

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' SPEAKING PERFORMANCE
THROUGH HANDS-ON LEARNING AT THE TENTH GRADE
OF SMAN 1 RAMAN UTARA EAST LAMPUNG**

By :

**SEPTA MERLIN
St. NUMBER. 13108427**

**Tarbiyah and Teacher Training Faculty
English Education Department**



**STATE ISTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2018 M**

**IMPROVING THE STUDENTS' SPEAKING PERFORMANCE
THROUGH HANDS-ON LEARNING AT THE TENTH GRADE
OF SMAN 1 RAMAN UTARA EAST LAMPUNG**

**Presented as a Partial Fulfillment of The Requirement
for The Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

By:

SEPTA MERLIN

Student Number: 13108427

**Tarbiyah and Teacher Training Faculty
English Education Department**

Sponsor : Dra. Umi Yawisah, M.Hum

Co-Sponsor : Ahmad Subhan Roza, M.Pd

STATE ISLAMIC FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M



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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: iaimetro@metrouniv.ac.id

APPROVAL PAGE

Title : IMPROVING THE STUDENTS' SPEAKING PERFORMANCE
THROUGH HANDS-ON LEARNING AT THE TENTH GRADE OF
SMA NEGERI 1 RAMAN UTARA EAST LAMPUNG

Name : Septa Merlin
Students Number : 13108427
Faculty : Tarbiyah and Teacher Training
Department : English Education

APPROVED BY:

To be examined (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies
(IAIN) of Metro.

Sponsor

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

Metro, January 2018
Co-sponsor

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

The Head of English Education Department

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



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Septa Merlin**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Institute For Islamic Studies of Metro

Assalamualaikum, Wr. Wb

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

Name : Septa Merlin
Student Number : 13108427
Title : IMPROVING THE STUDENTS' SPEAKING PERFORMANCE
THROUGH HANDS-ON LEARNING AT THE TENTH GRADE
OF SMA NEGERI 1 RAMAN UTARA

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

Wassalamualaikum, Wr.Wb

Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19720424 199903 2 001

Metro, January 2018

Co-sponsor

Ahmad Subhan Reza, M.Pd.
NIP.19750610 200801 1 014



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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: lainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi**
Saudari Septa Merlin

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum, Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Nama : Septa Merlin
NPM : 13108427
Judul Skripsi : IMPROVING THE STUDENTS' SPEAKING PERFORMANCE
THROUGH HANDS-ON LEARNING AT THE TENTH GRADE
OF SMA NEGERI 1 RAMAN UTARA EAST LAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami. Atas perhatiannya kami ucapkan terimakasih.

Wassalamualaikum, Wr.Wb

Dosen Pembimbing I,

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

Metro, January 2018
Dosen Pembimbing II,

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



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

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

RATIFICATION PAGE

No: B-0216/In.2B.1/D/PP.000-9/02/2018

An Undergraduate thesis entitled: IMPROVING THE STUDENTS' SPEAKING PERFORMANCE THROUGH HANDS-ON LEARNING AT THE TENTH GRADE OF SMAN 1 RAMAN UTARA EAST LAMPUNG, Written by Septa Merlin Student Number: 13108427, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on February 8th, 2018 at 10.00-12.00.

BOARD OF EXAMINERS

Chairperson : Dra. Umi Yawisah, M.Hum

Examiner I : Dedi Irwansyah, M.Hum

Examiner II : Ahmad Subhan Roza, M.Pd

Secretary : Sri Wahyuni, M.Pd




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

The Dean of Tarbiyah

and Teacher Training Faculty



Dr. Akla, M.Pd

NIP. 19691008 200003 2 005 

**IMPROVING THE STUDENTS' SPEAKING PERFORMANCE
THROUGH HANDS-ON LEARNING AT THE TENTH GRADE
OF SMAN 1 RAMAN UTARA EAST LAMPUNG**

ABSTRACT

BY:

SEPTA MERLIN

The objective of this research was to know that Hands-On Learning could improve the students' speaking performance. The writer realized that Hands-On Learning could be one type of learning in teaching learning process.

This research was classroom action research and it had been done in two cycles. Each cycle had be done in three and two meetings. Furthermore this research had done in four steps that were planning, acting, observing and reflecting. In this research the writer used data collecting methods namely test that consist of pre- and post-test, observation, and documentation. After analyzing and processing the data, the using Hands-On Learning could make students to be more confident to follow the teaching and learning process especially speaking.

Based on the result, the average score of pre-test was from 44.78% to 61.60% in the post-test cycle I, then it was became 76.81% in the post-test cycle II. These indicated that there was the improvement the average score after doing the action or after using Hands-On Learning in the teaching and learning process. It could be concluded that Hands-On Learning could improved the students speaking performance at the tenth grade of SMAN 1 Raman Utara.

Key Words: Hands-On, Speaking Performance

**PENINGKATAN KEMAMPUAN BERBICARA SISWA
MELALUI PEMBELAJARAN *HANDS-ON* DI KELAS SEPULUH
DI SMAN 1 RAMAN UTARA LAMPUNG TIMUR**

ABSTRAK

OLEH:

SEPTA MERLIN

Tujuan penelitian ini adalah untuk mengetahui bahwa pembelajaran *Hands-On* dapat meningkatkan kemampuan berbicara siswa. Peneliti menyadari bahwa pembelajaran *Hands-On* dapat menjadi suatu bentuk pembelajaran dalam proses belajar mengajar.

Penelitian ini merupakan jenis penelitian tindakan kelas dan dilakukan dalam dua siklus. Setiap siklus terdiri dari tiga dan dua pertemuan. Selanjutnya penelitian ini terdiri dari empat langkah yaitu perencanaan, tindakan, pengamatan, dan refleksi. Dalam penelitian ini, peneliti menggunakan metode – metode pengumpulan data antara lain tes, observasi, dan dokumentasi. Setelah menganalisa dan mengolah data, penggunaan bentuk pembelajaran *Hands-On* dapat membuat siswa menjadi lebih percaya diri untuk mengikuti proses belajar mengajar khususnya berbicara.

Berdasarkan hasil penelitian, nilai rata – rata pada pre-test dari 44.78% menjadi 61.60% pada post-test di siklus I, kemudian menjadi 76.81% di post-test siklus II. Hal tersebut menandakan bahwa adanya peningkatan nilai rata – rata setelah melakukan atau menggunakan pembelajaran *Hands-On* dalam proses belajar dan mengajar. Dapat disimpulkan bahwa pembelajaran *Hands-On* dapat meningkatkan kemampuan berbicara siswa di kelas sepuluh SMAN 1 Raman Utara.

Kata Kunci: *Hands-On, Kemampuan Berbicara*

MOTTO

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ
كَانَ لِلْإِنْسَانِ عَدُوًّا مُبِينًا

Tell My bondmen to speak that which is kindlier. Lo! the devil soweth discord
among them. Lo! the devil is for man an open foe.

(Q.S: AL-ISRA: 53)

It is not the strongest of the species that survive, nor the most
intelligent, but the one most responsive to change.
(Charles Darwin)

DEDICATION PAGE

This piece of work is dedicated to :

My beloved parents Mr. Mursatim and Mrs. Ratmini who always support me everytime in my condition to reach each-point of life. Your power and advice are everlasting for my life and my study especially. Thanks a lot for your love and incessant prayer.

My beloved sisters Nurin Aprilia and Nakeisha Sherin Rahmania thanks for your support. Both of you have given me the colour for my life. Thank you for being my good girls.

My beloved sponsor Mrs. Dra. Umi Fawisah, M. Hum and co-sponsor Mr. Ahmad Subhan Roza, M. Pd who always guiding me to the best way and spending the time to help me during this undergraduate thesis writing process. May Allah gives His best blessing to them. Also for Mrs. Dr. Akla, M. Pd and Mrs. Dra. Isti Fatmah, MA who has give me the way to reach my study goal. May Allah gives you health and happy life. Aamiin.

Especially, my closest friends Lilik Nurmala, Nurleni Aryanti, Krisna Septiana, Febri Puji Lestari who always give me support as strong as you can. You all give the happiness and amazing friendship. Generally, for all of my friends thank you for always loving me.

*My beloved almamater State Institute for Islamic Studies (IAIN) of
Metro*

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of this would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally, the writer can accomplish this an undergraduate thesis entitle “IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH HANDS-ON LEARNING AT THE TENTH GRADE OF SMAN 1 RAMAN UTARA EAST LAMPUNG”.

Regarding to the undergraduate thesis the writer offer her big thanks to the Dra. Umi Yawisah, M. Hum as the sponsor and to Ahmad Subhan Roza, M. Pd as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guided during the undergraduate thesis writing process.

As human being, the writer completely realize that this undergraduate thesis still has a plenty of weaknesses. The writer do appologize for all mistakes she has made in writing and presentation item. All constructive comments and suggestions are very welcomed to measure the quality of this undergradute thesis can be a meaningful benefit for the writer especially and for our campus and all reader generally.

Metro, February 2018
The Writer,

Septa Merlin
St. N: 13108427

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CHAPTER I

INTRODUCTION

A. Background of Research

Language has an important role in human's life. It is used to communicate with other people for convey their opinion or idea, feeling, information, experience, story and etc in their daily life either directly or indirectly. Language could be spoken or written form. Definitely, for the spoken form somebodies should have good speaking skill to support their performance and also written form knowledge about how to write the right sentence in order to make correct paragraph without any mistake is needed by people, so language need to learned by everyone.

There are many language in the whole world. One of them must be learned is English. English is an International Language. It has become a tool of communication to connect with other people of the world. Making communication is not easy to do, someone must understand before their try to deliver their mind through the words. Speaking, writing, reading and listening are four skills that should be mastered by all language learners. Among them, speaking is to be the most developed in learning. It is because speaking is human utterance that has meaning. It is used to complete all things they want everyday in daily life.

On the other hand, speaking is interaction between two people or more to deliver particular meaning through sharing, giving, and accepting

such things like opinion or idea, feeling, information, experience, story and etc orally. Moreover, speaking has been the part of people's daily life because they speak to each other everyday and everywhere. It shows that speaking is one of important part of language which should be mastered well, because it is not just about talk everything without control and provisions, but speaking must follow and pay more attention to the rules.

Generally, the provisions and the rules how to improve someone speaking performance is learned at classroom from teacher, but students who have learned about it sometimes find the difficulties out in their speaking practice. Many factors that influence students' speaking performance. It is become the teacher's duty to motivate them so that their speaking performance is going to be better than before. One of many ways that teacher can used to improve students' speaking performance is using hands-on learning.

According to David L. Haury hands-on learning is learning by doing.¹ Students can do it by themselves or with their friends together. The teacher can ask student to do speaking practice directly based on the topic which given. Students are not just silent, but they must practice their speaking performance. So, hands-on requires the students to do practice again and again because when students are more often practice one thing they will be easy to remember which one the right is.

¹David R Haury and Peter Rillero, *Perspectives of Hands-On Teaching*, (Washington DC: Columbus, 1994), p. 14.

Moreover, the writer have done the pra-survey at SMAN 1 Raman Utara on April, 25th 2017. The English teacher of the tenth grade SMAN 1 Raman Utara has said the students' speaking difficulties in English subject, namely: the students are rarely practice their speaking so they do not feel confident to explore their mind, the students have minimum of English vocabularies, and they do not know how to pronounce the words well so that they are prefer to be silent. Then as the result, the writer has gotten the data of speaking score of the tenth grade of SMAN 1 Raman Utara from the English teacher archieve as follows:

Table 1

The Pra-survey Data

Score	Number of Students	Precentage (%)
≥ 65	6	27.2%
< 65	16	72.8%
Σ	22	100%

Source : The English teacher archieve at Tenth Grade of SMAN 1 Raman Utara, taken on April, 25th 2017

From the table above, it could be seen that the students' speaking performance was low and it should be improved. The total subject of this research is 22 students, while only 6 students who reach or pass score ≥ 65 with precentage 27.2%. It shows that many students who still have difficulties in speaking English because the students minimum mastery criteria (MMC) for English at SMAN 1 Raman Utara is 65. So, the writer will use hands-on learning to make it increased. Then, the students are

going to be more confident in speaking English. They will try to speak. It is going to give feedback and good interaction between teacher and students during the teaching learning process.

To solve the problem above, the writer conducted the research with the title “Improving the students’ speaking performance through hands-on learning at the tenth grade of SMAN 1 Raman Utara.”

B. Problem Identification

Based on the background of study the writer could identify the problems which appear at the tenth grade of SMAN 1 Raman Utara, such as the students are rarely practice their speaking so they do not feel confident to explore their mind, the students have minimum of English vocabularies, and they do not know how to pronounce the words well so that they are prefer to be silent.

C. Problem Limitation

Based on the problem identifications above, the writer focused on the students’ difficulties in exploring their mind to be more confident to speak English. So, the researcher is going to use the hands-on learning to improve studens’ speaking performance at tenth grade of SMAN 1 Raman Utara East Lampung. It can help students to speak anything they want while they do what they speak. That is called by learning by doing.

D. Problem Formulation

In this research, the writer formulates the problem as follows: “can hands-on learning improve the students’ speaking performance at the tenth grade of SMAN 1 Raman Utara East Lampung?”

E. Objectives and Benefits of Research

1. Objectives of Research

To know whether hands-on learning can improve the students’ speaking performance at the tenth grade of SMAN 1 Raman Utara East Lampung.

2. Benefits of Research

a. For the students:

- 1) The students can improve their confidence when they try to speak English.
- 2) The students can explore their mind in speaking English.
- 3) .The students can improve their speaking performance.

b. For the teacher:

The teacher can help the students to improve their speaking performance in English and to find one good way to teaching English especially in speaking.

c. For the other writer

This research can be one of the references for another writer in English teaching learning process and it is expected to be useful to conduct further researches.

