

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING CARD SORT METHOD
ON THE STUDENTS SPEAKING PERFORMANCE AT THE EIGHTH GRADE
OF MTS MA'ARIF ROUDLOTUT THOLIBIN METRO
IN THE ACADEMIC YEAR OF 2017/ 2018**

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English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H/ 2018 M**

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in English Education Department

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ABSTRACT

**BY:
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This research was aimed at detecting the influence of Card sort method (X) on the students speaking performance (Y) at the eighth grade of MTs Ma'arif Tholibin Metro in academic of year 2017/2018. The students had difficulties in English learning especially in speaking performance. This method used to help students easy to speaking English.

This research was quantitative research designed by pre-experimental frame which was done in one class that is 28 students. At first, the researcher gave pretest to measure students background knowledge continued by giving treatment of Card Sort Method. At last, the researcher gave posttest to see whether there was any positive and significant influence by using that method. The researcher used test, observation and documentation to collected the data.

The result of this research revealed that Card Sort Method had positive and significant influence on students speaking performance at the eight grade of MTs Ma'arif Tholibin Metro. It was proved by the mean of students score in pretest and posttest. The mean of the score in pretest was 66 meanwhile the mean of the score in posttest was 76. Appropriate with the value t_{observed} that is $t_{\text{observed}} > t_{\text{table}}$ ($2.052 < 4.753 > 2.771$) which indicated that Card Sort Method enabled students to more active in the Speaking learning process.

Key words : *Speaking Performance, Card Sort Method*

**PENGARUH PENGGUNAAN METODE *SORTIR KARTU*
TERHADAP KEMAMPUAN BERBICARA SISWA KELAS DELAPAN
DI MTS MA'ARIF ROUDLOTUT THOLIBIN METRO
TAHUN PELAJARAN 2017/ 2018**

ABSTRAK

**OLEH:
NURHIDAYATI**

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang positif dan signifikan penggunaan metode Card sort (X) terhadap kemampuan berbicara siswa (Y) pada kelas VIII di MTS Ma'arif Roudlotut Tholibin Metro tahun ajaran 2017/ 2018. Banyak siswa mengalami kesulitan dalam pelajaran bahasa Inggris khususnya kemampuan berbicara. Metode ini digunakan untuk membantu siswa mudah untuk berbicara dengan bahasa Inggris..

Penelitian ini menggunakan penelitian kuantitatif dengan desain pre-eksperimental yang dilakukan dalam satu kelas yang terdiri dari 28 siswa. Diawal penelitian, peneliti memberikan pre-tes untuk mengukur kemampuan dasar siswa yang dilanjutkan dengan pemberian perlakuan berupa metode card sort. Di akhir penelitian, peneliti memberikan pos-tes untuk melihat apakah ada pengaruh yang positif dan signifikan dari penggunaan metode tersebut. Peneliti menggunakan tes, observasi dan dokumentasi untuk mengumpulkan data.

Hasil dari penelitian ini menunjukkan bahwa metode card sort memiliki pengaruh yang positif dan signifikan kemampuan berbicara siswa kelas delapan di MTS Ma'arif Roudlotut Tholibin Metro. Hal ini dibuktikan dengan nilai rata-rata siswa dimulai dari pre-tes menuju pos-tes. Nilai rata-rata pada saat pre-tes adalah 66 sedangkan nilai rata-rata pada saat pos-tes adalah 76. Sesuai dengan nilai t_{observed} yakni $t_{\text{observed}} > t_{\text{table}}$ ($2.052 < 4.753 > 2.771$) yang mengindikasikan bahwa metode card sort membantu siswa untuk lebih aktif dalam proses belajar berbicara.

Kata kunci : *Kemampuan berbicara, Metode Sortir Kartu*



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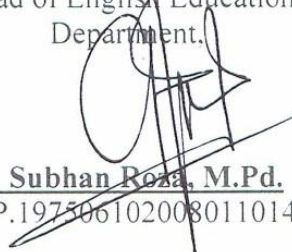

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Assalamua'alaikum Warahmatullahi Wabarakatuh

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

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RATIFICATION PAGE

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An undergraduate thesis entitled: THE INFLUENCE OF USING CARD SORT METHOD ON THE STUDENTS SPEAKING PERFORMANCE AT THE EIGHTH GRADE OF MTS. MA'ARIF ROUDLOTUT THOLIBIN METRO IN THE ACADEMIC YEAR OF 2017/2018, Written by Nurhidayati, student number 13107937, English Education department, has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, May 21st, 2018 at 08.00-10.00 a.m.

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The writer



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MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَئِكَ
كَانَ عَنْهُ مَسْئُولًا ﴿٣٦﴾

“And do not pursue that of which you have no knowledge. Indeed, the hearing, the sight and the heart - about all those [one] will be questioned”.(Al-Israa’: 36)

DEDICATION

This undergraduate thesis is especially dedicated to:

1. My beloved father (Mr. Sakijan) and my mother (Mrs. Kusmiati) who always has honesty sincerity to grow me up, educate, accompany, always pray for me, and support for me at all until I can accomplish this undergraduate thesis.
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Nobody is perfect. The writer do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestion are very welcomed to measure the quality of this proposal can be a meaningful benefit for the writers especially and for our campus and all readers generally.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is one of the important aspects in human live, because speaking is tools for communication each other. People should know how to express thoughts, opinions, feelings, and ideas through the language. Without language they have many troubles and it is difficult to imagine.

Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as; pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate with social human.

Speaking skill is needed by the students for communication in the target language. It is very important to master speaking well by implementing the experience of learning the language in the real life. To practice the speaking skill is not easy. Because many students get some problems to do it, so the teachers feel difficult to teach speaking too.

To achieve the literacy, especially in speaking, students should have good abilities in pronunciation, grammar, and expressing the ideas fluently with appropriate word choices. In addition, they should also be aware of their social and cultural rules that apply in various contexts of communication as well as of the strategies employed during the process of communication.

Based on the curriculum, the primary purpose of the English teaching in junior high school is to achieve communicative competence. Students are expected to speak and communicate English in daily life. However, many teachers are not really aware of the problems in teaching speaking. They tend to emphasize more on receptive skills especially reading.

