AN UNDERGRADUATE THESIS

INCREASING THE STUDENTS' SPEAKING PERFORMANCE BY USING INSIDE-OUTSIDE CIRCLE TECHNIQUE AT EIGHTH GRADERS OF SMP DARUL 'ULUM SEKAMPUNG EAST LAMPUNG

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

INCREASING THE STUDENTS' SPEAKING PERFORMANCE BY USING INSIDE-OUTSIDE CIRCLE TECHNIQUE AT EIGHTH GRADERS OF SMP DARUL 'ULUM SEKAMPUNG EAST LAMPUNG ACADEMIC YEAR 2016/2017

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

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APPROVAL PAGE

Title : INCREASING THE STUDENTS' SPEAKING PERFORMANCE BY USING INSIDE –OUTSIDE CIRCLE TECHIQUE AT EIGHTH GRADERS OF SMP DARUL'ULUM SEKAMPUNG EAST LAMPUNG ACADEMIC 2016/2017

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

Metro, October 2017

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NOTA DINAS

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Perihal   : **Mohon dimunaqosyahkan Skripsi**
                 Saudari Iis Wakhidiyanti

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Assalamualaikum Wr.Wb.

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

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Judul Skripsi   : INCREASING THE STUDENTS' SPEAKING PERFORMANCE BY USING INSIDE –OUTSIDE CIRCLE TECHIQUE AT EIGHTH GRADERS OF SMP DARUL'ULUM SEKAMPUNG EAST LAMPUNG ACADEMIC 2016/2017

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

Metro,   Oktober 2017

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
              of Iis Wakhidiyanti

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

Assalamu'alaikum, Wr. Wb

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

Name   : Iis Wakhidiyanti

Students Number : 13107397

Title   : INCREASING THE STUDENTS' SPEAKING PERFORMANCE BY USING INSIDE –OUTSIDE CIRCLE TECHIQUE AT EIGHTH GRADERS OF SMP DARUL'ULUM SEKAMPUNG EAST LAMPUNG ACADEMIC 2016/2017

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

Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE
No:B-0116 / In / 28·1 / D / PP·00·9 / 01 / 2018

An undergraduate thesis entittled: INCREASING THE STUDENTS' SPEAKING PERFORMANCE BY USING INSIDE-OUTSIDE CIRCLE TECHNIQUE AT EIGHTH GRADERS OF SMP DARUL 'ULUM SEKAMPUNG EAST LAMPUNG

Written by Iis Wakhidiyanti student number. 13107397, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Desember 28, 2017 at 15.30-17.00.

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ABSTRACT

INCREASING THE STUDENTS' SPEAKING PERFORMANCE BY USING INSIDE-OUTSIDE CIRCLE TECHNIQUE AT EIGHTH GRADERS OF SMP DARUL 'ULUM SEKAMPUNG EAST LAMPUNG

BY:
IIS WAKHIDIYANTI

This research is aimed to know whether inside-outside circle technique can increase the students' speaking performance or not and to discuss how inside-outside circle technique increase the students' speaking performance at the VIII 1, SMP Darul 'Ulum Sekampung East Lampung. This research is based on the last observation result that the learning process and students' speaking score have been active through inside-outside circle technique.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' problem in speaking. The CAR design used in this research is Kemmis and Mc Taggart's design. It consists of four phases; planning, acting, observing and reflecting. This research is conducted in 2 cycles and every cycle consists of 3 meetings. The subject of this research is the students of VIII 1 of SMP Daru 'Ulum Sekampung. In collecting the data, this research used test, interview, observation and documentation.

Based on the result and the discussion of this research, it can be said that the implementation of inside-outside circle to increase speaking performance is success because the criteria of success was achieved. The research will be called success if there is 75% or more of the students who passed the standard minimum criteria 70 and there is improvement in learning activity. The result shows that there is 90% of students who passed the standard minimum criteria in post test 2. Before the action was conducted, there is just 20% of the students who passed the minimum criteria. Besides, the significant improvement can be seen from the students' response to teacher's performance. They seem more active during teaching learning activity. Based on the result mentioned before, the researcher suggests that the English teacher should implement inside-outside circle to increse the students' speaking performance.

ABSTRAK

**PENINGKATKAN KEMAMPUAN BERBICARA SISWA
MENGGUNAKAN TEHNIK LINGKARAN KECIL DAN LINGKARAN
BESAR DI SMP DARUL 'ULUM SEKAMPUNG LAMPUNG TIMUR**

**OLEH:
IIS WAKHIDIYANTI**

Penelitian ini bertujuan untuk menunjukkan bahwasanya tekhnik lingkaran kecil dan lingkaran besar dapat meningkatkan kemampuan berbicara siswa dan juga bertujuan untuk mendiskusikan bagaimana tekhnik lingkaran kecil dan lingkaran besar dalam meningkatkan kemampuan berbicara siswa kelas VIII 1 SMP Darul 'Ulum Sekampung. Penelitian ini berdasarkan pada hasil penelitian terakhir yang menyatakan bahwa proses pembelajaran berjalan aktif dan nilai speaking siswa meningkat melalui tekhnik lingkaran kecil dan lingkaran besar.

Penelitian ini termasuk ke dalam kategori Classroom Action Research atau Penelitian Tindakan Kelas. Penelitian ini diadakan untuk memecahkan masalah siswa dalam berbicara. Desain CAR yang digunakan dalam penelitian ini adalah desain oleh Kemmis dan Mc Taggart. Desain penelitian ini terdiri dari 4 fase yaitu planning, acting, observing dan reflecting. Penelitian ini dilakukan dalam 2 siklus. 1 siklus terdiri dari 3 pertemuan. Subjek penelitian ini ialah siswa kelas VIII 1 SMP Darul 'Ulum Sekampung. Metode yang digunakan dalam mengumpulkan data ialah tes, wawancara, observasi dan dokumentasi.

Berdasarkan hasil dan pembahasan penelitian ini, menunjukkan bahwa penerapan lingkaran kecil dan lingkaran besar dapat dikatakan berhasil dalam meningkatan kemampuan berbicara karena kritera keberhasilan telah diraih. Hal ini dilihat dari hasil yang diperoleh siswa yang dapat melampaui kriteria keberhasilan yang telah ditentukan. Penelitian dapat dikatakan berhasil apabila 75% atau lebih siswa dapat meraih KKM 70 dan siswa mengalami peningkatan dalam aktifitas belajar. Hasil penelitian menunjukkan bahwa terdapat 90% siswa yang melampaui KKM dalam post test 2. Sebelum penelitian dilakukan, hanya ada 20% siswa yang mampu melampaui KKM. Selain itu, perkembangan yang signifikan dapat dilihat dari respon siswa terhadap penjelasan guru. Mereka terlihat lebih aktif selama proses pembelajaran. Berdasarkan hasil penelitian tersebut, peneliti menyarankan bahwa guru bahasa Inggris seyogyanya dapat menerapkan tekhnik lingkaran kecil dan lingkaran besar untuk melatih berbicara siswa.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name   : Iis Wakhidiyanti

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Department   : English Education

Faculty   : Ṭarbiyah and Teacher Training

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

Metro, September   2017

The writer

Iis Wakhidiyanti
St. ID 13107397

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MOTTO

وَتَعَاوَنُوا۟ عَلَى ٱلْبِرِّ وَٱلتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا۟ عَلَى ٱلْإِثْمِ وَٱلْعُدْوَٰنِ ۚ وَٱتَّقُوا۟ ٱللَّهَ ۖ إِنَّ ٱللَّهَ شَدِيدُ ٱلْعِقَابِ ﴿٢﴾

And cooperate in righteousness and piety, but do not cooperate in sin and aggression.
And fear Allah ; indeed, Allah is severe in penalty.
Q.S : Al –Maidah (5), 2

Successful teachers are vital and full of passion. They love to teach as a writer loves to write,
as a singer loves to sing. They are people who have a motive, a passion for their subject, spontaneity of character, and enormous fun doing what they do.

(Thomas Cronin)

وَتَعَاوَنُوا۟ عَلَى ٱلْبِرِّ وَٱلتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا۟ عَلَى ٱلْإِثْمِ وَٱلْعُدْوَٰنِ ۚ وَٱتَّقُوا۟ ٱللَّهَ ۖ إِنَّ ٱللَّهَ شَدِيدُ ٱلْعِقَابِ ﴿٢﴾

DEDICATION PAGE

This Piece of work is dedicated to:

My beloved father Mr. Muhammad Solihin and my beloved mother Mrs. Tuti Indayani

My younger sister Martina Isnawati and Mei Sulistiana

My beloved lectures of English Education Department IAIN Metro

My beloved friends in Darul 'Ulum Islamic boarding School Sekampung

My lovely friends in IAIN METRO

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. The researcher is very grateful for the chances. He has given the researcher blessing and mercies to accomplish this undergraduate thesis entitled "Increasing The Students' Speaking Performance By Using Inside-Outside Circle Technique at Eighth Graders of SMP Darul 'Ulum Sekampung East Lampung ".

First of all, the researcher would like to express her gratitude to Mr. Drs. Kuryani Utih, M.Pd as a Sponsor who has contributed his expertise and idea to assist the researcher. The researcher also wishes to express this thanks to Mr. Ahmad Subhan Roza, M.Pd as Co-Sponsor who has constantly given his time and guidance so that the researcher could finish this undergraduate thesis. The researcher also gives her thanks to her beloved family and all her friends who have given support and spirit, so the writer could finish this paper.

Finally, the researcher welcomes any suggestion and critic for the improvement this undergraduate thesis and hopefully this paper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers.

Metro,   September 2017
The researcher,

Iis Wakhidiyanti
St. N. 13107397

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of capabilities in mastering a language. By speaking people can convey idea, opinion, and feeling among the people. Speaking can also be one of factors that determine someone in learning the language included English. Now days, English students are supposed to master four English basic skills, such as listening, speaking, reading, and writing which are emphasized in English curriculum. Moreover, mastering four skills will support the successful in learning language and speaking is not the exception. In other word, speaking is as one of the important skills which have to be mastered by students.

Unfortunately, mastering speaking is not easy something to achieve by students. It means that the students cannot avoid from difficulties in speaking Performance. There are some reasons why speaking felt difficult by students. First, the student did not have good pronunciation in English words and expressions. Second, as the impact of difficulties in pronunciation, students felt difficult to utter the expression. Third, the students' lack English vocabulary, so in the learning process, the student have difficulty both to practice and to progress their speaking. In order to overcome those problems, it is better to look for good technique in teaching speaking.

Inside-Outside Circle is a technique questioning each student individually, going up and down rows until each has answered, in Inside-

Outside Circle, each student spoke many time and would be gently corected classmates if pronouncition is incorrect, or the student spoke incorectly or couldn't be understood, rather than only once, and it took much less time. It also regured memorization of the phrase, sentence, or partnes whose answered may vary.

Inside-Outside Circle technique helped the students because the difficult concept related to the material which faced by students could be solved together with their team for the success of each individual. The running acivity in a group did not make students feel confused because the teacher was as facilitator who created conducive learning environment by giving the instructional step by step for the group. Teaching by applying Inside-outside circle technique focused on the involvement of the students. This technique also motivated the students to help each other friend as to create the spirit of the competency among the individuals.

A pre-survey had done at the eight graders of Senior High School Darul 'Ulum Sekampung on June 14, 2016, it shows that there are some problems which students faced in speaking performance such as: (1) The students have a problem with their speaking performance. Most of them were cofused about how to pronounce English expression correctly caused by the wide difference between English and Indonesian; (2) The students got difficulties in memorizing the words and uttering the expression; (3) The students' lack of vocabulary which made them difficult to do conversation

with their classmates and minimum chance given by teacher to student for speaking performance so they were not motivated to speak English.

In the other cases, in the speaking assessment that the students also got failure score in speaking . Below the data of students' score of daily exercise which conducted by the teacher.

Table 1

Table Of Student's Speaking Score At The Eighth Grade Of SMP

Darul 'Ulum Sekampung

No	Score	Explanation	Frequency	Percentages
1	≥ 70	Complete	4	14,8 %
2	< 70	Incomplete	23	85,1 %
Total			27	100 %

Source: The Teacher's Graded Book Of At The First Semester Of The English Graders Of SMP Darul 'Ulum Sekampung

Based on the table above it shows that in the eighth graders of Junior High School Darul 'Ulum Sekampung that just 4 students that have complete, and 23 studens that have incomplete, because they did not reach the minimum score yet.

In line with the data of pre-survey above there are 4 students who got high score and pass the minimum standard (>70) and there are 23 students who got low score and fail to pass the minimum standard (<70). From the

explanation above, it can be assumed that the students' speaking performance is categorized into low category.

Based on the explanation above, the researcher was interested in conducting a research by focusing on Increasing The Students' Speaking Performance By Using Inside-Outside Circle Technique At Eighth Graders Of SMP Darul 'Ulum Sekampung Academic Year 2016/2017.

B. Problem Identification

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

1. The students have low motivation in following speaking activity.
2. The students have difficulties in speaking english.
3. Students were afraid of making mistake in pronouncing word or sentence in their speaking performance.
4. The students' have lack of vocabulary mastery in speaking performance.
5. The students felt unconfident and shy in speaking performance.

C. Problem Limitation

From the identification above, the research focused on the students have difficulties in speaking english.Whereas, the research limited the problem by using Inside-Outside Circle technique to Increasing The Students' Speaking Performance at eighth graders of SMP Darul 'Ulum Sekampung, because the students have low skill in speaking performance, so they still have difficulty in speaking performance.

D. Problem Formulation

The problems examined in this research were formulated as follows:

1. Can the use of Inside-outside circle technique increase the students' speaking performance at eighth graders of SMP Darul 'Ulum Sekampung ?

2. Can the use of inside-outside circle technique increase the students' learning activity at eighth graders of SMP Darul 'Ulum Sekampung ?

E. Objectives and Benefits of the Research

1. Objectives

Related to the writer's question, this research is intended to find out:

1. To increase the students' speaking performance by using inside-outside circle technique at eighth graders of SMP Darul 'Ulum Sekampung.

2. To increase the students' learning activity by using inside-outside circle technique at eighth graders of SMP Darul 'Ulum Sekampung.

2. Benefits

In conducting research, every researcher has the aim and purpose. At the final, the researcher hopes that this research would give advantages to broaden teaching and learning process. Moreover, this research would give contribution to the teachers, students, headmaster and researcher herself.

a. For the Teachers

As the information for the English teacher, especially in eight grade of Junior High School to know more about Inside-Outside Circle technique and to apply it as an alternative technique to increase students' speaking performance.

b. For the English Students

As the motivation and to give a different experience for the students who have treatment by using Inside-Outside Circle technique and to enrich their knowledge as well as to increase their speaking Performance.

c. For the other researcher

This research helps the researcher to enrich knowledge and to apply the theories related to this research.

d. For the headmaster

As the information to the research that they should know the students' problem in order to reach learning process effectively.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concept of Speaking Performance

a. Definition of Speaking

Etymologically, the word "speaking" is derived from the word "speak" which can be defined as follows: to talk to somebody about something; to have conversation with somebody, to use your voice to say something, to mention subject or describe something/object and to be able to use a particular language.[1] To most people, mastering the art of speaking is the single most important aspect of learning second or foreign language, and succes is measured in terms of the ability to carry out a conversation in the language.[2] According to Marriam Bashir, speaking is as productive skill in the oral mode. She also add that speaking is more complicated than it seems at first and involves more than just pronouncing words[3]. Moreover, Guoqiang Liao define speaking as a skill that the students will be judged upon most in real-life situation.

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[1] Hornby, A S, *Oxford Advanced Learners Dictionary,* (New York : Oxford University Express, 2010), *Eighth edition.* p. 1428

[2] David Nunan, *Language teaching methodology " a text book for teachers"*: (Sydnay : Macquarie University, 1991), *First edition* , P. 39.

[3] Marriam Bashir, "Factor Effecting Students' English Speaking Skills 2", *British Journal of Arts and Social Sciences*, (Lahore: Brintish Journal), vol. 2/2011, h. 2

Liao shows that speaking is an important part of everyday interaction.[4] It means speaking is as the important tool for interaction in conveying ideas, message, etc to the other people.

Moreover, Cameron Lynne states that speaking is the active use of language to express the meaning so that other people can make sense their meaning.[5] In this definition, Cameron emphasizes that speaking has important role to express the meaning. Then, as the result of speaking is that other people are able to get what the meaning contained.

