

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING BUZZ GROUP TECHNIQUE
ON THE STUDENTS' SPEAKING PERFORMANCE
AT EIGHTH GRADE OF SMP N 5 METRO**

**By:
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**Tarbiyah & Teaching Faculty
English Education Study Department**

**STATE ISLAMIC INSTITUTE OF METRO
1439 H / 2017**

**THE INFLUENCE OF USING BUZZ GROUP TECHNIQUE
ON THE STUDENTS' SPEAKING PERFORMANCE
AT EIGHTH GRADE OF SMP N 5 METRO**

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

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PERFORMANCE AT THE EIGHTH GRADE OF
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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

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**THE INFLUENCE OF USING BUZZ GROUP TECHNIQUE
ON THE STUDENTS' SPEAKING PERFORMANCE
AT EIGHTH GRADE OF SMPN 5 METRO**

ABSTRACT

**By:
AYUNDA PERTIWI RAMADHANI**

The purpose of this research was to determine whether there is any positive and significant influence of using buzz group technique on the students' speaking performance at eighth grade of SMPN 5 metro.

The problem that faced by the students is the students have lack vocabulary and difficulties to explore their idea in speaking. This research is carried out to discuss how buzz group technique influences students' speaking performance.

This research is quantitative research. The research used test and documentation to collect the data. This research used purposive clusters sampling as sampling technique. The researcher gave one pre-test before treatment and one post-test after treatment. This research used 29 students as subject of research. The researcher analyzed the data by using Chi Square and t-test formulation to prove whether hypothesis is accepted or rejected.

Based on the result and the discussion of this research, it can be said that critical value " X^2_{observed} " is 22.74 and " X^2_{table} " = 5% (4.30) and 1% (9.92). The data confirmed that " X^2_{observed} " is higher than " X^2_{table} ". Moreover, the data confirmed that $t = \text{observed } 2.006$ is higher than $t = \text{table } 2.003$ in 5% and 1.666 in 1%. Therefore, it can be concluded that H_a is accepted and H_o is rejected. This shows that there is any positive and significant influence of Buzz Group Technique On The Students' Speaking Performance At Eighth Grade of SMPN 5 Metro.

**PENGARUH PENGGUNAAN TEHNIK BISING GROUP TERHADAP
KEMAMPUAN SISWA DALAM PENAMPILAN BERBICARA KELAS 8
DI SMP NEGERI 5 METRO**

ABSTRAK

**oleh:
AYUNDA PERTIWI RAMADHANI**

Tujuan penelitian ini adalah untuk mengetahui pengaruh positif dan signifikan penggunaan teknik buzz group terhadap kemampuan siswa dalam penampilan berbicara.

Masalah yang dihadapi siswa yaitu kesulitan dalam minim nya kosa kata dan menyampaikan ide dalam berbicara. Penelitian ini diadakan untuk mendiskusikan bagaimana pengaruh teknik buzz group terhadap kemampuan siswa dalam penampilan berbicara.

Penelitian ini merupakan penelitian kuantitatif. Metode yang digunakan dalam mengumpulkan data ialah tes dan dokumentasi. Teknik pengambilan sampel yang digunakan adalah purposive sampling. Dalam penelitian ini siswa diberikan satu kali pre-tes sebelum perlakuan khusus dan satu kali post-test setelah perlakuan khusus. Subjek penelitian ini ialah 29 siswa. Penelitian ini menggunakan rumus Chi Square dan t-test untuk menganalisa data.

Berdasarkan hasil dan pembahasan penelitian ini diperoleh nilai chi-square " χ^2_{hitung} " yaitu 22.74 dan " χ^2_{table} " = 5% (4.30) dan 1% (9.92) yang menunjukkan " χ^2_{hitung} " lebih tinggi daripada " χ^2_{table} ". Kemudian nilai t-test menunjukkan $t_{hitung} = 2.006$ lebih tinggi daripada $t_{table} = 2.003$ di 5% dan 1.666 di 1%. Dapat disimpulkan bahwa H_1 diterima dan H_0 ditolak. Hal ini menunjukkan bahwasannya penggunaan teknik buzz group berpengaruh positif dan signifikan terhadap kemampuan siswa dalam berbicara di kelas 8 SMPN 5 Metro.

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Metro, October 2016

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MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ ﴿٦﴾

And whoever strives only strives for [the benefit of] himself. Indeed, Allah is free from need of the worlds. (QS. Al-Ankabut : 6)

Try, try, try, and keep on trying is the rule that must be followed to become an expert in anything. (W. Clement Stone)

DEDICATION

All praise to be Allah SWT, I highly dedicate this undergraduate thesis to:

- 1. My beloved parents Sukis Martoyo and Neni Juli Wati, Thank you for always support and pray to me.*
- 2. My beloved Sister Erika Yuli Saputri, Thank you for everything.*
- 3. My beloved Crazy sister in other mother Okta Herfiani, Nina Desi, Alfianis Rizqi, Thank you for always beside me in every condition.*
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- 5. All of my friend who have supported me until this undergaduate thesis finished.*
- 6. My best Lecture.*
- 7. My beloved almamater IAIN Metro, thank you for always give me knowledge.*
- 8. The big Family of SMPN 5 Metro, thank you for help me.*

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Praise to Allah SWT, the Most Gracious, the Most Merciful, the Lord of the Universe, so that the researcher finally could finish this undergraduate thesis. May peace be upon our prophet Muhammad SAW, his family and his companions.

This undergraduate thesis entitled “The Influence of Using Buzz Group Technique On the Students’ Speaking Performance At Eighth Grade of SMPN 5 Metro.”

There are many helpful individuals involve in accomplishing this undergraduate thesis that the researcher cannot mention one by one. My deepest gratitude will be addressed to my beloved parents who always give the highly motivation. The greatest gratitude will be addressed to my sponsor Dr. Widhiya Ninsiana, M.Hum and my co-sponsor Ahmad Subhan Roza, M.Pd. May Allah SWT gives them reward for supporting and guiding during undergraduate thesis writing process.

The researcher does apologize for all mistakes. All comments and criticizes are really welcome to lighten up the quality of this research. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially, for our campus and readers generally in improving language learning.

Metro, September 2017
The researcher,

Ayunda Pertiwi R
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LIST OF APPENDIX

A. Research Instrument

Instrument of this research consist of :

1. Syllabus
2. Lesson Plan
3. Instrument Pre Test
4. Instrument Post Test

B. Research Data

Research Data consist of :

1. The result of pre test and post test
2. The of t-test
3. The photos of the students activity in the class

C. Research Letter

Research Letter consist of :

1. The Pre survey license letter
2. The assignment letter from the chief of IAIN Metro
3. The research license letter
4. The assignment from SMP N 5 Metro
5. The thesis guide letter
6. The thesis consultation

CHAPTER I INTRODUCTION

A. Background of The Research

Language is a set of rules that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. Language is a tool that is used by human to communicate ideas, feelings, informations, knowledge, etc. We know that without language, people can not interact with the others. By language, people can share their experiences, their feelings, and their needs to each other by spoken or written.

Meanwhile, English as one of the languages is very important in this world because it becomes an international language and as a global language which is learned by countries in this world to increase the prosperity of those country itself. It no doubt that English is certainly important for all people to learn it, all of people in this world and also Indonesia people have to learn it because we know that the famous and modern books of science, knowledge, international business, healthy are in English so people of Indonesia must master English to improve the quality of educational and the quality of progression in Indonesia itself.

Basically, there are four skills in English that must be mastered by students namely listening, speaking, reading and writing. Speaking is one of the language skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to

develop. The environment in Indonesia provides less support or exposure for the learners, because English is not spoken in the community.

Buzz group is formed by dividing large groups into small discussion groups of 2 to 15 people who meet simultaneously for a specified time to discuss a specific question, problem or issue. Bellon and Blank note that such groups allow for an environment that fosters independent, cognitive thinking among group members with less reliance on presenter-based rote memorization.

To identify the students' speaking performance before doing a treatment, the researcher holds the pre survey that is focused on students' speaking performance by asking the teacher. Pre survey data had conducted on December 06, 2016, the writer obtained the data of speaking test score from English teacher, as follows:

Table I
Data pre-survey with standard minimum 75.

No	Score	Category	Frequency	Percentage
1	$75 \geq$	Passed	7	24,13 %
2	$75 \leq$	Failed	22	75,9 %
Total			29	100%

Source: English teacher document of SMP N 5 Metro

Based on the result of pre-survey above, it can be seen that there are only 7 from 29 students passed and get score 75 and 22 students who failed and the Minimum Mastery Criteria (MMC) is 75. The researcher assumed that the students speaking performance is still low.

Another cases on students speaking performance of the eight grade of SMP N 5 Metro is: (1) the student have low motivation in English Learning Process; (2) The student difficulties to explore their idea in English spoken; (3) they have lack vocabulary.

Based on the problem above the writer will conduct a research entitled *The influence of using Buzz Group technique on the students' speaking performance at the eighth grade of SMPN 5 METRO.*

B. Problem Identification

Based on the background of the research above, the researcher identify as follows:

1. The students speaking performance is low.
2. The students have lack vocabulary.
3. The students have difficulties to explore their ideas in speaking.
4. The students are afraid to speak English.
5. They have low motivation in English learning process.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point of problem that will be analyzed. In this case, the researcher focuses on the second and the third problem that the students have lack vocabulary and the students have difficulties to explore their ideas in speaking.

D. Problem Formulation

Based on the problem limitation above the researcher formulate the problem of the research as follows:

“is there any positive and significance influence of using Buzz Group technique on the students speaking performance at the eighth grade of SMPN 5 METRO?”

E. The Objectives and Benefits of the Research

1. The objectives

To know whether there is a positive and significance the influence of using Buzz Group technique on the students speaking performance at the eighth grade of SMPN 5 METRO?

2. Benefits of the Research

The benefits of this research can be organized as follows:

a. Theoretical benefits

The result of the research paper can be useful input English teaching learning process for teaching speaking using Buzz Group technique.

b. Practical benefits

There are four kinds of practical benefits in this research namely:

1) For the teacher

The reseacher hopes that this research will be as positive inspiration for the teacher in teaching and learning process,

especially in teaching speaking that can implementate Buzz Group technique.

2) For the students

As the result of the students' learning, the students can more participate fully in the class. So they will have more motivation in speaking.

3) For the other researchers

This result can be used as prior information for the other researchers that conduct a relevant research.

4) For the headmaster

The result of this research as the considering in learning process in the school and the headmaster can convey to the teachers that they should know students' problem in order to reach learning process effectively.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Speaking

a. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information and speaking very important part of foreign language instruction. Meanwhile, Scott Thornbury define speaking is so much a part of daily life that we take it for granted, the average person produces ten of thousands of words a day, although some people like auctioneers or politicians may produce even more than that.¹ Speaking is a part of English language skill. The learner must be able to pronounce appropriately if they want to speak English fluently. Besides, intonation, conversation, either transactional or interpersonal conversation need to be mastered by learners. Speaking is known as productive skill because when people speak, it means they produce the language.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". As we know that there are so many symbols of verbal communication, such as : speech volume, speech speed, language,

¹ Scott Thornbury, 2005, *How to Teach Speaking*, United Kingdom: Pearson Education Limited.

grammar and vocabulary. Whereas, Non-verbal communication includes sounds, gestures, body movements, eye contacts, facial expressions, pitch or tone of a voice, spatial distance, apparent behavior, postures, and dress of an individual.²

Speaking is a crucial part of second language learning and teaching.³In learning English, speaking skill become a precedence for many second-language or foreign language learners. Spoken language proficiency is often used by English learners to evaluate their success in language learning.⁴ **Speaking** is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. The major goal of all English language teaching should be given to learners, so the learners have ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.⁵ Speaking is a skill and as such needs to be developed and practised independently of the grammar. Based on the above theoretical foundation it is that speaking is the tools to

²Arifa Bung lowala, "Non Verbal Communication: An Integral Part Of Teaching Learning Process", (Bandung: International Journal of Research in Advent Technology), No 2321-9637/08 March 2015, p. 371.

³Hayriye Kayi, 2006, *Internet TESL Journal*, Vol. XII, No. 11.

⁴Jack C.Richard, 2008, *Teaching Listening and Speaking: From Theory to Practice*, New York: Cambridge University, p.19.

⁵Marriam Bashir, *Factor Effecting Students' English Speaking Skills*, (British: Journal Publishing, 2011), p 8.

communicate many people and very important because it is process of producing, conveying, and expressing some words or sounds to create a communication and conversation.

b. Definition of Speaking Performance

A speaking performance measure or a discourse analytic measure is defined, adapted from Ellis as a measure derived from quantifying target aspects in utterances and computing values that reflect a certain dimension of language use (e.g., the number of error free clauses divided by the number of clauses for accuracy).⁶

Speaking performance have many aspect there are fluency, accuracy, and complexity are targeted in this study because of their recent extensive use and their importance as learning objectives.

