AN UNDERGRADUATE THESIS

IMPROVING SPEAKING SKILL
BY USING COMMUNITY CIRCLE STRATEGY
AMONG THE EIGHTH GRADERS
AT SMP TMI ROUDLOTUL QUR'AN METRO

By:

ANNISA NURMALA DEWI
Student Number : 1501070020

TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M

AN UNDERGRADUATE THESIS

IMPROVING SPEAKING SKILL
BY USING COMMUNITY CIRCLE STRATEGY
AMONG THE EIGHTH GRADERS
AT SMP TMI ROUDLOTUL QUR'AN METRO

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

By:

ANNISA NURMALA DEWI
Student Number : 1501070020

TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

Sponsor   : Ahmad Subhan Roza, M.Pd
Co-sponsor   : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M

IMPROVING SPEAKING SKILL
BY USING COMMUNITY CIRCLE STRATEGY
AMONG THE EIGHTH GRADERS
AT SMP TMI ROUDLOTUL QUR'AN METRO

ABSTRACT

BY:
ANNISA NURMALA DEWI

The purposes of this research is to show that using Community Circle Strategy can improve the students' speaking skill and students' learning activities among the eighth graders at SMP TMI Roudlotul Qur'an Metro in academic year 2019/2020. The researcher had outlined the problem in this research that focused on speaking skill. It is related on the problem identification that the students have low motivation to learn English especially in speaking, they get the difficulties to generating the idea and hard to generate the idea while speaking English, and they are also difficult in pronouncing of the words.

The kind of this research is Classroom Action Research (CAR) that was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research is the students' speaking skill. In collecting the data, the researcher used test, observation and documentation.

The result of this research can achieve the indicator of success. It is because the average score of speaking skill at post-test II was 77. In addition, the percentage of students' speaking skill got from post-test II of cycle II s 77%. Moreover, it was investigated that the percentage of learning activity of cycle II is 71%. It means that Community Circle Strategy can improve the students' speaking skill and learning activity among the eighth graders at SMP TMI Roudlotul Qur'an Metro.

Keywords: *speaking skill, community circle strategy, Classroom Action Research, improving*

**PENINGKATAN KETERAMPILAN BERBICARA
DENGAN MENGGUNAKAN STRATEGI *COMMUNITY CIRCLE*
PADA KELAS DELAPAN SMP TMI ROUDLOTUL QUR'AN METRO**

ABSTRAK

**OLEH
ANNISA NURMALA DEWI**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan strategi *Community Circle* dapat meningkatkan keterampilan berbicara dan aktifitas pembelajaran pada siswa kelas delapan SMP TMI Roudlotul Qur'an Metro pada tahun pelajaran 2019/2020. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan keterampilan berbicara. Hal ini terkait dengan identifikasi masalah bahwa siswa memiliki motivasi yang rendah untuk belajar bahasa Inggris terutama dalam berbicara, mereka mendapatkan kesulitan untuk menghasilkan ide dan sulit untuk menghasilkan ide saat berbicara dalam bahasa Inggris, dan mereka juga kesulitan dalam mengucapkan kata-kata.

Bentuk dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan menulis siswa. Dalam pengumpulan data, penulis menggunakan test, observasi, dokumentasi dan catatan lapangan.

Hasil penelitian ini dapat mencapai indikator keberhasilan. Hal itu dikarenakan skor rata-rata keterampilan berbicara pada post-test II adalah 77. Selain itu, persentase keterampilan berbicara siswa didapat dari post-test II dari siklus II yaitu 77%. Selain itu, diselidiki bahwa persentase aktivitas pembelajaran siklus II adalah 71%. Ini berarti bahwa *Community Circle* strategi dapat meningkatkan keterampilan berbicara siswa dan kegiatan belajar di kelas delapan SMP TMI Roudlotul Qur'an Metro.

Kata kunci: *keterampilan berbicara, strategi community circle, penelitian tindakan kelas, meningkatkan*

APPROVAL PAGE

Title	:	IMPROVING SPEAKING SKILL BY USING COMMUNITY CIRCLE STRATEGY AMONG THE EIGHTH GRADERS AT SMP TMI ROUDLOTUL QUR'AN METRO
Name	:	ANNISA NURMALA DEWI
NPM	:	1501070020
Department	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro

Sponsor

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

Metro,   December 2019
Co-Sponsor

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

Head of English Education Department

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

NOTIFICATION LETTER

Number   :
Appendix :
Matter   : **In order to hold the munaqosyah**
          of Annisa Nurmala Dewi

To:
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum Wr.Wb.

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

Name   : Annisa Nurmala Dewi
Student Number   : 1501070020
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : IMPROVING SPEAKING SKILL BY USING COMMUNITY CIRCLE STRATEGY AMONG THE EIGHTH GRADERS AT SMP TMI ROUDLOTUL QUR'AN METRO

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

Wassalamu'alaikum Wr.Wb.

Metro,   December 2019

Sponsor   Co-Sponsor

Ahmad Subhan Roza, M.Pd   **Trisna Dinillah Harya, M.Pd**
NIP. 19750610 200801 1 014   NIP. 19830511 200912 2 004

NOTA DINAS

Number   :
Appendix   : -
Matter   : Pengajuan Munaqosyah

> Kepada Yth.,
> Dekan Fakultas Tarbiyah dan Ilmu Keguruan
> Institut Agama Islam Negeri (IAIN)
> di-
> Tempat

Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Annisa Nurmala Dewi
NPM   : 1501070020
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : **IMPROVING SPEAKING SKILL BY USING COMMUNITY CIRCLE STRATEGY AMONG THE EIGHTH GRADERS AT SMP TMI ROUDLOTUL QUR'AN METRO**

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Dosen Pembimbing I,	Metro, December 2019
	Dosen Pembimbing II
Ahmad Subhan Roza, M.Pd	**Trisna Dinillah Harya, M.Pd**
NIP. 19750610 200801 1 014	NIP. 19830511 200912 2 004

RATIFICATION PAGE
No. 0334/ln 28 1/D/PP-00.9 /01/2020

An Undergraduate thesis entitled: IMPROVING SPEAKING SKILL BY USING COMMUNITY CIRCLE STRATEGY AMONG THE EIGHTH GRADERS AT SMP TMI ROUDLOTUL QUR'AN METRO, written by Annisa Nurmala Dewi, student number 1501070020, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 20th January 2020 at 08.30 – 10.30 am.

BOARD OF EXAMINERS:

Chairperson	: Ahmad Subhan Roza, M.Pd	(..................)
Examiner I	: Dr. Umi Yawisah, M.Hum	(..................)
Examiner II	: Trisna Dinillah Harya, M.Pd	(..................)
Secretary	: Yeasy Agustina, M.Pd	(..................)

The Dean of Tarbiyah and Teaching Training Faculty

Dr. Akla, M.Pd
NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : ANNISA NURMALA DEWI

Student Id   : 1501070020

Department   : English Education (TBI)

Faculty   : Tarbiyah and Teachers Training

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

Metro,   January 2020
The Researcher

ANNISA NURMALA DEWI
1501070020

ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini:
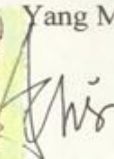
Nama	: ANNISA NURMALA DEWI
NPM	: 1501070020
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,   January 2020
Yang Menyatakan

ANNISA NURMALA DEWI
1501070020

MOTTO

سَيَجْعَلُ اللَّهُ بَعْدَ عُسْرٍ يُسْرَ (الطلاق,٧)

God will give some ease after the narrowness.

(At-Talaq, 7)

DEDICATION PAGE

This piece of work is dedicated to:

My beloved Parents
(Mr. Joko Laksono and Mrs. Sudarmini)

My beloved Brother
(Alfahrig Guna Mahendra)

My beloved lecturers of English Education Department at State Institute for Islamic
Studies of Metro

My beloved friends (Inggit Pasdiqomah, Intan Priska KS, Lailatun Najah, Diah Indah
Permatasari) and all members of TBI A class who help me in every condition and
situation.

My beloved campus, IAIN Metro

ACKNOWLEDGMENT

In the name of Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that she could accomplish this Undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

This undergraduate thesis is entitled "Improving Speaking Skill by Using Community Circle Strategy among the Eighth Graders at SMP TMI Roudlotul Qur'an Metro".

The researcher would like to express her sincere gratitude to her sponsor and co-sponsor, Ahmad Subhan Roza, M.Pd and Trisna Dinillah Harya, M.Pd that have guided her give understanding and motivation in the process of completing this undergraduate thesis. Her gratitude also goes to:

1. Prof. Dr. Enizar, M.Ag, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Akla, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Ahmad Subhan Roza, M.Pd, the Head of English Education Department.
4. Her academic advisor, Drs. Zuhairi, M.Pd, for his advice, guidance, suggestion and support.
5. All lecturers of English Education Department who have taught and educated the researcher during her study at IAIN Metro.
6. M.Iqbal Beny Saputra, M.Pd as the Headmaster of SMP TMI Roudlotul Qur'an Metro, who has allowed the writer conducted the research in his school.

7.   All teachers and staff of SMP TMI Roudlotul Qur'an Metro. Especially, Lena Hendiyana, S.Pd as English teacher of the eighth graders of SMP TMI Roudlotul Qur'an Metro.

The reseacher feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it.

Metro,   January 2020

The Reseacher

ANNISA NURMALA DEWI

St.Number 1501070020

TABLE OF CONTENTS

xvi

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of Study

English language teaching has an important role in each educational level in Indonesia. It becomes a way that enables language learners to be able to communicate using English either oral or written. To be able to communicate in English either oral or written, language learners must master language skills that include of productive and receiptive language skills. Productive language skills include of speaking and writing. Meanwhile, receiptive language skills include of reading and listening.

In addition, speaking is one of the productive language skills as a main point of language. It deals with oral skill. Without speaking, the people are not able to express what they want to say early. Speaking has many other great benefits. English is an international language so by being able to speak in English people are able to compete in the globalization era. It is also easy for them to communicate with many people from various countries. All of them become the reasons of why English is taught in almost education level in indonesian.

Furthermore, someone speaking skill is influenced by some aspects that are classified to internal and external aspects. Internal aspects include of intrinsic motivation, learning habit, learning style, interest, and personality types. The internal aspects give a great contribution to someone speaking skill. It is because the main source of someone speaking skill is his of her own self. Meanwhile, the external aspects that influence someone speaking skill include of learning media, learning

method. Meanwhile, extrinsic motivation comes from parent, family members, classmate, society and environment.

However, speaking is not an easy language skill to master in a short period of time. There are many problems in speaking. In speaking, mistakes are made by especially in arranging sentences in speaking. The students who have a few ideas tend to speak briefly and repeatedly. The speakers' problem is also in form of having lack of vocabulary mastery in English.

The speakers have difficulty in diction, so they often use unappropiate vocabulary based on the context of their speaking. The speakers have difficulty not only in the fluency but also in their speaking confidence. Many people think that speaking in English is hard, so most of them have a lack of motivation to learn English.

In line with the problem of speaking above, the result of pre-survey conducted at SMP TMI Roudlotul Qur'an at December 12th 2018 showed that there were problems in speaking got by students of class VIII. The result of pre-survey is provided, as follows:

Table 1
Data of The Students Speaking Skill Score among The Eighth Grade at
SMP TMI Roudlotul Qur'an Metro

No	Minimum Mastery Criteria	Number of Student	Percentage	Criteria
1.	≥ 70	2	11%	Complete
2.	<70	16	89%	Incomplete
Total		18	100%	

The table above illustrates students' speaking skill based on MMC (Minimum Mastery Criteria). Based on the pre-survey results, there were two students who were able to achieve MMC. In the other words, there were only 11% of students who were able to achieve MMC. Meanwhile, there are 16 students who are unable to achieve MMC. It means that the percentage of students who are unable to achieve MMC is much greater than the percentage of students who are able to achieve MMC. Therefore, it can be concluded that the speaking ability of students among the eighth grade at SMP TMI Roudlotul Qur'an is very low.

Based on the results of the pre-survey, the eighth grade students at SMP TMI Roudlotul Qur'an got problems in speaking. They have low motivation and interest in speaking English, because they feel ashamed and lack of confidence in speaking English. In addition, the speaking problems got by students of the eighth grade at SMP TMI Roudlotul Qur'an are due to the low mastery of their English vocabulary.

In addition, the limitation of the English vocabulary greatly affects the quality of their speaking skill. Students of the eighth grade at SMP TMI Roudlotul Qur'an got problems in speaking words in English, because they find that the pronunciation of these words is very different. Students of the eighth grade at SMP TMI Roudlotul Qur'an have limited speaking, so they have difficulty in assembling the words they will express. Students of the eighth grade at SMP TMI Roudlotul Qur'an also have difficulties in expressing and developing the idea of conversation according to the topic of conversation.

Based on the explanation above, it can be seen that students of the eighth grade at SMP TMI Roudlotul Qur'an experience speaking problems. Related to the

speaking problems, there must be an effort to improve the speaking skill of students of the eighth grade at SMP TMI Roudlotul Qur'an.

Moreover, one of the effective efforts to improve the speaking skill of students of the eighth grade at SMP TMI Roudlotul Qur'an is to apply the effective teaching strategies used to improve their speaking skill. One of the beneficial teaching strategies used to improve speaking skill is community circle strategy. Community circle is a good strategy to reinforce speaking skills and active listening skills that allow students a chance to voice their thoughts, feelings, and values.

In addition, community circle strategy has great advantages that students can express and generate their ideas that related with the topic. It means that they have knowledge before the material that can be learned. Then, students are easy and clearly to understand the topic. Therefore, they can develop their idea in learning speaking. Community circle is one of the teaching strategies that can be used to improve speaking skill. Community circle guide students to sit in a circle and reflect on a key aspect of their learning.

In relation to all of above explanations, an effort is needed to improve the speaking skill among the eighth grade at SMP TMI Roudlotul Qur'an. One of the efforts is to implement community circle strategy. In this case, the researcher conducted classroom action research to improve the speaking skill of students among the eighth grade at SMP TMI Roudlotul Qur'an by using community circle strategy. Therefore, the researcher conducted a classroom action research entitled "Improving Speaking Skill by Using Community Circle Strategy among The Eighth Grade at SMP TMI Roudlotul Qur'an Metro".

B. Identification of the Problems

Based on background of the study, some problems are identified, as follow :

1. The students have low speaking skill.

2. The students do not have self confidence in speaking.

3. The students think that speaking in English is hard, so most of them have a lack of motivation to learn English.

4. The students are hard in generating the idea while speaking in English.

5. The students have difficulty in pronunce of the words.

C. Problem Limitation

After identifying the problems, the researcher limits the problems by focusing on the students have low speaking skill. In this case, the researcher conducted a classroom action research entitled "Improving Speaking Skill by Using Community Circle Strategy among The Eighth Grade at SMP TMI Roudlotul Qur'an Metro."