CHAPTER II

THEORETICAL FRAMEWORK

A. Conceptual Framework

1. The Concept of Speaking Performance

c. Definition of Speaking Performance

Speaking as one of the four language skills are very important to learn by individuals to communicate with others. Speaking is an interaction between speaker and listener, the purpose is to deliver information from the speaker during conversation or other speech context. When people speak, it means they want to deliver or share their ideas. Nunan points out 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.²

Speaking is the direct way to make the communication each others. A research shows that it is easier to process and understand the ideas and information than writing.³ Moreover, Scott Thornbury explains that speaking is so much part of daily life that we take it for granted. The average person produces tens of

²David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), p. 39.

³Jack C Richards, *Theory to Practice: Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p. 21.

thousands of word a day, although some people-like auctioneers of politicians-may produce ever more than that.⁴

According to Moreover Sari Louma speaking are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.⁵

Meanwhile, Wendy and Listbeth stated that seaking is perhaps the demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intonations and reactions, explore the language and make it fun of it, so they expect to be able to do the same in English.⁶

Based on the definitions above, the writer can be inferred that speaking is the way of somebodies to communicate with other people for convey the message or meaning from them as the speaker to the another people as the listener. It is purposed to make the listener understand what the meaning of speaker said is. Speaker can deliver his/her opinion or idea, feeling, information, experience, story and etc.

⁴Scott Thornbury, *How To Teach Speaking*, (New York: Person Education Limited, 1995), p. 1.

⁵Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press. 2004), p. 1.

⁶Wendy A. Scott and Listbeth H. Ytreberg, *Teaching English to Children*, (New York:Longman), p. 33.

Generally, people convey what they want by speaking. They are able to more understand easily than from the written form because the interaction that made by speaking is more immediate. Learners should try to be effective speaker

According to Oxford Advanced Learner's Dictionary, "performance means the act of performing a play, a concert or some other form of entertainment."⁷ Through efforts because it will support their speaking performance. While Simpson and Weiner said that performance is defined as the observable or measurable behavior of a person an animal in a particular situation usually experimental situation.⁸

Harmon notes that performance is also requires some sort of practical activity. The students are provided with instruments and equipment as a means to create an environment that is considered to be more like situations encountered in life beyond school.⁹

From the explanation above, the writer can conclude that speaking performance is the act of people which observable or measurable to convey their message immadiately to the listener using several rules so that the listener can understand the meaning

⁷Joanna Turnbull et al, *Oxford Advanced Learner's Dictionary*, (Oxford University Press: 8th Edition, 2010). p.108.

⁸. Simpson, J. A. & Weiner E. S. C.. *The oxford English dictionary*, (Vol. 1. Oxford: Clarendon University. 1989)

⁹Harmon, M., Smith, T.A., Martin, M.O., Kelly, D.L., Beaton, A.E., Mullis, I.V.S., Gonzalez, E.J. & Orpwood, G. *Performance assessment in IEA's third international mathematics and science study*. Chestnut Hill, MA, (USA: Center for the Study of Testing, Evaluation, and Educational Policy, Boston College. 1997)

clearly. In the other word, speaking performance can be effective and better way to deliver the meaning or message to the listener.

d. Function of Speaking

The mastery of speaking is a priority for many second and foreign language learners. Several language experts have attempted categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking, three part version of Brown and Yule's framework: talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.¹⁰

1) Talk as interaction

People daily communication remains interactional with other people. This refers to what we talking about are as the conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his/her message to others. Therefore, they must use speaking to communicate everyday. The main intention in this function is social relationship.

¹⁰Jack C. Richards, *Teaching Listening*, p. 21.

2) Talk as transaction

Here is more focus on message that conveyed and make other person understand what the speaker want to say, clearly and accurately. In this function of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

3) Talk as performance

In this case, speaking activities are more focus on monologue better than dialog. Function speaking as performance happened at speeches, public talks, public announcements, retell story and so on.

e. Elements of Speaking

Speaking is a skill of conveying words and sound of articulation of express or to deliver ideas, opinions, or feelings; speaking has some elements that have to be considered by any speaker as follow:¹¹

1) Pronunciation (including the segmental features-vowels and consonants- and the stress and intonation patterns)

According to Hawings pronunciation is a feature of speech. That includes many components of speech of which are combined together to form the pronunciation of language,

¹¹Shareesh Chaudy, "Testing Spoken English", *English Teaching Forum*, Volume 36, 1997. p. 22.

such as sound, syllables, words and intonation. This particular component range from the individual sound that make speech up, to the way in which pitch, the rise and fall the voice.

Pronunciation is considered as the way in which language or a particular word is pronounced and it is particular person's way to pronounce words for making the sound letter, word and sentence are correct.

2) Grammar

Related to the definition of grammar, H. Douglas Brown states that grammar is a system of rules governing the conventional arrangement and relationship words in a sentence.¹²

In order to speak English well, especially for formal situation the learners must mastered the grammar of speaking.

3) Vocabulary

Vocabulary defined as the words in foreign language. Words are perceived as the building blocks upon which knowledge of a second language can be built. However, a new item of vocabulary sometimes consist of more than a single word. For example, *police-man* and *father-in-law* which are made up from two or three words but express single idea. There are also *multi-words* idioms such as *call it a day*, where the

¹²H. Douglas Brown, *Principles of Language Learning and Teaching*, Second Edition: (San Fransisco: State University, 2001), p. 36.

meaning of phrase cannot be deduced from analysis of word components.

4) Fluency

This refers to the ability to talk with normal level of continuity, rate and effort and to link ideas language together to coherent form, connected speech. The key indicators of fluency are speech rate and continuity. Meanwhile, the key indicators of coherence are logical sequencing of sentence, clear marking of stages in a discussion, narration or argument, and the use of cohesive tools, such as connectors, pronouns and conjunction within and between sentences

5) Comprehension

The last speaking element is comprehension. It makes people are getting information they want. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what situation is really like.

f. Problems of Developing Speaking Performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. There are some problems for the

students to develop their speaking performance. Ur writes there are four problems to develop speaking performance such as:¹³

1) Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that their speech attracts.

2) Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

Part of a teacher's job, therefore is to set an appropriate level of challenge for the students. This means setting test that

¹³Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 1991), p. 121.

are not too difficult or too easy and involving students in learning task they can succeed in.¹⁴

4) Mother tongue use

In classes where all or a number of the learners share the same mother tongue, they may tend to use it, because it is easier it feels unnatural to speak to one another in a foreign language and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep the target language.

g. The Measurement of Speaking Criteria

The students' speaking performances are different from each other. They have their own problem such as the pronunciation, grammar, vocabulary, fluency and comprehension. So the writer should have the guideline to give them the score based on their problem and their capability.

According to Cyril, there are some indicators that be supposed to score to test speaking:¹⁵

¹⁴Jeremy Harmer, *The Practice of English Language Teaching*, 4th edition, (London and New York: Longman), p. 101.

¹⁵Cyril J. Weir. *Language Testing and Validation*. (London: Palgrave Macmillan, 2005). p.195-196.

Table 2**The Measurement of Speaking Criteria**

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expressions
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.

Aspect	Category	Indicators
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent in appropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

In brief, assessing speaking is not something easy to do because the point may be different from one examiner to the

others. To overcome this problem, it is necessary for the examiners to assign several scores for each category.

2. The Concept of Hands-On Learning

a. Definition of Hands-On Learning

According to Worth hands-on learning means many different things to different people. It has become a slogan and is often used to describe any activities in classrooms that use materials.¹⁶ Hands-on learning is not just a fad because it enables students to become critical thinkers, able to apply not only what they have learned, but more importantly, the process of learning, to various life situations.¹⁷

Meanwhile Flannery states that hands-on foster the mind in more basic ways by extending the links between the brain and the hand.¹⁸ Hands-on is the primary learning used in teaching those processes that require hands-on activity. The process skills approach came under attack in later years based on arguments that content was non-excludable from process because of the need for content in problem solving, because of the difficulties in transferring process skills from one context to another, and because

¹⁶David R Haury and Peter Rillero, *Perspectives of Hans-On Teaching*, (Washington DC: Columbus, 1994), p. 14.

¹⁷*Ibid.*

¹⁸Munir Hussain and Mumtaz Akhtar, "Impact of Hands-on Activities on Students' Achievement: An Experimental Evidence from Pakistan", *Middle-East Journal Research*, (Pakistan: IDOSI Publications), p.627.

students did not appear able to assemble the individually taught skills into an overall ability to problem-solve.¹⁹

Therefore, according Flick hands-on activities help students to learn and gain more experience by doing different instructional strategies such as inquiry.²⁰ Through hands-on activities, students use different senses by touching, feeling, moving, observing, listening, smelling and sometimes testing materials in a controlled manner. This helps students to progress from concrete thinking levels to more complex thinking levels.²¹

On the other hand, Korwin stated that hands-on learning is a type of active learning that embraces strengths of both behavioral active learning and cognitive active learning and involves hands-on activities incorporated into the lesson that act as physical tools to help explain and teach a concept to students.²²

As a conclusion, the writer can say that hands-on learning is one way learning of teacher to solve the difficulties in teaching learning process at classroom that invite students to do the task directly or learning by doing. Hands-on requires the hands-on activities inside and they are going to have their own experience to

¹⁹*Ibid.*

²⁰Ibrahim Bilgin, "The Effects of Hands-on Activities Incorporating A Cooperative Learning Approach On Eight Grade Students' Science Process Skills and Attitude Toward Science", *Journal of Education*, (Turkey: Abant Izzet Baysal University), No. 1. p. 28.

²¹*Ibid.*

²²Ivy E. Ivers and Whitney N. Helton, "*Effect of Hands-on Learning on Short-Term Retention in Third-Grade Students*", 2011, p. 3.

do it because hands-on invites them to think critically and implement their knowledge to the real thing in suitable situations.

b. The Characteristics of Hands-on Learning

The meaning of hands-on as stated before, it enables students do the task directly or learning by doing. They are going to have their own experience to do it because hands-on invites them to think critically and implement their knowledge to the real thing in suitable situations. Then, the characteristics of hands-on are as follow:

- 1) It was constructivist learning
- 2) Instructors rely heavily on open-ended questions and promote extensive dialogue among students so that they can make connections and discover principles for themselves
- 3) The learning process should focus on primary concepts, not isolated facts²³
- 4) Hands-on contain investigatory learning contexts that are considered to be a constructivist-based approach to developing deeper understanding of theoretical concepts²⁴

²³Johan Roos. *Thinking from Within*. (London: Palgrave Macmillan: 2006), p. 67.

²⁴Siu Cheung Kong. *Emerging Practices in Scholarship of Learning and Teaching in a Digital Era*. (Singapore: Acid-Free Paper, 2017), p. 142.

c. The Procedures of Hands-On Learning

The procedures of hands-on consist of three phases. Those are warm-up, action, and the subsequent sharing of insights and experiences. Here is the explanation:

1) Warm-up

Everybody needs to warm up before any kind of experiential exercise. An athlete would never expose his precious body to hard physical exercise if it were not ready to do so. The same goes for the mind. During the warm-up, verbal and non-verbal exercise are used to create an atmosphere of confidence and security within the group, while also enhancing spontaneity and imagination among participants. In this state the participants will gain increasing access to what is needed for the creative process. This is also the opportunity to familiarize people with the close encounters with uncertainty, which, by definition, is an integral part of the practice.

2) Action

With the participants' minds and bodies warmed up, they are ready to practise their imagination and, ideally, journey deeper into their inner unconscious resources. This phase openness for emergence and thereby a higher state of vulnerability, which any facilitator must be conscious of and have the necessary skills to handle.

3) The subsequent sharing of insights and experiences

The third phase of debriefing is a conscious and verbal process of completing the project. Participants stop the construction work and, guided by the facilitator, begin systematic conversations to share within the group the experiences and insights gained during the previous activities. Immediate feelings are just as important as the possible implications in a wider meaning of what has been brought forth during the action. The sharing also serves the purpose of winding down and relaxing the heightened state of mind previously experienced.²⁵

Hands-on activities and projects are often the first experiences that inspire students to take steps toward becoming innovators. Students create their own innovations and learning experiences.

d. The Advantages and Disadvantages of Hands-On Learning

Based on the explanation above, there are some advantages of using hands-on are as the following:

- 1) Make sense of existing views and develop new ideas²⁶
- 2) Encourages communication and builds language skills
- 3) Restores focus and sparks engagement

²⁵Johan Roos. *Thinking from.*, p. 72.

²⁶*Ibid.* p. 71.

- 4) Hands-on is experiential. That is, pupils can actively participate in a particular firsthand experience, which develops their skills and perceptions of self-efficacy²⁷

The disadvantages of hands-on are namely:

- 1) Often demonstrations will give students the main idea of how something works, but place less emphasis on detail. For students hoping to attain the highest grades, they may need to read up on their subject to develop a deeper understanding of it. Students may feel after learning the basics they don't need to do any more study, which could impact negatively on their grades.
- 2) Some things simply can't be taught using hands-on learning. For example, complex algebra - the best way to teach this is in lecture based classes, as there are few practical demonstrations that can be done to help students understand it. Other topics may be hard to cover because of high costs - like space rockets; very few schools are able to go and visit a space centre. This could increase the apartheid between state and private schools, as private schools are more likely to be able to afford expensive visits and equipment, which disadvantages students who are less well off.
- 3) There is no doubt that actively involving students will enhance their education. However, hands-on learning would be more

²⁷Siu Cheung Kong. *Emerging Practices.*, p. 137.

effective if it was combined with traditional learning from books. Although it is very good at providing a foundation for knowledge and understanding, in some cases it fails to develop ideas to a higher level.²⁸

e. Action Hypothesis

Based on the background of research, the writer will formulate the hypothesis as follows: “the students’ speaking performance will improve by using hands-on learning at the tenth grade of SMAN 1 Raman Utara”

²⁸. *Ibid.* p. 159.

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variables

Definition operational variable explains about variables that will be used in this research. This research consists of two variables, those are dependent variable and independent variable.

1. Dependent Variable

Dependent variable of this research is the variable which observe and measure the effect of the independent variable. Dependent variable of this research is speaking performance.