Based on definitions above, it can be inferred that speaking is productive skill (oral mode) including interaction or communication process for transferring information and meaning between speaker and listener where the speaker try to give the information and the listeners try to get the information or message which is spoken.

b. **Function of Speaking**

Function of speaking is to communication for other people and can make a promise or a threat, deliver a warning or rebuke, congratulateor apologise.[6] Several language experts have attempted to categorize the function of speaking in human interaction. Brown and Yule, as quoted by Jack C. f Richard, identify three functions of

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[4] Guoqiang Liao,"Improvement Of Speaking Through Interrelated Skill *": English Language Teaching* , (China : Sichuan University of Science), vol. 2 No. 3/ September 2009, h. 2

[5] Lynne Cameron, *Teaching Language to Young Learners*. (Cambridge: Cambridge university press, 2001), *First edition* . p. 40

[6] Cornbleet Sandra, Carter Ronald, *The Language Of Speech And Writing,* (London and New York: Taylor & Francis e-Library, 2001), *First edition*. P. 17

speaking include talk as interaction, talk as transaction, and talk as performance. [7]The following are the further definition and example of each function of speaking:

1. Talk as an Interaction

According to Richard that talk as interaction refers to what people normally mean by conversation, describe interaction which serves

a primarily social function. He also add some activities which refer to the function of speaking as an interaction, they are when people meet then they exchange greeting, then engage in a small talk, or retell about their recent experience.[8] Therefore, talk as an interaction is refer to the activity which the speaker wishes to be friendly and to establish comfortable interaction with the other people.

2. Talk as a Transaction

According to Richard, "Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other".[9] Furthermore, Burn add that this type focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

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[7] Jack C Richards, *Teaching Listening and Speaking*, (Cambridge: Combridge University press, 2008)*, First edition, p.21*.
[8] *Ibid.* p. 22
[9] *Ibid.* p. 23

3. Talk as a performance

      The third type of talk has been called talk as performance and it refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

c. Types of Classroom Speaking Performance

      In relation with classroom activity, H.D Brown suggests a possible solution for activity applied in teaching speaking. Here are the types of classroom speaking performance: [10]

1. Imitative

      According to Brown that this type refers to the activity where students are focusing on particular element of language form rather than the purpose of meaningful interaction. He also add that learners practice an intonation or try to pinpoint a certain vowel sound.

      Therefore, it can be inferred that this activity is as a drill which offers the students an opportunity to listen and to repeat certain string of words. In other words, the teacher offers limited practice through repetition drill and allows the students to focus only on element of language in a controlled activity.

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[10] H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy,* (California: Addison Wesley Longman, 2001) *, Second Edition* .p 271- 274

2. Intensive

   Intensive speaking goes one step beyond imitative to include any speaking performance. This type is designed for practicing either phonological or grammatical aspect of language, argues Brown.

3. Responsive

   Being responsive is a good deal of student speech in the classroom. Brown defines that responsiveness is short replies to teacher or student's questions or comments. This kind of response is sufficient and does not extend into dialogue.

4. Transactional (dialogue)

   Transactional language is an extended form of responsive language.

   It carried out the purpose of conveying or exchanging specific information. In this type, conversation has more of negotiation nature than responsive speech.

5. Interpersonal (dialogue)

   Interpersonal dialogue is the other forms of conversation mentioned in the previous. Moreover, this type refers to conversations which carry out the purpose of maintaining social relationship rather than for the transmission of fact or information.

6. Extensive (monologue)

Brown stated that extensive monologues in the form of oral report, summaries, and short speech are given to students at intermediate to advance levels. This type also has more formal and deliberative register, added Brown.

Moreover, Trudy Wallace, *et.al,* suggested some classroom activities in teaching speaking. They argued that the teachers can enable students to present ideas to individual peers, peer groups and entire classes of students. Trudy also added the students can learn to speak on a subject of their own choosing or on teacher assigned topics and they may enjoy speaking about their personal experience.[11]

d. The kinds speaking suggestion

Many suggestion could be done by the language learners in improving their speking. Here are the suggestion of classroom speaking performance: [12]

1. Speaking work in pairs. One has a number of elements (e. g. Pictures) arranged in a certain way. The otherstudent has the same element, but loose, and has to arrange them in the same way by

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[11] Trudy Wallace, Winifred E. Stariha, *Teaching Speaking, Listening and Writing*, (France: Typhon, Annecy, 2004), p. 10

[12] Jeremmy Harmer, *How to teach Speaking English ,*(USA: Pearl Longman, 2001), *Third edition* p. 10

talking to his partner without looking at the partner's pictute/plan. This is called 'Describe and Arrange'. (elementary/ intermediate)

2. Students, in pairs, each have similar pictures, but with differences. Throughtalking to each other, they have to 'find the differences' without looking at each other's pictures. (elementary/ intermediate)

3. Students make a list of the kind of things that people like or do (e. g. Jogging, brush teeth five times a day). They have to go round the class to 'find someone who' does, did, likes etc.

4. Students think of five famous people. They have to decide on the perception gift for each person.

5. Students in groups look at five different photograhs. They have decide which one should win a photographic prize. The groups have to agree with each other to come to afinal decision.

6. Studens role-play a formal business social occasion where they mention number of people and introduce themselves.

7. Students give a talk on a given topic and person.

8. Students conduct a 'ballon debate' where only one person can stay the ballon and they have to make their case as to why they should the one.

9. Students are presented with a 'moral dilemma', e. g. A student is cause cheating in an important exam. Given the student's

circumstance which of five possible courses of action should be followed? Grouns reach a consensus.

e.   The measurement of speaking performance

Performance is a multi-dimensional concept. On the most basic level, Borman and Motowidlo distinguisth between task and contextual performan. Task performance refers to an individual's 'technical core'.

Aspect	Weight	Criteria				Score
		1	2	3	4	
Fluency	2	Speaking with many pause	Speaking with slowly	Speaking with generally at normal speed	Speaking fluently	
pronouncition	2	Speaking words incomprehensibly	Speaking with several incorrect pronouncition	Speaking with correct pronouncition	Speaking with correct pronouncition	
vocabulary	2	Vocabulary limitation so extreme as to make conversation virtually impossible.	Misused of word and very limited vocabulary makes comprehension quite difficult	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities	

Accuracy	2	The serious error present in speech makes the message difficult to understand	The error present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The error present in speech are so minor sothat the message would be easily comprehended	
Grammar	2	Errors in grammar and word order. So servere as to make speech virtually unintelligible	Grammar and word order errors make comprehension difficult, must often rephrases sentence	Make fluent errors of grammar and word order, which occasionally obscure meaning	Occasionally makes grammatical and word order errors that do not, however obscure meaning	

B. The Concept of Inside-Outside Circle Technique

a. Definition of Inside-Outside Circle Technique

According to Kagan "Inside-Outside Circle is a technique in which students move around and interact with each other. It can be used as a cooperative strategy and a summarizing strategy". It is one of part of cooperative learning method which encourage students' individual participation in group learning. Kagan added that Inside- Outside Circle technique can be used in a variety of ways in almost any

classroom.

This technique is kind of teaching model which provides heterogeneous groups with different background of students' thinking ability so that they can help one another. It means a smart students' is responsible to their groups.

Based on some quotation above, it can be inferred that Inside Outside Circle technique is a teaching and learning technique which combines both cooperative learning where the students who has good thinking ability will help their other member in a group.

In inside-outside circle students work in groups of six or eight. In each group, students stand or sit in pairs in two concentric circles, with the inside circle facing out and outside circle facing in. Besides the practice is done in a group of students forming circles, students are edowed with the opportunities to interact with a different patner each time they rotate or step one or two steps to their right, or to their left, depending on the teacher's intruction. It could be a good strategy for getting or checking understanding on texts or practicing dialogues in the textbooks.

b. Ways of Inside-Outside Circle Technique

The way can be used of the Inside-Outside Circle.[13]

1. As an ice breaker or team builder, giving quistions like those listed previously in this chapter under Mix- Freeze- Pair.

2. To help students discover prior knowledge about a particular topic before holding a large group discussion.

3. As a drill and practice activity. For example, give each student a different term or vocabulary word and its definition. During Inside Outside Circle, have students check the understanding of the person opposite them and then rotate one of the circles. You might even have students switch cards with the person opposite them after each rotation.

4. As a rivew. Each prompt could be to ask the students to review what they remember about a specific aspect of a lesson or unit they are about to be assessed on.

5. As a listening exercise. Have the inner circle speak first for a minute or two about a particular topic. The outer circle can't say anything. Then have the mambers of the outer circle summarize what they heard their partners say. Then have the inner circle students give the outer circle students feedback on how accurate and complete their summaries were. Then have "ones" and "twos" switch roles.

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[13] Spencer Kangan's, Jonatathan C. Erwin, *The classroom of choice: giving studens what they need and getting what you want,*(Virginia USE: ASCD,1954), P. 80.

c. **Prosedures of Inside-Outside Circle Technique**

According to Kangan Inside-Outside Circle (IOC) consists of several procedures designed to combine cooperative learning strategies and individualized instruction. Kangan have suggested the application of Inside-Outside Circle technique in the classroom by following steps:[14]

1. Have students count off by twos.

2. Direct the "ones" to stand in a circle.

3. Once they have arranged themselves in a circle, ask them to turn around so that they are facing out.

4. Direct the "twos" to face the "ones," creating an outer circle.

5. Give the students a direction such as, "Shake hands with the person you are facing and say 'Good morning!' "

6. Give the students a question or problem to discuss and a time parameter. For example: "For the next two minutes, discuss everything you know about the Civil War."

7. After the time limit is up, direct them to shake hands again and to say, "Nice talking to you."

8. Direct one of the circles to move to the right or left by a certain number of people. For example: "Outer circle, move three people to your right. Please say 'Hi' to the people you walk past."

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[14] *Ibid.*, p. 79

9. Either give them the same questions or problem, or ask them to discuss something different.

10. Repeat steps 5–10, as needed.

d. Advantages and Disadvantages of Inside-Outside Circle

1. Advantages of Inside-Outside Circle

Some experts mention several advantages of inside-outside circle, as one techniques in cooperative learning, as follows:[15]

a. It fosters learner responsibility and interdependence as learners perform a learning task through pair and amall-group interaction.

b. It can improve motivation and contribute to a feeling of cooperation and warmth in the class.

c. It can improve learning outcome because learners can share the ideas and help each other.

d. It makes students have quantifiable batter reasoning and communication skills than those taught in lecture classes.

e. It almost always promotes students' self-esteem because they can work cooperatively, not competitively, to gain succes.

f. It can promote active learning as students get support and diversity of viewpoints and knowledge from their peers.

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[15] Deborah blaz, *Teaching foreign language in the block,* (New York and London : Taylor & Francis, 1998), p. 103

2. Disadvantages of Inside-Outside Circle

Dispite having many advantages, inside-outside circle has some disadvantages as follow:

a. There may be too much noise because students may over-use their mother tongue, and it may make the teacher lose control.

b. The teacher cannot costantly monitor learner language because there are so many pairs of students in the classroom.

c. Academically weaker students may leave all the work or hitchhike to stronger students.

d. Stronger students may try to take over the weaker ones.

e. There is a little difficulty to apply in a small room with convertional students' tables and chairs arranged in rows for a great number of students because they have to rotate repetedly.

C. Action Hiphoteses

Hiphoteses is a temporary assumption about problem of research that its correctness have to be researched empirically. From the definition, the researcher assumes that by using Inside Outside Circle Technique can improve students' speking performance and students learning activity at the eight graders of SMP Darul 'Ulum Sekampung Academic Year 2016/2017.

CHAPTER III

RESEARCH METHOD

A. The Operational Definition of Variable

Operational definition is the definition which based on characteristic of the thing that will be defined. Meanwhile, variable can be defined as an attribute of a person or of an object which 'varies' from person to person or from object to object.[16] The object in this research included 2 variables; they are independent variable and dependent variable.

1. Dependent Variable

According to John W. Creswell "Dependent variable are those that depend on the independent variable; they are the outcomes or result of the increase of the independent variables".[17]The dependent (Y) variable in this research is the students' speaking performance. The increasing of students' speaking performance can the seem after using inside-outside circle technique.

The way of measuring in dependent variable is through tes, and measuring instrument using oral test. The aim of oral test to know weather there is increasing students speaking performance after using inside-outside citcle technique in learning speaking material. Number of items are 5 items. The score of each item are 20, so the

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[16] Hatch and Farhady, *Research Design and Statistic for Applied Linguistic*,(massachuselts: Newbury House Publishers, 1982), p. 12-15

[17] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. (London: Sage Publications, 2002). p. 52

totals score 100. Indicator of this variable is students can master the taught speaking.

2. Independent Variable

Independent variable is a variable that stand alone and it is not changed by the other variable which the researcher is trying to measure. Independent variable (X) of this research is Inside-Outside Circle technique which can be defined as the technique that can make students' easier to study speaking in the class.

This independent variable was measured by observation. The aim of observation to know weather using Inside-outside circle is as appropriate as the theory explained by the expert before. The indicator of using inside-outside circle is the student can make concrete and interest of what is talked about in their speaking material.

B. Setting of Study

This research was done in the eigth grader of SMP Darul 'Ulum Sekampung East Lampung in the Academic Year of 2016/2017, which consists of 27 students. It is located in JI. Kampus Ma'arif NU 5 Sumberdege 56 A Sekampung. The research chose this class, because it has the lowest speaking performance. The research chose the eight graders because most of the students were low in Speaking English especially in Speaking performance. They also have low interest in learning English.

C. Subject of Study

The subject in this research was the students' of the eigth grader of SMP Darul 'Ulum Sekampung East Lampung. The researcher did the research to English lesson in odd semester academic year 2016/2017. The total of student is 27 students, they consist of 11 boy students and 16 girl students.

D. Research Procedure

In this classroom action research, the research was conducted based on the one group pre test and post test design. The writer took one class where the students were given on pre test before they were given material about noun. The students were also given post test after they were given the treatment. There are four steps in cycle; there are planning, acting, observing, and reflecting. If the first cycle failed, the cycle must be reviewed for the second cycle and so on. There is a relationship between one and other.

Here is steeps classroom action research design:
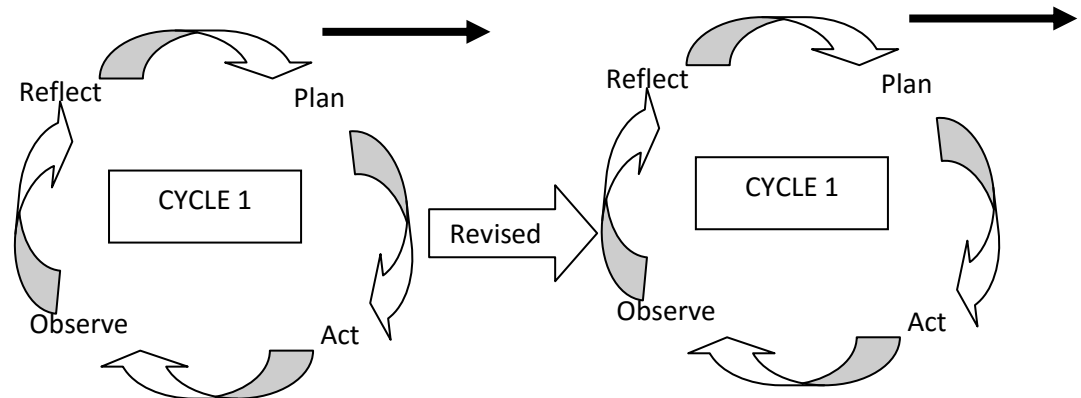
Kemmis' and MC Taggart Model[18]

a. Cycle 1

1) Planning

After making sure about the problem of the research, researcher made a preparation before doing an action researcher. The kind of preparation could be seen as follows:

   a) The steps and the activities during the research.

   b) Preparation for teaching facilities.

   c) Preparation for data analysis during the research process.

   d) Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

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[18] Sukardi, *Metodologi Penelitian Pendidikan,* Yogyakarta, Bumi Aksara, 2002, p. 215

Planning is the first stage which must be passed in each activity. Researcher explained about what, why, when, where, who, and did action."[19]

Without planning, the researchers' activity would not be focused. Here is step that the writer made in planning:

a) The researcher prepared the lesson plan (RPP) about material that was conducted use Inside-Outside Circle Technique by guiding and consideration from the English Teacher at the Eighth Graders at SMP Darul 'Ulum Sekampung.

b) The researcher prepared media that use; video, handout, the material about the dialog, text to use in speaking learning.

c) The researcher prepared research instrument, such as; test sheet, questionnaire sheet.

d) The researcher prepared the students' task by English teacher's consideration with consideration from the English Teacher.

Planning is the first step in each activity. Here is step that the writer can make in planning:

1) The writer prepared the lesson plan, the material and the text or video as media.

2) The writer planed to give the task and evaluation.

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[19] *Ibid*., p.17.