D. Problem Formulation

The research has outlined the problem formulation related to the problem limitation above. The problem formulation of this research was "Can the use of community circle strategy improve the students speaking skill and their learning activity among the eighth grade at SMP TMI Roudlotul Qur'an Metro?"

E. Objective and Benefits of the Study

1. Objective of the Study

    Based on problem formulation, the objective of this study is to investigate whether a community circle strategy can improve the students speaking skill and their learning activity among the eighth grade at SMP TMI Roudlotul Qur'an Metro.

2. Benefits of the Study

   This research has various benefits, among others :

   a. For the Students

       The results of this study are epected to provide appropriate and interesting learning for students according to the method or learning model chosen. In addition, the results of this study can also be used to improve students' English speaking skill and help students to improve English learning by motivating students to foster interest in English language learning.

   b. For the Teacher

       The results of this study are expected to provide experience to teachers and prospective teachers in designing the use of methods to improve English speaking skill.

   c. For the Researcher

       The results of this study can be used as valuable experience, as the means and effort to improve the ability of researchs in carrying out research on learning English.

F. Prior Research

This research was conducted by considering several previous researches related to teaching speaking using a community circle strategy. The first prior research was conducted by Syafrina Junita with the title of the research "Teaching Speaking by Combining Photo Analysis and Community Circle Strategies at Junior High School Students". [1] This research and previous research have some similarities and differences. The similarities between this research and the previous research are in the use of community circle in teaching speaking. Whereas, the difference between this study and the first previous study are sample, and the total of teaching strategy. Both of the research use classroom action research.

The difference are in the study sample and the total of teaching strategy. This study involved the eighth grade students at SMP TMI Roudlotul Quran as a research sample. Whereas, the first previous study was conducted at SMPN 3 Pulau Punjung. The next difference is in the number of strategies used in teaching speaking. This research established a strategy that is a community circle. Whereas, the previous research applied two strategies, namely photo analysis and community circle. The result of both studies proved that community circle strategy can improve students' speaking.

In addition, this research would be done by considering some of the previous studies. The second prior research conducted by Nurhanifa with the title of the research "Teaching Speaking by Combining Community Circle Strategy with 20

---

[1] Syafrina Junita,"*Teaching Speaking By Combining Photo Analysis And Community Circle Strategies At Junior High School Students*", Pendidikan Bahasa Inggris Vol 1, No 1 (2014): 48

Questions Strategy at Junior High School".[2] This research and previous research have some similarities and differences. The similarities between this research and the previous research are in the use of community circle in teaching speaking. Whereas, the difference between this study and the first previous study are sample, and the total of teaching strategy. Both of the research use classroom action research.

The difference are in the study sample and the total of teaching strategy. This study was involved the eighth grade students at SMP TMI Roudlotul Quran as a research sample. Whereas, the first previous study was conducted at junior high school. The next difference is in the number of strategies used in teaching speaking. This research established a strategy that is a community circle. Whereas, the previous research applied two strategies, namely 20 questions and community circle. The result of both studies proved that community circle strategy can improve students' speaking.

The third previous research was carried out by Leni Septianty with the title of the Research "Teaching Critical Thinking in Speaking by Combining Academic Controversy Strategy with Community Circle Strategy at Senior High School".[3] This research and previous research have some similarities and differences. The similarities between this research and the previous research are in the use of community circle in teaching speaking. Whereas, the difference between this study and the first previous study are research method, sample, and the total of teaching strategy.

---

[2]Nurhanifa,"*Teaching Speaking by Combining Community Circle Strategy with 20 Questions Strategy at Junior High School*", Pendidikan Bahasa Inggris Vol 4, No 2 (2014): 49

[3] Leni Septianty,"*Teaching Critical Thinking in Speaking by Combining Academic Controversy Strategy with Community Circle Strategy at Senior High School*", Pendidikan Bahasa Inggris Vol 1, No 1 (2014): 48

The differences are in the research method, sample and the total of teaching strategy. This study was involved the eighth grade students at SMP TMI Roudlotul Quran as a research sample. Whereas, the first previous study was conducted at senior high school. The next difference is in the number of strategies used in teaching speaking. This research established a strategy that is a community circle. Whereas, the previous research applied two strategies, namely academic controversy and community circle. That research used a qualitative research method; meanwhile, this research used classroom action research. The result of that research explored that a community circle strategy is a communicate strategy to teach speaking skill. Meanwhile, this research result showed that community circle strategy can improve students' speaking skill at SMP TMI Roudlotul Quran Metro.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoritical Description

1. Speaking Skill

a. The concept of speaking skill

Brown H. Douglas defined speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skills, which necessarily compromises the reliability and validity of an oral production test.[4] It means that speaking is a skill in conveying messages through spoken language to convey ideas that are compiled and developed according to the needs of the audience.

According to Richards and Renandya, speaking is to give instructionsor to get things done.[5] It means that speaking is used for many different purposes, andeach purpose involves different skill. Speaking that can be used for causal conversation and for discussion with someone, its purpose may be to seek orexpress opinions, to persuade someoneabout something, or to clarify information.

According to Thornburry, speaking is so much a part of daily life that we take it for granted.[6] The average person produces tens of thousands of words a

---

[4] Brown H. Douglas, *Language Assessment: Principle and Classroom Practice*. (New York: Pearson Education Inc, 2004), 140.
[5] Richards & Renandya, *Methodology In Language Teaching* (New York: Cambridge University Press, 2002), 201
[6] Scott Thornburry, *How to Teach Speaking* (New York: Pearson Education Limited, 2006), 1.

day, although some people like auctioneers of politicians may produce ever more than that. It means that speaking is a language that is part of everyday life that produced thousands of words everyday.

Palwak argues that speaking is a process during which speakers rely on all the available information (background and linguistic) to create messages that will be understandable and meaningful to the intended audience.[7] In other words, speaking is a language skill used by people to say words to express and to convey their ideas and feelings verbally to others.

Agnieszka in Palwak states that speaking is widely considered to be the principal skill that stands for an overall knowledge of a foreign language.[8] In general, speaking can be interpreted as conveying one's intentions (ideas, thoughts, contents) to others by using spoken language so that the intention can be understood by others.

b. Kinds of Speaking Skill

The process of speaking learning can be carried out by creating learning situations that allow students to develop maximum speaking skill. Developing of speaking skill is increased speaking skill of the students. H. Douglas Brown maintains that there are 5 types of speaking skill :[9]

1. Imitative

---

[7] Mirosław Pawlak, Ewa Waniek-Klimczak and Jan Majer, *Speaking and Instructed Foreign Language Acquisition: second language acquisition* (United Kingdom: MPG Books Group, 2011), 132.

[8] Ibid., p. 24.

[9] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition* (California: San Fransisco State Univercity, 2001), 271-279.

Students practice an intonation contour or try to determine a particular vocal sound. This imitation is done to focus on certain elements of a language. Therefore, to imitate something there needs to be an attitude of acceptance, there is an attitude of admiring what is being imitated, because imitation does not happen by itself.

2. Intensive

Speaking intensively is more advanced than imitative to include all speaking skill that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.

3. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues :

T : How are you today?

S : Pretty good, thanks, and you?

Or

T : So, what did you write for question number one?

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

The dialogue above shows the respons of each speakers. The speaking skill will achieve its aim if there is respons.

4. Transactional (dialogue)

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

T : What is the main idea in this essay?

S : The United Nations should have more authority.

T : More authority than what?

S : Than is does right now.

T : What do you mean?

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

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

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

The dialogue above shows the transactional language of each speakers dan conducted for the purpose of conveying or exchanging certain information as an expanded form of responsive language.

5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogu e, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

These conversations are a little trickier for learners because they can incolve some or all of the following factors:

a) A casual register

b) Colloquial language

c) Emotionally charged language

d) Slang

e) Ellipsis

f) Sarcasm

g) A convert "agenda"

For example:

Amy : Hi, Bob, how's it going?

Bob : Oh, so-so.

Amy : Not a great weekend, huh?

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

Amy : What are you talking about?

Bob : I think you know perfectly well what I'm talking about.

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

Bob : Well, whose fault was it, huh?

Amy : Oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more can I say?

The dialogue above shows the interpersonal language of each speakers. These conversations are a little trickier for learners because they can incolve some or all of the following factors.

6. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

c. **The Assessment of Speaking**

To test speaking skill, there are some indicators that should be scored. According to Weir, he classified into five analytic speaking criteria as follows:[10]

Table 2

Analytic Speaking Criteria

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, althoughs/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The students speak so little that no 'fluent' speech can be said to occur.
Pronounciation	4 (excellent)	Occasional errors of pronounciation a few inconsistencies of rhythm, intonation, and pronounciation but comprehension is not impeded.

---

[10] Weir, *Language Testing and Validation* (United States: Palgrave Macmillan, 2005), 195-196

	3 (good)	Rhythm intonation and pronounciation require more careful listening; some errors of pronounciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronounciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropriacies.
	3 (good)	Fir the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (adequate)	Limited use of vocabulary with frequent inappropriacies.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional Strategies	4 (excellent)	Interacts effectively and readily 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.

(Source: Adopted from Weir's Speaking Rubric)

2. **Community Circle Strategy**

    a. **The Concept of Community Circle Strategy**

    Peery states that community circle is a way to build inclution and to teach social skill.[11] Community circle builds the students interaction and social skill while teaching learning process which the teacher allows the students' participation to speak up to discuss the topic. It means that community circle strategy is learning strategies with a circular system where students share information at the same time with different pairs in a short and orderly manner.

    Silver explains that community circle strategy is a strategy that develops students' awareness of themselves, their feelings and values, and the feeling and values of their fellow students.[12] This strategy gives the opportunity and training,every student has the ability to lead the group. They discuss a topic in group. In other words, community circle is a strategy that train students to have the ability to lead groups by developing students' awareness of themselves, their feelings and values, and the feelings and values of fellow students.

    Furthermore, Gibbs in Pam Robbins defines that community circle is where students sit in a circle and reflect on a key aspect of their learning or a key question that puzzles or intrigues them, is another strategy for closure.[13] It means that community circle is strategy that students sits in a circle and reflect on their learning or try to solve difficult or confusing questions.

    ---

    [11] Angela B. Peery, *Deep Change: Profesional development from the inside out*. (Oxford: British Library Cataloguing, 2004), 135

    [12] Harvey F Silver, Richard W Strong & Matthew J. Perini. *The Strategic Teacher: Selecting the right research-based strategy for every lesson (*Alexandria: Thoughtful Education Press, 2007), 195

    [13] Pam Robbins, Gayle Gregory & Lynne E. Herndon, *Thinking inside the block schedule: strategies for teaching in extended periods of time* (California: Corwin Press Inc, 2000), 48.

Miller argues that community circle is teaching strategy that help the teacher to provide glimpses into the students' inner lives while revealing their raw emotions and feelings.[14] The circle will begin to represent the class that start to feel less chaotic and more harmonious. In other word, community circle is a strategy that gives a glimpse into the lives of students so that students' emotions wake up through a circle that will make the classroom atmosphere begin to feel more harmonious. Students will feel growing progress in learning.

Leni concludes that community circle strategy is a strategy for develop students' awareness of themselves, their feeling and values.[15] In other words,, community circle can help students develop their ability in convey an information. The teacher can use the community circle strategy for improve students' motivation and interest in learning. If the students interested, they will do and enjoy in class.

b. **The Benefit of Community Circle Strategy**

The difficulty of community circle strategy is based on the work of Muska Mosston), who found, long before the word differentiation was common place in education, that actively engaging students in choosing the level of difficulty of their work allowed all students to work at an optimal level of productivity.

---

[14] John P. Miller, Michele Irwin, and Kelli Nigh, *Teaching from The Thinking Heart: the practice of holistic education* (USA: Information Age Publishing Inc, 2004), 89.
[15] Leni Septianty,"Teaching Critical Thinking In Speaking By Combining Academic Controversy Strategy With Community Circle Strategy At Senior High School" *Pendidikan Bahasa Inggris* Vol 1, No 1 (2014), 48.

The technique also tend to other significant classroom benefits, including as follows:[16]

1) Providing opportunities for all students to succeed

2) Gaining in student confidence, leading them to try working at higher levels

3) Decreasing in disciplinary issues and improved relationships among students

4) Improving in the depth and quality of students' self-reflective and decision-making abilities.

c. **Advantages of Community Circle Strategy**

Teaching English as a foreign language by using community circle strategy can give many advantages for students who have difficulties in speaking. Silver states that there are many kinds advantages of community circle strategy for students. They are:[17]

1) Community circle strategy provides focus-setting behavior that involves presenting a topic for discussion or recognizing an appropriate students-presenting topic.

2) Community circle strategy leads to structuring behavior that involves establishing ground rules for the lesson by explaining the format and the students' and teacher' roles.

3) Community circle strategy guides to accepting behavior that involves acknowledge ideas and opinion neutrally, without judging or valuing them.

---

[16] Harvey F Silver, Richard W Strong & Matthew J. Perini. *The Strategic Teacher: Selecting the right research-based strategy for every lesson (*Alexandria: Thoughtful Education Press, 2007), 47.

[17] Syafrina Junita,"*Teaching Speaking By Combining Photo Analysis And Community Circle Strategies At Junior High School Students*", Pendidikan Bahasa Inggris Vol 1, No 1 (2014): 48

d. **Disadvantages of Community Circle Strategy**

Community circle strategy can give disadvantages in learning process. This strategy spend much time because each students make a comment one by one by taking around the circle and this strategy ask the students to analyze and indentify the topic without teacher's help that makes the students feels hard.[18]

e. **The Procedure of Community Circle Strategy in Teaching Speaking Skill**

This process is more like a classroom meeting during which the teacher might access conserns students are having about an issue in class, or the teacher could use it to access students' prior knowledge and understanding of an English language art or social studies topic. The process works best for most students if they are in a circle. The implementation of community circle strategy in teaching speaking skill are as follows:[19]

1) The teacher determines a learning topic.

2) The teacher asks the students to sit in a circle.

3) The teacher posts the topic and allows each students to make a comment, one by one, by taking turns around the circle. The topic may go around the circle several times before it has been thoroughly discussed.

4) The teacher asks the students to reflect on what was said to note patterns after students have finished discussing the topic.

5) The teacher gives questions to the students about conclucions of the speaking topic.

---

[18] Leni Septianty,"Teaching Critical Thinking In Speaking By Combining Academic Controversy Strategy With Community Circle Strategy At Senior High School" *Pendidikan Bahasa Inggris* Vol 1, No 1 (2014), 48.

[19] Sheryn Spence Waterman. *Assesing Middle and High School Social and English: Differentiating Formative Assessment* (New York: Taylor & Francis Group, 2010), 106.