One of the serious problems is the difficulty in speaking English. It is because most of them seldom practice speaking this target language. Actually they know how to speak well but they have not motivation to increase their speaking abilities. Mostly, the students feel afraid of making mistakes, nervous, and shy to express their ideas in spoken form and they do not have self-confidence to speak English.

Good speaking is characterized by some factors of the most prominent one is fluency, but many students are hesitant and often make long pauses when they are speaking. Therefore, they preferred to be silent and not fully participate in the classroom activities. In addition, the classroom activities were less motivating in learning. The class was monotonous and less fun learning activities. Besides that, the method to teach speaking is not interest for students, so they could not focus and make the students bored.

Learning speaking at Junior high school can be done with active learning to help students in speaking such as: Index Card Matc, Snowballing, Card sort, Concept Mapping, and Jiqsaw. The researcher choose card sort to teach speaking, because this method allows students to put words randomized than the students adjust to a topic that has been given so that they can describe

the words in their own language and without difficulty in the idea of describing it and the students feel comfortable to speak in front of others.

To know the students ability in speaking, the researcher held the pre survey in MTs Ma'arif Roudlotut Tholibin Metro at eighth grade which show in the table below:

Table 1
The Pre-Survey Data of Students Speaking Permormance at the Eighth Grade of MTs Ma'arif Roudlotut Tholibin Metro

No	Value	Category	Number	Percentage (%)
1.	<75	Incomplete	22	78,6
2.	>75	Complete	6	21,4
Total of number			28	100

Source: The result of pre survey which was conducted on 24th July, 2017 of the eighth grade of MTs Ma'arif Roudlotut Tholibin Metro in the Academic Year 2017/2018.

Based on the researcher pre-survey data, the researcher found that most of eighth grade class students of MTs Ma'arif Roudlotut Tholibin Metro Metro are categorized into low category. It can be seen from score of the students less than 75 as the MMC (*Minimum Mastery Criteria*). The students who achieves incomplete is 78,6% while the complete is 21,4%. The researcher interested for using Card Sort method for helping the students more motivate in the speaking learning.

Based on situation above the researcher will conduct a research entitled The Influence of Using Card Sort Method on The Students Speaking Permormance at The Eighth Grade of Mts Ma'arif Roudlotut Tholibin Metro in The Academic Year of 2017/2018.

B. Problem Identification

Based on the background above, some problems are identified as follows:

1. Most of the students do not have English speaking habit.
2. The students do not confidence to speak in front of class.
3. The students have lack idea to speaki in the class.
4. Most of the students still poor pronunciation ability.

C. Problem Limitation

The writer focused on low ideas to speaking in the class and limited the problem only to “the influence of using card sort method on the students speaking permormance at the eighth grade of Mts Ma’arif Roudlotut Tholibin Metro in the academic year of 2017/2018”.

D. Problem Formulation

Based on the problems limitation above, the researcher problem is formulated as follows:

Is there any positive and significant influence of using card sort method on the students speaking permormance at the eighth grade of MTs Ma’arif Roudlotut Tholibin Metro in the academic year of 2017/2018?

E. Objective of the Study

In relation to the problem formulated above this research is intended to find out and know whether there is any influence of Card Sort Method on the students speaking performance at the eighth grade of MTs Ma'arif Roudlotut Tholibin Metro in the academic year of 2017/2018.

F. Benefits of the Study

The benefits of this study are:

1. For the teacher

The researcher hopes that this research will develop the teacher ability in teaching learning process, especially in teaching speaking that can use Card Sort too.

2. For the students

- a. To enable the students self confidence to speak in front of class.
- b. To enable the students convey their idea fluently and comfortable in the English teaching learning.
- c. To enable the students enjoy and interest in the English teaching learning.
- d. The students can master speaking by doing the activities in card sort.

3. For the researcher

The researcher can use the used techniques/media to teach in the future teaching learning. The study also gives insights to the researcher about what things which have to be considered in every teaching and learning process.

CHAPTER II REVIEW OF THE RELATED THEORIES

A. The Concept of Speaking Performance

1. Definition of Speaking Performance

Speaking is one of a tool in communication. As a social creature human being is needed to communicate between each other, people must have a good speaking skill. According to Scott, speaking is so much part of daily life that we take it for granted¹. To know about the notion of the speaking itself. The following are the definitions of speaking stated by some experts.

David Nunan stated that “to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language”². We know that speaking is important because speaking is skill that can make people easily understand to what things explained.

Furthermore, Hughes Rebecca assumed that speaking is the first mode in which children acquire language, it constitutes the bulk of most people’s daily engagement with linguistic activity, and it is the prime motor of language change³. It means that, speaking is oral activity to express and to interaction to other people.

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

² David Nunan, *Language Teaching Methodology*, (London : Longman, 2000), p. 39

³ Hughes Rebecca, *Spoken English, TESOL and Applied Linguistics*, (Palgrave Macmillan, 2006), p. 144

Moreover, According to Gert and Hans speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions⁴. In speaking, one needs to know how to articulate the sound in a comprehensible manner and needs adequate vocabulary. One also needs to have mastery of syntax. These various elements add up to linguistic competence. It means that speaking skill is actually a complex skill which sometimes need a control in a processing it but sometime it can exists automatically without controlled.

Speaking in the usage sense a simply the physical embodiment of abstract systems that involve the manifestation either of the phonological system or the grammatical system of the language. In the sense of uses, speaking is a part reciprocal exchange in which both reception and production play a part. It means that speaking is the form abstract systems involving both phonological and grammatical system of the language which is produced in a reciprocal exchange in which both reception and production play a part.

Based on explaining above the researcher can conclude that speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations the world. People who have

⁴Dedi Efrizal. 2012. *Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia*. Indonesia: International Journal of Humanities and Social Science. Vol. 2, No.20, p.127.

ability in speaking will be better in sending and receiving information or message to another.

2. Classroom Speaking Activities

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

1) Acting from script

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

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

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

2) Communication games

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

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

3) Discussion

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

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

⁶ *Ibid*, p. 272

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

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

4) Prepared Talks

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

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

5) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6) Simulation and Role play

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

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

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

3. Elements of Speaking

The ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on the spot. Harmer writes some elements necessary for spoken production as follows:⁷

1) Connected Speech

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

2) Expressive Devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2001), p. 269.