- a. Fluency is defined as how fast and how much a learner speaks without dysfluency markers (e.g., functionless repetitions, self-corrections, and false starts) in coping with real time processing.
- b. Accuracy refers to how much a learner speaks without errors in real-time communication and there are two types of associated measure: general measures and specific measures.
- c. Complexity is defined as the degree to which a learner uses varied and sophisticated structures and vocabulary in and is

⁶ Koizumi R, 2005, *JABAET (Japan-Britain Association for English Teaching) Journal*, 9, 5, p.1

divided into syntactic complexity (also called grammatical complexity, syntactic maturity, and linguistic complexity) and lexical complexity (often separated into lexical variation, lexical density, lexical sophistication, lexical richness, and others).⁷

So, definition of speaking performance is the process or act of performing a presentation (a speech) focused around an individual directly speaking to a live audience.

c. Type of Speaking Performance

Brown says that there are five basic types of speaking. They are:

1. Imitative

This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence.

2. Intensive

This second type of speaking frequently employed in assessments context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.

⁷Koizumi R, 2005, *JABAET (Japan-Britain Association for English Teaching) Journal*, 9, 5, p.2

3. Responsive

This type includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like.

4. Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

5. Extensive

Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out all together.⁸

From the statement above, it can be concluded that there are some types of classroom speaking performance can be used by the students. The first is imitative. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. The second is intensive. The students practice some phonological/grammatical aspect of language. The third is responsive. The student should have question or

⁸H. Douglas Brown, *Language assesment*, San fancisco California: Longman, 2003, p141.

command for their teacher. The fourth is interactive. In this activity, the students will try to speak to get the purpose of getting information. The last is extensive. The students will try to perform oral monologues such as report, summary or short speak.

d. Element of Speaking

The ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on the spot. Harmer write some elements necessary for spoken production as follows:⁹

1) Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying “I would have gone) but also to use fluent connected speech (as in “I’d’ve gone). In connected speech sounds are modified (simulation), omitted (elision), added (linking) or weakened (through contraction and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

⁹Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2001), P.269

2) Expressive Devices

Native speaker 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. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity.

3) Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teacher should therefore supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock, or approval. Where the students are involved in specific speaking context such as job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

4) Negotiation language

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

From the statement above, it can be concluded that there are some element of speaking there are connected speech,

in the connected speech sounds are modified, added, or weakened. In the expressive device they allow the extra expression of emotion. In the lexical and grammar many context in speaking can produce at various stage. The last is negotiation use to seek clarification and to show the structure of what we are saying.

e. Strategies of Teaching Speaking

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling, making small talk, points of view, debating on different topic discussion.

- a. Cooperative activities can encourage negotiation of language item.
- b. Role plays are activities where students are asked to pretend to be in various social contexts and various social roles.
- c. Creative tasks resemble real-life tasks as Solcova asserts that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself.
- d. Drilling, as Thornbury argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and

even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language.

e. Making Small talk

The teacher asks students to give some key-words that could sum up ideas about a country seen as a tourist destination, a subject that is to be developed in that specific lesson. Let us take as an example Mexico, a diverse and vibrant country. Students say words that cross their mind while thinking of this country.

f. Points of view

The students express their feelings about something offer they have just been made. They may have different opinions about it therefore they bring some for/against arguments. They make a list of pros and cons and speak about the advantages and disadvantages of going there. The whole class participates with suggestions.

g. Debating on different topic discussions

A debate is a form of argument based on several rules of conduct and arguing techniques. It is a more engaging activity since students need to develop concepts and to argue on diverse

subjects embarking in pros and cons and commenting on the arguments presented. In debating each team will present points in favour of their case, but they will also take into account and criticise the other team's arguments through what it is called rebuttal.¹⁰

From the statement above, the researcher conclude that there are seven strategies of teaching speaking. Cooperative activities can encourage negotiation. Second, Role plays are activities where students are asked to pretend to be in various social context. Third, Creative tasks resemble real-life tasks as asserts that students develop their fluency best. Fourth, Drilling is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. Fifth, Making Small talk, The teacher asks students to give some key-words that could sum up ideas about a country seen as a tourist destination, a subject that is to be developed in that specific lesson. And then Points of view is The students express their feelings about something offer they have just been made. The last is Debating on different topic discussions is a debate form of argument based on several rules of conduct and arguing techniques.

¹⁰Agung Ginanjar Anjaniputra, 2013, *Teacher's Strategies In Teaching Speaking To Students At Secondary Level in Journal of English and Education* , 1(2), 1-8

2. The Concept of Buzz Group Technique

a. Definition of Buzz Group Technique

Buzz groups are formed by dividing large groups into small discussion groups of 4 to 6 people who meet simultaneously for a specified time to discuss a specific question, problem or issue. Bellon and Blank note that such groups allow for an environment that fosters independent, cognitive thinking among group members with less reliance on presenter-based rote memorization.¹¹

Buzz group technique is a team of four to six students that are formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with a feedback and discussed by whole group". Each group can respond to more questions. In fact, some students have trouble participating in large group discussions or meetings. Therefore by dividing to whole class into small groups, more students have the opportunity to express their thoughts. Because students have had a chance to practice their comments and to increase their repertoire of ideas in their buzz groups, the whole-class discussion that follows is often richer and more participatory.¹²

This technique is used to ensure student participation in large classes. In this lectures, teacher comes to a concept that lends itself

¹¹Brewer Ernest W, *13 Proven ways to get your message across*, California: Corwin Press, 1997, P.72

¹²Nuriati, 2015, e-Journal of English Language Teaching Society (ELTS) Vol. 3 No. 2 2015 – ISSN 2331-1841, p3

to discussion, teacher asks students to form groups of four to six people to talk about the issue. Teacher instructs them to make sure each member of the group contributes at least one idea to the discussion. After 10 minutes, teacher calls on some of the groups to report and asks other groups who came to the same conclusion to raise their hands. As they report, teacher records their main points on the blackboard and then incorporates the material into a future lecture.¹³

Buzz groups set the groundwork to get discussion started. They are most often used when dealing with controversial subjects or difficult questions and problems. Another appropriate use the buzz group is to get the members acquainted with each others. Buzz group can also be used when the presenter becomes aware that there are several class members who are hesitant to speak up before the large group. Buzz group also allow a large audience to help evaluate the learning experience. Sometimes suggestions for improving a meeting can be developed in a buzz group setting.

Based on the definition above, the researcher conclude that Buzz Group is the technique is the technique that include the student into the small group to solve about the specifiq problem, question or isue. Bellon and Blank note that such groups allow for an environment that fosters independent, cognitive thinking among

¹³Tomas U.Ganiron, 2014, International Journal of Education, Vol.3, No.1, P25

group members with less reliance on presenter-based rote memorization.

b. Variations of Buzz Group

1. Phillips 66 Method

The Phillips 66 variation of Buzz Group was developed by J.Donald Phillips. It can be used with small group or large group. With this system, the large group is divided into small group of six person with as little movement of chairs as possible. The sub-groups are then given a 6-minute time limit to discuss the issue or problem.

2. Clark's 22 Method

This method best used when there is little possibility for movement in the room, such as in a large auditorium with stationary seats. Two people discuss the topic for 2 minutes. The presenter or discussion leader then calls for report from each group.

3. Huddle Method

In this method, 5 or 6 people meet to discuss the problem. The groups usually begins by choosing a "captain" or "quarterback" to lead the discussion. Hornes and Mortensen state that huddle group are productive because the small group is conducive to natural, nonforced, informal conversation.

4. Circular Response Method

This method is very similar to the general buzz group except that responses to the problem or issue are presented according to seating arrangement in the circle. It ensures participation of each group member.

5. Progressive Buzz Sessions

The progressive session are very similar to the general buzz group except that at a specified time, the group rotate both topic questions and contributions. This allow each group to work on a number of different topics and still benefit from the written contribution of other group members.¹⁴

Based on the statement above, the researcher can conclude that there are five variations of Buzz group. The first is The Phillips 66 variation of Buzz Group, It can be used with small group or large group. Second is Clark's 22 Method, This method best used when there is little possibility for movement in the room. Third is Huddle Method, In this method 5 or 6 people meet to discuss the problem. Fourth is Circular Response Method, This method is very similar to the general buzz group except that responses to the problem or issue. The last is Progressive Buzz Sessions, The progressive session are

¹⁴Brewer Ernest W, *13 Proven ways to get your message across*, California: Corwin Press, 1997, P.74-75

very similar to the general buzz group except that at a specified time.

In this research, the researcher choose the first variation of buzz group, because the first variation more suitable to apply to the student in the class. The student must make a small group and then the group must discuss about the topic with a limitn time.

c. Application of Buzz Group in the class

First, the teacher should explain the specific question to be addressed by the groups and make certain that everyone understands what is to be discussed. If everyone does not understand before discussion begins, many problems can develop. For exemple, if students are uncertain whether they are to discuss what should be instituted at school, or whether schools should have the right to require certain dress, the groups may spend valuable time spinning their wheels. Most of the time may bespent deciding what to discuss, rather than dealing with the issue itself. The topic that is chosen must be limited so that all aspects can be adequately explored. It must also be simple enough that students do not become discouraged in trying to discuss it in so short a time.

Second, the teacher should select or ask each group to select a leader and a recorder. Taping the responsibility for designating

competent leaders and recorders can be a valuable learning experience for students, but there may be occasions when you should step in. For example, you may have students in your class who are never chosen as leaders. You may wish to intervene in order to give these students the opportunity to develop leadership potential or speak.

Students should have been oriented beforehand to the responsibilities of the leader and recorder. With the aid of this knowledge, the leader can make sure that the group sticks to the topic and that all group members participate. In addition, the recorder will understand the importance of keeping accurate written records of key items discussed and decisions reached, and of reporting this information to the total group.

The discussion or "buzzing" should proceed for the short period of time previously designated. The leader should encourage less aggressive individuals to join in the discussion, so that a few highly verbal students do not control the discussion and prevent good group interaction. While the discussion proceeds, the teacher should monitor the progress being made in each buzz group by circulating among the group.

Finally, after close the session, the teacher should ask each recorder to summarize the discussion of the small group for the entire class.¹⁵

d. Advantages and Disadvantages of Buzz Group

Advantages of Buzz Group :

1. It allows everyone's ideas to be expressed.
2. Participants learn to work in real-life situations where others opinions are considered.
3. It sets the groundwork to get discussion started.
4. members are expressing opinion, it is good for dealing with controversial subject.

Disadvantages of Buzz Group :

1. Effectiveness of the group may be lowered by the immature behaviour of a view.
2. It may not be effective for younger groups or groups that know each other too well to take each others opinions seriously.
3. It can be time-consuming when dealing with very large groups.¹⁶

¹⁵Joel H.Magisos, *Employ Brainstorming, Buzz Group, and Question box technique*, Washington DC; AAVIM, 1977, P9

¹⁶Brewer Ernest W, *13 Proven ways to get your message across*, California: Corwin Press, 1997, P.75-76

B. Theoretical Framework and Paradigm

a. Theoretical Framework

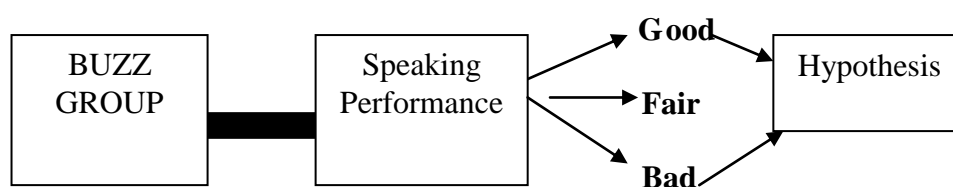
There are two variables in this research. They are independent variable (X) and dependent variable (Y). the independent variable is Buzz Group technique and dependent variable is speaking performance.

Buzz groups is the technique that is used in the small group to discuss about the topic in the specific time. Bellon and Blank note that such groups allow for an environment is fosters independent, cognitive thinking among group members with less reliance on presenter-based rote memorization.

b. Paradigm

Paradigm is the correlation pattern among the variables which will be researched. Furthermore the writer describes the paradigm as follow:

Table 2
The Description of Research Paradigm



Based on the figure above, it can be seen that if buzz group technique is good and students's speaking performance is good, so there is

a positive and significant influence of using Buzz Group technique toward students' speaking performance. Conversely, if Buzz Group technique is bad and students's speaking performance is bad, so there is no a positive and significant influence of using Buzz Group technique toward the students' speaking performance.

C. Hypothesis Formulation

Hypothesis is a temporary answer toward problems of research that must be examined empirically. The hypothesis of this research is:

There is any positive and significant influence of using Buzz Group Technique Toward Students` Speaking Performance at Eighth Grade of SMP N 5 Metro.