B. Action Hyphotesis

By considering all of the explanation above, the researcher formulates an action hyphotesis, as follows: 'The implementation of community circle strategy improves students speaking skill and learning activity among the eighth graders at SMP TMI Roudlotul Qur'an Metro'.

CHAPTER III

RESEARCH METHODOLOGY

A. Variables and Operational Definition of Variables

1. Variables of the research

This research includes of two variables that are independent variable and dependent variable. Independent variable is the major variable which the researcher hopes to investigate. It is the variable which is selected manipulated, and measured by the researcher. Dependent variable is the variable which the researcher observes and measures to determine the effect of the independent variable.

2. Operational Definition of Variables

a. Dependent Variable

Dependent variable of this research is speaking skill. Speaking is a productive language skill. In this research, the researcher increased students' speaking skill of the eighth graders at SMP TMI Roudlotul Qur'an. To measure the students' monologue speaking skill, the researcher conducted the speaking test in the form of oral test by asking them to describe a thing. In scoring the result of speaking test, the researcher used speaking rubric that consists of fluency, pronounciation, vocabulary, grammatical accurancy and interactional strategies. To know whether that students' speaking skill is improved or not, the researcher analyzed the data by using descriptive statistics, particulary by analizing the average grade of the students' speaking score in a class. In addition, the researcher considered the indicator of success.

b. Independent Variable

Independent variable is the major that expect to investigate. The independent variable of this research is community circle strategy. Community circle strategy is a learning strategy with a circular system where students share information at the same time with different pairs in a short and orderly manner. This strategy gives the opportunity and training, every student has the ability to lead the group. They are discussion a topic in group.

The indicator of independent variable in community circle strategy as follows:

(1) The students are active to partcipate in their circle by maximazing the physical activity.

(2) The students are active to make a comment, one by one, by taking turns around the circle. The topic may go around the circle several times before it has been thoroughly discussed.

(3) The students are active to reflect on what was said to note patterns after students have finished discussing the topic.

B. Setting of the Research

Classroom Action Research was conducted at SMP TMI Roudlotul Qur'an. The setting of the research is Jl.Pratama Praja No.16 Mulyojati Metro Barat.

C. Subject of the Research

The subject of this research is the eighth graders at SMP TMI Roudlotul Qur'an. The total of students are 18 students. Meanwhile, the object of this research is the students' speaking skill at class VIII of SMP TMI Roudlotul Qur'an.

Table 3

The Number of Students

No	Class	Sex		Total
		Male	Female	
1	V I I I	18	0	18

D. Action Plan

a. Classroom action research

According to McNiff and Whitehead, action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work. Their accounts of practice show how they are trying to improve their own learning, and influence the learning of others. These accounts come to stand as their own practical theories of practice.[20] It means that action research can function as a tool to overcome problems diagnosed in classroom learning situations to improve the quality of classroom learning.

In addition, Zina O'Leary states that action research is a highly participative and collaborative type of research for which defined methodological approaches are outside the fullcontrol of the lead researcher. Rather, the process is emergent and often cyclical, and is based on collaborative input from the researcher team.[21] In other word action research is reflective, meaning that action research starts from the process of contemplation of the effects of actions that have been carried out by the teacher related to learning tasks in class.

---

[20]Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice,* (New York: Routledge Falmer, 2002) Second Edition, p.7

[21]Zina O'Leary, *The Essential Guide To Doing Research*, (London; Sage Publications Ltd, 2004) , p.98

Meanwhile, John W. Creswell explanation above, action research designs are systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students.[22] It means that action research is to improve practical learning to be more effective.

From several theories or explanations above, it can be concluded that classroom action research is an examination of the actions taken by the teacher (as a researcher) on a real problem that encountered when learning takes place to improve the quality of sustainable learning and the quality of education in the broadest sense or to improve learning practices to be more effective.

Action research can therefore be seen as an experiential learning approach to change. The goal is to continuously refine methods, data, and interpretation in the light of the understanding developed in the earlier cycles. Now the cycles themselves can be defined in numerous ways and, in fact, are often defined through collaborative decision making. However, as shown in Figure 1, they generally involve some variation on observation, reflection, planning, and action.[23] This cycles can be seen by following figured:

---

[22]John W. Creswell, *Educational Research*, (United States; Pearson Education Inc, 2012), p.22

[23]Zina O'Leary, *The Essential Guide To Doing Research*, (London; Sage Publications Ltd, 2004), 140.

Figure 1

Cycles In Action Research[24]
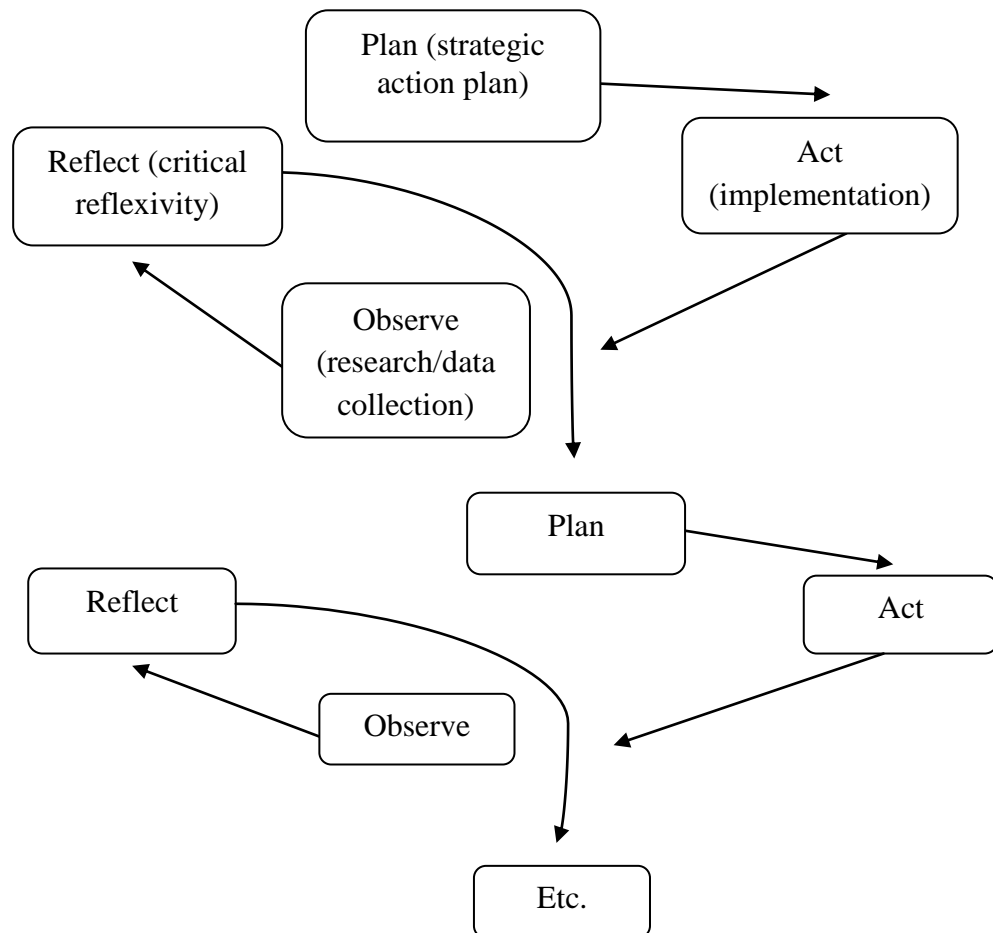
Based on the explanation of the figure above which is a chart in classroom action research described by Zina O'Leary. The process of classroom action research begins from the plan. In this case, the researcher did the plans on everything that can support the achievement of learning objectives. That is to improve students' speaking skill. Then, after doing a plan the researcher did the act or implementation. In this case, the researcher took steps from community circle strategy to improve students' speaking skill. After that, the researcher did

---

[24] Ibid., p.141

the observation . In the process of *observe* the researcher collaborated with collaborators or observers to collect the data related to students' learning activities. At the end of the cycle, the researcher undertook a reflect process that aims to find out whether students' speaking skill have improved or not.

b. The Steps in the Research

They are four steps in cycle. They are planning, action, observation, and reflection, if the first has failed and the cycle must be review again in the second cycle and so on. That can be illustrated by this following procedures:

a. Cycle 1

1) Planning

After analyzing the finding of the pre-survey such as identifying and diagnosing student's problem in speaking that occure in the classroom, the researcher prepared some plans to conduct the classroom action research. They are as follows:

a) The researcher prepared the lesson plan, procedure, media, and relevant material to be apply in acting phase.

b) The researcher prepared learning resources for students and determines the method to be apply in classroom.

c) The researcher prepared observation format and also evaluating format to evaluate the student's activity after learning process.

d) The researcher designed the criteria of success.

2) Action

The researcher must follow the plan that had been planned to implement the actions that have been arranged in the planning phase. This activity is carried out in the following steps:

a) Pre teaching avtivity

   (1) The researcher started the lesson by greeting to the students.

   (2) The researcher asked the students to pray.

   (3) The researcher checked students' attendance.

   (4) The researcher informed to the students about the competence, the indicator and the objectives that should be achive.

b) While teaching activity

   (1) The researcher determined a learning topic.

   (2) The researcher asked the students to sit in a circle.

   (3) The researcher posted the topic and allows each students to make a comment, one by one, by taking turns around the circle.

   (4) The researcher asked the students to reflect on what was said to note patterns after students have finished discussing the topic.

   (5) The researcher reflected questions that asks students to continue to reflect on their participation in the circle and to draw conclucions about the topic.

c) Post teaching activity

   a.   The researcher gave positive feedback to the students.

    b. The researcher and the students concluded the learning topic that have been discussed.

    c. The researcher greeted the students in end of the meeting.

    d. After giving treatment in cycle 1, the researcher gave the post-test. The instrument of post-test 1 which was given to the students have different type from the instrument which was given in the pre-test.

2) Observation

    The researcher observed the student' activity, their participations, class situation during learning process, and researcher perfomance by using structure observation form and made note the overall activities. Furthemore, the researcher also collected the data from the post test and result of student's activity. The researcher observed the overall activities to find out the effectiveness of learning process which have been occured and the result is concluding and discussing in reflecting phase.

3) Reflection

    The researcher tried to see and think again something that researcher has done to know whether there is influence to the students' learning process. By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done. If the researcher still find the problems, the researcher conducted the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

1) Re-planning

In the first phase, when the researcher found the problem in the first cycle, the researcher repaired the problem in the next cycle. It is explained as follows:

a) The researcher studied the reflection result to obtain the solving problem.

b) The researcher prepared the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.

c) The researcher rearranged observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Action

The researcher applied the same steps in previous cycle, but the researcher apply the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

a) Pre teaching activity

(1) The researcher started the lesson by greeting to the students.

(2) The researcher asked the students to pray.

(3) The researcher cheecked student's attendance.

(4) The researcher informed to the students about the competence, the indicators and objectives that will be achive.

b) While teaching activity

    (1) The researcher determined a learning topic.

    (2) The researcher asked the students to sit in a circle.

    (3) The researcher posted the topic and allows each students to make a comment, one by one, by taking turns around the circle.

    (4) The researcher asked the students to reflect on what is said to note patterns after students have finished discussing the topic.

    (5) The researcher reflected questions that asks students to continue to reflect on their participation in the circle and to draw conclucions about the topic.

c) Post teaching activity

    (1) The researcher gave positive feedback or reinforcement to the students.

    (2) The researcher and students concluded the learning topic that have been discussed.

    (3) The researcher greeted the students in the end of the meeting.

3) Observation

    The researcher observed the student's activity, their participations, class situation during learning process, and researcher perfomance by using structure observation form and made note the overall activities. Furthemore, the researcher also collected the data from the post-test and the result of student's activity.

4) Reflection

The researcher discusses and analyses about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of community circle run successsful or unsuccessful in the second cycle and also compare the student's improvement from cycle one until cycle to find out the student's achievement. If there is a research result that shows the good improvement of students' speaking skill based on the criteria of success that have determine before, the researcher did not continue the action in next cycle.

E. Data Collecting Technique

In collecting data, the researcher used the following steps:

1. Test

Test of this research consits of two kinds of test, as follows:

a. Pre-test

Pre-test that was conducted before the treatment. Pre-test was done to measure the students' monologue speaking skill. In this case, the researcher conducted the speaking test in the form of oral test by asking them to describe something according to the topics listed on the syllabus of the class with the topic of describing an animal.

b. Post-test

Post-test that was done at the end of each cycle. Post-test was done to measure the students' monologue speaking skill. In this case, the researcher conducted the speaking test in the form of oral test by asking them to describe

something according to the topics listed on the syllabus of the class with the topic of describing the favorite thing.

2. Observation

The purpose of this observation is to find out the situation being investigated: activities, people, or individuals involved in an activity and relationship between them. Observation is recorded systematically rather than stored only in personal memory, and carefully interpreting and analyzing, again using systematic procedures and plans. This means that observation is a data collection strategy in which the subject's activities are visually examined. In this study the author observed the learning process of class VIII of SMP TMI Roudlotul Qur'an in their class.

3. Documentation

Documentation is collection of various documents relevant to the research questions which can include students' student records and profile, course overviews, lesson plans, classroom materials.

In this case, documentations is needed by the researcher in order to get the complete data about the estabilisment history of SMP TMI Roudlotul Qur'an, the vision and mission of SMP TMI Roudlotul Qur'an Metro, the condition of teacher and official employees at SMP TMI Roudlotul Qur'an Metro, and the students' quantity of SMP TMI Roudlotul Qur'an Metro.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people,

objects, acts, activities, events, purposes, times and feelings. In this research, the researcher used field note to record the student's activity during the learning process and to get the complete data from the eighth graders of SMP TMI Roudlotul Qur'an about the students activities, events in each learning steps, learning purposes, learning time, and feelings of the students in the learning process.

F. Instrument of the Research

1. Speaking Test

    To measure students' speaking skill of the eighth graders of SMP TMI Roudlotul Qur'an, the researcher applied speaking test that consist of pre-test and pos-test. Both of the tests are in form of asking them to describe something in order to measure the students' monologue speaking skill. In this case, the researcher conducted the speaking test in the form of oral test.

2. Observation sheet

    In order to observe the learning activity and each cycle, the researcher used observation sheet. It deals with learning activity such as:[25]

    a. The students pay attention of teacher's explanation.

    b. The students ask or answer the questions.

    c. The students being active in the class.

    d. The students being able to do the task.

    e. The students being active in the group activity.

---

[25] H Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003), p. 267,268.

G. Data Analysis

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, documentation, the researcher analyzed the data based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step is in form of making abstraction of all collecting data. After conducting the research, the researcher made an abstraction of all data. Then, the data that select is related to the research question and classified them into the categories data in learning process.

