

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING DICTOGLOSS METHOD
ON THE STUDENTS SPEAKING PERFORMANCE
AMONG THE SEVENTH GRADERS AT
SMP NEGERI 02 PUBIAN
CENTRAL LAMPUNG**

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**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

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

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Presented as a Partial Fulfillment of the Requirements
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ABSTRACT

By:

Reza Fahrizal Faiz

The goal of teaching speaking is the students can communicate in the target language. The students find some difficulties in mastering the speaking. Therefore, the teacher expected to be more creative to choose the strategy applied in the classroom. Dictogloss Method is one of method that give students chance to do task by work together in pair to maximize their own and each other's learning.

In this research conducted a quantitative, in form of experiment research; the characteristic of the writer is correlated at eight grade of SMP N 02 Pubian. The population of this research consist of 151 students. And the sample is of the class VII graders students. Is the established through the total sampling technique. The instruments used test, observation, and document. Before writer give test, writer has been teaching about 6 times at the class to get information from the students. Test is a primary method in collecting data. Test had been done twice; they were pre-test and post-test. Furthermore, documentation and observation are supporting method in collecting data.

Finally, the data confirmed that pre-test just 18,52% students that can fulfill minimum mastery criteria (KKM) and mean of the pre-test is 62. it can say that the result of pre-test was unsatisfactory. Then, in post-test there are 11,11% and 14,82% students that can fulfill minimum mastery criteria (KKM) and mean of the post-test is 65,4. it means that there is a significant influence of using dictogloss method on the the students speaking performance at the seventh graders of SMP N 02 Pubian central lampung.

Keywords: *Speaking Performance, Dictogloss Method*

**PENGARUH METODE DICTOGLOSS TERHADAP KEMAMPUAN
PERFOMA BERBICARA SISWA KELAS TUJUH
DI SMP N 02 PUBIAN LAMPUNG TENGAH**

ABSTRAK

Oleh:

Reza Fahrizal Faiz

Tujuan pengajaran speaking adalah siswa dapat berkomunikasi dalam bahasa target. Siswa menemukan beberapa kesulitan dalam menguasai speaking. Oleh karena itu, guru diharapkan dapat lebih kreatif dalam memilih strategi yang diterapkan di dalam kelas. Metode dictogloss adalah suatu metode yang memberikan kesempatan kepada siswa untuk menyelesaikan tugasnya dengan bekerja secara berkelompok dengan pasangannya untuk memaksimalkan pembelajaran mereka sendiri serta pembelajaran satu sama lain.

Penelitian ini merupakan penelitian kuantitatif, yang berbentuk penelitian eksperimen dan bersifat hubungan antara variabel pada murid kelas VII SMP N 02 Pubian Lampung Tengah. Populasi dalam penelitian ini berjumlah 151 siswa. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas VII.A. teknik pengambilan data sampel menggunakan teknik sampel secara keseluruhan. Instrument penelitian yang digunakan yaitu test, dokumentasi, dan observasi. Tes merupakan metode pengumpulan data yang terutama. Sebelum melakukan tes penulis mengajar terlebih dahulu sekitar 6 kali pemberian materi untuk mendapatkan informasi dari siswa. Tes digunakan untuk mengukur hasil belajar bahasa Inggris siswa dan dilaksanakan dua kali yakni pre-test dan post-test. Sedangkan observasi dan dokumentasi adalah metode penunjang dalam penelitian ini.

Akhirnya, setelah data diteliti dapat disimpulkan bahwa hasil pre-test hanya 18,52% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 62. hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Sedangkan hasil post-test ada 11,11% and 14,82% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 65,5. hal ini dapat disimpulkan bahwa ada pengaruh yang nyata antara penggunaan Metode dictogloss terhadap kemampuan berbicara siswa pada kelas VII di SMP N 02 Pubian Lampung Tengah.

Kata Kunci : *Pemahaman Berbicara, Metode Dictogloss*



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

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An Undergraduate thesis entitled: THE INFLUENCE OF USING DIGTIOGLOSS METHOD ON THE STUDENTS SPEAKING PERFORMANCE AMONG THE SEVENTH GRADERS AT SMP NEGERI 02 PUBIAN CENTRAL LAMPUNG, written by: Reza Fakhrizal Faiz, Student Number 14122047 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on January 20, 2020, at 10.00-12.00, PM

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STATEMENT OF RESEARCH ORIGINALITY

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MOTTO

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

“Read in the name of your Lord who created”

(Qs. Al-Alaq:1)

“Intellegent Without Ambition is a Bird Without Wings”

-Salvador Dali-

DEDICATION PAGE

I truly dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Mulyono and Mrs. Susiyati who always support me by their endless love
2. My beloved Friends (Agung Prastyo, Tri Astuti, Riswanto, Leo Nardi, and the other friends) thanks for your loving, praying and supporting until finished this thesis.
3. My beloved almamater of State Institute for Islamic Studies of Metro

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The writer apologizes for all mistakes of this proposal. Hopefully, this writing can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, December 2020

The writer



Reza Fakhri Faiz
St. Number 14122047

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CHAPTER 1

INTRODUCTION

A. Background of the Study

English as a language for communication was important in this globalization era where people from many countries used English as a language to communicate with one another in daily activities. In Indonesia, the government realized that English competency has an impact on global development not only for education purpose but also for carrier purpose. That is why English course was presented since early ages.

The goal of teaching English as a Foreign Language (TEFL) in Indonesia was the mastery of English in addition to the national language. The success of English learning was usually seen from learners' ability to communicate with the native speaker of English or people who speak English in daily life. There are four main skills that must be mastered to be able communicate well in English. Those are listening, speaking, reading, and writing, considering the language components such as vocabulary, structure and pronunciation in situation where English is taught for general purposes these skills should be carefully integrated and used to perform as many genuinely communicative task as possible.

However, mastering this skill of speaking is not an easy matter to do. It can be seen from the reality that were many English learners who were still incapable to speak English in Indonesia despite they learnt the language for many years.

In SMP Negeri 02 Pubian the writer finds some problems why this can happen such as: low self-confidence, nervous and something they try to translate from their mother tongue into English. So, the writer thinks that students need a method in the teaching process to make learning English in classroom.

The writer assumes that Dictogloss Method can be applied in teaching English Learning especially in speaking class. Dictogloss Method is regarded as an alternative method to traditional language teaching methods because it favors a methodology in which functional Dictogloss Method use is aimed at and strived. There are some method of speaking. One of them is speaking skill in this research. The researcher wants to investigate whether Dictogloss Method can gives the positive effect for the ability of students in speaking. Moreover, the data of pre-survey test in SMP N 02 Pubian, the researcher give topic and the students verify and explain about the topic of speaking performance to know the speaking performance using dictocloss method. The test can be seen on the table below:

Table 1
The Pre-survey Data of Students' Speaking Performance among
the Seventh Graders at SMP Negeri 02 Pubian Central Lampung
Result of Speaking

No	Name	Score	Category
1	AS	70	High
2	AS	70	High
3	ANP	80	High
4	BDA	40	Low
5	BS	40	Low
6	DSI	40	Low
7	DE	40	Low
8	DP	70	High
9	DSR	80	High
10	LDDS	70	High
11	LA	80	High
12	MS	50	Average
13	MK	60	Average
14	NS	50	Average
15	NV	60	Average
16	NIK	50	Average
17	PS	40	Low
18	R	40	Low
19	RS	60	Average
20	RAS	50	Average
21	SA	40	Low

22	SM	40	Low
23	TA	40	Low
24	TM	40	Low
25	TY	40	Low
26	YA	40	Low
27	YT	40	Low
Total		1420	-
Avarage		52,6	Fail

Source: The Data of Pre Survey on July 30th, 2019

Table 2
Data Pre-survey on Agust 05th 2019
Among the Seventh Grade at SMP Negeri 02 Pubian Central Lampung

NO	Grade	Frequency	Percentage	Category
1	70-100	7	26%	High
2	50 – 69	7	26%	Average
3	0 – 49	13	48%	Low
		27	100	

Source : The English teacher's, take on August 05th 2019.

From the table above, it can be seen that English learning achievement is a poor. Because the English teacher said that the criteria of minimum (KKM) score for English subject at the school is 70. It means that just 7 student who got score ≥ 70 , so all of the student who got score ≤ 70 must do remedial. The writer assumes that it caused students' speaking is still poor and they feel English was difficult lesson.

Based on the phenomena above, the writer proposes to investigate a study as the tittle : THE INFLUENCE OF USING DICTOGLOSS

METHOD ON THE STUDENTS SPEAKING PERFORMANCE AMONG THE SEVENTH GRADERS AT SMP NEGERI 02 PUBIAN CENTRAL LAMPUNG.

B. Problem Identification

Based on the background above, the researcher is able to identify the problem as follow:

1. The students have low vocabulary mastery in English language.
2. The students do not know how to speak fluently with the correct grammar.
3. The students are lack of motivation in learning English especially in Speaking.
4. The students have less pronunciation in learning speaking performance.

C. Problem Limitation

Based on the problem identification, the researcher limits the problem that the students still have less pronunciation in learning speaking performance, so writer in title her research on teaching speaking through dictocloss method among the seventh grade at SMP N 02 Pubian Central Lampung.

D. Problem formulation

The problem formulation in this research is formulated as follows: Is there any positive and significant Influence of Dictocloss Method on the the Students Speaking Performance among seventh grade at SMP N 02 Pubian Central Lampung?

E. Objectives and Benefit of the Study

1. The Objectives of the Study

The objective of this research is to find out whether there is a positive and significant influence of using Dictogloss Method on the speaking performance among the seventh grade students at SMP Negeri 02 Pubian Central Lampung.

2. The Benefit of the Study

a. For the students.

- 1) As the students' to have a good speaking performance.
- 2) As the students' speaking performance.
- 3) As the students to speak practice.

b. For the teacher:

- 1) As the researcher hopes this research can help the teacher to solve the problem of teaching English.
- 2) As the teacher can use Dictogloss Method method as a choice on method of teaching speaking.

c. For the Headmaster

- 1) This researches as reference for English teaching learning process especially in speaking material.
- 2) The researches as a inspiration on teaching learning English.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Speaking Performance

1. The Concept of Speaking

a. The Definition of Speaking

everybody know, language is a set rules used by human as tool for building the good communication, people must have a good speaking skill. According to Scott, speaking is so much s part of daily life that we take it for granted¹. To know about the notion of the speaking it is self, the following are the definitions of speaking stated by some experts.

Johnson and Morrow say that speaking which is popular with term ‘oral communication’, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level².

Furthemore, Richards states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course

¹ Scott Thornbury, *How to Teach Speaking*, (England : Longman, 1998), p. 1

² Johnson, K. and Morrow, K.E, *Communication in The Classroom: Handbooks for Teachers' series*,(London: Longman, 1981), p.70

based on how much they feel they have improved in their spoken language proficiency³.

Cameron says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances . In brief, learners need to know how to use the language in context⁴.