In line with the theoretical framework and paradigm above, the research will formulate the hypothesis as follows :

1. Alternative Hypothesis (H_a)

There is a positive and significant influence of using Buzz Group technique toward students' speaking performance at eighth graders of SMP N 5 Metro.

2. Null Hypothesis (H_0)

There is no a positive and significant influence of using Buzz Group technique toward students' speaking performance at eighth graders of SMP N 5 Metro.

D. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that “A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of hypothesis”.¹⁷ This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

- a. $t_o > t_{table}$ = Accepted, H_o is Rejected.
- b. $t_o = t_{table}$ = Accepted, H_o is Rejected.

¹⁷ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Ltd., Publishers, 2006), p.61

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a quantitative experiment research type, and will be conducted at the eighth grade of SMP N 5 Metro, where the address is on Budi Utomo street Rejomulyo, south Metro, Lampung.

According to Daniel Muijs a quantitative research is the research which explains phenomena by collecting numerical data that will be analyzed by using mathematically based methods (in particular statistics)¹⁸.

The writer used the quantitative research in the form of experimental design. According to Daniel, experimental designs are known as 'the scientific method' due to their popularity in scientific research where they originated.¹⁹

This research involves two variables; they are one independent variable (X) and one dependent variable (Y). The independent variable is buzz group technique (X), and dependent variable (Y) is speaking performance. In conducting the research, the writer used pre-experimental design with one group pre-test and post-test.

The pre-test was given before the experimental treatment and the post-test will be carried out after the experimental treatments. This

¹⁸Muijs Daniel, *Doing Quantitative Research in Education*. (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.1.

¹⁹Muijs Daniel, *Doing Quantitative Research in Education*, P.13.

research is intended to investigate whether there is a positive and significant influence of using buzz group technique toward students' speaking performance at eighth grade of SMP N 5 Metro.

B. Population and Sampling Technique

1. Population

DonalAry assumes that “a population is all members of any well-defined class of people, events, or objects”.²⁰ Meanwhile, Jack R. Fraenkel explains that the term *population* refers to all the members of a particular group. It is the interesting group that is to be generalized by researcher in the result of study.²¹ It means that population is all members of group such as people, objects, or events that is determined in a research.

In this research, the population is all of eighth grade of SMPN 5 Metro. There are 236 students at the eighth grade of SMPN 5 Metro. It will be illustrated in figure below:

Table 2
The Quantity of Population

No	Grade	Numbers
1.	8.1	30
2.	8.2	29
3	8.3	29
4	8.4	30

²⁰DonalAry, et al., Introduction to Research in Education, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, p.148

²¹Jack Fraenkel R. and Norman E. Wallen, How to Design and Evaluate Research in Education, (New York: McGraw-Hill, 2009), 7th Edition, p.105

5	8.5	29
6	8.6	29
7	8.7	31
8	8.8	29
Total Numbers		236

Source: The School Archives, taken on December 06,2016.

From the table above, the population consists of 8 classes where the total number of the eighth grade is 236 students.

2. Sample

The sample is part of the population to be taken as a source of data can represent all population. The sample of this research will be taken two classes, namely experiment class and control class. Sample of this research are 29 students as an experiment class that is 8.B class and control class is 8.C class.

3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research.²²In this research, the researcher used a cluster purposive sampling technique as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The researcher chose 8.B class because they have low score in speaking, as experimental class.

²²*ibid*, p. 105

C. The Operational Definition of Variables

An operational definition ascribes meaning to a construct by specifying operations that researchers must perform to measure or manipulate the construct.²³ In quantitative research, operational definitions are used to specify how variables will be measured in the research. By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

1. Independent Variables

Independent variables are those that (probably) cause, influence or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable.²⁴ Independent variable in this research is Buzz Group technique. It is a cooperative learning technique that has principle purpose to ask students work in group, all of members in the group have take turn contributing their ideas.

The researcher measured independent variable by using questionnaire. The researcher tested the students by giving them some question in English, and then the researcher can giving score from their antusias, explore their idea and their respond when the teacher ask .It was implemented to the students at the eighth grade of SMPN 5 Metro.

²³Donal Ary, *Introduction to Research*, p.36

²⁴John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50

Then, the researcher determines some indicators that should be attained by students in Buzz group technique (independent variable) are as follows:

- a. The students are able to communicate and interact to the teacher.
- b. The students are able to contribute and share ideas.
- c. The students are able to be more confident in participation.

2. Dependent Variable

In experimental studies, the treatment is the independent variable and the outcome is the dependent variable.²⁵ It means that dependent variable is the outcomes or result of the influence of the independent variables. Speaking is the dependent variable in this research. It is one kinds of text that has purpose to present informations by describing factual data analysis of the object in general way.

The researcher measured dependent variable by using test. The researcher tested the students by they must speak up in from of the class, and then the researcher give score about the pronunciation, vocabulary, etc like table score speaking by Haris David (in the next page).It was implemented to the students at the eighth grade of SMPN 5 Metro.

²⁵DonalAry, Introduction to Research, p. 37

Regarding to the dependent variable in this research. Some indicators that should be attained by the students in speaking (dependent variable) are:

- a. The students are able to express and explore their background knowledge probing and ideas through speaking.
- b. The students are able to respond the other students by speaking.
- c. The students are able to speak about the topic that given by the teacher.

D. Data Collection Method

The writer use some technique to obtain the accurate data at SMP N 5 Metro, such as:

1. Observation

Observation can be defined as election, modification, and regristation and coding of the behavior and ambience which is connected with organism based on the empiric purposes. This method is hoped to learn some information from English teacher that know the condition of the student's ability.

2. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with

Arsenault decided that “instrument includes test and questionnaire, observation schedule and any other tool used to collect data”.²⁶

Test is a way that is used to measure a person ability or knowledge in a given domain.

a. Pre-test

The pre-test is held in the first meeting before doing treatment in order to know ability of the students before doing the action research.

b. Post-test

The post-test is held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class or is there any significant difference between the experimental class and the control class scores.

3. Tape Recording

Tape recording is held when the student speak up in front of the class, to know how their speaking, it can make the teacher easily to give a value.

4. Documentation

Documentation is a method that is used to find data about things or variables in the form of notes, transcripts, books, newspapers , magazines , inscriptions , minutes of meetings, agend.

²⁶ Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005), p. 94

The researcher used this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures of SMP N 5 METRO.

E. Research Instrument

The instrument used in this research is to evaluate the best sheet in the test methods. The research instrument in this research is oral test which had explained as follows:

1. Instrument Blueprint

To learn the data related to the research problems, the researcher designed with indicators which have been decided. Moreover, the researcher used Pre-test and Post-test instrument for the experimental class and the control class.

In order to know students' speaking performance, the researcher measured the students' speaking performance by giving them topics related to their subject. The researcher was instructing the students to share their idea about the topics. The composition was analyzed and scored by this way:

1. The criteria of speaking

To make speaking performance used these criteria:

- a. Pronunciation
- b. Fluency
- c. Vocabulary

d. Grammar

e. Comprehension

2. Assessment Indicators

Based on the criteria above, the researcher used the assessment indicators that is integrated with the standard scores that has been tasted its validity and reability to measure students' speaking performance. The standard scores that was used are as follows:

Table 2
The Standard Score

Aspect	Category	Indication
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
	2(adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4(excellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	3(good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.
Vocabulary	4(excellent)	Effective use of vocabulary for the task with little inappropriacies.

	3(good)	For the most part, effective use of vocabulary for the task of some examples of inappropriate.
	2(fair)	Limited use of vocabulary with frequent inappropriacies.
	1(bad)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4(excellent)	Very few grammatical errors.
	3(good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2(fair)	Speech is broken and distorted by frequent errors.
	1(bad)	Unable to construct comprehensible sentences.
Interactional Strategies	4(excellent)	Interacts effectively and readily participates and follows the discussion.
	3(good)	Use of interactive strategies is generally adequate but at times experience some difficulties in maintaining interaction consistently.
	2(fair)	Use of ineffective. Can seldom develop an interaction.
	1(bad)	Understanding and interaction minimal. ²⁷

2. Instrument Calibration

Instrument calibration is used to know the validity. In that case validity has three distinct aspects, they are content validity, criterion validity and construct validity. The researcher had used content validity in order the instrument has a good quality and the instrument will be

²⁷ Weir Cyril J. *Language Testing and Validation*, (London: Palgrave Macmillan, 2005), P.195

relevant to the focus of the research. Therefore, the researcher uses content validity based on the syllabus and materials at the eighth grade of SMP N 5 Metro.

F. Data analysis Technique

In data analysis technique, the researcher used two formulas. Firstly, to investigate whether there is any positive influence of using Round robin technique toward the students' speaking performance at the eleventh grade of SMP N 5 METRO, the researcher used the true experiment in the form of paired t-test by using control group pretest-posttest design. The formulate of t-test:²⁸

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

M : The Mean of score each group

N : Subjects in the sample

X : Deviation of each X2 and X1

Y : Deviation of each grade Y2 and Y1

Secondly, to investigate whether there is any significant influence of using Round robin technique toward the students' speaking performance at the eleventh grade of of SMA N 2 Metro, the researcher used the researcher used Chi-Square formula.

²⁸ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

According to Donal Ary, when dealing with nominal data, the most widely used tests of significance are the Chi-Square tests. They compare observed frequencies and expected frequencies.²⁹ It is used to examine the significant differences between observed frequencies and expected frequencies in this research, the researcher uses Chi-Square formula. The formula of Chi-Square:³⁰

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Where:

χ^2 : Chi-Square obtained

f_o : observed frequency

f_h : expected frequency

²⁹ Donal Ary, *Introduction to Research*, p. 188

³⁰ *Ibid.*

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Short Story About the Establishment of SMP N 5 Metro

SMP N 5 Metro is one of the State junior Schools in Metro. The research has conducted in SMP N 5 Metro which is located at Rejomulyo, Metro Selatan, Lampung. This school was established on 16.000 M². This school established on June 7th, 1986.

At the beginning of the admission of new students, SMP Negeri 5 received 120 students, because at that time there were only 3 classes built and up to now, SMP Negeri 5 has built 20 classes and has a student of 614 students. At that time, SMP Negeri 5 Metro was led by Mrs. Samsimar from 1986 to 1999 as First Principal (1), The following year 1999 to Year 2000 was led by Mr. Hermansyah as the second Head of School (2), the following year 2000 until Year 2004 in Lead by Mrs. Sri Rahayu, S. Pd as the third Head (3), The next year 2004 to 2006 in Lead by Mr. Drs. Suwilan as the fourth headmaster (4), 2006 to 2009 led by Mr. Suwarno as the fifth headmaster (5), the next year 2009 until now in lead by Mr. Poniran, S.Pd as the sixth Headmaster (6), and next year 2012 is led by Suyono, S.Pd as the Head of School to the Seven and up to now.

b. School Identity

1. Name of School : SMP Negeri 5 Metro
2. NSS / NSM / NDS : 201126105005
3. School Type : A / A1 / A2 / B / B1 / B2 / C / C1 / C2
4. School Address : Jln. Budi Utomo Kel. Rejomulyo
District : South Metro, Metro City, Lampung
province
5. No.Phone/HP : 0725 - 7020760/081379614343
6. School Status : Affairs
7. School Accreditation Value: A

c. Vision-Mission school

School Vision:

"MAKING ACADEMIC AND SPORT ACHIEVEMENTS BASED ON THE ASSISTANCE AND IMTAQ ENVIRONMENTAL ASSISTANCE".