Tabulating the result of the test, and finding the mean of the pre-test and the post-test. The mean was calculated by applying the following formula:[26]

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

Notes:

$\overline{X}$	= Mean of score
$\sum X$	= The sum of all scores
N	= the total number of students

---

[26] Donald Ary, *Introduction to Research in Education*, (Wadsworth Cengage Learning, Australia, 2010), p. 108

Furthermore, to know the percentage of increasing score in students' learning activties, the researcher used formula as follows:[27]

$$P = \frac{F}{N} \text{ x } 100$$

Notes:

P = Rate percentage

F = Frequency of the corect answer

N = The total number of students

H. Indicators of Success

To know the gain of data, the researcher analyzed the result of test by taking the avarage score of pre-test and post-test. Furthemore, the result must achieve the minimum mastery criteria (MMC) that is at least 70. This research is declared successful if the mean of post-test has fulfilled at least 70. In addition, 70% of the students has been passed MMC in their speaking skill and learning activity.

---

[27] Louis Cohen, et.al, *Research Methods,* p. 423

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of SMP TMI Roudlotul Qur'an Metro

Before presenting the result of this research, the researcher describes SMP TMI Roudlotul Qur'an Metro that consists of:

a. The History of SMP TMI Roudlotul Qur'an Metro

SMP TMI Roudlotul Qur'an Metro was established in 2001. SMP TMI Roudlotul Qur'an Metro is located at Jl. Pratama Praja Mulyojati 16b Rt. 9/Rw. 2 Metro Barat. This school has land area of 16.700 m^2.

b. Vision and Mission of SMP TMI Roudlotul Qur'an Metro

1) Vision of the School

The vision of SMP TMI Roudlotul Qur'an Metro is stated as follows:

Education institution based on islamic boarding school that produce spiritual private, self-spiritual intelligent, intellectual intelligent in cinestetic, charactered and discipline private vocational schools, competitive.

2) The Mission of the School

The mission of SMP TMI Roudlotul Qur'an Metro are stated as follows:

a) Growing grateful feel to Allah SWT as well as thoughts are fulfilled an environment.

b) Applying quality of education services guidelines on character values and national education standards.

c) Developing the potential and creativity of students in order to be able to globally and still rooted in religious values, the culture of indonesian characters.

d) Creating a cultural school that are clean, exciting, related service and achievement in academic and non academic.

c. The Condition of Teacher and Official Employees at SMP TMI Roudlotul Qur'an Metro

The data of teachers in academic year of 2019 / 2020 based on the employment of the status, it can be identified below:

Figure 2

The Condition of Teachers and Official Employees at SMP TMI Roudlotul Qur'an Metro
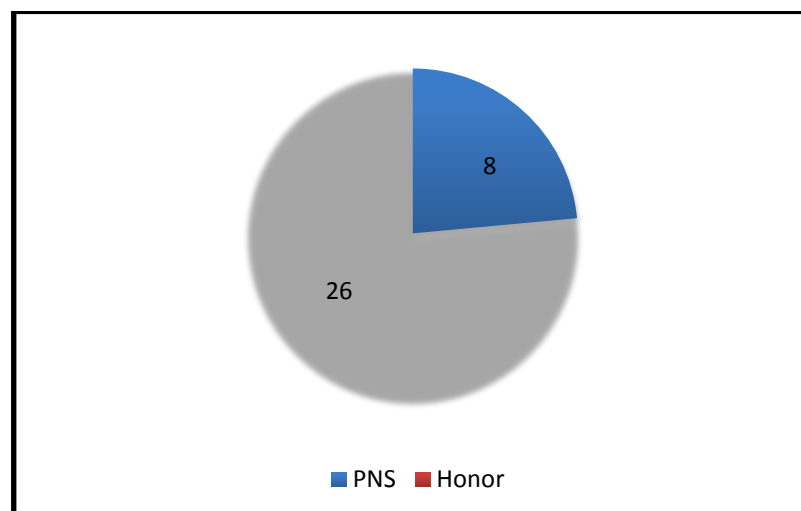
Source: Documentation of SMP TMI Roudlotul Qur'an Metro

d. The Number of Students of SMP TMI Roudlotul Qur'an Metro

The Number of students at SMP TMI Roudlotul Qur'an Metro is identified, as follows:

Table 4
The Number of Students at SMP TMI Roudlotul Qur'an Metro
in the Academic Year of 2019 / 2020

No	Class	Total
1	VII	238
2	VIII	155
3	IX	137
Total		**530**

.

Source: Documentation of the number of Students at SMP TMI Roudlotul Qur'an Metro in the academic year 2019/2020.

2. **Description of the Research**

In this chapter, the researcher would like to present the result of this research that explains the answer of problem formulation, as follows:

"Can the use of community circle strategy improve speaking skill and learning activity of the eighth graders at SMP TMI Roudlotul Qur'an Metro in the academic year 2019 / 2020?"

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x30 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Lena Hendiyana S.Pd as the collaborator.

a. **Pre-test activity**

The researcher conducted the pre-test on Wednesday, October 30th 2019 at 08.25 until 09.35 and all of the students have already been ready when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their speaking skill before doing the action of the classroom

action research. The pre-test was administrated to the students to be finished individually. The kind of test was speaking test that asked the students to describe the topic of *animal* "Fish and Cat". Then, the students' pre-test result is illustrated on the table below:

Table 5
Students' Speaking Pre-test Grade

No	Names	Grade	Criteria
1	AL	15	Incomplete
2	AH	15	Incomplete
3	AR	25	Incomplete
4	AP	35	Incomplete
5	AP	50	Incomplete
6	CG	45	Incomplete
7	DF	45	Incomplete
8	DA	15	Incomplete
9	EM	15	Incomplete
10	FA	55	Incomplete
11	HK	25	Incomplete
12	JF	25	Incomplete
13	JA	25	Incomplete
14	JO	60	Incomplete
15	MD	45	Incomplete
16	MH	25	Incomplete
17	MB	50	Incomplete
18	SA	30	Incomplete
Total of all students' grade			600
Total all of the students (n)			18
The highest grade			60
The lowest grade			15
Average			33

Source: The Grade Result of speaking pre-test at VIII class of SMP TMI Roudlotul Qur'an Metro on October 30th 2019.

Table 6
Frequency of students' grade in Pre-test

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	2	11%	Complete
2	< 70	16	89%	Incomplete
Total		18	100%	

Source: The grade result of Speaking pre-test at VIII class of SMP TMI Roudlotul Qur'an Metro on October, 30th 2019.

Figure 3
The Percentage of the Students' Grade in Pre-test
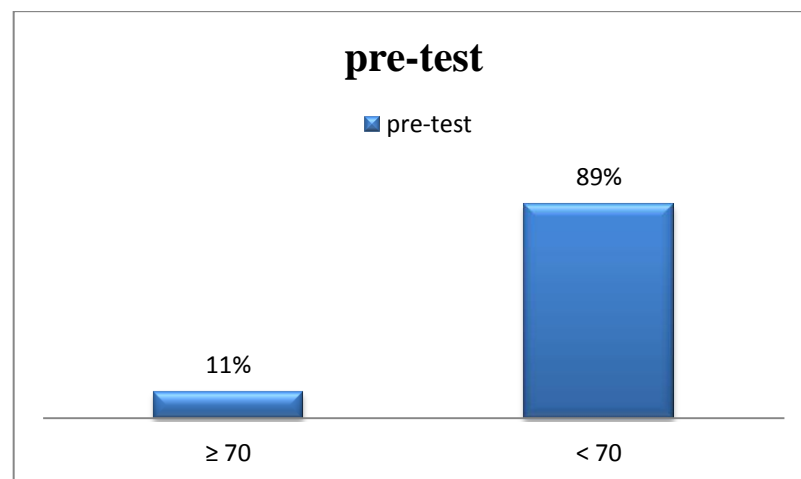
The result of Pre-test showed that the precentage of students who did not achieve the minimum mastery criteria (MMC) is higher than the precentage of those who achieve the minimum mastery criteria (MMC). In addition, the result of Pre-test did not achieve the indicator of success.

b. Cycle I

1. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in

the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2. **Acting**

   a) **The first meeting**

   The first meeting was conducted on Saturday, November 2th 2019 at 13.00 until 14.00 followed by 18 students. The meeting was started by praying, greeting and checking the attendance list.

   In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

   In the beginning, the researcher determines a speaking topic about *describing an animal*. The researcher asked the students to sit in a circle. Six students were grouped in each group so there were three groups in a classroom. The researcher posted the topic about *describing an animal* that are elephant, fish and cat. The researcher give a media that is a picture of elephant, fish and cat and than the students make a comment. The researcher allows each students to make a comment, one by one, by taking turns around the circle. The researcher asked the students to reflect on what was said to note patterns after students have finished discussing

the topic. The researcher reflected questions that asks students to continue to reflect on their participation in the circle.

b) **The second meeting**

The second meeting was conducted on Wednesday, November 6th 2019 at 08.25 until 09.35 for 2x30 minutes after the students has been given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition.

In the beginning, the researcher determines a learning topic that is *describing the favourite thing*. The researcher asked the students to sit in a circle. Six students were grouped in each group so there were three groups in a classroom. The researcher posted the topic about *describing the favourite thing* with show a picture about handphone to stimulate the students idea and the researcher allows each students to make a comment, one by one, by taking turns around the circle. The researcher asked the students to reflect on what was said to note patterns after students have finished discussing the topic. The researcher reflected questions that asks students to continue to reflect on their participation in the circle.

c) **Post-Test 1 Activity**

On Friday, November 8th, the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was speaking test that asked the students to describe a topic about *describing*

the favorite thing. The result of the students' test in post test 1 was better

than test in pre-test before.

Table 7
The Students' Grade of Post-test 1

| No	Names	Grade	Criteria
1	AL	30	Incomplete
2	AH	30	Incomplete
3	AR	35	Incomplete
4	AP	30	Incomplete
5	AP	50	Incomplete
6	CG	65	Complete
7	DF	70	Complete
8	DA	25	Incomplete
9	EM	30	Incomplete
10	FA	60	Complete
11	HK	35	Incomplete
12	JF	35	Incomplete
13	JA	45	Incomplete
14	JO	65	Complete
15	MD	50	Incomplete
16	MH	35	Incomplete
17	MB	60	Complete
18	SA	35	Incomplete
Total of all students' grade			785
Total all of the students (n)			18
The highest grade			70
The lowest grade			30
Average			44

Source: The Grade Result of speaking post-test 1 at VIII class of SMP TMI Roudlotul Qur'an Metro *on November, 8th 2019.*

Table 8
Frequency of students' grade in Post-test I

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	5	28%	Complete
2	< 70	13	72%	Incomplete
	Total	18	100%	

Source: The grade result of speaking Post-test I at VIII class of SMP TMI Roudlotul Qur'an Metro on November, 8th 2019.

Figure 4
The Percentage of the Students' Grade on Post-test 1
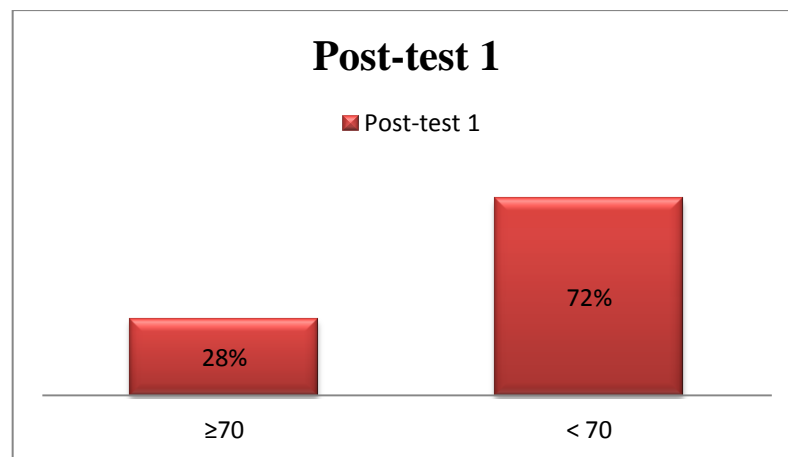
The result of Post-test I showed that the precentage of students who did not achieve the minimum mastery criteria (MMC) is higher than the precentage of those who achieve the minimum mastery criteria (MMC). In addition, the result of the students' test was better than the students' test before giving treatment.

3. Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave speaking topic about *describing an animal*.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 9
The Students' Learning Activity Observation in Cycle I

No	Name	The Indicators of Students' Learning Activity				
		Paying attention on teacher's explanation	Asking or Answering the Questions	Being active in the class	Being able to do the Task	Being Active in the Group Activity
1.	AL	√	-	√	-	-
2.	AH	√	-	-	-	√
3.	AR	√	√	-	√	-
4.	AP	-	-	√	√	-
5.	AP	√	-	√	-	-
6.	CG	√	√	-	-	√
7.	DF	-	-	-	√	√
8.	DA	√	√	√	-	√
9.	EM	-	-	√	-	√
10.	FA	√	-	√	-	√
11.	HK	-	√	√	-	-
12.	JF	√	-	-	√	-
13.	JA	-	√	-	-	-
14.	JO	√	-	-	-	√
15.	MD	√	-	√	-	-
16.	MH	√	-	-	√	-
17.	MB	√	√	-	-	√
18.	SA	√	-	√	√	√
	TOTAL	13	6	9	6	9

Table 10
The Frequency of Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention on teacher's explanation	13	72%
2	Asking or Answering the Questions	6	33%
3	Being active in the class	9	50%
4	Being able to do the Task	6	33%
5	Being Active in the Group Activity	9	50%

Source: The students' activity at the eighth grade of SMP TMI Roudlotul Qur'an Metro.