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

3) Lexis and Grammar

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

4) Negotiation Language

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

4. Types of Classroom Speaking Performances

According to Brown, there are six activities can be applied to the kind of oral production that students are expected to carry out in the classroom⁸.

Those six categories are as follows:

⁸ H. Douglas Brown, *Teaching by Principles; An Approach to Language Pedagogy*, (San Fransisco : State University, 2007). P. 271-274

1) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2) Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful

4) Transactional

Transactional language is an extended form of responsive language. The purpose of this kind of speaking performance is to

deliver or change specific information. For example here is conversation which is done in pair work.

5) Interpersonal

The other form of conversation is interpersonal dialogue. It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Extensive (monologue) is more formal and deliberative. Teacher gives students extended monologues in the form of oral reports, summaries, and short speeches.

Based on the theory above, it can be concluded that there are types of speaking performance. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

These types of speaking performance need creative teachers who will always measure speaking ability of his or her students though many kinds of techniques that are agreed by students and suitable with their level, whether beginner, intermediate or advanced students.

5. Function of Speaking

Several language experts have attempted to categorize the function of speaking in human interaction. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches. Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. According to Brown and Yule in Jack C. Richards the functions of speaking are classified into:⁹

1) Talk as Interaction

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

⁹ Jack C. Richards, *Op. Cit*, p. 21-29.

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. However, students who do need such skills and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situations that require talk for interaction. They feel difficulty in presenting a good image of themselves and sometimes avoid situations that call for this kind of talk. This can be a disadvantage for some learners where the ability to use talk for conversation can be important.

2) Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Burns distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

3) Talk as Performance

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

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

6. Teaching Speaking

Teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. It means that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking¹⁰. The success of productive-skill (writing and speaking skill) tasks relies on the way teachers organize the activities and how they respond to the students' works¹¹. Harmer suggests a basic methodological model for teaching productive skills which is embedded in the teaching and learning process

¹⁰ Brown, H.D, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition), (New York: Addison Wesley Longman, Inc, 2001), p.7

¹¹ Harmer, J, 2007. *The Practice of Language Teaching (4T Edition)*, (London: Longman Group Ltd, 2007), p.275

done in this research study. The steps are lead-in, set the task, monitor the process, and task feedback.

The teaching is started by leading in the students to the topic. In this step, the teacher may ask them some questions related to the topic to activate their background knowledge. The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity as well as to provide all the information needed to run the activity. After the activity is started, the teacher monitors the process. He/she may go around the class, listen to students working, and also help them when they find difficulties.

Once the activity has finished, the teacher gives feedback to the students. In giving feedback, the responses are not merely focused on the language used by the students, but also the content of the task. In addition, showing the positive aspects of their achievement toward the task is also important that the teacher does not concentrate solely on their failings.

Teaching and learning process of English in Junior High School is based on the school based curriculum. The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

- a. Language as a means of communication is used to express meaning grammatically.

b. Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.¹² One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

1) Characteristics of Successful Speaking Activity

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations. According to Ur, there are some characteristics of a successful speaking activity¹³:

¹² Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson:Education Limited, 2001), 3Ed, p. 271

¹³ Ur, Penny, *A Course in Language Teaching*. (Cambridge: Cambridge University Press, 1997), p. 120

a) Learners talk a lot.

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

b) Participation is even

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

c) Motivation is high

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

d) Language is of an acceptable level

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

7. Factors affecting speaking performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that

affect their speaking performance. Students' speaking performance can be affected by the factors that come from¹⁴:

1) Performance conditions

Students performance a speaking task under a variety of conditions. Nation & Newton believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton suggest include time pressure, planning, the standard of performance and the amount of support.

2) Affective factors

Krashen states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

3) Listening ability

Speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. Shumin shares the ideas of Doff by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly

¹⁴ Nguyen Hoang Tuan dan Tran Ngoc Mai. 2015. *Factors Affecting Students' Speaking Performance At Lethanh Hien High School*. Vietnam: Asian Journal of Educational Research. Vol. 3, No. 2:9-10.

unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

4) Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory . In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer believe that topical knowledge has effects on speaking performance.

5) Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed (Harmer, 1991). If the students are corrected all the time, they can find this very demotivating and

become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement.

8. The Measurement of Speaking Performance

To know the achievement of speaking performance should be measured use the assessment of speaking. There are the measurements of speaking performance according to Cyril, as follows:

Table 2
The Measurement of Speaking Performance

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

		occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
Vocabulary	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent in appropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
Grammatical accuracy	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
Interactional strategies	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2	Interaction ineffective. Can seldom

(adequate) develop an interaction.

1 (fair) Understanding and interaction
minimal¹⁵.

B. The Concept of Card Sort Method

1. Definition of Card Sort

According to Rugg & McGeorge Card sorting is a well-known method in psychological research into knowledge organization¹⁶. Indeed, it is also possible for the respondent to sort according to supplied criteria, followed by sorts according to the respondent's own generated criteria. When each sort is completed, the respondent announces the criterion (if self-generated) and the categories that have been chosen, and the results are noted.

Dona stated that card sort is best understood not as collaborative method for creating navigation, but rather as a tool that helps us understand the people we are designing for¹⁷. Card sort is simple, fun and cheap¹⁸. In addition, although its sound simple, card sorting can be a very powerfull method. You learn a lot about how people think about

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

¹⁶Menno D.T. de Jong, *Technical Communication*, Journal of the society for technical communication, Vol.58 (3), 2011, p.200

¹⁷ Dona Spencer, *Card Sorting: Designing usable Catagories*, Brooklyn: Rosenfield Media, 2009, p.6

¹⁸ Dona Spencer, *Ibid*, p.3

categories and concepts, how they describe them, and what information belongs to a category. This is incredibly useful when you want to organize information in a way so that other people can find it¹⁹.

Moreover, “card sorting is a user concerned design method for increasing a system’s find ability. The process involves sorting a series of cards, each labeled with a piece of content or functionality, into groups that make sense to users or participant²⁰.