2) Acting

The second in the action research is acting. It is the realization from the planning which has made by researcher. The action research was conducted at the eight class at SMP Darul 'Ulum Sekampung of the East Lampung. The steps are as follows:

a) Pre teaching activities

1. Greetings, Apperception.

2. Checking the attendant list.

3. To give information about the material

b) While teaching activities

1. The teacher gave dialogue about Expression of Asking and Giving Opinion.

2. The students' repeated after the teacher mentioned the materials.

3. The teacher asked the students' about Expression of Asking and Giving Opinion.

4. The students made inside-outside circle in front of class, after that started dialogue with other friends about Expression of Asking and Giving Opinion.

c) Post teaching activities

1. Stimulating the students' to conclude the material

2. The teacher gave the home work

3) Closing

    a) Observation

Observation is the activity of documenting everything associated with implementation. Observations were carried out using an observation sheet has been prepared by writers and conducted every hour lessons. The writer observed the students' activity using observation sheet. It was to know how far students' speaking performance and students' learning activity.

    b) Reflecting

Reflection is an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection was done by analyzing the results of tests and observation, and was used as the basis for improvements in the next cycle. It means if from cycle 1 had failed in cycle 2 was reviewed.

b. Cycle 2

If from cycle I, there were some students who were not successful, so the writer conducted cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle. If from cycle 2 all of the students were successful, the cycle could be stopped until cycle 2 only. The procedures of the research are:

1. Planning

   a) The researcher identified the problem and found the problem from the reflection result in cycle I.

   b) The researcher discussed with the teacher about obstacles in students' learning activity.

   c) The researcher revised lesson plan (RPP) with consideration from the teacher.

   d) The researcher prepared and modified the material used inside outside circle technique.

2. Action

   a) The researcher taught the student about the material according to new lesson plan (RPP).

   b) The researcher modified inside-outside circle technique by short dialogue about Expression of Asking and Giving Opinion.

3. Observing

   In this step, the researcher observed the students' learning activity in the classroom such as; class situation, learning process, activeness. The students were given the test after CAR in cycle II, then the teacher calculated the increased score test after cycle I and score test after cycle II.

4. Reflecting

In this step, the researcher analyzed the result of the action. By reflecting, the researcher knew the strength and weakness of action the researcher compared the score distribution of pretest and post-test. The researcher reviewed and reflected on the students' activity and teacher performance whether it's positive or negative. If in the second cycle the result is satisfied, the researcher will not continue to the third cycle. While, if in the second cycle is unsatisfied, the researcher will continue it.

E. Data Collection Methods

The data is collected by using several techniques as follows:

1. Observation

Donald Ary defines that observation are made with respect to some characteristic of the behavior of the subject employed in the research.[20] Here, the observation method focused on entire process of teaching learning speaking through Inside-Outside Circle technique. Edi states that observation can definitions as election, alteration, registration and coding series of action and situation connecting with organism which is suitable with empiric purposes.

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[20] Donald Ary, *et. al., Introduction to Research in Education*, (United Stated of America: Holt, Rinechart and Wiston, 1979), p. 237

Moreover, the writer used observation as data collection method to know how to use Inside-Outside Circle technique and students' learning activity in the class. In this case the researcher directly organized observation in the field research, the writer took the data of the students' speaking performance test result in SMP Darul 'Ulum Sekampung. In this step, researcher guided the collaborator to observe the eight graders of SMP Darul 'Ulum Sekampung.

2. Test

Douglas Brown stated that test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.[21] Test is a test of question or exercise about Expression of Asking and Giving Opinion which used for knowing the fluency, pronouncition, accuracy, clarity, or performance skill that belongs to the individual or group in speaking performance.[22] In this research the researcher used test technique to get information about the student score before and after treatment.

a. Pre Test

The researcher gave the students' pre-test at the first meeting. The kind of test is orally. The total numbers of items are 10 items. The score of each item are 10, so the totals score 100

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[21] Brown, Douglas *Op-cit*.p. 401
[22] *Ibid, p.150.*

b. Post Test

The post-test did after the treatment, after having the treatment, the students'did a post-test. The form and the procedure of the post-test were the same as pre-test.

The post-test was given in the last meeting after three treatments in order to find out whether the treatments gave any contribution to the students' achievement in the experimental.

3. Interview

Edi states that interview is a dialogue or question and answer done by interviewer to get information from interview, both of directly or indirectly with date source.[23] The researcher interviewed the headmaster to know the school history and the first headmaster. And the researcher interviewed the officer to know the situation of the school and students.

4. Documentation

When the process of creating the research is conducted, the researcher may collect documents. This data source is relatively scientific data and easy to gain.

The researcher used the documentation method to get detail information about the using inside -outside circle technique in speaking performance, condition of the teacher, employers, and

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[23] *Ibid.* p. 96

organization structure, the facilities of the school and the other from SMP Darul 'Ulum Sekampung.

F. Research Instrument

1. Instrument Blueprint

In this research, the researcher used test to measure the student's speaking performance. The researcher used oral test in the form of dialoque. The learning topic is Expression of Asking and Giving Opinion. There are five elements of speaking that used to assess students' speaking performance, they are: fluency, pronouncition, accuracy, clarity, or performance skill.

Table 2

The Research Instrument Blueprint

1.	Variable X " Inside-Outside Circle Technique"	1) The students asked and gave correctness in pronunciation to other teammates in a group. 2) The students practised the speaking with their teammates in group. 3) Each member of groups was able to pass the individual test without getting help from the other teammates	Perform a dialogue then Listen to the expression and respond it.	Oral Test

2.	**Variable Y "Speaking Performance"**	1) The students were able to speak in good pronunciation 2) The students were able to express the Expression of Asking and Giving Opinion orally 3) The students were able to respond the Expression of Asking and Giving Opinion orally	Perform a dialogue then Listen to the expression and respond it.	Oral Test

2. **Observation sheet**

   Observation sheet is used to observe the learning activity of students when the learning process occurs.

3. **Test**

   This instrument is used to know the students' speaking performance after using inside outside circle technique. The researcher used pre-test and post-test to collect the data.

4. **Interview sheet**

It is used to get the information about how far the teacher reached success in learning process, what the students' difficulties in learning English especially in speaking performance.

5. **Documentation sheet**

It is used to get detail information about the using inside -outside circle technique in speaking performance from SMP Darul 'Ulum Sekampung.

G. **The Data Analysis Technique**

To analyze whether there is increase or not after the action appied, the researcher used statistic method. The statistics used in this analysis are meant to calculte the average of the students' score for each test which is pre-test, post-test 1 and post-test 2, and the percentage of students' gained score. The first formula was to get the average of student' speaking performance score. It used the formula as follows:

$$x = \frac{\Sigma x}{n}$$

To calculate the students' increase of speaking performance test score, the researcher calculated the test in cycle 1 and cycle 2, the researcher used the formula as follows:

$$P = \frac{f}{N} \times 100\ \%$$

P = Number of presentation

F = Frequency of student activity

N = Number of students

H. Indicator of Success

This research would be called succes if there were 70% of students speaking performance got score $\geq$ 70 and there was increasing in students' learning activity, with indicator as follows:

a. The student could increase their speaking performance by using inside-outside circle technique.

b. The students could increase in learning activity by using inside-outside circle technique.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Data

1. Profil of SMP Darul 'Ulum Sekampung

Name	: SMP Darul 'Ulum Sekampung
Address	: Jl. Kampus Ma'arif NU 5 Sumbergede 56A
Postal Code	: 34182
Phone Number/Fax	: (0725) 49105
NPSN/NSS	: 10806046 / 202120403130
Wide	: 2395 m^2
Status	: Accreditation B

2. Short Story about the Establishment of SMP Darul 'Ulum Sekampung.

SMP Darul 'Ulum is the state of junior high school which located in Sumbergede 56a, Sekampung, East Lampung. It was established in 2003. It had a purpose to facilitate the students at Islamic boarding school Darul 'Ulum Sekampung who were continuing their study to higher degree after graduating from elementary school.

The other reason of SMP Darul 'ulum establishment was that this school was provided for students at Islamic boarding school Darul 'Ulum Sekampung only. Considering the impact of globalization era, as a manager of Darul 'Ulum institution, Drs. KH. Ahmad Mudjab.M.Pd.I and the other teacher build the school named SMP Darul 'Ulum where the

students were placed. Then, they were expected not to commune with non-student Islamic boarding school too much. The principle of SMP Darul 'Ulum in that time was Fitriyanto,S.A.g while for the teachers were all honorary teacher.

Since State Junior High School Darul 'Ulum was established, it had been led by some principles, and they were: Fitriyanto, S.A.g, Drs.Sukiman, Afif Isa Anshori, S.Pd.I, Radjio A.Md., and now this school was led by Ahmad Abroza, M.Pd.I.

3. **The Condition of Teachers and Official Employers in SMP Darul 'Ulum Sekampung.**

The numbers of teacher and official employers in SMP Darul 'Ulum Sekampung in academic year 2016/2017 are 23 teacher and employers that can be identified as follows:

Table 3
The Condition of Teacher and the Official Employers
at SMP Darul 'Ulum Sekampung

No	Name	Sex	Occupation
1	Ahmad Abroza, M.Pd	Male	Principal
2	Farhan Rodli, S.Pd	Male	Vice of curriculum
3	Nur Baiti, S.Pd	Female	TIK, English
4	Ensi Dwi Eliawati, S.Pd.I	Female	English
5	Lilik Indrawati, S.Pd	Female	Science
6	Siti Saudah, S.Pd	Female	Socials
7	Radjio, A.Md	Male	Mulok
8	Khamidin, S.Pd	Male	Science
9	Drs. Sukiman	Male	Indonesian
10	Wiwik Khoiriyah, S.Pd.I	Female	Nationality
11	Arini, S.E	Female	Art
12	Bahrudin, S.Pd.I	Male	Islamic
13	Eni Sumaryanti, A.Md	Female	Socials
14	Irvan Amrulloh, S.Pd.I	Male	Arabic
15	Indri Restu Sestiani, S.Pd	Female	Mathmatics

16	Sukiyatno,	Male	Islamic
17	Sunarto, S.Pd.I	Male	Sport
18	Tatok Suranto, S.Pd.I	Male	Mathematics
19	Zainul Mubtadiin, M.Pd	Male	Socials
20	Afif Isa Anshori, S.Pd.I	Male	Arabic
21	Syaifuddin, S.Pd	Male	Aswaja
22	Siti Mahmudah, S.Pd	Female	Socials
23	Dewi Meiliana, M.Pd	Female	SAINS

Source: Documentation of SMP Darul 'Ulum Sekampung, on July, 17th 2017

4. The Quantity of SMP Darul 'Ulum Sekampung Students

The Quantity of SMP Darul 'Ulum Sekampung students in the academic year of 2016/2017 are 133 which can be identifying as follow:

Table 4

The quantity of SMP Darul 'Ulum Sekampung, East Lampung in Academic Year 2016/2017

NO	CLASS	SEX		TOTAL
		MALE	**FEMALE**	
I	VII 1	10	13	23
	VII 2	7	13	20
	TOTAL	**17**	**26**	**43**
II	VIII 1	11	16	27
	VIII 2	8	15	23
	TOTAL	**19**	**31**	**50**
III	IX 1	4	16	20
	IX 2	7	13	20
	TOTAL	**11**	**29**	**40**
TOTAL				**133**

Source: Documentation of SMP Darul 'Ulum Sekampung, on July, 17th 2017

5. **The sketch Location of SMP Darul 'Ulum Sekampung**

Figure.1
The sketch Location SMP SMP Darul 'Ulum
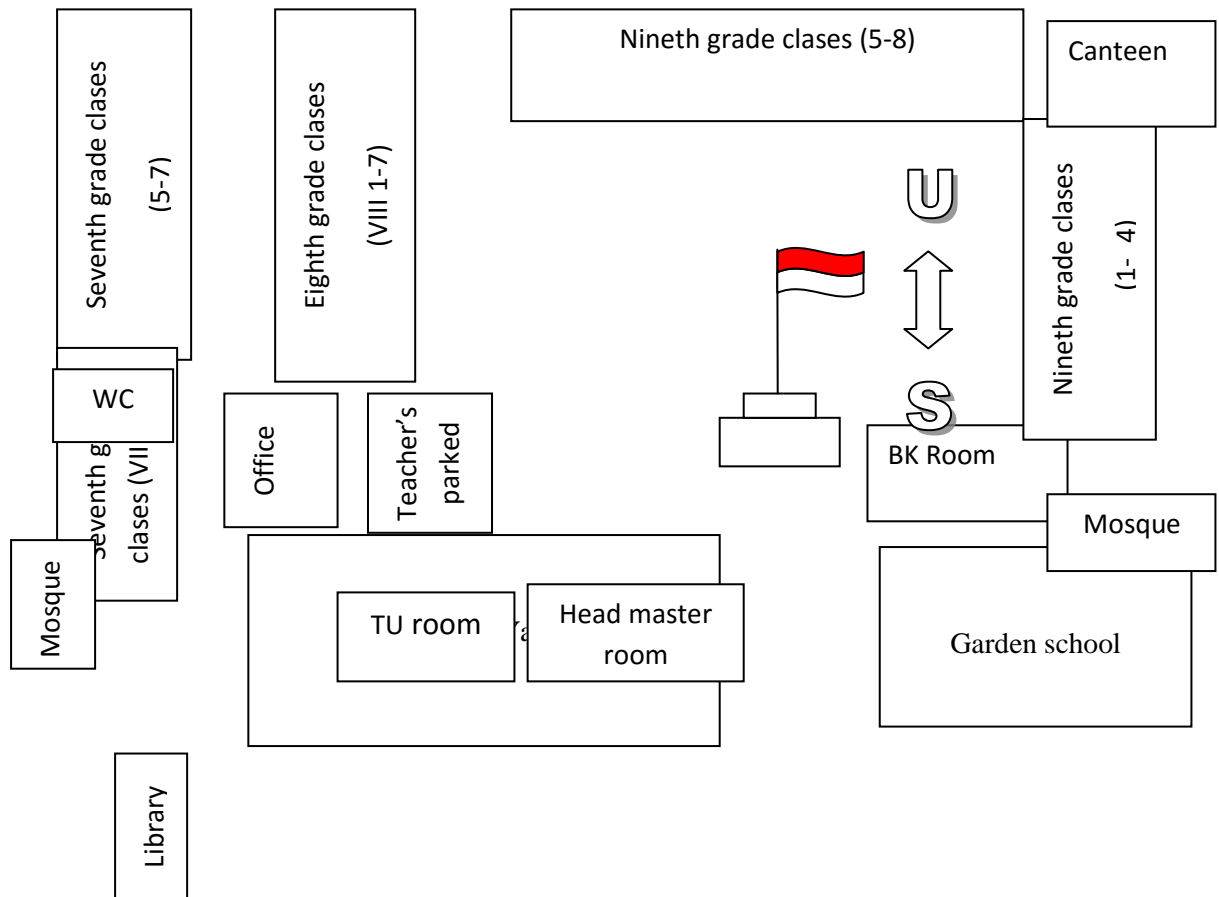
6. **The Building of SMP Darul 'Ulum Sekampung**

The condition of facilities and buildings in SMP Darul 'Ulum Sekampung was good. The description of building in SMP Darul 'Ulum Sekampung is as follows:

Table 5

The Buildings of SMP Darul 'Ulum Sekampung, East Lampung

No	Names of Building	Total
1.	Classroom	6
2.	Library	1

3.	Headmaster Room	1
4.	Vise Principle Room	2
5.	Teacher Room	1
6.	Staff Room	1
7.	Counselor Room	1
8.	IPA Laboratory	1
9.	Computer Laboratory	1
10.	Toilet Teacher	2
11.	Toilet Student	6
12.	UKS Room	1
13.	OSIS Room	1
14.	Storage Room	1
15	Mosque	1
16	Kitchen	1
17	Canteen	2
19	Parking Area	1

Source: Observation Result in SMP Darul 'Ulum Sekampung on July, 17th 2017

7. **The List of Students Named Class VIII 1**

NO.	NAME	SEX
1	Ade Irma Paramita	Female
2	Adelia Sari Situngkir	Female
3	Ahmad Ibnu Mubarok Z	Male
4	Ajeng Syavira Ulhaq	Female
5	Alfina Febriyana	Female
6	Anggun Septiani	Female
7	Anis Marsela	Female
8	Anisa Nur Umami	Female
9	Auliya Nanda Khoirudin	Female
10	Azi Anjani	Female
11	Azis Syaiful Fatoni	Male
12	Cindy Adelia Puspita	Female
13	Desi Ramadani	Female
14	Dwi Nur Puspita Sari	Female
15	Erika Meilina Damayanti	Female
16	Fitria Wulandari	Female

17	Fitrian Alif Zakaria	Male
18	Gilang Pradana	Male
19	Irma Puspitasari	Female
20	Irvan Jaya Kusuma	Male
21	Khoirul Fikhi	Male
22	Lucky Puspita Sari	Female
23	Lutfiyatul Masfufah	Female
24	M. Iqbal Maulana	Male
25	Ma'mun Hidaya	Male
26	Malika Nofriza Sagita	Female
27	Maya Aprisa	Female

B. Description of the Research Result

In this research, the researcher conducted the pre-test on July, 17th 2017 before the process of cycle one would be done. The result of the students' mark could be seen on the table as follow:

Table 6
The Pre-test Result of Students' Speaking Performance
Class VIII 1

No	Name	Score	Note
1	AIP	55	Incomplete
2	ASS	65	Incomplete
3	AIM	55	Incomplete
4	AS	75	Complete
5	AF	60	Incomplete
6	AS	70	Complete
7	AM	60	Incomplete
8	AN	65	Incomplete
9	ANK	70	Complete
10	AA	55	Incomplete

11	ASF	60	Incomplete
12	CAP	60	Incomplete
13	DRD	60	Incomplete
14	SPND	65	Incomplete
15	DME	70	Complete
16	WF	65	Incomplete
17	ZAF	55	Incomplete
18	PG	55	Incomplete
19	PINR	65	Incomplete
20	KJI	60	Incomplete
21	FK	55	Incomplete
22	SPL	60	Incomplete
23	ML	70	Complete
24	MIM	60	Incomplete
25	RDT	65	Incomplete
26	WT	65	Incomplete
27	AM	75	Complete
Total		1695	
Average		62,7	
High Score		75	
Low Score		55	

Source: The result of Pre-test on July, 17th 2017

Table 7
The Percentage of Students' Speaking Performance Pre-test Score

No	Score	Frequency	Percentage	Category
1	≥ 70	6	22%	Complete
2	< 70	21	78%	Incomplete
	Total	27	100%	

Source: The result of Pre-test on July, 17th 2017

Figure 2
The Complete and Incomplete the Students' on Pre-test
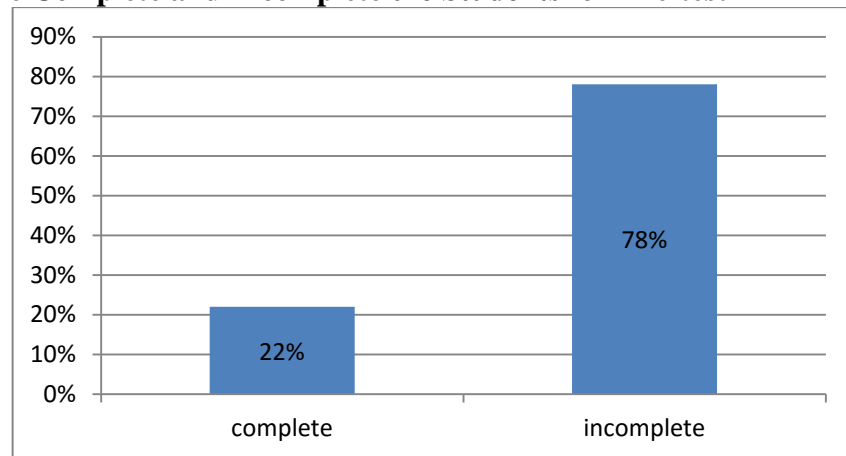
Based on the table above, it can be seen that there are only 6 students who included to complete category and 21 students who included to incomplete category. The standard minimum for English lesson in SMP Darul 'Ulum Sekampung is at least 70. So, the researcher chose inside outside circle technique to increase students' speaking performance in the eight graders of SMP Darul 'Ulum Sekampung East Lampung Academic Year 2016/2017.