Figure 5
The Percentage of Students' Learning Activities in Cycle I
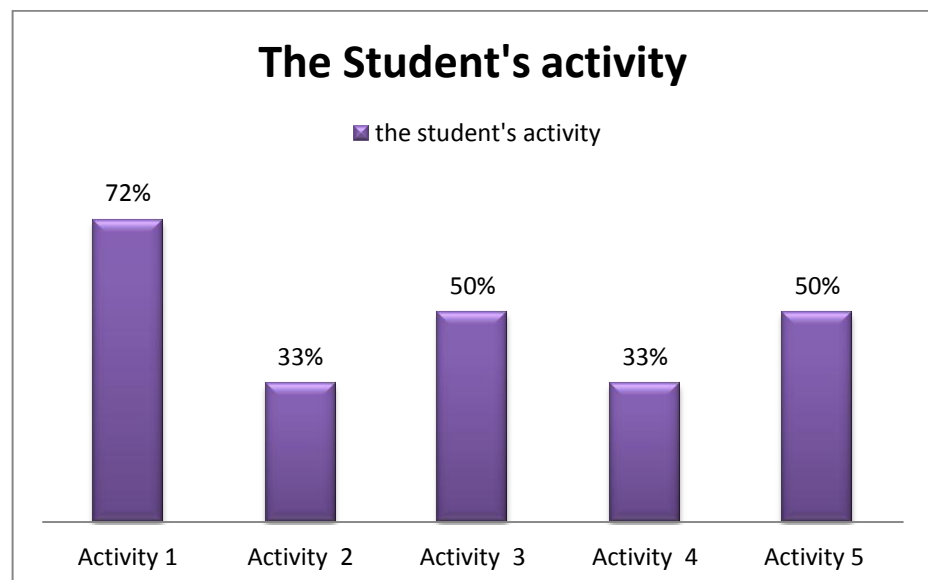
The table showed that not all the students' were active in learning process. There were 13 students (72 %) who gave attention to the teacher explanation. Six students (33%) who asked answered question, nine

students who were active in the class (50%), Six students (33 %) who are able to do the task and nine students (50%) who active in the group activity.

4. **Reflecting**

From the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) that is 70 of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 11
The Comparison Between Pre-test and Post-test I Grade in Cycle I

No	Names	Pre Test Grade	Post Test I Grade	Deviation	Explanation
1	AL	15	30	15	Improve
2	AH	15	30	15	Improve
3	AR	25	35	10	Improve
4	AP	35	30	-5	Unimprove
5	AP	50	50	0	Constant
6	CG	45	65	20	Improve
7	DF	45	70	20	Improve
8	DA	15	25	10	Improve
9	EM	15	30	15	Improve
10	FA	55	60	5	Improve
11	HK	25	35	10	Improve
12	JF	25	35	10	Improve
13	JA	25	45	20	Improve
14	JO	60	65	5	Improve
15	MD	45	50	5	Improve
16	MH	25	35	15	Improve
17	MB	50	60	10	Improve
18	SA	30	35	5	Improve

Total	600	785	185
Average	33	44	
The Highest Grade	60	70	
The Lower Grade	15	30	

Table 12
The Comparison of Students' Pre-Test and Post-Test I in Cycle 1

Interval	Pre-Test		Post-Test I		Explanation
	F	**P**	**F**	**P**	
≥70	2	11%	5	28%	Complete
< 70	16	89%	13	72%	Incomplete
Total	28	100%	28	100%	

Then, the graph of comparison students' speaking pre-test and post-test I grade in cycle I could be seen below:

Figure 6
The Comparison of Percentage of the Students' Completeness Grade on Pre-test and post-test I
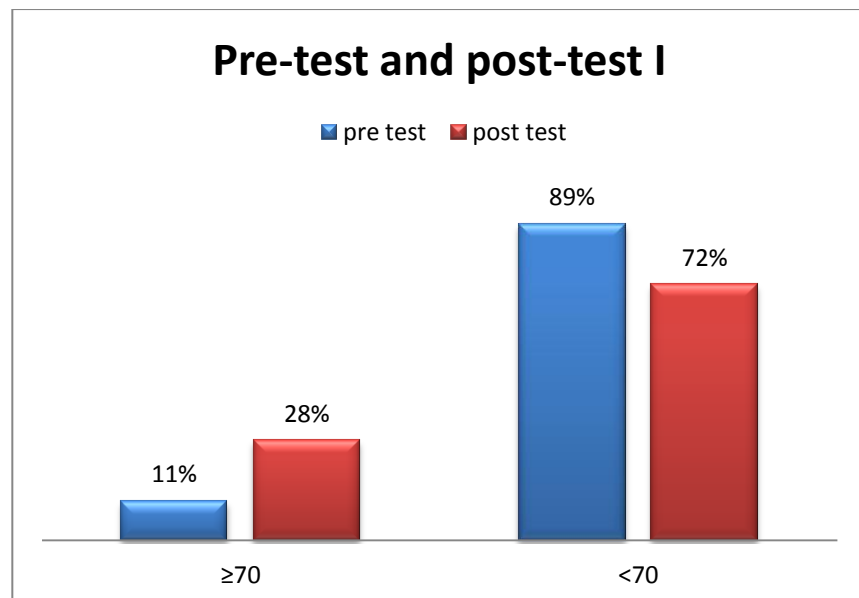
Based on the table and the graphic above, the result of pre-test proved that 16 students (89%) were not successful and 2 other students

(11%) were successful. The successful students were those who got the minimum mastery criteria at SMP TMI Roudlotul Qur'an Metro at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 33, so the result was unsatisfied. Meanwhile, based on the graphic of post-test 1, it could be seen that 5 students (28%) got grade up to the standard and 13 students (72%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 70% students got grade ≥70. The fact showed that the result was unsatisfied.

c. **Cycle II**

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of thecycle II as follows:

1) **Planning**

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in speaking skill by the film as media.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities.

The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Wednesday, November 13th 2019 at 08.25 until 09.35 followed by 18 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, the speaking topic of this meeting is *introducing your friend*.

In the beginning, the researcher determined a learning topic about *introducing your friend*. The researcher asked the students to sit in a circle. Six students were grouped in each group so there were three groups in a classroom. The researcher posted the topic about *introducing your friend* with ask the students to introduce his friend and allows each students to make a comment, one by one, by taking turns around the circle. The researcher asked the students to reflect on what was said to note patterns after students have finished discussing the topic. The researcher reflected questions that asks students to continue to reflect on their participation in the circle.

b) The second meeting

The second meeting was conducted on Saturday, November 16th 2019 at 13.00 until 14.00 for 2x30 minutes after the students have been given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition.

In the beginning, the researcher determines a learning topic about *describing a person*. The researcher asked the students to sit in a circle. Six students were grouped in each group so there were three groups in a classroom. The researcher posted the topic about *describing a person* and ask the students to describing mother based on their own idea, one by one, by taking turns around the circle. The researcher asked the students to reflect on what was said to note patterns after students have finished discussing the topic. The researcher reflected questions that asks students to continue to reflect on their participation in the circle.

c) Post-Test 2 Activity

On Wednesday, November 20th at 08.00 until 09.30 the researcher gave post test 2 conducted in cycle II with similar task on pre-test before. The kind of the test was speaking test that asked the students to describe a close friend. The result of the students' test in post test 2 was better than test in post-test 1 before.

Table 13
The Students' Speaking Grade in Post Test II

No	Names	Grade	Criteria
1	AL	55	Incomplete
2	AH	75	Complete
3	AR	80	Complete
4	AP	75	Complete
5	AP	85	Complete
6	CG	80	Complete
7	DF	80	Complete
8	DA	55	Incomplete
9	EM	80	Complete
10	FA	85	Complete
11	HK	80	Complete
12	JF	80	Complete
13	JA	75	Complete
14	JO	75	Complete
15	MD	80	Complete
16	MH	80	Complete
17	MB	80	Complete
18	SA	80	Complete
Total of all students' grade			1380
Total all of the students (n)			18
The highest grade			85
The lowest grade			55
Average			77

Source: The grade result of speaking post test II at VIII class of SMP TMI Roudlotul Qur'an Metro on November, 20th 2019.

Table 14
The Frequency of students' grade in Post-test II

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	16	89%	Complete
2	< 70	2	11%	Uncomplete
	Total	18	100%	

Source: The grade result of speaking post test II at VIII class of SMP TMI Roudlotul Qur'an Metro on November, 20th 2019

Figure 7
The Percentage of the Students' Grade in Post-test II
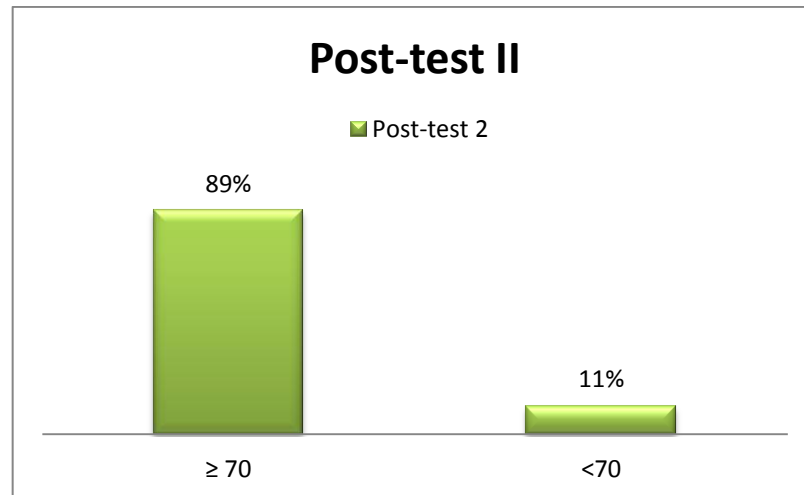
The result of Post-test II showed that the precentage of students' speaking skill achieved the indicator of success. It is because the precentage is more than 70%.

3) Observing

In this step, the researcher presented the material about *introducing your friend*. In learning process, there were also five indicators used to know the students' activities like in learning process previously.

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

Table 15
The Students' Learning Activity Result in Cycle II

No	Name	The Indicators of Students' Learning Activity				
		Paying attention on teacher's explanation	Asking or Answering the Questions	Being active in the class	Being able to do the Task	Being Active in the Group Activity
1.	AL	√	-	√	√	√
2.	AH	√	-	√	√	√
3.	AR	√	√	√	-	√
4.	AP	-	-	√	√	-
5.	AP	√	-	√	-	√
6.	CG	√	√	√	√	√
7.	DF	-	-	√	√	√
8.	DA	√	√	√	√	√
9.	EM	-	√	√	√	-
10.	FA	√	-	√	-	√
11.	HK	√	√	√	-	√
12.	JF	√	-	√	√	√
13.	JA	-	√	√	√	√
14.	JO	√	√	-	-	√
15.	MD	√	-	√	-	√
16.	MH	√	-	-	√	√
17.	MB	√	√	-	-	√
18.	SA	√	-	√	√	√
	TOTAL	**14**	**8**	**15**	**11**	**16**

Table 16
The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention on teacher's explanation	14	78%
2	Asking or Answering the Questions	8	44%
3	Being active in the class	15	83%
4	Being able to do the Task	11`	61%

5	Being Active in the Group Activity	16	89%

Source: The students' speaking skill at the eighth grade of VIII class of SMP TMI Roudlotul Qur'an Metro.

Then, the graph of percentage students' activity in cycle II below:

Figure 8
The Percentage of Students' Activity in Cycle II
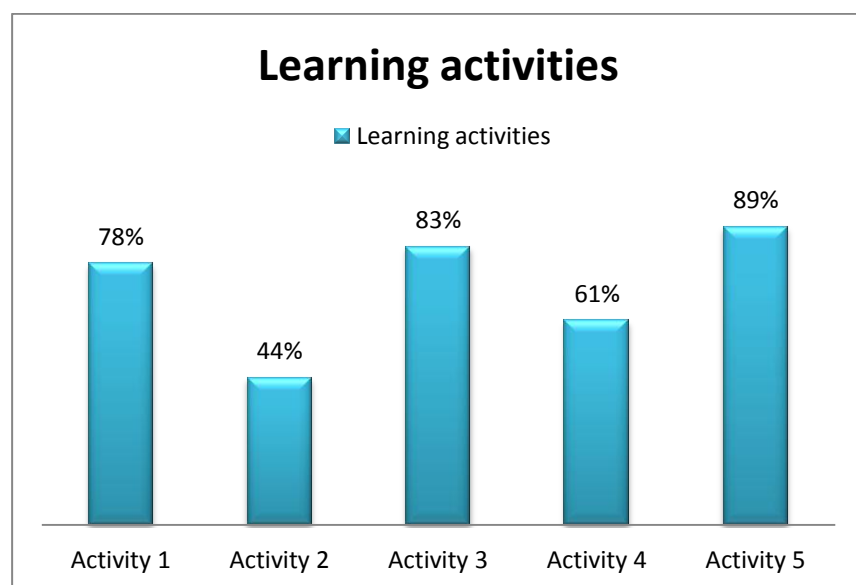
The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students paying attention on teacher's explanation 78%, then, the students ask or answer the question from the teacher 44% and being active in the class 83%, and the last being able to do the task 61% and the last student able to active in group activity 89%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage ≥70%.

4) Reflecting

From the result of learning process in cycle II, the researcher analyzed that generally by using community circle strategy was improved students' speaking skill.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 17
The Comparison Between Post-Test I Grade and Post-Test II Grade

No	Names	Post Test I Grade	Post Test II Grade	Deviation	Explanation
1	AL	30	55	25	Improve
2	AH	30	75	35	Improve
3	AR	35	80	45	Improve
4	AP	30	75	45	Improve
5	AP	50	85	35	Improve
6	CG	65	80	15	Improve
7	DF	70	80	10	Improve
8	DA	25	55	30	Improve
9	EM	30	80	50	Improve
10	FA	60	85	25	Improve
11	HK	35	80	45	Improve
12	JF	35	80	45	Improve
13	JA	45	75	30	Improve
14	JO	65	75	10	Improve
15	MD	50	80	30	Improve
16	MH	35	80	45	Improve
17	MB	60	80	20	Improve
18	SA	35	80	45	Improve
	Total	785	1380	585	
	Average	33	77		

The Highest Grade	70	85
The Lower Grade	30	55

Table 18
The Comparison of Students' Grade in Post-Test I and Post-Test II

Interval	Post-Test I		Post-Test II		Explanation
	F	**P**	**F**	**P**	
≥70	5	28%	16	89%	Complete
< 70	13	72%	2	11%	Incomplete
Total	18	100%	18	100%	

Then, the graph of students speaking skill post-test I and post-test II

grade in cycle II could be seen below:

Figure 9
**The Percentage of Comparison of Students' grade on
Post-test I and Post-test II**
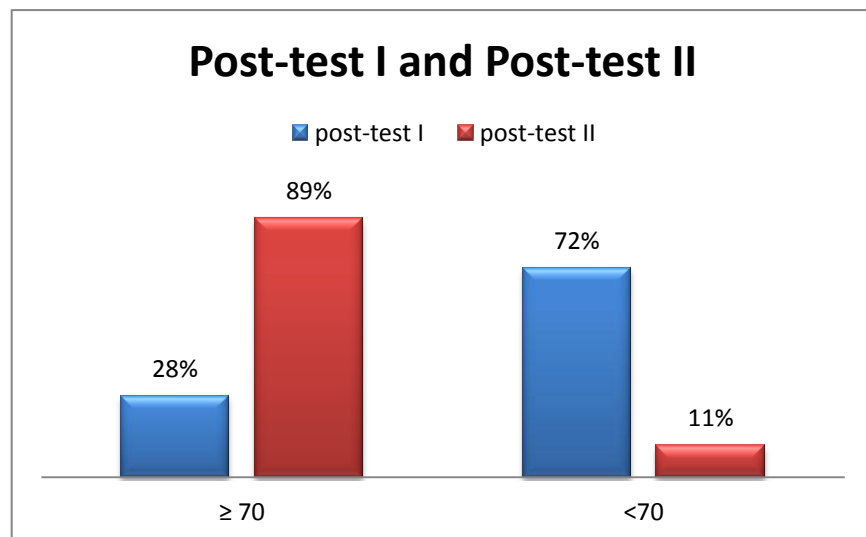
Based on the result above, it could be inferred that using

community circle strategy could improve the students' speaking skill

because there was improved from average in post-test I 44 became 77 in

post-test II. In the cycle II, most of the students could develop their speaking skill. It means that cycle II was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that community circle strategy improve the students'speaking skill.