2. Independent Variable

Independent variable is the variable that selected, manipulated, and measured by the writer. Independent variable of this research is the use of hands-on as the treatment to improve students' speaking performance. Students need supporting condition and enjoying teaching learning process, so choosing hands-on treatment can be one of many ways to teaching speaking. Hands-on is learning by doing. It could make students were easier to understanding the materials.

B. Setting of Research

The writer conducted the research at SMAN 1 Raman Utara East Lampung using one type of research. It is Classroom Action Research

(CAR), which focus on improving students' speaking performance. SMAN 1 Raman Utara located at Jl. Raya Raman Aji Raman Utara East Lampung.

C. Subject of Research

The subject of this research is students of tenth grade of SMAN 1 Raman Utara East Lampung especially at X.MIA.1. The students consist of 5 boys and 17 girls, so total is 22 students. They find the difficulties in their speaking such as first, they do not feel confident to explore their mind. It is caused by they rarely practice their speaking. Next, the students have minimum of English vocabularies. Then, the students do not know how to pronounce the words well so that they are prefer to be silent.

D. Object of Research

The object of the research is the students' speaking performance at tenth grade of SMAN 1 Raman Utara. The kind of this research is Classroom Action Research (CAR).

Action Research is part of a broad movement that has been going on in education generally for some time. So, Classroom Action Research is the research which is conducted in classroom. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. Action Research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.

Action research often does not require complete mastery of the major types of research. The steps involved in action research are actually pretty straightforward. The important thing to remember is that such studies are rooted in the interest and needs of practitioners.²⁹ Kemmis and McTaggart maintain that action research involves a spiral of self-reflective spirals of:

- Planning
- Acting and observing the process and consequences of the change,
- Reflecting on these processes and consequences and then replanning,
- Acting and observing
- Reflecting, and so on

²⁹Jack R. Fraenkel. *How to Design and Evaluate Research in Education*. (McGraw- Hill Companies: New York, 1932). p. 589.

The Action Research Spiral

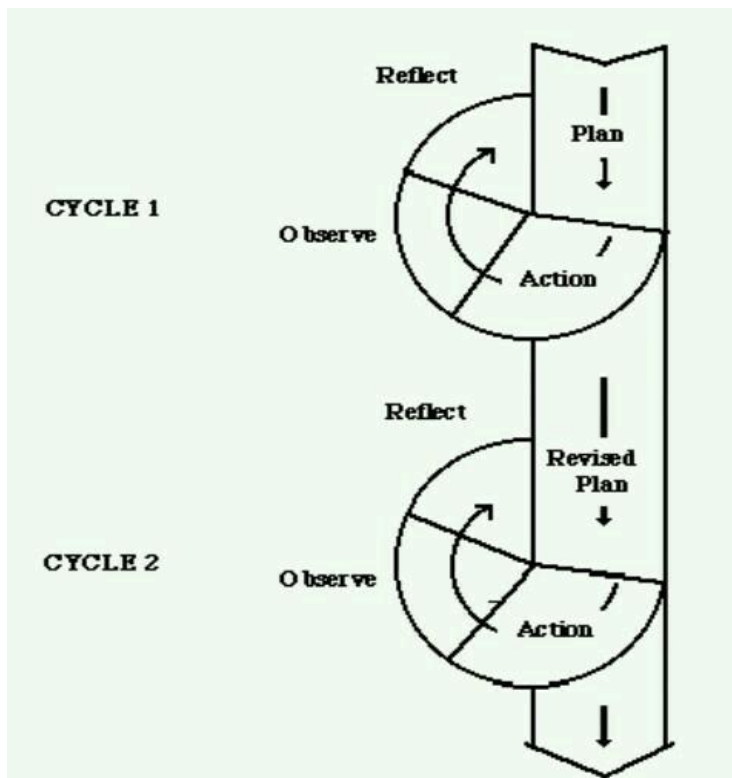


Figure 1

Illustration of the spiral model by Kemmis and McTaggart³⁰

From the design above, here is the explanation about procedures that will be conducted by the writer in classroom action research.

1. Cycle I

a) Planning

Planning is the first steps in each activity. Without planning, the activity that the writer does will not focus. Here is step that the writer can make in planning:

³⁰Koshy Valsa. *Action Research for Improving Practice*. (Cronwell Press. 2005). p. 4.

- 1) Preparing the material, source, and media of learning.
 - 2) Preparing the type of the learning.
 - 3) Preparing the instrument of observation.
- b) Acting

The second step in the action research is acting. It is the implementing of the planning. The general steps that will be done by the writer as follows:

(1) Pre Teaching Activities

- (a) Praying and greeting the students.
- (b) Checking the attendant list.
- (c) Choosing the appropriate with the material going to be taught.

(2) While Teaching Process

- (a) The teacher applies the lesson plan.
- (b) The teacher explained about what is hands-on learning in speaking.
- (c) The teacher gives an example about hands-on learning.
- (d) The teacher gives an evaluation.

(3) Post Teaching Activities

- (a) The teacher asked and choose the student one by one to practice in front of class.
- (b) The teacher gives the score for students.

c) Observing

The third step is observing. In observing the teacher must be able to analyze the learning process, the students' activities, the teacher performance, the material and the result of simulation. The important things in teaching learning process are noted by observer.

d) Reflecting

Reflecting is the last step in this process. The writer analyzed the observation result during teaching process, like weakness and strength from the action in this steps, the writer use data from evaluation to make improvement for second cycle. The writer decides that the next cycle focuses on the weakness in previous cycle and can be better from this cycle.

2. Cycle II

a) Planning

Planning is the first steps in each activity. Without planning, the activity that the writer does will not focus. Here is step that the writer can make in planning:

- (1) The writer made a lesson plan based on the competence and the syllabus.
- (2) The writer prepares the lesson plan.
- (3) The writer prepares the material, source, and type of learning.

- (4) The writer prepares the format to observing.
- (5) The writer determines the instrument evaluation of the test (pre-test and post-test).

b) Acting

The second step in the classroom action research is acting. It is the implementing of the planning. The general steps will be done by the writer as follows:

(1) Pre Teaching Activities

- (a) Praying and greeting the students.
- (b) Checking the attendant list.
- (c) Choosing the appropriate with the material going to be taught.

(2) While teaching process

- (a) The teacher applies the lesson plan.
- (b) The teacher explains about what is hands-on learning in speaking.
- (c) The teacher gives example of hands-on leaning and gives the idea for students.

(3) Post teaching activities

- (a) The teacher asks and gives the idea to students then choose the students one by one to practice in front of class.
- (b) The teacher gives the score for students.

c) Observing

In this step, the writer observed the process of teaching learning by using instrument of observation. The writer conducting the activities in this step, such as: the students activities, fluency, vocabulary, intonation, and performance when speaking in front of class.

d) Reflecting

The writer correct and analyze the result of the action. By reflecting, the writer known the weakness and strength of the action. In the step the writer compared the score distribution of pre test and post test. The writer reviews and reflect on the student's attitude whether it is positive and negative. So, the writer could be stopped this research until cycle II.

E. Data Collecting Method

The research uses many methods to collect the data for support it. It was consist of observation, test, and documentation. Every method is explained below:

1. Observation

Observing is one of the more popular methods of data collection for all research studies. The many treatments of observing range from structured observations using tally sheets to an open, unstructured

approach. Whether the writer uses a structured or open process, skill is needed.³¹

2. Test

According to Douglas Brown test is method of measuring a person's ability or knowledge in a given domain.³² The writer will use pre-test and post-test form to see their ability before and after given treatment.

a. Pre-test

Pre-test will be given in the first meeting before implementing the treatment, in order to know the level and ability of students' speaking ability before doing the action research.

b. Post-test

Post-test will be given in the last meeting after implementing the treatment, in order to know is the treatment gives good contribution to the students' speaking performance at tenth grade of SMAN 1 Raman Utara or not. The increasing could be known if the score of post-test was higher than pre-test and the score could achieve the passing grade.

³¹Daniel R. Toman, *Action Research.*, p. 27.

³²H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. (San Francisco State University: Longman. 2001). p. 384.

3. Documentation

Documentation is a method that is used to get information from written source or documents such as book, magazines, regulation, notes or meeting and daily report. The writer uses this method to get data about history of the school, the sum of the teachers, official employed and students at SMAN 1 Raman Utara.

F. Data Analysis Technique

Data will be analyzed by taking the average score of the pre-test and post-test. Furthermore, the writer will compare the score of pre-test and post-test after giving implemented treatment. Then the result matched by the minimum standard in this semester at least 65. If from cycle I there are some students are not successful, so the writer would like conducted the next cycle, cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycles, if in cycle II all of the students were successful, the cycle is able to be stopped until cycle II only.

The data analysis treatment in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of pre-test and post-test were formulated as follows:³³

³³Donald, Ary. *Introduction to Research in Education*. (USA: Wadsword. 2010). p. 108-109.

$$\bar{X} = \frac{\sum x}{n}$$

Note: \bar{X} = Mean

Σ = Sum of

x = Raw Score

n = Number of Cases

G. Indicator of Success

The indicator of success is needed to know the successful of the process and learning result. In this research, students are called success if 75% of students active in learning process and get minimal score 65, so this research could be success.

CHAPTER IV
RESULT OF THE RESEARCH

A. Result of The Research

1. The History of SMAN 1 Raman Utara

SMAN 1 Raman Utara was the only state high school in Raman Utara. It was located at Jl. Raya Raman Aji, Desa Raman Aji. Kecamatan Raman Utara, East Lampung. SMAN 1 Raman Utara was established in 2004 and legitimated at september 30th 2004 by the Regent of East Lampung, Bahusin. The school standing on a land area of 19,500 m² and leaded by its first head-master, Dra. Sulimasdiu. SMAN 1 Raman Utara began to receive an operating permit on September 30th 2004 and operational in 2004/2005.

2. The Condition of Teachers and Official Employers of SMAN 1 Raman Utara

The number of teachers and official employers in SMAN 1 Raman Utara in Academic Year of 2017/2018 could be identified as follows:

Table 3

Teachers Educational Background

No	SMA/MA	D2	S1	Total
1	3	1	46	50

Source: Documentation of SMAN 1 Raman Utara

From the data above, it showed that the condition of teachers and the official employers at SMAN 1 Raman Utara, consists of 46 teachers in level of degree S1, 1 teacher in level of degree D2 and 3 teacher in level of degree Senior High School (SMA/MA).

Table 4

Teachers Data of SMAN 1 Raman Utara

No	Name	Gender	Occupation
1	Agus Sudiby	Male	Penjas
2	Ali Murtopo, S.Pd	Male	PAI
3	Baroroh Anita Suprapti, S.Pd	Female	Indonesia Language
4	Darwanto	Male	Admin
5	Devi Kurniati, S.Pd	Female	Biology
6	Dewi Asti, S.Sos	Female	Sociology
7	Eko Suaryanto, S.Pd	Male	Penjas
8	Fatwa Suwigati, S.Pd	Female	English Language
9	Hairul Syahri, S.Pd	Male	English Language
10	Hamidah Mei Suryani, S.Ag	Female	Arabic Language
11	I Nengah Heri Susanta, A.Md, S.Pd	Male	Mathematics
12	I Nengah Rudiana, S.Pd	Male	Physics
13	I Putu Muliadianta, S.Pd	Female	Geography
14	Ika khoiriati, S.Pd	Female	Sociology
15	Jumari, S.Pd	Male	Economy
16	Jumiati, S.Pd	Female	Mathematics
17	Kusaeri, S.Pd	Male	PAI
18	Kusairi, S.Pd	Male	Physics
19	Lia Septiani, S.Pd	Female	Admin
20	Dra. Lia Sri Mulyaningrum	Female	History
21	Liwarda, S.Pd	Female	Biology
22	Lydia Sukma, S.Pd	Female	Lampungnese, Counselor
23	M. Sahirjan, A.Ma.Pd, S.Pd	Male	PKn
24	Manan, A.Md, S.Pd	Male	Indonesia Language

No	Name	Gender	Occupation
25	Megawati Arum Semerba Putri, S.Pd	Female	Counselor
26	Mertania Suhaya, S.Pd	Female	Perpustakaan
27	Ni Putu Yuli Wiraningsih, S.Ag	Female	Hinduism
28	Ni Wayan Sriyanti, S.Pd	Female	Mathematics
29	Novi Puspitasari	Female	Admin
30	Nuryanti, S.Mn	Female	PKn
31	Patricia Yeni Damayanti, S.Pd	Female	Geography
32	Pramudi Astuti, S.Pd	Female	Seni Budaya, History
33	Pristiyani, S.Pd	Female	Mathematics
34	R.A. Fitri Mariana, S.Pd	Female	Counselor
35	Sartika Fitriyani, S.Pd	Female	Chemistry
36	Sartono, S.Mn	Male	Indonesia Language
37	Sazli Ostian, S.E.	Male	Admin
38	Siti Fajar Nurhasanah, S.Pd	Female	Computer
39	Solikhin, S.Pd	Male	Economy
40	Sri Pinanggih, A.Ma.Pd	Female	Admin
41	Sukartini, S.Pd	Female	English Language
42	Taufiq, S.Pd	Male	Physics
43	Tengku Melviza, S.Pd	Female	Admin
44	Tumin, S.Pd	Male	Headmaster
45	Drs. Untung Haryanto	Male	TIK
46	Watiman	Male	Admin
47	Wayan Dewi Asih, S.E.	Female	Economy, Seni Budaya
48	Dra. Wiwik Pujiasih	Female	Chemistry
49	Yuliana Tri Indiyani, S.Pd	Female	History
50	Yulius Ferdi Untoro, S.Pd	Male	Penjas