1. **Cycle I**

   a. **Identification of the problem**

   Based on the teacher's experience and the result of speaking performance test in SMP Darul 'Ulum Sekampung, the researcher concluded that the problem faced by the students as follow: Many students difficulties in speking english and low motivation in following speaking activity.

b. Alternative of the Problem

1) The teacher asked the students to perform the dialogue then asked them to respond some expressions orally.

2) The teacher should apply inside outside circle technique in teaching speaking performance.

Based on the cases above, the researcher used inside outside circle technique as the problem solution.

1) Planning

3) In this planning the researcher and the collaborator planned to give material about speaking performance. The researcher and the collaborator prepared several things related to teaching and learning process such as: preparing the material, preparing the dialogue about asking for and giving opinion, making the instrument that would be examined as the pre-test and post-test in the cycle I, making observation sheet of the students' activity to write down the problem and the cause of problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

2) Acting

The action in cycle I consisted of 3 meetings. The explanatin of every meeting will be explained bellows:

a) The First Meeting

The first meeting was conducted on July, 17th 2017for 2x45 minutes. This meeting was started by greeting and praying, checking the attendace list and asking the students condition. The researcher explained the material about asking for and giving opinion to the students. Next, the researcher asked the students to perform the dialogue then asked them to respond some expressions orally.

The researcher also gave the example the dialog about asking for and giving opinion and drilled the students to speaking in front of class. They were also given some group use inside outside circle technique and asked to speak it. The researcher guided them. Some of them felt difficult to speak it, because they were not be accustomed to speak english. So, the researcher guided them first. Then, the researcher could start the dialogue. After that, the researcher reviewed the material and closed the meeting.

b) The Second Meeting

The second meeting was conducted on July 18th 2017 for 2x45 minutes. The meeting was started by praying and greeting, checking the attendace list and asking the students condition. In this occasion, the researcher gave the exercise to the students. The exercise is about asking for and giving opinion in the dialog. The researcher gave 2 direction, the first direction is conversation and the second direction is essay.

After finishing the exercise, the teacher corrected the students' answer . the researcher tested the students to perform the dialogue in front of class. The. After that, the teacher reviewed the material and closed the meeting by greeting them.

c) The Third Meeting

The third meeting was conducted on July 19th 2017 for 2x45 minutes. This meeting was used to conduct post-test 1 after the students were given the action. The meeting was started by praying, greeting, cheking the attendance list, and asking the students condition. Then the researcher gave post-test 1 to the students. The researcher asked the students to come forward the class conversation with other friends and speak the dialogue that was prepared by the teacher.

In the post-test 1, there are 16 students who were belong to complete category. The result of the students' test was better than the students' test before giving treatment.

In this session, the researcher got the result of the students' post-test 1 in cycles I. The result can be seen as follow:

Table 8
The Students' Post-test 1 Result of Speaking Performance in Cycle I

No	Name	Mark	Note
1	AIP	64	Incomplete
2	ASS	65	Incomplete
3	AIM	64	Incomplete
4	AS	78	Complete

5	AF	65	Incomplete
6	AS	75	Complete
7	AM	80	Complete
8	AN	80	Complete
9	ANK	73	Complete
10	AA	76	Complete
11	ASF	72	Complete
12	CAP	64	Incomplete
13	DRD	64	Incomplete
14	SPND	82	Complete
15	DME	71	Incomplete
16	WF	78	Complete
17	ZAF	76	Complete
18	PG	60	Incomplete
19	PINR	70	Complete
20	KJI	72	Complete
21	FK	74	Complete
22	SPL	65	Incomplete
23	ML	75	Complete
24	MIM	64	Incomplete
25	HM	70	Complete
26	GNM	67	Incomplete
27	AM	82	Complete
Total		1918	
Average		71,0	
High Score		82	
Low Score		60	

Source: The result of Post-test1 on July 24th 2017

Table 9
Percentage Students' Score of Post-test of Speaking Performance

No	Score	Frequency	Percentage	Category
1	≥ 70	16	60%	Complete
2	< 70	11	40%	Incomplete
	Total		100%	

Source: The result of Post-test1 on July 24th 2017

Figure 3
The Complete and Incomplete the Students' on Post-test 1
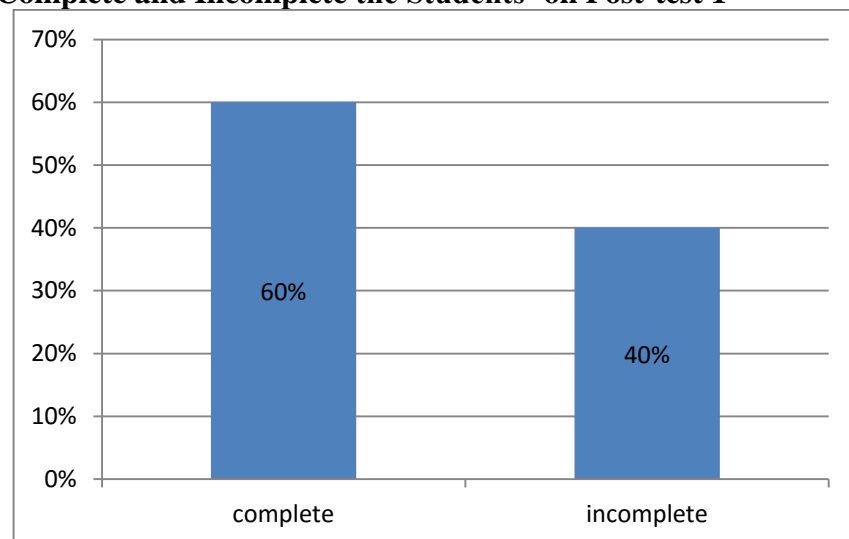
Based on the data above, it can be seen that there are 16 students who belong to complete category and 11 students who belong to incomplete category. It was higher than the result of pre-test. Learning process will be called succes if 75% of students got the minimul score 70. The fact showed that the result was unsatisfactory.

3) Observing

The researcher conducted 2 meetings to treatment in cycle I. The researcher gave material about expression of asking for and

giving opinion. Some students could active to join the learning. Some of them gave attention to the expalantion of teacher about asking for and giving opinion. They could speaking well, but there were also some students who didn't active and made condition of the class be noise. Here the result observation sheet of students'activity.

Table 10

The Students' Activities Result in Cycle I

No	Criteria of succes in speaking performance	Result		Category
		First meeting	Second meeting	
1.	Interest to following the class	65 %	80 %	Active
2.	Respond the topic anthusiastically	55 %	80 %	Active
3.	Pay attention to teacher explanation	75 %	90 %	Active
4.	Focus on the learning material	70%	85%	Active
5.	Practice in front of the class	60 %	100%	Active
6.	Brave to act out role	50 %	55 %	Not Active
7.	Brave to give opinion	18 %	20 %	Not Active
8.	Encourage to ask the question	18 %	18 %	Not Active
9.	Able to answer the question	25 %	70 %	Active
10.	Having increasing the learning	85 %	87 %	Active
Average		52,1 %	68,5 %	

Source: the result of students activities on July 24th -26th 2017

Note : ≤50% : Not Active

  ≥50% : Actives

Table 11

Percentage Students' Activities of Speaking Performance

No	Note	Frequency	Category	Average	
				First meeting	Second meeting
1	≤50%	3	Not Active	**52,1 %**	**68,5 %**
2	≥50%	7	Active		
	Total	10			

Figure 4
The Complete and Incomplete Students' Activity in Cycle I
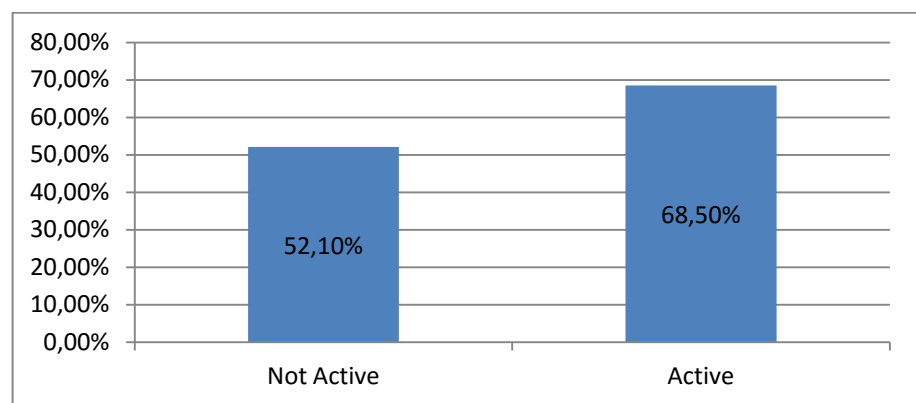
According to the result of observation above, the learning process was increasing, because there is difference between the students activities in the first meeting and the second meeting. In conclusion, the learning process can be called success, because there is increasing of students' activities in in the first meeting and second meeting.

4) Reflecting

Based on the result of cycle I, it showed that there was an improvement of the result of pre-test and post-test 1. The students were interested enough in learning process although the condition of

learning process still uncontrolled. Some of the students did not focus on the material and they were still confused to speaking the pronounce and limited of vocabulary.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get sollution as follow:

a) The researcher should manage class well

b) The researcher motivated the students to focus on study and did not make a noises

c) The researcher should give more exercises to drill the students' speaking performance.

Table 12
The Result of Students' Pre-test and Post-test 1

No	Name	Students' Result			Category
		Pre-test	Post-test	Increase	
1	AIP	55	64	9	Increase
2	ASS	60	65	5	Increase
3	AIM	55	64	9	Increase
4	AS	75	78	3	Increase
5	AF	60	65	5	Increase
6	AS	70	75	5	Increase
7	AM	60	80	20	Increase
8	AN	65	80	15	Increase
9	ANK	70	73	3	Increase
10	AA	55	76	21	Increase
11	ASF	60	72	12	Increase
12	CAP	60	64	4	Increase

13	DRD	60	64	4	Increase
14	SPND	65	82	17	Increase
15	DME	70	71	1	Increase
16	WF	65	78	13	Increase
17	ZAF	55	76	21	Increase
18	PG	55	60	5	Increase
19	PINR	65	70	5	Increase
20	KJI	60	72	12	Increase
21	FK	55	74	19	Increase
22	SPL	60	65	5	Increase
23	ML	70	75	5	Increase
24	MIM	60	64	4	Increase
25	HM	65	70	5	Increase
26	GNM	65	67	2	Increase
27	AM	75	82	7	Increase
	Total	1695	1918		
	Average	62,7	71,0		

Source:The result of pre test and post test 1

Table 13

Percentage Students' Score of Pre-test and Post-test of Speaking Performance

No.	Score	Frequency		Category
		Pre-test	Post-test	
1	≥ 70	21	10	Increase
2	< 70	6	17	
	Average	62,7	71,0	

Figure 5
The Complete and Incomplete the Students' on Pre-test and Post test 1
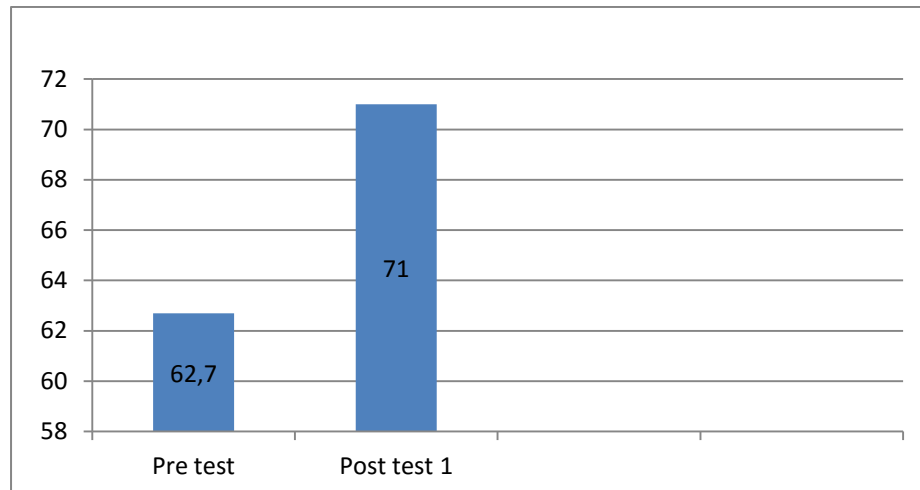
Source: The result of pre-test and post test 1

Based on the graphic above, it shows that there was an improvement between pre-test and post-test 1. The learning process is called succes, if 75% of the students passed the standard minimum criteria 70. The table of post test 1 shows that there are 15 students who passed the standard minimum criteria in the percentage of 65%. It means that the indicator of succes was not achieved yet, although there is improvement in students' activity. So, the research would be continued to cycle II. In addition, the result of cycle 1 would be used as guideline to conduct the next cycle.

2. Cycle II

Cycle II is similar to cycle I, it consisted of planning, acting, observing and reflecting. It will be explained more detail as follow:

a. Planning

In this step, the researcher made the lesson plan . Based on the students' result in cycle I, the researcher concluded that the problem is that the students feel difficult to speaking English because of their pronounce and limited of vocabulary. Therefore, the researcher revised the problems that appeared in cycle I and arranged lesson plan to continue the cycle II. The researcher planned to give them more exercises. The cycle 2 would be planned different with cycle 1. The teacher was active enough in cycle 1, but in the cycle 2 the students were the active ones to do the task.

b. Acting

1) The First Meeting

The meeting was conducted on July 24th 2017. The researcher opened the meeting by greeting, asked students to prayed together, checking students' attendance list. Next, the researcher announced the result of their speaking performance at the last meeting.

After that, the researcher explained the new material about asking for and giving opinion. The teacher guided the students to speaking performance in front of the class. If there was a word that they felt difficult to pronounce, the teacher conduct their speak. Next, the researcher divided the students to 2 groups. The researcher gave each group a worksheet. It was about dialog asking for and giving

opinion. In this cycle, the one who read the dialog fully was not the researcher.

Furthermore, the researcher asked one of the group to come forward to the class to read the his group answer. The researcher asked to other group who have different answer. Then, the researcher gave the correct answer. After finishing the exercise, the researcher closed the meeting.

2) The Second Meeting

The second meeting was conducted on July 25th 2017. In this occassion, the researcher gave the worksheet and the students have to do it in pair. The exercise is about asking for and giving opinion too.

After that, the researcher corrected the students' answer together. After finishing the exercise, the researcher closed the meeting.