School Mission:

1. Achieving excellence in Academic Achievement;
2. Achieve excellence in Curriculum Development
3. Realizing excellence in Learning Proses
4. Realizing excellence in Human Resources

5. Realizing excellence in Education Infrastructure Facility
6. Achieve excellence in Management of School Based Management
IT
7. Achieve excellence in Finance and Education finance
8. Delivering excellence in the Educational Assessment
9. Realizing excellence in Personality based on cultural values of
nation and religion.
10. Achieve excellence in Management, Structuring and Culture Care
for Clean Environment, Healthy, and Asri (Comfortable, Cool,
Shady, Beautiful)
11. Superior in clean, healthy living culture in a beautiful environment
(comfortable, cool, shady and beautiful).

d. Principal Identity:

Name : Suyono, S.Pd

Old/New NIP : 19630717 198403 1 008

Place Date of Birth: Liman Benawi, March 17, 1963

Rank / Group : Trustees / IV A

Place of Duty : SMP Negeri 5 Metro

Address : Rejomulyo 26 B /RT.22 RW VI South Metro

e. List of Teachers and Staff in SMP N 5 Metro

Total of teachers and staff in SMP N 5 Metro are 20 that can be identified as follows:

Table 3
List of Teachers and Staff at
SMP N 5 Metro

NO	NAME	POSITION	STATUS
1	Suyono, S.Pd 19630717 198403 1 008	Headmaster	PNS
2	Drs. Pardi 19610517 199702 1 005		PNS
3	Jumat, S.Pd 19640703 198803 1 005	English Teacher	PNS
4	Dra. Siti Rohmawati 19601125 198403 2 004	BK	PNS
5	Dra. Endang Rini R. 19570520 198403 2 002		PNS
6	Dra. Tri Heni W 19640104 199903 2 001	BK	PNS
7	Margo Widagdo, S.Pd 19550926 198003 1 003	Indonesia Language Teacher	PNS
8	Tugino, S.Pd 19580712 198703 1 001	Mathematics Teacher	PNS
9	Dra. Siti Maisyaroh 19610101 198701 2 002	Islamic Teacher	PNS
10	Dra. Siti Ngaisah 19610602 198203 2 008	Economics Teacher	PNS
11	Drs. Hargunawan 19640101 199103 1 005	Head of Science Lab	PNS
12	Suripto, S.Pd 19620707 198602 1 002	Waka Kesiswaan	PNS
13	Drs. H.Prayitna P. 19660506 199512 1 003	Islamic Teacher	PNS
14	Hariyanto, S.Pd 19560403 198303 1 010	Indonesia Language Teacher	PNS
15	Sutinem 19591013 198111 2 001	Art teacher	PNS
16	Sri Herlina HS, S.Pd 19620328 198412 2 002	Lampung Language Teacher	PNS
17	Imas Sabnah, S.Pd	English Teacher	PNS

	19590613 198103 2 006		
18	Suparmi, S.Pd 19630810 198502 2 002	PPKn	PNS
19	L. Supartini, S.Pd 19610630 198403 2 001	Art and music teacher	PNS
20	Sugiarti, S.Pd 19640507 198601 2 003	Mathematics Teacher	PNS

Source: The Documentation of SMP N 5 Metro

f. Building Condition of SMP N 5 Metro

SMP N 5 Metro have many buildings such as classroom, library, canteen and many others. The explanation of these building as follow:

Table 4
Building Condition of SMP N 5 Metro

No	Names of Building	Total
1.	Headmaster Room	1
2.	Teacher Room	1
3.	Administration Room	1
4.	Class Room	24
5.	Library	1
6.	School Healthy Unit Room	1
7.	Mosque	1
8.	Canteen	1
9.	Kitchen	1
10.	Teachers' Toilet	2
11.	Students' Toilet	4

Source: Documentation of SMP N 5 Metro

g. Total of The Students at SMP N 5 Metro

The students' quantity of SMP N 5 Metro is **706** that can be identified as follows:

Table 5

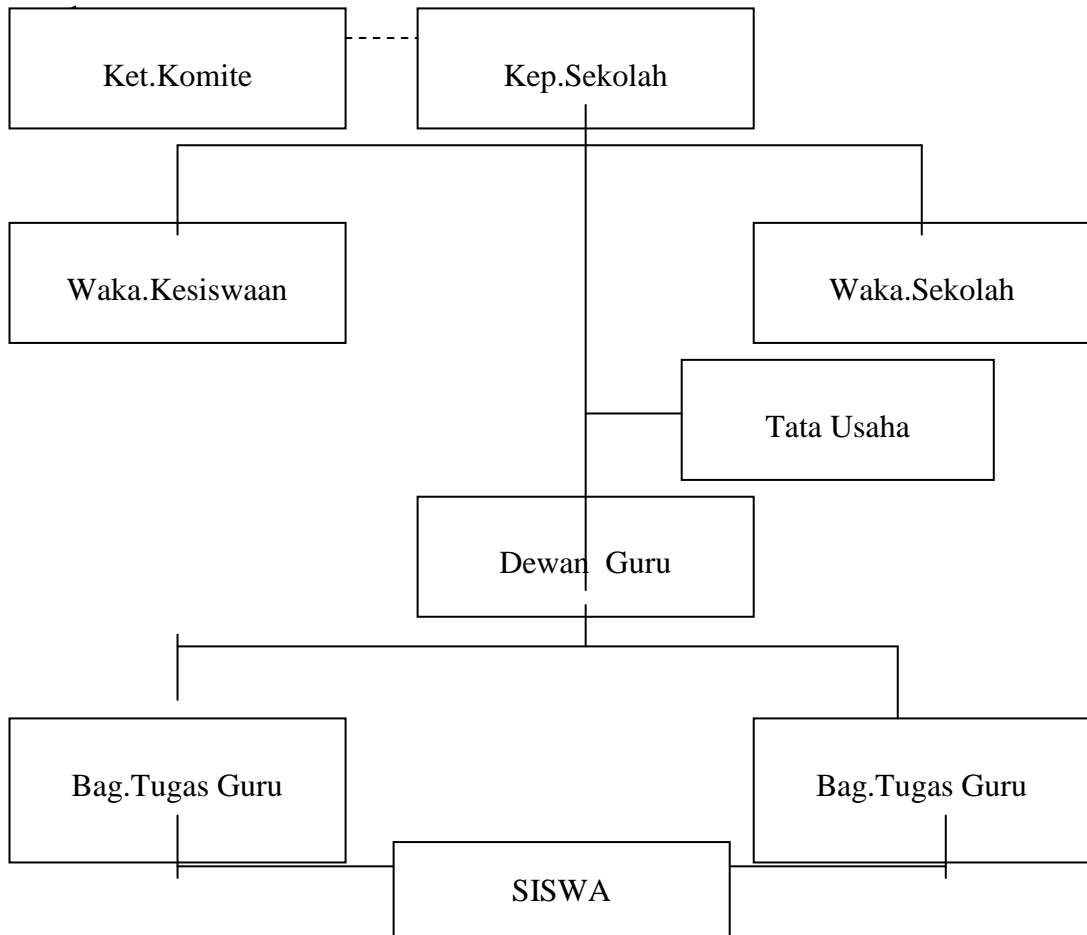
The students' quantity of SMP N 5 Metro

No	Class	Total
1	VII	247
2	VIII	236
3	IX	223
Total		706

Source: Documentation of SMP N 5 Metro

h. Organization Structure of SMP N 5 Metro

Organization Structure of SMP N 5 Metro as follow :



2. Research Instrument

This research was conducted on Eighth grade of SMP N 5 Metro which consist of two classes for about 29 students in control class and 29 students in experiment class. This research was held from July 21st until August 1st 2017. The researcher conducted her research by steps, the explanation as follows :

a. Pre-Test

The pre-test was given to all of the students in the first meeting in order to find out students' speaking performance, although it was held on July 21st 2017.

b. Treatment

The researcher gave the same material with different treatment for both of the classes, which is the control class treated without Buzz Group technique and the experimental class using Buzz Group technique. Moreover the treatment held on July 25th 2017.

c. Post-test

The post-test was conducted to know the result of the students' speaking performance and it was held on July 28th and August 1st 2017.

3. Research Data

a. The result of the students' Pre-test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The pre-test in this research is speaking test. The Result Pre-Test can be identified as follows:

Table 6
The Result of Students' Experimental Class Pre-Test at the Eighth Grade of SMP N 5 Metro

N O	NAM E	FL	PR	VO	GR	COMP	SCOR E
1.	AM	13	12	11	11	13	60
2.	AH	16	16	15	15	16	78
3.	AN	13	13	12	10	12	60
4.	ANA	15	14	16	16	14	75
5.	ASM	16	15	17	15	15	78
6.	BPJ	13	12	11	11	13	60
7.	BAA	12	13	13	10	12	60
8.	DES	12	11	12	12	13	60
9.	ESA	12	11	12	12	13	60
10.	ER	12	11	13	12	12	60
11.	FLF	12	11	12	13	12	60
12.	IFR	12	12	11	12	13	60
13.	IA	16	15	16	15	16	78
14.	IR	15	13	12	12	13	65
15.	JNP	12	13	12	11	12	60
16.	MAM	13	12	12	11	12	60
17.	MFR	13	13	13	12	14	65
18.	MFR	12	13	12	11	12	60
19.	MIM	12	11	11	11	15	60
20.	NF	17	16	15	15	15	78
21.	NA	12	13	13	11	11	65
22.	PP	13	12	13	11	11	60

23.	RCS	13	12	12	11	12	60
24.	RB	14	13	12	13	13	65
25.	RR	16	15	15	16	16	78
26.	RS	12	13	12	11	12	60
27.	RDM	13	12	12	11	12	60
28.	SH	14	13	13	12	13	65
29.	NAM	13	13	12	11	11	60
Total							1870
Average							64
The highest score							78
The lowest score							60

Note :

Fl = Fluency

Pr = Pronunciation

Vo = Vocabulary

Gr = Grammatical Accuracy

Comp = Comprehension

Based on the table above, the researcher measured the class interval as follows:

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 78 - 60 \\
 &= 18
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 29 \\
 &= 1 + 4.82 \\
 &= 5,82 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{18}{6} \\
 &= 3
 \end{aligned}$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

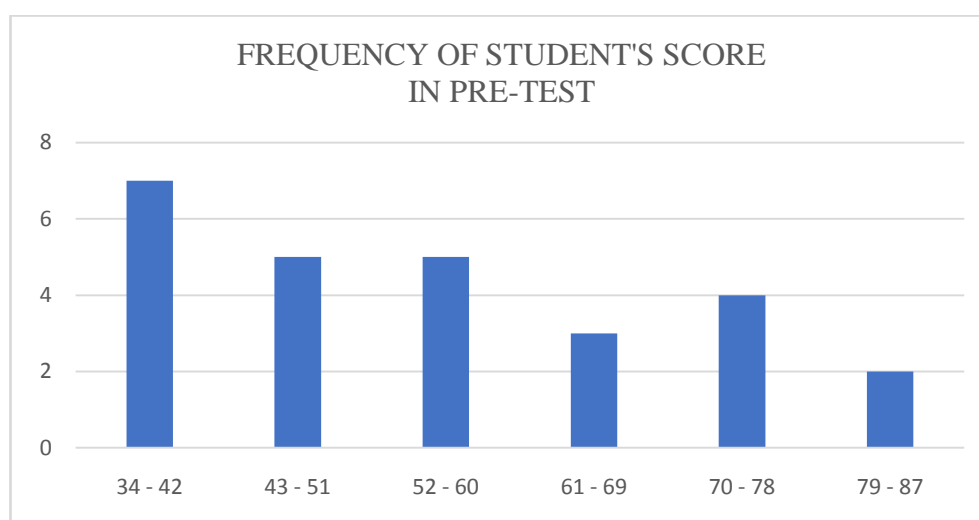
Table 7
Frequency Distribution as the Result of Experimental Class Pre-Test
at the Eighth Grade of SMP N 5 Metro

Interval	Frequency	Categories	Percentages %
80-83	-	-	0%
76-79	5	High	17,2%
72-75	1	Fair	3,4%
68-71	-	-	0%
64-67	5	Low	17,2%
60-63	18	Low	62%
	29		100%

Based on the table of frequency distribution above, it can be inferred that most of students got score under 75.

Therefore, it be concluded that students speaking performance in the pre-test was unsatisfied.

Graph 1



The graph of table frequency distribution above described that the result of the students' score of pre-test (control class). There were 18 (62%) students got score 60-63. Furthermore, there were 5 (17,2%) students who got score 64-67, 0 (0%) students who got score 68-71, 1 (3,4%) students who got score 72-75, 5 (17,2%) students who got score 76-79, and 0 (0%) students got score 80-83 . From the data above, it can be seen that students speaking performance in pre-test was unsatisfied.