To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the persons' responses. It means that speaking is the form abstract systems involving both phonological and grammatical system of the language

³ Richards, Jack , and Theodore Rodgers S, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p.128

⁴ Cameron, Deborah , *Working with Spoken Discourse*, (Oxford: SAGE Publications, Ltd, 2001), p.40

which is produced in a reciprocal exchange in which both reception and production play a part.

b. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play⁵.

1) Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed.

This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

⁵ Jeremy Harmer, *The Practice of English Language Teaching 3th edition*. (London: Longman, 2004), P. 271-275

2) Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

So that the game can make the students talk with other friends and share the information in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions⁶.

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

⁶ *Ibid*, p. 272

The second is instant comments which can train students to respond fluently and immediately is to insert “instant comment” mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as ‘panel speaker’ produce well-rehearsed ‘writing like’ arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4) Prepared Talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more ‘writing like’. However, if possible students should speak from notes rather than from a script.

It can be concluded that the students can feel easy to speak if the students prepare their topic before they present or deliver the topic or the information to other friends.

5) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate.

As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6) Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation.

It means that these activities can be used as the way to measure how far students can speak, say and express their feeling in English.

c. Teaching Speaking

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown states that there are seven principles for designing speaking techniques⁷. The first, use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency. Provide intrinsically motivating techniques. Second, encourage the use of authentic language in meaningful contexts. Provide appropriate feedback and correction. Then, capitalize on the natural link between speaking and listening. Give students opportunities to initiate oral communication. Encourage the development of speaking strategies.

Speaking seems one of the most important in language learning: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. Teaching speaking is not an easy job. Some teachers

⁷ *Ibid*, p.275-276

get very involved with their students during a speaking activity and want to join in too. There is nothing wrong with teacher getting involved of course provided they don't start to dominate. Although it is probably better to stand back so that the teacher can watch and listen to what is going on, students can also appreciate teacher participation at the appropriate level in other words, not too much⁸.

d. Teacher Roles

According to Byrne, the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows⁹:

- 1) The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as informant.
- 2) The practice stage (when the teachers allow the learners to work under their direction), the teachers have a role as conductor and monitor.
- 3) The production stage (when the teachers give the learners opportunity to work on their own).

Besides these three roles of each stage, there is another key role that cuts across them: namely, the teachers as motivator. The teachers must be able to motivate their students in order to arouse their interest and involve them in what they are doing. There are some

⁸ *Ibid.*, p 94

⁹ Byrne, Donn, *Teaching Oral English*. (England: Addison Wesley Longman Limited, 1997), p.2

factors which determine their ability to motivate their students, namely: their performance (the mastery of teaching skills, the selection and presentation of topics and activities, the teacher's personality).

1. Characteristics of Successful Speaking Activity

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations.

a. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak: because they are interested in topic and have something new to say about it, or just because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterance that is relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2. Teaching Speaking in Junior High School

The subject of this research is the eighth grade students at SMP Negeri 02 Pubian. Knowing the students' characteristics is the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best method to improve their own learning. the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, Harmer states that adult learners are notable for a number of special characteristics:

- a. They can engage with abstract thought.
- b. They have a whole range of life experiences to draw on.
- c. They have expectations about the learning process and may already have their own set patterns of learning.

- d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.
- e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.
- f. Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.¹⁰

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

As stated in School Based Curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners will be able to support their next study level through the ability of the English communicative competence.

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching 3th edition*,... p. 40

2. The Concept of Speaking performance

a. Definition of Speaking performance

Tarigan states that “speaking is ability to produced articulation sounds or sentences that express an idea or feeling”¹¹.

The goal of the speaking is “communication”. For the effectiveness to deliver the meaning of the idea then both the speaker and the listener ought to understand the idea of the

conversation. There are many aspects of speaking performance there are utterance, Vocabulary, grammar, content and meaning, and pronunciation. Based on his theory speaking is the device to communicate ideas arranged and developed depending on listener needed.

Furthermore, Hughes Rebecca assumed that speaking is the first mode in which children acquire language, it constitutes the bulk of most people’s daily engagement with linguistic activity, and it is the prime motor of language change¹². It means that, speaking is oral activity to express and to interaction to other people.

Terminologically, David Nunan stated that “to most people, mastering the art of speaking is the single most important aspect of

¹¹ Tarigan, Hendri Guntur. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 1990), p. 15

¹² Hughes Rebecca, *Spoken English, TESOL and Applied Linguistics*, (Palgrave Macmillan, 2006), p. 144

learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language”¹³.

Richards states that the mastery of speaking is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their speaking language proficiency.¹⁴ Therefore speaking is the most important aspect in learning a second or foreign language.

In speaking, one needs to know how to articulate the sound in a comprehensible manner and needs an adequate vocabulary. One also needs to have mastery of syntax. These various elements add up to linguistic competence. It means that speaking ability is actually a complex skill which sometimes needs a control in processing it but sometimes it can exist automatically without controlled. Speaking in the usage sense is simply the physical embodiment of abstract systems that involve the manifestation either of the phonological system or the grammatical system of the language. In the sense of use, speaking is a part of a reciprocal exchange in which both reception and production play a part. It means that speaking is the form of abstract systems involving both

¹³ David Nunan, *Language Teaching Methodology*, (London : Longman, 2000), p. 39

¹⁴ Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p. 19.

phonological and grammatical system of the language which is produced in a reciprocal exchange in which both reception and production play a part.

b. The Measuring Criteria of Speaking Performance

Based on Professor Weir Cyril. There are some indicators that be supposed to score to test speaking:¹⁵

Table 3
Analytic Speaking Criteria

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

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

		intonation and pronunciation.
	1 (fair)	Words are unintelligible.
	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
Vocabulary	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent in appropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
	4 (excellent)	Very few grammatical errors evident.
Grammatical accuracy	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.
	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
Interactional strategies	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.

From the tablet above, the researcher inferred that fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies are techniques of testing speaking.

B. The Concept of Dictogloss Method

1. The Concept of Dictogloss Method

Dictogloss as a multiple skill and system activity consists of listening, writing, and speaking and relies on students' knowledge of semantic, syntactic, and pragmatic systems of the target language to complete the task with focus on grammatical competence. Dictogloss is a relatively recent procedure in language teaching. It borrows a little from traditional dictation (hence part of its name) but in fact is quite distinct from dictation in both procedure and objectives.¹⁶

In addition dictogloss is an interactive method which promotes cooperative learning and can assist in the development of both the teacher and students' speaking performance.¹⁷ Unlike in the traditional method of dictation, in dictogloss only the gist of the text is expected to be produced by the students. Dictogloss is an interactive teaching method using dictation activity where learners listen to a passage, note down keywords and then work together to create a reconstructed version of the text.¹⁸

Meanwhile Based on British Council website, the definition of dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction.

¹⁶Ruth Wajnryb. *Resource Book for Teacher*. (Oxford University Press, New York. 1990), p. 5

¹⁷Ramlatu Jibir-Daura. *Using Dictogloss As An Interactive Method of Teaching Listening Comprehension*. (Australian International Academic Center, Australia. Vol. 4 No. 2; July 2013), p. 112

¹⁸*Ibid*; p.113

In addition according to expert collaboration Jacob & Small, Nunan, and Warjnb, Dictogloss is one way in which the use of authentic digitized material can effectively improve second language learner's audio comprehension ability.¹⁹ Dictogloss also offers a unique blending of teaching speaking performance and the assessment of students' speaking performance. Traditional test formats such as true or false items, multiple choice or open-ended questions are often not sensitive enough to capture the specific problems that learners may have at different levels of the meaning performance process. According to Vasiljevic, who investigated the dictogloss as an interactive method of teaching speaking performance to students' activity.

In fact dictogloss represents a major shift from traditional dictation.²⁰ When implemented conscientiously, dictogloss embodies sound principles of language teaching which include: learner autonomy, cooperation among learners, curricular integration, focus on meaning, diversity, thinking skills, alternative assessment, and teachers as co-learners. It revealed that the procedure of dictogloss method entails both language decoding (dictation) and its encoding (reconstruction) and, as a result, enhances both students' speaking performance.

Hence dictogloss pushes learners to produce a meaningful and accurate text and to reflect on their own choices. He added that this task

¹⁹ Mark J Walthermaire. *Dialogue on language Instruction*. (European and Latin American School. 2008) Vol. 19. Nos. 1&2, p. 4

²⁰ George Jacob. *Combining dictogloss and cooperative learning to promote language*. The Reading Matrix Vol.3. No.1, April 2003, p. 2

provides students with a sense of achievement and personal accountability and encourages them to think about the process of language learning and how to approach it more effectively.

1. Variations of Dictogloss

There are some variation of dictogloss, such as :²¹

a. Dictogloss Negotiation

In Dictogloss Negotiation, rather than group members discussing what they heard when the teacher has finished reading, students discuss after each section of text has been read. Sections can be one sentence long or longer, depending on the difficulty of the text relative to students' proficiency level

b. Student Controlled Dictation

In Student -Controlled Dictation, students use the teacher as they would use a tape recorder. In other words, they can ask the teacher to stop, go back, i.e., rewind, and skip ahead, i.e., fast-forward. However, students bear in mind that the aim of dictogloss is the creation of an appropriate reconstruction, not a photocopy.

c. Student-Student Dictation

Rather than the teacher being the one to read the text, students take turns to read to each other. Student-Student Dictation works best after students have become familiar with the standard dictogloss procedure. This dictogloss variation involves key elements of

²¹*ibid.* P. 9-12

cooperative learning, in particular equal participation from all group members, individual accountability (each member takes turns controlling the activity) and positive interdependence as group members explore meaning and correctness together.

d. Dictogloss Summaries

While in the standard dictogloss procedure students attempt to create a reconstruction of approximately the same length as the original, in Dictogloss Summaries, students focus only on the key ideas of the original text.

e. Scrambled Sentence Dictogloss

Scrambled Sentences is a popular technique for teaching a number of language skills. Scrambled Sentences Dictogloss employs this technique to raise the difficulty level of dictogloss and to focus students' attention on how texts fit together.

f. Elaboration Dictogloss

In Elaboration Dictogloss, students go beyond what they hear to not just recreate a text but also to improve it

g. Dictogloss Opinion

In Dictogloss Opinion, after students reconstruct the text, they give their opinion on the writers' ideas. These opinions can be inserted at various points in the text or can be written at the end of the text. If student commentary is inserted throughout the text, it promotes a kind of dialogue with the original authors of the text.

h. Picture Dictation

Dictation does not always have to involve writing sentences and paragraphs. Instead, students can do other activities based on what the teacher reads to them. For instance, they can complete a graphic organizer. Another possibility, described below, is to draw.

2. The Aims Of Dictogloss Method

Dictogloss has a number of aims:²² those are;

- a. It aims to provide an opportunity for learners to use their productive grammar in the task of text creation. Learners' linguistic resources are called upon as they pool their fragmented notes and consider the various language options available to them.
- b. It aims to encourage learners to find out what they do and do not know about English. This is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.
- c. It aims to upgrade and refine the learners use of the language through a comprehensive analysis of language options in the correction of the learners' approximate texts.