3) The Third Meeting

The third meeting was conducted on July 26th 2017. In this meeting, the researcher conducted the post test. The procedure was same to the cycle 1. The students came forward to the class pair to speking performance, but the researcher gave the additional test. The students are asked to read the answer dialog about they conversation. After that, the researcher closed the meeting.

In this session, the researcher got the result of the students' post-test 1 in cycle I. The result can be seen as follow:

Table 14
The Students' Score of Speaking Performance Post-test in Cycle II

No	Name	Score	Note
1	AIP	80	Complete
2	ASS	68	Incomplete
3	AIM	70	Complete
4	AS	80	Complete
5	AF	68	Incomplete
6	AS	80	Complete
7	AM	90	Complete
8	AN	85	Complete
9	ANK	76	Complete
10	AA	80	Complete
11	ASF	76	Complete
12	CAP	78	Complete
13	DRD	70	Complete
14	SPND	90	Complete
15	DME	72	Complete
16	WF	82	Complete
17	ZAF	80	Complete
18	PG	68	Incomplete
19	PINR	88	Complete
20	KJI	86	Complete
21	FK	80	Complete
22	SPL	68	Incomplete
23	ML	80	Complete
24	MIM	80	Complete
25	HM	75	Complete
26	GNM	76	Complete
27	AM	90	Complete
Total		2116	
Average		78,3	
High Score		90	
Low Score		68	

Source: The result of Post-test on July 26th 2017

Table 15
Percentage of Post-test in Cycle II

No	Score	Frequency	Percentage	Category
1	≥ 70	23	85%	Complete
2	< 70	4	15%	Incomplete
Total		27	100%	

Source: The result of Post-test on July 26th 2017

Figur 6
The Complete and Incomplete the Students' on Post test 2
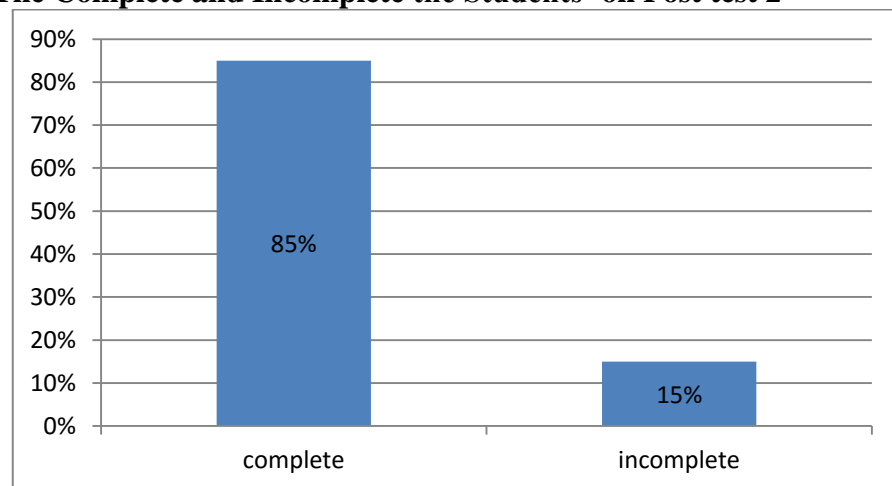
The table above is the result of students' mark at post test 2. It can be seen that there was an improvement from the mark of post test 1 and post test 2. There are 23 students who included to complete category in the percentage of 85%, and there are just 4 students who included to incomplete category in the percentage of 15%. It means that there was increase score from post test 1 and the post test 2 and the learning process was succes.

c. Observation

In this stage the students more active and enthusiastic in following the learning process. It can be seen as follow:

1) The Students' Activities Result in Cycle II

Table 16
The Students' Activities Result In Cycle II

No	Criteria of succes in speaking performance	Result		Category
		First meeting	Second meeting	
1.	Interest to following the class	98 %	100%	Active
2.	Respond the topic anthusiastically	78 %	80 %	Active
3.	Pay attention to teacher explanation	85%	90 %	Active
4.	Focus on the learning material	80%	90%	Active
5.	Practice in front of the class	70%	100%	Active
6.	Brave to act out role	75 %	88%	Active
7.	Brave to give opinion	30 %	42%	Not Active
8.	Encourage to ask the question	50%	55%	Not Active
9.	Able to answer the question	68%	80%	Active
10.	Having increasing the learning	87%	90%	Active
	Average	**73,0 %**	**81,5 %**	

Source: the result of students activities on July 24th -25th 2017

Note :   ≤50% : Not Active
                    ≥50% : Active

Table 17
Percentage Students' Activities of Speaking Performance

No	Note	Frequency	Category	Average	
				First meeting	Second meeting
1	≤50%	2	Not Active	**73,0 %**	**81,5 %**
2	≥50%	8	Active		
	Total	10			

According to the result of the observation above, it can be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

Figure 7
The Complete and Incomplete Students' Activity in Cycle II
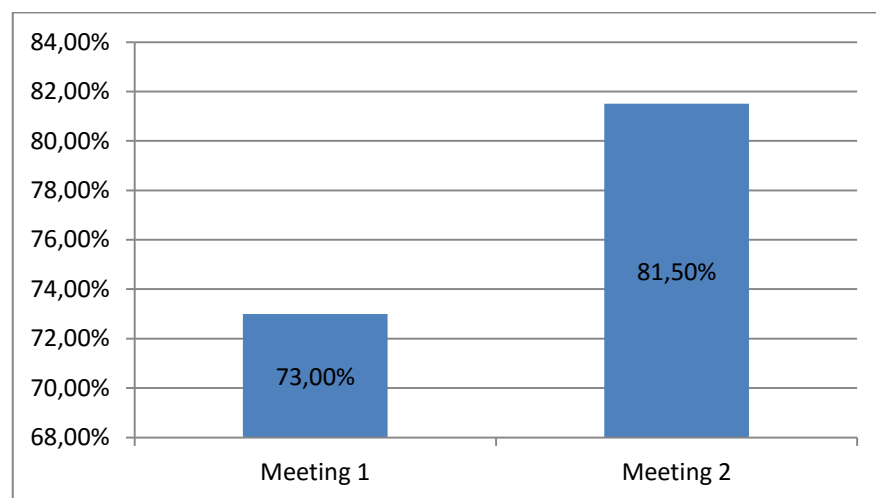
Based on the table and graphic above, it could be concluded that there was an increase of students' activities during the learning process of cycle I and cycle II use inside outside circle technique. It means that inside outside circle technique had positive effect to increase the learning process.

d. Reflecting

The result of cycle II was better than cycle I. There was significant increse in this cycle. The condition of the class was getting better than before. The students can speaking performance and differentiate between one sound to other sound. The students gave full attention to teacher and students'explanation.

1) The Result Mark of Students' Post tes 1 and Post test 2

Table 18
The Result of Students' Post-test 1 and Post-test 2

No	Name	Students' Result			Category
		Post test 1	Post test 2	Increase	
1	AIP	64	80	16	Increase
2	ASS	60	68	8	Increase
3	AIM	64	70	6	Increase
4	AS	78	80	2	Increase
5	AF	65	68	3	Increase
6	AS	75	80	5	Increase
7	AM	80	90	10	Increase
8	AN	80	85	5	Increase
9	ANK	73	76	4	Increase
10	AA	76	80	15	Increase
11	ASF	72	76	4	Increase
12	CAP	64	78	14	Increase
13	DRD	64	70	6	Increase
14	SPND	82	90	8	Increase
15	DME	71	72	1	Increase
16	WF	78	82	4	Increase
17	ZAF	76	80	4	Increase
18	PG	60	68	8	Increase
19	PINR	70	88	18	Increase
20	KJI	72	86	14	Increase
21	FK	74	80	6	Increase
22	SPL	65	68	3	Increase
23	ML	75	80	5	Increase
24	MIM	64	80	16	Increase
25	HM	70	75	5	Increase
26	GNM	64	76	2	Increase

27	AM	82	90	8	Increase
Total		1918	2116		
Average		71,0	78,3		

Source:The result of post test 1 and post test 2

Table 19

Percentage Students' Score of Post-test 1and Post-test II of

Speaking Performance

No.	Score	Frequency		Category
		Pre-test	Post-test	
1	≥ 70	21	10	Increase
2	< 70	6	17	
	Average	71,0	78,3	

Figure 8
The Complete and Incomplete Students' on Post-test I and Post-test II
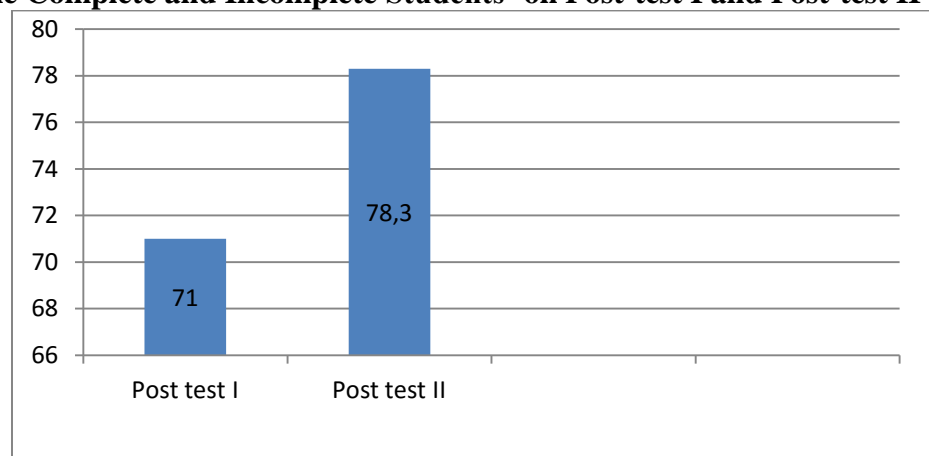
Source:The result of post test I and post test II

2) The Result of Students' Mark Pre-test, Pos test I and Post test II

Nevertheles, there is an improvement mark of the students' post test I than pre-test. At the cycle II, the improvement of post test II better than post test I. This is the mark illustration of them:

Table 20
The Result of Students' Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	AIP	55	64	80	Increase
2	ASS	65	60	68	Increase
3	AIM	55	64	70	Increase
4	AS	75	78	80	Increase
5	AF	60	65	68	Increase
6	AS	70	75	80	Increase
7	AM	60	80	90	Increase
8	AN	65	80	85	Increase
9	ANK	70	73	76	Increase
10	AA	55	76	80	Increase
11	ASF	60	72	76	Increase
12	CAP	60	64	78	Increase
13	DRD	60	64	70	Increase
14	SPND	65	82	90	Increase
15	DME	70	71	72	Increase
16	WF	65	78	82	Increase
17	ZAF	55	76	80	Increase
18	PG	55	60	68	Increase
19	PINR	65	70	88	Increase
20	KJI	60	72	86	Increase
21	FK	55	74	80	Increase
22	SPL	60	65	68	Increase
23	ML	70	75	80	Increase
24	MIM	60	64	80	Increase
25	HM	65	70	75	Increase
26	GNM	65	64	76	Increase
27	AM	75	82	90	Increase
Total		1695	1918	2116	

Average	62,7	71,0	78,3	

Source:the Result of pre test, post test I and post test II

Table 21

Percentage Students' Score of Pre-test, Post-test 1and Post-test II of Speaking Performance

No.	Score	Frequency			Category
		Pre-test	Post-test 1	Post-test 2	Increase
1	≥ 70	21	10	4	
2	< 70	6	17	23	
	Average	62,7	71,0	78,3	

Figure 9

The Complete and Incomplete The Students' at Pre test,Post test I and Post test II
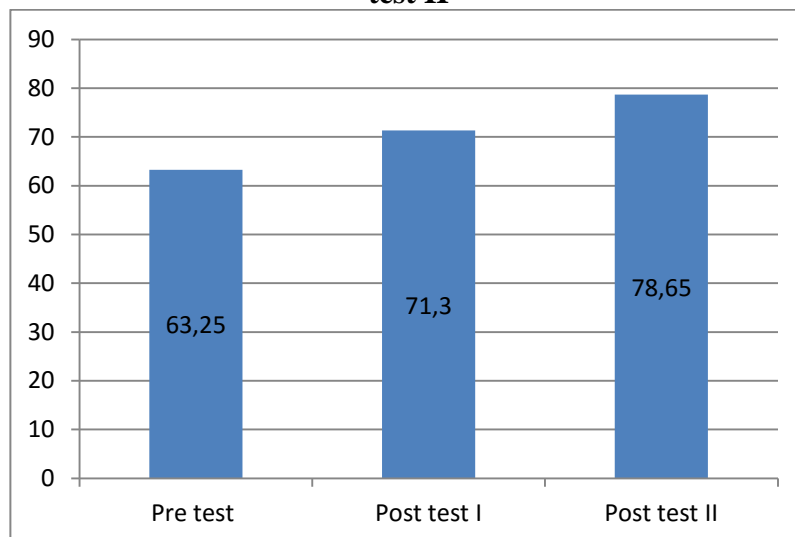
Source: The result of pre test, post test I and Post test II

From the table above can be seen that there was an improvement from post test I and post test II. The students' could achieve the target. Most of students got mark ≥70 in the percentage of 90% and there is also improvement of students' activity. It means that inside outside circle technique can increase students'speaking performance. The data showed that the students' average in the pre test was 62,7, in the post test 1 was 71,0 and in the post test II was

78,3. It means that there was an improvement on students' score from pre test to cycle I and cycle II. The difference between pre test and post test 1 is 8,3 and the difference between post test 1 and post test 2 is 7,3. Whereas, the difference between pre-test and post test 2 is 15,6.

C. Discussion

1. The Result of pre test

The purpose of the pre test is to know about the students performance in speaking performance before the researcer gives the treatment.from the result of pre survey, it show that that the students' have dificulties to answer the test and they dificult to speak english well. Based on the data of pre test, it can show that the students' average in the pre test was62,7. Beside that, the highes score was 75, the lowes score was 55. It show that most of the students have not complete in achiving the minimum mastery criteria 70. Therefore only 6 of 27 students complete the minimum mastery criteria. So its need that increasing by using inside outside circle technique in the speaking performance.

2. The Result Of Cycle 1

In this research, from the pre test score it can show that the students have many dificulties in the learning process. From the pre test the students' score and students' activities not achieve the minimum score, so the

researhcer used the inside outside circle technique in the treatment to increase the students' speaking performance. Based on the data of pre test, it can show that the students' average in the pre test was 62,7. The highes score was 75, the lowes score was 55. In the cycle 1, the researcher give more treatment and more explanation by using inside outside circle technique, but only 6 students complete the minimum score and 21 students incomplete the minimum score. In the post test 1 most of the students incomplete in achieving the material and learning activities. Beside that, 70% of the students are not yet active in the learning process, so it seen that the students still need more treatment by using inside outside circle technique to increase the students' speaking performance.

3. **The Result Of Cycle 2**

From the increasing of pre test to the post test cycle 1, it can be seen that the used of inside outside circle technique can increase the sudents' speaking performance, but the students score and students' activities in cycle 1 not achieve the score target, so the researcher continues to cycle 2. The researcher gives more treatment with detail explanation and detile example in the learning process to the students. The researcer give more instrument to support the inside outside circle technique.

Based on the table 15, it can be seen that there is percentages from 62,7 in cycle 1 to 71,0 in cycle 2. The students speaking performance has increased. In the cycle 2 there are 21 students can complete the minimum score and 6 students who incomplete the minimun score. It is mean that by

using inside outside circle technique can increase the students' speaking performance and learning activity at tha eighth grade of SMP Darul 'Ulum Sekampung.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

Based on the result of the implementation of learning speaking performance through the use of inside- outsided technique in two cycles of the action research, the researcher would like to give the conclusion as follow.

Inside- outsided technique has positive affect toward students' speaking performance. It can be used us alternative choice in learning speaking. It can increase student's performance in speaking. By using inside-outside technique teaching learning process also makes students ware easier in accepting the materials. It can increase the students' performance in expression their idea, in speaking. This is proved by seeing the average score of cycle I and cycle II of the treatment. Applying inside- outsided technique makes students be interesting and motivate then to follow the class. They feel enjoy in doing the test.

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

1. Based on the average of the students' score of SMP Darul 'Ulum Sekampung, the result of observation sheet and the students' activity,

the implementation of cycle I and cycle II was active. It means that inside- outsided technique can increase the students' score, activeness and their interested in English subject.

2. Based on the result of students' average score from pre test is 62,7; post test 1 is 71,0; post test 2 is 78,3. The data showed that the students' average in the pre test was was 62,7, in the post test 1 was 71,0 and in the post test II was 78,3. It means that there was an increasing on students' score from pre test to cycle I and cycle II.

3. The difference between pre test and post test 1 is 8,3 and the difference between post test 1 and post test 2 is 7,3. Whereas, the difference between pre-test and post test 2 is 15,6.From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre test and test in cycle 1. It is clear that inside outside circle technique can improve the students' speaking performance.

B. Suggestions

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

1. The students

They have to practise in speaking English. If they practise it many times, they will be accustomed and they will not be easy enough to be influenced by their mother tongue.

2. The Teacher

   It is suggested for the English teacher to use inside outside circle technique because this technique is effective to practise students' speaking performance.