Source: Documentation of SMAN 1 Raman Utara

Table 5

Data of Administration Staff

No	Name	Occupation
1	Sazli Ostian, S.E	Leader of TU

No	Name	Occupation
2	Darwanto, S.Pd	Administration Management
3	Din	Security

Source: Documentation of SMAN 1 Raman Utara

3. The Number of Students of SMAN 1 Raman Utara

There were 326 students of SMAN 1 Raman Utara. The tenth graders consists of 93 students, the eleventh graders consists of 133 students, and the twelfth graders consists of 100 students. There were fifteen classes. The number of students of SMAN 1 Raman Utara in the academic year of 2017/2018 could be identified as follows:

Table 6

The Number of Students in The Academic Year of 2017/2018

No	Class	Male	Female	Total
1.	X	35	58	93
2.	XI	29	104	133
3.	XII	27	73	100
Total		91	235	326

Source: Documentation of SMAN 1 Raman Utara

Table 7

The List of Students Name of Class X.MIA.1

No	Name	Gender
1	Ahmad Hendrawan	Male
2	Alya Olifa Zunai Robbi	Female
3	Ani Lusiana	Female
4	Anastasia Putri	Female

No	Name	Gender
5	Anisa Anggraini	Female
6	Ayu Desi Alfaini	Female
7	Cintya Berliana	Female
8	Dwi Nur Khasanah	Female
9	Ervansyah	Male
10	Farhan Uji Alviansyah	Male
11	Firda Nurmanda	Female
12	Fitri Maya Sari	Female
13	Helen Ayu	Female
14	Leni Fatari	Female
15	Muhammad Rhisna Vratama	Male
16	Nanda Anggraeni	Female
17	Silvia Widia Wati	Female
18	Soni Hari Sanjaya	Male
19	Susi Lestari	Female
20	Tri Kholis Handayani	Female
21	Yeri Hanifah	Female
22	Yohana Svelman	Female

Source: Documentation of SMAN 1 Raman Utara

4. Building Condition and School Facilities

SMAN 1 Raman Utara has some facilities and infrastructures. It was explained as follows:

a. Facilities and Infrastructure

SMAN 1 Raman Utara has permanent facilities and infrastructure that divided into several rooms for support teaching learning process such as:

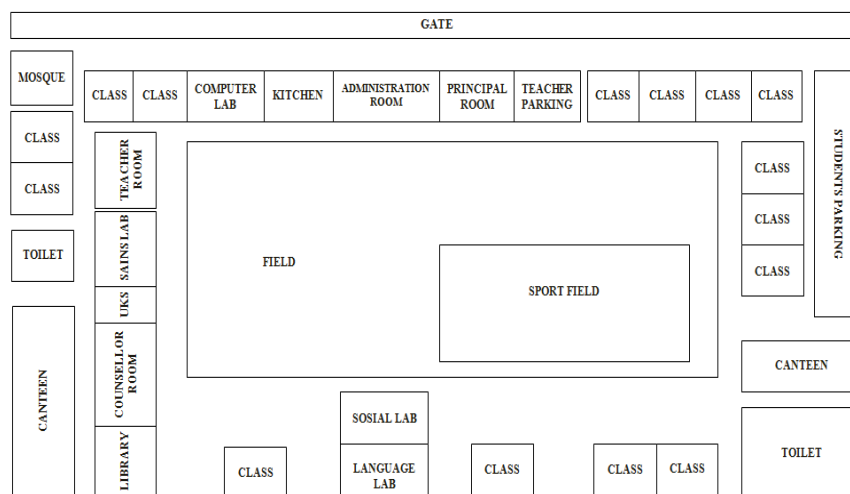
- 1) Classroom : 15 Rooms

- 2) Laboratory
 - a) Computer Laboratory : 1 Room
 - b) Language Laboratory : 1 Room
 - c) Sains Laboratory : 1 Room
 - d) Social Laboratory : 1 Room
- 3) Office and Staff Room
 - a) Principal room : 1 Room
 - b) Administration room : 1 Room
 - c) Kitchen : 1 Room
- 4) Facilitation
 - a) The Library : 1 Room
 - b) UKS room : 1 Room
 - c) Mosque : 1 Room
 - d) The Counsellor room : 1 Room
 - e) Parking Bicycles/Motorcycle : 1 Room
 - f) Toilet : 10 Rooms

b. Location Sketch of SMAN 1 Raman Utara

Figure 2

Location Sketch of SMAN 1 Raman Utara

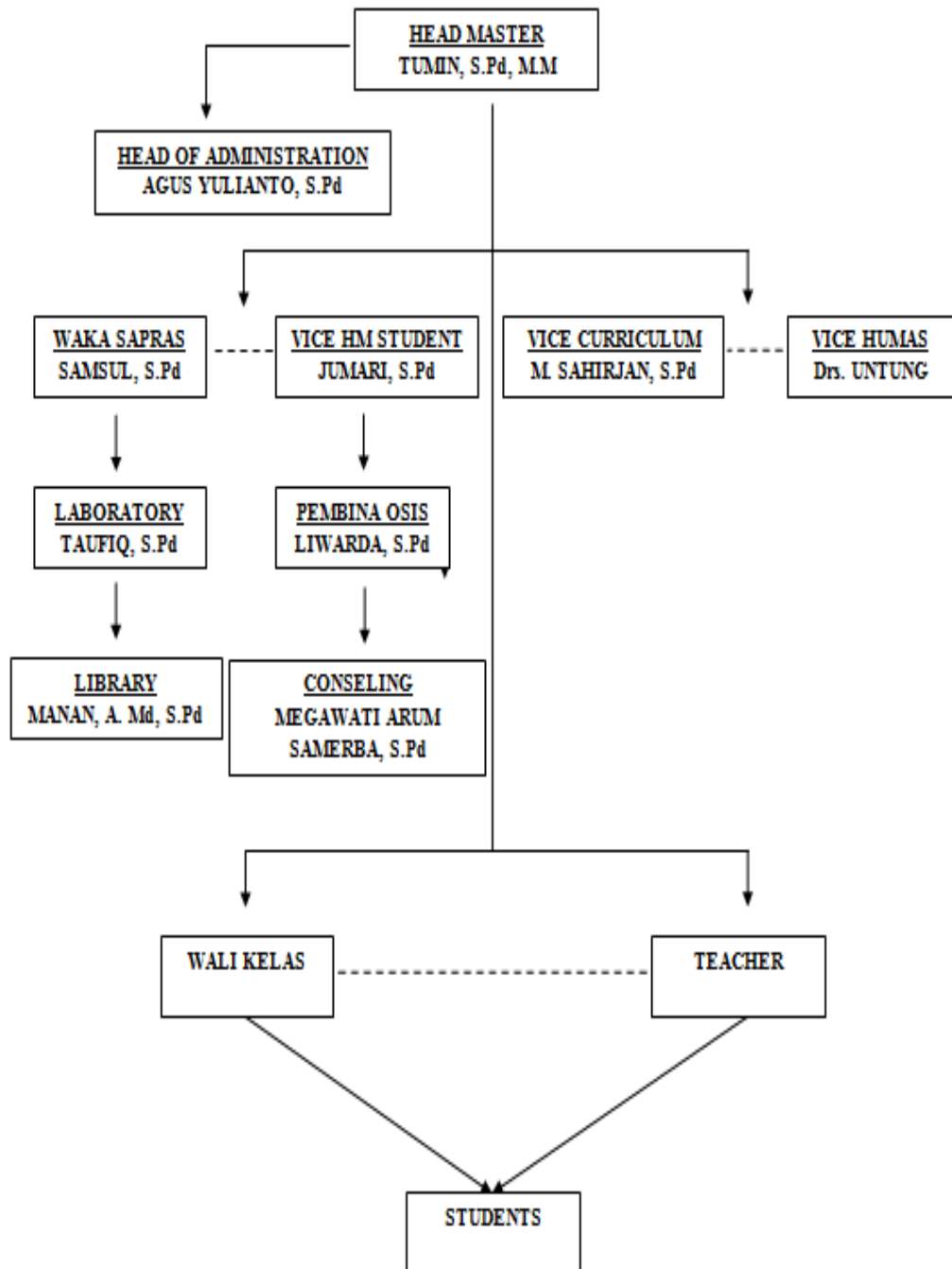


Source: Documentation of SMAN 1 Raman Utara

5. Organization Structure of SMAN 1 Raman Utara

Figure 3

Organization Structure of SMAN 1 Raman Utara



Source: Documentation of SMAN 1 Raman Utara

B. Description of The Research Result

This research used classroom action research (CAR). It has aim to improve the activity and the study result of students of SMAN 1 Raman Utara that conducted in 2 cycles. The students result was gotten from test that was given to the students at the beginning and the ending of the research in every cycle. Meanwhile, the activity data was gotten from observation in the progress of learning process.

In this research, the writer used Hands-On Learning to improve students' speaking performance of tenth grade of SMAN 1 Raman Utara because based on the pra-survey data they had low score in speaking. There were only 6 students who reach or pass score ≥ 65 with percentage 27.2% from the 22 students. It shows that many students who still have difficulties in speaking English because the students minimum mastery criteria (MMC) for English at SMAN 1 Raman Utara is 65.

1. Pre-Test

The pre-test was done on November, 14th 2017. The writer gave the descriptive text to students and they were asked to describe the thing on text one by one. It was used to know the students' speaking performance. The score and the the frequency distribution of students' score in pre-test could be seen in the following table:

Table 8**The Students' Pre-Test Score**

No	Name	Score	Criteria
1	AH	30	Incomplete
2	AOZR	70	Complete
3	AL	35	Incomplete
4	AP	65	Complete
5	AA	30	Incomplete
6	ADA	45	Incomplete
7	CB	40	Incomplete
8	DNK	65	Complete
9	E	30	Incomplete
10	FUA	65	Complete
11	FN	55	Incomplete
12	FMS	35	Incomplete
13	HA	40	Incomplete
14	LF	30	Incomplete
15	MRV	35	Incomplete
16	NA	65	Complete
17	SWW	70	Complete
18	SHS	40	Incomplete
19	SL	35	Incomplete
20	TKH	40	Incomplete
21	YH	35	Incomplete
22	YS	30	Incomplete
Total		985	
Average		44,78	
The Highest Score		70	
The Lowest Score		30	

The table above was the result of pre-test, it could be seen that the score of the students' speaking performance were various. From the table above, the writer measured the frequency of students' score at the pre-test could be seen as follows:

Table 9**The Frequency Distribution of Students' Pre-Test Score**

Score	Frequency	Precentage (%)	Criteria
≥ 65	6	27.2%	Complete
< 65	16	72.8%	Incomplete
Σ	22	100%	

Based on the table 8 and 9 above, it could be seen that 6 (27.2%) students from 22 students were success and 16 (72.8%) students were not success. The highest score was 75 and the lowest was 30. The success students were those who got the minimum mastery criteria (MMC) at the tenth grade of SMAN 1 Raman Utara. That was 65. From the pre-test result, the writer got the average is 49.78%. So, the result was unsatisfactory and the students could not achieve the target.

2. Cycle I

It has explained before that every cycle consist of four steps. They were planning, acting, observing, and reflecting. Each steps was explained clearly as below:

a. Planning

In the cycle I, the writer and the collaborator (Mr. Hairul Syahri, S.Pd) planned 3 meetings and distribution of materials.

Meeting	Day/date	Activities
First meeting	Tuesday November, 14 th 2017	The writer gave the descriptive text to students and they were asked to describe the thing on text one by one. It was used to

Meeting	Day/date	Activities
		know the students' speaking performance. From the pre-test the writer prepared the material.
Second meeting	Friday November, 17 th 2017	The implementation of Hands-On Learning. The writer explained the roles of learning used Hands-On. The material was about descriptive text, and then the writer explained about definition of descriptive text.
Third Meeting	Tuesday November, 21 st 2017	The writer gave task about descriptive text to students and they were asked to describe the thing on text one by one as post-test 1 in cycle I.

b. Acting

The implementation of this cycle was conducted in two meetings. In this meeting, the writer was being a teacher. Here the activities of this cycle:

1) The First Meeting

The meeting was done on Tuesday, November, 14th 2017. In the first meeting, the writer gave the descriptive text to students and they were asked to describe the thing on text one by one. It was used to know the students' speaking performance. From the pre-test the writer prepared the material.

2) The Second Meeting

The meeting was done on Friday, November, 17th 2017. In the second meeting, the writer was being a teacher. The teacher explained about descriptive text. The teacher gave examples of descriptive text. The teacher taught the students' to

comprehend the text suitable with Hands-On Learning. The teacher closed the meeting with motivated to learn and practice more in speaking.