3. The Original Dictogloss Procedure

The procedure of dictogloss method consist of four steps, there are:²³

- a. Warm-up when the learners find out about the topic and do some preparatory vocabulary work.

²² Ruth Wajnryb. *Resource Book for Teacher*.p6-7

²³Zorana Vasiljevic. *English Language Teaching*.Faculty of Literature.(Bunkyo University, Japan. 2010).Vol 3, No 1. P. 41

- b. Dictation when the learners listen to the text read at a normal speed by the teacher and take fragmentary notes. The learners will typically hear the text twice. The first time the teacher reads the text, the students just listen but do not write. The second time, the students take notes.
- c. Reconstruction when the learners work together in small groups to reconstruct a version of the text from their shared resources.
- d. Analysis and correction when students analyze and compare their text with the reconstructions of other students and the original text and make the necessary corrections.

4. The Stages In The Procedure of Dictogloss Method

There are four stages in the procedure, there are;²⁴

- a. Preparation, when the learner finds out about the topic of the text and is prepared for some of the vocabulary.
- b. Dictation, when the learner hears the text and takes fragmentary notes.
- c. Reconstruction, when the learner reconstructs the text on the basis of the fragments recorded in stage 2.
- d. Analysis and correction, when learners analyse and correct their text.

5. Advantages and Disadvantages of the Dictogloss Method

The dictogloss model offers several potential advantages over other models of teaching speaking performance.²⁵

- a. Advantages of Dictogloss Method

There are many advantages to use dictogloss method, such as:

p. 7 ²⁴Ruth Wajnryb. *Resource Book for Teacher.* (Oxford University Press, New York. 1990),

²⁵Ibid p45-46.

- 1) The dictogloss method is an effective way of combining individual and group activities.
- 2) The dictogloss procedure facilitates the development of the learners' communicative competence.
- 3) The reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses.

b. The Disadvantages of Dictogloss Method

The value of a dictation is increased if the learners know what mistakes they made. Dictation will be most effective when it involves known vocabulary which is presented in unfamiliar collocations and constructions, and when there is opportunity for repetition of the material.²⁶ So the researcher can conclude that the disadvantage of dictogloss method is unfamiliar collocations and constructions are confusing the students'. Students' short-term memory, and repetition are the means of learning problems.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

Ary, Jacobs, Sorensen, and Razavieh say, "a variable is a construct or a characteristic that can take on different values or scores".²⁷ It means that variable is determined by researcher as a main focus for a research. "In experimental studies, the treatment is the independent

²⁶I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge, 2009), p. 60

²⁷ Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. *Introduction to Research in Education*. (Canada: Wadsworth. 2010). P:37

variable and outcome is the dependent variable”.²⁸ Based on the statement, there are two variables in this research. They are independent (X) variable and dependent variable (Y). The independent variable is the variables that affect the other variables or suspected as the cause of the other variables. The dependent variable is the variable that is affected by the independent variable or variables that emerge as a result of the independent variable. From the title of the study, which is “The Influence of Using Dicgtoloss Method on the Students speaking performance at the Seventh Grade of SMP Negeri 02 Pubian Central Lampung”.

The researcher concluded that this study has two variables. Those are independent variable and dependent variable. The independent variable was task-based instructions model and the dependent variable was speaking performance.

Approach of this research was quantitative. “Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data”, The statement refers that quantitative research use the form of number that was analyzed by using statistical formula. In this case, there were two means scores, the means scores are pre-test and post-test.

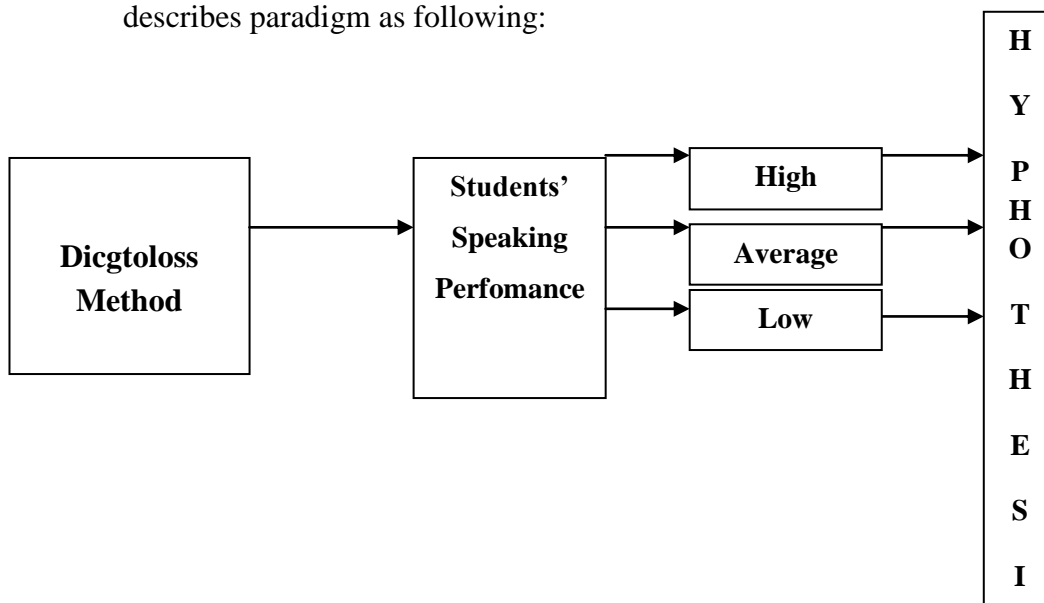
Based on the description, if Dicgtoloss Method applied with the right the students speaking performance to be a good. The other hand, if

²⁸ *Ibid.*

Dicgtoloss Method not be applied with the right then students speaking performance to be a bad.

2. Paradigm

Based on the theoretical framework above the researcher describes paradigm as following:



Based on the paradigm above, it can be concluded the individual approach and speaking performance have positive and significant and correlation. The writer assumes that the grade of individual approach is good; the grade of speaking performance is also good. However, if the grade of individual approach is poor, the grade of speaking performance is also poor.

3. Hypothesis

Based on the theoretical framework and paradigm above, the writer formulates the hypothesis is as follow:

There is positive and significant correlation between students' prior knowledge and their Dicgtoloss Method of speaking performance among the first semester students of SMP Negeri 02 Pubian Central Lampung.

a. Hypothesis Formulation

1) Alternative Hypothesis (H_a)

There is a positive and significant influence of using Communicative Language Teaching on Students Speaking Skill at The Eighth Grade of SMP N 02 Pubian Central Lampung.

2) Null Hypothesis (H_0)

There is no a positive and significant influence of using Dicgtoloss Method on Students Speaking performance at The Seventh Grade of SMP Negeri 02 Pubian Central Lampung.

b. Statistical Hypothesis

The statistical hypothesis that represented the hypothesis above was as follows:

If $t_{\text{observed}} > t_{\text{table}}$, the H_a is accepted and H_0 is rejected.

If $t_{\text{observed}} < t_{\text{table}}$, the H_a is rejected and H_0 is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the problem in the class, a researcher can prepare the design that would be researched. The researcher used the quantitative research type pre experimental design to identify The Influence of dictogloss method toward Speaking Performance at seventh graders of SMP N 02 Pubian Central Lampung.

This research is to know the dictogloss method can be used to increase the student's speaking Performance. To investigate the achievement of the research, firstly the students are give the question from the teacher to know the knowledge of speaking Performance in the pre-test, the teacher got the pre-test score from the student and teacher found the students who get the low scores and high scores. After the teacher know the score of the students, the teacher made the treatment for all students by using dictogloss method and speaking Performance to increase their knowledge. The teacher explained more about dictogloss method and how to identify the speaking Performance.

After the treatment can be conducted, the researcher administers the post test to know the result from the treatment. The researcher identified the students' achievement in speaking Performance. If the score are higher than post test it indicated that the dictogloss method not be used to increase the speaking Performance but if the score are higher than pretest , it showed that

the dictogloss method influenced the students speaking ability in the seventh grade of SMP N 02 Pubian Central Lampung.

B. The Operational Definitions Variables

Operational definitions of variables in this research are:

1. Independent Variable

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated and measured by the research. Independent variable of this research is dictogloss method which is defined as a speaking Performance in speaking process to get the main ideas quickly without read word by word. In this research the students can read using dictogloss method. The method was conducted by speaking Performance, start from the teacher gave the rulers of doing the test, distribute the speaking passages and then ask the students to finishing the questions for 30 minutes.

2. Dependent Variable

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is speaking Performance that can be defined as knowledge of student in identification the text such us: main idea, topic and the other. In this research the students can identify and analyze the speaking Performance.

Moreover, based on the theoretical review, the indicators of speaking Performance in learning process among seventh grade at SMP N 02 Pubian Center Lampung are in the topics of Electronic, Family and Job.

C. Population, sample and Sampling Technique

1. Population

Marczyk et.al defined that “The population of interest is usually defined by the purpose of the research and the research question itself”²⁹. It means that the population is all subject which will be presumed in this research. The population of this research was the students of seventh grade of SMP N 02 Pubian Central Lampung. In this research the total population was 27 students.

2. Sample

Sample is a portion of a population³⁰. Sample is a part or a number of characteristics of population. In other words, sample is the representation of population. In this research, the researcher used VIII A class of the seventh grade in SMP N 02 Pubian in that consists of 27 students.

3. Sampling Technique

Marczyk et.al defined that samples is representative of the population as a whole.³¹ The quality of a research is not only determined by a big number of sample, but also by the valid theories and the data analysis.

²⁹Geoffrey marczyk, Essential of Research Design and Methodology, (New Jersey: John Willey & Sons, Inc. 2005), p:84

³⁰*Ibid.*

³¹ *Ibid* p:83

The samples of the research as respondent is students who have eighth grade of SMP N 02 Pubian Central Lampung that number of 27 students. The number of the class in the seventh grade is 1 classes. Meanwhile, the technique sample by using the cluster purpose sampling. The researcher was took 1 class from the class to be became respondent in the research because their Performance is low based on the pre research. The class that choosed is VIII.A that number is 27 students. The model of this sample is dependent sample, based on Donal Ary stated that “Sample is indispensable to the researcher”.³²

D. Data Collection Method

1. Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group³³. Moreover to collect the data, the reasercher usesd oral test in order to know the students’ speaking performance. In this test is use themonologue test. The test consists of two kinds of test, they are Pre-test and Post-test. The test is divided by two parts as follows:

a. Pre-test

The pre-test was given in the first meeting before doing treatments in order to know Performance of the students before doing the action research.

³²Donal Ary *et.al*, *Introduction to Research in Education*, (USA: Wadsworth, 1979) p:149.

³³*ibid*, p.105

b. Post-test

The post-test is done in the end of meeting in class. This treatment have done in the last meeting after doing treatments have something as a purpose to find out the change of students' achievement in the class or not. Post-test is the result of treatment. The improvement can be identifying if the average score of the post-test is higher than pre-test.