From the explaining above the researcher can be conclude that Card sort is a simple method for exploring how people group items, so that you can develop structures that maximize the probability of users being able to find items. by using a media card into practice learning will help students understand the lesson easily for expecially speaking. Because they have to catagorize the word related to the topic who teacher given before. And than Students become active and motivated in the learning process.

2. **Formative Assessment**

- 1) As the students work, the teacher will note which students have prior knowledge and which may require more background knowledge.
- 2) Each group may be asked to briefly explain their terms or categories or to talk about the cards.

¹⁹Dona Spencer, *Ibid*, p.8

²⁰ Donna Spencer & Wartel, T, *Card Sorting:A devinitive guide. In boxes and arrows*. Retrieved from http://www.boxdesandarrows.com/view/card_sorting_a_definitive_guide. Usability Body of Knowledge. 2012. p.2

- 3) Later, the teacher has an opportunity to view the cards looking for incorrect information that might lead to confusion as the students learn the topic²¹.

3. The Purpose of Card Sort

The purpose of the method of learning using "sorting and choose a card "card sort" This is to express power "Remember" or recall of the subject matter that has been learned. So that students truly understand and remember lessons has been given. For that, the things that need to be considered are;

- 1) To activate prior knowledge.
- 2) To extend prior knowledge.
- 3) To identify misconceptions.
- 4) To categorize information.
- 5) To help students focus on the material.
- 6) To make connections between what students know and what they are about thinking²².

4. The Procedures of Card Sort Method

There are certain activities for card sort as follows²³.

²¹ www.ournellie.org, *Strategy # Card Sort graders 6 social Studies*. © Copyright The Nellie McClung Foundation 2015, p. 2

²² www.ournellie.org, *Strategy # Card Sort graders 6 social Studies*. © Copyright The Nellie McClung Foundation 2015, p.1

²³ Malvin L Silberman, *Active learning:101 strategies to teach any subject*, (Allyn and Bacon, Boston, 1998) p.149-150

- a. Teacher prepares some cards. Cards contain about the material will teach in the class and then mix all the cards.
- b. Distribute the card for all students one by one and make sure every students get it.
- c. Ask students to look for the main card with other and ask them match their card.
- d. Do correction together.
- e. Ask the volunteer in each group to explain their result.

5. The advantages and disadvantages of using card sort

a. Advantages

- 1) Simple: card sort are easy for the organizer and the participants.
- 2) Cheap: typically the cost is a stack of 3x5 index cards, sticky notes, a pan or printing labels, and your time.
- 3) Quick to execute: you can perform several sorts in a short period of time, which provides you with a significant amount of data.
- 4) Established: the technique has been used for over 10 years, by many designers.
- 5) Involves users: because the information structure suggested by a card sort is based on real user input, not the gut feeling or strong opinions of a designer, information architect, or key stakeholder, it would be easier to use.

6) Provides a good foundation: it is not a silver bullet, but it does provide a good foundation for the structure of a site or product.

b. Disadvantages

1) Does not consider users task: card sorting is an inherently content technique, if used without considering users tasks, it may lead to an information structure that is not usable when users are attempting real tasks. An information needs analysis is necessary to ensure that the content being sorted meets user needs and that the resulting information structure allows users to achieve task.

2) Result may vary: the card sort may provide fairly consistent result between participants, or may vary widely.

3) Analysis can “surface” characteristic only: participant may not consider what the content is about or how they would use it to complete a task and may just sort it by surface characteristics such as document types.

4) Analysis can be time consuming: the sorting is quick, but the analysis of the data can be difficult and time consuming, particularly if there is little consistency between participants²⁴.

²⁴ Donna Spencer & Wartel, T, *Card Sorting: A definitive guide. In boxes and arrows*, Opcit, p. 2-3

C. Theoretical Framework and Paradigm

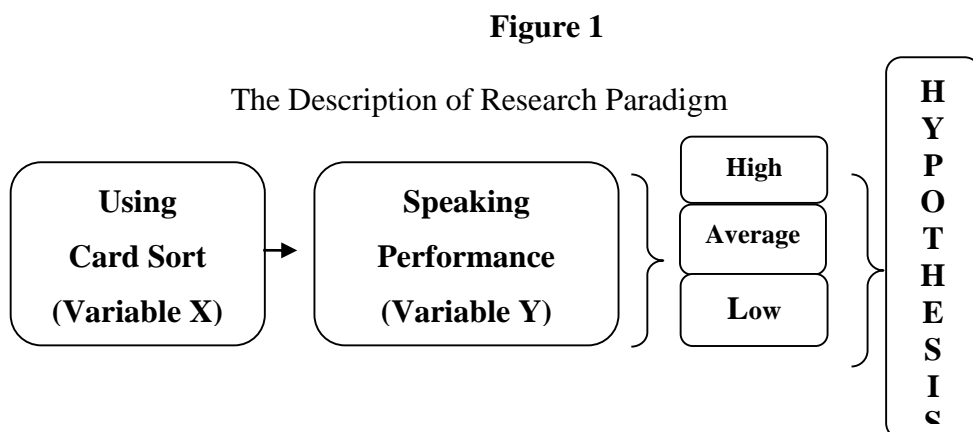
1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). Independent variable is the influence of using Card Sort Method dependent variable is the students Speaking Performance.

If using of Card Sort Method is applied run well the students Speaking Performance will be High. If it is not applied well, the student Speaking Performance will be bad.

2. Paradigm

Based on the theoretical framework above the writer describes the paradigm as follows:



Based on the figure above, it can be described if card sort can used correctly in teaching speaking performance, so student speaking performance will be getting a high result. Otherwise, if card sort cannot used correctly in teaching speaking performance, so student

speaking performance will be getting a low result.

3. Hypothesis

a. Hypothesis Formulation

Based on the explanation above the researcher would like to formulate the hypothesis as follows:

Ha: There is a positive and significant influence of using card sort as method toward the students speaking performance at the eighth grade on MTs. Ma'arif Roudlotut Tholibin Metro.

