

AN UNDERGRADUATE THESIS

THE USE OF INFORMATION GAP ACTIVITY TECHNIQUE

TO IMPROVE THE SPEAKING SKILL AT THE EIGHTH

GRADERS OF SMP N 10 METRO

By:
ATHIS LINANTI
Student Number: 13106667

Tarbiyah and Teacher Training Faculty
English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2017 M

**THE USE OF INFORMATION GAP ACTIVITY TECHNIQUE TO
IMPROVE THE SPEAKING SKILL AT THE EIGHTH GRADERS
OF SMP N 10 METRO**

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

By:

ATHIS LINANTI

Student Number: 13106667

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

Sponsor : Dr. Mahrus As'ad, M.Ag

Co-Sponsor : Ahmad Subhan Roza, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2017 M**



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

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

APPROVAL PAGE

Title : THE USE OF INFORMATION GAP ACTIVITY TO IMPROVE THE
SPEAKING SKILL AT THE EIGHTH GRADERS OF SMP N 10
METRO

Name : Athis Linanti

Students Number : 13106667

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

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

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, November 2017
Co-sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01



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

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

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi**
Saudari Athis Linanti

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

Assalamualaikum Wr.Wb.

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

Name : Athis Linanti
Students Number : 13106667
Judul Skripsi : THE USE OF INFORMATION GAP ACTIVITY TO IMPROVE THE SPEAKING SKILL AT THE EIGHTH GRADERS OF SMP N 10 METRO

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, November 2017

Co-sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

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

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Athis Linanti**

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

Assalamu'alaikum, Wr. Wb

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

Name : Athis Linanti

Students Number : 13106667

Title : THE USE OF INFORMATION GAP ACTIVITY TO IMPROVE THE
SPEAKING SKILL AT THE EIGHTH GRADERS OF SMP N 10
METRO

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

Wassalmu'alaikum Wr.Wb

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, November 2017

Co-sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01



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

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111

Telp. (0725) 4157, Fax (0725) 47296 Email:stainmetro@yahoo.com website: www.stain_metro.ac.id

RATIFICATION PAGE

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An undergraduate thesis entitled: THE USE OF INFORMATION GAP ACTIVITY TECHNIQUE TO IMPROVE THE SPEAKING SKILL AT THE EIGHTH GRADERS OF SMP N 10 METRO

Written by Athis Linanti, student number. 13106667, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on December 13, 2017 at 09.00-11.00.

BOARD OF EXAMINERS:

Chairperson : Dr. Mahrus As'ad, M.Ag

Examiner I : Dr. Widhiya Ninsiana, M.Hum

Examiner II : Ahmad Subhan Roza, M.Pd.

Secretary : Yeni Suprihatin, M.Pd

The Dean of Tarbiyah

and Teacher Training Faculty



Dr. Akla, M.Pd.

NIP. 19691008 200003 2 005

**THE USE OF INFORMATION GAP ACTIVITY TECHNIQUE TO
IMPROVE THE SPEAKING SKILL AT THE EIGHTH GRADERS OF
SMP N 10 METRO**

ABSTRACT

By:

Athis Linanti

The aim of the research was to show that the use of information gap activity technique could improve the speaking skill and learning activities at the eighth graders of SMP N 10 Metro. The problem which had been identified was that the students had lack of opportunities to practice speaking in the classroom.

The research was Classroom Action Research (CAR). In order to get the accuracy in data collecting, the researcher used data collecting technique such as test, observation, and documentation. This research used two cycles that consisted of four stages: planning, acting, observing and reflecting. This research was conducted on July 18th, 2017 until August 15th, 2017 that involved the eighth graders which consisted of 28 students.

The finding of the research showed that the use of information gap activity technique improved the students speaking skill and also students' learning activities. The improvement of the students' speaking skill proved by the result of the students speaking score. In post test I, the average score of the students speaking skill was 68,2 and in the post test II was 75,1. The improvement was 6,9 from post test I to post test II. Then, the improvement of the students' learning activity prove by the result of the students observation sheet. In cycle I, there were 65% and in cycle II, there were 95% of the students which were active in the speaking class. It was improve 30 points.

(keywords: information gap activity technique, speaking skill, classroom action research)

**PENGUNAAN TEKNIK KEGIATAN KESENJANGAN INFORMASI
UNTUK MENINGKATKAN KETERAMPILAN BERBICARA
DI KELAS DELAPAN SMP N 10 METRO**

ABSTRAK

Oleh:

Athis Linanti

Tujuan penelitian ini adalah untuk menunjukkan bahwa penggunaan teknik kegiatan kesenjangan informasi dapat meningkatkan keterampilan berbicara dan pembelajaran di kelas delapan SMP N 10 Metro. Masalah yang telah diidentifikasi adalah bahwa siswa tidak memiliki kesempatan untuk berlatih berbicara di kelas.

Penelitian ini merupakan penelitian tindakan kelas (CAR). Untuk mendapatkan keakuratan dalam pengumpulan data, peneliti menggunakan teknik pengumpulan data seperti uji, observasi, dan dokumentasi. Penelitian ini menggunakan dua siklus yang terdiri dari empat tahap yaitu perencanaan, akting, observasi dan refleksi. Penelitian ini dilakukan pada tanggal 18 Juli 2017 sampai 15 Agustus 2017 yang melibatkan siswa kelas delapan yang terdiri dari 28 siswa.

Hasil temuan penelitian menunjukkan bahwa penggunaan teknik kegiatan kesenjangan informasi meningkatkan keterampilan berbicara siswa dan juga kegiatan belajar siswa. Peningkatan keterampilan berbicara siswa terbukti dengan hasil skor belajar siswa. Pada post test I, rata-rata skor keterampilan berbicara siswa adalah 68,2 dan pada post test II adalah 75,1. Peningkatannya adalah 6,9 dari post test I ke post test II. Kemudian, peningkatan aktivitas belajar siswa dibuktikan dengan hasil lembar observasi siswa. Pada siklus I, ada 65% dan pada siklus II, ada 95% siswa yang aktif di kelas berbicara. Itu meningkat 30 poin.

(kata kunci: tekhnik kegiatan kesenjangan informasi, keterampilan berbicara, penelitian tindakan kelas)

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Athis Linanti
Student Number : 13106667
Department : English Education Department
Faculty : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originally result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mention.

Metro, 01 September 2017
The Writer

Athis Linanti
Student Number: 13106667

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : Athis Linanti

NPM : 13106667

Jurusan : Tadris Bahasa Inggris

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

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

Metro, 01 September 2017

Yang Menyatakan

Athis Linanti

NPM: 13106667

MOTTO

وَلَا خَيْرَ لَكَ مِنَ الْأُولَىٰ {٤} وَلَسَوْفَ يُعْطِيكَ رَبُّكَ فَتَرْضَىٰ {٥}

Translate:

And surely what comes after is better for you than that which has gone before.

And soon will your Lord give you so that you shall be well pleased. (QS 93:4-5)

If you do not give up, you still have a chance. Giving up is the greatest failure.

-Jack Ma-

DEDICATION PAGE

This undergraduate thesis is dedicated to

My beloved parents

(Mr. Tarsim and Mrs. Sulinah)

My beloved brother and sister)

(Mr. Tri Anggoro and Mrs. Tetra Ekandari)

My excellent counsellors

(Mr. Dr. Mahrus As'ad, M.Ag and Mr. Ahmad Subhan Roza, M.Pd)

All of my beloved lectures of English Education Department of IAIN Metro

All my beloved friends

Alimah Setia Ningsih, Nurul Khotimah, Tia Anggraini, Dewi Apriliani, Anna Meylinda, Nur Helma, Rizka Nuril and my partner, Kevin Pradhana Putra.

My classmates

C Rusuh 2013

My almamater

IAIN Metro

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this undergraduate thesis entitles “The Use of Information Gap Activity Technique to Improve the Speaking Skill at the Eighth Graders of SMP N 10 Metro”

Regarding to the undergraduate thesis, the researcher offers her big thanks to Mrs. Dr. Akla, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, Mr. Ahmad Subhan Roza, M.Pd as the Head of The English Education Department and the Co-sponsor, the Mr. Dr. Mahrus As’ad, M.Ag as the Sponsor, and the lectures of English Education Department. May Allah SWT gives them His better reward for their spending time to support and guide during the thesis writing process.

The researcher realizes that this undergraduate thesis still has a plenty of weaknesses. The researcher apologizes for all mistakes in writing it. All constructive comments and suggestions are very welcomed to improve the quality of this undergraduate thesis. Hopefully, this thesis can be a meaningful benefit for the other researchers, our campus and all readers generally.

Metro, September 01st, 2017
The Researcher,

Athis Linanti
St.N. 13106667

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CHAPTER I

INTRODUCTION

A. Background of Study

English becomes the most essential language in the world. People use it to communicate with other people from different country. It has become an international language that almost used by all countries. English programmed as the first, foreign, or second language in many countries in this global era. That is why experts on language and language teaching range must invent today English teaching and learning environment. English has declared as a formal language on International communication for a long time ago.

Moreover, English has programmed as a foreign language in Indonesia. The existence of English also affect on our education system where English becomes one of subjects of study in elementary school until university. Even in junior high school and senior high school, English is one of requirement to pass a national examination.

Therefore, the function of English for students is to develop culture and art, and the final objective of teaching and learning process is the students expected to master the four skills of language. There are listening, speaking, reading, and writing. These skills are taught in the various ways and it supported by many factors.

According to the function of English, speaking skill is an important part of the language teaching as well as people need to speak when they want to convey their ideas to the other. It makes speaking becomes an important

object of assessment as well. Speaking is important for students to practice their capability in using English to communicate. Then speaking can be a measurement of their understanding in how to send ideas, how to spell words, and how they understand about others talk. Speaking skill is partly a reflection of people whether they master this language or not. Speaking is one of the main purposes of language learning in that it is an ability to transfer some ideas to other people clearly and correctly. In other words, in other word they can communicate their ideas well to other people. Speaking is complex skill to be learned by learners because they have to think the ideas or thought they wishes to express only if they are eager to know about sounds, structure, and vocabulary system of language.

As stated before speaking is one of the language skills that must be learn by the students in the school. Therefore, the students need to practice their speaking in the school. Speaking is fundamental to human communication. In our daily lives, most of us speak more than write. So that, speaking skill should be taught and practiced in the language classroom.

Therefore, the researcher found some problems when the process of teaching and learning happened in class. The students' mother tongue causes them difficult to speak in English. The lack of motivation from their selves and environment make them look English as difficult subjects to learn. They seem not interest in studying English; they prefer to play a game or ask to watch movie or video. Next, they have lack opportunities to practice speak in English. These reasons make the students' lack of capability in speaking. So,

the researcher did pra-survey that followed by 28 students in eighth graders of SMP Negeri 10 Metro as the base of this research. The pra-survey conducted at November 26th, 2016. The data of speaking score of students could be seen bellow:

Table 1
The Students' English Speaking Score at the Eighth Grade
of SMP N 10 Metro

No	Score	Category	Number of student	Percentage
1	≥ 75	Completed	5	18%
2	< 75	Incompleted	23	82%
Total			28	100 %

Source: The English Teacher Archives

The Minimum Mastery Criteria (MMC) of speaking in the eighth grade of SMP N 10 Metro is 75. Based on the pre-survey, the researcher found the fact that the eighth graders of SMP N 10 Metro have a problem with their speaking skill. The students are still low in speaking. It can be seen that just 5 students or 18% complete score in speaking, and 23 students or 82% incomplete. On the other hand, more than 50% of students do not reach the minimum requirement yet.

Based on the explanation above, the students need a solution to overcome the problems so that their speaking skill can improve. There are so many activities that could help students in speaking class. One of activities to improve student speaking skill is by using information gap activity technique. So, the researcher proposed the use of information gap activity technique to help the students improve their speaking skill.

Information gap activity technique is the technique that provides a gap between one and the other students to share information they need. The use of information gap activity technique gives opportunities for students to practice their speaking skill. The students must speak in order to be able to finish the task. Information gap activity technique also can make the teaching learning situation more interesting. The students are not just sitting and listening to the teacher's explanation, but they can interact with their friends and practice their speaking skills.

Based on the statements above the researcher assumed that information gap activity technique seem to be good alternative way to improve the students' speaking skill. So, the researcher would like to conduct the research under the title "The Use of Information Gap Activity Technique to Improve the Speaking Skill at the Eighth Graders of SMP N 10 Metro". Hopefully, by applying this technique in class the students' speaking skill could improve.

B. Problem Identification

Based on the background of the study above, the problems could be identified as follows:

1. The students often used their mother tongue in speaking class.
2. The students were not confident to speak in front of the class.
3. The students were not interest in studying English, especially in speaking.
4. The students had lack of motivation in speaking English.
5. The students had lack of opportunities to practice speaking in classroom.

C. Problem Limitation

Based on the problems above, the researcher limited the problem, so that this research did not go longer than the specific problem. The researcher focused on the problem which the students were not interest in studying English, especially in speaking.

D. Problem Formulation

Based on the problem above, the researcher formulated the problem in this research as follow “Can the use of information gap activity technique improve the students’ speaking skills and their learning activity at the eighth graders of SMP N 10 Metro?”

E. Objective and Benefits of the Study

1. Objective of The Study

The object of the study was to show that the use of information gap activity technique can improve the speaking skill and learning activities at the eighth graders of SMP N 10 Metro.