2. Observation

Observation means centralization of attention towards a subject by involving someone's whole senses to gather the data. The essence of observation is observing the subject to get something important. Then, what had been observed by the researcher are the use of task based intruction is the class and the students' activity in learning English.

3. Documentation

In getting the information, the researcher gets three kind of source such us: paper, place and people. According to Donal Ary said that "Documentation be of written or text-based artifacts (textbooks, novels, journals, etc."³⁴

The researcher useds reading comprehension to get detail information about condition of the school buildings and facilities, school historical background, teachers, employers, and organization structure of SMP N 02 Pubian.

³⁴Ibid., p. 442

E. Research Instrument

Colton said that “An instrument is a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making and ultimately understanding”³⁵. It means that, the instrument is the frame of questions for assessment base on the theory which use to measuring phenomena.

The research instrument in this research will be the tests which will be described as follows:

1. Instrument Blueprint

Instrument in this research is oral test, observation and documentation with the indicators which have been specified. Moreover, instrument used was in the test form that consists of monologue test about various kinds of text in the different themes such as electronic, family and job.

Furthermore, there were two tests in this research. The first test is pre-test and the second test was post test.

The research instruments that will be used in this research are:

- a. The writer uses test instrument. Test instrument used to measure the students’ speaking Performance. The kind of test is oral test that is consist of one topic.
- b. The instrument which is used in observation are the teacher as a using dictogloss method and students’ speaking Performance. The researcher observation the student’s activity, their participations, class situation

³⁵ David Colton & Robert, *Designing and Constructing Instruments For Social Research and Evaluation*.(USA, John Willey and Sons Inc, 2007). p: 5

during teaching and learning processes, and teacher (researcher) performance by using structure observation form and make note the overall activities. Furthermore, the researcher so collected the data from the post test and the result of the student's activity.

- c. The instrument which used in documentation method is documentation guidance. Here were the list of the documentation:
- 1) Documentation about historical background of SMP N 02 Pubian.
 - 2) Documentation about structural organization of SMP N 02 Pubian.
 - 3) Documentation about facilities of SMP N 02 Pubian.
 - 4) Documentation about sketch of location SMP N 02 Pubian.
 - 5) Documentation about condition of the teachers and official employees of SMP N 02 Pubian.
 - 6) Documentation about students of SMP N 02 Pubian.

2. Instrument Calibration

Test form by using speeches which consist of 2 topics it is oral test. The researcher uses the instrument with using the pre-test and post-test. The pre-test used to get the score before the treatment conducted. This test used to know the knowledge of students in speaking Performance. The researcher uses objective tests.

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of the dictogloss method on speaking Performance among the seventh grade SMP

N 02 Pubian Central Lampung, the researcher analyzes the data by using t-test. According Donal Ary the formulation of t-test as follows.³⁶

$$\chi^2 = \sum \left[\frac{(Fo - Fe)^2}{Fe} \right]$$

Then, the researcher used t-test for dependent sample to know whether there is a positive and significant influence on students 'dictogloss method in speaking Performance as follows:

$$t = \frac{\bar{D}}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notes :

t = t value for correlation sample

D = (difference), difference between pre-test score with post-test score.

RESULT OF THE RESEARCH AND DISCUSSION

D² = Square of D

CHAPTER IV

G. The Result of The Research

SMP Negeri 02 Pubian was established based on the decision of The Ministry of Educational and Cultural Affairs of Republic of Indonesia by number 0363/2007 on 20th June 2007. SMP Negeri 02 Pubian located at Sangunratu Street in Pubian, Lampung.

In addition, SMP Negeri 02 Pubian have guided by 2 principles as follows:

- 1) Khoirudin, S.Pd (in the period of 2007 – 2017)
- 2) Rita Yusnely Aris, M.Pd (in the period of 2017 – Now)

³⁶Donal Ary *et.al*, *Introduction to Research.*, h. 177

a. Visim and Mission of SMP Negeri 02 Pubian

1) Visim

Being an independent and prestigious school based on educational manner and knowledgeable about technology advance.

2) Mission

- a) Creating the developing of curriculum
- b) Increasing the effectivity of learning process
- c) Creating accomplishment with the standard minimum $\geq 6,5$ for each lesson
- d) Creating human resources of good teacher
- e) Completing the infrastructures

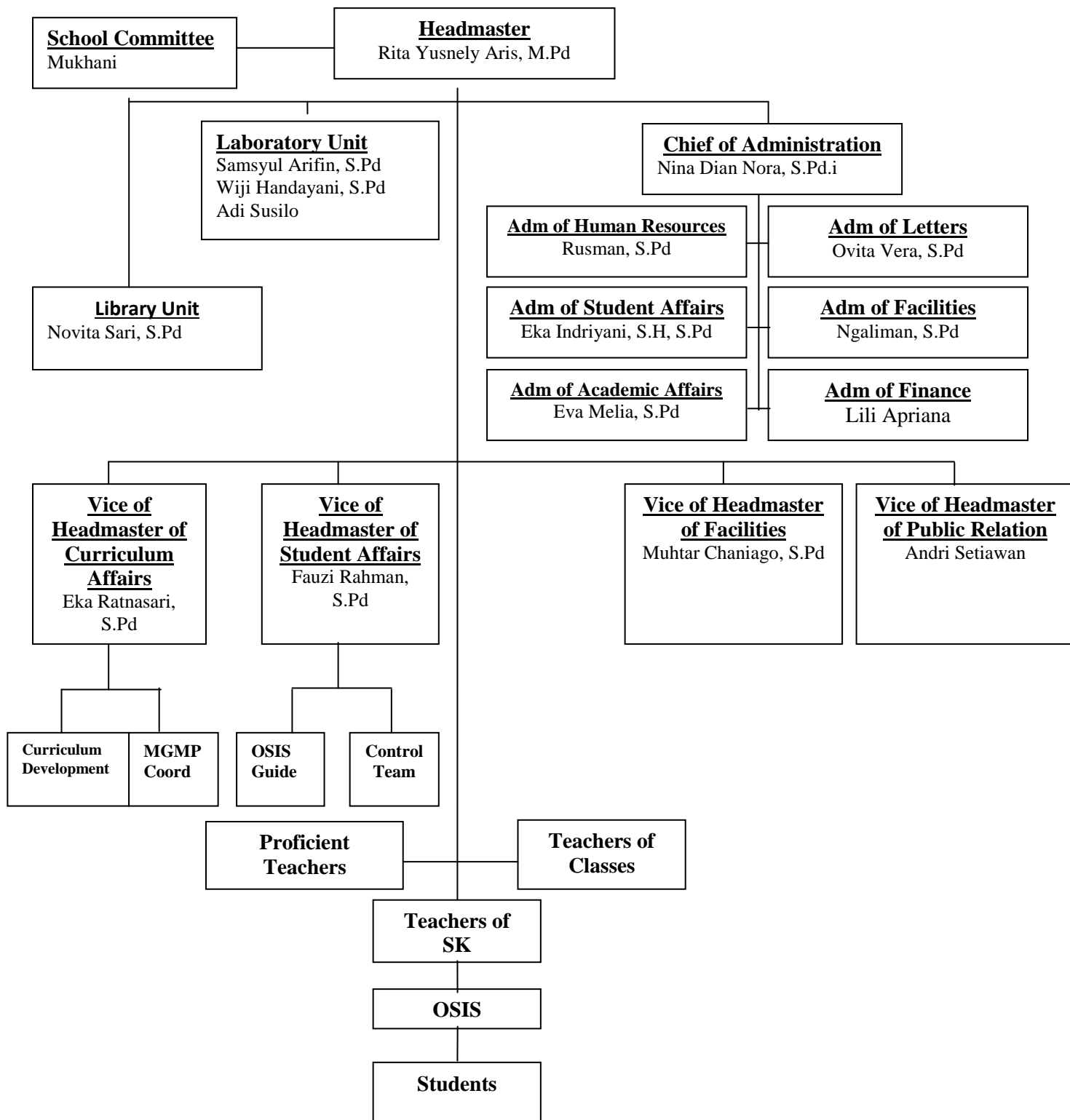
Moreover, The orientation of SMP Negeri 02 Pubianis the official management. The school consists of fourteen classes, teacher room, official employee room, library, computer laboratory, biological laboratory, mosque, canteen, toilet, and parking area.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMP Negeri 02 Pubian is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum.

b. Structure of Organization

The structure of organization of SMP Negeri 02 Pubian is stated below:

ORGANIZATION STRUCTURES OF SMP Negeri 2 Pubian



c. Number of The Teachers and Appendix

The condition of the teachers and employers in SMP Negeri 02 Pubian is stated below:

Table 5: Condition of Teachers and Employers

N O	N A M A	NIP	Mengajar Mata Pelajaran
1	Rita Yusnely Aris, M.Pd	197709232008012013	IPS Terpadu
2	Wiji Handayani, S.Pd	198102172008012003	IPS Terpadu
3	A. Musolih	197305171999031003	IPS Terpadu
4	Ovita Vera		IPS Terpadu
5	Rusman, S.Pd	196604122008011001 4	Bhs Indonesia
6	Fauzi Rahman, S.Pd		Bhs Indonesia
7	Nina Dia Nora, S.Pd.I		Bhs Indonesia
9	Muhkani	197610071999031004	Bhs Inggris
10	Y. Dani Bayun Anggara, S.Pd	198107182006041005	Bhs Inggris
11	Lili apriana		Bhs Inggris
12	Aris Mulyanto, S.Pd	197910102003121006	IPA Terpadu
13	Syamsul Arifin,S.Pd	197902242003121002	IPA Terpadu
14	Muhtar Chaniago, S.Pd		IPA Terpadu
15	Eka Ratnasari, S.Pd		IPA Terpadu
16	Eka Indrayani.S.H, S.Pd	198606252009022000 1	Matematika
17	Elly Riati, S.Pd		Matematika
19	Eva Melia, S.Pd		Bhs Inggris
20	Muhtar Chaniago, S.Pd		Matematika
21	Ngaliman, S.Pd.I	196906241993081000	Pend. Agama
22	Agus Setiawan, S.Pd.		Pend. Agama
23	Martini, S.HI		PKn
24	Agus Setiawan, S.Pd.		PKn
25	Adi Susilo		TIK
27	Novita Sari, S.Pd		Bhs Indonesia
28	Dwi Sartika, S.PdI		Bhs Lampung
30	Andri Setiawan		Penjasorkes
31	Saiful Anam,		Penjasorkes
32	Eka Puji Astuti, S.Pd		Seni Budaya
33	Linda Pusparani, S.PdI		IPS Terpadu
34	Dwi Efianti, S.Pd		IPS Terpadu
	Jumlah Jam		

Source: documentation of SMP Negeri 02 Pubian gathered on 11th, November 2019.

d. Number of Students

The condition of students in SMP Negeri 02 Pubian is stated as follows:

Table 6: Recapitulation of Students in SMP Negeri 02 Pubian

NO	Classes	Sex		Total
		Male	Female	
1.	Class VII	51	100	151
2.	Class VIII	52	92	144
3.	Class IX	53	74	127
Total		156	266	422