Ho: there is no positive and significant influence of card sort as method toward the students speaking performance at the eighth grade on MTs. Ma'arif Roudlotut Tholibin Metro.

b. Statistical Hypothesis

If $F_o > F_t$ H_a is accepted and H_o is rejected

If $F_o < F_t$ H_a is rejected and H_o is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is the specific procedures involved in the research process: data collection, data analysis, and report writing.²⁵ It means that research design is very important in the procedure of research process because in research design there is specific component or step that the research has to do in the research.

The research was conducted at The Eight Grade of MTs Ma'arif Roudlotut Tholibin Metro. The researcher chosen this class because this class has the lowest English ability especially in their understanding of speaking performance is very poor appropriate with the pre-survey result. In this research the researcher used numeric data.

In this research, the researcher uses quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)²⁶. Quantitative research uses number to describe what exists. A major benefit of these data is that they may be fed into a computer where they can be counted, stored, and manipulated; however, numbers are often a poor substitute for a researcher's vivid descriptions.

²⁵ John W. Creswell, *Educational Research*, (New York:Pearson. 2012). p. 20

²⁶Daniel Mujis, *Doing Quantitative Research in Education with SPSS*, (London: Sage Publications. 2004). p. 1

This research used a pre-experimental design. Cohen, Manion, and Morrison state that a pre-experiment design mostly “reports about the value of a new teaching method or interest aroused by some curriculum innovation or other reveal that a researcher has measured a group on a dependent variable”²⁷. This research measured the effect size of using Card Sort to teach Speaking Performance at eighth grade of MTs Ma’arif Roudlotut Tholibin Metro.

The research design involved pre-test and post-test observations. It can be represented as follows:

Table 3

The Pre-Experimental Design

Pre-Test	Treatment	Post Test
O ₁	X	O ₂

From table above, O₁ was given before the experimental treatment (X). The purpose of pre-test was to find out the students speaking performance condition before the treatment (X). O₂ will find out students’ achievement after the treatment (X).

Furthermore, there are two variables in this research. They are independent variable (X) and dependent variable (Y). Independent variable is a variable that has impact on the dependent variable. In other words, the values that the dependent variable takes on are influenced by the independent

²⁷L. Cohen, L. Manion., &K. Morrison, *Research Methods in Education*. (New York: RoutledgeFalmer, 2005), P. 211

variable. The independent variable (X) is Card Sort and dependent variable (Y) is Speaking Performance.

B. Population, Sample and Sampling Technique

1. Population

Population is an individual or group that represents all the members of a certain group or category of interest.²⁸ The population of this research is the students of the eighth graders of MTs. Roudlotut Tholibin Metro. In this research, the whole of the students at the eighth grade from VIII¹ until VIII² are 58 students.

2. Sample

According to Loraine sample is a group of individuals, items, or events that represents the characteristic of the larger group from which the sample is drawn.²⁹ In this research, the researcher choose class VIII¹ in MTs. Roudlotut Tholibin Metro as a sample which consist of 28 students, because the criteria of students in class VIII¹ included in the criteria which will be known by the researcher

3. Sampling Technique

Sampling technique is a way to decide the sample which is appropriate with data source and gives attention in characteristics and distributing population in order to get representative sampling. The sampling technique applied in this research was purposive sampling that is determined sample

²⁸Timothy C. Urdan, *Statistics in Plain English: Second Edition*, (London: LEA publisher, 2005), p.1

²⁹Lorraine R.Gay, *Educational Research Competencies for Analysis and Applications*, (Florida: Pearson, 2012), P. 129

by using consideration. The researcher had chosen the students from VIII¹ class, because they got the lowest score on pre-survey data.

C. The Operational Definition of Variables

As Lorraine said earlier we defined variable as a placeholder that can assume any one of a range of values. The variable must be able to take on at least two values or scores. We deal with variables in all our research studies. It means that a variable refers to a characteristic of attribute of an individual or an organization that can be measured or observed. Based on the quotation above, the operational definitions of variables as following:

1. Independent Variable

According to Evelyn Hatch, “the major variable which you hope to investigate that is the independent variable. The research can select, manipulate, and measure the variable.”³⁰ The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment.

Independent variable of this research is Card Sort which is defined as Method. In this research, the researcher use observation because the researcher wants to know the students’ activeness during teaching and learning process, in the speaking lesson especially at using Card Sort on the students speaking performance.

The researcher uses observation list to know about the use of card sort method toward speaking performance includes in the high score

³⁰Evelyn Hatch and Hossein Farhady, *Research Design and Statistic for Applied Linguistics*, (USA: Newbury House Publishers.Inc, 1982), p.15.

(>75) and the low category (<75). How to know that card sort method is influence or not influence use in students speaking performance, the researcher use observation method to observe that card sort is effective or not effective.

There are some indicators which indicate the students are able to achieve the objective of method as follow:

- a. The students can identify the card.
- b. The students can label the group.
- c. The students can content put into catagories.

2. Dependent Variable

Dependent variables are variables that depend on the independent variable. They are the outcomes or results of the influence of the independent variable. According to Evelyn Hatch, “The dependent variable, on the other hand, is the variable which you observe and measure to determine the effect of the independent variable.”³¹

Dependent variable of this research is students speaking performance. To measure students speaking performance, the researcher gives the test in form the explanation of the students.

This is assessment guidelines in speaking performance by using oral test:

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

³¹Evelyn Hatch and Hossein Farhady, *Research Design.*, p. 89

Here the indicators of students speaking performance:

- a. Students can speak fluently.
- b. Students can speak with the clearly pronunciation.
- c. Students can speak very few grammatical errors.
- d. Students can interacts effectively and readily participates and follow the discussion.

D. Data Collection Method

1. Test

According to Donald Ary, a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.³²So, Lorraine said that a test is a formal, systematic, usually paper-and pencil procedure for gathering information about peoples' cognitive and affective characteristics.³³Moreover, the researcher will use test as a data collection method to measure both of the variable. In this research, the researcher used various descriptive with the different topics. The researcher used test to collect the data. The researcher used pre-test and post-test as data collection method to measure of the students' speaking performance.

a. Pre – test

The researcher gave the pre- test to the students. This step is done before give presented the special treatment to find out the capability and to know how far the students speaking performance.