2. Benefit of The Study

a. For the Students

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

b. For the English Teacher

This research could be used as contributive information to facilitate the learning process especially in speaking subject and as

an alternative technique in teaching speaking to make the students comfort and enjoy the learning process.

c. For the Headmaster

As intake and feedback how to use information gap activity technique in English subject to improve speaking skill, so it could improve active, creative, and fun learning to the students.

CHAPTER II

THEORITICAL REVIEW

D. The Concept of Speaking Skill

6. The Definition of Speaking Skill

There are so many experts that define speaking. Scott Thornbury stated speaking is interactive and requires the ability to co-operate in the management of speaking turns. Speaking is a skill, and such as needs to be developed and practiced independently of the grammar curriculum.¹ Speaking is not only to say a word or sound, but one of way to communicate ideas, express our feeling, share knowledge and etc. Next, David Nunan said that speaking is the single most important aspect of learning a second or foreign language, and success in measured in terms of the ability to carry out a conversation in the language.²

Then, Brown H. Douglas said that speaking is a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skills.³

Meanwhile Lewis and Hill state that speaking is process that covers many things addition to the pronunciation of individual sound. Burtkart says speaking is an activity which involves the area of knowledge, there

¹Scott Thornbury, *How to Teach Speaking*, (Longman, 2005), p. iv

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

³H. Douglas Brown, *Teaching by Principles an interactive Approach to Language Pedagogy 2nd Edition*, (San Fransisco, Longman, 1994), p. 267

are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. While Clark and Clark said that in speaking, a speaker expresses his thought and feeling in words, phrases, and sentences following a certain structure which regulates the meaningful units and meaning of sentences.⁴

Next, the definition of skill according to Welford in Jhonathan, skill as a combination of factors resulting in ‘competent, expert, rapid and accurate performance’, regarded this as equally applicable to manual operations and mental activities.⁵

Speaking skill is the ability in transferring and expressing thought, ideas, and feeling orally and supported by body language. Clinton in Oguzham said that speaking is the language skill which allows human to express what they know, think, and feel in the shortest way. The speaking skill is an inborn talent, it is also possible to learn and develop it in time. Next, according to Temizkan, speaking is the verbal expressions of plans, wishes, feeling and thoughts. In other words, it is a verbal transfer of subject after it has been planned in the mind.⁶

From the definition above, speaking skill is the ability to express thoughts, ideas, and opinions orally to respond to the verbal and non

⁴ Munther Zyoud, “*Theoretical Perspective on How to Develop Speaking Skill among University Students*” in *Pune Research Scholar an International Multidisciplinary Journal*, (Palestine: Al Quds Open University), Vol. 2, Issue 1, p.3

⁵Jonathan Winterton, et, al, *Typology of Knowledge, Skills and Competences: Clarification of the Concept and Prototype*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 26-27

⁶ Oguzham, “*Effects of Drama Method on Speaking Anxieties of Pre-service Teacher and Their Opinion about the Method*” in *Academic Journals*, (Turkey: Ataturk University), Vol. 9(18)/ September 2014, p.734

verbal information well. Speakers communicate through oral expression to gain much more information efficiently.

7. The Elements of Speaking Skill

Jeremy Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:⁷

a. Language features

The elements necessary for spoken production, are the following:

- 1) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
- 2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.
- 3) Lexis and grammar: therefore supply a variety of phrases for different functions such as agreeing or disagreeing (I think so, yes of course, I doubt (/dʌʊt/), I am afraid of. . .), expressing

⁷ Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, (London: Longman, 2001), p. 269-271

surprise (I am surprised. . . ,I don't believed it. . .), shock (you are joking me. . . ., you are kidding me .. .), or approval (I allow you to. . .)

- 4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students, for example, asking unclear some words or name that have pronounced by someone.

b. Mental / Social Processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates. Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

- 1) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
- 2) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

In conclusion, the elements of speaking consist of two elements. There are language features and mental/social processing. In language features, there are connected speech, expressive devices, lexis and grammar and negotiation language then in mental/social processing there are language processing, interacting with others, on the spot information processing.

8. The Function of Speaking Skill

Brown and Yule in Richard made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Those functions are:⁸

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood

⁸ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge, Cambridge University Press, 2008), p.19

clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Burns in Richard distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

From the definition above it can be concluded that the functions of speaking are classified into three. First function is talk as interaction. Second function is talk as transaction. The last function is talk as

performance. Each function in speaking should be improved time by time when learners want to master speaking in English well.

9. The Problems of Teaching Speaking Skill

There are some problems in teaching speaking propose by Penny Ur, as follow:⁹

a. Inhibition

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

b. Nothing to say

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

c. Low or uneven participation

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

⁹ Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge: Cambridge University Press: 1991), p. 121

d. Mother-tongue use

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

According to Brown, speaking is difficult aspect but it has some characteristics which make English easy to be learned. Speaking has eight characteristics which are explained below:¹⁰

a. Clustering

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

b. Redundancy

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

c. Reduce forms

Contraction, elisions, reduced vowels, etc. All form special problems in teaching spoken English (see the section below in

¹⁰ H. Douglas Brown, *Teaching by Principles.*, p.270.

teaching pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. Performance Variables

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

e. Colloquial Language

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

f. Rate of delivery

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

g. Stress, Rhythm, Intonation

This is the most important characteristics of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and it is intonations patterns convey important messages.

h. Interactions

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

In brief, there are some of problems in getting learners to talk or speak in the classroom. Those problems can be solved by using the appropriate technique, strategy or method in teaching speaking for example is using information gap activity technique.

10. The Measurement of Speaking Skill

Brown states the key of assessment is to specify a set of criteria and a reasonably practical and reliable scoring method.¹¹ In order to measure the quality of spoken performance, the teacher needs to establish criteria of assessment. The criteria of the measurement can be seen in the syllabus of English Subject in the eighth grade of SMP N 10 Metro. There are fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies. The researcher used the analytic speaking criteria from Weir as follow:

¹¹H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*.(New York, Longman, 2004), p.176

Table 2
Analytic Speaking Criteria¹²

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words / 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 prompt.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropriate.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use of vocabulary with frequent inappropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible

¹² Cyril.J. Weir, *Language Testing and Validation: An Evidence-based Approach*. (Houndgrave, Hampshire: Palgrave MacMillan, 2005), p. 195-196

		sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

E. The Concept of Information Gap Activity Technique

5. The Definition of Information Gap Activity Technique

There are some experts defining information gap activity technique. According to Prabhu, information gap involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language.¹³ Next, according to Richard, information gap activity refers to the fact that in real communication, people normally communicate in order to get information they do not possess.¹⁴ Gillian said that people's compulsion to receive and to pass on information has been brought into the communicative classroom in recent years, and developed into a technique known as the information gap.¹⁵

Information gap is a useful activity in which one person has

¹³ N.S. Prabhu, *Second Language Pedagogy*, (Oxford: Oxford University Press, 1987), p. 46

¹⁴ Jack C. Richard, *Communicative Language Teaching Today*, (Cambridge: Cambridge University Press, 2006), p. 17

¹⁵ Gillian Porter Ladousse, *Role Play*, (Oxford: Oxford University Press: 1987), p. 81

information that the other lacks, so the students use the target language to share the information. Kayi states that in information gap activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.¹⁶

Next Harmer states that Information Gap is a type of speaking activity where two speakers have different parts of information making up a whole because they have different information, there is a “gap” between them.¹⁷ Therefore, Ellis in Fahimeh defines information gap activity is an activity where one participant holds information that the other participant does not have and that must be exchanged in order to complete the task.¹⁸

In brief, an information gap activity technique is an activity in language teaching where students are missing information necessary to

¹⁶ Kayi, “Teaching Speaking: Activities to Promote Speaking in a Second Language” in *Internal TESL Journal*, (USA, Nevada), Vol. XII, No. 11, November 2006, p. 1

¹⁷ Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (London: Longman, 1998), p. 88

¹⁸ Fahimeh Akhoundbaba, “The Study Of Effects Of Using Information Gap Tasks On Developing Reading Comprehension Level and Motivation Of The Intermediate Efl Learners” in *Journal of Language Teaching Theory to Practice*, (Iran: Quarterly Publisher), Vol. 2, No. 3, 2016, p. 3

complete a task or solve a problem, and must communicate with their classmates to complete the exercise.

6. The Principles of Information Gap Activity Technique

The principle of information gap activity technique involves the transmission of information, or the conveying of a message, from person to person. The receiver does not initially possess the information and he or she receives it via spoken or written communication.¹⁹ Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they present real communication, motivation can be high, and they require skill such as clarifying meaning and rephrasing. In information gap activities students will have to provide a need to communicate and give each other information the other does not possess.

There are some principles uses in information gap activity technique, as follow:²⁰

- a. Typically the class is divided into groups and each group has part of the information needed to complete an activity.
- b. The class must fit the pieces together to complete the whole.
- c. They must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

¹⁹ Jane Willis and Betty Lou Leaver, *Task-Based Instruction in Foreign Language Education: Practices and Programs*, (Washington D.C : Georgetown University Press, 2004), p.111

²⁰ Jack C. Richards, *Communicative Language*., p. 17

In brief, information gap activity technique requires some principle where it is done by creating small group or pair in speaking activities. In this case, the student should complete the task by asking the other students so the communication created among the students and help them to improving their speaking skill.

7. The Advantages and Disadvantages of Information Gap Activity Technique

Information gap activity technique offers several advantages as follow:²¹

- a. All students are involved in the process equally and they are all moving towards a spesific purpose
- b. Each student has the task to finding out a certain information.
- c. Motivation is usually high in these activities.
- d. Using target language in the process of discovering information

Those are the advantages of using information gap activity technique. There are no perfect activities in teaching English. Information gap activity technique also has disadvantages. Since this activity requires group work, Jeremy states the disadvantages of group work in classroom. It is likely to be noisy. Some teachers feel that they lose control, and the whole-class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities. Not all students enjoy it since they would prefer to be the focus of the teacher

²¹ Olenka Bilash, "Information Gap Activities", in <http://sites.educ.ualberta.ca/olenka.bilash> retrieved on April 25th, 2017

attention rather than working with their peers. Individuals may fall into group roles, so that some are passive whereas others may dominate. Groups can take longer to organise than pairs.²²

From the explanation above, there are advantages and disadvantages of using information gap activity technique in speaking class. The main advantage of this activity is students are involved in the process equally and they are all moving towards a specific purpose, and then the disadvantage is the classroom situation will be noisy.

8. The Procedures of Using Information Gap Activity Technique to Improve the Speaking Skill

Here are the procedures of using information gap activity technique to promote interaction and communication:²³

- 1) Pre-teach and practice vocabulary and structures for the particular task. Learners should also be familiar with question and answer formulas like “can you play football?” or “what are you doing?”
- 2) Explaining the information-gap procedures by modeling a sample gap activity technique with an able volunteer from the class.
- 3) Asking a learner to model the asking and answering of questions in the information gap activity technique before the whole class begins the activity.

²² Jeremy Harmer, *The Practice of.*, p. 117-118

²³ National Center for Family Literacy and Center for Applied Linguistics, *Practitioner Toolkit: Working with Adult English Language Learners*, (United States of America: 2004), p. 49

- 4) Learners ask and answer questions and record answers until both form “A” and form “B” have been completed.
- 5) Asking learners to compare their papers with each other.
- 6) To complete the activity as a whole group, you can ask volunteers to come up to the board or overhead to fill in information they’ve gathered from their partner. This helps solidify the knowledge and gives some slower learners a chance to catch up and check their work without stress.

F. Action Hypothesis

Based on the theories and the assumption of above, the researcher proposed the hypothesis as follows:

By using information gap activity technique, the students’ speaking skill and the learning activity at eighth graders of SMP N 10 Metro can improve.

CHAPTER III

RESEARCH METHODOLOGY

I. The Operational Definition of Variable

1. Variable of research

This research consisted of two variables. The independent variable is the one that believe may cause the results and the dependent variable is the one that measure to see the effects the independent variable has on it.²⁴ The two variables could be explained as follow:

b. Independent Variable

The independent variable is the information gap activity technique. The information gap activity technique introduces an effective way to make the students speak during the speaking class. Information gap activity technique is a type of speaking activity where two speakers have different parts of information making up a whole because they have different information, there is a “gap” between them.

Moreover, the data collection technique of this variable was observation and the instrument of this variable used observation list. Then the indicator of successful information gap activity technique in speaking class as follow:

- 1) Improving student talking time
- 2) Improving student motivation in speaking

²⁴Alison Mackey and Susan M. Gass, *Second Language Research Methodology and Design*, (Mahwah, New Jersey: Lawrence Erlbaum Associates Publisher, 2005) .p.103

- 3) Incorporating authentic communication situations and materials
 - 4) Encouraging critical thinking skills and teamwork
- c. Dependent variable

The dependent variable is the students' speaking skill. The improving of student speaking skill could be seen after using information gap activity technique. Speaking skill is the ability to convey the meaning or express ideas from the speaker to the listener in words, phrases, and sentences following with a certain grammatical structure, good accuracy and fluency

Moreover, the data collection technique of this variable was test and the instrument of this variable was an oral test. The indicator of successful speaking skill consisted of five criteria as follow: fluency, pronunciation, vocabulary, grammatical accuracy, and interactional strategies.

B. Research Setting

This research conducted in SMP Negeri 10 Metro which is located in Wolter Wonginsidi Street, Hadimulyo Timur, Metro Pusat, Metro City, Lampung.