Source: documentation of SMP Negeri 02 Pubian gathered on 11th, November 2019..

e. Number of Facilities

The condition of facilities in SMP Negeri 02 Pubian is stated below:

Table 7: Recapitulation Facilities in SMP Negeri 02 Pubian

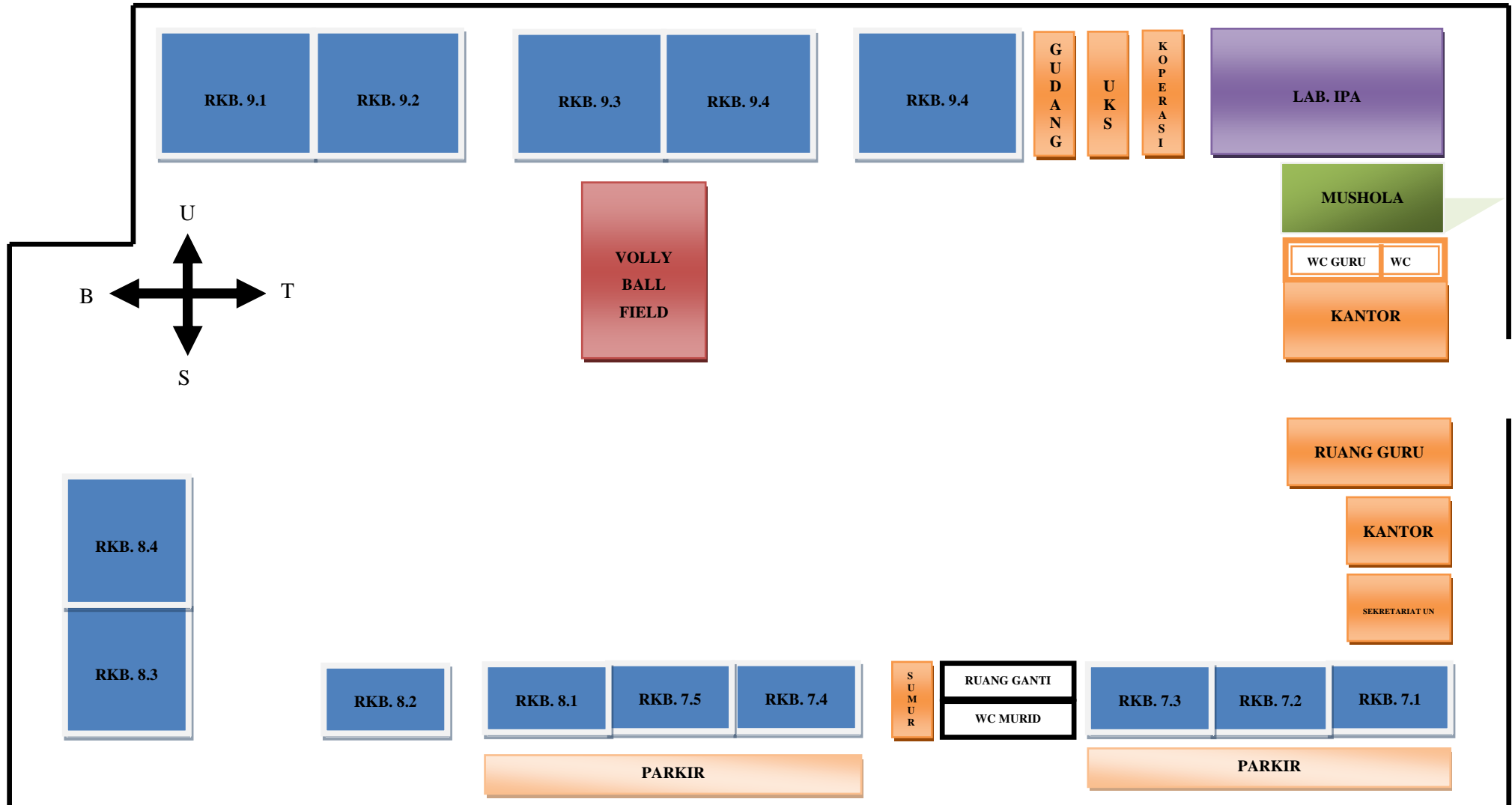
NO	FACILITIES	QUANTITY
1	Classroom (Class VII-IX)	14
2	Headmaster Room	1
3	Teacher Room	1
4	TU Room	1
5	Counseling Room	1
6	Library	1
7	OSIS Room	1
8	Mosque	1
9	Warehouse	1

10	Parking Area	1
11	Teacher Toilet	1
12	Student Toilet	2
13	Canteen	5
14	The Locker Room	1
15	Sciences Laboratory	1
16	Economic enterprise	1

Source: documentation of SMP Negeri 02 Pubian gathered on 11th, November 2019.

f. Location Sketch of SMP Negeri 02 Pubian

Location sketch of SMP Negeri 02 Pubian is stated below:



H. Description of The Research Data

a. Pre-test Result

The researcher conducted pre-test on 05th, November 2019. It was done to find out the students' basic knowledge towards greeting in speaking performance before giving treatment. The result of preliminary test could be seen as follows:

Table 8:
The students' pre-test result towards speaking performance in greeting at the seventh graders of SMP N 02 Pubian.

No	Codes of Respondents	Pre-test Scores	Category
1	AS	55	Bad
2	ASA	55	Bad
3	AM	60	Fair
4	AH	65	Fair
5	A P	60	Fair
6	ASP	55	Bad
7	AA	70	Fair
8	APS	60	Fair
9	AU	55	Bad
10	AI	70	Bad
11	AS	60	Fair
12	AGP	65	Fair
13	AP	70	Fair
14	AH	60	Fair
15	ADD	65	Fair

16	AK	60	Fair
17	AOH	65	Fair
18	BYA	55	Bad
19	AND	65	Fair
20	BP	55	Bad
21	BRM	65	Fair
22	BJ	70	Fair
23	BS	60	Fair
24	DN	60	Fair
25	DA	70	Fair
26	DF	65	Fair
27	DA	65	Fair
	Total	1680	
	Average	62	

Source: documentation of pre-test result of speaking performance in greeting gathered on 11th, November 2019.

From the data above, it could be found that the highest scores was 80 and the lowest scores was 20. In line with the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 27$$

$$K = 1 + 3,3 \times 1,43$$

$$K = 1 + 4,72$$

$$K = 5,72 = 6$$

R = the highest scores – the lowest scores

$$R = 70 - 55$$

$$R = 15$$

$$I = \frac{R}{K}$$

$$I = \frac{15}{6}$$

$$I = 2,5$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

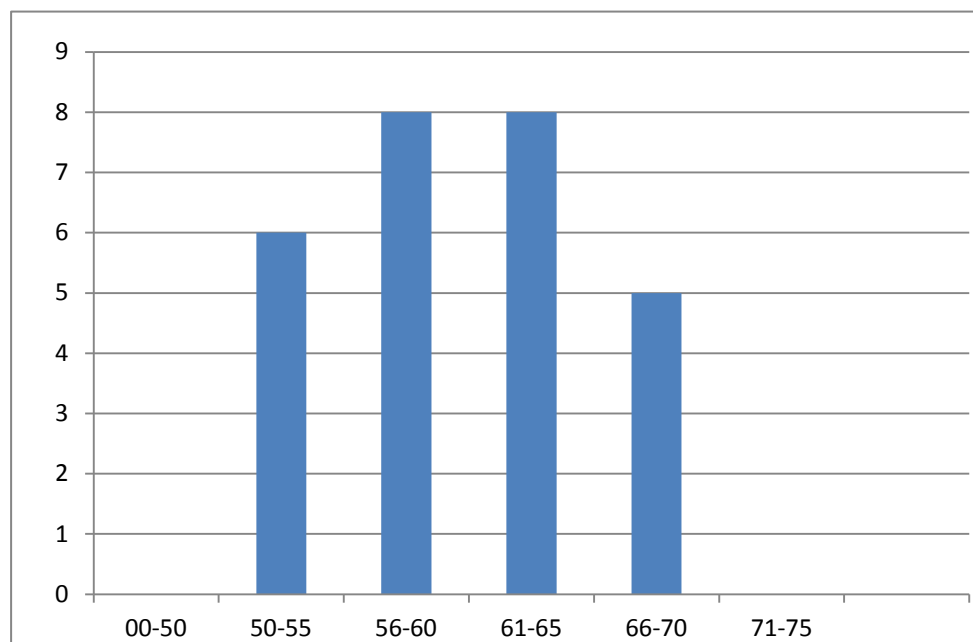
N = total participants/students

The total of interval class (I) in this research was 2,5. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 9:
Table of frequency distribution of students' pre-test result towards speaking performance in greeting at the seventh graders of SMP N 02 Pubian.

No	Interval Classes	Frequencies	Percentages
1	71 – 75	0	0,00%
2	66 - 70	5	18,52%
3	61 - 65	8	29,63%
4	56 - 60	8	29,63%
5	50 - 55	6	22,22%
6	00 - 50	0	0,00%
	Total	27	100%

Graph 1:
The result of students' pre-test towards speaking performance in greeting at the seventh graders of SMP N 02 Pubian.



Further, based on the table of frequency distribution above, it could be inferred that from 27 students as the sample of the research, just for about 1 students who had got the score similar to or higher than PBL, which is 80. The data revealed that 6 students got the score between 50 – 55 or as many as 22,22%. Next, there were 5 students got the score between 56 – 60 or as many as 29,63%. There were 8 students who got the score between 61 – 65 or in the other words, as many as 29,63%. Besides, there were 5 students who got the score between 66-75 - 60 or as many as 23,33% of each. The last, there were 5 students who got the score between 71 – 80 or as many as 18,52%.

In summary, from the result of pre-test, the researcher found that the students' problem was in using ineffective method in teaching

learning process. As a result, most of the students got the scores lower than Task Based Instruction.

b. Post-test Result

After considering the pre-test result of greeting in speaking performance, the researcher conducted the treatment of dictogloss method to help the students getting better understanding of greeting. Beware of that, the researcher identified the students' difficulty in speaking performance and offered concept task based instruction to know if there was positive and significant influence of it.

Furthermore, after the students in this class had been given the treatment of concept task based instruction and they had understood already, the researcher gave the post-test to measure their greeting in speaking ability. The result of post-test could be seen below:

Table 10:
The students' post-test result towards speaking performance in greeting the seventh graders of SMP N 02 Pubian.

No	Codes of Respondents	Pre-test Scores	Category
1	AS	60	Fair
2	ASA	60	Fair
3	AM	65	Fair
4	AH	65	Fair
5	A P	65	Fair
6	ASP	60	Fair
7	AA	75	Good
8	APS	60	Fair
9	AU	60	Fair
10	AI	75	Good
11	AS	65	Fair
12	AGP	65	Fair
13	AP	75	Good
14	AH	65	Fair
15	ADD	70	Fair
16	AK	60	Fair
17	AOH	65	Fair
18	BYA	60	Fair
19	AND	70	Fair
20	BP	60	Fair
21	BRM	65	Fair

22	BJ	70	Fair
23	BS	65	Fair
24	DN	60	Fair
25	DA	75	Good
26	DF	65	Fair
27	DA	65	Fair
	Total	1765	
	Average	65,4	

Source: documentation of post-test result of greeting in speaking performance gathered on 11th, November 2019.

