Mewujudkan kepribadian berakhlak mulia.
12. Mewujudkan lingkungan sekolah yang sehat, bersih, asri, aman, dan nyaman.

## **B. Kondisi Sekolah**

### **1. Keadaan Sarana Prasarana**

Gedung sekolah SMP Negeri 7 Metro merupakan bangunan yang dibangun sejak tahun 1994 akan tetapi selalu ada relokasi dan peremajaan gedung-gedung yang dianggap tidak layak atau tidak kuat lagi menampung siswa-siswi yang kapasitasnya dari tahun ke tahun semakin meningkat.

Jumlah gedung kelas SMP Negeri 7 Metro berjumlah 22 kelas, ruang guru berjumlah 1 gedung, 1 ruang TU, 1 ruang Kepala Sekolah, 2 ruang WC untuk guru, 13 ruang WC untuk siswa, 1 Perpustakaan, 1 ruang laboratorium IPA, 1 ruang Multimedia, 1 ruang BK, 1 ruang UKS, 1 ruang koperasi, dan 1 gedung Masjid. Keadaan kelas di SMP Negeri 7 Metro sudah cukup nyaman sehingga siswa juga dapat melaksanakan pembelajaran dengan baik.

Letak secara rinci fasilitas sekolah SMP Negeri 7 Metro sebagai berikut :

#### **1. Ruang Kepala Sekolah**

Ruang kepala sekolah terletak bersebelahan dengan ruang TU.

#### **2. Ruang Guru**

Ruang guru terletak di sebelah ruang kelas VIII A

Ruangan dilengkapi dengan meja, kursi, lemari buku, kipas, dispenser, papan struktur organisasi, white board, lemari piala dan berbagai piagam penghargaan, serta lemari peralatan olahraga.

### 3. Ruang Kelas

Ruang kelas di SMP Negeri 7 Metro berjumlah 21 ruang kelas yang masing-masing berukuran 7 x 9 m<sup>2</sup>. Kelas ini digunakan secara keseluruhan pada jadwal belajar di pagi hari.

Perlengkapan yang terdapat pada masing-masing kelas adalah meja dan kursi guru, meja dan kursi untuk siswa dan white board.

### 4. Ruang Perpustakaan

Untuk menunjang proses belajar mengajar sekolah SMP Negeri 7 Metro memiliki sebuah ruang perpustakaan yang berisi bahan pelajaran atau buku paket, koleksi-koleksi lain yang berupa peralatan belajar. Pelajaran IPA dan IPS (Globe, Peta, Alat peraga lainnya).

### 5. Laboratorium IPA

Laboratorium IPA merupakan tempat siswa praktik mengenai mata pelajaran IPA, peralatan yang terdapat peralatan gelas kimia, anatomi tubuh manusia, anatomi tubuh binatang, mikroskop dan kaca pembesar.

## 2. Keadaan Kantor dan Pegawai

### a. Identitas sekolah

- Nama Sekolah : SMP Negeri 7 Metro
- Nomor Statistik Sekolah : 201126104007
- Alamat Sekolah : Jl. Stadion 24 Tejosari
- Kecamatan : Metro Timur
- Kota : Metro
- Propinsi : Lampung
- Kode Pos : 34123
- Status Sekolah : Negeri
- Tahun Berdiri Sekolah : 1992
- Surat Keputusan/SK : Dirjen Jakarta
- Penerbit SK :Kementrian Pendidikan

- Kegiatan Belajar Mengajar (KBM) : Masuk Pagi
- b. jumlah guru dengan tugas mengajar sesuai dengan latar belakang pendidikan (keahlian)

No	Guru	Jumlah guru dengan latar belakang pendidikan sesuai dengan tugas mengajar				Jumlah guru dengan latar belakang pendidikan yang TIDAK sesuai dengan tugas mengajar				Jumlah
		D1/D2	D3/ Sarmud	S1/D4	S2/S3	D1/D2	D3/ Sarmud	S1/D4	S2/S3	
1.	IPA	-	1	5	-	-	-	-	-	6
2.	Matematika		-	3	2	-	-	-	-	5
3.	Bahasa Indonesia		-	4		-	-	-	-	4
4.	Bahasa Inggris	-	-	2	1	-	-	-	-	3
5.	Pendidikan Agama	-	1	1	-	-	-	-	-	2
6.	IPS	-	-	7	-		-	-	-	7
7.	Penjasorkes	1	-	1	-	-	-	-	-	2
8.	Seni Budaya	1	-	1	-	-	-	-	-	2
9.	PKn	-	-	2	-	-	-	-	-	2
10	TIK/Keterampilan	-	-	1	-	-	-	1	-	2

11	BK	-	-	3	-	-		-	-	3
12	Satpam		-	2	-	-	-	-	-	2
	<b>Jumlah</b>	<b>2</b>	<b>2</b>	<b>32</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>40</b>

**c. keadaan siswa SMP Negeri 7 Metro**

**Jumlah siswa dalam kurun waktu lima tahun terakhir :**

Tahun Ajaran	Jlh.Pen daftar (Calon	Kelas I		Kelas II		Kelas III		Jumlah (Kls. I + II +	
		Jlh.	Jumlah Rombel	Jlh	Jumlah Rombel	Jlh	Jumlah Rombel	Siswa	Rom
Th. 11/12	241	180	6	178	6	180	6	538	18
Th. 12/13	252	180	6	175	6	178	6	533	18
Th.13/14	285	210	7	182	6	180	6	572	19
Th.14/15	295	210	7	195	7	180	6	585	20
Th. 15/16	413	219	7	194	7	188	7	601	21
Th.16/17	420	235	8	209	7	193	7	637	22

**3. Kegiatan-kegiatan Sekolah**

**a. pelaksanaan kurikulum dan ekstrakurikuler**

Pelaksanaan kurikulum di SMP Negeri 7 Metro menggunakan kurikulum KTSP dan Kurikulum 2013, dan sebagian khususnya dari guru-guru kelas VII (tujuh) sudah menggunakan kurikulum 2013 yang

gunanya untuk menambah wawasan dan pengetahuan serta pengalaman dalam mengajar menggunakan kurikulum 2013.