3) The Third Meeting

The third meeting was conducted on Tuesday November, 21st 2017. In this meeting, it was started by praying together, and then the teacher checked the students' attendance and asked the condition of students. After that, the writer gave task about descriptive text to students and they were asked to describe the thing on text one by one. The teacher closed the meeting.

c. Observing

1) The Success of The Product

In observation of teacher's action the writer presented two meetings in cycle I. In the first meeting, the writer gave treatment. The students were more active and interested in learning process. They could read better than before. In the last meeting, the writer gave post-test 1 to know the improved at the cycle I. The table below showed the result of students' at the post-test 1 cycle I as follows:

Table 10

The Students' Score of Post-Test 1

No	Name	Score
1	AH	65

No	Name	Score
2	AOZR	75
3	AL	50
4	AP	65
5	AA	50
6	ADA	65
7	CB	65
8	DNK	65
9	E	55
10	FUA	75
11	FN	70
12	FMS	55
13	HA	60
14	LF	50
15	MRV	60
16	NA	65
17	SWW	70
18	SHS	65
19	SL	50
20	TKH	65
21	YH	55
22	YS	60
Total		1355
Average		61,60
The Highest Score		75
The Lowest Score		50

Source: The result of post-test 1 cycle I

The table above was the result of post-test 1 cycle I, it could be seen that the score of the students' speaking performance were still unsatisfactory. From the table above, the writer measured the frequency of students' score at the pre-test could be seen as follows:

Table 11**The Frequency Distribution of Students' Score of Post-Test 1**

Score	Frequency	Precentage (%)	Criteria
≥ 65	12	54.5%	Complete
< 65	10	45.5%	Incomplete
Σ	22	100%	

Based on the table 10 and 11 above, it could be seen that 12 (54.5%) students from 22 students were success and 10 (45.5%) students were not success. The highest score was 75 and the lowest was 50. The success students were those who got the minimum mastery criteria (MMC) at the tenth grade of SMAN 1 Raman Utara. That was 65, but the result of the students' test was better than the students' test before giving treatment. The improving could be seen as bellow:

Table 12**The Students' Score Improvement in Pre-Test and Post-Test 1**

No	Name	Students' Result		Category
		Pre-Test	Post-Test 1	
1	AH	30	65	Improve
2	AOZR	70	75	Improve
3	AL	35	50	Improve
4	AP	65	65	Constant
5	AA	30	50	Improve
6	ADA	45	65	Improve
7	CB	40	65	Improve
8	DNK	65	65	Constant
9	E	30	55	Improve
10	FUA	65	75	Improve
11	FN	55	70	Improve

No	Name	Students' Result		Category
		Pre-Test	Post-Test 1	
13	HA	40	60	Improve
14	LF	30	50	Improve
15	MRV	35	60	Improve
16	NA	65	65	Constant
17	SWW	70	70	Constant
18	SHS	40	65	Improve
19	SL	35	50	Improve
20	TKH	40	65	Improve
21	YH	35	55	Improve
22	YS	30	60	Improve
Total		985	1355	Improve
Average		44,78	61,60	Improve
The Highest Score		70	75	
The Lowest Score		30	50	

Based on the score table pre-test and post-test 1 cycle I above, the writer concluded that the result of students' improved, the average was 44,78 and the post-test 1 61,60%. The average improved 16,60 point.

2) The Success of The Process

The writer used the observation sheet at the cycle I. The students' activities in cycle I could be seen on the table below:

Table 13

The Result of the Students' Activity in Learning Process of Cycle I

No	Students' Activity	Frequency	Percentage
1	To pay attention to the teacher's explanation.	17	22.73%

No	Students' Activity	Frequency	Percentage
2	Memorizing new vocabulary well.	13	59.1%
3	Making new phrase or sentence.	11	50%
4	Speaking quickly by using new vocabulary.	10	45.45%
5	To ask and respon the teacher.	16	72.72%

The data above explained that the total of students who paid attention to the teacher explanation were 17 (22.73%), 13 students (59.1%) Memorizing new vocabulary. Students who made new phrase or sentence were 11 (50%). 10 students (45.45%) were speaking quickly by using new vocabulary. There were 16 students (72.72%) asked and responed the teacher explanation.

3) Reflecting

Based on the result of cycle I, it could be seen that most students got difficulties in speaking performance. It was happened because the students have lack vocabulary, so they felt difficult to express ideas in English. In the end of cycle I the result of students' activities increase from the first meeting until next meeting. The result of cycle I, it showed that there was an increasing of the result at pre-test and post-test 1. The students' score also increase from the average in the pre-test 44,78% and the average of post-test 1 61,60% but it was not fulfil the completeness standard at least 80% students must get ≥ 65 . In the

post-test 1 of cycle I showed that only 12 students (54.5%) who got score more than 65.

For the information related to the indicator of success has not been achieved then the research continued on cycle II. The writer tried to get solution as follows:

- a) The writer should manage class well.
- b) The writer asked students to study hard.
- c) Teacher should motivate students to be more active in class.

3. Cycle II

Cycle II were similar with cycle I, it was divided planning, acting, observing, and reflecting. There were explain more clearly as below:

a. Planning

In the planning at Cycle II, the writer and collaborator (Mr. Hairul Syahri, S.Pd) were going to make and discuss about the lesson plan. Before the writer and collaborator made a lesson plan, they wanted to identify the problem in the classroom. Based on the students' result in cycle I, the writer concluded the problem that the students' had difficulties to comprehend the content of text, So when they were asked to deliver it one by one they were confused and were not confident. From the problem, the writer gave the solution to the students. The writer prepared the materials and motivate them in speaking

b. Acting

The implementation of cycle II was conducted in two meetings. In this meeting, the writer was being a teacher. Here the activities of cycle II, as follows:

1) The First Meeting

The meeting was done on Friday, November, 24th, 2017. In this meeting the writer was being a teacher. The teacher entered the classroom. The teacher said opening and asked the condition of students. The teacher was remembering the previous materials. The teacher continued the material. Then the asked the students about the material to checked their understanding. The students gave example by their own language.

2) The Second Meeting

The meeting was done on Tuesday, November, 28th, 2017. In this meeting was started by pray together, and then the teacher checked the students' attendance and asked the condition of students. After that, the teacher gave the task about descriptive text to students and they were asked to describe the thing on text one by one. The teacher closed the meeting.

c. Observing

1) The Success of The Product

In observation of teacher's action the writer presented two meetings in cycle II. In the first meeting, the writer gave treatment. The students were more active and interested in learning process. They could speak better than before. In the second meeting, the writer gave post-test 1 to know the improvement at the cycle II. The table below showed the result of students' at the post-test 1 cycle II as follows:

Table 14

The Students' Score of Post-Test 2

No	Name	Score
1	AH	90
2	AOZR	95
3	AL	65
4	AP	85
5	AA	65
6	ADA	85
7	CB	80
8	DNK	80
9	E	50
10	FUA	95
11	FN	90
12	FMS	65
13	HA	75
14	LF	65
15	MRV	85
16	NA	80
17	SWW	85
18	SHS	85

No	Name	Score
19	SL	65
20	TKH	90
21	YH	55
22	YS	60
Total		1690
Average		76.81
The Highest Score		95
The Lowest Score		50

Source: The result of post-test 2 cycle II

Table 15

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

Score	Frequency	Precentage (%)	Criteria
≥ 65	18	81.8%	Complete
< 65	4	18.2%	Incomplete
Σ	22	100%	

Based on the table 14 and 15 above, there was an improvement. It could be seen that 18 (81.8%) students from 22 students got score ≥ 65 and 4 (18.2%) students got score < 65 . The highest score was 95 and the lowest was 55. The success students were those who got the minimum mastery criteria (MMC) at the tenth grade of SMAN 1 Raman Utara. That was 65, but the result of the students' test was better than the students' test before giving treatment and from post-test 1 in cycle I.

2) The Success of The Process

Based on the result of the observation sheet in cycle II, the writer indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 16

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

No	Students' Activity	Frequency	Percentage
1	To pay attention to the teacher's explanation.	22	100%
2	Memorizing new vocabulary well.	20	90.9%
3	Making new phrase or sentence.	19	86.36%
4	Speaking quickly by using new vocabulary.	18	81.81%
5	To ask and respon the teacher.	21	95.45%

The table above showed that the students' activity in cycle II was increased. The students' activity that had high percentage were pay attention of teacher's explanation (100%) and the students memorized new vocabulary (90.9%), the students who made new phrase or sentence (86.36%). Then, the students were speaking quickly by using new vocabulary (81.817%), and the last the students asked and responed the teacher (95.45%). Based on the result above, the writer indicated that learning process in cycle

II was successful because the fifth students' activity got percentage $\geq 80\%$.

Based on the result of the research in cycle II, it could be concluded that cycle II was successful. The writer felt satisfied about the result of the research. There were $\geq 75\%$ of students passed the examination. It means the students' speaking performance had improved. From the result above, the writer concluded that this research was successful and would be not continued in the next cycle.

The table below showed the recapitulation of the students' improving speaking performance in pre-test, post-test 1, and post-test 2.

Table 17

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

No	Name	Students' Result			Category
		Pre-Test	Post-Test 1	Post-Test 2	
1	AH	30	65	90	Improve
2	AOZR	70	75	95	Improve
3	AL	35	50	65	Improve
4	AP	65	65	85	Improve
5	AA	30	50	65	Improve
6	ADA	45	65	85	Improve
7	CB	40	65	80	Improve
8	DNK	65	65	80	Improve
9	E	30	55	50	Decrease

No	Name	Students' Result			Category
		Pre-Test	Post-Test 1	Post-Test 2	
10	FUA	65	75	95	Improve
11	FN	55	70	90	Improve
12	FMS	35	55	65	Constant
13	HA	40	60	75	Improve
14	LF	30	50	65	Improve
15	MRV	35	60	85	Improve
16	NA	65	65	80	Improve
17	SWW	70	70	85	Improve
18	SHS	40	65	85	Improve
19	SL	35	50	65	Improve
20	TKH	40	65	90	Improve
21	YH	35	55	55	Constant
22	YS	30	60	60	Constant
Total		985	1355	1690	
Average		44,78	61,60	76,81	
The Highest Score		70	75	95	
The Lowest Score		30	50	50	

3) Reflecting

Based on the result of the observation above, it could be inferred that the result of using Hands-On Learning was good. The writer checked the students' score before and after using Hands-On Learning. It was founded the significant increased in students' score in speaking performance. The comparison between the students' score at pre-test, post-test 1, and post-test 2 has taken and showed that there was the improvement from students before and after giving treatment.

The score of pre-test showed that the average of students' speaking score was 44.78%. Then after they were given the treatment using Hands-On Learning, it was improved to be 61.60%. Until the next cycle the average was improve more to be 76.81%.

C. Interpretation

1. Action and Learning Result at Cycle I

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

This was the table of illustration score in cycle I:

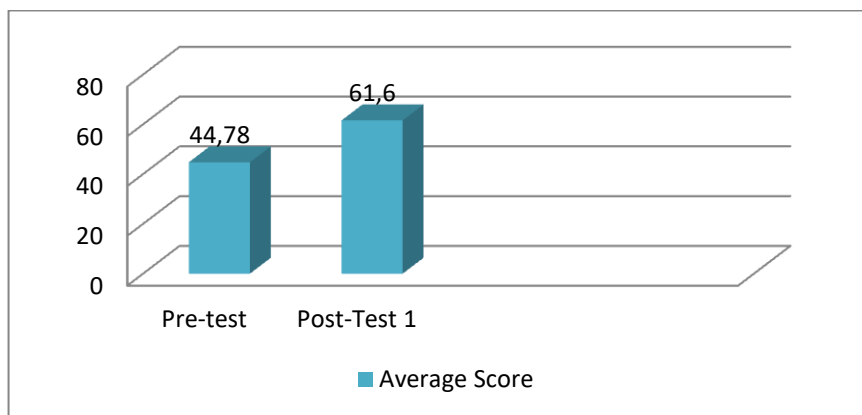
Table 18

The Students' Score Improvement in Pre-Test and Post-Test 1

No	Name	Students' Result		Category
		Pre-Test	Post-Test 1	
1	AH	30	65	Improve
2	AOZR	70	75	Improve
3	AL	35	50	Improve
4	AP	65	65	Constant
5	AA	30	50	Improve
6	ADA	45	65	Improve
7	CB	40	65	Improve
8	DNK	65	65	Constant
9	E	30	55	Improve
10	FUA	65	75	Improve
11	FN	55	70	Improve
12	FMS	35	55	Improve

No	Name	Students' Result		Category
		Pre-Test	Post-Test 1	
14	LF	30	50	Improve
15	MRV	35	60	Improve
16	NA	65	65	Constant
17	SWW	70	70	Constant
18	SHS	40	65	Improve
19	SL	35	50	Improve
20	TKH	40	65	Improve
21	YH	35	55	Improve
22	YS	30	60	Improve
Total		985	1355	Improve
Average		44,78	61,60	
The Highest Score		70	75	
The Lowest Score		30	50	

Based on the table above, it showed that there was an improvement from the pre-test to the post-test 1 although it was not complete the indicator of success that 75% students should got score ≥ 65 . From the result of pre-test and post-test 1, it known that there was an increasing from the result score, and there was some students got same score or constant but commonly their performance improved. It can be seen from average score in pre-test 44.78% became 61,60% in post-test 1 at cycle I. The improvement of the pre-test score and post-test 1 could be seen from the graph as follows:

Graph 1**The Students' Score Improvement in Pre-Test and Post-Test 1****2. The Result of Students Learning in Cycle II**

The result and data from the cycle I make the writer continued the learning process to the cycle II to make the learning process could be better. It could be seen that the students score was improved. The table below show the improving of students' speaking performance based on the result of post-test 1 and post-test 2:

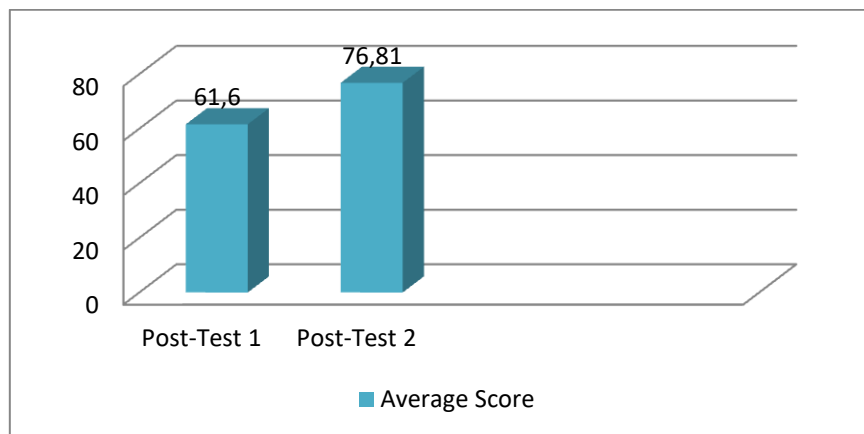
Table 19

**The Students' Score Improvement in and Post-Test 1 and
Post-Test 2**

No	Name	Students' Result		Category
		Post-Test 1	Post-Test 2	
1	AH	65	90	Improve
2	AOZR	75	95	Improve
3	AL	50	65	Improve
4	AP	65	85	Improve
5	AA	50	65	Improve
6	ADA	65	85	Improve