From the data above, it could be found that the highest scores was 100 and the lowest scores was 40. In line with the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 27$$

$$K = 1 + 3,3 \times 1,43$$

$$K = 1 + 4,72$$

$$K = 5,72 = 6$$

R = the highest scores – the lowest scores

$$R = 75 - 60$$

$$R = 15$$

$$I = \frac{R}{K}$$

$$I = \frac{15}{6}$$

$$I = 2,5$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

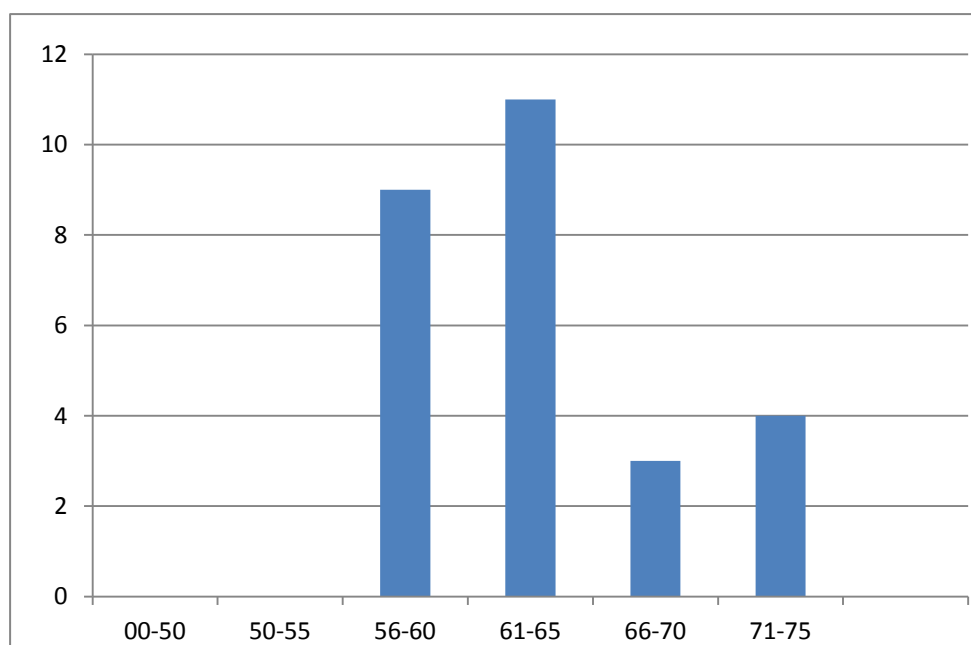
N = total participants/students

The total of interval class (I) in this research was 2,5. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 11:
Table of frequency distribution of students' post-test result towards speaking performance in greeting at the seventh graders of SMP N 02 Pubian.

No	Interval Classes	Frequencies	Percentages
1	71– 75	4	14,82%
2	66 – 70	3	11,11%
3	61 – 65	11	40,74%
4	56 – 60	9	33,33%
5	50 – 55	0	0,00%
6	00-50	0	00,00%
	Total	27	100%

Graph 2:
The result of students' post-test towards speaking performance in greeting
at the seventh graders of SMP N 02 Pubian.



Further, based on the table of frequency distribution above, it could be inferred that from 27 students as the sample of this research, there were 4 students got the score similar to or higher than Dictogloss method, which is 75. To be known, there were 9 students who got the score between 56-60 or as many as 33,33%, and there were 11 students who got the score between 61-65 or as many as 40,74% and there were 3 students who got the score between 66-70 or as many as 11,11%. In addition, and the last 4 students who got the score between 71-75 or as many as 14,82%.

To sum up, the post-test result was categorized into sufficient category even though several students was still lack on dictogloss method on the students speaking performance, but on the whole, there was certain influence to help the students get better understanding.

I. Hypothesis Testing

After gathering the data, the researcher analyzed the data by using chi-square and t-test in order to prove whether there was a positive and significant influence of using dictogloss method on the students speaking performance in at the seventh grade of SMP N 02 Pubian, as follows:

1. Getting the data into the formula of chi-square (χ^2)

After holding the essay test, the researcher analyzed the data by using chi-square in order to prove whether there was any significant and positive influence of dictogloss method on students' speaking performance in at the seventh graders of SMP N 02 Pubian as stated below:

$$\chi^2 = \sum \left[\frac{(Fo - Fe)^2}{Fe} \right]$$

Table 12:
The Contingency Table of The Expected Frequencies of The Result of Students' Pre-test and Post-test

Variables	Categories					Total
	Excellent	Good	Fair	Poor	Failed	
Pre-test	1	2	3	4	5	$r_n = 27$
Post-test	6	7	8	9	10	$r_n = 27$
Total	$c_n = 0$	$c_n = 9$	$c_n = 11$	$c_n = 17$	$c_n = 15$	$n = 54$

Hypothesis testing by using chi-square was analyzed as follows:

Table 13:
Testing of The Data

Sel:	f_o	$f_e = \frac{c_n \times r_n}{n}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	0	$\frac{0 \times 27}{54} = 0$	0	0	0
2	5	$\frac{5 \times 27}{54} = 2,5$	2,5	6,25	2,5
3	8	$\frac{8 \times 27}{54} = 4$	4	16	4
4	8	$\frac{8 \times 27}{54} = 6$	4	16	4
5	6	$\frac{6 \times 27}{54} = 3$	3	9	3
6	0	$\frac{0 \times 27}{54} = 0$	0	0	0
7	9	$\frac{9 \times 27}{54} = 4,5$	4,5	20,25	4,5
8	11	$\frac{11 \times 27}{54} = 5,5$	5,5	30,25	5,5
9	3	$\frac{3 \times 27}{54} = 1,5$	1,5	2,25	1,5
10	4	$\frac{4 \times 27}{54} = 2$	2	4	2
Total	n = 54	$\sum = 54$			$\sum^2 = 27$

Accordingly, the value of chi-square was 27. Then, to know the critical value of chi square, the researcher counted df at first that stands for degrees of freedom. The formulation of df was:

$$df = (c - 1) (r - 1)$$

Where:

df = number of degrees of freedom

c = number of columns

r = number of rows

$$df = (5-1)(2-1)=4$$

Table 14:
Critical Value of Chi-Square

Degrees of Freedom	Level of Significant	
	5%	1%
df4	9.488	13.227

- a. The critical value of χ^2 table for 5% level was 9.488.
- b. The critical value of χ^2 table for 1% level was 13.227.

From all data analysis above, it could be known that:

- 1) $\chi^2_{\text{observed}} = 15.72$
- 2) $\chi^2_{\text{table or expectancy}} = 5\% (9.488)$ and $1\% (13.227)$

The degrees of freedom is 4. Therefore, the values of χ^2_{table} on degrees of freedom in the level of 5% are 9.488 and in the level of 1% are 13.227. From the data above, it revealed the comparison between F_o and F_t was: $9.488 < 15.72 > 13.227$ in the level of significant of 5% and 1%. It meant that the alternative hypothesis (H_a) which explained “there is a positive and significant influence of using dictogloss method on the students’ speaking performance in greeting” was accepted and H_o was rejected.

2. Getting the data into the formula of t-test

To find whether there was positive and significant influence of dictogloss method on the students’ speaking performance at the seventh graders of SMP N 02 Pubian. The researcher used the t-test formula. The researcher prepared the table and put the data into the formula of t-test below to get t_{observed} .

Table 15:
The scores of pre-test and post-test result of speaking performance in greeting at the seventh graders of SMP N 02 Pubian.

No	Codes of Resp	Pre-test (X_1)	Post-test (X_2)	D ($X_2 - X_1$)	$D^2 = (X_2 - X_1)^2$
1	AS	55	60	5	25
2	ASA	55	60	5	25
3	AM	60	65	5	25
4	AH	65	65	0	0
5	AP	60	65	5	25
6	ASP	55	60	5	25
7	AA	70	75	5	25
8	APS	60	60	0	0
9	AU	55	60	5	25
10	AI	70	75	5	25
11	AS	60	65	5	25
12	AGP	65	65	0	0
13	AP	70	75	5	25
14	AH	60	65	5	25
15	ADD	65	70	5	25
16	AK	60	60	0	0
17	AOH	65	65	0	0
18	BYA	55	60	5	25
19	AND	65	70	5	25
20	BP	55	60	5	25
21	BRM	65	65	0	0
22	BJ	70	70	0	0
23	BS	60	65	5	25
24	DN	60	60	0	0
25	DA	70	75	5	25
26	DF	65	65	0	0
27	DA	65	65	0	0
		$\sum X_1 = 1680$	$\sum X_2 = 1765$	$\sum D = 85$	$\sum D^2 = 425$

Average of D = 15,74

Therefore, the data was put into the formula of t-test then calculated it.

It could be calculated by using the formula below:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(D)^2}{N}}{N(N-1)}}$$

$$t = \frac{15,74}{\sqrt{\frac{425 - \frac{(85)^2}{27}}{27(27-1)}}$$

$$t = \frac{15,74}{\sqrt{\frac{425 - 267,59}{27(27-1)}}$$

$$t = \frac{15,74}{\sqrt{\frac{157,41}{702}}}$$

$$t = \frac{15,74}{\sqrt{0,224}}$$

$$t = \frac{15,74}{0,47}$$

$$t = 33,49$$

To be known, t_{observed} was 33,49 as the result of counting by using t-test formula above. Meanwhile, the critical value of t-test (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of $df = N - 1$. N is the number of research population:

$$\begin{aligned} df &= N - 1 \\ &= 27 - 1 \\ &= 26 \end{aligned}$$

After considering the t_{table} by using df which was 26. The critical value of t_{table} was as follows:

Table 16:
Critical Value of t_{table}

Degrees of Freedom	Level of Significant	
	5%	1%
df 26	2.045	2.756

To df 26 with the level of significant in 5% was 2.045 and in 1% was 2.756 by t_{observed} was 4.951. Then, the data confirmed that $t_{\text{table}} 2.045 < t_{\text{observed}} 4.951 > t_{\text{table}} 2.756$.

J. Interpretation

1. Interpretation of χ^2_{observed}

- a. If $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, H_a is accepted and H_o is rejected.
- b. If $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, H_a is rejected and H_o is accepted.

The critical value of χ^2_{observed} was 15.047 which meant that H_a was accepted and H_o was rejected. To conclude, the use of concept dictogloss method could influence students' speaking performance at the seventh graders of SMP N 02 Pubian.

2. Interpretation of t_{observed}

- a. If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected.
- b. If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_o is accepted.