B. INTERPRETATION

Community circle can help students develop their ability in convey an information. The teacher can use the community circle strategy for improve students' motivation and interest in learning.If the students interested, they will do and enjoy in class.

1. Result of Students Learning

a. Result of students Pre- Test Grade

In this phase, the researcher presented the pre- test to measure the students skill before implementing the treatment. The researcher obtained the data through test in the from of oral test which completed for 54 minutes. It was done on October, 30th 2019. From the result of pre-test showed that most of thestudents got difficult for doing the test. Based on pre-test result,it could be inferred that 16 students (89%) were not successful and 2 other students (11%) were successful. The successful students were those who got the minimum mastery criteria at SMP TMI Roudlotul Qur'an Metro at least 70.

b. Result of Students Post- Test 1 Grade

In this research, to know the students speaking skill after implementing the treatment the researcher conducted the post- test I. It was done on

November, 8th 2019. based on the result of pot-test 1, it could be seen that 5 students (28%) got grade up to the standard and 13 students (72%) got grade less than the standard. It was higher than the result of pre-test. The criteri on of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 70% students got grade ≥70. The fact showed that the result was unsatisfied.

c. Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 44% passed the MMC. The researcher presented the post- test II to measure the students skill after implementing the treatment. The researcher obtained the data through test in the from of speaking test which completed for 3 minutes. it could be seen that the grade of the students in post-test II was various.

It could be concluded that 16 students (89%) were successful and 2 other students (11%) were not successful. From the post test 2 results, the researcher got the average of 77. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was ≥70% students got grade 70. It indicated that the students' speaking skill was improved. Therefore, it is improved that community circle strategy can improve students' speaking skill among the eighth graders at SMP TMI Roudlotul Qur'an Metro.

2. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successful in cycle I but the students' average grade was low. While, the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. The following was the table of illustration grade in cycle I and cycle II.

Table 19
The Comparison of Speaking Skill of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Names	Pre Test Grade	Post Test I Grade	Post Test II Grade
1	AL	15	30	55
2	AH	15	30	75
3	AR	25	35	80
4	AP	35	30	75
5	AP	50	50	85
6	CG	45	65	80
7	DF	45	70	80
8	DA	15	25	55
9	EM	15	30	80
10	FA	55	60	85
11	HK	25	35	80
12	JF	25	35	80
13	JA	25	45	75
14	JO	60	65	75
15	MD	45	50	80
16	MH	25	35	80
17	MB	50	60	80
18	SA	30	35	80
	Total	600	785	1380
	Average	33	44	77
	Complete	2	5	16

Based on the result of the pre-test, post-test I and post-test II, it was known that community circle strategy can improve students' speaking grade. It could be seen from the students get grade 70 from 2 to 5 became 16. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

Table 20
The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I
and Post-Test II Grade in Cycle II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	F	P	F	P	F	P	
≥70	2	11%	5	28%	16	89%	Complete
< 70	16	89%	13	72%	2	11%	Incomplete
Total	18	100%	18	100%	18	100%	

The researcher show the graph of the result of pre-test, post-test I and post-test II below:

Figure 10
The Comparison Grade of Students Speaking skill in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II
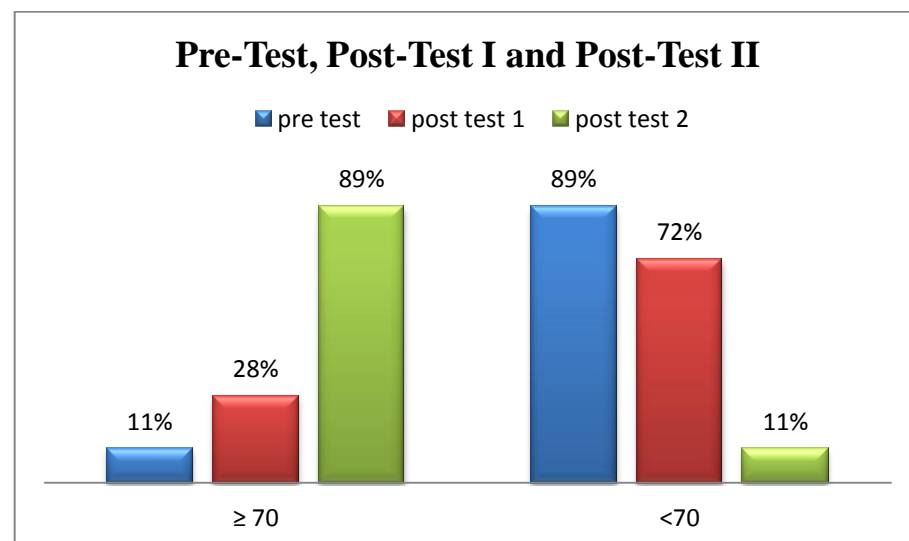
Based on the graph above, it could be inferred that community circle strategy could improve the students' speaking skill. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

3. Result Observation of Students' Activity

This observation result was gotten when the learning process happened by collaborator. The result of the students' learning activity observation can be seen in this table 1 as follow:

Table 21
Result of Students' Activity

No	Students' Activities	Cycle I		Cycle II		Explanation
		F	Percentage	F	Percentage	
1	Paying attention on teacher's explanation	13	72%	14	78%	Improved
2	Asking or answering the question	6	33%	8	44%	Improved
3	Being active in the class	9	50%	15	83%	Improved
4	The students able do the task	6	33%	11`	61%	Improved
5	Being active in the group activity	9	50%	16	89%	Improved

Based on the table above, can be described in the graph below:

Figure 11
The Result of Students' Learning Activity
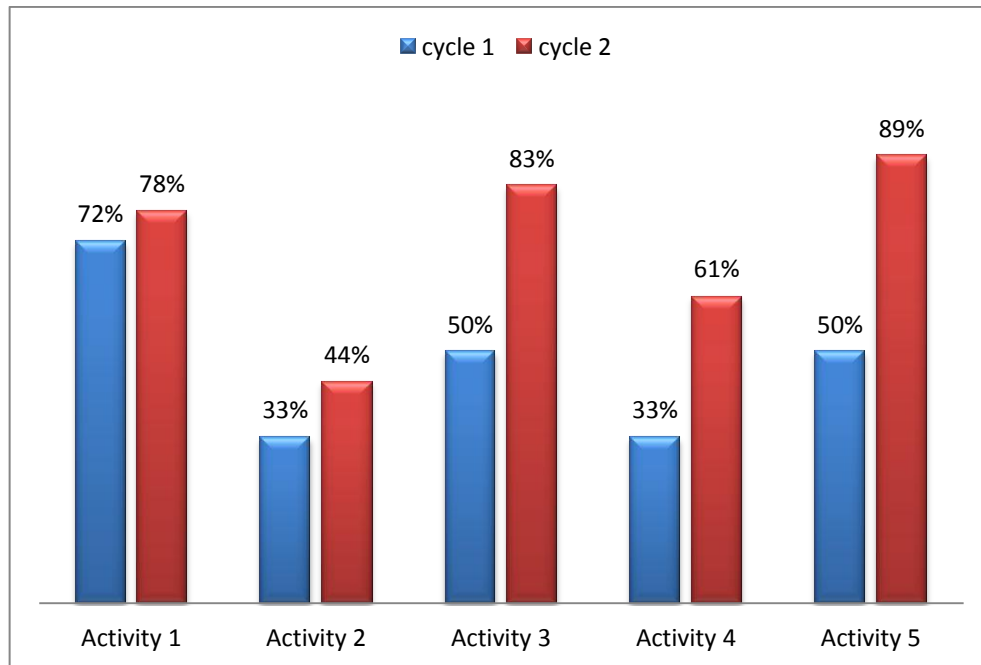
Based on the data had gotten, it could be inffered that the total of students in cycle I who paid attention to the teacher explanation were 13 (72%), students were very active in asked or answered the question, they were only six students (33%). Nine students (50%) were active in the class. Six students (33%) were able do the task. Nine students (50%) were active in the group activity. Meanwhile, in cycle II it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were ≥70% of students passed the examination. It means the students' speaking skill had improved. From the result above, the researcher concluded that this research was successful and would not be continued to the next cycle.

C. DISCUSSION

The researcher used community circle strategy to organize students' idea and made students more active in speaking skill in learning English. Therefore, it is proved that the implementation of community circle strategy improves the students' learning activities. Therefore, circle hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be shown that the use of community circle strategy could improve the students' in speaking skill. There is progress from the students gets grade ≥70 from pre-test 11% or 2 students, post-test I 28% or 5 students and post-test II become 89% or 16 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 70% of students got grade ≥70 are achieved.

The result of the students' activities in cycle I and cycle II improved. Pay' attention of the teacher' explanation from 61% in cycle I become 78% in cycle II, the students' ask or answer question from 33% in cycle I become 44% in cycle II, the students' activeness in the class from 50% in cycle I become 61% in cycle II, the students' were able do the task from 33% in cycle I become 28% in cycle II and the students' were active in the group activity from 50% in cycle I become 61% in cycle II. The result of students' activities in cycle I and cycle II there are improving about students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the speaking skill could be improved through Community Circle strategy at the eighth graders of SMP TMI Roudlotul Qur'an Metro, Community Circle strategy can improve among the eighth graders at SMP TMI Roudlotul Qur'an Metro. It can be seen on the progress from pretest to cycle I and cycle II. The percentage of students' speaking skill got from Post-test II of cycle II is 77%. It means that result of cycle II had already achieved the indicator of succes that is 70 % of the students achieve the Minimum Mastery Criteria (MMC).

In addition, the implemention of Community Circle strategy can improve the students' learning activity at the eighth graders of SMP TMI Roudlotul Qur'an Metro. It was investigated that the percentage of learning activity of cycle 2 is 71%. It means that Community Circle strategy can improve the student's learning activity.

B. Suggestion

Based on the conclusion above, it could be delivered some suggestions to be shared more attention in teaching and learning process go to:

1. For English Teacher

   a. The teacher should prepare and sellect appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the communicative teaching learning process.

b. It is better for the teacher to use Community Circle strategy in English learning especially in speaking because it could improve students' speaking skill.

c. The teacher should give motivation to the students in order to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their skill in speaking so they can be successful in English learning.

3. For Headmaster

It is suggested for headmaster to support the English teacher to use Community Circle strategy in learning proccess, because this strategy is so helpful.

BIBLIOGRAPHY

Ary, Donald et. al, *Introduction to Research in Education 8th Edition*, USA: Wadsworth Cengage Learning, 2010.

Brown, H. Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition*. California: San Fransisco State Univercity, 2001.

Brown, H. Douglas. *Language Assessment Principles and Classroom Practices*. San Francisco, California, 2003.

Creswell, John W. *Educational Research*. United States; Pearson Education Inc, 2012.

Junita, Syafrina."*Teaching Speaking By Combining Photo Analysis And Community Circle Strategies At Junior High School Students*", Pendidikan Bahasa Inggris Vol 1, No 1 (2014): 48

Leni Septianty,"*Teaching Critical Thinking in Speaking by Combining Academic Controversy Strategy with Community Circle Strategy at Senior High School*", Pendidikan Bahasa Inggris Vol 1, No 1 (2014): 48

Louis Cohen, et.al, *Research Methods,* p. 423

McNiff, Jean and Jack Whitehead, *Action Research: Principles and Practice Second Edition.* New York: Routledge Falmer, 2002.

Miller, John P, Michele Irwin, and Kelli Nigh, *Teaching from The Thinking Heart: the practice of holistic education*. USA: Information Age Publishing Inc, 2004.

Nurhanifa,"*Teaching Speaking by Combining Community Circle Strategy with 20 Questions Strategy at Junior High School*", Pendidikan Bahasa Inggris Vol 4, No 2 (2014): 49

O'Leary, Zina. *The Essential Guide To Doing Research*. London; Sage Publications Ltd, 2004.

Pawlak, Mirosław, Ewa Waniek-Klimczak and Jan Majer, *Speaking and Instructed Foreign Language Acquisition: second language acquisition*. United Kingdom: MPG Books Group, 2011.

Peery, Angela B. *Deep Change: Profesional development from the inside out*. Oxford: British Library Cataloguing, 2004.

Richards & Renandya, *Methodology In Language Teaching*. New York: Cambridge University Press, 2002.

Robbins, Pam, Gayle Greogory & Lynne E. Herndon, *Thinking inside the block schedule: strategies for teaching in extended periods of time*. California: Corwin Press Inc, 2000

Septianty, Leni, "Teaching Critical Thinking In Speaking By Combining Academic Controversy Strategy With Community Circle Strategy At Senior High School" *Pendidikan Bahasa Inggris* Vol 1, No 1 (2014), 48.

Silver, Harvey F, Richard W Strong & Matthew J. Perini. *The Strategic Teacher: Selecting the right research-based strategy for every lesson.* Alexandria: Thoughtful Education Press, 2007.

Thornburry, Scott. *How to Teach Speaking*. New York: Pearson Education Limited, 2006.

Waterman, Sheryn Spence. *Assesing Middle and High School Social and English: Differentiating Formative Assessment*. New York: Taylor & Francis Group, 2010.

Weir, *Language Testing and Validation.* United States: Palgrave Macmillan, 2005.