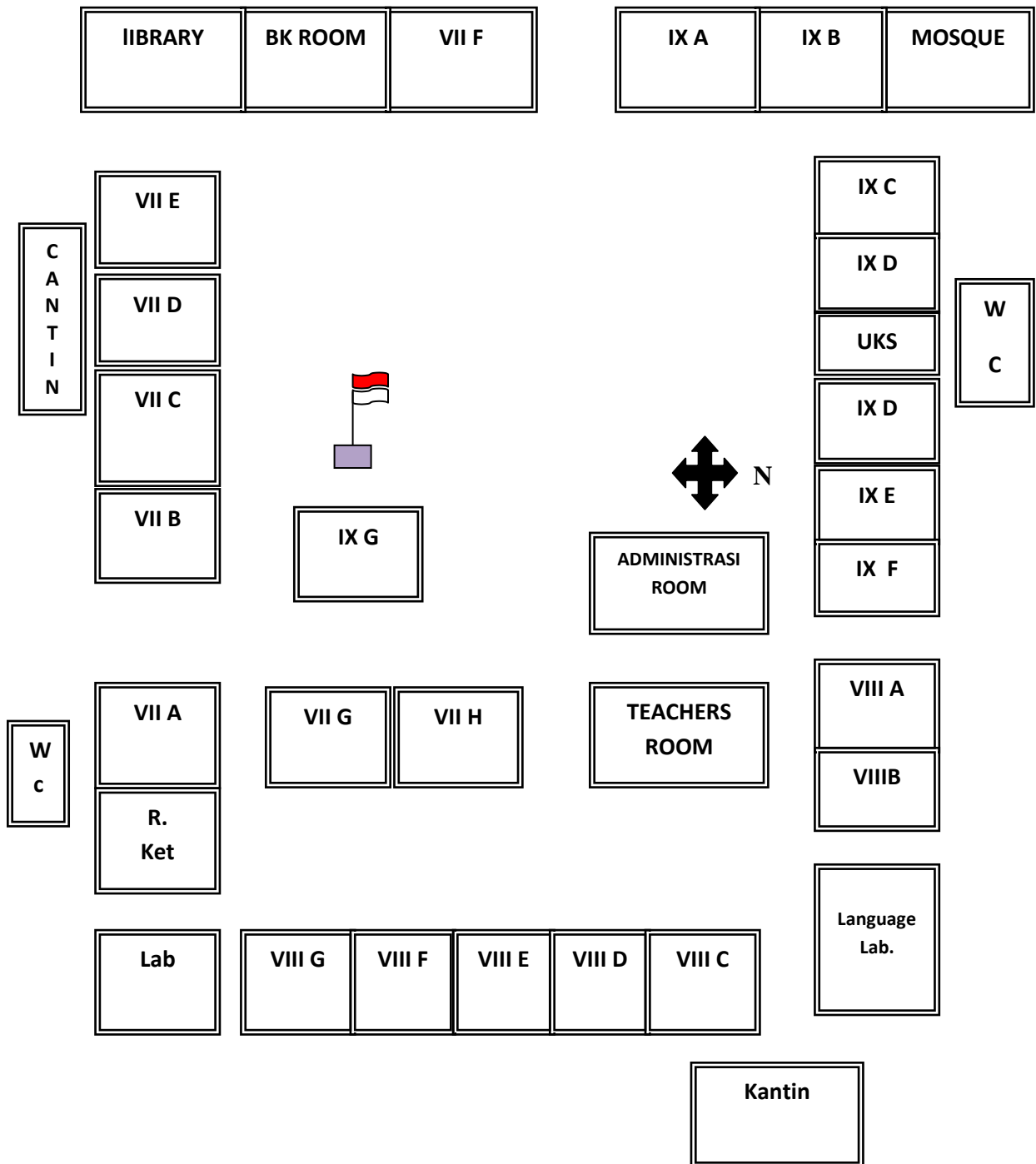
Kegiatan ekstrakurikuler yang terdapat di SMP Negeri 7 Metro yaitu : Osis, Pramuka, Paskibraka, Rohis dan PMR. Hampir seluruh siswa SMP Negeri 7 Metro mengikuti kegiatan ekstrakurikuler dengan baik, sehingga hampir setiap tahun dapat menjuarai dari ekstrakurikuler yang dilombakan.