³²Donald Ary *et.al*, *Introduction to Reasearch*, (New York: Holt, Rinehart and Winston, 1997), P.67

³³Lorraine, *Educational Research*.,P. 78

b. Post – test

The post–test will do after the treatment in order to find out whether using this method can influence of the students speaking performance.

2. Documentation

Documentation was the way that used to get more information about the setting of the research. In this research, the researcher took the data from the school about total of the students, the teachers and the condition of MTs. Ma'arif Roudlotut Tholibin Metro.

3. Observation

In this research the researcher used observation to see the condition in teaching-learning process. In this research, the researcher observed the students' activities in teaching and learning process to know how the process of teaching and learning was held. In doing the observation the researcher makes the observation sheet that contained of list of students activities.

E. Research Instrument

The research instrument in this research holds the test which has explained follows:

1. Instrument Blueprint

The researcher used Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about card sort in speaking performance so the research instrument

which is used in present research is in the form of oral test, here is the blue print:

- a. The instrument which used in test in this research, it included the pre – test and post – test about speaking performance. The researcher used the objective test that was oral test. And give a card and sort it to the students. After getting the data from the student, the researcher compared the scores in order to measure whether there was any significant influence between using card sort on the students speaking performance.
- b. The instrument which used in observation method is observation guidance. In this technique, the data was taken from the observation list about everything happened during teaching learning process which are about the teacher’s treatment to the students, which method the teacher used and how the process worked. The observation also was about students’ responses and participation in teaching learning process.

2. Instrument Calibration

In this research, the reseracher using the logical validity in the form of content validity. “Content validity for an instrument is show a condition of an instrument which composed based on the subject matter content which evaluated.”³⁴

³⁴Lorraine, *Ibid* , p. 66

The researcher had composed the instrument based on subject matter content which was researched. The instrument which was composed had represented the subject that was measure. Before gave the test, the researcher had consulted to the lecturer who have competence in speaking performance. It was called expert judgement. Therefore, it can be inferred that the test has good validity.

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of using card sort method on the students speaking performance at the eighth grader of MTs Ma'arif Roudlotut Tholibin Metro, the researcher was used the pre-experiment in the form of paired t-test. The formulate of t-test:³⁵

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

Notes:

N : Total of Subject

\bar{D} : Average difference.

$\sum d$: Total of students' score before and after using card sort

$(X_2 - X_1)$

$\sum d^2$: Total of total students' score before and after using card sort $(X_2 - X_1)$

³⁵ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. General Description

1. Description of The Research Location

a. History of MTs Ma'arif Roudlotut Tholibin Metro

MTs Ma'arif Roudlotut Tholibin Metro is located in Purwosari village, district of Metro , North Metro. It was established in 2011. The establishment of MTs Ma'arif Roudlotut Tholibin Metro were initiative by Moslem scholars and intellectual. In 2015 this school has accreditation status of B from Ministry of Religious Affairs Metro. MTs Ma'arif Roudlotut Tholibin Metro had been led by the following principals :

- Drs. Hi. Imam Safingi (in the period of 2011 -2013),
- Lutfi Said Pratama, M.Pd.I (in the period of 2013-2015).
- Muhsinin, S.Pd.I (in the period of 2015- now)

b. Vission and Mission of MTs Ma'arif Roudlotut Tholibin Metro

1) Vission

Being MTs Ma'arif Roudlotut Tholibin Metro as a quality educational institution in conducting education in an effort to develop the life os society who knowledgeable, charitable and peace is based on Islamic Aqidah Ahlussunah Wal jama'ah.

2) Mission

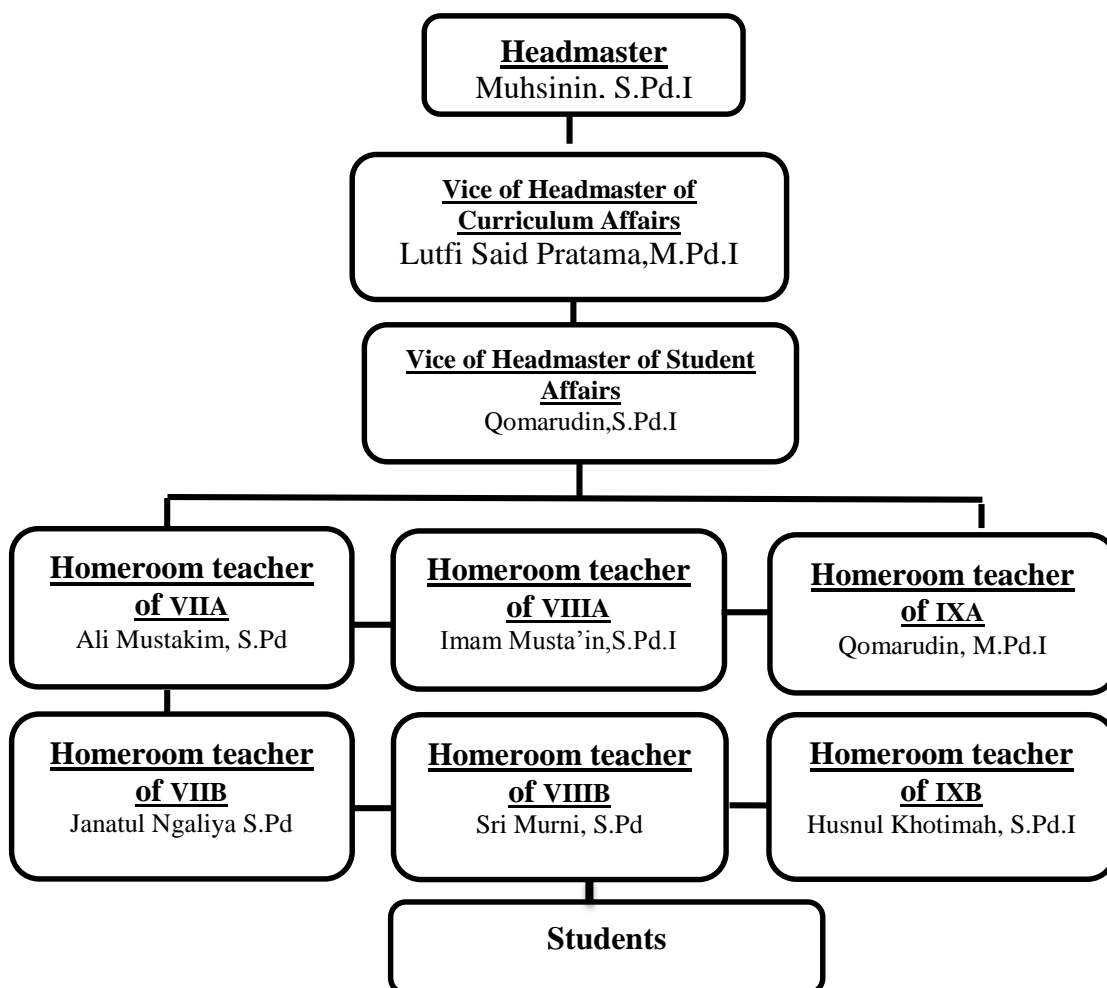
1. Increasing worship with Ahlussunah Wal jama'ah.
2. Increasing honesty, discipline, courtesy and responsibility in daily life.