Finally, the data confirmed that $t_{\text{observed}} = 4.951$ was higher than $t_{\text{table}} 2.045$ in the level of 5% and 2.756 in the level of 1%. It meant that H_a was accepted and H_o was rejected. Therefore, it could be concluded that "there was a positive and significant influence of dictogloss method on the students' speaking performance at the seventh graders of SMP N 02 Pubian".

K. Discussion

In this research, there were two variables consisting of independent variable and dependent variable. Independent variable (X) was dictogloss method and speaking performance. Based on the data analysis, the researcher concluded that dictogloss method was an alternative method that had influence on the students' speaking performance. On account for this, it could be seen by the result of pre-test and post-test. Students of the seventh graders of SMP N 02 Pubian, particularly VII had done pre-test and post-test whereby before holding the post-test, the researcher gave them certain treatment that consisted of dictogloss method.

Similarly, the score they had got before and after treatment was so different that in the pre-test, the average score of class was 62. Meanwhile, the average score of class in the post-test was 65,4. In conclusion, the result of this research was $t_{\text{observed}} > t_{\text{table}}$ ($2.045 < 4.951 > 174,6$) which revealed that H_a was accepted and H_o was rejected. In other words, there was a positive and significant influence of using dictogloss method on the students' speaking performance at the seventh graders of SMP N 02 Pubian.

To be exact, through dictogloss method as an alternative method, the students learnt such make a greeting in learning English. More precisely, there is a positive and significant influence of using dictogloss method on the students' speaking performance after treatment. The fact showed that there was a change at the amount of the students who got lower scores.. At the end,

they were able to implement their result of greeting especially speaking performance.

Lastly, dictogloss method could be a solution for teaching learning process especially in speaking because it made the students more active while learning. Too, they were given much more opportunities to explore all their ideas. By using this method, teaching and learning process was more interesting, enjoyable and fun because it included visual capability and creativity among students so that they might take part better during learning process.

L. Limitation

This research was conducted only among the seventh graders at SMP N 02 Pubian with the purpose to see whether there was a positive and significant influence of using dictogloss method on the students' speaking performance. In other words, the result of this research could not be generalized. Consequently, the result might be different if it is conducted in any other circumstances.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the influence of dictogloss method in speaking performance. It can be concluded that there is influence the students' speaking performance by using dictogloss method at SMP N 02 Pubian.

It can be seen that result of pre-test and post-test from the result of pre-test that is lower than the result of post-test. The average score pre-test is 62 there were 5 students (18,52%) who got score ≤ 70 , the average score post-test there were 4 students (14,82%) who got score ≤ 75 . It means that dictogloss method would be able to increase the speaking performance.

The influence of dictogloss method can be effective method in speaking performance and it can be used as alternative choice in learning activity because this method so easy and appropriate to implementation in speaking performance.

B. Suggestions

Based on the result of research, the researcher would like to give some suggestion as follows :

1. The students are expected to be more active in learning English therefore the students can understand and comprehend the material which teacher has given and improve their knowledge especially in speaking so that the students' speaking performance will be improve.
2. It would be better for the English teacher to use dictogloss method as a method to train the students' speaking performance and use to decrease the

students' anxiety before the students do speak because the benefit of the dictogloss method can improve the students' speaking performance and also other skill of English.

3. The English teacher is supposed to give more motivation to the students in order to the students can be more excite in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will be more active after the teacher give motivation and positive stimulus to the students that English is not difficult subject.
4. It is suggested for the headmaster in order to persuade the teachers to use this method because it is very effective method to be applied for the teacher in teaching and delivering the material.

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LAMPIRAN

SILABUS SMP Negeri 02 Pubian

Mata Pelajaran : Bahasa Inggris
Kelas : VII
Kompetensi Inti :

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

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman,	Teks lisan untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan	Mengkomunikasikan <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di dalam dan 	<ul style="list-style-type: none"> Kinerja (praktik) Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) meminta perhatian, (b) 	8 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya. 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<p>pendapat serta responnya Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. <i>Excuse me. Attention, please. Yes, please. Alright.,</i> dan sebagainya b. <i>She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir.,</i> dan sebagainya. c. <i>That's great. It's beautiful. Excellent!</i></p>	<p>di luar kelas, dengan unsur kebahasaan yang dapat mendekati hubungan interpersonal.</p> <ul style="list-style-type: none"> Siswaberupaya 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. <p>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnyadan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	<p>mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta perhatian, 		<p>i interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailylenglis.com

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>Thanks you., dan semacamnya.</i></p> <p>d. <i>What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No., dan semacamnya.</i></p> <p>Topik Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan</p>		<p>(b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap 		<p>h.com - http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	bertanggung jawab		kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.		

Note :

Speaking Criteria :

66-100 : Good

56-65 : Fair

0-55 :Bad

Aspect	Score	Indicator
Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3	Rhythm, intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1	Words are unintelligible.
Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
	3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2	Limited use of vocabulary with frequent inappropriacies.
	1	Inappropriate and inadequate vocabulary.

Grammatical accuracy	4	Very few grammatical errors evident.
	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2	Speech is broken and distorted by frequent errors.
	1	Unable to construct comprehensible sentences.
Interactional strategies	4	Interacts effectively and readily participates and follows the discussion.
	3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2	Interaction ineffective. Can seldom develop an interaction.
	1	Understanding and interaction minimal

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP N 02 Pubian
Kelas/Semester	: VII / Ganjil
Mata Pelajaran	: Bahasa Inggris
Topik	: Greeting
Skill	: Speaking
Alokasi Waktu	: 2 X 40 Menit

A. Kompetensi Inti

- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemandirian, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman

3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.

Indikator:

3.1.1 Menjelaskan ungkapan greeting introducing, meeting/leaving

3.1.2 Mengidentifikasi teks monologue/dialog by using expressing greeting

3.1.3 Menemukan informasi tertentu dalam teks

3.1.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri

4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indikator:

4.1.1 Membuat teks lisan dan tulis tentang jati diri yang terkait dengan fungsi sosial

4.1.2. Menyusun teks lisan dan tulis sederhana sesuai dengan konteksnya

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran melalui model saintifik: mengamati,menanya,mengeksplorasi, dan mengkomunikasikan diharapkan peserta didik dapat:

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menunjukkan sikap tanggung jawab, peduli, responsif, dan santun dalam menggunakan bahasa Inggris untuk membuat teks prosedur mengenai lingkungan sekolah.
3. Menggunakan ungkapan salam, perkenalan, dan salam pisah
4. Melakukan dialog dengan menggunakan ungkapan greeting
5. Menemukan informasi tertentu dalam teks dialog
6. Membuat teks lisan dan tulis tentang jati diri yang terkait dengan fungsi sosialnya
7. Menyusun teks lisan dan tulis sederhana sesuai dengan konteksnya

D. Materi Pembelajaran

Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespons pemaparan jati diri.

Ungkapan :

Reza : Hi Agung, How are you?

Agung : I'm fine thank you and you?

Reza : I'm fine too, How's your business?

Agung : Oh, It's going up this year. Would you like to have a cup of tea?

Reza : I'd love to but, I have a lot work to do. I'll call you this afternoon.

Agung : Okay, take care

Reza : Thank, you too

E. Metode dan Model Pembelajaran

Model : Saintifik

Metode : Presentasi, Dialog, Tanya Jawab dan Penugasan

F. Media, Alat, dan Sumber Belajar

1. Media : Skrip Percakapan

2. Alat : Papan tulis, Spidol, LCD, dan Laptop

3. Sumber Belajar : Nur Zaida. *BRIGHT: An English Course for Junior High School Students*. Jakarta: Erlangga. 2014

G. Kegiatan Pembelajaran

a. Kegiatan Pendahuluan

- 1) Siswa merespon salam dan pertanyaan dari guru berhubungan dengan kondisi dan pembelajaran sebelumnya
- 2) Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.
- 3) Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan

b. Kegiatan Inti

1. Siswa membaca dan mengamati tentang jenis-jenis ungkapan greeting to introduce, meet/leaving
2. Siswa menyebutkan jenis-jenis ungkapan yang digunakan dalam greeting to introduce, meet/leaving
3. Siswa mengucapkan beberapa ungkapan yang digunakan dalam introducing, meeting/leaving .
4. Siswa membuat pertanyaan dan merespon terhadap situasi yang diberikan
5. Siswa mencari informasi dari beberapa sumber tentang ungkapan introducing, meeting/leaving .
6. Siswa mempraktikkan dialog
7. Siswa membuat percakapan atau dialog berdasarkan situasi yang ada dengan menerapkan ungkapan introducing, meeting/leaving .

c. Kegiatan Penutup

- 1) Siswa bersama guru menyimpulkan pembelajaran
- 2) Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan
- 3) Siswa menjawab pertanyaan yang diberikan oleh guru
- 4) Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran

H. Penilaian Hasil Pembelajaran

1. Teknik Penilaian : Oral Test

Name :

Class :

Keterangan:

Aspect	Categories	Indicator
Fluency	2(low)	Hesitates to often when speaking, which often interferences with communication.
	3(fair)	Speaks with some hesitation, but it does not usually interfere with communication
	4(high)	Speaks smoothly, with little hesitations that does dot interfere with communication
Pronunciation	2 (low)	Words are unintelligible
	3 (fair)	Rhythm intonation and pronunciation require more careful listening
	4(high)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded
Vocabulary	2(low)	Uses only basic vocabulary and expressions
	3(fair)	Uses limited vocabulary and expressions
	4(high)	Uses variety of vocabulary and expressions
Accuracy	2(low)	Uses basic structure, make frequencies errors
	3 (fair)	Use a variety of structure with frequencies errors, or uses basic structure with only occasional errors
	4(high)	Uses variety of structures with only occasional grammatical errors

Metro, November 2019

Guru Mata Pelajaran

Researcher


LILI APRIANA, S.Pd


REZA FAHRIZAL FAIZ
14122047

Mengetahui,

Kepala SMP Negeri 02 Pubian



RIFA YUSNELY ARIS, M.Pd
NIP.197709232008012013

OBSERVATION SHEET

PRE TEST

No	Name	Fluency				Pronunciation				Vocabulary				Grammatical				Interactional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1			√					√				√			√			√				55	55	Incomplete
2				√			√					√		√				√				55	55	Incomplete
3				√				√			√			√				√				60	60	Incomplete
4				√					√		√				√			√				65	65	Complete
5			√					√			√			√					√			60	60	Incomplete
6			√					√				√			√			√				55	55	Incomplete
7				√				√				√			√			√				70	70	Complete
8				√			√					√			√			√				60	60	Incomplete
9			√					√				√			√			√				55	55	Incomplete
10			√					√				√			√				√			70	70	Complete
11			√					√				√			√			√				60	60	Incomplete
12				√				√			√			√					√			65	55	Complete
13				√				√				√			√				√			70	70	Complete
14			√					√				√			√			√				60	60	Incomplete
15			√				√					√			√				√			65	65	Complete
16			√				√					√			√				√			60	60	Incomplete
17				√				√			√			√					√			65	65	Complete
18			√				√				√			√				√				55	55	Incomplete
19				√			√				√			√					√			65	65	Complete
20			√					√			√			√				√				55	55	Incomplete
21			√				√					√			√				√			65	65	Complete
22				√				√				√			√			√				70	70	Complete
23				√				√			√			√				√				60	60	Incomplete
24				√			√				√			√				√				60	60	Incomplete
25				√				√			√			√				√				70	70	Complete