**b. Kegiatan pembelajaran disekolah**

Kegiatan pembelajaran disekolah sudah bisa dikatakan sudah memenuhi standar sekolah pada umumnya bahkan di SMP Negeri 7 Metro proses pembelajaran berjalan efektif dan sikap disiplin ditunjukkan siswa demi terciptanya pembelajaran efektif.

a. Location Sketch of SMP N 7 Metro

Figure 1  
Location Sketch of SMP N 7 Metro



Source: The documentation result of location sketch in SMP N 7 Metro

## SILABUS PEMBELAJARAN

**Sekolah** : SMP N 7 Metro

**Kelas** : VIII (Delapan )

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 1 (ganjil)

**Standar Kompetensi** : Berbicara

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.1.Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek	1.Percakapan singkat memuat ungkapan – ungkapan : Contoh : -A: <i>Do you mind lending me some money?</i>	1. Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal	1.Bertanya dan menjawab tentang meminta,memberi,menolak jasa 2.Bertanya dan menjawab tentang meminta,mem	Unjuk kerja	Uji petik berbicara, Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class</i>	4 x 40 menit	1.Buku teks yang relevan 2.Gambar yang relevan 3. Bendera sekitar 4. Role cards

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan</p>	<p><i>B: No, problems</i></p> <p><i>-A: Can I have a bit?</i></p> <p><i>B: Sure, here you are.</i></p> <p><i>-A: Here is some money for you.</i></p> <p><i>B: Sorry, I can't take this.</i></p> <p><i>-A: Do you like it?</i></p> <p><i>B: Yes, I do.</i></p> <p><i>-A: Have you done it?</i></p>	<p>menggunakan ungkapan terkait materi/topik.tema yang di pilih</p> <p>3. Menirukan ungkapan-ungkapan terkait materi yang diucapkan guru</p> <p>4. Latihan bertanya dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan</p> <p>5. Bermain</p>	<p>beri,menolak barang</p> <p>3.Bertanya dan menjawab tentang meminta,memberi dan mengingkari informasi</p> <p>4.Bertanya dan menjawab tentang meminta,memberi dan menolak pendapat</p> <p>5.Bertanya dan menjawab tentang menawarkan,m</p>					



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu	<p><i>B: No, I haven't.</i></p> <p><i>-A: Do you think it's good?</i></p> <p><i>B: I think it is / Sorry I can't say anything</i></p> <p><i>-A: Would you like some .....?</i></p> <p><i>B: Yes, please / No, Thanks</i></p> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> <li>- Do you mind ....</li> <li>- Present perfect tense</li> </ul>	peran melakukan percakapan berdasarkan situasi yang diberikan	enerima, menolak sesuatu					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.2.Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana dengan	<p>3. Kosakata</p> <ul style="list-style-type: none"> <li>- Kata terkait tema dan jenis teks</li> </ul> <p>4. Ungkapan Baku</p> <ul style="list-style-type: none"> <li>- No Problem</li> <li>- Sorry</li> <li>- No, thanks</li> <li>- Yes, Please</li> </ul> <p>1. Teks percakapan memuat ungkapan berikut:</p> <p>Contoh :</p> <ul style="list-style-type: none"> <li>- A: <i>what if I do it again?</i></li> <li>- B: <i>Fine with me.</i></li> </ul>	<p>1.Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari</p> <p>2.Mendengarkan yang memuat ungkapan-ungkapan yang telah dipelajari</p>	<p>1. Bertanya dan menjawab tentang meminta,mem beri persetujuan</p> <p>2. Bertanya dan menjawab tentang merespon</p>	Unjuk kerja	Uji petik berbicara Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>	2 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar yang relevan</p> <p>3. Benda sekitar</p> <p>4. Kartu peran</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang	<p>- <i>A: I Must go now</i> <i>B: Do you have to?</i></p> <ul style="list-style-type: none"> <li>• <i>Right.</i></li> <li>• <i>I see.</i></li> <li>• <i>Hm...m yeah</i></li> <li>• <i>Hello, excuse me</i></li> <li>• <i>Did you? / Were you?</i></li> <li>• <i>Thanks/ Bye / see you</i></li> <li>• <i>Could I speak to ..?</i></li> <li>• <i>Well, I'm calling to ...?</i></li> <li>• <i>Nice talking to</i></li> </ul>	<p>3. Menjawab pertanyaan tentang isi percakapan</p> <p>4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait</p> <p>5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks</p> <p>6. Bermain peran menggunakan ungkapan yang telah dipelajari</p>	<p>pernyataan</p> <p>3. Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara</p> <p>4. Mengawali, memperpanjang menutup percakapan</p> <p>5. Mengawali, memperpanjang menutup percakapan telepon</p>					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
g, dan menutup percakapan, serta mengawali, memperpanjang g, dan menutup percakapan telepon	<p><i>you.</i></p> <p>2. Tata Bahasa - Past form of be</p> <p>3. Kosa kata - Kata terkait tema dan jenis teks</p> <p>4. Spelling and intonation</p>							
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )</p>								4.

## RENCANA PELAKSAAN PEMBELAJARAN

### (RPP)

SMP : Negeri 7 Metro

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2 (genap)

Standar Kompetensi : Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :

- 9.1 Mengungkapkan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkunganterdekat yang melibatkan tindak tutur, meminta, memberi, menolak jasa, memberi, menolak barang, memberi dan mengingkari, menolak pendapat dan menawarkan/ menerima/ menolak sesuatu.