No	Name	Students' Result		Category
		Post-Test 1	Post-Test 2	
7	CB	65	80	Improve
8	DNK	65	80	Improve
9	E	55	50	Decrease
10	FUA	75	95	Improve
11	FN	70	90	Improve
12	FMS	55	65	Constant
13	HA	60	75	Improve
14	LF	50	65	Improve
15	MRV	60	85	Improve
16	NA	65	80	Improve
17	SWW	70	85	Improve
18	SHS	65	85	Improve
19	SL	50	65	Improve
20	TKH	65	90	Improve
21	YH	55	55	Constant
22	YS	60	60	Constant
Total		1355	1690	
Average		61,60	76,81	
The Highest Score		75	95	
The Lowest Score		50	50	

Actually, the result of post-test 1 is good enough. But, there was the students score could not achieve the target (MMC), after the second treatment and the same test done, most of them increased. It can be seen from their score at post-test 2. Most of the students reached the MMC. The increasing of students speaking score from post-test 1 and post-test 2 can be seen in the table and graph below:

Graph 2**The Improvement From Post-Test 1 and Post-Test 2**

From all the data of pre-test, post-test 1 and post-test 2 there was the improving of students' speaking performance. The improving of students speaking score from pre-test, post-test 1 and post-test 2 can be seen in the table and graph below:

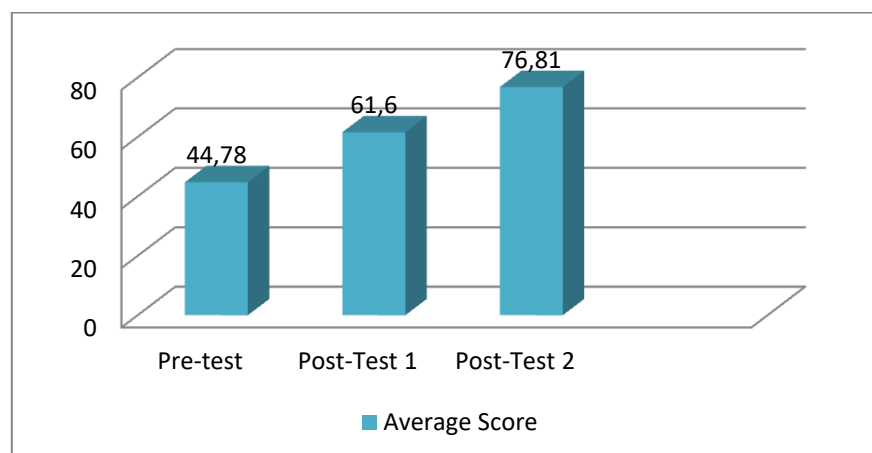
Table 20**The Improvement From Pre-Test, Post-Test 1 and Post-Test 2**

No	Name	Students' Result			Category
		Pre-Test	Post-Test 1	Post-Test 2	
1	AH	30	65	90	Improve
2	AOZR	70	75	95	Improve
3	AL	35	50	65	Improve
4	AP	65	65	85	Improve
5	AA	30	50	65	Improve
6	ADA	45	65	85	Improve
7	CB	40	65	80	Improve
8	DNK	65	65	80	Improve
9	E	30	55	50	Decrease
10	FUA	65	75	95	Improve

No	Name	Students' Result			Category
		Pre-Test	Post-Test 1	Post-Test 2	
11	FN	55	70	90	Improve
12	FMS	35	55	65	Constant
13	HA	40	60	75	Improve
14	LF	30	50	65	Improve
15	MRV	35	60	85	Improve
16	NA	65	65	80	Improve
17	SWW	70	70	85	Improve
18	SHS	40	65	85	Improve
19	SL	35	50	65	Improve
20	TKH	40	65	90	Improve
21	YH	35	55	55	Constant
22	YS	30	60	60	Constant
Total		985	1355	1690	
Average		44,78	61,60	76,81	
The Highest Score		70	75	95	
The Lowest Score		30	50	50	

Graph 3

The Improvement From Pre-Test, Post-Test 1 and Post-Test 2



Based on the graph above, it could be concluded that the using of Hands-On Learning could improve the students' speaking performance. It was shown from the graph, there were significant increasing of students' average score from the pre-test, post-test 1, and post-test 2. The students were successfully reached out the minimum mastery criteria (MMC) of the tenth grade, 65. The average of students' score was increased from 44.78% to 61.60% and finally became 76.81%. It could be inferred that the result of students score in pre-test to post-test 1 up to post-test 2 has reached out the criteria of the indicator of success with percentage until 75% in the last cycle.

The data of interpretation the result of students' learning activities in cycle I and cycle II was gotten from the whole students' learning activities on observation sheet. The table increasing of it as follow:

Table 21

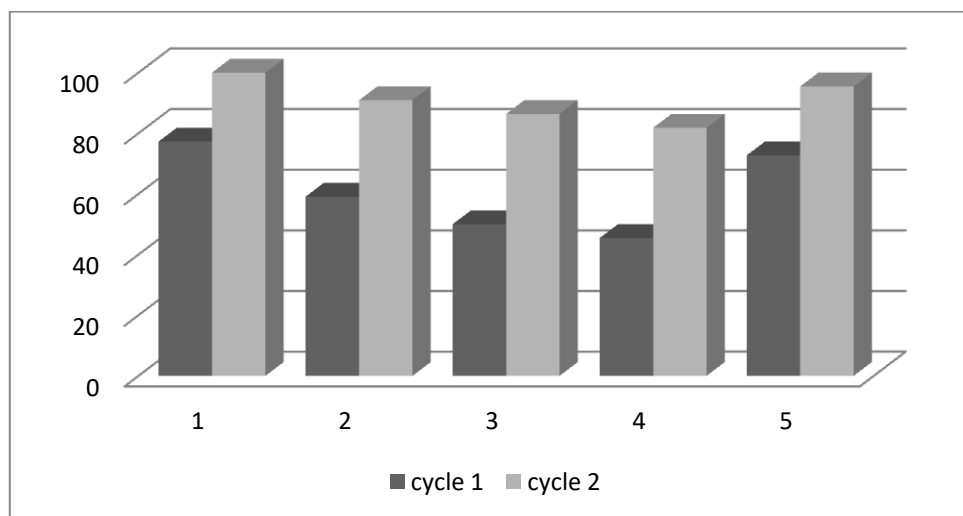
The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	To pay attention to the teacher's explanation.	17	77.27%	22	100%	22.73%
2	Memorizing new vocabulary well.	13	59.1%	20	90.9%	31.8%

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
3	Making new phrase or sentence.	11	50%	19	86.36%	36.36%
4	Speaking quickly by using new vocabulary.	10	45.45%	18	81.81%	36.36%
5	To ask and respon the teacher.	16	72.72%	21	95.45%	22.73%

Graph 4

The Improvement of Students' Activities From Pre-Test, Post-Test 1 and Post-Test 2



Note:

- 1 To pay attention to the teacher's explanation.
- 2 Memorizing new vocabulary well.
- 3 Making new phrase or sentence.
- 4 Speaking quickly by using new vocabulary.
- 5 To ask and respon the teacher.

Based on the table, the students' activities has increased from cycle I and cycle II. The students who paid attention to the teacher explanation has increased from 17 students (77.27%) became 22 students (100%). There were 13 students (59.1%) became 20 students (90.9%) in memorizing new vocabulary well

Then there were only 11 students (50%) who made new phrase or sentence has increased up to 19 students (86.36%). The students' was speaking English quickly by using new vocabulary has reached out from 10 students (45.45%) up to 18 students (81.81%). The last to ask and respon the teacher there were 16 students (72.72%) up to 21 students (95.45%).

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of implementation of speaking performance by using Hands-On Learning in two cycles of the classroom action research. It can be concluded that there is any improving of the students' speaking performance by using Hands-On Learning at the tenth grader of SMAN 1 Raman Utara. Therefore, Hands-On Learning can be used as the alternative way in teaching learning especially speaking performance. Hands-On Learning can make the students be more confident because they are asked to practice again and again. Besides, Hands-On Learning can improve the students' speaking performance and help the students accomplish the task. There is a significant increasing on the students' average in pre test and post test. It is proofed on students' average in pre-test and post-test I was from 44.78 to 61.60 or increased 16.82 while in post-test I and post-test II was from 61.60 to 76.81 or increased 15.21. It means that the use of Hands-On Learning can improve the students' speaking performance at the tenth grade of SMAN 1 Raman Utara in academic year 2017/2018.

B. Suggestion

Based on the conclusion, the following are some suggestion for English teacher, students, and other researcher that might useful for advance.

1. To the Principal

The principal is suggested to support all the teaching learning process for all subject especially English because it is include in hard subject. The principal can supply the books that related to English subject to make teacher and students are easy to learn about English.

1. To English Teacher

The teacher is suggested to motivate the students more in learning English, because many students do not feel confident to speak English. So, the teacher give the students' opportunity to speak up in front of the class. The creativities use an aid to teach the material in order to make the students feel interesting, enjoy, and high motivation in learning process.

2. To Students

The students are suggested to improve their speaking performance and practice their speaking using Hands-On Learning. It is going to asked them just practice and practice.

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APPENDIXES

SILABUS SMA/MA

Mata Pelajaran : **BAHASA INGGRIS - WAJIB**

Kelas : **X**

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal <i>Fungsi sosial</i> Membanggakan, mengenalkan,	Mengamati <ul style="list-style-type: none"> Siswa memperhatikan/ menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan 	8 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com

<p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks</p>	<p>mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan</p>	<p>pokok, informasi rinci dan informasi tertentu dari teks</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari 	<p>tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian 	<ul style="list-style-type: none"> • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/
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<p>deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i> Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan temandan mempublikasikannya di mading. • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman 	<p>menggunakan strategi dalam membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. • Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		
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		<p>dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.</p> <ul style="list-style-type: none">• Siswadapat menggunakan 'learning journal'			
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMA N 1 Raman Utara
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / Ganjil
Materi Pokok : Descriptive Text
Alokasi Waktu : 6 x 45 menit

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- KD 1: 1.1 Mensyukuri dan menghargai kesempatan dapat mempelajari bahasa Inggris sebagai mata pelajaran serta sebagai pengenalan bahasa pengantar komunikasi Internasional.
- KD 2: 2.1 Mengimplementasikan perilaku santun, peduli dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.2 Mengimplementasikan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dengan teman.
Mengimplementasikan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
Mengimplementasikan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
- KD 3: 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek, sederhana, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *passive voice*).
- KD 4: 4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan perlakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Indikator Kompetensi Inti:

- 1.1.1 Mengekspresikan rasa syukur atas kesempatan dapat belajar bahasa Inggris sebagai mata pelajaran.
- 2.2.1 Memahami materi yang dipelajari.
- 2.2.2 Bertanggung jawab terhadap tugas yang diberikan.
- 2.2.3 Mengakui kesalahan yang diperbuat.
- 2.2.4 Tidak melimpahkan kesalahan terhadap orang lain.

Indikator Kompetensi Dasar:

Pertemuan 1 (2JP)

- 3.2.1 Memahami pengertian teks deskriptif
- 3.2.2 Mengidentifikasi struktur teks deskriptif
- 3.2.3 Memahami contoh-contoh teks deskriptif

Pertemuan 2 (2JP)

- 4.3.1 Memahami kembali contoh-contoh teks deskriptif
- 4.3.2 Menyampaikan teks deskriptif secara lisan di depan kelas

Pertemuan 3 (2JP)

- 5.4.1 Menyampaikan teks deskriptif secara lisan di depan kelas

D. Materi Pembelajaran

Materi pembelajaran bersumber dari internet.

Fungsi Sosial

- Mengidentifikasi teks deskriptif pendek dan sederhana terkait dengan tempat wisata dan bangunan bersejarah terkenal

- Mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif.

Unsur kebahasaan

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
- Example of descriptive text:

DISNEYLAND

Disneyland has to be one of the most popular places in the USA and is, officially, “the Happiest Place on Earth”. It’s here that kids, both big and small live out their childhood dreams and get a few thrills while they’re at it!

Disneyland is located in Los Angeles, California. It is a kind of place where visitors always have something to do, something to see, and even somewhere to sit even if that means in a rollercoaster! The park rides are its star attractions.

The “Parade of Dreams” runs daily and is essentially the best way to see all your favourite Walt Disney’s character in a lavish ride straight through the heart of the park. One of the most popular rides at Disneyland is Space Mountain. It was relaunched bigger and better than before in July 2005 and is the ultimate high-speed interstellar rollercoaster adventure. It includes state-of-the-art special effects to enhance the experience of flying through outer space!

One of the parks’ newer rides is Monster Inc. Inspired by the Disney/Pixar film, this three-dimensional attraction includes over 40 characters in 16 district scene-some re-recorded by the original celebrity voices.

The name Pirates of Carribean conjures up images of the box-office smash movie starring Johny Deep as Captain Jack Sparrow. What a lot of

fans don't realize is that the movie was inspired by the Pirate of the Caribbean ride-one of the parks' top attractions.

Having updated the ride to reflect the movie, the attraction is a swashbuckling voyage that transports guests back to the days when pirates roamed the seas. More than 500 millions people have experienced the rollicking fun of Pirates since is first opened almost 39 years old.

Disneyland truly is a once-in-a-lifetime experience, although many visitors have been more than once. Such is the immense pull of a theme park that has become an icon of childhood fantasy and offers great family fun.

Topik

Diri sendiri, guru, dan orang-orang disekitar dengan menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, responsif serta pro-aktif.