3. The Headmaster

   The Headmaster should support the English learning process by preparing the facilitation and instrument completely. This research is recommended to make the further research about developing the students' speaking performance.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah   **: SMP DARUL 'ULUM SEKAMPUNG**

Kelas   **: VIII (Delapan)**

Mata Pelajaran   **: BAHASA INGGRIS**

Semester   **: 2 (Dua)**

Kompetensi Inti   **:**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan					

teman.				
3.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.				
4.1 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.				

5.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. 6.1 Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan	Teks lisan dan tulis untuk : (a) meminta sesustu, memberi sesuatu, menawarkan sesuatu, dan menolak sesuatu serta responnya. (b) mengakui dan mengingkari fakta. (c) Meminta dan Memberi pendapat. (d) Tentang Simple Present Tense *Fungsi sosial* Menjaga hubungan interpersonal dengan guru	**Mengamati** • Siswa mengamati tentang percakapan dimana guru menerangan dan siswa mendengar dan menyaksikan (a) meminta, memberi sesuatu, menawarkan sesuatu, dan menolak sesuatu serta responnya, (b) mengakui dan mengingkari fakta, (c) Meminta dan Memberi pendapat, dan (d) Tentang Simple Present Tense. **Menanya** • Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain	**KRITERIA PENILAIAN** • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap santun, peduli, dan percaya diri yang menyertai (a) meminta, memberi sesuatu, menawarkan sesuatu, dan menolak sesuatu serta responnya, (b)	60 x 40 menit	• Buku bahasa inggris kelas VIII • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet

| memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks. | dan teman

Struktur teks :

1. *A : Can I have a bit, please ?,*
B : Sure. Here you are

2. *A : That's great. It's beautiful. Excellent!*
B : Thanks you., dan semacamnya.

3. *A : What do you think? Rudi did it well, didn't he? Is that how you say it?*
B : Yes, I think so. I don't think so. No., dan semacamnya.

4. *(+) She speaks English very well* | tentang perbedaan antara ungkapan (a) meminta, memberi sesuatu, menawarkan sesuatu, dan menolak sesuatu serta responnya, (b) mengakui dan mengingkari fakta, (c) Meminta dan Memberi pendapat, dan (d) Tentang Simple Present Tense. dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

Mengumpulkan Informasi

• Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) meminta, memberi sesuatu, menawarkan sesuatu, dan menolak sesuatu serta responnya, (b) mengakui dan mengingkari | mengakui dan mengingkari fakta, (c) Meminta dan Memberi pendapat, dan (d) Tentang Simple Present Tense.

CARA PENILAIAN:

Kinerja (praktik)

• Siswa maju kedepan tentang (a) meminta, memberi sesuatu, menawarkan sesuatu, dan menolak sesuatu serta responnya, (b) mengakui dan | | |

	(-) She does not speak English very well *(?) Does she speak English very well ?* **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.	fakta, (c) Meminta dan Memberi pendapat, dan (d) Tentang Simple Present Tense. pendapat serta responnya dalam bahasa Inggris dari video, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi (a) meminta, memberi sesuatu, menawarkan sesuatu, dan menolak sesuatu serta responnya, (b) mengakui dan mengingkari fakta, (c) Meminta dan Memberi pendapat, dan (d) Tentang Simple Present Tense. serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. **Mengasosiasi** • Siswa mempresentasikan secara bersama di depan kelas tentang (a) meminta, memberi sesuatu,	mengingkari fakta, (c) Meminta dan Memberi pendapat, dan (d) Tentang Simple Present Tense. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta, memberi sesuatu, menawarkan sesuatu, dan		

| | | menawarkan sesuatu, dan menolak sesuatu serta responnya, (b) mengakui dan mengingkari fakta, (c) Meminta dan Memberi pendapat, dan (d) Tentang Simple Present Tense. yang telah dikumpulkan dari berbagai sumber tersebut di atas.

• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

Mengkomunikasikan

• Secara bersamaan siswa menggunakan ungkapan tentang (a) meminta, memberi sesuatu, menawarkan sesuatu, dan menolak sesuatu serta responnya, (b) mengakui dan mengingkari | menolak sesuatu serta responnya, (b) mengakui dan mengingkari fakta, (c) Meminta dan Memberi pendapat, dan (d) Tentang Simple Present Tense. di dalam dan di luar kelas.

• Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.

• Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam | | |

		fakta, (c) Meminta dan Memberi pendapat, dan (d) Tentang Simple Present Tense. • Guru menanggapi dan memberi penjelasan tentang (a) meminta, memberi sesuatu, menawarkan sesuatu, dan menolak sesuatu serta responnya, (b) mengakui dan mengingkari fakta, (c) Meminta dan Memberi pendapat, dan (d) Tentang Simple Present Tense. • Siswa dapat menggunakan rumus mengenai ungkapan Simple Past Tense dalam kehidupan sehari – hari. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris (a) meminta, memberi sesuatu, menawarkan sesuatu, dan menolak	dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) meminta, memberi sesuatu, menawarkan sesuatu, dan menolak sesuatu serta responnya, (b) mengakui dan mengingkari fakta, (c) Meminta dan Memberi pendapat, dan (d) Tentang Simple Present Tense.		

| | | sesuatu serta responnya, (b) mengakui dan mengingkari fakta, (c) Meminta dan Memberi pendapat, dan (d) Tentang Simple Present Tense. untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. | | | |

1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar dan Siswa dapat menentukan fungsi dan tujuan untuk menggambarkan dan mengungkapkan sesuatu baik benda, orang, hewan, tempat dan lain- lain. 2.2 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan	Teks lisan dan tulis untuk (a) menggambarkan sesuatu, baik benda, orang dan lain- lain. (b) mengenalkan rumus simpe past tense. (c) mempelajari Teks yang berisikan tentang kejadian dan pengalaman di masa lampau. (d) teks fungsional pendek, seperti undangan (invitation) Masing-masing diajarkan secara terpisah Fungsi sosial Menunjukkan sikap personal	**Mengamati** • Siswa mendengarkan dan melihat guru memberikan contoh tentang (a) menggambarkan sesuatu, baik benda, orang dan lain- lain, (b) mengenalkan rumus simpe past tense (c) Teks yang berisikan tentang kejadian dan pengalaman di masa lampau, (d) teks fungsional pendek, seperti undangan (invitation) • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang (a) menggambarkan sesuatu, baik benda, orang dan lain- lain, (b) mengenalkan rumus simpe past	Kriteria Penilaian • 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 menyebutkan dan menanyakan tentang (a) menggambarkan sesuatu, baik benda,	6 x 40 menit	• Buku Teks kelas VII • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet

cinta damai, dalam melaksanakan komunikasi fungsional 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat danpikiran, sesuai dengan konteks penggunaannya. 3.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan	tentang kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan. Struktur teks a. Descriptive text is the text to describe about thing, person, animals , place and so on. Jadi teks deskriptive text ditulis untuk mendeskripsikan benda, orang, hewan dan lain-lainnya yang dapat di deskripsikan. b. Simple past tense (waktu lampau) adalah suatu bentuk kata kerja untuk menerangkan	tense (c) Teks yang berisikan tentang kejadian dan pengalaman di masa lampau, (d) teks fungsional pendek, seperti undangan (invitation) dalam bahasa Inggris. **Menanya** • Melakukan tanya jawab tentang gambat, teks, video yang berkaitan dengan (a) menggambarkan sesuatu, baik benda, orang dan lain- lain, (b) mengenalkan rumus simpe past tense (c) Teks yang berisikan tentang kejadian dan pengalaman di masa lampau, (d) teks fungsional pendek, seperti undangan (invitation)	orang dan lain- lain, (b) mengenalkan rumus simpe past tense (c) Teks yang berisikan tentang kejadian dan pengalaman di masa lampau, (d) teks fungsional pendek, seperti undangan (invitation) Cara penilaian: Kinerja (praktik) • Siswa mempraktekan kedepan kelas tentang (a)		

| menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks. | peristiwa yang terjadi, atau tindakan kegiatan, perbuatan dan pekerjaan yang di lakukan pada waktu lampau dalam bentuk sederhana dan di ketahui pula waktu terjadinya peristiwa atau pekerjaan yang di lakukan itu.

c. Recount Text adalah salah satu jenis text dalam bahasa Inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau. Tujuan | **Mengumpulkan Informasi**

• Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) menggambarkan sesuatu, baik benda, orang dan lain- lain, (b) mengenalkan rumus simpe past tense (c) Teks yang berisikan tentang kejadian dan pengalaman di masa lampau, (d) teks fungsional pendek, seperti undangan (invitation) dari buku teks, video dsb.

• Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang (a) menggambarkan sesuatu, baik benda, orang dan lain- lain, (b) | menggambarkan sesuatu, baik benda, orang dan lain- lain, (b) mengenalkan rumus simpe past tense (c) Teks yang berisikan tentang kejadian dan pengalaman di masa lampau, (d) teks fungsional pendek, seperti undangan (invitation)

Observasi:

(penilaian yang bertujuan untuk memberikan balikan | | |

	dari Recount Text adalah untuk memberikan informasi atau untuk menghibur pembaca sehingga tidak terdapat konflik d. Invetation (undangan) adalah teks pendek yang berisikan undangan yang di dalamnya menunjukan agenda yang tertera siapa yang di tuju, alamat pengundang, acara dan waktu berlangsung yang akan di adakan seperti pesta, baik pesta ulang tahun atau pesta yang lain. Topik	mengenalkan rumus simpe past tense (c) Teks yang berisikan tentang kejadian dan pengalaman di masa lampau, (d) teks fungsional pendek, seperti undangan (invitation) dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. **Mengasosiasi** • Siswa mempresentasikan secara bersama di depan kelas tentang (a) menggambarkan sesuatu, baik benda, orang dan lain- lain, (b) mengenalkan rumus simpe past tense (c) Teks yang berisikan tentang kejadian dan pengalaman di masa lampau, (d) teks fungsional pendek, seperti	secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa inggris untuk menyebutkan dan menanyakan tentang (a) menggambarkan sesuatu, baik benda, orang dan lain- lain, (b) mengenalkan rumus simpe past tense (c) Teks yang berisikan tentang kejadian dan pengalaman		

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

• Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

Mengkomunikasikan

• Secara bersamaan siswa menggunakan ungkapan (a) menggambarkan sesuatu, baik benda, orang dan lain- lain, (b) mengenalkan rumus simpe past tense (c) Teks yang berisikan tentang kejadian dan pengalaman di masa lampau, (d) teks fungsional pendek, seperti undangan (invitation)

• Guru menanggapi dan memberi penjelasan tentang (a) menggambarkan sesuatu, baik | di masa lampau, (d) teks fungsional pendek, seperti undangan (invitation)

• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.

Penilaian diri:

• Pernyataan siswa secara tertulis dalam jurnal | | |

| | | benda, orang dan lain- lain, (b) mengenalkan rumus simpe past tense (c) Teks yang berisikan tentang kejadian dan pengalaman di masa lampau, (d) teks fungsional pendek, seperti undangan (invitation)

• Siswa dapat menggunakan rumus mengenai ungkapan Simple Past Tense dalam kehidupan sehari – hari.Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, di dalam dan di luar kelas.

• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan | belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang (a) menggambarkan sesuatu, baik benda, orang dan lain- lain, (b) mengenalkan rumus simpe past tense (c) Teks yang berisikan tentang kejadian dan pengalaman di masa lampau, (d) teks | | |

		kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	fungsional pendek, seperti undangan (invitation). **TES TERTULIS** • Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) menggambarkan sesuatu, baik		

			benda, orang dan lain- lain, (b) mengenalkan rumus simpe past tense (c) Teks yang berisikan tentang kejadian dan pengalaman di masa lampau, (d) teks fungsional pendek, seperti undangan (invitation).		

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

      Satuan Pendidikan   : SMP DARUL 'ULUM SEKAMPUNG

      Kelas / Semester   : VIII/ Ganjil

      Mata Pelajaran   : Bahasa Inggris

      Materi pokok   : Asking, Giving, Offering and Refusing

                                Something

      Alokas Waktu   : 2 x 45 menit

A.   Kompetensi Inti :

(K1)   : Menghayati dan mengamalkan ajaran agama yang dianutnya

(K2)   : Mengembangkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro aktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

(K3)   :Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

(K4)   :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

2. Siswa dapat menentukan fungsi dan tujuan ungkapan meminta, menawarkan dan menolak sesuatu.

3. Siswa menemukan informasi berdasarkan ungkapan meminta, menawarkan dan menolak sesuatu.

4. Siswa menjawab pertanyaan berdasarkan ungkapan meminta, menawarkan dan menolak sesuatu.

5. Secara berpasangan siswa membuat percakapan ungkapan menyatakan pendapat dan

6. Secara berpasangan siswa mempresentasikan hasil teks percakapan mengenai meminta, menawarkan dan menolak sesuatu.

7. Siswa dapat menggunakan ungkapan meminta, menawarkan dan menolak sesuatu.

D. TujuanPembelajaran

Setelah pembelajaran siswa diharapkan dapat :

1. Siswa dapat menentukan fungsi dan tujuan ungkapan meminta, menawarkan dan menolak sesuatu.
2. Siswa menemukan informasi berdasarkan ungkapan meminta, menawarkan dan menolak sesuatu.
3. Siswa menjawab pertanyaan berdasarkan ungkapan meminta, menawarkan dan menolak sesuatu.
4. Secara berpasangan siswa membuat percakapan ungkapan meminta, menawarkan dan menolak sesuatu.
5. Secara berpasangan siswa mempresentasikan hasil teks percakapan mengenai meminta, menawarkan dan menolak sesuatu.
6. Siswa dapat menggunakan ungkapan meminta, menawarkan dan menolak sesuatu dalam kehidupan sehari-hari.

E. Materi Pembelajaran

Asking for Something	Giving Something
Can I have a bit, please ?	Sure. Here you are.
Is it OK. If I try it ?	Sure,Please have a go.
What do you thinknof this ?	No bad
May I try it on ?	Certainly.
May I borrow your pencil?	Sure, please have a go
Can you help me?	Sure. Here you are.
Can I ask your food?	
Offering Something	**Refusing Something**
I have two pen which I would like to share with you.	No,thank you. I'm full.
Do you want candies ?	I'm sorry, I can't accept it.

Would you like some bananas ?	Thank you for you offer, but I don't want to.
May I offer this pen for you?	Sorry, I need this item.
May I take a glass of water for you?	No, Thanks.
Here is a gift for you as a form of gratitude	I daren't accept it

Example for Asking for, Giving, Offering, and Things dan Expression of Refusing Things :

Ms. Wieke   : Excuse me, Miss. **Could you help me, please ?**

Shop assistant : Yes. What's the matter ?

Ms. Wieke   : I want to look at the dress hanging up there, but **I can't reach it.** Can you   fetch it for me, please ?

Shop assistant : Sure, **Here you are**

Ms. Wieke   : Thank you

Shop assistant : You're welcome. Anything else ?

Ms. Wieke   : **No, thank you.**

F. Metode Pembelajaran

1. Pendekatan   : Diskusi

2. Metode   : Inside-Outside Circle Technique

G. Langkah-langkah Pembelajaran

No.	Kegiatan	Waktu
1.	**Pendahuluan** a. Memberi salam dan memulai pelajaran dengan mengucapkan *basmalah* dan kemudian berdoa	15 menit

No.	Kegiatan	Waktu
	bersama dan memeriksa daftar kehadiran siswa	
	b. Menanyakan materi yang pernah diajarkan (*Appersepsi*).	
	c. Menjelaskan secara singkat materi yang akan diajarkan dengan kompetensi inti dan kompetensi dasar serta indikator yang akan dicapai.	
2.	**Kegiatan Inti** **Observation:** • Siswa mengamati guru yang memberikan contoh tentang ungkapan meminta, menawarkan dan menolak sesuatu • Siswa mengikuti guru mengucapkan ungkapan meminta, menawarkan dan menolak sesuatu • Siswa berupaya menemukan informasi yang diberikan guru tentang ungkapan meminta, menawarkan dan menolak sesuatu **Questioning** • Guru mengarahkan agar siswa bertanya pada dirinya sendiri dan diharapkan siswa dapat membuat pertanyaan • Siswa membuat pertanyaan terkait contoh yang diberikan guru tentang ungkapan meminta, menawarkan dan menolak sesuatu • Guru bertanya tentang pertanyaan yang sudah dibuat siswa.(***Guru hanya mengecek apakah siswa dapat membuat pertanyaan dan guru tidak perlu menjawab pertanyaan, karena***	60 menit

No.	Kegiatan	Waktu
	pertanyaan siswa hanya untuk menumbuhkan rasa ingin tahu tentang materi yang akan dibahas) **Mengeksplorasi:** - Siswa menyebutkan ungkapan meminta, menawarkan dan menolak sesuatu - Siswa berlatih mengucapkan ungkapan meminta, menawarkan dan menolak sesuatu **Mengasosiasikan:** - Secara individu siswa menjawab pertanyaan berdasarkan ungkapan meminta, menawarkan dan menolak sesuatu - Siswa menyampaikan jawaban - Secara berpasangan siswa membuat percakapan berdasarkan ungkapan meminta, menawarkan dan menolak sesuatu - Secara berpasangan siswa mempresentasikan hasil teks percakapan yang telah dibuat. **Mengkomunikasikan**: - Secara berpasangan siswa menggunakan ungkapan meminta, menawarkan dan menolak sesuatu - Siswa lain menanggapi - Guru menanggapi dan memberi penjelasan - Secara individu siswa membuat ungkapan	

No.	Kegiatan	Waktu
	meminta, menawarkan dan menolak sesuatu • Siswa dapat menggunakan percakapan mengenai ungkapan meminta, menawarkan dan menolak sesuatu dalam kehidupan sehari – hari.	
3.	**Penutup** a. Siswa bersama guru menyampaikan manfaat, tujuan dan makna yang terkandung dalam ungkapan menyatakan pendapat dan pikiran. b. Guru memberikan tugas mengerjakan soal yang telah disiapkan. c. Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran. d. Guru menutup / mengakhiri pelajaran tersebut dengan membaca hamdalah/doá. e. Guru mengucapkan salam kepada para siswa sebelum keluar kelas dan siswa menjawab salam.	1

H. Media dan Alat Pembelajaran

Media Pembelajaran : Teks menyatakan meminta, menawarkan dan menolak sesuatu.