Furthermore, The Result of Students' Control Class Pre-Test can be identified as follows:

Table 8
The Result of Students' Control Class Pre-Test at the Eighth Grade of
SMP N 5 Metro

NO	NAME	FL	PR	VO	GR	COMP	SCORE
1.	ADA	15	15	17	16	17	80
2.	ANA	17	16	17	14	11	80
3.	ARL	13	15	15	12	15	70
4.	AMT	13	16	15	15	11	70
5.	ANAT	17	16	15	15	15	78
6.	BV	13	15	11	15	11	65
7.	BMA	15	15	16	15	17	78
8.	BA	13	13	14	15	15	70
9.	BNN	15	16	17	15	15	78
10.	DMS	17	16	16	14	17	80
11.	DSB	13	13	13	13	13	65
12.	DSR	14	15	14	13	14	70
13.	DF	13	13	13	11	10	60
14.	DTG	17	16	15	15	15	78
15.	DS	13	13	14	13	12	65
16.	EAD	13	12	10	13	12	60
17.	HH	13	13	14	12	13	65
18.	KSA	12	12	12	12	12	60
19.	KSS	15	16	16	14	14	75

20.	MFA	13	11	10	12	14	60
21.	NK	13	13	12	12	15	65
22.	NBA	13	11	13	12	11	60
23.	RW	17	16	17	13	17	80
24.	RDW	12	12	13	12	11	60
25.	RF	12	12	11	12	13	60
26.	RN	17	17	16	14	16	80
27.	TM	12	12	13	10	13	60
28.	TS	11	13	11	12	13	60
29.	YDP	13	11	12	12	12	60
Total							1992
Average							69
The highest score							80
							60

Note :

Fl = Fluency

Pr = Pronunciation

Vo = Vocabulary

Gr = Grammatical Accuracy

Comp = Comprehension

Based on the table above, the researcher then measured the class interval as follows:

R = the highest score – the lowest score

$$= 80-60$$

$$= 20$$

K = $1+3.3 \log n$

$$= 1+3.33 \log 29$$

$$= 1+ 4,82$$

$$= 5,82$$

$$= 6$$

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

$$= \frac{20}{6}$$

$$= 3,43$$

$$= 3$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

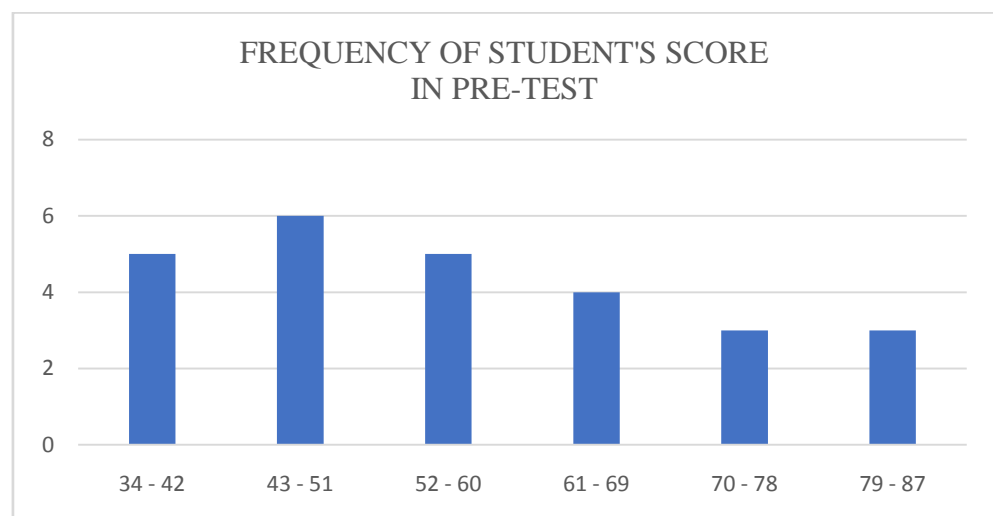
Table 9
Frequency Distribution as the Result of Control Class Pre-Test at the Eighth Grade of SMP N 5 Metro

Interval	Frequency	Categories	Percentages %
80-83	5	High	17,2%
76-79	4	High	13,8%
72-75	1	High	3,4%
68-71	4	Fair	13,8%
64-67	5	Low	17,2%
60-63	10	Low	34,4%
	29		100%

Based on the table of frequency distribution above, it can be inferred that most of students got score under 75.

Therefore, it be concluded that students speaking performance in the pre-test was unsatisfied.

Graph 2



The graph of table frequency distribution above described that the result of the students' score of pre-test (control class). There were 10 (34,4%) students got score 60-63. Futhermore, there were 5 (17,2%) students who got score 64-67, 4 (13,8%) students who got score 68-71, 1 (3,4%) students who got score 72-75, 4 (13,8%) students who got score 76-79, and 5 (17,2%) students got score 80-83 . From the data above, it can be concluded that students speaking score in control class is better that experimental class.

a. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students' speaking performance before and after a treatment was given. And the data of post-test score at the experiment class as follows:

Table 10
The Result of Students' Experimental Class Post-Test at the Eighth
Grade of SMP N 5 Metro

N O	NAM E	FL	PR	VO	GR	COMP	SCOR E
1.	AM	17	15	15	13	15	75
2.	AH	16	17	14	14	14	75
3.	AN	13	12	12	11	12	60
4.	ANA	16	15	15	14	15	75
5.	ASM	17	16	17	13	15	78
6.	BPJ	17	16	15	15	12	75
7.	BAA	15	13	16	15	16	75
8.	DES	14	15	12	11	13	65
9.	ESA	17	15	15	13	15	75
10.	ER	17	15	13	15	15	75

11.	FLF	17	15	16	12	15	75
12.	IFR	12	12	13	11	12	60
13.	IA	17	16	16	15	16	80
14.	IR	17	16	15	12	15	75
15.	JNP	16	15	16	13	15	75
16.	MAM	13	13	11	11	12	60
17.	MFR	17	14	16	15	16	78
18.	MH	17	15	15	13	15	75
19.	MIM	14	11	11	11	13	60
20.	NF	17	16	16	15	16	80
21.	NA	17	16	15	12	15	75
22.	PP	13	12	12	11	12	60
23.	RCS	17	15	12	12	12	70
24.	RB	17	17	13	13	15	75
25.	RR	17	16	15	14	16	78
26.	RS	17	16	15	14	16	78
27.	RDM	17	17	15	12	17	78
28.	SH	16	16	14	13	16	75
29.	NAM	17	17	13	13	15	75
Total							2110
Average							72
The highest score							80
The lowest							60

Based on the table above, the researcher then measured the class interval as follows:

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 80 - 60$$

$$= 20$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 29$$

$$= 1 + 4,82$$

$$= 5,82$$

$$\begin{aligned}
 &= 6 \\
 P &= \frac{R}{K} \\
 &= \frac{20}{6} \\
 &= 3
 \end{aligned}$$

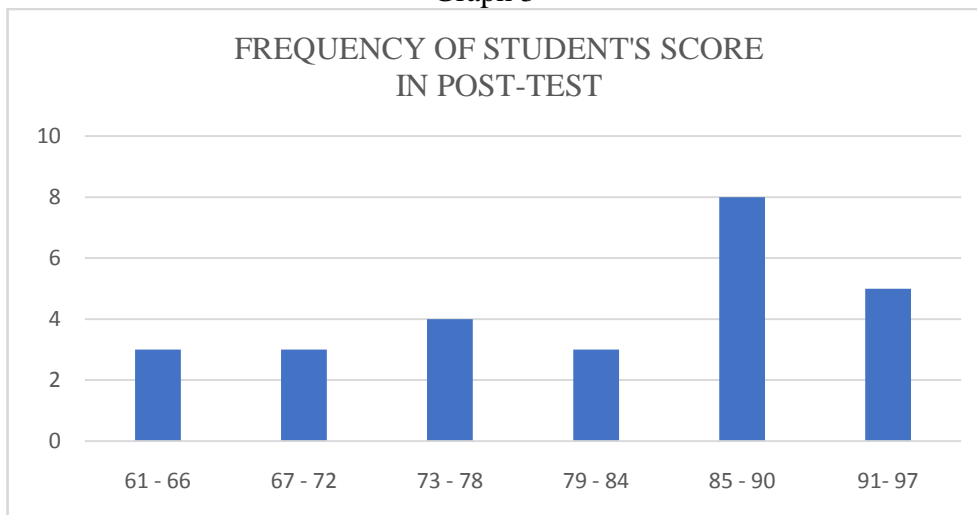
After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

Table 11
Frequency Distribution as the Result of Experimental Class Post-Test at the Eighth Grade of SMP N 5 Metro

Interval	Frequency	Categories	Percentages %
80-83	2	High	6,9 %
76-79	5	High	17,2 %
72-75	15	High	51,7 %
68-71	1	Fair	3,44 %
64-67	1	Low	3,44 %
60-63	5	Low	17,2 %
	29		100 %

Based on the table of frequency distribution above, it can be inferred that 22 (76%) students got more than 75 which was the minimum mastery criteria (MMC). Therefore, it can be inferred that the students speaking performance was increased or easy to say was good.

Graph 3



The graph of table frequency distribution above described that the result of the students' score of post-test (experimental class). There were 6 (20,7%) students got score 60-63. Futhermore, there were 1 (3,44%) students who got score 64-67, 0 (0%) students who got score 68-71, 15 (51,7%) students who got score 72-75, 5 (17,2%) students who got score 76-79, and 2 students (6,9%) got score 80-83. In short, it can be inferred that the students' speaking performance was increased.

The researcher also conducted post- test for the control class. The result of the students' post-test at the control class can be identified as follow :

Table 12
The Result of Students' Control Class Post-Test at the Eighth Grade
of SMP N 5 Metro

NO	NAME	FL	PR	VO	GR	COMP	SCORE
1.	ADA	17	16	16	15	16	80
2.	ANA	16	16	17	16	15	80
3.	ARL	17	16	16	16	15	78

4.	AMT	17	16	15	14	13	75
5.	ANAT	16	15	17	13	14	75
6.	BV	15	14	15	14	12	70
7.	BMA	17	16	16	14	15	78
8.	BA	16	15	14	15	15	75
9.	BNN	17	17	14	15	15	78
10.	DMS	16	15	15	14	15	75
11.	DSB	16	16	15	13	15	75
12.	DSR	13	14	13	13	12	65
13.	DF	12	12	13	11	12	60
14.	DTG	17	17	16	15	13	78
15.	DS	14	14	11	13	13	65
16.	EAD	12	12	11	13	12	60
17.	HH	17	15	14	15	14	75
18.	KSA	16	15	14	12	13	70
19.	KSS	15	17	15	13	15	75
20.	MFA	14	13	14	11	13	65
21.	NK	13	15	13	14	15	70
22.	NBA	15	11	11	11	12	60
23.	RW	17	17	14	15	15	78
24.	RDW	15	11	11	12	11	60
25.	RF	16	12	15	15	12	70
26.	RN	16	16	17	14	15	78
27.	TM	17	15	14	14	15	75
28.	TS	14	12	13	13	13	65
29.	YDP	16	15	15	15	14	75
Total							2083
Average							72
The highest score							80
The lowest							60

Based on the table above, the researcher then measured the class interval as follows:

R = the highest score – the lowest score

= 80-60

$$= 20$$

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.4 \log 29 \\ &= 1 + 4,82 \\ &= 5,82 \\ &= 6 \end{aligned}$$

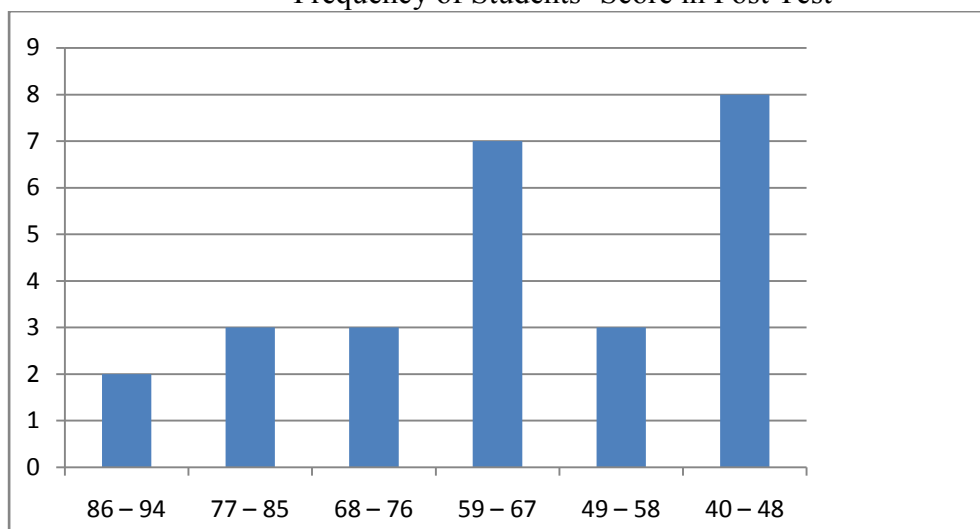
$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{20}{6} \\ &= 3,43 \\ &= 4 \end{aligned}$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distributionas follows:

Table 13
Frequency Distribution as the Result of Control Class Post-Test at the Eighth Grade of SMP N 5 Metro

Interval	Frequency	Categories	Percentages %
80-83	2	High	7 %
76-79	6	High	20,6 %
72-75	9	High	31 %
68-71	4	Fair	13,8 %
64-67	4	Low	13,8 %
60-63	4	Low	13,8 %
Total	29		100 %

Graph 4
Frequency of Students' Score in Post Test



The graph of table frequency distribution above described that the result of the students' score of post-test (control class). There were 4 (13,8%) students got score 60-63. Futhermore, there were 4 (13,8%) students who got score 64-67, then 4 (13,8%) students who got score 68-71, also 9 (31%) students who got score 72-75. Then 6 (20,6%) students who got score 76-79, and 2 (7%) students got score 80-83. From the data above, it can be seen that students, speaking performance in post test was good.