C. Subject of Study

The subject of this research was the eighth grade students of SMP N 10 Metro. In this research the researcher choose VIII C class. The number of VIII C student as follows:

Table 3
The object of study VIII C Class of SMP N 10 Metro

No	Class	Sex		Total
		Male	Female	
1.	VIII	16	12	28

Source: the students' attendance list of VIII C

The researcher chose this class because this class has the lowest score in English subject than the others especially in speaking.

D. Research Procedure

1. Classroom Action Research

The research was aimed to improve students' speaking skill by using information gap activity technique so the researcher used classroom action research. Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. It means that action research is given by teacher with directive from teacher that is done by students.²⁵ Meanwhile, Cresswell states that action research provides the opportunity for educators or teachers to reflect their own practices.²⁶ From those statements, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

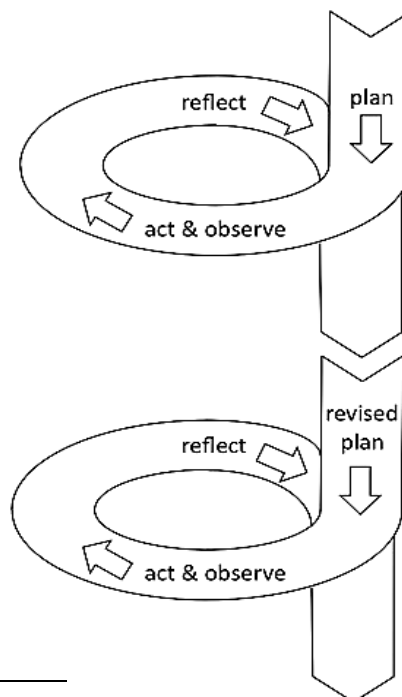
²⁵ Anne Burns , *Doing Action Research in English Language Teaching*, (Roudledge: New York and London, 2001) p.1

²⁶John Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.577

Concerning about the type of action research, researcher used collaborative action research so that it needed the collaborator or another participants which was English teacher to assist the researcher in this research. Therefore the researcher would be assisted by Mr. Masfiadi, S.Pd. He is an English teacher of SMP N 10 Metro.

Classroom action research (CAR) has various models but in this research the researcher uses Kemmis and McTaggart (1988) research design. According to Kemmis and McTaggart as cited by Anne Burns, action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.²⁷ Those phases can be seen by following figure:

Figure 1
The 'Action Research Spiral' (based on Kemmis and McTaggart).



²⁷Anne Burns, Collaborative Action Research for English Language Teacher, (Cambridge: Cambridge University Press, 1999), p.32

2. Action Plan

Based on Kemmis and MacTagart's research design, the steps of the research cover four phases in each cycle, as follow:

a. Cycle 1

1) Planning

In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in speaking skill that occurred in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (teacher) prepared some plans to conduct the classroom, as follow:

- a) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- b) The researcher prepared learning resource for students.
- c) The researcher used the use of information gap activity technique to be applied in acting phase improve students' speaking skill.
- d) The researcher prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- e) The researcher and the collaborator designed the criteria of success.

2) Acting

Doing action was the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never could be real. In this phase, the researcher applied the planning of strategy and scenario learning as follows:

- a) Giving explanation about the material.
- b) Asking the students to make a group.
- c) The teacher gave explanation of the procedures of information gap activity technique.
- d) Then asked the students to complete the task while the teacher gave score of student's speaking skill personally and observe their problems. So, it could be references to improve the action in next meeting.
- e) Giving guidance and task to the students for next meeting.

3) Observing

In the third phase, the researcher observed the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structured observation form and made note the overall activities. Furthermore, the researcher also collected the data from the post test and the result of student's activity.

4) Reflecting

In the fourth phase, the researcher and the collaborator discussed about the data collected from all the activities. In this phase, the researcher and the collaborator also analyzed the the students learning activity during teaching and learning process and students' speaking skill to find out whether the implementation of information gap activity technique run successful or unsuccessful by identifying strength and weakness. If there still found the problems the researcher and collaborator would conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

1) Re-planning

In the first phase, before conducting the action in the next phase, the researcher repaired the problem found in cycle one. It would be explained as follow:

- a) The researcher analyzed the reflection result to obtain the solving problem.
- b) The researcher revised and prepared the lesson plan based on the problem appears in the previous cycle including

teaching procedure, media, and relevant material to be applied in acting phase.

- c) The researcher rearranged observation format and also reforms the evaluation format to improve the planned indicators that is not achieved yet in the previous cycle.

2) Acting

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never could be real. In this phase, the researcher applied the planning of strategy and scenario learning as follows:

- a) Giving explanation about the material.
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E. Data Collection Technique

For this research, there are three techniques which used by the researcher to collect the data such as observation, documentation, and test. It can be explained as follows:

1. Test

The test in this research was an oral test of speaking skill. The test consisted of two kinds of test, as follow:

a. Pre test

After observing the subject's activities, the researcher gave pre test to know the level of the students' speaking skill before giving treatments. The pre-test was find out how the students speaking skill was.

b. Post test

Second, post-test was given to the students after they learn speaking through information gap activity technique as the treatment. To find out the improvement before and after giving treatment, it could be seen by comparing the result between pre-test and post-test.

2. Observation

Observation is data collection technique which is carried out by observing each occurrence taking place and make notes using observation instrument about the matter which observe. In this case the researcher used observation to obtain the data about students' activity or participation and teacher performance in the classroom.

3. Documentation

Documentation is data collection method that is used for getting information from the written source or document, for instance books, magazines, notes, and other. The researcher used documentation to obtain the data about the school profile such as history of the school, the number of teacher and staff officer and students at SMP N 10 Metro.

Besides, the documentation was used to visualize the classroom activity in the form of photograph.

F. Research Instrument

Instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.²⁸ In this research, the research instrument designed by the researcher. There are 3 kinds of instrument they were test guidance observation sheet, and documentation guidance. Farther more, the three kinds of instrument can be explained as a follow:

1. The Test Blueprint

a. Instrument Blueprint

The test was oral test which has some indicators as follows: the indicator of information gap activity technique is an activity where the students must communicate with their group in English language. This activity does in group. It needs missing information so that the activity called as information gap activity technique.

Next, the indicator of students' speaking skill was the students pass the minimum score of total aspects in speaking as follow pronunciation, fluency, vocabulary, grammatical accuracy and interactional strategies.

²⁸ David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), p.5.

2. Observation Guidance
 - a. The students learning activity
 - b. Teacher performance in the classroom
3. Documentation Guidance
 - a. The history of the school
 - b. The condition of teachers and official employee
 - c. The condition of students
 - d. Learning facilities
 - e. Organization structure and
 - f. Location sketch at SMP N 10 Metro

G. Data Analysis Technique

1. Formula

Data analysis took from the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average as follow:²⁹

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

Note

\bar{X} = Average score

$\sum x$ = Total Score of the Students

N = Total of Students.

Furthermore, to know the result the researcher compared the average scores between pre-test and post-test for each cycle. Then to know the

²⁹ Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.108

percentage of improving score in students learning activities, the researcher used the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Note:

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

H. Indicator of Success

This research took indicator of success by comparing between the pre-test score and the post-test score. If 80% of the students get the score ≥ 75 and 75% of students are active, it meant that the use of information gap activity technique was successful in improving the speaking skill and the learning activity at the eighth graders of the SMP N 10 Metro.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Location

a. Brief History about the Establishment of SMP N 10 Metro

SMP N 10 Metro is established since 2006 when it joined with SDN 7 Metro Pusat. The students studied in the afternoon, after the Elementary School students finish. In 2007, on the initiative and good cooperation between the government and people from Hadimulyo Barat (Mr. Sukadi), Karang Rejo (Mr. Drs. Sudarsono), Yosomulyo (Mr. Dasim S.H) so that the Junior High School established.

Confidence and enthusiasm of the citizen to enter their children in the SMP N 10 Metro was quite evident in the first year of the registration. It reached 176 registrants. The ironic was the seats number was only for 108 learners because of limited space and the available facilities.

Since SMP N 10 Metro established, it has been led by the following principals:

1. Drs. Hargunawan in 2006 until 2010
2. Marsidi, S.Pd in 2010 until 2017
3. Drs. Supardi 2017 until now

b. The Condition of Teachers and Staff in SMP N 10 Metro

The condition of teachers in SMP N 10 Metro can be identified as follows:

Table 4
The Data of Teachers and Staff in SMP N 10 Metro

Employment Status	Sex		Total
	Male	Female	
Teacher	13	14	27
Non-Permanent Teacher	0	2	2
Administration Staff	4	4	7
Gardener, Cleaning Service, Security	2	1	3
Total	19	21	40

Source: The documentation result of teachers' condition in SMP N 10 Metro

c. Quantity Students of Junior High School 10 Metro

The quantities of the students SMP N 10 Metro can be identified as follow:

Table 5
The Quantity of the Students at SMP N 10 Metro

No	Class	Sex		Total
		Male	Female	
1.	VII	82	102	184
2.	VIII	80	98	178
3.	IX	64	74	138
Total		226	274	500

Source: The documentation result of students' quantity in SMP N 10 Metro

d. Facilities and Infrastructure of Junior High School 10 Metro

The facilities and infrastructure of SMP N 10 Metro can be identified as follows:

Table 6
The Facilities and Infrastructure in SMP N 10 Metro

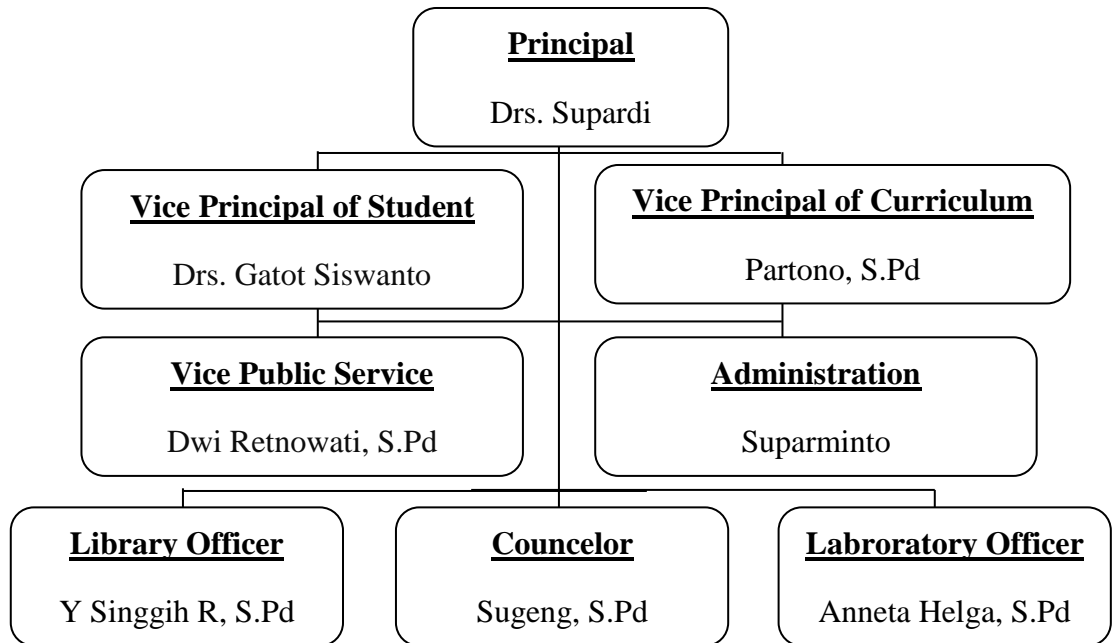
No	Facilities	Conditions	Total
1.	Principal room	Good	1
2.	Teachers room	Good	1
3.	Administration Room	Good	1
4.	Library	Good	1
5.	Art Room	Good	1
6.	UKS	Good	1
7	OSIS Room	Good	1
8	Laboratory	Good	1
9	Classroom	Good	17
10	Mosque	Good	1
Total			26