Indikator :

- 9.1.1 Bertanya dan menjawab tentang meminta, memberi, menolak jasa.
- 9.1.2 Bertanya dan menjawab tentang meminta, memberi, menolak barang.
- 9.1.3 Bertanya dan menjawab tentang meminta, memberi, dan mengingkari informasi.
- 9.1.4 Bertanya dan menjawab tentang meminta, memberi, menolak pendapat.
- 9.1.5 Bertanya dan menjawab tentang meminta, menawarkan, menerima, dan menolak sesuatu

Jenis teks : Teks descriptive dan recount

Aspek/ Skill : Berbicara

Alokasi Waktu : 4 x 40 menit

### 1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengungkapkan makna dalam percakapan transaksional yang pendek dan sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur meminta, memberi, menolak jasa, memberi, menolak barang, memberi dan mengingkari, menolak pendapat dan menawarkan/ menerima/ menolak sesuatu.

### 2. Materi pembelajaran

Pertemuan 1

Percakapan singkat memuat ungkapan-ungkapan

- a. Meminta, memberi, menolak jasa
  - X : Do you mind lending me any money?
  - Y : I am sorry
- b. Meminta, memberi, menolak barang
  - X : Can I have a cup of coffee?
  - Y : Sure, here you are
- c. Meminta, memberi, dan mengingkari informasi
  - X : Have you done your homework?
  - Y : No, I haven't
- d. Meminta, memberi, dan menolak pendapat
  - X : Do you think this food is delicious?
  - Y : I think so
- e. Menawarkan, menerima, menolak sesuatu
  - X : Do you want to have more tea please?
  - Y : Thank you

3. **Metode Pembelajaran/Teknik:** Direct Method, modeling of text, multiple-slot substitution drill, independent contraction of text.

#### **4. Langkah-langkah Kegiatan**

##### **a. Kegiatan Pendahuluan**

- Greeting
- Checking for the role
- Pre-test review

##### **b. Kegiatan Inti**

###### **a) Modeling of text**

- Guru memperdengarkan teks tentang memberi, meminta, menolak jasa
- Guru melakukan tanya jawab tentang teks yang diperdengarkan

###### **b) Multiple-slot substitution drill**

- Guru memberikan contoh-contoh percakapan sederhana tentang memberi, meminta dan menolak jasa
- Guru meminta siswa mengganti kalimat tentang memberi, meminta dan menolak jasa dalam bahasa yang lain.

###### **c) Independent contraction of text**

- Siswa diminta membuat percakapan perorangan
- Siswa diminta menyajikan hasil di depan kelas

##### **c. Kegiatan Penutup**

- Guru memberikan feedback secara lisan
- Guru memberikan post-test secara lisan
- Menugaskan siswa untuk membuat teks descriptive tentang flora dan fauna

#### **5. Sumber Belajar**

- a. Pelajaran bahasa Inggris kelas VIII/Dirjen Dikdasmen
- b. Suplemen bahasa Inggris
- c. Kamus bahasa Inggris

#### **6. Penilaian**

- Teknik : Tes Lisan
- Bentuk : Bermain Peran

## SCRIPT

Modeling text

Ratih just gets up from her short nap. She feels thirsty

Ratih : Mommie... Daddy.... where are you?

Mother: It's all right, honey. We are here. Anything you want?

Ratih : I'm thirsty. Can I get some water please?

Mother: Sure dear, here it.

Ratih : Thank you, mom

Mother: Would you like something to eat dear?

Ratih : Non thanks, mom

Question:

1. What does Ratih ask to her mother?
2. Does her mother do it?
3. What does her mother offer to Ratih?
4. Does she like it?

Lisa : I'm thinking of an animal

Ratih : Is it a big animal?

Lisa : Yes it is

Ratih : Is it wild?

Lisa : Yes it is

Ratih : Does it does not

Lisa : No'it does not

Ratih : Can it run fast?

Lisa : Yes, it can run faster than a horse. Do you think you can guess, what is it?

Ratih : I think it is a deer

Lisa : Yes, excellent



Question:

1. Who ask information about the characteristics of the animal?
2. What does she say?
3. Who give information about the characteristick of the animal?
4. What does she say?
5. Who ask opinion about the name of the animal?
6. What does she say?
7. Who give opinion about the of the animal?
8. What does she say?

No	Aspect	Score
1.	Pronounciation	
2.	Intonation	
3.	Grammar	
4.	Vocabulary	
5.	Fluency	
Total		

## RENCANA PELAKSAAN PEMBELAJARAN

### (RPP)

SMP : Negeri 3 Kabupaten Tebo

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2 (Dua)

Standar Kompetensi : Berbicara

7. Mengungkapkan makna dalam teks lisan dan monolog pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :

- 10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indikator :

- Mengungkapkan secara lisan teks lisan fungsional: pengumuman, undangan, pesan singkat
- Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat

Alokasi Waktu : 4 x 40 menit

#### PERTEMUAN:

##### A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengungkapkan secara lisan teks pengumuman
- Mengungkapkan secara lisan teks undangan
- Mengungkapkan teks berupa pesan singkat
- Menjawab pertanyaan teks pengumuman, undangan, pesan singkat

**B. Materi pembelajaran**

- Teks fungsional pendek undangan, pengumuman, pesan singkat

**C. Metode Pembelajaran/Teknik: Three-Phase Technique****D. Langkah-langkah Kegiatan**

## 1. Kegiatan Awal

- Bertegur sapa
- Tanya jawab berbagai hal terkait kondisi siswa
- Siswa menjawab pertanyaan tentang materi sebelumnya

## 2. Kegiatan Inti

- a. Membahas kata sulit yang digunakan dalam teks
- b. Mendengar teks dari guru
- c. Menjawab pertanyaan tentang isi teks
- d. Guru memberi contoh teks secara berkelompok
- e. Siswa membuat teks secara berkelompok
- f. Siswa menampilkan hasil kerja kelompok
- g. Siswa membuat teks secara mandiri
- h. Siswa menampilkan hasil kerjanya

## 3. Kegiatan Akhir

- a. Siswa bersama guru menyimpulkan tentang:
  - Menyimpulkan materi
  - Menugaskan siswa untuk membuat pengumuman, undangan, pesan singkat dalam situasi sesungguhnya.