B. Hypothesis Testing

After applying the method, the researcher analyzed the data by using two formulas, as follows:

1. Analyzing the data by using t-test

The researcher used t-testin order to prove whether there is any positive influence between experimental class which received the treatment using Buzz Group technique and control class which didn't

receive treatment using Buzz Group technique at the Eighth Grade of SMP N 5 Metro, as follows:

- a. Preparing the table in order to investigate the differences between experimental class and control class.

Table 14
The Authentic Table of the Differences between Experimental Class and
Control Class at the Eighth Grade of SMP N 5 Metro

		Control Class					Experiment Class		
NO	Subject	Pre- Test (X1)	Post- Test (X2)	Difference (X)	NO	Subject	Pre- Test (Y1)	Post- Test (Y2)	Difference (Y)
1.	ADA	80	80	0	1.	AM	60	75	5
2.	ANA	80	80	0	2.	AH	78	75	-3
3.	ARL	70	78	8	3.	AN	60	60	0
4.	AMT	70	75	5	4.	ANA	75	75	0
5.	ANAT	78	75	-3	5.	ASM	78	78	0
6.	BV	65	70	5	6.	BPJ	60	75	5
7.	BMA	78	78	0	7.	BAA	60	75	5
8.	BA	70	75	5	8.	DES	60	65	5
9.	BNN	78	78	0	9.	ESA	60	75	5
10.	DMS	80	75	-5	10.	ER	60	75	5
11.	DSB	65	75	10	11.	FLF	60	75	5
12.	DSR	70	65	-5	12.	IFR	60	60	0
13.	DF	60	60	0	13.	IA	78	80	2
14.	DTG	78	78	0	14.	IR	65	75	10
15.	DS	65	65	0	15.	JNP	60	75	15
16.	EAD	60	60	0	16.	MAM	60	60	0
17.	HH	65	75	-5	17.	MFR	65	78	3
18.	KSA	60	70	10	18.	MH	60	75	5
19.	KSS	75	75	0	19.	MIM	60	60	0
20.	MFA	60	65	5	20.	NF	78	80	2
21.	NK	65	70	5	21.	NA	65	75	10
22.	NBA	60	60	0	22.	PP	60	60	0
23.	RW	80	78	-2	23.	RCS	60	70	10
24.	RDW	60	60	0	24.	RB	65	75	10
25.	RF	60	70	10	25.	RR	78	78	0
26.	RN	80	78	-2	26.	RS	60	78	3
27.	TM	60	75	5	27.	RDM	60	78	3
28.	TS	60	65	5	28.	SH	65	75	10

29.	YDP	60	75	15	29.	NAM	60	75	15
The Result		1992	2083	$\sum X = 66$	The Result		1870	2100	$\sum Y = 130$

b. Putting the data into t-test formula in order to get t_{observed} :

$$M_x = \frac{66}{29} = 2,275$$

$$M_y = \frac{130}{29} = 4,482$$

$$\begin{aligned} \sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N} \\ &= 856 - \frac{(66)^2}{29} \\ &= 856 - \frac{4356}{29} \\ &= 705,5 \end{aligned}$$

$$\begin{aligned} \sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\ &= 1074 - \frac{(130)^2}{29} \\ &= 1074 - \frac{16,900}{29} \\ &= 491,3 \end{aligned}$$

Therefore the researcher counted by using the formula of t-test as follow:

$$\begin{aligned} t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ t &= \frac{2,275 - 4,482}{\sqrt{\left(\frac{705,5 + 491,3}{29 + 29 - 2}\right) \left(\frac{1}{29} + \frac{1}{29}\right)}} \\ &= \frac{+ 2,207}{\sqrt{\left(\frac{1196,8}{56}\right) \left(\frac{2}{29}\right)}} \\ &= \frac{2,207}{\sqrt{(21,37 \times 0,068)}} \\ &= \frac{2,207}{\sqrt{1,28}} = \frac{2,207}{1,1} = 2,006 \end{aligned}$$

Moreover, after putting the data above into formula t-test, the researcher got t_{observed} is 2,006

2. Analyzing the data by using chi-square test

The researcher used chi-square test to prove whether there is any significant influence of using Buzz Group technique at the Eighth Grade of SMP N 5 Metro, as follows:

- a. Preparing the table distribution frequency of pre-test and post-test in experimental class (8B)

Table 15
Distribution Frequency of Pre-Test And Post-Test
In Experimental Class (8B)

Variables	Category			Total
	High	Fair	Low	
Pre-Test	5	1	23	29
Post-Test	22	1	6	29
Total	27	2	29	58

- b. Putting the data into Chi-Square analysis technique in order to get

χ^2_{observed} .

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Table 16
Testing of The Data

Sel:	f_o	$f_h = \frac{Cn \times Rn}{N}$	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
1	5	13,5	-8,5	72,25	5,370
2	1	1	0	0	1
3	23	14,5	8,5	72,25	5
4	22	13,5	8,5	72,25	5.370

5	1	1	0	0	1
6	6	14,5	-8,5	72,25	5
Σ	58	58	0	290	22,74

Moreover, after putting the data above into Chi-Square analysis, the researcher got χ^2_{observed} is 22.74

C. Interpretations

Honestly, the researcher has formulated the alternative hypothesis (Ha) and null hypothesis (Ho) are as follows:

1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Buzz Group technique on the students' speaking performance at the eighth grade of SMP N 5 Metro.

2. Null Hypothesis (Ho)

There is no a positive and significant influence of using Buzz Group technique on the students' speaking performance at the eighth grade of SMP N 5 Metro.

Furthermore, after Ha and Ho has formulated, the researcher consulted t_{observed} to t_{table} and f_o to f_h as follows:

- If $t_{\text{observed}} > t_{\text{table}}$ and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, So Ha is accepted and Ho is rejected.
- If $t_{\text{observed}} < t_{\text{table}}$ and $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, So Ha is rejected and Ho is accepted.

It means that if the t_{observed} is higher than t_{table} (there is a positive influence) and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ (there is a significant influence), Ha is accepted and Ho is rejected. On the other way, if the t_{observed} is smaller than

t_{table} (there is no a positive influence) and $\chi^2_{observed} < \chi^2_{table}$ (there is no a significant influence), H_a is rejected and H_o is accepted.

1. Interpretation of $t_{observed}$

After analyzing the data in hypothesis testing, the researcher found that the critical value of $t_{observed}$ is 1.774. If the researcher interprets it based on the concept above. It can be inferred that there is a positive and significant influence of using Buzz Group technique on the students' speaking performance at the Eighth Grade of SMP N 5 Metro.

a. Statistical Significance

The hypothesis applied in this present research is there is a positive and significant influence of using Buzz Group technique on the students' speaking performance at the eighth grade of SMP N 5 Metro.

To know the critical value of t_{table} , the researcher firstly counted degrees of freedom (d.f), as follows:

$$d.f = N_x + N_y - 2.$$

$$d.f = N_x + N_y - 2$$

$$= 29 + 29 - 2$$

$$= 56$$

The degrees of freedom (d.f) was 56, the researcher was able to find it in t-table. So, it is not done interpolation.

Table 17
Critical Value of t_{table}

Level of significant	5%	1%
d.f 56	2.003	2.666

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

$$t_{\text{observed}} = 1.774$$

$$t_{\text{table}} = 2.003 (5\%) \text{ and } 2.666 (1\%)$$

Furthermore, the data confirm that t_{observed} is higher than t_{table} , or it can be written as $2.003 < 1.774 > 2.666$. It means that there is a positive influence of using Buzz Group technique on the students' speaking Performance at the Eighth Grade of SMP N 5 Metro.

2. Interpretation of χ^2_{observed}

After analyzing the data in hypothesis testing, the researcher found that the critical value of χ^2_{observed} is 22.74. If the researcher interprets it base on the concept of hypothesis. It can be inferred that there is a significant influence of using Buzz Group technique on the students' speaking performance at the Eighth Grade of SMP N 5 Metro.

b. Statistical Significance

The hypothesis applied in this present research is there was a significant influence of using Buzz Group technique on the students' speaking Performance at the eighth grade of SMP N 5 Metro.

To know the critical value of χ^2_{table} , the researcher firstly counted degree of freedom (d.f), as follows:

$$\text{d.f} = (\text{Column} - 1) (\text{Row} - 1)$$

$$\text{d.f} = (3 - 1) (2 - 1)$$

$$\text{d.f} = (2) (1) = 2$$

The degrees of freedom (d.f) was 2, the researcher was able to find it in χ^2_{table} .

Table 18
Critical Value of χ^2_{table}

Level of significant	5%	1%
d.f 2	4.30	9.92

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

$$\chi^2_{observed} = 22.74$$

$$\chi^2_{table} = 4.30 (5\%) \text{ and } 9.92 (1\%)$$

Furthermore, the data confirm that $\chi^2_{observed}$ is higher than χ^2_{table} or it can be written as $4.30 < 22.74 > 9.92$. There are high or significant difference between $\chi^2_{observed}$ and χ^2_{table} . It means that there is a significant influence of using Buzz Group technique on the students' speaking performance at the Eighth Grade of SMP N 5 Metro.

Regarding to the all the finding above, the data confirm that $t_{observed}$ is higher than t_{table} (there is a positive influence) and $\chi^2_{observed} > \chi^2_{table}$ (there is a significant influence). It means that H_a is accepted and H_0 is rejected. On the other word, there is a positive and significant influence of using Buzz Group technique on the students' speaking performance at the eighth grade of SMP N 5 Metro.

Buzz group technique is a team of four to six students that are formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with a feedback and discussed by whole group". Each group can respond to more questions.

In fact, some students have trouble participating in large group discussions or meetings. Therefore by dividing to whole class into small groups, more students have the opportunity to express their thoughts. Because students have had a chance to practice their comments and to increase their repertoire of ideas in their buzz groups, the whole-class discussion that follows is often richer and more participatory. So that Buzz Group technique has a positive influence on the students speaking performance at the eighth grade of SMP N 5 Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the research data, the researcher concludes in this research using Buzz Group as technique is an alternative technique that can influence the students' speaking performance. It can be seen from the result of the pre-test and post-test. The students at the eighth grade of SMP N 5 Metro, especially class 8.B as experimental class and 8.C class as control class. They have done pre-test and post-test. Before the post-test, the researcher gave a treatment to the students in experimental class and for control class the researcher didn't give a treatment. The score that they got before and after the treatment was so different. In pre-test; the average score of experimental class is 64 and the average score of post-test is 72. In pre-test; the average score of control class is 69 and the average score of post-test is 72. The result of this research is $t_{\text{observation}} > t_{\text{table}}$ ($2,008 < 1.774 > 2.677$). Where is the *ha* is accepted and *ho* is rejected it means that, there is positive and significant influence of using Buzz Group Technique on the student's speaking performance at the eighth grade of SMP N 5 Metro.

Through using Buzz Group as technique, the students learn new experience in studying English. In brief, there is a positive and significant influence of using Buzz Group technique on the the students' Speaking Performance because of the treatments. The fact showed that there were change at amount of student that get the low category and the high

category. By using Buzz Group Technique in teaching speaking, it made students easier to build their motivation to speak English. It could be increasing the students' speaking performance through applied Buzz Group. By using Buzz Group the students can be interested so that the students are more active in the learning process.

Furthermore, Buzz Group Technique can be a solution for the teacher to teach the students in speaking performance, the students will be more active in the learning process. They are given much more opportunities to explore all of their skills. By using this technique, the teaching and learning process is more interesting, enjoyable and relaxed and all of the students will take part actively in the teaching and learning process.

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. To the Teachers

The teacher should choose a great technique in teaching English especially in speaking class in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great technique in teaching and learning, it can automatically improve the student's motivation in the learning process and try the best effort to accept the material that is taught by the teacher.

2. To The Students

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about vocabulary and fluency in their speaking.
- c. The students are suggested to improve their speaking performance.

3. To The principle

- a. The reseacher greatly expects that this study can give contribution for the school, such a reference for further studies in learning especially in english.