Source: The documentation result of facilities and infrastructure in SMP N 10 Metro

e. Organization Structure Of SMP N 10 Metro

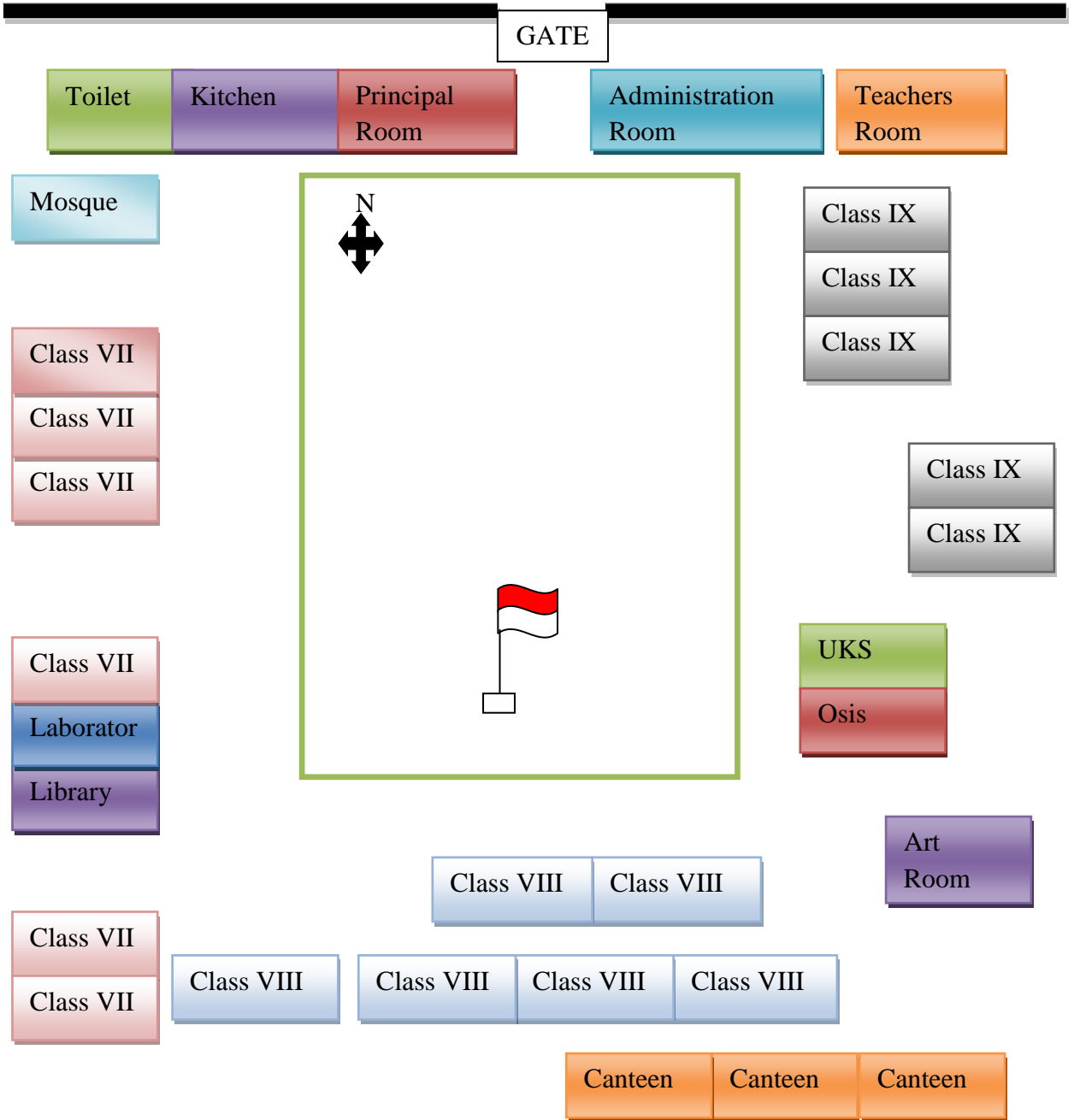
The organization Structure of SMP N 10 Metro can be seen in the following figure:

Figure 2
Organization Structure of SMP N 10 Metro



f. Location Sketch of SMP N 10 Metro

Figure 3
Location Sketch of SMP N 10 Metro



Source: The documentation result of location sketch in SMP N 10 Metro

2. Description of the Research Data

This research used classroom action research. The purpose of this research was to improve the students' speaking skill and the students learning activity at the eighth graders of SMP N 10 Metro. The research was conducted in two cycles where the researcher did pre test before the treatment. The researcher used the use of Information Gap Activity technique to improve the students' speaking skill. The research result was gotten from test that conducted in the end of each cycles while the data of students' activity was gotten from the observation during the learning process.

a. First Condition

The researcher conducted the pre-test on Thursday, July 20th, 2017 to know the first condition of the research subject. It was about how the students speaking skill. The researcher gave an oral test where the students made some paragraphs about everything then they spoke in front of the class. The result of the pre-test can be seen as follow:

Table 7
The Table of Students' Speaking Score (Pre Test)

No	Name	Score	Category
1	ABAR	75	Completed
2	AR	80	Completed
3	ASM	50	Incompleted
4	ATU	65	Incompleted
5	AK	65	Incompleted
6	AR	80	Completed

7	AUB	65	Incompleted
8	BN	65	Incompleted
9	CY	75	Completed
10	DAS	55	Incompleted
11	DFZ	55	Incompleted
12	DN	50	Incompleted
13	DDS	80	Completed
14	JK	65	Incompleted
15	LS	75	Completed
16	LNМ	70	Incompleted
17	MAS	55	Incompleted
18	NH	55	Incompleted
19	NK	65	Incompleted
20	NDE	60	Incompleted
21	RD	55	Incompleted
22	RI	55	Incompleted
23	RSL	55	Incompleted
24	RI	50	Incompleted
25	RJA	50	Incompleted
26	SK	50	Incompleted
27	SS	40	Incompleted
28	IM	45	Incompleted
Total		1705	1705
Average		60,893	60,893
Highest Score		80	80
Lowest Score		40	40

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

No	Students' Score	Percentage	Frequency	Explanation
1	≥ 75	21,4%	6	Complete
2	< 75	78,6%	22	Incomplete
Total		100%	28	

Based on the result of Pre-test, there were only 6 students (21,4%) who got score 75 or more, and 22 students (78,6%)

who got score under 75. The highest score in pre-test was 80 and the lowest score was 40. It could be concluded that the students were low in speaking skill. Furthermore, this condition was appropriate with the background problem and the students needed other activity to improve their speaking skill.

b. Cycle 1

1) Planning

- a) Preparing the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- b) Preparing learning resource for students.
- c) Applying the use of information gap activity technique to improve students' speaking skill.
- d) Designing the criteria of success.
- e) Preparing observation format and also evaluation format to evaluate the student's activity after teaching and learning process.

2) Acting

a) First Meeting

In the first meeting was conducted on Thursday, July 27th 2017 for 2 x 40 minutes. In this meeting, the researcher did the treatment for the students as follow:

- (1) Starting the class by greeting the students, praying together and checking the students' attendance list.
- (2) Giving explanation about the topic, the topic was asking and stating about ability.
- (3) Asking the students to make groups consist of 4 people.
- (4) Giving explanation of the procedures of information gap activity technique.
- (5) Giving the students an exercise done in group by using information gap activity technique.
- (6) Monitoring the students' activities in their group.
- (7) Giving the students chance to ask anything they do not understand.
- (8) Giving respond to students question
- (9) Closing the teaching and learning process

b) The Second Meeting

The second meeting was conducted on Monday, July 31st 2017, this meeting used as the post-test 1 for 2x40 minutes, after the students were given the action. The test was an oral test about asking and stating about ability. The result of the students' score in post-test 1 can be seen in the following table:

Table 9
The Table of Students' Speaking Score (Post Test 1)

No	Name	Score	Category
1	ABAR	80	Completed
2	AR	85	Completed
3	ASM	60	Incompleted
4	ATU	75	Completed
5	AK	70	Incompleted
6	AR	90	Completed
7	AUB	75	Completed
8	BN	75	Completed
9	CY	80	Completed
10	DAS	60	Incompleted
11	DFZ	70	Incompleted
12	DN	60	Incompleted
13	DDS	85	Completed
14	JK	75	Completed
15	LS	80	Completed
16	LNМ	75	Completed
17	MAS	75	Completed
18	NH	75	Completed
19	NK	75	Completed
20	NDE	65	Incompleted
21	RD	60	Incompleted
22	RI	75	Completed
23	RSL	75	Completed
24	RI	55	Incompleted
25	RJA	55	Incompleted
26	SK	60	Incompleted
27	SS	55	Incompleted
28	IM	60	Incompleted
Total		1980	
Average		70,714	
Highest Score		90	
Lowest Score		55	

Table 10
The Frequency of the Students' Score in Post Test I

No	Students' Score	Percentage	Frequency	Explanation
1	≥ 75	57,1%	16	Complete
2	< 75	42,8%	12	Incomplete
Total		100%	28	

Based on the table above, there were 16 students (57,1%) who got score 75 or above, and 12 students (42,8%) who got score under 75. The numbers of students who passed still far from the indicator of success where 80% of students should get score ≥ 75 .

3) Observing

The observation was conducted both in the first and second meeting in cycle I. The observation was done when the learning process happened by using the observation sheet for students activities in class and the observation sheet for teacher activity.

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

The data of the students' activity in the cycle I can be seen in the following table:

Table 11
The Result of the Students Activities in Cycle I

No	Students' Activity	Cycle 1		Average	Improving
		1st meeting	2nd meeting		1st-2nd meeting
1	Giving attention to the teacher's explanation	15	20	63%	17%
		54%	71%		
2	Active in the group	11	20	55%	32%
		39%	71%		
3	Working together	19	24	77%	18%
		68%	86%		
4	Practice speaking English in front of the class	8	14	39%	21%
		29%	50%		
5	Doing the task	23	28	91%	18%
		82%	100%		
Average		54%	76%	64%	21%

Based on the table above, it showed that in the cycle I, 63% of the students paid attention, 55% of the students were active in group, 77% of students worked together, 39% of students practiced speaking English in front of the class and 91% of students did the task.

Then, in the first meeting there were 54% of students were active and in the second meeting there were 76% of the students were active. It can be concluded that the use of information gap activity technique improve the students learning activity.

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

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

Table 12
The Result of the Teacher's Activities in Cycle I

No	Aspect	Score	
		1st	2nd
1	The teachers' preparation	2	3
	- The materials are ready		
	- There is structure of the lesson		
2	The teachers' mastery in the subject content	2	3
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	The teachers teaching methods	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity		
	- The teacher uses the appropriate media in teaching.		
4	The teachers' performance	2	3
	- Clearness of the teacher's sound		
	- Establishes classroom environment condusive to learning		
	- Establishes the communication between teacher and students		
5	The ability of closing the meeting:	2	2

	- Making conclusion made by the students and teacher together.		
	- Conducting evaluation		
6	The ability of managing class		
	- All the students are treated fairly	2	2
	- Used the time wisely		
Total		14	17
Percentage		58%	71%

Based on the table above, it could be seen that that the teacher's activities during learning process got 58% in the first meeting, and 71% in the second meeting in Cycle I.

4) Reflecting

In the end of the Cycle I, the researcher and the collaborator did the evaluation and reflection together. According to the result of speaking score in Cycle I, the use of information gap activity technique could improve the students speaking skill but the numbers of students who completed the MMC was only 16 students or 57,1%. Even though it did not complete the indicator of success, there was improvement in their speaking skill score meeting by meeting.

Next, the students' activity also improved start form the first meeting until the second meeting in Cycle 1. The average of the students learning activity improved from 54% became 76%. It could be conclude that the use of information gap activity technique could improve the students' activity in the classroom.

Moreover, there were some problems that should be repaired in Cycle I like the researcher has difficulties to manage the allocation time well, the indicator of success did not achieve and the other problems. So the researcher and the collaborator agreed to conduct Cycle II. The common mistakes in the teaching and learning process became a reference to be better in the next cycle.

c. Cycle 2

1) Planning

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

- a) Preparing the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- b) Preparing learning resource for students.
- c) Applying the use of information gap activity technique to improve students' speaking skill.
- d) Designing the criteria of success.
- e) Preparing observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- f) Managing the time allocation well

2) Acting

a) The First Meeting

The first meeting was conducted on Thursday, August 10th, 2017. The time allocation was 2x40 minutes. The teaching and learning process for treatment as follow:

- (1) Starting the class by praying and checking the students' attendance list.
- (2) Giving explanation about the topic, the topic was asking and stating about current event.
- (3) Asking the students to make groups consist of 4 people.
- (4) Giving explanation of the procedures of information gap activity technique.
- (5) Giving the students an exercise done in group by using information gap activity technique.
- (6) Monitoring the students' activities in their group.
- (7) Giving the students chance to ask anything they do not understand.
- (8) Giving respond to students question
- (9) Closing the teaching and learning process by asking the students to practice speaking in home.

b) The Second Meeting

The second meeting was conducted on Monday, August 14th 2017. The time allocation was 2x40 minutes. The

teaching and learning process was for Post Test II. The test was an oral test about asking and stating about current event. The result of the students' speaking score could be seen in the following table:

Table 13
The Result of the Students' Speaking Score (Post Test II)

No	Name	Score	Category
1	ABAR	85	Completed
2	AR	85	Completed
3	ASM	65	Incompleted
4	ATU	85	Completed
5	AK	75	Completed
6	AR	95	Completed
7	AUB	80	Completed
8	BN	80	Completed
9	CY	85	Completed
10	DAS	70	Incompleted
11	DFZ	80	Completed
12	DN	80	Completed
13	DDS	90	Completed
14	JK	80	Completed
15	LS	85	Completed
16	LNM	80	Completed
17	MAS	80	Completed
18	NH	80	Completed
19	NK	80	Completed
20	NDE	75	Completed
21	RD	75	Completed
22	RI	80	Completed
23	RSL	80	Completed
24	RI	70	Incompleted
25	RJA	65	Incompleted
26	SK	75	Completed
27	SS	65	Incompleted
28	IM	75	Completed

Total	2200	
Average	78,571	
Highest Score	95	
Lowest Score	65	

Table 14
The Frequency of the Students' Score in Post Test II

No	Students' Score	Percentage	Frequency	Explanation
1	≥ 75	82,1%	23	Complete
2	< 75	17,9%	5	Incomplete
Total		100%	28	

Based on the table above, there were 23 students (82,1%) who got score 75 or above, and 5 students (17,9%) who got score under 75. The indicator of success where 80% the students could get the score ≥ 75 was achieved. It meant that the use of information gap activity technique was success to improve the students' speaking skill.

3) Observing

The students learning activities and the teacher activities were observed when the learning process happened (Cycle II). It was collected by using the observation sheet for students' activities in class and the observation sheet for teacher activity.