26			√		√		√		√		√		√		65	65	Complete
27			√		√		√		√		√		√		65	65	Complete

Note :

- ❖ The total of students speaking score above is 20 will be multiplied five (20×5), so the total score of students is 100.
- ❖ Category Score
 1. 75 – 100 : Good
 2. 60 – 74 : Fair
 3. 00 – 59 : Bad

OBSERVATION SHEET

POST TEST

No	Name	Fluency				Pronunciation				Vocabulary				Grammatical				Interactional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1			√						√			√				√			√			60	60	Incomplete
2				√				√			√					√			√			60	60	Incomplete
3				√				√				√				√			√			65	65	Complete
4			√				√					√				√			√			65	65	Complete
5				√			√				√					√			√			65	65	Complete
6			√				√				√					√			√			60	60	Incomplete
7				√				√				√				√			√			75	75	Complete
8				√			√				√				√				√			60	60	Incomplete
9				√				√			√					√			√			60	60	Incomplete
10				√				√				√				√			√			75	75	Complete
11				√				√				√				√			√			65	65	Complete
12			√				√					√				√			√			65	65	Complete
13				√				√				√				√			√			75	75	Complete
14				√				√				√			√				√			65	65	Complete
15				√			√					√				√			√			70	70	Complete
16			√				√					√				√			√			60	60	Incomplete
17				√				√				√				√			√			65	65	Complete
18				√			√					√				√			√			60	60	Incomplete
19				√			√					√			√				√			70	70	Complete
20				√				√			√					√			√			60	60	Incomplete
21				√				√				√				√			√			65	65	Complete
22			√					√				√				√			√			70	70	Complete
23			√				√					√				√			√			65	65	Complete
24			√				√					√				√			√			60	60	Incomplete
25				√		√						√				√			√			75	75	Complete

26		√		√					√			√			√	65	65	Complete
27		√							√			√			√	65	65	Complete

Note :

- ❖ The total of students speaking score above is 20 will be multiplied five (20×5), so the total score of students is 100.
- ❖ Category Score
 4. 75 – 100 : Good
 5. 60 – 74 : Fair
 6. 00 – 59 : Bad

DOCUMENTATION

1. PRE TEST



2. TREATMENT



3. POST TEST



ABSEN SISWA

SMP Negeri 02 Pubian

NO.	NAMA	KELAS
1	Adi Setiawan	1. Ant
2	Adinda Sukma Anggraini	2. Dik
3	Ajeng Pratiwi	3. Dik
4	Alfan Syahrul Pramana	4. Ang
5	Amanda Anggraini	5. Dik
6	Amanda Putri Santoso	6. Dik
7	Andi Umbara	7. Dik
8	Andre Irawan	8. Ant
9	Andre Saputra	9. Dik
10	Angger Galih Prakoso	10. Dik
11	Anggi Pratiwi	11. Dik
12	Ari Dwi Deltara	12. Mesi
13	Ari Kurniawan	13. Dik
14	Arip Okta Harianto	14. Dik
15	Avieta Nosa Delianti	15. Dik
16	Bagus Yoga Awangga	16. Dik
17	Bayu Pratama	17. Dik
18	Beda Ratna Meilani	18. Dik
19	Bella Juliyanti	19. Dik
20	Bima Saputra	20. Dik
21	Dela Novita	21. Dik
22	Dewi Astuti	22. Dik
23	Diana Fitriani	23. Dik
24	Dimas Ardiansyah	24. Dik
25	Dimas Saputra	25. Dik
26	Dio Wiko Royfaldo	26. Dik
37	Dita Yolanda	27. Dik

**INSTRUMENT OF PRE TEST
OF SPEAKING PERFORMANCE**

Direction:

- Listen carefully the example of greeting from the teacher.
- Please make a greeting about your self and practice in front of the class.
- Please be honestly.

Example of Greeting:

My name is Age Setianingsih

My nickname is Age

I am fourteen years old

I live in Iringmulyo, East Metro

I am student of Junior High School 1 Metro Kibang

I like dancing and singing

**INSTRUMENT OF POST TEST
OF SPEAKING PERFORMANCE**

Direction:

- Listen carefully the example of dialogue about greeting from the teacher.
- Make a dialogue talking about greeting and practice it in front of the class with your friend.
- Please be honestly.

Example the dialogue:

Chicca : Hello, My name is Chicca. What is your name?

Indra : My name is Indra.

Chicca : Where are you from Indra?

Indra : I am from Madura. Where are you from?

Chicca : I am from Bandung.

Indra : What are you doing here?

Chicca : I am here for holiday Indra. How about you?

Indra : Same with me. Nice to meet you Chicca.

Chicca : Nice to meet you too Indra.



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

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47286; Website: www.tarbiyah.metrouiniv.ac.id; e-mail: tarbiyah.iaim@metrouiniv.ac.id

Nomor : B-2892/in.28.1/J/TL.00/09/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP NEGERI 02 PUBIAN LAMPUNG TENGAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **REZA FAHRIZAL FAIZ**
NPM : 14122047
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUECE OF USING DIGTOGLOSS METHOD ON THE STUDENTS SPEAKING PERFORMANCE AMONG THE SEVENTH GRADERS AT SMP NEGERI 02 PUBIAN CENTER LAMPUNG

untuk melakukan *pra-survey* di SMP NEGERI 02 PUBIAN LAMPUNG TENGAH.

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, 12 September 2019

Ketua Jurusan
Tadris Bahasa Inggris

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





PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 2 PUBIAN



Alamat: Jl. Inpres Sangunratu Kec. Pubian Kab. Lampung Tengah 34176

SURAT BALASAN PRA SURVEY

Nomor: 422/085/03/C.19/D.1/2019

Menindaklanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Lampung Nomor P.0757/In.28/FTIK/PP.00.9/04/2018 tanggal 13 November 2019 perihal Permohonan Izin Pra Survey.

Dengan ini kami selaku Kepala SMP Negeri 02 Pubian Lampung Tengah tidak keberatan dan memberi izin kepada:

- 1. Nama : REZA FAKHRIZAL FAIZ
- NPM : 14122047277
- Fakultas : Tarbiyah dan Ilmu Keguruan
- Jurusan : Tadris Bahasa Inggris (TBI)
- Semester : XI (Sebelas)
- Tahun Akademik : 2019/20120

Untuk melakukan Pra Survey dalam rangka penyelesaian tugas akhir/skripsi. dengan judul ***"THE INFLUENCE OF USING DIGTOGLOSS METHOD ON THE STUDENTS SPEAKING PERFORMANCE AMONG THE SEVENTH GRADERS AT SMP NEGERI 02 PUBIAN CENTER LAMPUNG"***.

Demikian Surat Pra Survey ini disampaikan kepada yang bersangkutan untuk dipergunakan dan dilaksanakan sebagaimana mestinya.

Pubian, 25 Juli 2019
Kepala SMPN 02 Pubian
Lampung Tengah



RITA YUSNELY ARIS, M.Pd.
NIP. 197709232008012013



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iaim@metrouniv.ac.id

Nomor : B-3516 /In.2B.1/J/PP.00.9/10/2019
Lamp : -
Hal : BIMBINGAN SKRIPSI

29 Oktober 2019

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Reza Fakhrizal Faiz
NPM : 14122047
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Influence Of Using Diglogloss Method On The Students Speaking Performance Among The Seventh Graders At SMP Negeri 02 Pubian Central Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ahmad Subhan Roza, M.Pd
50610 2008011049



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

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

SURAT TUGAS

Nomor: B-3735/In.28/D.1/TL.01/11/2019

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

Nama : **REZA FAHRIZAL FAIZ**
NPM : 14122047
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 02 PUBIAN LAMPUNG TENGAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING DIGTOGLOSS METHOD ON THE STUDENTS SPEAKING PERFORMANCE AMONG THE SEVENTH GRADES AT SMP NEGERI 02 PUBIAN CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 12 November 2019

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



Mengetahui,
Pejabat Setempat



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

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

Nomor : B-3736/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 02 PUBIAN
LAMPUNG TENGAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3735/In.28/D.1/TL.01/11/2019,
tanggal 12 November 2019 atas nama saudara:

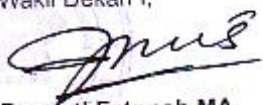
Nama : **REZA FAHRIZAL FAIZ**
NPM : 14122047
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 02 PUBIAN LAMPUNG TENGAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING DIGTOGLOSS METHOD ON THE STUDENTS SPEAKING PERFORMANCE AMONG THE SEVENTH GRADES AT SMP NEGERI 02 PUBIAN CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 12 November 2019
Wakil Dekan I,


Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TENGAH

DINAS PENDIDIKAN DAN KEBUDAYAAN

SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 2 PUBIAN



Alamat: Jl. Inpres Sangunratu Kec. Pubian Kab. Lampung Tengah 34176

SURAT BALASAN RESEARCH

Nomor: 422/085/03/C.19/D.1/2019

Menindaklanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Lampung Nomor P.0757/In.28/FTIK/PP.00.9/04/2018 tanggal 13 November 2019 perihal Permohonan Izin Research.

Dengan ini kami selaku Kepala SMP Negeri 02 Pubian Lampung Tengah tidak keberatan dan memberi izin kepada:


I. Nama : REZA FAKHRIZAL FAIZ
NPM : 14122047277
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Semester : XI (Sebelas)
Tahun Akademik : 2019/2020

Untuk melakukan Research dalam rangka penyelesaian tugas akhir/skripsi, dengan judul ***"THE INFLUENCE OF USING DIGTOGLOSS METHOD ON THE STUDENTS SPEAKING PERFORMANCE AMONG THE SEVENTH GRADERS AT SMP NEGERI 02 PUBIAN CENTER LAMPUNG"***.

Demikian Surat Izin Research ini disampaikan kepada yang bersangkutan untuk dipergunakan dan dilaksanakan sebagaimana mestinya.

Pubian, 14 November 2019
Kepala SMPN 02 Pubian
Lampung Tengah




RITA YUSNELY ARIS, M.Pd.
NIP. 197709232008012013

CURRICULUM VITAE



The name of the writer is Reza Fakhrizal Faiz. he was born in Negeri Jemanten, in August 18, 1996. He' is the first child of Mr. Mulyono and Mrs. Susiyati.

He enrolled his study at SDN 1 Bandar Agung in 2002-2008. Soon after that, he continued to Junior High School at SMP N 01 Sragi, Bandar Agung in 2008-2011. He continued his study at MA Al-Muhajirin Pematang Pasir in 2011-2014. It was long journey for his to find out his dream. After graduating from Senior High School, he decided to take a lecture in English Education Department of IAIN Metro. Hopefully, he can do something best to increase and to apply his knowledge wisely.