Alat pembelajaran : Papan tulis, Spidol, Laptop,dkk.

I. Sumber Belajar

- Bactiar Bima M , dkk, *Bahasa Inggris Kelas VIII*, intan pariwara, hal. 17-18
- Buku SMP Bahasa Inggris VIII/1/Media
- Lingkungan alam yang mendukung

- Akses internet yang mendukung

J. Penilaian

Aspect	Categories	Indicator
Fluency	1	Speaking with many pause
	2	Speaking with slowly
	3	Speaking with generally at normal speed
	4	Speaking fluently
Pronunciation	1	Speaking words incomprehensibly
	2	Speaking with several incorrect pronouncition.
	3	Speaking with correct pronouncition
	4	Occasional errors of pronouncition a few inconsistencies of rhythm,intonation, and pronouncition but comprehention is not impeded.
Vocabulary	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
	2	Misused of word and very limited vocabulary makes comprehension quite difficult
	3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
	4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
Acuracy	1	The serious error present in speech makes the message difficult to understand
	2	The error present in speech would frequently create confusion

	3	The speech is still understood although it consists of many errors	
	4	The error present in speech are so minor sothat the message would be easily comprehended	
Grammar	1	Errors in grammar and word order. So servere as to make speech virtually unintelligible	
	2	Grammar and word order errors make comprehension difficult, must often rephrases sentence	
	3	Make fluent errors of grammar and word order, which occasionally	
	4	Occasionally makes grammatical and word order errors that do not, however obscure meaning	

Skor dari tiap komponen dikali 5, jadi nilai tertinggi adalah 100.

Contoh: Siswa mendapat skor pronunciation = 5, vocabulary = 5, fluency = 5, grammar = 5.

Maka nilai siswa:

Pronunciation   5 x 5   = 25

vocabulary   5 x 5   = 25

Fluency   5 x 5   = 25

grammar   5 x 5   = 25 +

Total   100

Metro,   2017
Guru Mata Pelajaran   **The Researcher**

<u>Ensi Dwi Eliyawati S. Pd</u>   **<u>Iis Wakhidiyanti</u>**

Mengetahui,
Kepala Sekolah SMP Darul 'Ulum

<u>Hi. Ahmad Abroza M. Pd. I</u>

RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)

Satuan Pendidikan	: SMP DARUL 'ULUM SEKAMPUNG
Kelas / Semester	: VIII/ Ganjil
Mata Pelajaran	: Bahasa Inggris
Materi pokok	: Admitting fact and Denying fact
Alokas Waktu	: 2 x 45 menit

A.   Kompetensi Inti :

(K1)   : Menghayati dan mengamalkan ajaran agama yang dianutnya

(K2)   : Mengembangkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro aktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

(K3)   :Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan   wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

(K4)   :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

1.1 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengakui dan mengingkari fakta

3.1 Mengungkapkan makna dalam percakapan transaksional (to get thingsdone) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat,lancar, dan berterima dan untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur : Mengakui dan mengingkari fakta. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

C. Indikator Pencapaian Kompetensi

1. Siswa dapat menggunakan ungkapan Mengakui dan Mengingkari fakta.
2. Siswa dapat merespon ungkapan dan melakukan pengulangan.
3. Siswa dapat menggunakan ungkapan instruksi.
4. Siswa dapat menggunakan ungkapan mengakui dan mengingkari fakta yang sesuai dengan ungkapan yang telah dipelajari.

D. TujuanPembelajaran

Setelah pembelajaran siswa diharapkan dapat :

1. Siswa dapat menggunakan ungkapan Mengakui dan Mengingkari fakta.
2. Siswa dapat merespon ungkapan dan melakukan pengulangan.
3. Siswa dapat menggunakan ungkapan instruksi.
4. Siswa dapat menggunakan ungkapan mengakui dan mengingkari fakta yang sesuai dengan ungkapan yang telah dipelajari
5. Secara bersamaan siswa membaca percakapan ungkapan mengakui dan mengingkari fakta yang sesuai dengan ungkapan yang telah dipelajari.

E. Materi Pembelajaran

Admitting fact	Denying fact
Yes, I admit it	I didn't that.
Yes, I did that	I'm not lying dad. (actually you lie).
Yes, it's true.	It wasn't my fault.
I am sorry	I swear, it wasn't me.
Sorry, I have lost it	No, I didn't say that. (actually you said it).
Yes, that's right.	The flower smells good. (actually the flower smells bad).
That's it	It's not true.

Example for Admitting and Denying facts:

Dialog 1

Andi   : Hi,Nila.

Nila   : Hi, Andi.

Andi   : What are you doing ?

Nila   : Well, I'm watering the flower.

Andi   : The flower are beautiful. Are they all yours ?

Nila   : **Yes it's true**, My mother bought them for me.

Andi   : Oh. I see..

Dialog 2

Nunung   : Ajiz

Ajiz   : Yes, Nunung

Nunung   : you borrowed my motorbike,didn't you ?

Ajiz   : when ?

Nunung   : This morning

Ajiz   : **No, didn't**. What wrong ?

Nunung   : I can't find my motorbike keys.

Ajiz   : perhaps someone took them.

F. MetodePembelajaran

 1. Pendekatan : Diskusi

 2. Metode   : Inside-Outside Circle Technique

G. Langkah-langkah Pembelajaran

No.	Kegiatan	Waktu
1.	**Pendahuluan** d. Memberi salam dan memulai pelajaran dengan mengucapkan *basmalah* dan kemudian berdoa bersama dan memeriksa daftar kehadiran siswa e. Menanyakan materi yang pernah diajarkan (*Appersepsi*). f. Menjelaskan secara singkat materi yang akan diajarkan dengan kompetensi inti dan kompetensi dasar serta indikator yang akan dicapai.	15 menit
2.	**Kegiatan Inti** **Observation:** • Siswa mengamati guru yang memberikan contoh tentang ungkapan Mengakui dan Mengingkari fakta. • Siswa mengikuti guru mengucapkan ungkapan Mengakui dan Mengingkari fakta. • Siswa berupaya menemukan informasi yang diberikan guru tentang ungkapan Mengakui dan Mengingkari fakta. **Questioning** • Guru mengarahkan agar siswa bertanya pada	60 menit

No.	Kegiatan	Waktu
	dirinya sendiri dan diharapkan siswa dapat membuat pertanyaan • Siswa membuat pertanyaan terkait contoh yang diberikan guru tentang ungkapan Mengakui dan Mengingkari fakta. • Guru bertanya tentang pertanyaan yang sudah dibuat siswa.*(Guru hanya mengecek apakah siswa dapat membuat pertanyaan dan guru tidak perlu menjawab pertanyaan, karena pertanyaan siswa hanya untuk menumbuhkan rasa ingin tahu tentang materi yang akan dibahas)* **Mengeksplorasi:** • Siswa menyebutkan ungkapan Mengakui dan Mengingkari fakta. • Siswa berlatih mengucapkan ungkapan Mengakui dan Mengingkari fakta. **Mengasosiasikan:** • Secara individu siswa menjawab pertanyaan berdasarkan ungkapan Mengakui dan Mengingkari fakta. • Siswa menyampaikan jawaban • Secara bersamaan siswa membaca percakapan berdasarkan ungkapan Mengakui dan Mengingkari fakta. **Mengkomunikasikan**: • Secara berpasangan siswa menggunakan ungkapan Mengakui dan Mengingkari fakta. • Guru menanggapi dan memberi penjelasan • Secara individu siswa membuat ungkapan	

No.	Kegiatan	Waktu
	Mengakui dan Mengingkari fakta. • Siswa dapat menggunakan percakapan mengenai ungkapan Mengakui dan Mengingkari fakta.	
3.	**Penutup** f. Siswa bersama guru menyampaikan manfaat, tujuan dan makna yang terkandung dalam ungkapan menyatakan pendapat dan pikiran. g. Guru memberikan tugas mengerjakan soal yang telah disiapkan. h. Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran. i. Guru menutup / mengakhiri pelajaran tersebut dengan membaca hamdalah/doá. j. Guru mengucapkan salam kepada para siswa sebelum keluar kelas dan siswa menjawab salam.	15menit

H. Media Pembelajaran

- Media Pembelajaran   : Teks menyatakan Mengakui dan Mengingkari fakta.
- Alat pembelajaran   : Papan tulis, Spidol, Laptop,dkk.

I. Sumber Belajar

- LKS SMP Bahasa Inggris VIII/1/Media hal 4
- Lingkungan alam yang mendukung
- Akses internet yang mendukung

J. Penilaian

Aspect	Categories	Indicator
Fluency	1	Speaking with many pause
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Vocabulary	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
	2	Misused of word and very limited vocabulary makes comprehension quite difficult
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Acuracy	1	The serious error present in speech makes the message difficult to understand
	2	The error present in speech would frequently create confusion
	3	The speech is still understood although it

		consists of many errors
	4	The error present in speech are so minor sothat the message would be easily comprehended
Grammar	1	Errors in grammar and word order. So servere as to make speech virtually unintelligible
	2	Grammar and word order errors make comprehension difficult, must often rephrases sentence
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Skor dari tiap komponen dikali 5, jadi nilai tertinggi adalah 100.

Contoh: Siswa mendapat skor pronunciation = 5, vocabulary = 5, fluency = 5, grammar = 5.

Maka nilai siswa:

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vocabulary   5 x 5   = 25

Fluency   5 x 5   = 25

grammar   5 x 5   = 25 +

Total   100

Metro,   Juli 2017

Guru Mata Pelajaran

The Researcher

Ensi Dwi Eliyawati S. Pd

Iis Wakhidiyanti

Mengetahui,

Kepala Sekolah SMP Darul 'Ulum

Hi. Ahmad Abroza M. Pd. I

Note :

Speaking Criteria :

66-100 : Good

56-65   : Fair

 0-55   :Bad

Aspect	Categories	Indicator
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	4	Occasionally makes grammatical and word order errors that do not, however obscure meaning

OBSERVATION SHEET

PRE TEST

No	Name	Speaking Criteria					Total Score	Category
		Fluency	Pronouncation	Vocabulary	Accuracy	Grammar		
1	AIP						55	Incomplete
2	ASS						65	Incomplete
3	AIM						55	Incomplete
4	AS						75	Complete
5	AF						60	Incomplete
6	AS						70	Complete
7	AM						60	Incomplete
8	AN						65	Incomplete
9	ANK						70	Complete
10	AA						55	Incomplete
11	ASF						60	Incomplete
12	CAP						60	Incomplete
13	DRD						60	Incomplete
14	DNPS						65	Incomplete
15	EMD						70	Complete
16	FW						65	Incomplete
17	FAZ						55	Incomplete
18	GP						55	Incomplete
19	RNIP						65	Incomplete
20	IJK						60	Incomplete
21	KF						55	Incomplete
22	LPS						60	Incomplete
23	LM						70	Complete
24	MIM						60	Incomplete

25	TDR						65	Incomplete
26	TW						65	Incomplete
27	MA						75	Complete

OBSERVATION SHEET

POST TEST 1

No	Name	Speaking Criteria					Total Score	Category
		Fluency	Pronouncation	Vocabulary	Accuracy	Grammar		
1	AIP						64	Incomplete
2	ASS						65	Incomplete
3	AIM						64	Incomplete
4	AS						78	Complete
5	AF						65	Incomplete
6	AS						75	Complete
7	AM						80	Complete
8	AN						80	Complete
9	ANK						73	Complete
10	AA						76	Complete
11	ASF						72	Complete
12	CAP						64	Incomplete
13	DRD						64	Incomplete
14	DNPS						82	Complete
15	EMD						71	Incomplete
16	FW						78	Complete
17	FAZ						76	Complete
18	GP						60	Incomplete
19	RNIP						70	Complete
20	IJK						72	Complete
21	KF						74	Complete
22	LPS						65	Incomplete
23	LM						75	Complete
24	MIM						64	Incomplete

25	TDR						70	Complete
26	TW						67	Incomplete
27	MA						82	Complete

OBSERVATION SHEET

POST TEST 2

No	Name	Speaking Criteria					Total Score	Category
		Fluency	Pronouncation	Vocabulary	Accuracy	Grammar		
1	AIP						80	Complete
2	ASS						68	Incomplete
3	AIM						70	Complete
4	AS						80	Complete
5	AF						68	Incomplete
6	AS						80	Complete
7	AM						90	Complete
8	AN						85	Complete
9	ANK						76	Complete
10	AA						80	Complete
11	ASF						76	Complete
12	CAP						78	Complete
13	DRD						70	Complete
14	DNPS						90	Complete
15	EMD						72	Complete
16	FW						82	Complete
17	FAZ						80	Complete
18	GP						68	Incomplete
19	RNIP						88	Complete
20	IJK						86	Complete
21	KF						80	Complete
22	LPS						68	Incomplete
23	LM						80	Complete
24	MIM						80	Complete

25	TDR						75	Complete
26	TW						76	Complete
27	MA						90	Complete

THE OBSERVATION OF STUDENTS'ACTIVITIES

Topic   :

Sub Topic   :

Meeting   : 3

Day/Date   :

No	Students activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	Pre activity																											
1	Interest to follwing the class	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2	Respond the topic anthusiastically	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√
	While activities																											
3	Pay attention to teacher explanation	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4	Focus on the learning material	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
5.	Practice in front of the class	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
6	Brave to act out role	√		√	√		√		√			√	√	√		√	√	√		√	√	√		√	√	√	√	√
7	Brave to give opinion				√		√	√			√				√		√	√	√	√				√	√			
8	Encourage to ask the question	√																	√		√	√			√			√
9	Able to answer the question	√			√				√						√													√
	Post activities																											
10	Having increasing of learning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Total	6	6	7	8	6	6	9	6	7	8	7	7	7	6	7	8	8	6	8	8	8	6	8	8	7	7	9

The Collaborator

Ensi Dwi Eliyawati S. Pd

The Researcher

Iis Wakhidiyanti

INSTRUMENT PRE TEST

FOR SPEAKING PERFORMANCE

Direction 1:

- ✓ **Choose your classmate to be your pair.**
- ✓ **Practice the dialogue with your partner in front of class.**

Joy   : What are these?

Melwa : These are blackberries.

Joy   : Are they edible?

Melwa : Yes

Joy   : May I taste them, please?

Melwa : Sure. Have as many as you like.

Joy   : Thanks

Melwa : You are welcome.

Direction 2: Answer the following questions orally!

1. What is your opinion about your class?
2. Ask your pair's opinion about the picture below!

A	**B**

INSTRUMENT POST TEST

FOR SPEAKING PERFORMANCE

A. Post-Test 1

Direction 1 :

- ✓ **Choose your classmate to be your pair.**
- ✓ **Practice the dialogue with your partner in front of the class.**

Eros   : Why do you use a pencil to make notes? It will be unreadable.

Juli   : I forgot to bring my pencil-case. I'm still lucky to find this pencil in my bag.

Eros   : Sorry to hear that. Here, please use mine.

Juli   : O.K. Thanks

Eros   : You can keep it

Juli   : No, thanks. You may need it another time.

Eros   : Don't worry about it. I have many pens.

Juli   : Do you? Well, I accept your offer then. Thank you, Eros

Eros   : You are welcome.

Direction 2: Answer the following questions orally!

3. What is your opinion about your school library?

4. Ask your pair's views on the picture below?

A

B

C

D

INSTRUMENT POST TEST

FOR SPEAKING PERFORMANCE

B. Post-Test 2

1. *Choose one picture then write a dialogue about Asking, Giving, Offering and Refusing Something and practice it in front of the class*!