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

The data of the students' activity can be seen in the following table:

Table 15
The Result of the Students' Activities in Cycle II

No	Students' Activity	Cycle II		Average	Improving
		1st meeting	2nd meeting		1st-2nd meeting
1	Giving attention to the teacher's explanation	25	28	95%	11%
		89%	100%		
2	Active in the group	28	28	100%	0%
		100%	100%		
3	Working together	26	28	96%	7%
		93%	100%		
4	Practice speaking English in front of the class	23	24	84%	4%
		82%	86%		
5	Doing the task	28	28	100%	0%
		100%	100%		
Average		93%	97%	95%	4%

Based on the table above, it showed that 95% of the students paid attention, 100% of the students were active in group, 96% of students worked together, 84% of students practiced speaking English in front of the class and 100% of students did the task.

Then, in the first meeting there were 93% of students were active and in the second meeting there were 97% of the students were active. It could be concluded that the use of information gap activity technique improve the students learning activity.

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

The result of teacher's activities in observation sheet could be seen on table below:

Table 16
The Result of the Teacher's Activities in Cycle II

No	Aspect	Score	
		1st	2nd
1	The teachers' preparation	3	4
	- The materials are ready		
	- There is structure of the lesson		
2	The teachers' mastery in the subject content	3	3
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	The teachers teaching methods	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity		
	- The teacher uses the appropriate media in teaching.		
4	The teachers' performance	3	3
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		
	- Establishes the communication between teacher and students		
5	The ability of closing the meeting:	3	3
	- Making conclusion made by the students and teacher together.		
	- Conducting evaluation		
6	The ability of managing class	3	4
	- All the students are treated fairly		
	- Used the time wisely		
Total		19	21
Percentage		79%	88%

Based on the table above, it could be seen that that the teacher's activities during learning process got 79% in the first meeting, and 88% in the second meeting in Cycle II.

4) Reflecting

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

The percentage of the students speaking score in the Post Test I was 53,6% while in the Post Test II was 82,1%. Then, the percentage of students' activity in the Cycle I was 72% while in the Cycle II was 95%. The indicator of success has achieved.

In conclusion, the use of information gap was success to improve the students speaking skill and the learning activity at the eighth graders of SMP N 10 Metro, so the researcher and the collaborator agreed to not conduct another cycle.

B. Discussion

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

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

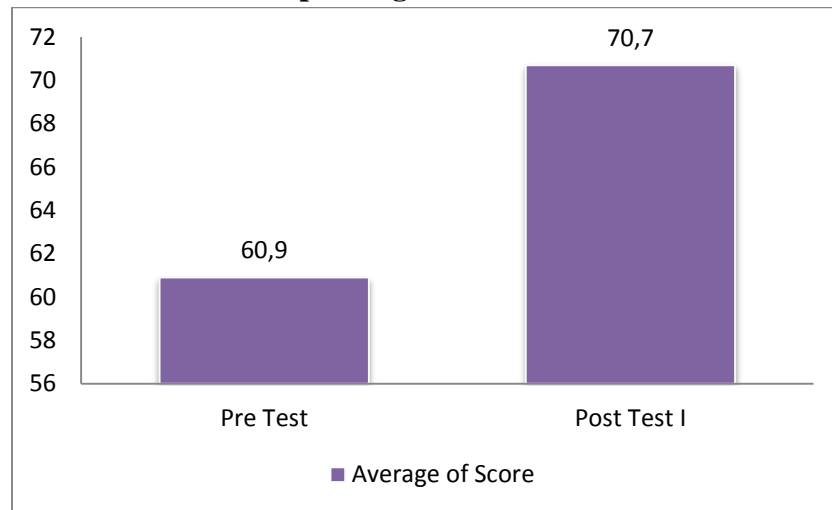
The use of information gap activity technique makes the students speaking score better than the pre-test. The comparison of the students speaking score could be seen in the following table:

Table 17
The Result of Students Speaking Score in Pre Test and Post Test I

No	Name	Pre-Test Score	Post-Test I Score	Improving	Improving Percentage	Explanation
1	ABAR	75	80	5	7%	Improved
2	AR	80	85	5	6%	Improved
3	ASM	50	60	10	20%	Improved
4	ATU	65	75	10	15%	Improved
5	AK	65	70	5	8%	Improved
6	AR	80	90	10	13%	Improved
7	AUB	65	75	10	15%	Improved
8	BN	65	75	10	15%	Improved
9	CY	75	80	5	7%	Improved
10	DAS	55	60	5	9%	Improved
11	DFZ	55	70	15	27%	Improved
12	DN	50	60	10	20%	Improved
13	DDS	80	85	5	6%	Improved
14	JK	65	75	10	15%	Improved
15	LS	75	80	5	7%	Improved
16	LNM	70	75	5	7%	Improved
17	MAS	55	75	20	36%	Improved
18	NH	55	75	20	36%	Improved
19	NK	65	75	10	15%	Improved
20	NDE	60	65	5	8%	Improved
21	RD	55	60	5	9%	Improved
22	RI	55	75	20	36%	Improved
23	RSL	55	75	20	36%	Improved
24	RI	50	55	5	10%	Improved
25	RJA	50	55	5	10%	Improved
26	SK	50	60	10	20%	Improved
27	SS	40	55	15	38%	Improved
28	IM	45	60	15	33%	Improved
Total		1705	1980	275	487%	
Average		60,8929	70,71429	9,821429	17%	

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

Figure 4
The Result of Students Speaking Score in Pre Test and Post Test I



From the explanation above, it could be concluded that there was an improvement in the students' speaking score from pre-test to post test I. In the pre test the average was 56,8 and in the post test I was 68,2. The improvement was 11,4 from pre test to post test I.

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

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

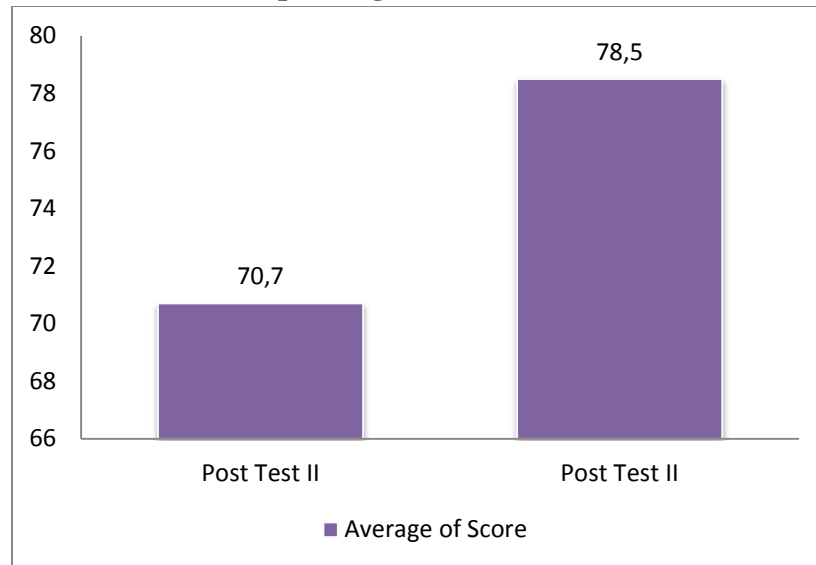
Table 18
The Result of Students Speaking Score in Post Test I and Post Test II

No	Name	Post-Test I Score	Post-Test II Score	Improving	Improving Percentage	Explanation
1	ABAR	80	85	5	6%	Improved
2	AR	85	85	0	0%	Constant
3	ASM	60	65	5	8%	Improved
4	ATU	75	85	10	13%	Improved
5	AK	70	75	5	7%	Improved
6	AR	90	95	5	6%	Improved

7	AUB	75	80	5	7%	Improved
8	BN	75	80	5	7%	Improved
9	CY	80	85	5	6%	Improved
10	DAS	60	70	10	17%	Improved
11	DFZ	70	80	10	14%	Improved
12	DN	60	80	20	33%	Improved
13	DDS	85	90	5	6%	Improved
14	JK	75	80	5	7%	Improved
15	LS	80	85	5	6%	Improved
16	LNМ	75	80	5	7%	Improved
17	MAS	75	80	5	7%	Improved
18	NH	75	80	5	7%	Improved
19	NK	75	80	5	7%	Improved
20	NDE	65	75	10	15%	Improved
21	RD	60	75	15	25%	Improved
22	RI	75	80	5	7%	Improved
23	RSL	75	80	5	7%	Improved
24	RI	55	70	15	27%	Improved
25	RJA	55	65	10	18%	Improved
26	SK	60	75	15	25%	Improved
27	SS	55	65	10	18%	Improved
28	IM	60	75	15	25%	Improved
Total		1980	2200	220	337%	
Average		70,7142	78,5714	7,857	12%	

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

Figure 5
The Result of Students Speaking Score in Post Test I and Post Test II



From the explanation above, it can be concluded that there was an improvement in the students' speaking score from post test I to post test II. In post test I, the average was 68,2 and in the post test II was 75,1. The improvement was 6,9 from post test I to post test II.

c. The Result of the Research

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

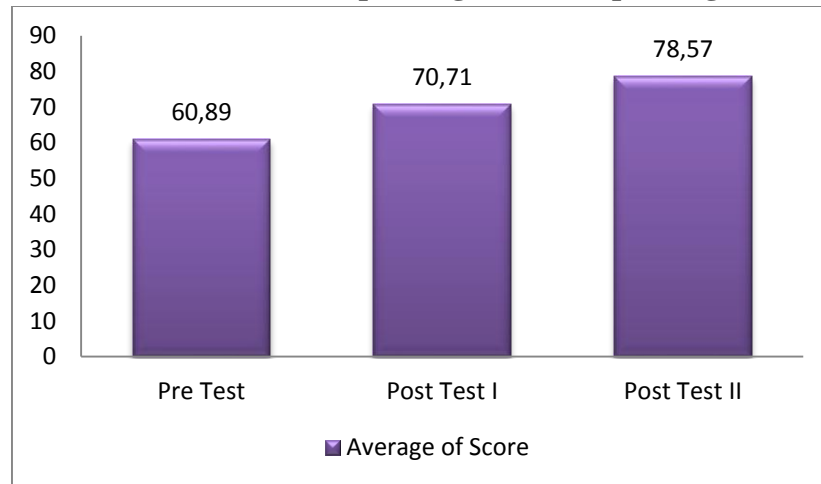
Table 19
The Recapitulation of Students' Improvement in Speaking Skill Score

No	Name	Pre-Test Score	Post Test I Score	Post-Test II Score	Explanation
1	ABAR	75	80	85	Improved
2	AR	80	85	85	Improved
3	ASM	50	60	65	Improved
4	ATU	65	75	85	Improved
5	AK	65	70	75	Improved

6	AR	80	90	95	Improved
7	AUB	65	75	80	Improved
8	BN	65	75	80	Improved
9	CY	75	80	85	Improved
10	DAS	55	60	70	Improved
11	DFZ	55	70	80	Improved
12	DN	50	60	80	Improved
13	DDS	80	85	90	Improved
14	JK	65	75	80	Improved
15	LS	75	80	85	Improved
16	LNМ	70	75	80	Improved
17	MAS	55	75	80	Improved
18	NH	55	75	80	Improved
19	NK	65	75	80	Improved
20	NDE	60	65	75	Improved
21	RD	55	60	75	Improved
22	RI	55	75	80	Improved
23	RSL	55	75	80	Improved
24	RI	50	55	70	Improved
25	RJA	50	55	65	Improved
26	SK	50	60	75	Improved
27	SS	40	55	65	Improved
28	IM	45	60	75	Improved
Total		1705	1980	2200	
Average		60,892	70,714	78,571	

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

Figure 6
The Result of Students Speaking Score in Speaking Score



From the explanation above, there was an improvement in the students' speaking score from Pre Test to post test I to post test II. In pre test, the average was 56,8 in post test I, the average was 68,2 and in the post test II was 75,1. The improvement was 11,4 from pre test to post test I then the improvement was 6,9 from post test I to post test II. In conclusion, the use of information gap activity technique can improve the students speaking skill.

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

a. The Result of the Observation on Students' Activity

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

Table 20
The result of the Students' Activities in Cycle I and Cycle II

	1st Meeting	2nd Meeting	Average	Improving	Note
Cycle I	54%	76%	65%	22%	Improved
Cycle II	93%	97%	95%	4%	Improved

From the table above, it showed that there was improvement in students' activity from the cycle I to cycle II. The improving score in the cycle I was 22% and in cycle II was 4%. It means that the use of information gap activity technique also improve the students' learning activity in speaking class.

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

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

Table 21
The result of the Teacher's Activities in Cycle I and Cycle II

	1st Meeting	2nd Meeting	Average	Improving	Note
Cycle I	58%	71%	64.5%	13%	Improved
Cycle II	79%	88%	83.5%	9%	Improved

From the table above, it showed that there was improving in teacher's activity from the cycle I to cycle II. The improving score in the cycle I was 13% and in cycle II was 9%.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research result, it concluded that the use of information gap activity technique could improve the students speaking skill at the eighth graders of SMP N 10 Metro. It was supported by the improvement of the students speaking result who got score 75 or more from 6 students (21,4%) at pre test, 16 students (57,1%) at cycle I, and 23 students (82,1%) at cycle II. It meant that the result of the cycle II reached the indicator that is 80% of the students got score 75 or more.

Furthermore, the use of information gap activity technique could improve students' learning activities in the speaking class. It was proved by the result of observation sheet on students' learning activities. In cycle I, there were 65% of students which were active in the speaking class. In cycle II, there were 95% of the students which were active in the speaking class.