**E. Sumber Belajar**

- Buku Let's Talk "Pakar Raya"
- Teks fungsional khusus undangan, pengumuman, pesan singkat

**F. Penilaian**

- A. Teknik : Tes Lisan
- B. Bentuk : Performance
- C. Instrumen

I. Give your answer orally based on the text below!

We invite you to join our discussion, it will be held:

- On Saturday, November 16, 2006
- At 11.00 am.
- In the school hall

Agenda: The danger of drug

Please come on time

Question:

1. When will the discussion be held?
2. What time will it be held?
3. Where does the program take place?
4. What is the agenda?
5. Who is the invitor?

II. Listen the announcement and answer the question!

Announcement

All students of class eight B are

Supposed together in our class to talk

Question:

1. What are supposed together?
2. What are they supposed for?
3. When will they have the activity?

III. Listen the message and answers the question!

To: Vera

Hi, Vera, wait me after school. We do homework at my house.

Question:

1. What is the message about?
2. Who makes the message?

IV. Student task

1. Make invitation text orally to your friend for joining a discussion on the topic the dangers of drug
2. Give announcement orally about the plan of the trip to Borobudur temple tomorrow
3. Tell your friend to wait for you after the school.

**CYCLE 1****PRE-TEST**

Introduce your self!

**POST-TEST**

Have a conversation with your friend and perform in front of the class!

**CYCLE 2**

**PRE-TEST**

Introduce your friend!

**POST-TEST**

Make an invitation card and invite your classmate !

**The Result of the Students Activity  
in the Teaching and Learning Process in Cycle I**

No	Name	Pay Attantion			Active			Working Together			Making Note			Doing The Task		
		Meeting			Meeting			Meeting			Meeting			Meeting		
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
1	ACP	√	√	√	√	√	√	√	√	√	√	√	√		√	√
2	AH	√	√	√		√	√	√	√	√		√	√		√	√
3	AD				√		√		√	√	√	√				√
4	AM		√	√		√	√	√	√	√		√	√	√		√
5	ANA	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
6	BDS				√		√	√	√			√				
7	BE	√	√	√		√	√	√	√	√		√	√	√	√	√
8	DF	√	√	√		√	√	√		√		√	√		√	√
9	DIEH	√	√	√		√	√		√	√	√		√	√		√
10	FP				√		√		√	√	√					
11	IAH		√	√		√	√	√	√			√	√	√	√	√
12	KP	√	√	√		√	√	√	√	√		√	√	√	√	√
13	K			√	√	√	√			√	√		√	√	√	√
14	LLM	√	√	√			√	√		√		√	√	√	√	√
15	MKM	√	√	√		√	√	√	√	√		√	√	√	√	√
16	MDF			√	√	√	√			√	√		√	√	√	√
17	MSW		√	√			√	√	√	√	√	√	√	√	√	√
18	NAA	√	√	√		√	√		√	√			√	√	√	√
19	PPW	√	√	√		√	√	√	√	√		√	√	√	√	√
20	PW			√	√		√			√	√		√	√	√	√
21	PSI			√	√		√			√	√	√		√	√	√
22	RBH	√	√	√			√	√	√	√		√	√	√	√	√
23	RAS	√	√			√	√		√	√				√	√	√
24	SNR			√			√		√		√		√			√
25	TSI		√	√		√	√	√		√		√	√	√	√	√
26	WPW				√		√				√		√	√	√	
27	YNS	√	√	√		√	√	√	√	√		√		√	√	√
28	YK		√	√		√	√	√	√	√		√	√		√	√
		14	19	24	10	20	28	17	20	25	12	18	23	21	22	26
	Average	67%			79%			74%			63%			83%		