E. Kegiatan Pembelajaran

Pertemuan 1 (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	Guru: 1. Orientasi - Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa daftar hadir peserta didik sebagai sikap disiplin. - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	15 menit

	<p>2. Apersepsi</p> <ul style="list-style-type: none">- Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : <i>descriptive text</i>.- Mengingat kembali materi prasyarat dengan bertanya.- Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. <p>3. Penyampaian Tujuan Pembelajaran</p> <ul style="list-style-type: none">- Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut.- Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung.- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. <p>4. Motivasi</p> <ul style="list-style-type: none">- Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah.- Memberikan gambaran tentang manfaat mempelajari pelajaran	
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	<p>yang akan dipelajari.</p> <p>Fungsi sosial:</p> <ul style="list-style-type: none"> - Mendeskripsikan dengan benar tentang tempat-tempat wisata dan bangunan bersejarah. - Mengenalkan tempat-tempat wisata dan bangunan bersejarah. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau penyampaian. - Ketepatan menggunakan struktur dan unsur kebahasaan dalam mendeskripsikan tempat-tempat wisata dan bangunan bersejarah. 	
Kegiatan Inti	<p>a. Mengamati</p> <ol style="list-style-type: none"> 1) Siswa memahami pengertian teks deskriptif serta struktur yang ada dalam teks. 2) Siswa mengamati beberapa contoh teks deskriptif. <p>b. Menanya</p> <ol style="list-style-type: none"> 1) Dengan bimbingan guru, siswa menanyakan hal-hal mengenai teks deskriptif. <p>c. Mengeksplorasi</p> <ol style="list-style-type: none"> 1) Siswa membaca beberapa teks deskriptif. 	60 menit

	<p>2) Siswa menganalisa struktur teks deskriptif pada teks yang telah tersedia.</p> <p>d. Mengasosiasi Mengamati cara mendeskripsikan teks deskriptif secara benar.</p> <p>e. Mengkomunikasikan Siswa praktik menyampaikan teks deskriptif secara lisan.</p>	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru memberikan kesimpulan tentang teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 2. Guru merefleksi tentang proses dan hasil belajar untuk mengetahui sejauh mana peserta didik dapat memahami materi yang disampaikan. 3. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 4. Guru mengakhiri kegiatan belajar mengajar dengan mengucapkan salam. 	15 menit

Pertemuan 2 (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ol style="list-style-type: none"> 1. Orientasi <ul style="list-style-type: none"> - Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa daftar hadir peserta didik sebagai sikap disiplin. - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 2. Apersepsi <ul style="list-style-type: none"> - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : <i>descriptive text</i>. - Mengingatn kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. 3. Penyampaian Tujuan Pembelajaran <ul style="list-style-type: none"> - Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut. 	15 menit

	<ul style="list-style-type: none"> - Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung. - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. <p>4. Motivasi</p> <ul style="list-style-type: none"> - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah. - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. <p>Fungsi sosial:</p> <ul style="list-style-type: none"> - Mendeskripsikan dengan benar tentang tempat-tempat wisata dan bangunan bersejarah. - Mengenalkan tempat-tempat wisata dan bangunan bersejarah. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau penyampaian. - Ketepatan menggunakan struktur dan unsur kebahasaan dalam 	
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	mendeskripsikan tempat-tempat wisata dan bangunan bersejarah.	
Kegiatan Inti	<p>a. Mengamati Siswa mengamati beberapa contoh teks deskriptif.</p> <p>b. Mengkomunikasikan Siswa praktik menyampaikan teks deskriptif secara lisan.</p>	60 menit
Kegiatan Penutup	<p>a. Guru mengevaluasi sejauh mana hasil belajar siswa</p> <p>b. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>c. Guru mengakhiri kegiatan belajar mengajar dengan mengucapkan salam.</p>	15 menit

Pertemuan 3 (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<p>Guru:</p> <p>1. Orientasi</p> <ul style="list-style-type: none"> - Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa daftar hadir peserta didik sebagai sikap disiplin. - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan 	15 menit

	<p>pembelajaran.</p> <p>2. Apersepsi</p> <ul style="list-style-type: none"> - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : <i>descriptive text</i>. - Mengingat kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. <p>3. Penyampaian Tujuan Pembelajaran</p> <ul style="list-style-type: none"> - Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut. - Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung. - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. <p>4. Motivasi</p> <ul style="list-style-type: none"> - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah. 	
--	--	--

	<ul style="list-style-type: none"> - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. <p>Fungsi sosial:</p> <ul style="list-style-type: none"> - Mendeskripsikan dengan benar tentang tempat-tempat wisata dan bangunan bersejarah. - Mengenalkan tempat-tempat wisata dan bangunan bersejarah. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau penyampaian. - Ketepatan menggunakan struktur dan unsur kebahasaan dalam mendeskripsikan tempat-tempat wisata dan bangunan bersejarah. 	
Kegiatan Inti	<p>Mengkomunikasikan</p> <p>Siswa praktik menyampaikan teks deskriptif secara lisan.</p>	60 menit
Kegiatan Penutup	<ol style="list-style-type: none"> a. Guru mengevaluasi sejauh mana hasil belajar siswa. b. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. c. Guru mengakhiri kegiatan belajar mengajar dengan mengucapkan salam. 	15 menit

F. Metode Pembelajaran/Strategi

Hands-On Learning

Langkah-langkah:

- Pelajaran dimulai dengan mengenalkan topik. Pada point ini guru menentukan topik untuk diberikan kepada siswa.
- Guru menjelaskan topik pembelajaran, misalnya: pengertian teks dekriptif, struktur teks deskriptif, dan contoh teks deskriptif.
- Setelah siswa memahami teks deskriptif, guru memberikan contoh teks deskriptif kepada siswa.
- Kemudian guru mengajarkan kepada siswa untuk mempersiapkan diri dalam menyampaikan teks deskriptif secara lisan.
- Guru membimbing siswa untuk dapat memahami teks yang akan disampaikan.
- Guru membimbing siswa untuk menyampaikan teks deskriptif sesuai dengan unsur kebahasaan yang telah dipahami sebelumnya.
- Kemudian guru mengevaluasi cara penyampaian para siswa berkaitan dengan unsur kebahasaannya dalam menyampaikan teks deskriptif.

G. Penilaian

1. Teknik Penilaian

- Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- Pengetahuan: tes tidak tertulis/lisan

2. Bentuk instrumen

- Penilaian tes tidak tertulis/lisan dilakukan dengan cara menghitung jumlah ketepatan (rentang 1-5) siswa dalam menyampaikan teks deskriptif yakni berkaitan dengan pronunciation, grammar, vocabulary, fluency dan comprehension-nya.
- Instrumen unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk

melakukan penilaian unjuk kerja siswa, berikut teknik perhitungan skornya.

No	Name	Criteria																				Total
		F				P				V				Ga				Is				
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
1																						
2																						
3																						

Note :

F : Fluency

Fl : Grammatical accuracy

P : Pronunciation

Is : Interactional strategies

V : Vocabulary

- Penilaian Observasi

No	Name	Indicators				
		To pay attention to the teacher's explanation	Memorizing new vocabulary well.	Making new phrase or sentence.	Speaking quickly by using new vocabulary.	To ask and respon the teacher.
1						
2						
3						
Total						
Average						

Metro, November 2017

Collaborator

Mahasiswa

Hairul Syahri, S.Pd
NIP. 196508181992031012

Septa Merlin
NPM. 13108427

Mengetahui
Kepala Sekolah SMA N 1 Raman Utara

Tumin, S. Pd. M.M
NIP. 196305151985031009

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMA N 1 Raman Utara
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / Ganjil
Materi Pokok : Descriptive Text
Alokasi Waktu : 4 x 45 menit

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- KD 1: 1.1 Mensyukuri dan menghargai kesempatan dapat mempelajari bahasa Inggris sebagai mata pelajaran serta sebagai pengenalan bahasa pengantar komunikasi Internasional.
- KD 2: 2.1 Mengimplementasikan perilaku santun, peduli dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.2 Mengimplementasikan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dengan teman.
 Mengimplementasikan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
 Mengimplementasikan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
- KD 3: 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek, sederhana, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *passive voice*).
- KD 4: 4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan perlakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Indikator Kompetensi Inti:

- 1.1.1 Mengekspresikan rasa syukur atas kesempatan dapat belajar bahasa Inggris sebagai mata pelajaran.
- 2.2.1 Memahami materi yang dipelajari.
- 2.2.2 Bertanggung jawab terhadap tugas yang diberikan.
- 2.2.3 Mengakui kesalahan yang diperbuat.
- 2.2.4 Tidak melimpahkan kesalahan terhadap orang lain.

Indikator Kompetensi Dasar:

Pertemuan 1 (2 JP)

- 3.2.1 Memahami pengertian teks deskriptif
- 3.2.2 Mengidentifikasi struktur teks deskriptif
- 3.2.3 Memahami contoh-contoh teks deskriptif

Pertemuan 2 (2JP)

- 4.3.1 Menyampaikan teks deskriptif secara lisan di depan kelas

D. Materi Pembelajaran

Materi pembelajaran bersumber dari internet.

Fungsi Sosial

- Mengidentifikasi teks deskriptif pendek dan sederhana terkait dengan tempat wisata dan bangunan bersejarah terkenal
- Mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif.

Unsur kebahasaan

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
- Example of descriptive text:

BOROBUDUR TEMPLE

Borobudur is Hindu – Buddhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia

Topik

Diri sendiri, guru, dan orang-orang disekitar dengan menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, responsif serta pro-aktif.

E. Kegiatan Pembelajaran

Pertemuan 1 (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ol style="list-style-type: none"> 1. Orientasi <ul style="list-style-type: none"> - Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa daftar hadir peserta didik sebagai sikap disiplin. - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 2. Apersepsi <ul style="list-style-type: none"> - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : <i>descriptive text</i>. - Mengingatn kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. 3. Penyampaian Tujuan Pembelajaran <ul style="list-style-type: none"> - Memberikan materi pelajaran yang 	15 menit

	<p>akan dibahas pada pertemuan tersebut.</p> <ul style="list-style-type: none"> - Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung. - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. <p>4. Motivasi</p> <ul style="list-style-type: none"> - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah. - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. <p>Fungsi sosial:</p> <ul style="list-style-type: none"> - Mendeskripsikan dengan benar tentang tempat-tempat wisata dan bangunan bersejarah. - Mengenalkan tempat-tempat wisata dan bangunan bersejarah. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau penyampaian. 	
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	- Ketepatan menggunakan struktur dan unsur kebahasaan dalam mendeskripsikan tempat-tempat wisata dan bangunan bersejarah.	
Kegiatan Inti	<p>a. Mengamati</p> <p>1) Siswa memahami pengertian teks deskriptif serta struktur yang ada dalam teks.</p> <p>2) Siswa mengamati beberapa contoh teks deskriptif.</p> <p>b. Menanya</p> <p>2) Dengan bimbingan guru, siswa menanyakan hal-hal mengenai teks deskriptif.</p> <p>c. Mengeksplorasi</p> <p>1) Siswa membaca beberapa teks deskriptif.</p> <p>2) Siswa menganalisa struktur teks deskriptif pada teks yang telah tersedia.</p> <p>d. Mengasosiasi</p> <p>Mengamati cara mendeskripsikan teks deskriptif secara benar.</p> <p>e. Mengkomunikasikan</p> <p>Siswa praktik menyampaikan teks deskriptif secara lisan.</p>	60 menit
Kegiatan Penutup	1. Guru memberikan kesimpulan tentang teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai	15 menit

	<p>konteks.</p> <p>2. Guru merefleksi tentang proses dan hasil belajar untuk mengetahui sejauh mana peserta didik dapat memahami materi yang disampaikan.</p> <p>3. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>4. Guru mengakhiri kegiatan belajar mengajar dengan mengucapkan salam.</p>	
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Pertemuan 2 (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<p>Guru:</p> <p>1. Orientasi</p> <ul style="list-style-type: none"> - Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa daftar hadir peserta didik sebagai sikap disiplin. - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>2. Apersepsi</p> <ul style="list-style-type: none"> - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan 	15 menit

	<p>tema yang sudah ditentukan yaitu : <i>descriptive text.</i></p> <ul style="list-style-type: none"> - Mengingat kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan. <p>3. Penyampaian Tujuan Pembelajaran</p> <ul style="list-style-type: none"> - Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut. - Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung. - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. <p>4. Motivasi</p> <ul style="list-style-type: none"> - Memberikan motivasi kepada siswa untuk lebih mengenal tempat-tempat bersejarah. - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. <p>Fungsi sosial:</p> <ul style="list-style-type: none"> - Mendeskripsikan dengan benar 	
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	<p>tentang tempat-tempat wisata dan bangunan bersejarah.</p> <ul style="list-style-type: none"> - Mengenalkan tempat-tempat wisata dan bangunan bersejarah. - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. - Kesesuaian format penulisan atau penyampaian. - Ketepatan menggunakan struktur dan unsur kebahasaan dalam mendeskripsikan tempat-tempat wisata dan bangunan bersejarah. 	
Kegiatan Inti	<p>Mengkomunikasikan</p> <p>Siswa praktik menyampaikan teks deskriptif secara lisan.</p>	60 menit
Kegiatan Penutup	<ol style="list-style-type: none"> a. Guru mengevaluasi sejauh mana hasil belajar siswa. b. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. c. Guru mengakhiri kegiatan belajar mengajar dengan mengucapkan salam. 	15 menit

F. Metode Pembelajaran/Strategi

Hands-On Learning

Langkah-langkah:

- Pelajaran dimulai dengan mengenalkan topik. Pada point ini guru menentukan topik untuk diberikan kepada siswa.

- Guru menjelaskan topik pembelajaran, misalnya: pengertian teks dekriptif, struktur teks deskriptif, dan contoh teks deskriptif.
- Setelah siswa memahami teks deskriptif, guru memberikan contoh teks deskriptif kepada siswa.
- Kemudian guru mengajarkan kepada siswa untuk mempersiapkan diri dalam menyampaikan teks deskriptif secara lisan.
- Guru membimbing siswa untuk dapat memahami teks yang akan disampaikan.
- Guru membimbing siswa untuk menyampaikan teks deskriptif sesuai dengan unsur kebahasaan yang telah dipahami sebelumnya.
- Kemudian guru mengevaluasi cara penyampaian para siswa berkaitan dengan unsur kebahasaannya dalam menyampaikan teks deskriptif.