In conclusion, the use of information gap could be an alternative activity technique in teaching speaking skill. It gave opportunities to students to practice speaking in classroom. The use of information gap activity technique made the students be more confident to speak. Next, the students were more interest in studying English, especially in speaking.

B. Suggestion

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

a. For the Students

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

b. For the English Teacher

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

c. For the Headmaster

As intake and feedback how to use information gap activity technique in English subject to improve speaking skill, so it can improve active, creative and fun learning to the students.

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SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

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
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan					

<p>komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku aku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p>Fungsi sosial</p> <p>Menunjukkan sikap personal tentang</p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris. 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. Tingkat kelengkapan dan keruntutan 	<p>6 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar

<p>dengan konteks penggunaannya</p> <p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan.</p> <p>Struktur teks</p> <p>a. <i>Can you play the guitar? Yes, I can. I'm sorry I can't answer the question. My uncle can run very fast.</i>, dan semacamnya.</p> <p>b. <i>I promise I will come to your birthday party. Yes, sure, she will return the book soon. She will not take the train.</i>, dan semacamnya</p> <p>Unsur kebahasaan</p> <p>(1) Kata kerja bantu modal: <i>can, will</i>.</p> <p>(2) Kosakata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, kelas, sekolah, dan masyarakat.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam</p>	<ul style="list-style-type: none"> Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) 	<p>dalam menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, kelancaran Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Information gap activity dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan</p>	<p>dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis
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	<p>frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi,</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik</p> <p>Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) 	<p>melakukan suatu tindakan 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 menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar 		
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		<p>kemauan melakukan suatu tindakanserta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya, di dalam dan di luar kelas. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya dan menuliskannya dalam jurnal 	<p>kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakanserta responnya.</p>		
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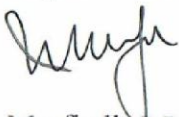
		belajar sederhana dalam bahasa Indonesia.			
<p>3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini</p> <p>Fungsi sosial</p> <p>Menjelaskan, memberi alasan, memberi contoh tindakan, dsb..</p> <p>Struktur teks</p> <p><i>What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping. , dan semacamnya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.</p> <p>(2) Kosakata: kata benda, kata kerja, dan kata sifat yang terkait</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsinya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsinya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, kelancaran. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang 	6 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis

	<p>dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(3) Kata kerja untuk keadaan: <i>be, have</i>, dalam Present Continuous Tense.</p> <p>(4) Adverbial: <i>now</i></p> <p>(5) Kata ganti obyek: <i>me, you, him, her, us, dst.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi,</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p>Topik</p> <p>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. 	<p>dilakukan/berlangsung saat ini.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Information gap activity dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</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 menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, ketika muncul kesempatan, di dalam dan di luar 		
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		<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. 	<p>kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, termasuk</p>		
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		<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. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p>		
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English Teacher



Masfiadi, S.Pd

NIP. 19680424 200501 1 008

Metro, _____ 2017

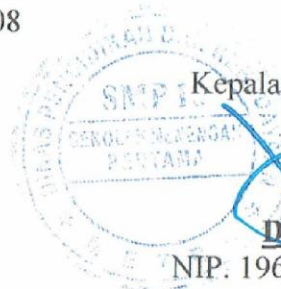
Researcher



Athis Linanti

St. N. 13106667

Kepala SMP N 10 Metro



Drs. Supardi

NIP. 196402071995121003

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP Negeri 10 Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1
Materi Pokok	: Can You Play the Guitar?
Alokasi Waktu	: 4 x 40 menit

KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

- 3.2. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya.
- 4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

Indikator

1. Terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan orang lain
2. Terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan diri sendiri

TUJUAN PEMBELAJARAN

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan untuk menunjukkan sikap personal tentang kemampuan diri sendiri dan orang lain untuk melakukan suatu tindakan, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).

MATERI PEMBELAJARAN

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan

Fungsi sosial

Menunjukkan sikap personal tentang kemampuan diri sendiri dan orang lain untuk melakukan suatu tindakan.

Struktur teks

- c. *Can you play the guitar? Yes, I can. I'm sorry I can't answer the question. My uncle can run very fast.*, dan sebagainya.

Unsur kebahasaan

- (7) Kata kerja bantu modal: *can*
- (8) Kosa kata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, kelas, sekolah, dan masyarakat.
- (9) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (10) Ucapan, tekanan kata, intonasi,
- (11) Ejaan dan tanda baca
- (12) Tulisan tangan

Topik

Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

LENGKAH - LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Kegiatan awal (10 menit)	<ol style="list-style-type: none"> 1. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris “<i>Good morning, students</i>” agar <i>English Environment</i> dapat langsung tercipta. Setelah direspon, guru menanyakan keadaan siswa 2. Guru menanyakan kehadiran siswa dengan mengucapkan “Who is absent today?”. 3. Setelah melakukan presensi, guru menanyakan nama beberapa siswa. 4. Guru mengajak siswa untuk menebak tentang topik yang akan dipelajari 5. Guru menekankan topik yang akan dipelajari yaitu tentang perkenalan diri 	<p style="text-align: center;">2 menit</p> <p style="text-align: center;">2 menit</p> <p style="text-align: center;">3 menit</p> <p style="text-align: center;">2 menit</p> <p style="text-align: center;">1 menit</p>
Kegiatan Inti (60 menit)	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan serta responnya, dalam bahasa Inggris. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang kemampuan melakukan suatu tindakan serta responnya, dalam bahasa Inggris. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang kemampuan melakukan suatu tindakan serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang kemampuan melakukan suatu tindakan 	<p style="text-align: center;">4 X 40 menit</p>

	<p>serta responnya dalam bahasa Inggris dari buku teks dan presentasi dari guru.</p> <ul style="list-style-type: none"> • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang kemampuan melakukan suatu tindakan serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kemampuan melakukan suatu tindakan serta responnya kepada teman sekelompoknya dalam konteks pembelajaran <i>information gap</i>. • Siswa mengumpulkan informasi tentang kemampuan melakukan suatu tindakan dari teman sekelompoknya dan membuat pernyataan. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang kemampuan melakukan suatu tindakan serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kemampuan melakukan suatu tindakan serta responnya, di dalam dengan teman sekelompoknya • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan 	
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	<p>rapikan.</p> <ul style="list-style-type: none"> Siswa membuat pernyataan tentang kemampuan melakukan tindakan dan responnya kemudian mengkomunikasikannya dengan teman sekelasnya di depan kelas 	
Kegiatan Akhir (10 menit)	<ol style="list-style-type: none"> Guru bersama siswa menyimpulkan materi yang sudah dipelajari Guru memberikan pekerjaan rumah kepada siswa Guru menginformasikan materi selanjutnya 	5 menit

PENILAIAN

- Teknik penilaian : Tes Lisan
- Instrumen
 - Collect the information from your friends about what they can/can't do.
 - Use simple question. "Can you..?"
 - After you get the information from your friends, please make a statement based on the information you get.
 - Share the information in front of the class.
- Rubrics :

Fluency	Excellent, good, average, poor	4-3-2-1
Pronunciation	Excellent, good, average, poor	4-3-2-1
Vocabulary	Excellent, good, average, poor	4-3-2-1
Gramatical Accuracy	Excellent, good, average, poor	4-3-2-1
Interacsional Strategies	Excellent, good, average, poor	4-3-2-1

English Teacher

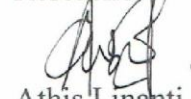


Masfiadi, S.Pd

NIP. 19680424 200501 1 008

Metro, 24 Juli 2017

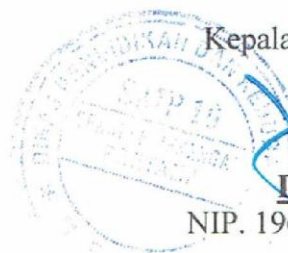
Reseacher



Athis Linanti

St. N. 13106667

Kepala SMP N 10 Metro



Drs. Supardi

NIP. 196402071995121003

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Negeri 10 Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1
Materi Pokok : What Are You Doing?
Alokasi Waktu : 4 x 40 menit

KOMPETENSI INTI

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

KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial *menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini*, sesuai dengan konteks penggunaannya
- 4.8. Menyusun teks lisan dan tulis untuk *menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini*, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

Indikator

3. Terampil memahami, menyatakan, dan menanyakan teks lisan yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini.
4. Terampil memahami, menyatakan, dan menanyakan teks tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini.

TUJUAN PEMBELAJARAN

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini, untuk menjelaskan, memberi alasan, memberi contoh tindakan, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).

MATERI PEMBELAJARAN

Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini

Fungsi sosial

Menjelaskan, memberi alasan, memberi contoh tindakan, dsb.

Struktur teks

What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping dan sebagainya.

Unsur kebahasaan

- (10) Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.
- (11) Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
- (12) Kata kerja untuk keadaan: *be, have*, dalam Present Continuous Tense.
- (13) Adverbia: *now*
- (14) Kata ganti obyek: *me, you, him, her, us, dst.*
- (15) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (16) Ucapan, tekanan kata, intonasi,
- (17) Ejaan dan tanda baca
- (18) Tulisan tangan.

Topik

Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

LENGGKAH - LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Kegiatan awal (10 menit)	6. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa Inggris “ <i>Good morning, students</i> ” agar <i>English Environment</i> dapat langsung tercipta. Setelah direspon, guru menanyakan keadaan siswa 7. Guru menanyakan kehadiran siswa dengan mengucapkan “Who is absent today?”. 8. Setelah melakukan presensi, guru menanyakan nama beberapa siswa. 9. Guru mengajak siswa untuk menebak tentang topik yang akan dipelajari 10. Guru menekankan topik yang akan dipelajari yaitu tentang pengenalan diri	2 menit 2 menit 3 menit 2 menit 1 menit
Kegiatan Inti (60 menit)	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru,</p>	4 X 40 menit

	<p>siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran <i>information gap activity</i>. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang 	
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	<p>telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	
Kegiatan Akhir (10 menit)	<p>Guru bersama siswa menyimpulkan materi yang sudah dipelajari</p> <p>Guru memberikan pekerjaan rumah kepada siswa</p> <p>Guru menginformasikan materi selanjutnya</p>	5 menit

PENILAIAN

1. Teknik penilaian : Tes Lisan
2. Instrumen
 - 1) Ask your classmates information about their parents' activities!
 - 2) After you get the information from your friends, please make a statement based on the information you get orally.
3. Rubrics :

Fluency	Excellent, good, average, poor	4-3-2-1
Pronunciation	Excellent, good, average, poor	4-3-2-1
Vocabulary	Excellent, good, average, poor	4-3-2-1
Gramatical Accuracy	Excellent, good, average, poor	4-3-2-1
Interacsional Strategies	Excellent, good, average, poor	4-3-2-1

English Teacher



Masfiadi, S.Pd

NIP. 19680424 200501 1 008

Metro, 07 Agustus 2017

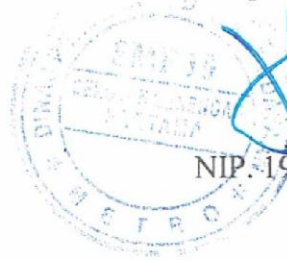
Reseacher



Athis Linanti

St. N. 13106667

Kepala SMP N 10 Metro



Drs. Supardi

NIP. 196402071995121003

The Table of Students' Speaking Score

Cycle/Meeting : 1 / II (post test I)
 Day/Date : Monday, 21 July 2018
 Class : VIII C

No	Name	ASPECT*					Total Score	Score
		F	P	V	G	IS		
1	ABAR	3	3	4	3	3	16	80
2	AR	4	3	4	3	3	17	85
3	ASM	2	2	2	2	3	12	60
4	ATU	3	3	3	3	3	15	75
5	AK	3	2	3	3	3	14	70 65
6	AR	4	3	4	4	3	18	90 ✓
7	AUB	3	3	3	3	3	15	75
8	BN	3	3	3	3	3	15	75
9	CY	4	3	3	3	3	16	80
10	DAS	3	2	2	3	2	12	60
11	DFZ	3	2	3	3	3	14	70
12	DN	2	2	3	2	3	12	60
13	DDS	4	3	4	3	3	17	85
14	JK	3	3	3	3	3	15	75
15	LS	4	3	3	3	3	16	80
16	LNM	3	3	3	3	3	15	75
17	MAS	3	2	3	4	3	15	75
18	NH	3	3	3	3	3	15	75
19	NK	3	3	3	3	3	15	75
20	NDE	2	2	3	3	3	13	65
21	RD	2	2	3	2	3	12	60
22	RI	3	3	3	3	3	15	75
23	RSL	3	3	3	3	3	15	75
24	RI	2	2	2	2	3	11	55
25	RJA	2	2	3	2	2	11	55 -
26	SK	2	2	3	2	3	12	60
27	SS	2	2	2	2	3	11	55 -
28	IM	2	2	3	2	3	12	60
Total								1980
Average								70,71
Highest Score								90
Lowest Score								55

The Table of Students' Speaking Score

Cycle/Meeting : II/II (post test II)
 Day/Date : Monday 14-8-2017
 Class : VIII C