**The Result of the Students Activity  
in the Teaching and Learning Process in Cycle II**

No	Name	Pay Attention		Active		Working Together		Making Note		Doing The Task	
		Meeting		Meeting		Meeting		Meeting		Meeting	
		1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
1	ACP	√	√	√	√	√	√	√	√	√	√
2	AH	√	√	√	√	√	√	√	√	√	√
3	AD		√	√	√	√	√		√	√	√
4	AM		√	√	√	√	√		√	√	√
5	ANA	√	√	√	√	√	√	√	√	√	√
6	BDS		√	√	√	√	√		√	√	√
7	BE	√	√	√	√	√	√	√	√	√	√
8	DF	√	√	√	√	√	√	√	√	√	√
9	DIEH	√	√	√	√	√	√	√	√	√	√
10	FP	√	√	√	√	√	√	√	√	√	√
11	IAH	√	√	√	√	√	√	√	√	√	√
12	KP	√	√	√	√		√	√	√	√	√
13	K	√	√	√	√	√	√	√	√	√	√
14	LLM	√	√	√	√	√	√	√	√	√	√
15	MKM	√	√	√	√	√	√	√	√	√	√
16	MDF	√	√	√	√	√	√	√	√	√	√
17	MSW		√	√	√		√		√	√	√
18	NAA	√	√	√	√	√	√	√	√	√	√
19	PPW	√	√	√	√	√	√	√	√	√	√
20	PW	√	√	√	√	√	√	√	√	√	√
21	PSI	√	√	√	√	√	√	√	√	√	√
22	RBH	√	√	√	√		√	√	√	√	√
23	RAS	√	√	√	√	√	√	√	√	√	√
24	SNR	√	√	√	√	√	√	√	√	√	√
25	TSI	√	√	√	√	√	√	√	√	√	√
26	WPW	√	√	√	√	√	√	√	√	√	√
27	YNS	√	√	√	√	√	√	√	√	√	√
28	YK		√	√	√	√	√		√	√	√
		24	28	28	28	25	28	24	28	28	28
Average		93%		100%		96%		89%		100%	

**The Table of Students' Speaking Score (Pre Test)**

No	Nama	Aspect															Total	Score		
		Fluent				Pronoun				Vocab			Grammar			Interactive				
1	ACP	√	√	√	√	√	√			√	√	√	√	√	√	√	√	√	15	75
2	AH	√	√	√	√	√	√	√		√	√	√	√	√		√	√		14	70
3	AD	√	√	√		√	√			√	√	√	√	√		√	√	√	13	65
4	AM	√	√			√	√			√	√	√	√	√		√	√	√	12	60
5	ANA	√	√			√	√	√		√	√	√	√	√		√	√	√	15	60
6	BDS	√	√	√	√	√	√			√	√	√	√	√		√	√	√	12	60
7	BE	√	√	√	√	√	√			√	√	√	√	√	√	√	√	√	15	75
8	DF	√	√	√		√	√			√	√	√	√	√		√	√		12	60
9	DIEH	√	√	√		√	√	√		√	√	√	√	√	√	√	√	√	15	75
10	FP	√	√			√	√			√	√		√	√	√	√	√		11	55
11	IAH	√	√			√				√	√		√	√		√	√		9	45
12	KP	√	√			√				√	√		√	√		√			8	40
13	K	√	√	√		√				√	√		√	√		√	√	√	11	55
14	LLM	√	√			√	√			√	√	√	√	√	√	√	√		12	60
15	MKM	√	√	√		√	√	√		√	√	√	√	√		√	√	√	14	70
16	MDF	√	√	√		√	√	√		√	√		√	√	√	√	√		13	65
17	MSW	√	√			√				√	√		√			√	√		8	40
18	NAA	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√		15	75
19	PPW	√	√			√	√			√	√	√	√	√	√	√	√		12	60
20	PW	√	√			√	√			√	√	√	√			√	√	√	11	55
21	PSI	√	√			√	√			√	√		√	√		√	√	√	11	55
22	RBH	√	√			√	√			√	√	√	√	√		√	√		11	55
23	RAS	√	√			√	√			√	√	√	√	√		√	√		11	55
24	SNR	√				√	√			√	√		√	√		√	√		9	45
25	TSI	√				√				√	√	√	√	√		√	√		9	45
26	WPW	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√		15	75
27	YNS	√				√				√	√		√			√	√		7	35
28	YK	√				√				√	√		√	√		√	√		8	40
<b>Total</b>																			1725	
<b>Average</b>																			61.61	

The Table of Students' Speaking Score (Post-Test I)

No	Nama	Aspect												Total	Score				
		Fluent			Pronoun			Vocab			Grammar					Interactive			
1	ACP	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	16	80
2	AH	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	15	75
3	AD	√	√			√	√			√	√	√		√	√	√		12	60
4	AM	√	√	√	√	√	√			√	√	√		√	√	√		15	75
5	ANA	√	√	√		√	√			√	√	√		√	√	√		13	65
6	BDS	√	√	√	√	√	√	√		√	√	√		√	√	√		16	80
7	BE	√	√	√	√	√	√			√	√	√		√	√	√		15	75
8	DF	√	√	√		√	√	√		√	√	√		√	√	√		15	75
9	DIEH	√	√	√	√	√	√			√	√	√		√	√	√		15	75
10	FP	√	√			√	√			√	√	√		√	√	√		13	65
11	IAH	√	√			√	√			√	√	√		√	√	√		12	60
12	KP	√	√			√	√			√	√	√		√	√	√		12	60
13	K	√	√	√	√	√	√	√		√	√	√		√	√	√		16	80
14	LLM	√	√	√		√	√			√	√	√	√	√	√	√	√	16	80
15	MKM	√	√	√		√	√	√		√	√	√		√	√	√		15	75
16	MDF	√	√	√		√	√	√		√	√	√		√	√	√		15	75
17	MSW	√	√	√		√	√			√	√			√	√	√		12	60
18	NAA	√	√	√	√	√	√			√	√	√		√	√	√		15	75
19	PPW	√	√	√		√	√	√		√	√	√	√	√	√	√		16	80
20	PW	√	√	√		√	√			√	√	√		√	√	√		13	65
21	PSI	√	√			√	√			√	√			√	√	√		12	60
22	RBH	√	√	√	√	√	√			√	√	√		√	√	√		15	75
23	RAS	√	√	√		√	√			√	√	√	√	√	√	√		15	75
24	SNR	√	√			√	√			√	√	√		√	√	√		12	60
25	TSI	√	√			√	√			√	√	√		√	√	√		12	60
26	WPW	√	√	√	√	√	√	√		√	√	√		√	√	√		16	80
27	YNS	√				√				√	√			√		√		11	55
28	YK	√				√				√	√			√	√			12	60
Total																	1955		
Average																	69,82		