ATTENDANCE LIST OF PRE TEST

Class :
Date :

NO.	NAME	SIGNATURE
1	Ade Irma Paramita	1.
2	Adelia Sari Situngkir	2.
3	Ahmad Ibnu Mubarok Z	3.
4	Ajeng Syavira Ulhaq	4.
5	Alfina Febriyana	5.
6	Anggun Septiani	6.
7	Anis Marsela	7.
8	Anisa Nur Umami	8.
9	Auliya Nanda Khoirudin	9.
10	Azi Anjani	10.
11	Azis Syaiful Fatoni	11.
12	Cindy Adelia Puspita	12.
13	Desi Ramadani	13.
14	Dwi Nur Puspita Sari	14.
15	Erika Meilina Damayanti	15.
16	Fitria Wulandari	16.
17	Fitrian Alif Zakaria	17.
18	Gilang Pradana	18.
19	Irma Puspitasari	19.
20	Irvan Jaya Kusuma	20.
21	Khoirul Fikhi	21.
22	Lucky Puspita Sari	22.
23	Lutfiyatul Masfufah	23.
24	M. Iqbal Maulana	24.
25	Ma'mun Hidaya	25.
26	Malika Nofriza Sagita	26.
27	Maya Aprisa	27.

ATTENDANCE LIST OF POST TEST 1

Class :
Date :

NO.	NAME	SIGNATURE
1	Ade Irma Paramita	1.
2	Adelia Sari Situngkir	2.
3	Ahmad Ibnu Mubarok Z	3.
4	Ajeng Syavira Ulhaq	4.
5	Alfina Febriyana	5.
6	Anggun Septiani	6.
7	Anis Marsela	7.
8	Anisa Nur Umami	8.
9	Auliya Nanda Khoirudin	9.
10	Azi Anjani	10.
11	Azis Syaiful Fatoni	11.
12	Cindy Adelia Puspita	12.
13	Desi Ramadani	13.
14	Dwi Nur Puspita Sari	14.
15	Erika Meilina Damayanti	15.
16	Fitria Wulandari	16.
17	Fitrian Alif Zakaria	17.
18	Gilang Pradana	18.
19	Irma Puspitasari	19.
20	Irvan Jaya Kusuma	20.
21	Khoirul Fikhi	21.
22	Lucky Puspita Sari	22.
23	Lutfiyatul Masfufah	23.
24	M. Iqbal Maulana	24.
25	Ma'mun Hidaya	25.
26	Malika Nofriza Sagita	26.
27	Maya Aprisa	27.

ATTENDANCE LIST OF POST TEST 1

Class :

Date :

NO.	NAME	SIGNATURE
1	Ade Irma Paramita	1.
2	Adelia Sari Situngkir	2.
3	Ahmad Ibnu Mubarok Z	3.
4	Ajeng Syavira Ulhaq	4.
5	Alfina Febriyana	5.
6	Anggun Septiani	6.
7	Anis Marsela	7.
8	Anisa Nur Umami	8.
9	Auliya Nanda Khoirudin	9.
10	Azi Anjani	10.
11	Azis Syaiful Fatoni	11.
12	Cindy Adelia Puspita	12.
13	Desi Ramadani	13.
14	Dwi Nur Puspita Sari	14.
15	Erika Meilina Damayanti	15.
16	Fitria Wulandari	16.
17	Fitrian Alif Zakaria	17.
18	Gilang Pradana	18.
19	Irma Puspitasari	19.
20	Irvan Jaya Kusuma	20.
21	Khoirul Fikhi	21.
22	Lucky Puspita Sari	22.
23	Lutfiyatul Masfufah	23.
24	M. Iqbal Maulana	24.
25	Ma'mun Hidaya	25.
26	Malika Nofriza Sagita	26.
27	Muhammad Qoim Amrillah	27.

THE OBSERVATION OF STUDENTS'ACTIVITIES

Topic   :   Meeting   :

Sub Topic   :   Day/Date   :

No	Students activities	Students name																										
	Pre activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1	Interest to follwing the class																											
2	Respond the topic anthusiastically																											
While activities																												
3	Pay attention to teacher explanation																											
4	Focus on the learning material																											
5	Practice in front of the class																											
6	Brave to act out role																											
7	Brave to give opinion																											
8	Encourage to ask the question																											
9	Able to answer the question																											
Post activities																												
10	Having increasing of learning																											
Total																												

The Collaborator   The Researcher

Ensi Dwi Eliyawati S. Pd   **Iis Wakhidiyanti**

OBSERVATION GUIDANCE

In this research, the researcher use observation to know the condition of students in learning process. The researcher observe the students speaking performance based on the analytical speaking score where it include fluency, pronouncation, vocabulary and accuracy.

Four point above will help the researcher to observe the students speaking performance. From that point the reseracher will know the weakness of the students in speaking.

DOCUMENTATION GUIDANCE

1. Documentation about the profile of SMP. SMP Darul 'Ulum Sekampung

2. Documentation about the condition of the teachers and official employees in SMP. SMP Darul 'Ulum Sekampung

3. Documentation about the quantity of SMP. SMP Darul 'Ulum Sekampung

4. Documentation about the organization structure of SMP Darul 'Ulum Sekampung

Observation Sheet of Students' Activities in Cycle 1

School : SMP DARUL 'ULUM SEKAMPUNG

Class : VIII

No	Name	First Meeting		Second Meeting	
		Act	Percantages	Act	Percantages
1	Ade Irma Paramita	2	40%	2	40%
2	Adelia Sari Situngkir	3	60%	3	60%
3	Ahmad Ibnu Mubarok Z	2	40%	2	40%
4	Ajeng Syavira Ulhaq	2	40%	3	60%
5	Alfina Febriyana	2	40%	2	40%
6	Anggun Septiani	2	40%	1	20%
7	Anis Marsela	1	20%	2	40%
8	Anisa Nur Umami	1	20%	3	60%
9	Auliya Nanda Khoirudin	3	60%	2	40%
10	Azi Anjani	3	60%	3	60%
11	Azis Syaiful Fatoni	2	40%	3	60%
12	Cindy Adelia Puspita	2	40%	2	40%
13	Desi Ramadani	3	60%	3	60%
14	Dwi Nur Puspita Sari	3	60%	3	60%
15	Erika Meilina Damayanti	1	20%	3	60%
16	Fitria Wulandari	2	40%	3	60%
17	Fitrian Alif Zakaria	3	60%	2	40%
18	Gilang Pradana	3	60%	3	60%
19	Irma Puspitasari	2	40%	3	60%
20	Irvan Jaya Kusuma	3	40%	2	40%
21	Khoirul Fikhi	1	20%	3	60%
22	Lucky Puspita Sari	2	40%	2	40%
23	Lutfiyatul Masfufah	3	60%	3	60%
24	M. Iqbal Maulana	2	40%	3	60%
25	Ma'mun Hidaya	2	40%	1	20%
26	Malika Nofriza Sagita	2	40%	2	40%
27	Maya Aprisa	3	60%	3	60%

Note : ≤50% : Not Active

:≥50% : Active

The students Mark Criteria :

1. Give attention to the teacher explanation.

2. Active in the class

3. To do the task

4. Active to practice

5. Ask/ answer the question to/from teacher

Scoring :

Mark 1, with percantage 20%= low

Mark 2, with percantage 40%= enough

Mark 3, with percantage 60%= good

Mark 4, with percantage 80%= very good

Mark 5, with percantage 100%= excellent

Observation Sheet of Students' Activities in Cycle 2

School : SMP DARUL 'ULUM SEKAMPUNG

Class : VIII

No	Name	First Meeting		Second Meeting	
		Act	Percantages	Act	Percantages
1	Ade Irma Paramita	4	80%	5	100%
2	Adelia Sari Situngkir	5	100%	5	100%
3	Ahmad Ibnu Mubarok Z	4	80%	4	80%
4	Ajeng Syavira Ulhaq	5	100%	5	100%
5	Alfina Febriyana	4	80%	5	100%
6	Anggun Septiani	5	100%	5	100%
7	Anis Marsela	4	80%	4	80%
8	Anisa Nur Umami	4	80%	5	100%
9	Auliya Nanda Khoirudin	5	100%	5	100%
10	Azi Anjani	4	80%	5	100%
11	Azis Syaiful Fatoni	3	60%	5	100%
12	Cindy Adelia Puspita	4	80%	4	80%
13	Desi Ramadani	3	60%	5	100%
14	Dwi Nur Puspita Sari	3	60%	5	100%
15	Erika Meilina Damayanti	4	80%	4	800%
16	Fitria Wulandari	4	80%	4	80%
17	Fitrian Alif Zakaria	5	100%	4	80%
18	Gilang Pradana	3	60%	4	80%
19	Irma Puspitasari	3	60%	4	80%
20	Irvan Jaya Kusuma	3	60%	4	80%
21	Khoirul Fikhi	5	100%	4	80%
22	Lucky Puspita Sari	4	80%	4	80%
23	Lutfiyatul Masfufah	3	60%	4	80%
24	M. Iqbal Maulana	4	80%	4	80%
25	Ma'mun Hidaya	4	80%	4	80%
26	Malika Nofriza Sagita	3	60%	4	80%
27	Maya Aprisa	4	80%	5	100%

Note : ≤50% : Not Active

:≥50% : Active

The students Mark Criteria :

1. Give attention to the teacher explanation.

2. Active in the class

3. To do the task

4. Active to practice

5. Ask/ answer the question to/from teacher

Scoring :

Mark 1, with percantage 20%= low

Mark 2, with percantage 40%= enough

Mark 3, with percantage 60%= good

Mark 4, with percantage 80%= very good

Mark 5, with percantage 100%= excellent

OBSERVATION SHEET

OF USING INSIDE-OUTSIDE CIRCLE TECHNIQUE

Meeting :

Day/Date :

	Good	Enough	Low

1. Pre-teaching
  a. Preparing the lesson
  b. Preparing the material
  c. Class opening ability			

2. While teaching
  a. Informing the objective of learning
  b. Explaining the material uses simulation technique
  c. Guiding the students to follow the lesson			

3. Post-teaching
  a. Concluding the result of learning
  b. Class closing ability			

Tick (√) for each positive effect			

Metro, June   2017

Collaborator (English Teacher)   Researcher

Ensi Dwi Eliyawati S. Pd   **Iis Wakhidiyanti**

DOCUMENTATION

1. PRE TEST

The researcher give the material

2. POST TES 1
The students practice the dialogue

3. POST TES 2

The students practice the technique

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

Nomor : P. 1242/In.28/FTIK/PP.00.9/05/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdr. Drs. Kuryani Utih, M.Pd.
2. Sdr. Ahmad Subhan Roza, M.Pd.
Dosen Pembimbing Skripsi
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Iis Wakhidiyanti
NPM : 13107397
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 $\pm$ 1/6 bagian
    b. Isi $\pm$ 2/3 bagian
    c. Penutup $\pm$ 1/6 bagian

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

Wassalamu'alaikum Wr. Wb.

Metro, 30 Mei 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Isti Fatonah, MA
NIP. 196705311993032003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296.
Website www.metrouniv.ac.id. e-mail: iainmetro@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-2806/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama	:	**IIS WAKHIDIYANTI**
NPM	:	13107397
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP DARUL ULUM SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS SPEAKING PERFORMANCE BY USING INSIDE OUTSIDE CIRCLE TECHNIQUE AT EIHGTH GRADERS OF SMP DARUL ULUM SEKAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 05 Juni 2017

Mengetahui,
Pejabat Setempat

M. ISMAIL

an. Rektor
Wakil Rektor Bidang Akademik,

Dr. Suhairi, S Ag, MH
NIP 197210011999031003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

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

Nomor : B-2807/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP DARUL ULUM
SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2806/In.28/R/TL.01/06/2017, tanggal 05 Juni 2017 atas nama saudara:

Nama	:	**IIS WAKHIDIYANTI**
NPM	:	13107397
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 DARUL ULUM SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS SPEAKING PERFORMANCE BY USING INSIDE OUTSIDE CIRCLE TECHNIQUE AT EIHGTH GRADERS OF SMP DARUL ULUM SEKAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 05 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag, MH
NIP 197210011999031003

PEMERINTAH KABUPATEN LAMPUNG TIMUR
SEKOLAH MENENGAH PERTAMA
(SMP) DARUL 'ULUM SEKAMPUNG
LAMPUNG TIMUR

Alamat : Jalan Kampus Ma'arif NU 5 Sumbergede 56 A Sekampung Lampung Timur 34182 Telp. (0725) 49105

Nomor   : 053/SMP-DU/IX/2017
Lampiran   : -
Perihal   : **Pemberian Izin Research**

Kepada
Yth. Bapak Wakil Rektor
Bidang Akademik dan Kelembagaan
IAIN Metro
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti Surat dari Waki Rektor Bidang Akademik Nomor : B-28507/In.28/R.1/TL.00/06/2017 tertanggal 05 Juni 2017,
maka dengan ini kami barsedia memberikan Izin kepada Mahaiswa tersebut dibawah ini :

    Nama Mahasiswa   : IIS WAKHIDIYANTI
    NPM   : 13107397
    Semester   : 8 (Delapan)
    Program Studi   : S-1 Pendidikan Bahasa Inggris (PBI)

Yang telah mengadakan observasi/survey dengan judul "INCREASING THE STUDENTS SPEAKING PERFORMANCE BY USING INSIDE OUTSIDE CIRCLE TECHNIQUE AT EIGTH GRADERS OF SMP DARUL ULUM SEKAMPUNG EAST LAMPUNG ACADEMIC YEAR 2016/2017" Pada tanggal 17 Juli s.d 01 Agustus 2017.

Demikian atas kerjasamanya diucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

                           Sekampung, 02 Aguatus 2017
                           Kepala Sekolah

                           AHMAD ABROZA. M.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1135/In.28/S/OT.01/11/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :
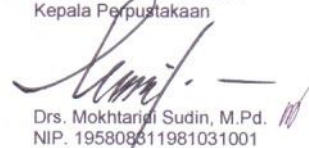
Nama	:	IIS WAKHIDIYANTI
NPM	:	13107397
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13107397.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 November 2017
Kepala Perpustakaan

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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama   : IIS Wakhidiyanti

NPM   : 1310739 7

Fakultas   : Tarbiyah

Jurusan   : TBI

Angkatan   : 2013

Telah menyerahkan buku berjudul Case study Research in educational Setting

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.19750610200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Iis Wakhidiyanti   **Fakultas/Jurusan**   : Tarbiyah dan Ilmu Keguruan/TBI

NPM : 13107397   **Semester/TA**   : VIII / 2017

No	Hari/ Tanggal	Hal-hal yang dibicarakan	Paraf
1.	Rabu, 29 maret	- Revisi cover - Revisi Bab 1	
2.	Jum'at, 31 Maret	- Revisi cover - Revisi Tabel - Revisi spasi - Revisi problem formulation - Revisi grammaticle	
3.	Selasa, 4 April	- Acc seminar	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Iis Wakhidiyanti   **Fakultas/Jurusan**   : Tarbiyah dan Ilmu Keguruan/TBI

NPM : 13107397   **Semester/TA**   : VIII / 2017

No	Hari/ Tanggal	Hal-hal yang dibicarakan	Paraf
1	06/04 2017	Revise Footnote & Bibliography.	
2	20/04 2017	Revise Chapter I.	
3	27/04 2017	Revise Chapter I & II.	
4	9/5 2017	Revise Chapter III	
5	2/5 2017	ACC Seminar	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

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

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

Nama : Iis Wakhidiyanti   Jurusan : TBI
NPM : 13107397   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	15/6 2012	✓		Revisi LPD.	
2	19/6 2017	✓		Acc LPD.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

KEMENTRIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Iis Wakhidiyanti   Jurusan   : TBI
NPM   : 13107397   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			✓	Bab 1–3 Bab instrument	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

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

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

Nama : **Iis Wakhidiyanti**   Jurusan : TBI
NPM : 13107397   Semester : IX

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
1	$\frac{12}{10}$ 2017	✓		- Srt Ket Melaznln Riset di SMP DA - Ket gambr lnszes	
2	$\frac{19}{10}$ 2017	✓		Revise Chaptr IV R ✓	
3	$\frac{26}{10}$ 2017	✓		Revisi Chptr IV R ✓	
4	$\frac{30}{10}$ 2017	✓		Acc Mengezil	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

CURRICULUM VITAE

The name of the writer is Iis Wakhidiyanti. The writer was born in Melaris, on June 26th 1995. She is the first child of a couple, Mr. Muhammad Solihin and Mrs. Tuti Indayani.

She was enrolled her study in Melaris at TK Aisyiyah in 1998 and graduated in 2001. She continued her study at State Elementary School 2 of Negri Jemanten and graduated in 2007. She continued her study at Islamic Boarding School Darul 'Ulum Sekampung, East-Lampung. In the same time, she continued her study at level junior high school at SMP Darul 'Ulum Sekampung and graduated in 2010. Having graduated from junior high school, she was still being students at Islamic Boarding School Darul 'Ulum Sekampung and continued her study at Islamic Senior High Ma'arif NU 5 Sekampung East-Lampung and graduated in 2013. In the same year of 2013, she was registered as S-1 student of English Education Department of The State Insitute for Islamic College (IAIN) Metro. She hopes that one day she can continue her study to master of degree.