c. Structure of Organization

The structure of organization of MTs Ma'arif Roudlotut Tholibin Metro is stated below:

Figure 2

Organization Structures of MTs Ma'arif Roudlotut Tholibin Metro



d. Condition of The Teachers

The condition of the teachers MTs Ma'arif Roudlotut Tholibin Metro is stated below:

Table 4
Condition of Teachers

No	Names	Sex	Proficiency
1.	Muhsinin, S.Pd.I	Male	Headmaster
2.	Lutfi Said Pratama, M.Pd.I	Male	Qur'an Hadist and English teacher
3.	Imam Ruhani, S.Ag	Male	Fiqih Teacher
4.	Qomarudin, S.Pd.I	Male	Morality Teacher
5.	Bahrudin, S.Pd.I	Male	History of Islam Teacher
6.	Janatul Ngaliyah, S.Pd	Female	Mathematics Teacher
7.	Sri Murni, S.Pd	Female	Science and Lampung Language Teacher
8.	Husnul Khotimah, S.Pd.I	Female	Morality Teacher and Art Teacher
9.	Imam Musta'in, S.Pd.I	Male	Indonesian Language Teacher
10.	Drs. Imam Syafi'i	Male	Qur'an Hadist Teacher
11.	Annisa Nurrohmah	Female	English Teacher
12.	Reni Widiyani, S.Pd.I	Female	TIK Teacher
13.	Ali Mustakim, S.Pd	Male	Sport Teacher
14.	Dra. Nur Hayati	Female	Social Teacher

Source: documentation of MTs Ma'arif Roudlotut Tholibin Metro taken on January 23th 2018.

e. Condition of Students

The condition of students in MTs Ma'arif Roudlotut Tholibin Metro is stated as follows:

Table 5
Recapitulation of Students in MTs Ma'arif Roudlotut Tholibin Metro

NO	Classes	Sex		Total
		Male	Female	
1.	Class VII	30	26	56
2.	Class VIII	28	30	58
3.	Class IX	23	24	47
Total		81	80	161

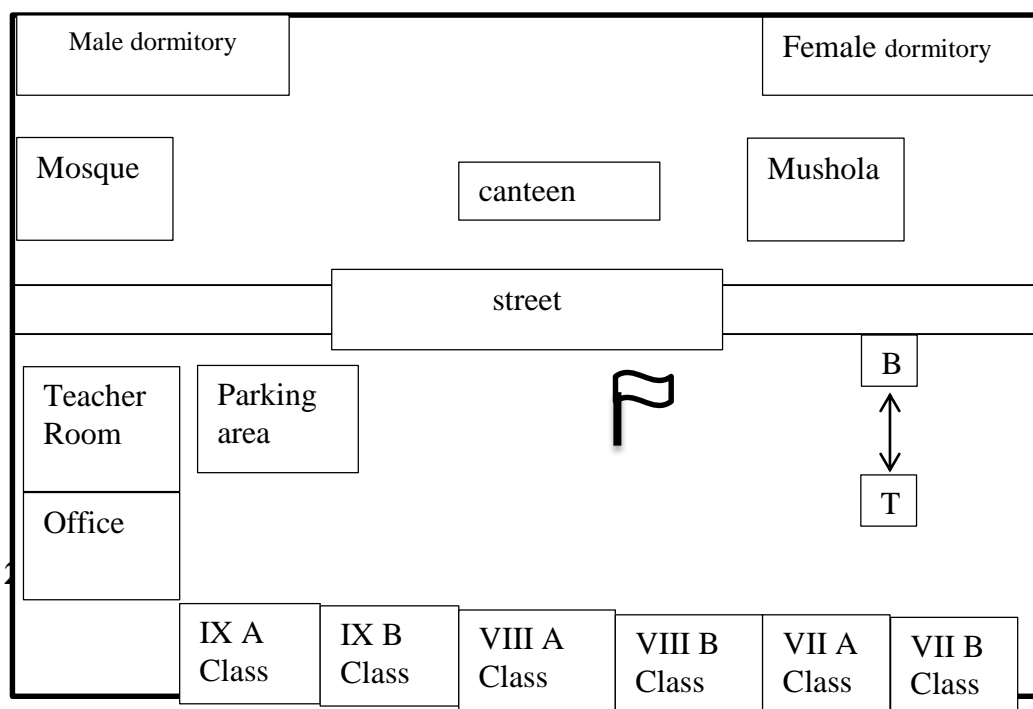
Source: documentation of MTs Ma'arif Roudlotut Tholibin Metro gathered on 23th, January 2018

f. Location Sketch of MTs Ma'arif Roudlotut Tholibin Metro

Location sketch of MTs Ma'arif Roudlotut Tholibin Metro is stated below:

Figure 3

Location Sketch of MTs Ma'arif Roudlotut Tholibin Metro



a. Pre-test Result

The researcher conducted pre-test on 19th, January 2018. It was done to find out the students basic knowledge on the speaking performance before giving treatment. The result of preliminary test could be seen as follows:

Table 6
The students' pre-test on the speaking performance at the eighth grade of MTS Ma'arif Roudlotut Tholibhin Metro

No	Codes of Respondents	Pre-test Scores
1	AN	50
2	AA	73

3	AP	42
4	AT	72
5	AR	42
6	BA	58
7	EV	72
8	FM	73
9	HA	60
10	IB	60
11	IH	71
12	IY	58
13	KB	59
14	LA	78
15	L	73
16	MF	67
17	MN	73
18	MS	73
19	M	80
20	MA	73
21	MS	55
22	NA	81
23	NI	78
24	RI	72
25	RR	58
26	SJ	78

27	SM	55
28	W	73
	Total	1857
	Average	66

Source: documentation of pre-test result of Speaking performance gathered on 19th, January 2018.