**The Result of the Students Activity  
in the Teaching and Learning Process in Cycle I**

No	Aspect	Score		
		1st Meeting	2nd Meeting	3rd Meeting
1	<b>The teachers' preparation</b>	2	3	3
	- The materials are ready			
	- There is structure of the lesson			
2	<b>The teachers' mastery in the subject content</b>	2	2	3
	- The teacher shows good command and knowledge of subject content			
	- Relating with another knowledge			
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)			
3	<b>The teachers teaching methods</b>	3	3	4
	- The teacher uses the relevant teaching method, strategy, technique or activity			
	- The teacher uses the appropriate media in teaching.			
4	<b>The teachers' performance</b>	2	2	3
	- Clearness of the teacher's sound			
	- Establishes classroom environment conducive to learning			
	- Establishes the communication between teacher and students			
5	<b>The ability of closing the meeting:</b>	2	2	2
	- Making conclusion made by the students and teacher together.			
	- Conducting evaluation			
6	<b>The ability of managing class</b>	2	2	3
	- All the students are treated fairly			
	- Used the time wisely			
Total		13	14	18
Percentage		54%	58%	75%

**The Result of the Students Activity  
in the Teaching and Learning Process in Cycle II**

No	Aspect	Score	
		1st	2nd
1	<b>The teachers' preparation</b>	3	4
	- The materials are ready		
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>	3	3
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	<b>The teachers teaching methods</b>	3	4
	- The teacher uses the relevant teaching method, strategy, technique or activity		
	- The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>	3	3
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		
	- Establishes the communication between teacher and students		
5	<b>The ability of closing the meeting:</b>	3	3
	- Making conclusion made by the students and teacher together.		
	- Conducting evaluation		
6	<b>The ability of managing class</b>	3	3
	- All the students are treated fairly		
	- Used the time wisely		
Total		18	20
Percentage		75%	83%



**DINAS PENDIDIKAN KEBUDAYAAN  
PEMUDA DAN OLAH RAGA KOTA METRO**  
**SMP NEGERI 7 METRO**  
Alan Stadion Tejosari 24, Metro Timur



Nomor : 278 /I.12.3/SMP N.7/KP/2016  
Lampiran : -  
Perihal : Izin Pra Survey

Kepada Yth.  
Ketua Sekolah Tinggi Agama Islam Negeri ( STAIN) Jurai Siwo Metro  
Di

Tempat

Dengan hormat,  
Sehubungan dengan surat saudara Nomor Sti.06/JST/PP.00/2368/2016 tanggal 19 Oktober 2016,  
tentang permohonan izin Pra Survey atas nama:

Nama : Nurul Khasanah  
NPM : 13107967  
Jurusan : Tarbiyah  
Program Study : Pendidikan Bahasa Inggris ( PBi )  
Judul Skripsi : "The Use Of Multiple Substitution Drill Technique To Increase  
Studenst'Speaking Performance.

Pada dasarnya kami tidak keberatan memberikan Izin Pra Survey dengan ketentuan tidak mengganggu kegiatan belajar mengajar di sekolah kami.  
Demikian surat keterangan ini di buat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya

Metro, 03 November 2016  
A/n Kepala Sekolah  
Waka Kurikulum



**TUMBUR S., S.Pd.M.Pd.**  
NIP. 19691109199903 1 004



**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-1821/In.28/D.1/TL.00/10/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP N 7 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1820/In.28/D.1/TL.01/10/2017, tanggal 09 Oktober 2017 atas nama saudara:

Nama : **NURUL KHASANAH**  
NPM : 13107967  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 7 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF MULTIPLE-SLOT SUBSTITUTION DRILL TECHNIQUE TO INCREASE THE STUDENT'S SPEAKING PERFORMANCE AT THE EIGHT GRADE OF SMP N 7 METRO".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 09 Oktober 2017  
Wakil Dekan I, ^

**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





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

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo 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

**SURAT TUGAS**

Nomor: B-1820/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 : **NURUL KHASANAH**  
NPM : 13107967  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 7 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF MULTIPLE-SLOT SUBSTITUTION DRILL TECHNIQUE TO INCREASE THE STUDENT'S SPEAKING PERFORMANCE AT THE EIGHT GRADE OF SMP N 7 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





**PEMERINTAH KOTA METRO  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 7 METRO**

Alamat: Jalan Stadion Tejosari 24, Metro Timur



Nomor : 215 /I.12.3/SMP N.7/KP/2017  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.  
Wakil Dekan I Fakultas tarbiyah dan Ilmu Keguruan Agama Islam Negeri ( IAIN) Metro  
Di

Tempat

Dengan hormat,  
Sehubungan dengan surat saudara Nomor.1821/In 28/D.I/TL 00/10/2017 tanggal 09 Oktober  
2017, tentang permohonan izin Research atas nama:

Nama : NURUL KHASAH  
NPM : 13107967  
Jurusan : Pendidikan Bahasa Inggris  
Semester : 9 (sembilan)  
Judul Skripsi : "THE USE OF MULTIPLE-SLOT SUBSTITUTION DRILL  
TECHNIQUE TO INCREASE THE STUDENT'S  
SPEAKING PERFORMANCE AT THE EIGHT GRADE  
OF SMP NEGERI 7 METRO.