G. Penilaian

1. Teknik Penilaian

- Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- Pengetahuan: tes tidak tertulis/lisan

2. Bentuk instrumen

- Penilaian tes tidak tertulis/lisan dilakukan dengan cara menghitung jumlah ketepatan (rentang 1-5) siswa dalam menyampaikan teks deskriptif yakni berkaitan dengan pronunciation, grammar, vocabulary, fluency dan comprehension-nya.
- Instrumen unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungan skornya.

No	Name	Criteria																				Total
		F				P				V				Ga				Is				
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
1																						
2																						
3																						

Note :

F : Fluency

Fl : Grammatical accuracy

P : Pronunciation

Is : Interactional strategies

V : Vocabulary

- Penilaian Observasi

No	Name	Indicators				
		To pay attention to the teacher's explanation	Memorizing new vocabulary well.	Making new phrase or sentence.	Speaking quickly by using new vocabulary.	To ask and respon the teacher.
1						
2						
3						
Total						
Average						

H. Media/Alat, Bahan, dan Sumber Belajar

1. Media/Alat : Papan Tulis, Spidol, Work Sheet
2. Bahan : Teks
3. Sumber Belajar : Internet

Metro, November 2017

Collaborator

Mahasiswa

Hairul Syahri, S.Pd
NIP. 196508181992031012

Septa Merlin
NPM. 13108427

Mengetahui

Kepala Sekolah SMA N 1 Raman Utara

Tumin, S. Pd. M.M
NIP. 196305151985031009

TABLE
STUDENTS' SPEAKING SCORING IN PRE-TEST

Subject : English
Class / Semester : X.MIA.1 / 1
Date : November, 14th 2017

No	Name	Criteria																				Total
		F				P				V				Ga				Is				
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
1	AH				√			√					√				√				√	30
2	AOZR		√			√					√					√				√		70
3	AL			√				√					√				√				√	35
4	AP		√				√			√						√					√	65
5	AA				√				√			√					√				√	30
6	ADA			√				√			√						√				√	45
7	CB			√				√				√					√				√	40
8	DNK		√			√					√						√			√		65
9	E				√			√					√				√				√	30
10	FUA	√					√				√					√					√	65
11	FN		√				√				√						√				√	55

12	FMS			√				√				√				√			√	35
13	HA			√				√				√				√			√	40
14	LF				√			√				√				√			√	30
15	MRV			√				√				√				√			√	35
16	NA	√					√					√			√				√	65
17	SWW	√				√					√					√			√	70
18	SHS			√				√				√				√			√	40
19	SL				√			√				√				√			√	35
20	TKH			√				√				√				√			√	40
21	YH			√				√				√				√			√	35
22	YS				√			√				√				√			√	30

Note :

F : Fluency

Fl : Grammatical accuracy

P : Pronunciation

Is : Interactional strategies

V : Vocabulary

TABLE
STUDENTS' SPEAKING SCORING IN POST-TEST 1

Subject : English
Class / Semester : X.MIA.1 / 1
Date : November, 21st 2017

No	Name	Criteria																				Total
		F				P				V				Ga				Is				
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
1	AH		√					√			√					√					√	65
2	AOZR	√				√				√							√			√		75
3	AL			√			√					√				√					√	50
4	AP		√				√				√					√				√		65
5	AA			√				√			√						√			√		50
6	ADA		√			√					√					√					√	65
7	CB		√				√			√							√			√		65
8	DNK	√					√				√						√			√		65
9	E			√			√					√				√				√		55
10	FUA	√				√				√							√			√		75
11	FN		√			√				√							√			√		70

12	FMS			√			√				√				√			√		55
13	HA		√					√			√				√			√		60
14	LF			√			√				√				√				√	50
15	MRV		√			√				√						√		√		60
16	NA	√					√			√						√		√		65
17	SWW	√					√			√					√			√		70
18	SHS		√			√			√							√			√	65
19	SL			√				√			√				√				√	50
20	TKH	√				√				√						√		√		65
21	YH		√					√		√					√				√	55
22	YS		√					√		√					√			√		60

Note :

F : Fluency

Fl : Grammatical accuracy

P : Pronunciation

Is : Interactional strategies

V : Vocabulary

TABLE
STUDENTS' SPEAKING SCORING IN POST-TEST 2

Subject : English
Class / Semester : X.MIA.1 / 1
Date : November, 28th 2017

No	Name	Criteria																				Total
		F				P				V				Ga				Is				
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
1	AH	√				√				√				√				√				90
2	AOZR	√				√				√				√				√				95
3	AL		√			√				√									√			65
4	AP	√				√					√				√				√			85
5	AA	√					√				√								√			65
6	ADA	√					√			√						√				√		85
7	CB	√				√					√				√					√		80
8	DNK		√			√				√						√			√			80
9	E			√			√					√				√					√	50
10	FUA	√				√				√				√					√			95
11	FN	√				√				√				√					√			90

12	FMS			√		√					√			√				√		65
13	HA		√			√				√				√				√		75
14	LF	√				√			√							√			√	65
15	MRV	√				√			√					√				√		85
16	NA	√				√			√					√				√		80
17	SWW	√				√			√					√				√		85
18	SHS		√			√				√			√					√		85
19	SL		√			√					√			√				√		65
20	TKH	√				√			√					√				√		90
21	YH		√				√			√				√					√	55
22	YS		√				√			√				√				√		60

Note :

F : Fluency

Fl : Grammatical accuracy

P : Pronunciation

Is : Interactional strategies

V : Vocabulary

OBSERVATION SHEET

CYCLE I

Class / Semester : X.MIA.1 / 1

Cycle / Date : I / November, 17th 2017

No	Name	Indicators				
		To pay attention to the teacher's explanation	Memorizing new vocabulary well	Making new phrase or sentence	Speaking quickly by using new vocabulary	To ask and respon the teacher
1	AH	√	√		√	√
2	AOZR	√	√	√	√	
3	AL	√	√	√	√	√
4	AP		√	√		√
5	AA	√				√
6	ADA	√		√		
7	CB	√	√	√	√	√
8	DNK	√	√	√	√	√
9	E					√
10	FUA	√	√	√	√	√
11	FN					√
12	FMS	√	√	√		
13	HA	√	√		√	
14	LF	√	√		√	
15	MRV				√	√
16	NA	√				√
17	SWW	√	√		√	√
18	SHS	√		√		√
19	SL		√	√		√
20	TKH	√	√	√		
21	YH	√				√
22	YS	√				√
Total		17	13	11	10	16
Average		77.27%	59.1%	50%	45.45%	72.72%

OBSERVATION SHEET

CYCLE II

Class / Semester : X.MIA.1 / 1

Cycle / Date : II / November, 24th 2017

No	Name	Indicators				
		To pay attention to the teacher's explanation	Memorizing new vocabulary well	Making new phrase or sentence	Speaking quickly by using new vocabulary	To ask and respon the teacher
1	AH	√	√		√	√
2	AOZR	√	√	√	√	√
3	AL	√	√	√	√	√
4	AP	√	√	√		√
5	AA	√	√	√	√	√
6	ADA	√	√	√	√	√
7	CB	√	√	√	√	√
8	DNK	√	√	√	√	√
9	E	√		√		
10	FUA	√	√		√	√
11	FN	√	√	√	√	√
12	FMS	√	√	√	√	√
13	HA	√	√	√		√
14	LF	√	√	√		√
15	MRV	√	√	√	√	√
16	NA	√	√	√	√	√
17	SWW	√	√		√	√
18	SHS	√	√	√	√	√
19	SL	√		√	√	√
20	TKH	√	√	√	√	√
21	YH	√	√	√	√	√
22	YS	√	√	√	√	√
Total		22	20	19	18	21
Average		100%	90.9%	86.36%	81.81%	95.45%



**PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAN
SMA NEGERI 1 RAMAN UTARA**



Alamat : Raman Aji Kecamatan Raman Utara Lampung Timur 34154
Email : smansa_ramura@yahoo.com

SURAT KETERANGAN

Nomor : 420 / 052 / 11.SK/ SMA 01 / 2017

Menindaklanjuti Surat dari IAIN Metro Tanggal 27 Maret 2017, Nomor P0454/In28/FTIK/PP00.9/03/2017 Hal Izin Pra Survey maka Kepala SMA Negeri 1 Raman Utara Kabupaten Lampung Timur menerangkan bahwa :

Nama	: SEPTA MERLIN
NPM	: 131008427
Jurusan	: Tardris Bahasa Inggris (TBI)
Fakultas	: Tabiyah dan Ilmu Keguruan

Telah diterima untuk mengadakan **Pra Surver** di SMAN 1 Raman Utara dalam rangka Penulisan Skripsi dengan judul : “ IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH HANDS OF TECHNIQUES AT TENTH GRADE OF SMA N 1 RAMAN UTARA ”

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Raman Utara, 26 April 2017
Kepala SMAN 1 Raman Utara



T. Min

TUMIN, S.Pd, M.M
NIP. 19630515 1985031009



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

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

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

Nomor : B-1995/In.28/D.1/TL.00/10/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMAN 1 RAMAN UTARA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1994/In.28/D.1/TL.01/10/2017, tanggal 16 Oktober 2017 atas nama saudara:

Nama : SEPTA MERLIN
NPM : 13108427
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 RAMAN UTARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH HANDS-ON LEARNING AT THE TENTH GRADE OF SMA NEGERI 1 RAMAN UTARA EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

16 Oktober 2017
Wakil
Fatonah MA
870531 199303 2 003



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

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

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

SURAT TUGAS

Nomor: B-1994/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 : SEPTA MERLIN
NPM : 13108427
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 RAMAN UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH HANDS-ON LEARNING AT THE TENTH GRADE OF SMA NEGERI 1 RAMAN UTARA EAST LAMPUNG".
 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 : 16 Oktober 2017





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMAN 1 RAMAN UTARA
TERAKREDITASI A



Alamat : Raman Aji Kecamatan Raman Utara Kode Pos 34154
Email : *smansa_ramura@yahoo.com*

SURAT KETERANGAN

Nomor : 420 / 121/ 11.SK/ SMA 01 / 2017

Yang bertanda tangan di bawah ini Kepala SMAN 1 Raman Utara Kabupaten Lampung Timur menerangkan bahwa :

Nama : SEPTA MERLIN
NPM : 13108427
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Adalah benar mahasiswa tersebut diatas telah diterima di SMAN 1 Raman Utara, selama 3 minggu guna mengumpulkan data (bahan-bahan) dalam rangka tugas akhir/skripsi mahasiswa yang bersangkutan dengan judul : "IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH HANDS-ON LEARNING AT THE TENTH GRADE OF SMA NEGERI 1 RAMAN UTARA EAST LAMPUNG".

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.



Raman Utara, 20 November 2017
Kepala SMAN 1 Raman Utara

TUMIN, S.Pd. M.M
NIP. 19630515 198503 1 009



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

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

Nomor : B-2005/In.28.1/J/TL.00./10/2017
 Lamp : -
 Hal : **Bimbingan Skripsi**

16 Oktober 2017

Kepada Yth:

1. Dra. Umi Yawisah, M.Hum
2. Ahmad Subhan Roza, 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 dibawah ini:

Nama : Septa Merlin
 NPM : 13108427
 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 semenjak 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	+ 1/6 bagian
b. Isi	+ 2/3 bagian
c. Penutup	+ 1/6 bagian

Demikian disampaikan untuk di maklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamualaikum Wr.Wr.



SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : SEPTA MERLIN

NPM : 13108427


Fakultas : TARBIYAH

Jurusan : TADRIS BAHASA INGGRIS

Angkatan : 2013

Telah menyerahkan buku berjudul ALTERNATIVE APPROACHES TO SECOND LANGUAGE ACQUISITION

Metro,
Ketua Jurusan TBh


Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0112/ln.28/S/OT.01/01/2018**

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

Nama : SEPTA MERLIN
NPM : 13108427
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13108427.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Januari 2018
Kepala Perpustakaan,



[Handwritten Signature]
Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001



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

Jalan Kl. 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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Septa Merlin

Jurusan : TBI

NPM : 13108427

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	16/4-17	✓		acc chapters 1,2,3 acc for instrument	

Mengetahui:
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



**KEMENTERIAN AGAMA
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: lainmetro@metrouniv.ac.id

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

Nama : Septa Merlin

Jurusan : TBI

NPM : 13108427

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu, 15 november 2017		✓	h 1-3 ke wawancara	

Mengetahui:
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Septa Merlin

Jurusan : TBI

NPM : 13108427

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Monday, 5 January 15 th 2018	✓		- Revise cover - Revise title - Revise abstract - Revise Chapter II - Revise Originality	
2	Friday, 26 th January 2018	✓		acc for unmag asyrah	

Mengetahui:
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

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

M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Septa Merlin

Jurusan : TBI

NPM : 13108427

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Friday, December 29 th 2017		✓	- Revise Cover - Revise Abstrak - Revise title	
2	Tuesday, January 3 rd 2018		✓	- Revise dedication page - Revise bab I - Revise bab III - Revise bibliography	
3	Friday, January 5 th 2018		✓		

Mengetahui:
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

DOCUMENTATION

A. Pre-Test

The students practiced their speaking before doing learning process



B. Treatment

The writer explained the material using Hands-On Learning



C. Post-Test 1

The students practiced their speaking after learn using Hands-On Learning



D. Treatment

The writer explained the material using Hands-On Learning



The students are asked to practice delivering descriptive text using Hands-On Learning



E. Post –Test 2

The students practiced their speaking after learn using Hands-On Learning





CURRICULUM VITAE

The writer was born in Kedaton on September 8th 1996, Lampung from nice and happy couple Mr. Mursalim and Mrs. Patmini. She is first daughter in her family. She has two younger sisters named Nurin Aprilia and Nakeisha Sherin Rahmania.

The writer graduated from SDN 1 Kedaton Induk in 2007. Then, she continued to SMPN 3 Batanghari Nuban and graduated in 2010. In that year she entered in SMA Wiratama Kotagajah and graduated in 2013. The writer continued her study in IAIN Metro in the academic year 2013/2014 at English Education Department.