APPENDICES

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP TMI ROUDLOTUL QUR'AN METRO

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda • *Fungsi sosial* Membanggakan, menjual, mengenalkan,	Mengamati • Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber,	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana.	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional

tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.	mengidentifikasi, mengkritik, dsb. • *Struktur text* (gagasan utama dan informasi rinci)	dengan menggunakan ejaan dan tanda baca dengan benar. • Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.	• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif.	dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti:
1.2 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana	a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan	• Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. Menanya	• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.	- www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
1.3 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 6 (tiga) kalimat. • *Unsur kebahasaan* (1) Penyebutan kata benda singular dengan *a* dan *the*,	Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. Mengumpulkan Informasi • Secara kolaboratif, mencari dan mengumpulan beberapa	• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. CARA PENILAIAN: SIKAP	- https://www.google.com/

dan plural (-s).	teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.	• Observasi • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.
(2) Kata ganti *it, they, she, we,* dst.; *our, my, your, their,* dst.	• Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.	• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.
(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.		• Penilaian diri:
(4) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*		Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.
(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take,* dll.	• Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:	
(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,*	- fungsi sosial setiap teks - nama orang,	

dsb secara tepat dalam frasa nominal	binatang, benda yang dideskripsikan	**PENGETAHUAN** • Tes tertulis
(7) Ucapan, tekanan kata, intonasi	- sifat orang, binatang, benda yang dideskripsikan	Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.
(8) Ejaan dan tanda baca	- tindakan orang, binatang, benda yang dideskripsikan	• Portofolio
(9) Tulisan tangan	- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan	Menilai penggunaan fungsi sosial, unsur kebahasaan, dan struktur teks melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.
Topik Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	• Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. Menalar/Mengasosiasi • Membandingkan fungsi	**KETERAMPILAN.** • Unjuk kerja Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi

sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.

• Memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.

Mengomunikasikan

• Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan

dengan menyebutkan dan menanyakan deskripsi orang, binatang, benda

• Portofolio

Penilaian melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.

• Observasi:

(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)

Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul

kesempatan, di dalam dan di luar kelas.

struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).

- Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

- Membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)

Satuan pendidikan	**: SMP TMI Roudlotul Qur'an Metro**
Mata pelajaran	**: Bahasa Inggris**
Kelas	**: VIII**
Pokok bahasan	**: Describing People, Animal, and Thing**
Alokasi waktu	**: 2 x 30 menit (6x pertemuan)**

A. Kompetensi Inti (KI)

Ki-1 : menghargai dan menghayati ajaran agama yang dianutnya.

Ki-2 : menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

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

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

B. Kompetensi Dasar (KD)

1.1   menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya .

1.2   menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

1.3   menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1.1.1   mengidentifikasi fungsi sosial teks deskriptif.

1.1.2   mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang orang.

1.1.3   mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana

1.1.4   mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang binatang sesuai dengan konteks penggunaannya.

1.1.5   mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan konteks penggunaannya.

1.2.1   melengkapi teks deskriptif tulis sangat pendek dan sederhana

1.2.2   melengkapi teks deskripsif lisan sangat pendek dan sederhana

1.3.1   menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

1.3.2   menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

1.3.3   menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang benda dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

1.3.4   melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsisosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

1.3.5   melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.

1.3.6   melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

Teks deskriptif pendek dan sederhana tentang orang, binatang dan benda

- **Fungsi sosial dari ungkapan:**
  - Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb nya.
- **Struktur teks (gagasan utama dan informasi rinci)**
  - Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
  - Menyebutkan sifat orang, binatang, benda dan bagiannya.

- Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 6 (tiga) kalimat

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

E. Metode Pembelajaran:

1. Pendekatan   : *Scientific*
2. Model   : *Discovery learning*

F. Media, Alat dan Sumber Pembelajaran :

1. Media   : CD pembelajaran
2. Alat/bahan   : Komputer/laptop, LCD, power point, internet
3. Sumber belajar   :

- Buku teks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
- Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset
- Contoh teks tertulis
- Sumber dari internet:
    - www.dailyenglish.com
    - http://americanenglish.state.gov/files/ae/resource_files
    - http://learnenglish.britishcouncil.org/en/

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	a. Persiapan psikis dan fisik dalam membuka pelajaran dengan mengucapkan salam dan berdoa bersama b. Menginformasikan tujuan yang akan dicapai selama pembelajaran. c. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran d. Memberi motivasi siswa untuk aktif dalam proses pembelajaran	**5 menit**
Inti	**Mengamati** • Siswa mendengarkan/dan menirukan beberapa kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu , yang dicontohkan dan dibacakan guru sesuai dengan konteks penggunaannya • Siswa mengidentifikasi berbagai makna yang terdapat dalam kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dengan cara menjawab pertanyaan pemahaman • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu (fungsi sosial, struktur teks, dan unsur bahasa) **Menanya** Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam	**50 menit**

berbagai konteks

Mengeksplorasi

- Siswa membaca contoh-contoh lain kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dari sumber lain .
- Siswa menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu menggunakan bahasa inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur

Mengasosiasi

- Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan, struktur teks, dan unsur kebahasaan, serta format penulisan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu

- Siswa menyimpulkan hasil analisisnya tentang fungsi sosial, struktur teks dan unsur kebahasaan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajarinya.

- Siswa meminta balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa menyatakan dan menanyakan secara tulis dan lisan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu), dengan bahasa inggris, dalam berbagai kegiatan dan kesempatan di dalam dan di luar kelas.

- Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang

	sudah atau akan dilakukan untuk mengatasinya	
Penutup	a. Membuat kesimpulan berdasarkan hasil pengamatan dan analisis tentang materi ajar dalam pembelajaran yang dilakukan peserta didik bersama guru b. Melaksanakan *test* secara lisan c. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing.	**5 menit**

H. Rubik Penilaian

1. Penilaian Dari Aspek Pengetahuan (Knowledge)

Format Penilaian Individu

Nama Kegiatan	: ………………………
Tanggal Pelaksanaan	: ………………………..
Nama Siswa	: ………………………..
NIS	: ………………………..

No	Aspek yang Dinilai	Nilai
1	Kosa Kata (Vocabulary)	
2	Ketepatan (Accuracy)	
3	Pengucapan (Pronunciation)	
4	Pemahaman (Understanding)	

Indikator :

a. Kosa Kata (Vocabulary)

5 = Sempurna

4 = Ada kesalahan tapi tidak menggangu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

b. Ketepatan (Accuracy)

5 = Sempurna

4 = Ada kesalahan tapi tidak menggangu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

c. Pengucapan (Pronunciation)

5 = Sempurna

4 = Ada kesalahan tapi tidak menggangu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

d. Pemahaman (Understanding)

5 = Sempurna

4 = Ada kesalahan tapi tidak menggangu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

2. Penilaian Dari Segi Sikap (Attitude)

Format Penilaian Individu

Nama Kegiatan   : ………………………

Tanggal Pelaksanaan   : ………………………..

Nama Siswa   : ………………………..

NIS   : ………………………..

No	Aspek yang Dinilai	Nilai
1	Rasa hormat (Respect)	
2	Peduli (Care)	

3	Berani (Brave)	
4	PercayaDiri (Confidence)	
5	Ingin tahu (Curiousity)	

Indikator :

a. Rasa Hormat (Respect)

5 = Siswa selalu menunjukan sikap rasa hormat

4 = Siswa pernah menunjukan sikap tidak hormat

3 = Siswa beberapa kali menunjukan sikap tidak hormat

2 = Siswa sering menunjukan sikap tidak hormat

1 = Siswa sangat sering menunjukan sikap tidak hormat

b. Peduli (Care)

5 = Siswa selalu menunjukan sikap peduli

4 = Siswa pernah menunjukan sikap tidak peduli

3= Siswa beberapa kali menunjukan sikap tidak peduli

2 = Siswa sering menunjukan sikap tidak peduli

1 = Siswa sangat sering menunjukan sikap tidak peduli

c. Berani (Brave)

5 = Siswa selalu menunjukan sikap berani

4 = Siswa pernah menunjukan sikap tidak berani

3 = Siswa beberapa kali menunjukan sikap tidak berani

2 = Siswa sering menunjukan sikap tidak berani

1 = Siswa sangat sering menunjukan sikap tidak berani

d. Percaya Diri (Confidence)

5 = Siswa selalu menunjukan sikap percaya diri

4 = Siswa pernah menunjukan sikap tidak percaya diri

3 = Siswa beberapa kali menunjukan sikap tidak percaya diri

2 = Siswa sering menunjukan sikap tidak percaya diri

1 = Siswa sangat sering menunjukan sikap tidak percaya diri

e. Ingin Tahu (Curiousity)

5 = Siswa selalu menunjukan sikap ingin tahu

4 = Siswa pernah menunjukan sikap tidak ingin tahu

3 = Siswa beberapa kali menunjukan sikap tidak ingin tahu

2 = Siswa sering menunjukan sikap tidak ingin tahu

1 = Siswa sangat sering menunjukan sikap tidak ingin tahu

3. Penilaian Dari Segi Tingkah Laku (Action)

Format Penilaian Individu
Nama Kegiatan   : ……………………….
Tanggal Pelaksanaan   : ………………………..
Nama Siswa   : ………………………..
NIS   : ………………………..

No	Aspek yang Dinilai	Nilai
1	Rasa hormat (Respect)	
2	Melakukan tindak Komunikasi (Communicative Action)	
3	Kerjasama (team Work)	

Indikator :

a. Rasa Hormat (Respect)

5 = Siswa selalu menunjukan sikap rasa hormat

4 = Siswa pernah menunjukan sikap tidak hormat

3 = Siswa beberapa kali menunjukan sikap tidak hormat

2 = Siswa sering menunjukan sikap tidak hormat

1 = Siswa sangat sering menunjukan sikap tidak hormat

b. Melakukan Tindak Komunikasi (Communicative Action)

5 = Siswa selalu melakukan kegiatan komunikasi yang tepat

4 = Siswa sering melakukan kegiatan komunikasi yang tepat

3 = Siswa beberapa kali melakukan kegiatan komunikasi yang tepat

2 = Siswa pernah melakukan kegiatan komunikasi yang tepat

1 = Siswa tidak pernah melakukan kegiatan komunikasi yang tepat

c. Kerjasama (Team Work)

5 = Siswa selalu kerjasama

4 = Siswa sering kerjasama

3 = Siswa beberapa kali melakukan kerjasama

2 = Siswa pernah melakukan kerjasama

1 = Siswa tidak pernah kerjasama

Mengetahui

Guru Mata Pelajaran

Metro,   Oktober 2019

Peneliti

(LENA HENDIYANA, S.Pd)

Nip ....

(ANNISA NURMALA DEWI)

Npm: 1501070020

ATTENDENCE LIST

No	Names	Pre Test	Meeting 1	Meeting 2	Post Test 1	Meeting 1	Meeting 2	Post Test 2
1	Ade lukman R.							
2	Ahmad Habibi							
3	Akbar Pamuntjak							
4	Ardika Putra							
5	Andi Permana							
6	chaisar Galih							
7	Daffa F.							
8	Dzaki Amran							
9	Egi Mohamat T.							
10	Febi Agustiawan							
11	Hasbi Kemal							
12	Jatmiko F.							
13	Jaya							
14	Josa							
15	Muhamad Dino A.							
16	Muhamad Hasan							
17	Muhamad Barhaki							
18	Syafirohul Amin							

TABLE OF TEST SPESIFICATION

PRE-TEST

Speaking Test

Basic competence	Performance Goal	Oral Test Items of Speaking
1.1. Apply text structure and linguistic elements to carry out the social function of descriptive texts by stating and asking about descriptions of people, animals, and objects, short and simple, in accordance with the context of their use.	1.1. Students are asked to apply text structure and linguistic elements to carry out the social function of descriptive texts by stating and asking about descriptions of people, animals, and objects, short and simple, in accordance with the context of its use.	1. Please describe an animal based own your language!

Source : Sylabus of English Subject Provided in 2013 Curriculum Used by English Teacher at SMP TMI Roudlotul Qur'an Metro

TABLE OF TEST SPESIFICATION

POST-TEST I

Speaking Test

Basic competence	Performance Goal	Oral Test Items of Speaking
1.1. Apply text structure and linguistic elements to carry out the social function of descriptive texts by stating and asking about descriptions of people, animals, and objects, short and simple, in accordance with the context of their use.	1.1. Students are asked to apply text structure and linguistic elements to carry out the social function of descriptive texts by stating and asking about descriptions of people, animals, and objects, short and simple, in accordance with the context of its use.	1. Please describe about your favorite thing based own your language !

Source : Sylabus of English Subject Provided in 2013 Curriculum Used by English Teacher at SMP TMI Roudlotul Qur'an Metro

TABLE OF TEST SPESIFICATION

POST-TEST II

Speaking Test

Basic competence	Performance Goal	Oral Test Items of Speaking
1.1. Apply text structure and linguistic elements to carry out the social function of descriptive texts by stating and asking about descriptions of people, animals, and objects, short and simple, in accordance with the context of their use.	1.1. Students are asked to apply text structure and linguistic elements to carry out the social function of descriptive texts by stating and asking about descriptions of people, animals, and objects, short and simple, in accordance with the context of its use.	1. Please describe about your close friend based own your language !

Source : Sylabus of English Subject Provided in 2013 Curriculum Used by English Teacher at SMP TMI Roudlotul Qur'an Metro

TEST INSTRUMENT IN PRE-TEST

Name   :

Class   :

Topic   : Describing an animal

Direction   :

1. Write your name, class, and describe an animal.

2. Please give your opinion about the topic based own your language.

TEST INSTRUMENT IN POST-TEST I

Name   :

Class   :

Topic   : Describing a thing

Direction   :

1. Write your name, class, and describe about your favorite thing.

2. Please give your opinion about the topic based own your language.

TEST INSTRUMENT IN POST-TEST II

Name   :

Class   :

Topic   : Describing a person

Direction   :

1. Write your name, class, and describe about your close friend.

2. Please give your opinion about the topic based own your language.

THE STUDENTS' GRADE IN PRE-TEST

No	Names	F	P	V	G.A	I.S	Point	Grade	Criteria
1	AL	0	1	1	0	1	3	15	Fair
2	AH	0	1	1	0	1	3	15	Fair
3	AR	1	1	1	1	1	5	25	Fair
4	AP	1	1	2	0	3	7	35	Adequate
5	AP	2	2	2	1	3	10	50	Adequate
6	CG	1	3	3	1	1	9	45	Adequate
7	DF	1	1	3	3	1	9	45	Adequate
8	DA	0	1	1	0	1	3	15	Fair
9	EM	0	1	1	0	1	3	15	Fair
10	FA	2	2	3	2	2	11	55	Good
11	HK	1	1	1	1	1	5	25	Fair
12	JF	1	1	1	1	1	5	25	Fair
13	JA	1	1	1	1	1	5	25	Fair
14	JO	1	3	3	3	2	12	60	Good
15	MD	2	2	2	0	3	9	45	Adequate
16	MH	1	0	2	1	1	5	25	Fair
17	MB	2	2	2	2	2	10	50	Adequate
18	SA	1	2	1	1	1	6	30	Adequate
Total of all students' grade								600	
Total all of the students (n)								18	
The highest grade								60	
The lowest grade								15	
Average								33	

Source: The Grade Result of speaking pre-test at VIII class of SMP TMI Roudlotul Qur'an Metro on October 30th 2019.