Pada dasarnya kami tidak keberatan memberikan Izin Research dengan ketentuan tidak mengganggu kegiatan belajar mengajar di sekolah kami.  
Demikian surat keterangan ini di buat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya

Metro, 18 Oktober 2017

A/n Kepala Sekolah  
Waka Kurikulum



**TUMBUR S, S.Pd.M.Pd.**  
NIP. 19691109199903 1 004



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

Nomor : B-1981/In.28.1/J/TL.00/10/2017  
 Lamp : -  
 Hal : **Bimbingan Skripsi**

16 Oktober 2017

Kepada Yth:

1. Dra. Umi Yawisah, M.Hum
2. Trisna Dinillah Harya, M.Pd

Dosen Pembimbing Skripsi

di-

Tempat

*Assalamualaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Nurul Khasanah  
 NPM : 13107967  
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian
  - a. Dosen Pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (Pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terimakasih.

*Wassalamualaikum Wr. Wr.*



## The Documentation of Research

### 1. The Students Doing Pre-Test Cycle I



## 2. Giving The Treatment Cycle I



### 3. The Student Doing The Post-Test I



#### 4. Giving The Treatment Cycle II



### 5. The Students Doing Post-Test Cycle II







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**TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Nurul Khasanah  
 NPM : 13107967

Jurusan/Fakultas : TBI  
 Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		1	2		
1.	Senin 20 Nov 2017		✓	Revisi ch. IV	
2.	Senin 27 Nov 2017			✓ Revisi Figure 3 - Revisi grammar - Revisi table 12	
3.	Senin 1/12-17		✓	Acc ch. IV & V continue to 1st Advisor	

Mengetahui.  
 Ketua jurusan TBI

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 NIP : 19750610 200801 1 014

Pembimbing II

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



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Jurusan/Fakultas : TBI  
 Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		1	2		
1.	Selasa, 5 Des 2017			Reverse - Cover - Abstract - Statement of research - Originality - Dedication page - Table of Contents - List of figure - List of table - List of chart - List of Appendices - Table i - Problem Formulation - Object of the study - Ch. ii - The procedure of Teaching - Action Hypothesis - Research setting	

Mengetahui.  
 Ketua jurusan TBI

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Pembimbing I

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Jurusan/Fakultas : TBI  
 Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		1	2		
	12/12-17			<ul style="list-style-type: none"> <li>- Subject of the Study</li> <li>- Data collecting technique</li> <li>- ch. IV</li> <li>- The condition of teacher</li> <li>- Table of Quantity students</li> <li>- Table of Facility</li> <li>- Description of research</li> <li>- Data.</li> <li>- Cycle 2</li> <li>- ch. V</li> <li>- Bibliography</li> <li>- Curriculum vitae</li> </ul>	
	14/12-17	✓	✓	acc for munagosal	

Mengetahui.  
 Ketua jurusan TBI

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**PENUNJUKAN TIM UJIAN SKRIPSI**  
No: P-3161/In.28.1/TL.00/12/2017

NAMA / NPM : Nurul Khasanah/13107967  
JURUSAN : TBI  
TEMPAT : Gedung Dosen Lt. III B  
JUDUL : Th use of multiple-slot substitution drill technique to increase the students' speaking performance at the eighth grade of SMP N 7 Metro

Hari / Tanggal	Waktu	Ketua / Moderator	Penguji	Sekretaris	Petugas
Senin, 08 Januari 2018	08.00 - 10.00 WIB	Dra. Umi Yawisah, M.Hum	1. Dr. Mahrus As'ad. M.Ag 2. Trisna Dimillah Harya, M. Pd	Yeasy Agustina Sari, M.Pd	Eka Yuniasih, M. Pd

**ALOKASI WAKTU**

ASPEK YANG DIUJI/PENILAIAN	
Ketua	Maks. 30 Menit
Penguji 1	Maks. 50 Menit
Penguji 2	Maks. 40 Menit

*Tembusan disampaikan Kepada Yth:*

1. Kasubbag. Umum
2. Ketua Jurusan Syaria'ah
3. Mahasiswa Ybs. (Papan Pengumuman)



## **CURRICULUM VITAE**



Nurul Khasanah was born in Purworejo village East Lampung on Agustus 1<sup>st</sup>, 1994. She is the fourth child of six sons of Mr. H. Abdullah Khamim and Mrs. Hj. Nur Aini. She lives in Pasir Sakti, East Lampung.

She was enrolled her study at The State of Elementary School of 1 Purworejo, Pasir Sakti, East Lampung on 2001 and move to The State of Elementary School of Tersana Baru, Babakan Ciledug, Cirebon West Java on 2006 and graduated on 2007. Then she continued her study at The State of Islamic Junior High School (MTs N) of Babakan Ciledug, west Java on 2007 and graduated on 2010. She continued his study at Senior High School of Miftahul Hidayah, Pasir Sakti, East Lampung on 2010 and graduated on 2013. After finishing her study on Senior High School of Miftahul Hidayah, she has been studying at English Education Study Program of The State Institute For Islamic Studies (IAIN) of Metro until now.