No	Name	ASPECT*					Total Score	Score
		F	P	V	G	IS		
1	ABAR	4	2	3	4	4	17	85
2	AR	4	3	4	3	3	17	85
3	ASM	2	2	3	3	3	13	65
4	ATU	4	3	3	3	4	17	85
5	AK	3	3	3	3	3	15	75
6	AR	4	3	4	4	4	19	95 ✓
7	AUB	3	3	3	3	4	16	80
8	BN	3	3	3	3	4	16	80
9	CY	4	3	3	4	3	17	85
10	DAS	2	3	3	3	3	14	70
11	DFZ	3	3	3	3	4	16	80
12	DN	3	3	3	3	4	16	80
13	DDS	4	3	4	4	3	18	90
14	JK	3	3	3	3	4	16	80
15	LS	4	3	4	3	3	17	85
16	LNM	3	2	3	4	4	16	80
17	MAS	3	2	4	4	3	16	80
18	NH	3	3	3	4	3	16	80
19	NK	3	3	3	4	3	16	80
20	NDE	3	3	3	3	3	15	75
21	RD	3	3	3	3	3	15	75
22	RI	3	3	4	3	4	16	80
23	RSL	3	3	3	3	4	16	80
24	RI	2	2	4	2	4	14	70
25	RJA	2	2	3	3	3	13	65 ✓
26	SK	3	3	3	3	3	15	75
27	SS	2	2	3	3	3	13	65 ✓
28	IM	2	2	3	3	4	15	75
Total								2200
Average								78,57
Highest Score								95
Lowest Score								65

Note :

F = Fluency

G = Gramatical Accuracy

P = Pronunciation

IS = Interactional Strategies

V = Vocabulary

Scoring Rubric

4 : EXCELLENT

3 : GOOD

2 : AVERAGE

1 : POOR

English Teacher



Masfiadi, S/Pd

NIP. 19680424 200501 1 008

Reseacher



Athis Linanti

St. N. 13106667

Observation Sheet of the Students Activity

Cycle : 1

Meeting : 1

Day, Date : Thursday, 27 July 2017

No	Name	The Students Activities				
		1	2	3	4	5
1	Aldito Bagus A.R	✓	✓	✓		✓
2	Alvina Ramadani	✓		✓	✓	✓
3	Anjeli Sari M.	✓				✓
4	Aprilia Tri Utami	✓	✓	✓		✓
5	Arief Kurniawan	✓				✓
6	Arvira Rahmalia	✓	✓	✓	✓	✓
7	Aulia Umar B.	✓			✓	✓
8	Bayu Nugroho			✓		✓
9	Cici Yulia	✓	✓	✓		✓
10	Danang Ardi S.		✓	✓		✓
11	Dara Fathimatu Z.	✓	✓	✓	✓	✓
12	Dian Nugroho					✓
13	Dinda Dwi S.	✓	✓	✓	✓	✓
14	Jehova Kana	✓		✓		✓
15	Lidya Shafadila	✓	✓	✓	✓	✓
16	L. Nathanael Much			✓		✓
17	M. Agus Saputra			✓		✓
18	Nabila Khoirunnisa	✓	✓	✓		✓
19	Nazarina K.	✓	✓	✓	✓	✓
20	Norick Dayven E.			✓		✓
21	Rega Desvantara					
22	Rendi Irawan					
23	Reza Salea Luken					
24	Rido Ibrahim	✓	✓	✓	✓	✓
25	Rovi Janitra Alvaro			✓		
26	Sa'di Khoiri					✓
27	Sindi Saputra					
28	Irvan Mustofa			✓		✓
Frequency		15	11	19	8	23
Percentage		54%	39%	68%	29%	82%
Total Percentage		292%				
Average Percentage		54,4				

Observation Sheet of the Students Activity

Cycle : 1

Meeting : II

Day, Date : Monday, 31 July 2019

No	Name	The Students Activities				
		1	2	3	4	5
1	Aldito Bagus A.R	✓	✓	✓		✓
2	Alvina Ramadani	✓	✓	✓	✓	✓
3	Anjeli Sari M.	✓		✓		✓
4	Aprilia Tri Utami	✓	✓	✓	✓	✓
5	Arief Kurniawan	✓		✓		✓
6	Arvira Rahmalia	✓	✓	✓	✓	✓
7	Aulia Umar B.	✓	✓	✓	✓	✓
8	Bayu Nugroho			✓		✓
9	Cici Yulia	✓	✓	✓	✓	✓
10	Danang Ardi S.	✓	✓	✓		✓
11	Dara Fathimatu Z.	✓	✓	✓	✓	✓
12	Dian Nugroho			✓		✓
13	Dinda Dwi S.	✓	✓	✓	✓	✓
14	Jehova Kana	✓	✓	✓	✓	✓
15	Lidya Shafadila	✓	✓	✓	✓	✓
16	L. Nathanael Much	✓	✓	✓		✓
17	M. Agus Saputra		✓	✓		✓
18	Nabila Khoirunnisa	✓	✓	✓	✓	✓
19	Nazarina K.	✓	✓	✓	✓	✓
20	Norick Dayven E.			-		✓
21	Rega Desvantara		✓	✓		✓
22	Rendi Irawan			.		✓
23	Reza Salea Luken	✓	✓	✓		✓
24	Rido Ibrahim	✓	✓	✓	✓	✓
25	Rovi Janitra Alvaro	✓	✓	✓		✓
26	Sa'di Khoiri		✓	.	✓	✓
27	Sindi Saputra			.		✓
28	Irvan Mustofa	✓		✓	✓	✓
Frequency		20	20	24	14	28
Percentage		71%	71%	86%	50%	100%
Total Percentage		378%				
Average Percentage		75,6%				

Observation Sheet of the Students Activity

Cycle : II

Meeting : 1

Day, Date : Thursday, 10 August 2017

No	Name	The Students Activities				
		1	2	3	4	5
1	Aldito Bagus A.R	✓	✓	✓	✓	✓
2	Alvina Ramadani	✓	✓	✓	✓	✓
3	Anjeli Sari M.	✓	✓	✓	✓	✓
4	Aprilia Tri Utami	✓	✓	✓	✓	✓
5	Arief Kurniawan	✓	✓	✓	✓	✓
6	Arvira Rahmalia	✓	✓	✓	✓	✓
7	Aulia Umar B.	✓	✓	✓	✓	✓
8	Bayu Nugroho	✓	✓	✓	.	✓
9	Cici Yulia	✓	✓	✓	✓	✓
10	Danang Ardi S.	✓	✓	✓	.	✓
11	Dara Fathimatu Z.	✓	✓	✓	✓	✓
12	Dian Nugroho	✓	✓	✓	✓	✓
13	Dinda Dwi S.	✓	✓	✓	✓	✓
14	Jehova Kana	✓	✓	✓	✓	✓
15	Lidya Shafadila	✓	✓	✓	✓	✓
16	L. Nathanael Much	✓	✓	✓	✓	✓
17	M. Agus Saputra	✓	✓	✓	✓	✓
18	Nabila Khoirunnisa	✓	✓	✓	✓	✓
19	Nazarina K.	✓	✓	✓	✓	✓
20	Norick Dayven E.	✓	✓	✓	✓	✓
21	Rega Desvantara	.	✓	✓	.	✓
22	Rendi Irawan	.	✓	.	.	✓
23	Reza Salea Luken	✓	✓	✓	✓	✓
24	Rido Ibrahim	✓	✓	✓	✓	✓
25	Rovi Janitra Alvaro	✓	✓	✓	✓	✓
26	Sa'di Khoiri	✓	✓	✓	✓	✓
27	Sindi Saputra	.	✓	.	.	✓
28	Irvan Mustofa	✓	✓	✓	✓	✓
Frequency		25	28	26	23	28
Percentage		89%	100%	93%	82%	100%
Total Percentage		464%				
Average Percentage		92,8 %.				

Observation Sheet of the Students Activity

Cycle : II

Meeting : II

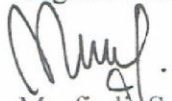
Day, Date : Monday, 14-8-2018

No	Name	The Students Activities				
		1	2	3	4	5
1	Aldito Bagus A.R	✓	✓	✓	✓	✓
2	Alvina Ramadani	✓	✓	✓	✓	✓
3	Anjeli Sari M	✓	✓	✓	✓	✓
4	Aprilia Tri Utami	✓	✓	✓	✓	✓
5	Arief Kurniawan	✓	✓	✓	✓	✓
6	Arvira Rahmalia	✓	✓	✓	✓	✓
7	Aulia Umar B.	✓	✓	✓	✓	✓
8	Bayu Nugroho	✓	✓	✓	✓	✓
9	Cici Yulia	✓	✓	✓	✓	✓
10	Danang Ardi S.	✓	✓	✓	✓	✓
11	Dara Fathimatu Z.	✓	✓	✓	✓	✓
12	Dian Nugroho	✓	✓	✓	✓	✓
13	Dinda Dwi S.	✓	✓	✓	✓	✓
14	Jehova Kana	✓	✓	✓	✓	✓
15	Lidya Shafadila	✓	✓	✓	✓	✓
16	L. Nathanael Much	✓	✓	✓	✓	✓
17	M. Agus Saputra	✓	✓	✓	✓	✓
18	Nabila Khoirunisa	✓	✓	✓	✓	✓
19	Nazzarina K.	✓	✓	✓	✓	✓
20	Norick Dayven E.	✓	✓	✓	✓	✓
21	Rega Desvantara	✓	✓	✓	✓	✓
22	Rendi Irawan	✓	✓	✓	✓	✓
23	Reza Salea Luken	✓	✓	✓	✓	✓
24	Rido Ibrahim	✓	✓	✓	✓	✓
25	Roci Janitra Alvaro	✓	✓	✓	✓	✓
26	Sa'di Khoiri	✓	✓	✓	✓	✓
27	Sindi Saputra	✓	✓	✓	✓	✓
28	Irvan Mustofa	✓	✓	✓	✓	✓
Frequency		28	28	28	24	28
Percentage		100%	100%	100%	86%	100%
Total Percentage		486%				
Average Percentage		95,2%				

Note :

- 1 Giving attention to the teacher's explanation
- 2 Active in the group
- 3 Working together
- 4 Practice speaking English in front of the class
- 5 Doing the task

English Teacher



Masfiadi, S.Pd

NIP. 19680424 200501 1 008

Reseacher



Alhis Lianti

St. N. 13106667


Teachers' Observation Sheet

Cycle : II

Class : VIII C

No	Aspect	Score	
		1st	2nd
1	The teachers' preparation	3	4
	- The materials are ready		
	- There is structure of the lesson		
2	The teachers' mastery in the subject content	3	3
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	The teachers teaching methods	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity		
	- The teacher uses the appropriate media in		
4	The teachers' performance	3	3
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		
	- Establishes the communication between teacher and students		
5	The ability of closing the meeting:	3	3
	- Making conclusion made by the students and teacher together.		
	- Conducting evaluation		
6	The ability of managing class	3	4
	- All the students are treated fairly		
	- Used the time wisely		
Total		19	21
Percentage		79%	88%

English Teacher


Masfiadi, S.Pd

NIP. 19680424 200501 1 008

Teachers' Observation Sheet

Cycle : 1
Class : VIII C

No	Aspect	Score	
		1st	2nd
1	The teachers' preparation	2	3
	- The materials are ready		
	- There is structure of the lesson		
2	The teachers' mastery in the subject content	2	3
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	The teachers teaching methods	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity		
	- The teacher uses the appropriate media in		
4	The teachers' performance	2	3
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		
	- Establishes the communication between teacher and students		
5	The ability of closing the meeting:	2	2
	- Making conclusion made by the students and teacher together.		
	- Conducting evaluation		
6	The ability of managing class	2	2
	- All the students are treated fairly		
	- Used the time wisely		
Total		14	17
Percentage		58%	71%

English Teacher



Masfiadi, S.Pd

NIP. 19680424 200501 1 008

The Table of Attendance List

Class : VIII C

No	Nama Siswa	Pre-Test	Cycle 1		Cycle 2	
			1	Post Test	1	Post Test
1	Aldito Bagus A.R	.	.	.	.	.
2	Alvina Ramadani	.	.	.	.	.
3	Anjeli Sari M	.	.	.	.	.
4	Aprilia Tri Utami	.	.	.	.	.
5	Arief Kurniawan	.	.	.	.	.
6	Arvira Rahmalia	.	.	.	.	.
7	Aulia Umar B.	.	.	.	.	.
8	Bayu Nugroho	.	.	.	.	.
9	Cici Yulia	.	.	.	.	.
10	Danang Ardi S.	.	.	.	.	.
11	Dara Fathimatu Z.	.	.	.	.	.
12	Dian Nugroho	.	.	.	.	.
13	Dinda Dwi S.	.	.	.	.	.
14	Jehova Kana	.	.	.	.	.
15	Lidya Shafadila	.	.	.	.	.
16	L. Nathanael Much	.	.	.	.	.
17	M. Agus Saputra	.	.	.	.	.
18	Nabila Khoirunisa	.	.	.	.	.
19	Nazzarina K.	.	.	.	.	.
20	Norick Dayven E.	.	.	.	.	.
21	Rega Desvantara	.	.	.	.	.
22	Rendi Irawan	.	.	.	.	.
23	Reza Salea Luken	.	.	.	.	.
24	Rido Ibrahim	.	.	.	.	.
25	Roci Janitra Alvaro	.	.	.	.	.
26	Sa'di Khoiri	.	.	.	.	.
27	Sindi Saputra	.	.	.	.	.
28	Irvan Mustofa	.	.	.	.	.