Note:

1. F = Fluency
2. P = Pronouncation
3. V = Vocabularry
4. G.A = Grammar Accuracy
5. I.S = Interactional Strategies

THE STUDENTS' GRADE IN POST-TEST 1

No	Names	F	P	V	G.A	I.S	Point	Grade	Criteria
1	AL	1	1	2	1	1	6	30	Incomplete
2	AH	1	1	2	1	1	6	30	Incomplete
3	AR	1	1	2	1	2	7	35	Incomplete
4	AP	1	1	2	1	1	6	30	Incomplete
5	AP	2	2	2	1	3	10	50	Incomplete
6	CG	2	3	4	2	2	13	65	Complete
7	DF	1	3	4	3	3	14	70	Complete
8	DA	0	1	1	1	2	5	25	Incomplete
9	EM	0	2	2	1	1	6	30	Incomplete
10	FA	2	2	3	2	3	12	60	Complete
11	HK	1	1	2	1	2	7	35	Incomplete
12	JF	1	1	2	1	2	7	35	Incomplete
13	JA	1	2	2	1	3	9	45	Incomplete
14	JO	2	3	3	3	2	13	65	Complete
15	MD	2	2	2	1	3	10	50	Incomplete
16	MH	1	1	2	1	2	7	35	Incomplete
17	MB	2	2	3	2	3	12	60	Complete
18	SA	1	2	2	1	1	7	35	Incomplete
Total of all students' grade									785
Total all of the students (n)									18
The highest grade									70
The lowest grade									30
Average									44

Source: The Grade Result of speaking post-test 1 at VIII class of SMP TMI Roudlotul Qur'an Metro *on November, 8th2019.*

Note:

1. F   = Fluency
2. P   = Pronouncation
3. V   = Vocabularry
4. G.A   = Grammar Accuracy
5. I.S   = Interactional Strategies

THE STUDENTS' GRADE IN POST TEST II

No	Names	F	P	V	G.A	I.S	Point	Grade	Criteria
1	AL	1	2	3	2	3	11	55	Incomplete
2	AH	3	3	3	3	3	15	75	Complete
3	AR	2	3	4	3	4	16	80	Complete
4	AP	2	3	4	2	4	15	75	Complete
5	AP	3	3	4	3	4	17	85	Complete
6	CG	2	3	4	3	4	16	80	Complete
7	DF	2	3	4	3	4	16	80	Complete
8	DA	2	2	3	2	2	11	55	Incomplete
9	EM	2	3	4	3	4	16	80	Complete
10	FA	3	3	3	4	4	17	85	Complete
11	HK	2	3	4	3	4	16	80	Complete
12	JF	2	3	4	3	4	16	80	Complete
13	JA	2	3	4	3	3	15	75	Complete
14	JO	2	3	3	3	4	15	75	Complete
15	MD	3	3	4	3	3	16	80	Complete
16	MH	3	3	4	3	3	16	80	Complete
17	MB	2	3	4	3	4	16	80	Complete
18	SA	3	3	3	3	4	16	80	Complete
Total of all students' grade								1380	
Total all of the students (n)								18	
The highest grade								85	
The lowest grade								55	
Average								77	

Source: The grade result of speaking post test II at VIII class of SMP TMI Roudlotul Qur'an Metro on November, 20th 2019.

Note:

1. F = Fluency
2. P = Pronouncation
3. V = Vocabularry
4. G.A = Grammar Accuracy
5. I.S = Interactional Strategies

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE I

Subject   : **English**
Class   : **VIII**
School   : **SMP TMI Roudlotul Qur'an Metro**

No	Name	The Indicators of Students' Learning Activity				
		Paying attention on teacher's explanation	Asking or Answering the Questions	Being active in the class	Being able to do the Task	Being Active in the Group Activity
1.	AL	√	-	√	-	-
2.	AH	√	-	-	-	√
3.	AR	√	√	-	√	-
4.	AP	-	-	√	√	-
5.	AP	√	-	√	-	-
6.	CG	√	√	-	-	√
7.	DF	-	-	-	√	√
8.	DA	√	√	√	-	√
9.	EM	-	-	√	-	√
10.	FA	√	-	√	-	√
11.	HK	-	√	√	-	-
12.	JF	√	-	-	√	-
13.	JA	-	√	-	-	-
14.	JO	√	-	-	-	√
15.	MD	√	-	√	-	-
16.	MH	√	-	-	√	-
17.	MB	√	√	-	-	√
18.	SA	√	-	√	√	√
	TOTAL	**13**	**6**	**9**	**6**	**9**

Note :

- Tick (**√**) for activity students.
- The indicators of students activities that observed are:

  1. The students pay attention of teacher's explanation.

2. The students ask or answer the questions.
3. The students being active in the class.
4. The students being able to do the task.
5. The students being active in the group activity.

Collaborator

Metro,   December 2019
The Writer

Lena Hendiyana, S.Pd
NIP:

Annisa Nurmala Dewi
NPM: 1501070020

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE II

Subject   : English
Class   : VIII
School   : SMP TMI Roudlotul Qur'an Metro

No	Name	The Indicators of Students' Learning Activity				
		Paying attention on teacher's explanation	Asking or Answering the Questions	Being active in the class	Being able to do the Task	Being Active in the Group Activity
1.	AL	√	-	√	√	√
2.	AH	√	-	√	√	√
3.	AR	√	√	√	-	√
4.	AP	-	-	√	√	-
5.	AP	√	-	√	-	√
6.	CG	√	√	√	√	√
7.	DF	-	-	√	√	√
8.	DA	√	√	√	√	√
9.	EM	-	√	√	√	-
10.	FA	√	-	√	-	√
11.	HK	√	√	√	-	√
12.	JF	√	-	√	√	√
13.	JA	-	√	√	√	√
14.	JO	√	√	-	-	√
15.	MD	√	-	√	-	√
16.	MH	√	-	-	√	√
17.	MB	√	√	-	-	√
18.	SA	√	-	√	√	√
	TOTAL	**14**	**8**	**15**	**11**	**16**

Note :

- Tick (**√**) for activity students.
- The indicators of students activities that observed are:
    1. The students pay attention of teacher's explanation.

2. The students ask or answer the questions.
3. The students being active in the class.
4. The students being able to do the task.
5. The students being active in the group activity.

Collaborator

Metro, December 2019
The Writer

Lena Hendiyana, S.Pd
NIP:

Annisa Nurmala Dewi
NPM: 1501070020

DOCUMENTATION

The Students' Do The Pre-Test

The Students' Do The Post-Test

The Researcher Explain about the Rules of Test

The Students' Learning Activity

FIELD NOTE TABLE

No	Date	Field Note Result
1.	october, 30th 2019 08.25 - 09.35	The student still difficult to speak English. the student haven't motivation in learning.
2.	November 02nd 2019 13.00-14.00	The student have progress in their speaking but sometimes they still forget the vocabulary.
3.	November 6th 2019 08.25-09.35	the students are good in speaking
4.	November 8th 2019 13.00-14.00	the students have difficulty in their ideas.
5.	November	the students still confuse in

	3rd 2019 08.25 – 0935	their pronunciation.
6.	November 16th 2019 1300 – 14.00	the students understood with the vocabulary, so they can speak English well.
7.	November 20th 2019 08.25 – 09.35	The students have more knowledge they have many Vocabulary and they have improve in speak English.

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
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1071/In.28/S/U.1/OT.01/12/2019

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

Nama	: ANNISA NURMALA DEWI
NPM	: 1501070020
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070020.

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, 11 Desember 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : ANNISA NURMALA DEWI

NPM : 1501070020

Fakultas : TARBIYAH

Angkatan : 2015

Telah menyerahkan buku berjudul: The One Culture, A conversation about science

Metro,
Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : ANNISA NURMALA DEWI

NPM : 1501070020

Fakultas : TARBIYAH

Angkatan : 2015

Telah menyerahkan buku berjudul: The One Culture, A conversation about science.

Metro,
Ketua Jurusan TBI

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

Nomor   : B-3068/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal   : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP TMI ROUDLOTUL QURAN METRO
di-
     Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**ANNISA NURMALA DEWI**
NPM	:	1501070020
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	IMPROVING SPEAKING SKILL BY USING COMMUNITY CIRCLE STRATEGY AMONG THE EIGHTH GRADERS AT SMP TMI ROUDLOTUL QURAN METRO

untuk melakukan *pra-survey* di SMP TMI ROUDLOTUL QURAN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 September 2019
Ketua Jurusan
Tadris Bahasa Inggris

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

تربية المعلمين والمعلمات الإسلامية

معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN: 10809699   NSS: 202126103024   TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro ☏ (0725) 41442 Kode Pos.34125
email: smptmimetro@gmail.com website: www.smptmimetro.sch.id,www.pprq.or.id

Nomor   : 213/SMP-TMI RQ/XI/2019.
Lampiran   : -
Prihal   : Izin Pra-Survey

Yang bertanda tangan dibawah ini kepala SMP TMI Roudlatul Qur'an Metro Menerangkan Bahwa :

Nama   : Annisa Nurmala Dewi
NPM   : 1501070020
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Telah kami setujui untuk melaksanakan Pra-Survey pada sekolah kami SMP TMI Roudlatul Qur'an metro sebagai syarat penyelesaian Skripsi dengan judul :
"IMPROVING SPEAKING SKILL BY USING COMMUNITY CIRCLE STRATEGY AMONG THE EIGHT GRADERS AT SMP TMI ROUDLATUL QUR'AN METRO".

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan agar dapat digunakan sebagaimana mestinya.

Metro, 01 November 2019.
Kepala Sekolah.

M . Iqbal Beny Saputra, M.Pd.I

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

Nama : ANNISA NURMALA DEWI

NPM : 1501070020

Fakultas/Jurusan : TBI

Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Selasa 20/8/19	V		Revise Cover and Table	
2	Rabu 21/8/19	✓		Revise the using of Verb.	
3	Kamis 22/8/19	✓		Au Seminar	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

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

Nama : ANNISA NURMALA DEWI   Fakultas/Jurusan : TBI

NPM : 1501070020   Semester/TA   : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 19/12/18		✓	Revise background of study, Move theory on ch. II	
2.	Rabu 27/3/19		✓	Rurse the using of article "The".	
3.	Senin 15/4/19		✓	Acc ch. I continue to ch. II	
4.	Rabu 24/4·19		✓	Explain theory that have you quoted.	

Mengetahui :
Ketua Jurusasn TBI

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

Dosen Pembimbing II

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

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

Nama : ANNISA NURMALA DEWI   Fakultas/Jurusan : TBI

NPM : 1501070020   Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5.	Rabu 3/7-2019		V	Acc ch. II Continue to ch. III.	
6.	Senin 8/7-19		V	Revise ch. III	
7.	Rabu 17/7-19.		V	- elaborate more research procedure - Revise figure 1.	
8.	Rabu 31/7-19		V	Acc ch. III. Continue to 1st Advisor	

Mengetahui :
Ketua Jurusasn TBI

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

Dosen Pembimbing II

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

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

Nama : ANNISA NURMALA DEWI   Fakultas/Jurusan : TBI

NPM : 1501070020   Semester/TA   : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
I.	Selasa, 6/11-19	√	√	Bab 1 – 3 / An instruments	Ani

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

111

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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

Nama : ANNISA NURMALA DEWI Fakultas/Jurusan : TBI
NPM : 1501070020 Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 7/10-19		✓	Revise IPD Insert the Indikator!	
	Selasa 15/10 -19		✓	Write a Clear Indikator	
	Senin 4/11-19		✓	Acc IPD	

Mengetahui :
Ketua Jurusasn TBI

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

Dosen Pembimbing II

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3646/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP TMI ROUDLOTUL
QURAN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3644/In.28/D.1/TL.01/11/2019, tanggal 06 November 2019 atas nama saudara:

Nama	:	ANNISA NURMALA DEWI
NPM	:	1501070020
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP TMI ROUDLOTUL QURAN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING SPEAKING SKILL BY USING COMMUNITY CIRCLE STRATEGY AMONG THE EIGHTH GRADERS AT SMP TMI ROUDLOTUL QURAN METRO".

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

Wassalamu'alaikum Wr. Wb.

Dikeluarkan di : Metro
Pada Tanggal : 06 November 2019

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN: 10809699   NSS: 202126103024   TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro ☏ (0725) 41442 Kode Pos.34125
email: smptmimetro@gmail.com website: www.smptmimetro.sch.id,www.pprq.or.id

Nomor   : 212/SMP-TMI RQ/IX./2019
Lampiran   : -
Prihal   : Izin Research

Yang bertanda tangan dibawah ini kepala SMP TMI Roudlatul Qur'an Metro Menerangkan Bahwa :

Nama   : Annisa Nurmala Dewi
NPM   : 1501070020
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Telah melaksanakan Pelaksanakan pada sekolah kami SMP TMI Roudlatul Qur'an metro sebagai syarat penyelesaian Skripsi dengan judul :

"IMPROVING SPEAKING SKILL BY USING COMMUNITY CIRCLE STRATEGY AMONG THE EIGHT GRADERS AT SMP TMI ROUDLATUL QUR'AN METRO".

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan agar dapat digunakan sebagaimana mestinya.

Metro, 28 November 2019
Kepala Sekolah.

M. Iqbal Beni Saputra M.Pd.I

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

Nama : ANNISA NURMALA DEWI   Fakultas/Jurusan : TBI

NPM : 1501070020   Semester/TA : IX / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1	Senin 16 /12 /19	✓		Revise the mechanic in Ch. I and Abstract	
2	Rabu 18 /12 /19	✓		Revise ch. 4 about description of research.	
3	Jumat 20 /12 /19	✓		*(handwritten note)*	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

115

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

Nama : ANNISA NURMALA DEWI   Fakultas/Jurusan : TBI

NPM : 1501070020   Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jumat. 22/11-19		✓	Revise table 4.	
	Jumat 29/11-19		✓	Revise grammar!	
	Jumat 6/12-19		✓	Elaborate more the result of the research.	
	Jumat 27/12-19		✓	Acc ch. IV & V	

Mengetahui :
Ketua Jurusasn TBI

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

Dosen Pembimbing II

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

116

CURRICULUM VITAE

ANNISA NURMALA DEWI was born in Banjarrejo, Lampung Timur on November, 30th 1997. She is daughter from happy couple namely Mr. Joko Laksono and Mrs. Sudarmini.

She took her elementary school at Elementary School for 6 years at SDN 1 Banjarrejo, from 2003-2009. She continued her study in MTsN 1 Lampung Timur, for 3 years from 2009-2012. In line with her focus on the study , she decided to continue her study in MAN 1 Metro from 2012-2015. Then, she was registered as an S1 student of English Education Department at State Institute for Islamic Studies (IAIN) of Metro on 2015-2019. Many things she has gotten in the classroom and she hoped get job soon after graduated from the institute.