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APPENDIXES



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

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

Nomor : Sti.06/JST/PP.00.9/3792/2016
Lamp : -
Hal : IZIN PRA SURVEY

Metro, 22 November 2016

Kepada Yth.,
Kepala Sekolah SMP N 5 Metro
Di -
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Ayunda Pertiwi Ramadhani
NPM : 13106707
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Influence of Using Buzz Group Technique toward
Students' Speaking Proficiency



**DINAS PENDIDIKAN DAN KEBUDAYAAN,
SMP NEGERI 5 METRO
"TERAKREDITASI A"**



Jl. Budi Utomo Rejomulyo Kec. Metro Selatan Kota Metro 34123

Nomor : 111.a/1.12.3.03/KP/2016
Lampiran : -
Hal : **Pra Survey**

Kepada
Yth : Sdr. Ketua Jurusan
Di -
Metro

Assalamu'alaikum Wr. Wb

Waba'du, yang bertanda tangan di bawah ini Kepala SMP Negeri 5 Metro Kecamatan Metro Selatan Kota Metro, menerangkan bawah :

N a m a : **AYUNDA PERTIWI RAMADHANI**
N P M : 13106707
Jurusan : Tarbiyah
Program Studi : PBI

Mahasiswa tersebut diatas telah melaksanakan kegiatan Pra Survey pada tanggal 06 Desember 2016.

Demikianlah atas kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.

Metro, 07 Desember 2016

Kepala Sekolah



SUNYONO, S.Pd

NIP. 196307171984031008



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

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

Nomor : P.1279/In.28/FTIK/PP.00.9/06/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdri. Dr. Widhiya Ninsiana, M.Hum
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 dibawah ini:

Nama : Ayunda Pertiwi R
NPM : 13106707
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/i kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 2 Juni 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Isti Fatmah, MA
NIP. 196705311993032003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-2831/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 5 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2830/In.28/R/TL.01/06/2017,
tanggal 06 Juni 2017 atas nama saudara:

Nama : **AYUNDA PERTIWI RAMADHANI**
NPM : 13106707
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 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING BUZZ GROUP TECHNIQUE ON THE STUDENTS SPEAKING PERFORMANCE AT THE EIGHTH GRADE OF SMP N 5 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 Kelengkapan,



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



DINAS PENDIDIKAN DAN KEBUDAYAAN,
SMP NEGERI 5 METRO
"TERAKREDITASI A"



Jl. Budi Utomo Rejomulyo Kec. Metro Selatan Kota Metro 34123

Nomor : 037.a /I.12.3.03/KP/2017
Lampiran :-
Hal : **Observasi / Survey**

Kepada
Yth : Sdr. Wakil Rektor Bidang Akademik
Di -
Metro

Assalamu'alaikum Wr. Wb

Waba'du, yang bertanda tangan di bawah ini Kepala SMP Negeri 5 Metro Kecamatan Metro Selatan Kota Metro, menerangkan bawah :

N a m a : **AYUNDA PERTIWI RAMADHANI**
N P M : 13106707
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Mahasiswa tersebut diatas telah melaksanakan kegiatan Observasi / Survey dari tanggal 21 Juli s.d 01 Agustus 2017.

Demikianlah atas kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.

Metro, 04 Agustus 2017

Kepala Sekolah



S. Y. C. N. O. S. Pd
NIP. 19630717 198403 1 008



**SILABUS MATA PELAJARAN
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH
(SMP/MTs)**

**MATA PELAJARAN
BAHASA INGGRIS**

**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2016**

<p>sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7. Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif (positif dan negatif), dan interrogative (<i>Yes/No question; Wh-question</i>), dalam simple present tense - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI 	<ul style="list-style-type: none"> - Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan - Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/ menyatakan kekaguman/ mempromosikan - Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> • Fungsi sosial <ul style="list-style-type: none"> Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan. - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya.

B. KELAS VIII

Alokasi Waktu: 72 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapiinya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapiinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so., dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>)</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang

<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>can, will.</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik</p> <p>Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang terdapat di KI</p>	<ul style="list-style-type: none"> - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Fungsi sosial</p> <p>Menyuruh, melarang, dan menghimbau.</p> <p>• Struktur teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <p>• Unsur kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan keharusan, larangan, himbauan dengan model <i>must, (don't) have to..., should</i>, - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik</p> <p>Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang terdapat di KI</p>	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks</p>	<p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru dan teman.</p> <p>• Struktur teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui

<p>penggunaannya</p> <p>4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l <i>let's ... , can you ... , would you like ... , may I, please.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar
<p>3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i>, dengan membenarkan dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p> <p>4.5 Menyusun teks khusus dalam bentuk <i>greeting card</i>, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks <ul style="list-style-type: none"> Teks <i>greeting card</i> dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Congratulations. Well done. Good job.</i>, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi</p>	<ul style="list-style-type: none"> • Fungsi sosial <ul style="list-style-type: none"> Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks <ul style="list-style-type: none"> - Memulai 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata

<p>terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dengan <i>There is/are</i> - Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. - Frasa kata depan: <i>in, on, under, in front of, below, above, dan lain lain.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<p>bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisi dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Present Tense</i>. - Adverbial: <i>always, often, sometimes, never, usually, every</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan/kejadian sehari-hari dan kebenaran umum 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks - Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja

<p>ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>sekolah menengah</p> <ul style="list-style-type: none"> - Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)</p> <p>4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam Present Continuous Tense - Adverbia: now - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda,

<p>tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p> <p>4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat perbandingan positif, komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ..., the most ...</i> - Perbandingan jumlah: <i>more, fewer, less</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<p>binatang, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan. - Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda - Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya - Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i>)</p> <p>4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat</p>	<ul style="list-style-type: none"> • Fungsi sosial <ul style="list-style-type: none"> Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> Kegiatan, tindakan yang (rutin) terjadi di masa lalu 	<ul style="list-style-type: none"> - Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau - Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar - Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling

<p>pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.11. Teks recount</p> <p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara</p>	<ul style="list-style-type: none"> • Fungsi sosial Melaporkan, mengambil teladan, membanggakan • Struktur teks Dapat mencakup <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i> - Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya. - Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan alir untuk mempelajari alur cerita - Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan. - Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya

benar dan sesuai konteks		
<p>3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.12. Teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>)</p> <p>4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. • Struktur text Dapat mencakup: <ul style="list-style-type: none"> - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik. 	<ul style="list-style-type: none"> - Membaca dengan suara lantang setiap pengumuman/pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis - Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar - Membuat pengumuman/pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.13 Menangkap makna secara kontekstual terkait dengan fungsi</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu

<p>sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI. 	<ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: SMP Negeri 5 Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: meminta serta mengungkapkan pendapat dan tindakan menghargai kinerja (to give my opinions and ask for my friends' opinions and show my appreciation to my friends)
Alokasi Waktu	: 2 x jam pelajaran

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
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.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi dasar	Indikator
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman</p>	<p>1.1.1 Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi.</p> <p>2.1.1 Santun dan peduli dalam berkomunikasi interpersonal dengan guru</p>
<p>3.1 Menerapkan struktu teks dan unsur kebahasaan untuk melaksanakan fungsi social dari menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat</p> <p>3.1.2 Menyebutkan ungkapan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat</p> <p>3.1.3 Merespon ungkapan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat</p>
<p>4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan</p>	<p>4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat</p>

memperhatikan fungsi social, strukturteks, dan unsur kebahasaan yang benar dan sesuai konteks.	
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C. MATERI PEMBELAJARAN

Teks lisan dan tulis untuk menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat

Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman.

Struktur teks

Unsur kebahasaan

- (1) Kosakata: kata sifat sederhana
- (2) Tata bahasa: kata rujukan *it, they, these, those, that, this*.
- (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (4) Ucapan, tekanan kata, intonasi
- (5) Ejaan dan tanda baca
- (6) Tulisan tangan

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab serta tindakan meminta perhatian dan mengecek pemahaman.

D. KEGIATAN PEMBELAJARAN

1. Model Pembelajaran : Cooperative Learning

2. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">- Mengucapkan salam dan berdoa- Social Chat : Menanyakan kabar, keadaan, dan aktifitas yang berhubungan dengan topik.	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">• Siswa mengamati gambar serta beberapa ungkapan tentang tindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat• Siswa memberikan komentar dan pandangannya tentang fungsi tindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat <p>Menanya</p> <ul style="list-style-type: none">• Dengan bimbingan dan arahan guru, setelah mengamati siswa bertanya tentang arti dari kata-kata baru yang mereka temukan. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none">• Siswa mendengarkan guru dan melihat contoh ungkapan / interaksi tindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat yang terdapat di gambar / buku	

	<p>untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan</p> <ul style="list-style-type: none"> • Siswa membaca secara lebih cermat semua ungkapan tindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat yang terdapat dalam gambar untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai ungkapan tindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat. • Siswa memperoleh umpan balik (<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 membuat kalimat ungkapan tindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswa berupaya berbicara secara lancar 	
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	<p>dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> • Siswa membicarakan permasalahan yang dialami dalam membuat kalimat ungkapan tindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Inggris. 	
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman/simpulan pelajaran. • Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Mengucapkan Salam dan doa. 	

E. METODE PEMBELAJARAN

1. Pendekatan : Scientific approach
2. Teknik : Buzz Group

F. MEDIA DAN ALAT PEMBELAJARAN

Media Pembelajaran

1. Sumber: Buku Paket Siswa
2. Media: Gambar gambar dan real things

Sumber Belajar

Buku bahasa Inggris 'When English Rings a Bell klas VIII

G. PENILAIAN HASIL PEMBELAJARAN

KRITERIA PENILAIAN

- Tingkat ketercapaian fungsi sosial bagaimana menyatakantindakan/ kejadian yang sedang dilakukan/berlangsung saat ini
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.
- Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyatakantindakan/ kejadian yang sedang dilakukan/berlangsung saat ini.

CARA PENILAIAN:

- Kinerja (praktik) mempraktikkan cara membaca ungkapan tindakan meminta serta mengungkapkan pendapat dan tindakan menghargai kinerja (to give my opinions and ask for my friends' opinions and show my appreciation to my friends) yang diberikan oleh guru.
- Tes tertulis dapat membuat kalimat / ungkapan tindakan meminta serta mengungkapkan pendapat dan tindakan menghargai kinerja (to give my opinions and ask for my friends' opinions and show my appreciation to my friends).

Rubik Penilaian

Aspect	Category	Indication
Fluency	3(good)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	2(fair)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	3(good)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.
Vocabulary	3(good)	Effective use of vocabulary for the task with little inappropriacies.
	2(fair)	Limited use of vocabulary with frequent inappropriacies.
	1(bad)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	3(good)	Very few grammatical errors.
	2(fair)	Speech is broken and distorted by frequent errors.
	1(bad)	Unable to construct comprehensible sentences.
Comprehension	3(good)	Appears to understand everything without difficulty.

$$\text{Score} = \frac{\text{The score gained by student} \times [(1-20) \times 5] \times 100^{10}}{\text{Maximum Score}}$$

English Teacher

Metro, July 2017

The Researcher

Imas Sabnah, S.Pd
Nip: 195906131981032006

Ayunda Pertiwi R
NPM. 13106707

PRE-TEST (Control Class)

Dirrections!

- 1. Please come forward one by one in front of class!**
- 2. Please give your opinion about your school condition!**
- 3. Please speak up fluently!**
- 4. Please use good pronunciation!**
- 5. Please use suitable vocabulary!**
- 6. Please use grammar correctly!**
- 7. Please use comprehension!**

POST-TEST(Control Class)

Dirrections!

- 1. Please come forward one by one in front of class!**
- 2. Please give your opinion about the theme below!**
- 3. Please speak up fluently!**
- 4. Please use good pronunciation!**
- 5. Please use suitable vocabulary!**
- 6. Please use grammar correctly!**
- 7. Please use comprehension!**

The Theme:

- a. Tell us and give your opinion about "National Examination Will be Delate"
- b. Tell us and give your opinion about "If the phone is using in the classroom"
- c. Tell us and give your opinion about "Your friend when come late"
- d. Tell us and give your opinion about "Smooking in the school area"
- e. Tell us and give your opinion about "Your Friend when they are cheating"

PRE-TEST (Experiment Class)

Dirrections!

- 1. Please come forward one by one in front of class!**
- 2. Please give your opinion about your school condition!**
- 3. Please speak up fluently!**
- 4. Please use good pronunciation!**
- 5. Please use suitable vocabulary!**
- 6. Please use grammar correctly!**
- 7. Please use comprehension!**

POST-TEST (Experiment Class)

Dirrections!