20/17

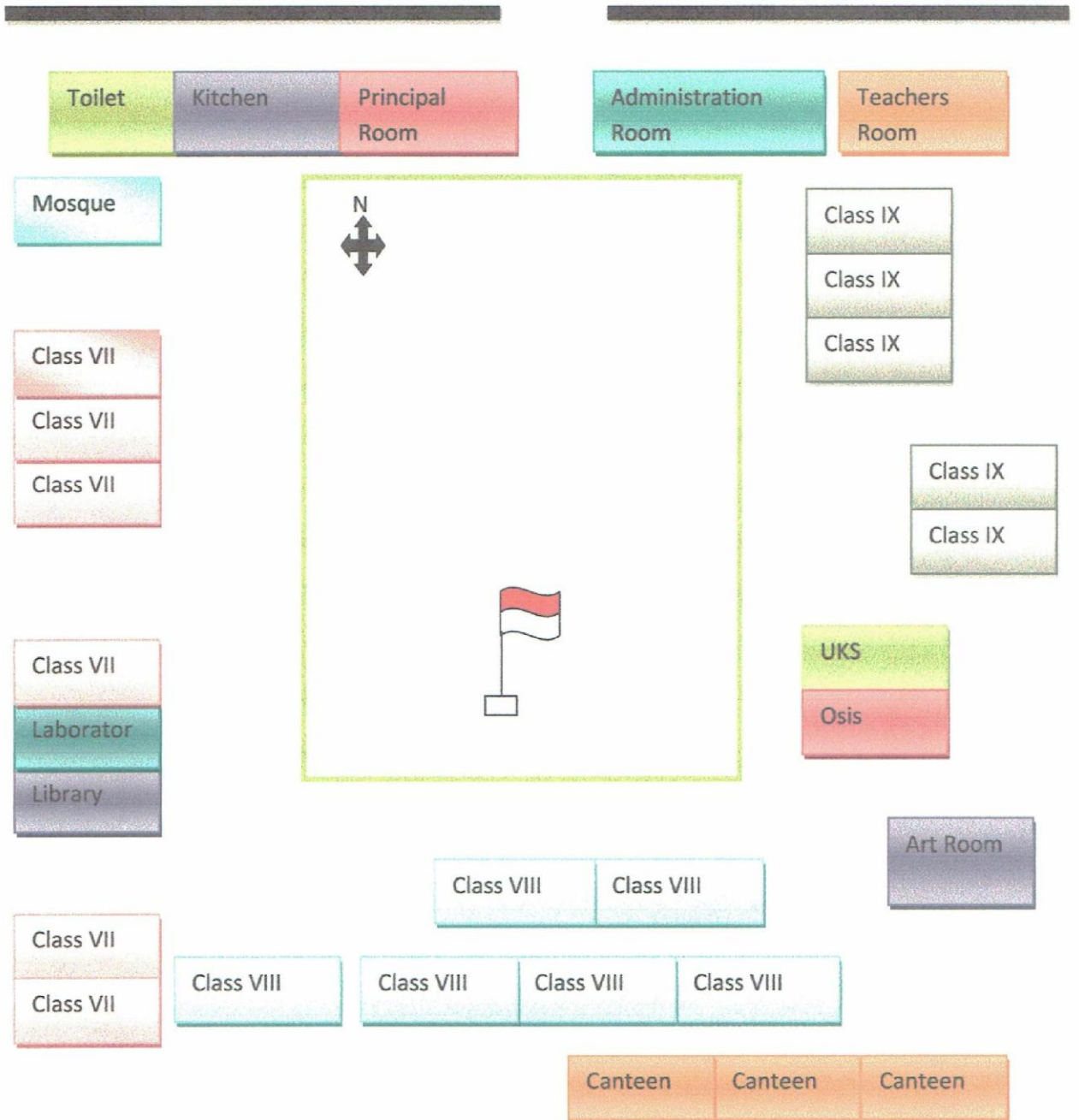
27/17

31/17

10/17

14/17

Location Sketch of SMP N 10 Metro





**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIAH**

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/3791/2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Metro, 22 November 2016

Kepada Yth.,
Kepala Sekolah SMP N 10 Metro
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Athis Linanti
NPM : 13106667
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Use of Board Game Snake and Ladder to Improve the Speaking Skill at the Eight Grade of SMP N 10 Metro

Untuk melakukan *PRA SURVEY* di SMP N 10 Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Dia Jurusan

Dr. Akla, M.Pd

NIP. 19691008 200003 2005



SURAT KETERANGAN

Nomor : 203/I.12.3/SMP.10/I/2016

Berdasarkan surat dari Wakil Ketua I Sekolah Tinggi Agama Islam Negeri (STAIN) Metro Nomor : sti.06/JST/PP.00/9/3791/2016 tanggal 22 November 2016 tentang Ijin Pra Survey, Kepala SMP Negeri 10 Metro :

Nama : MARSIDI, S.Pd.
NIP : 19630803 198601 1 001
Pangkat/Gol : Pembina Tk. I / IV. b
Jabatan : Kepala SMPN 10 Metro

Menerangkan bahwa :

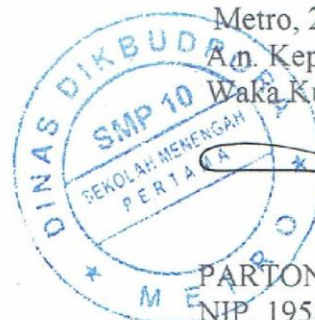
Nama : ATHIS LINANTI
Nomer Registrasi : 13106667
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Judul Skripsi : “ THE USE OF BOARD GAME SNAKE AND LADDER TO IMPROVE THE SPEAKING SKILL AT THE EIGHT GRADE OF SMP NEGERI 10 METRO “

Untuk melakukan pra survey di SMP Negeri 10 Metro.

Demikian Surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 28 Nopember 2016

A.n. Kepala Sekolah
Waka Kurikulum



PARTONO, BA

NIP. 19581127 198003 1 011

Nomor : P.1285/In.28/FTIK/PP.00.9/06/2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdr. Dr. Mahrus As'ad, M.Ag
2. Sdr. Ahmad Subhan Roza, M.Pd.

Dosen Pembimbing Skripsi
di-

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Athis Linanti
NPM : 13106667
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

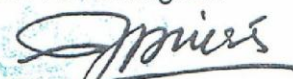
Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 2 Juni 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan



Dra. Isti Fatonah, MA
NIP. 196705311993032003

Nomor : B-2833/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 10 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2832/In.28/R/TL.01/06/2017,
tanggal 06 Juni 2017 atas nama saudara:

Nama : **ATHIS LINANTI**
NPM : 13106667
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 10 METRO dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF INFORMATION GAP ACTIVITY TO IMPROVE THE SPEAKING SKILL AT THE EIGHTH GRADERS OF SMP N 10 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 Juni 2017
Wakil Rektor Bidang Akademik
dan Ketenagaan,

Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003

SURAT TUGAS

Nomor: B-2832/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : **ATHIS LINANTI**
NPM : 13106667
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 10 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF INFORMATION GAP ACTIVITY TO IMPROVE THE SPEAKING SKILL AT THE EIGHTH GRADERS OF SMP N 10 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 06 Juni 2017

Mengetahui,
Pejabat Setempat



Supardi S.Pd
NIP. 196402071995121003



Rektor
Wakil Rektor Bidang Akademik.



Dr. Suharti, S.Ag. MH
NIP. 197210011999031003





DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 10 METRO
Jl. Wolter Monginsidi Hadimulyo Timur Metro Pusat



Nomor / 1. 12.3/ SMP.10/2017
Lampiran -
Perihal Telah Melaksanakan Penelitian

Kepada Yth
Rektor Institut Agama Islam Negeri Metro
Di
Metro

Dengan Hormat.

Yang bertanda tangan di bawah ini
Yang bertanda tangan di bawah ini

Nama Drs. Supardi
NIP 196402071995121003
Pangkat/Gol Pembina /IV.a
Jabatan Kepala Sekolah
Unit Kerja SMP Negeri 10 Metro


Menerangkan bahwa

Nama ATHIS LINANTI
NPM 13106667
Semester 8 Delapan
Jurusan Pendidikan Bahasa Inggris

Telah Melaksanakan Penelitian dari Tgl 18 Juli sampai dengan 16 Agustus untuk menyelesaikan Tugas Akhir Skripsi dengan judul " THE USE OF INFORMATION GAP ACTIVITY TO IMPROVE THE SPEAKING SKILL AT THE EIGHTH GRADERS OF SMP NEGERI 10 METRO .

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Metro, 20 Agustus 2017
Kepala Sekolah


Drs. SUPARDI
PEMBINA /IV.a
NIP.196402071995121003



DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 10 METRO
Jl. Wolter Monginsidi Hadimulyo Timur Metro Pusat



Nomor 86/ I. 12.3/ SMP.10/2017
Lampiran -
Perihal Balasan Izin Research

Kepada Yth
Rektor Institut Agama Islam Negeri Metro
Di
Metro

Dengan Hormat.

Berdasarkan surat Izin Research dari Institut Agama Islam Negeri Metro Nomer B-2833/In.28/R.1/TL.00/06/2017 An Nama Athis Linanti

Dengan ini bersedia dan siap menerima mahasiswa tersebut yang akan dilaksanakan pada Tgl 18 Juli 2017.

Demikian untuk dilaksanakan sebagaimana mestinya, dan setelah kegiatan selesai agar dapat melaporkan hasilnya ke Kepala SMP Negeri 10 Metro.

Metro, 13 Juli 2017

Kepala Sekolah



MARSIDI.S.Pd

PEMBINA TK I/IV.B

NIP.196308031986011001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Athis Linanti

NPM : 13106667

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul Using Technology in Teaching
by William Clyde and Andrew Delobery

Metro,

Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd

NIP.19750610200801 1 014



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-873/ln.28/S/OT.01/07/2017**

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

Nama : ATHIS LINANTI
NPM : 13106667
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2016 / 2017 dengan nomor anggota 13106667.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 11 Juli 2017
Kepala Perpustakaan

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



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

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

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

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

Nama : Athis Linanti
 NPM : 13106667

Jurusan : TBI
 Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu /13-09-17	✓		- Revisi Abstrak - Revisi BAB II	
2.	Rabu /20-09-17	✓		- Revisi Abstrak - Revisi Acknowledgment - Revisi Chapter I	
3.	Selasa/26-09-17	✓		- Revisi Abstrak - Revisi Chapter I, II, III	
4.	Selasa /10-10-17	✓		- Revisi Abstrak - Revisi chapter I, II, III	
5.	Senin /30-10-17	✓		- Revisi Bab V - Revisi Tenses	
6.	Senin /13-11-17	✓		- Revisi Chapter II	
7.	Rabu /15-11-17	✓		- Revisi Chapter II	
8.	Senin/20-11-17	✓		- Revisi Chapter V	
9.	Selasa/21-11-17	✓		- Revisi indicator of success Pembeda Abstrak ; see Drumkasahle	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
 NIP. 19611221 199603 1 001



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

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

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

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

Nama : Athis Linanti
NPM : 13106667

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	4/2017 /09 Senin		✓	Revice Abstract	
2	6/2017 /09 Rabu		✓	Revice Ch. IV	
3	8/2017 /09 Jumat		✓	Revice ch. IV & V	
4.	12/2017 /09 Selasa		✓	Acc b Munagasyah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014



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

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

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

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

Nama : Athis Linanti
NPM : 13106667

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
				APD bisa dioperasikan	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



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NPM : 13106667

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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
				<i>u h 1 3</i> <i>u internet</i>	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014



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

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

FORMULIR KONSULTASI BIMBINGAN

Nama : Athis Linanti
NPM : 13106667

Fakultas/Jurusan : Tarbiyah & Ilmu Keguruan / TBI
Semester/TA : VIII / 2017

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	Jum'at 07-04-2017	- buat table of content - Revisi chapter I, II	
2.	Selasa 11-04-2017	- Change the tittle - Revisi chapter I, II, III	
3.	Jum'at 21-04-2017	- Revisi chapter II	
4.	Senin 08-05-2017	- Revisi chapter II, III	
5.	Gemin 15 mei 2017	Revisi & Seminar : See of seminar lu	

Diketahui,
Wakil Dekan I Bidang Akademik

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19620215 199503 1 001



KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Athis Linanti
NPM : 13106667

Fakultas/Jurusan : Tarbiyah & Ilmu Keguruan / TBI
Semester/TA : VIII / 2017

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1.	Jumat 24 - 3 - 2017	- Revisi Chapter I, II, III	
2.	Jumat 31 - 3 - 2017	- Revisi Chapter I, II, III - Revisi References	
3.	Selasa 04 - 4 - 2017	- Acc Seminar	

Diketahui,
Wakil Dekan I Bidang Akademik

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

Dosen Pembimbing II

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

CURRICULUM VITAE



Athis Linanti was born in Metro on September 3rd, 1996. She lives with her family in Trimurjo, Lampung Tengah. She is the second daughter of the happy couple, Mr. Tarsim, S.Pd and Mrs. Sulinah. She only has one older sister, Tetra Ekandari.

Athis took her Elementary School at the SD N 2 Simbarwaringin and was finished in 2008. Then, she continued her study at Junior High School at the SMP N 10 Metro and was finished in 2011. Having graduated from Junior High School, she took her Senior High School at the SMA N 4 Metro and was finished in 2013. After that, she registered as one of students in IAIN Metro. She chose English Education Department of Tarbiyah and Teacher Training Faculty as her major.