1. **Please come forward one by one in front of class!**
2. **Please tell us about the topics based on your group!**
3. **Please speak up fluently!**
4. **Please use good pronunciation!**
5. **Please use suitable vocabulary!**
6. **Please use grammar correctly!**
7. **Please use comprehension!**

Group 1 :

Tell us and give your opinion about "National Examination Will be Delate"

Group 2 :

Tell us and give your opinion about "If the phone is using in the classroom"

Group 3 :

Tell us and give your opinion about "Your friend when come late"

Group 4 :

Tell us and give your opinion about "Smooking in the school area"

Group 5 :










Tell us and give your opinion about "Your Friend when they are cheating"

STUDENTS ATTENDANCE LIST (Pre-test)

8.2 CLASS SMPN 5 Metro

Date :

No	Name	ket
1	Alif Maulana	Ady
2	Alvi Hasanah	Sen
3	Angga Nurfuat	m
4	Asfa Nur Azzizah	Cyfa
5	Ayu Septi Melani	Asu
6	Bela Pati Jaya Ningrat	Miy
7	Berlin Andes Alfiando	en
8	Dimas Eka Saputra	lm
9	Esaningtias Sesi Agustin	dm
10	Eva Rosiyana	Juf
11	Fathan Leza Ferdinan	Fathu
12	Imam Fathur Rohman	Im
13	Intan Annisa	Intan
14	Isnaini Ruwaida	An
15	Jora Nadia Pratiwi	Jora
16	Muhammad Arfin Maulana	Arfin
17	Muhammad Faqih Rabani	Sen
18	Muhammad Hafiz	Hafiz

19	Muhammad Irfan Maulana	
20	Nabila Febrian	
21	Nurul Ancas	
22	Pandu Pamungkas	
23	Rangga Catur	
24	Rendy Bramansyah	
25	Reyno Revandra	
26	Riska Septiana	
27	Rizka Dian Misary	
28	Shofidhotun Hasanah	
29	Nabila Abel	

Metro, July 2017

English Teacher

Researcher



Imas Sabnah, S.Pd
NIP. 195906131981032006



Ayunda Pertiwi R
NPM. 13106707

STUDENTS ATTENDANCE LIST (Pre-Test)

8.3 CLASS SMPN 5 Metro

Date :

No	Name	ket
1	Adelia Dian Aryuni	Ade
2	Affan Nur Alma	Am
3	Alfi Rahma Laila	Al
4	Ali Mansyur Taufiq	Al
5	Aulia Nur Anisa	An
6	Bara Varlean	Bar
7	Berlian Mita Aprilia	Be
8	Bertha Alvioni	Be
9	Bunga Nilam Nirwana	Bu
10	Darma Medis Sahara	Da
11	Daru Satria Bimantara	Da
12	Dela Sukma Rahayu	De
13	Destra Fernando	De
14	Devio Tian Gita	De
15	Diarma Saputri	Di
16	Edward Arya Dinata	Ed
17	Hanisa Hardi	Ha

18	Khoirul Sidiq	
19	Kistia Syaifa Sabila	
20	Muhammad Febrio	
21	Nadiyah Khoirunnisa	
22	Nizar Bayhaqi	
23	Randi Wibowo	
24	Rani Dwi Wahyuni	
25	Rifki Hendriawan	
26	Rino Nugroho	
27	Tasya Mustyawati	
28	Trihana Sari	
29	Yuskar Dwi Pangeran	

Metro, July 2017

English Teacher

Researcher



Imas Sabnah, S.Pd
NIP. 195906131981032006














Ayunda Pertiwi R
NPM. 13106707

STUDENTS ATTENDANCE LIST (Pos-test)

8.2 CLASS SMPN 5 Metro

Date :

No	Name	ket
1	Alif Maulana	Alif
2	Alvi Hasanah	Alvi
3	Angga Nurfuat	Angga
4	Asfa Nur Azzizah	Asfa
5	Ayu Septi Melani	Ayu
6	Bela Pati Jaya Ningrat	Bela
7	Berlin Andes Alfiando	Berlin
8	Dimas Eka Saputra	Dimas
9	Esaningtias Sesi Agustin	Esaningtias
10	Eva Rosiyana	Eva
11	Fathan Leza Ferdinan	Fathan
12	Imam Fathur Rohman	Imam
13	Intan Annisa	Intan
14	Isnaini Ruwaida	Isnaini
15	Jora Nadia Pratiwi	Jora
16	Muhammad Arfin Maulana	Muhammad
17	Muhammad Faqih Rabani	Muhammad
18	Muhammad Hafiz	Muhammad

19	Muhammad Irfan Maulana	
20	Nabila Febrian	
21	Nurul Ancas	
22	Pandu Pamungkas	
23	Rangga Catur	
24	Rendy Bramansyah	
25	Reyno Revandra	
26	Riska Septiana	
27	Rizka Dian Misary	
28	Shofidhotun Hasanah	
29	Nabila Abel	

Metro, July 2017

English Teacher



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











Ayunda Pertiwi R
NPM. 13106707

STUDENTS ATTENDANCE LIST (Pos-Test)

8.3 CLASS SMPN 5 Metro

Date :

No	Name	ket
1	Adelia Dian Aryuni	Ada
2	Affan Nur Alma	Affan
3	Alfi Rahma Laila	Alfi
4	Ali Mansyur Taufiq	Ali
5	Aulia Nur Anisa	Aulia
6	Bara Varlean	Bara
7	Berlian Mita Aprilia	Berlian
8	Bertha Alvioni	Bertha
9	Bunga Nilam Nirwana	Bunga
10	Darma Medis Sahara	Darma
11	Daru Satria Bimantara	Daru
12	Dela Sukma Rahayu	Dela
13	Destra Fernando	Destra
14	Devio Tian Gita	Devio
15	Diarma Saputri	Diarma
16	Edward Arya Dinata	Edward
17	Hanisa Hardi	Hanisa

18	Khoirul Sidiq	
19	Kistia Syaifa Sabila	
20	Muhammad Febrio	
21	Nadiyah Khoirunnisa	
22	Nizar Bayhaqi	
23	Randi Wibowo	
24	Rani Dwi Wahyuni	
25	Rifki Hendriawan	
26	Rino Nugroho	
27	Tasya Mustyawati	
28	Trihana Sari	
29	Yuskar Dwi Pangeran	

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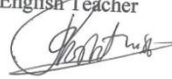
**The Result of Students' Experimental Class (8.B) Pre-Test at the
Eighth Grade of SMP N 5 Metro**

NO	NAME	FL	PR	VO	GR	IN	SCORE
1.	AM	13	12	11	11	13	60
2.	AH	16	16	15	15	16	78
3.	AN	13	13	12	10	12	60
4.	ANA	15	14	16	16	14	75
5.	ASM	16	15	17	15	15	78
6.	BPJ	13	12	11	11	13	60
7.	BAA	12	13	13	10	12	60
8.	DES	12	11	12	12	13	60
9.	ESA	12	11	12	12	13	60
10.	ER	12	11	13	12	12	60
11.	FLF	12	11	12	13	12	60
12.	IFR	12	12	11	12	13	60
13.	IA	16	15	16	15	16	78
14.	IR	15	13	12	12	13	65
15.	JNP	12	13	12	11	12	60
16.	MAM	13	12	12	11	12	60
17.	MFR	13	13	13	12	14	65
18.	MFR	12	13	12	11	12	60
19.	MIM	12	11	11	11	15	60
20.	NF	17	16	15	15	15	78
21.	NA	12	13	13	11	11	65
22.	PP	13	12	13	11	11	60
23.	RCS	13	12	12	11	12	60
24.	RB	14	13	12	13	13	65
25.	RR	16	15	15	16	16	78
26.	RS	12	13	12	11	12	60
27.	RDM	13	12	12	11	12	60
28.	SH	14	13	13	12	13	65
29.	NAM	13	13	12	11	11	60
Total							1870
Average							64
The highest score							78
The lowest score							60

**The Result of Students' Control Class (8.C) Pre-Test at the Eighth
Grade of SMP N 5 Metro**

NO	NAME	FL	PR	VO	GR	IN	SCORE
1.	ADA	15	15	17	16	17	80
2.	ANA	17	16	17	14	11	80
3.	ARL	13	15	15	12	15	70
4.	AMT	13	16	15	15	11	70
5.	ANAT	17	16	15	15	15	78
6.	BV	13	15	11	15	11	65
7.	BMA	15	15	16	15	17	78
8.	BA	13	13	14	15	15	70
9.	BNN	15	16	17	15	15	78
10.	DMS	17	16	16	14	17	80
11.	DSB	13	13	13	13	13	65
12.	DSR	14	15	14	13	14	70
13.	DF	13	13	13	11	10	60
14.	DTG	17	16	15	15	15	78
15.	DS	13	13	14	13	12	65
16.	EAD	13	12	10	13	12	60
17.	HH	13	13	14	12	13	65
18.	KSA	12	12	12	12	12	60
19.	KSS	15	16	16	14	14	75
20.	MFA	13	11	10	12	14	60
21.	NK	13	13	12	12	15	65
22.	NBA	13	11	13	12	11	60
23.	RW	17	16	17	13	17	80
24.	RDW	12	12	13	12	11	60
25.	RF	12	12	11	12	13	60
26.	RN	17	17	16	14	16	80
27.	TM	12	12	13	10	13	60
28.	TS	11	13	11	12	13	60
29.	YDP	13	11	12	12	12	60
Total							1992
Average							69
The highest score							80
The lowest score							60

English Teacher



Imas Sabnah, S.Pd
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Metro, August 2017

Researcher



Ayunda Pertiwi R
NPM: 13106707

**The Result of Students' Experimental Class (8.B) Post-Test at the
Eighth Grade of SMP N 5 Metro**

NO	NAM E	FL	PR	VO	GR	IN	SCOR E
1.	AM	17	15	15	13	15	75
2.	AH	16	17	14	14	14	75
3.	AN	13	12	12	11	12	60
4.	ANA	16	15	15	14	15	75
5.	ASM	17	16	17	13	15	78
6.	BPJ	17	16	15	15	12	75
7.	BAA	15	13	16	15	16	75
8.	DES	14	15	12	11	13	65
9.	ESA	17	15	15	13	15	75
10.	ER	17	15	13	15	15	75
11.	FLF	17	15	16	12	15	75
12.	IFR	12	12	13	11	12	60
13.	IA	17	16	16	15	16	80
14.	IR	17	16	15	12	15	75
15.	JNP	16	15	16	13	15	75
16.	MAM	13	13	11	11	12	60
17.	MFR	17	14	16	15	16	78
18.	MH	17	15	15	13	15	75
19.	MIM	14	11	11	11	13	60
20.	NF	17	16	16	15	16	80
21.	NA	17	16	15	12	15	75
22.	PP	13	12	12	11	12	60
23.	RCS	17	15	12	12	12	70
24.	RB	17	17	13	13	15	75
25.	RR	17	16	15	14	16	78
26.	RS	17	16	15	14	16	78
27.	RDM	17	17	15	12	17	78
28.	SH	16	16	14	13	16	75
29.	NAM	17	17	13	13	15	75
Total							2110
Average							72
The highest score							80
The lowest							60

**The Result of Students' Control Class (8.C) Post-Test at the
Eighth Grade of SMP N 5 Metro**

NO	NAME	FL	PR	VO	GR	IN	SCORE
1.	ADA	17	16	16	15	16	80
2.	ANA	16	16	17	16	15	80
3.	ARL	17	16	16	16	15	78
4.	AMT	17	16	15	14	13	75
5.	ANAT	16	15	17	13	14	75
6.	BV	15	14	15	14	12	70
7.	BMA	17	16	16	14	15	78
8.	BA	16	15	14	15	15	75
9.	BNN	17	17	14	15	15	78
10.	DMS	16	15	15	14	15	75
11.	DSB	16	16	15	13	15	75
12.	DSR	13	14	13	13	12	65
13.	DF	12	12	13	11	12	60
14.	DTG	17	17	16	15	13	78
15.	DS	14	14	11	13	13	65
16.	EAD	12	12	11	13	12	60
17.	HH	17	15	14	15	14	75
18.	KSA	16	15	14	12	13	70
19.	KSS	15	17	15	13	15	75
20.	MFA	14	13	14	11	13	65
21.	NK	13	15	13	14	15	70
22.	NBA	15	11	11	11	12	60
23.	RW	17	17	14	15	15	78
24.	RDW	15	11	11	12	11	60
25.	RF	16	12	15	15	12	70
26.	RN	16	16	17	14	15	78
27.	TM	17	15	14	14	15	75
28.	TS	14	12	13	13	13	65
29.	YDP	16	15	15	15	14	75
Total							2083
Average							72
The highest score							80
The lowest							60

Metro, August 2017

English Teacher



Imas Sabnah, S.Pd
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Researcher



Ayunda Pertiwi R
NPM: 13106707

The Document of The Research



The Students were doing pre-test

The Researcher gave the treatment to the students



The students were doing the post-test





Ayunda Pertiwi Ramadhani who stands as the researcher in this present research was born in Metro, Central Lampung on Februari 21th 1994. She comes from simple and harmonic family. She is the first daughter from Sukis Martoyo and Neni Juli Wati. She took her kindergarten at TK PGRI Metro, took elementary school at SDN 1 Metro Timur, and took his junior high school at SMPN 4 Metro for three years. Then, having graduated from junior high school, she continued her study in SMAS Yos Sudarso Metro. After graduated from senior high school, she continued his study in IAIN Metro with English Education Study Program. She really hope that she is able to continue his study to master of degree and to be a succesfull person that can present a happiness for her parents.