From the data above, it could be found that the highest scores was 81 and the lowest scores was 42. In line with the data, the researcher measured the class interval by using the formula as follows:

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

$$K = 1 + 3,3 \log 28$$

$$K = 1 + 3,3 \times 1,447$$

$$K = 1 + 4,77$$

$$K = 5,77 = 6$$

R = the highest scores – the lowest scores

$$R = 81 - 42$$

$$R = 39$$

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

$$I = \frac{39}{6}$$

$$I = 6,5 = 7$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

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

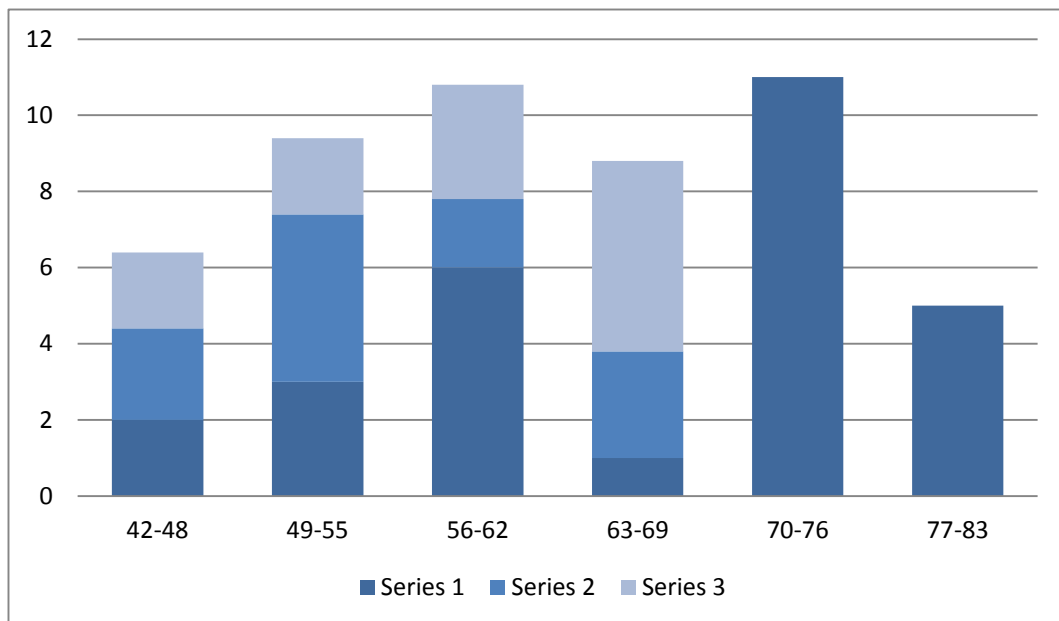
N = total participants/students

The total of interval class (I) in this research was 7. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 7
Table of frequency distribution of students' pre-test result on the speaking performance at the eighth grade of MTS Ma'arif Roudlotut Tholibin Metro

No	Interval Classes	Frequencies	Percentages
1	77 – 83	5	17.9%
2	70 – 76	11	39.3%
3	63 – 69	1	3.6%
4	56 – 62	6	21.4%
5	49 – 55	3	10.7%
6	42 – 48	2	7.1%
	Total	28	100%

Figure 4
Figure of students pre-test result on the speaking performance



Further, based on the table of frequency distribution above, it could be inferred that from 28 students as the sample of the research, just for about 5 students who had got the score similar to or higher than MMC, which is 75. The data revealed that 2 students got the score between 42 – 48 or as many as 7.1%. Next, there were 3 students got the score between 49 – 55 or as many as 10.7%. There were 6 students who got the score between 56 – 62 or in the other words, as many as 21.4%. Besides, there were 1 student who got the score between 63-69 and 12 students got the score between 70 - 76 in percentage of 3.6% and 39.3% of each. The last, there were 5 students who got the score between 77 – 83 or as many as 17.9%.

In summary, from the result of pre-test, the researcher found that the students' problem was in using ineffective method in teaching learning process. As a result, most of the students got the scores lower than MMC.

b. Post-test Result

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

Furthermore, after the students in this class had been given the treatment of Card Sort and they had understood already, the researcher gave the post-test to measure their speaking performance. The result of post-test could be seen below:

Table 8
The students post-test on the speaking performance at the eighthh grade of MTS Ma'arif Roudlotut Tholibhin Metro

No	Codes of Respondents	Post-test Scores
1	AN	67
2	AA	71
3	AP	55
4	AT	81
5	AR	72
6	BA	78
7	EV	80
8	FM	84
9	HA	68

10	IB	81
11	IH	80
12	IY	65
13	KB	78
14	LA	71
15	L	80
16	MF	86
17	MN	81
18	MS	73
19	M	85
20	MA	81
21	MS	74
22	NA	88
23	NI	85
24	RI	84
25	RR	76
26	SJ	81
27	SM	55
28	W	63
	Total	2123
	Average	76

Source: documentation of post-test result Speaking performance gathered on 29th, January 2018..

From the data above, it could be found that the highest scores was 88 and the lowest scores was 55. In line with the data, the researcher measured the class interval by using the formula as follows:

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

$$K = 1 + 3,3 \log 28$$

$$K = 1 + 3,3 \times 1,447$$

$$K = 1 + 4,77$$

$$K = 5,77 = 6$$

R = the highest scores – the lowest scores

$$R = 88 - 55$$

$$R = 33$$

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

$$I = \frac{33}{6}$$

$$I = 5,5 = 6$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

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

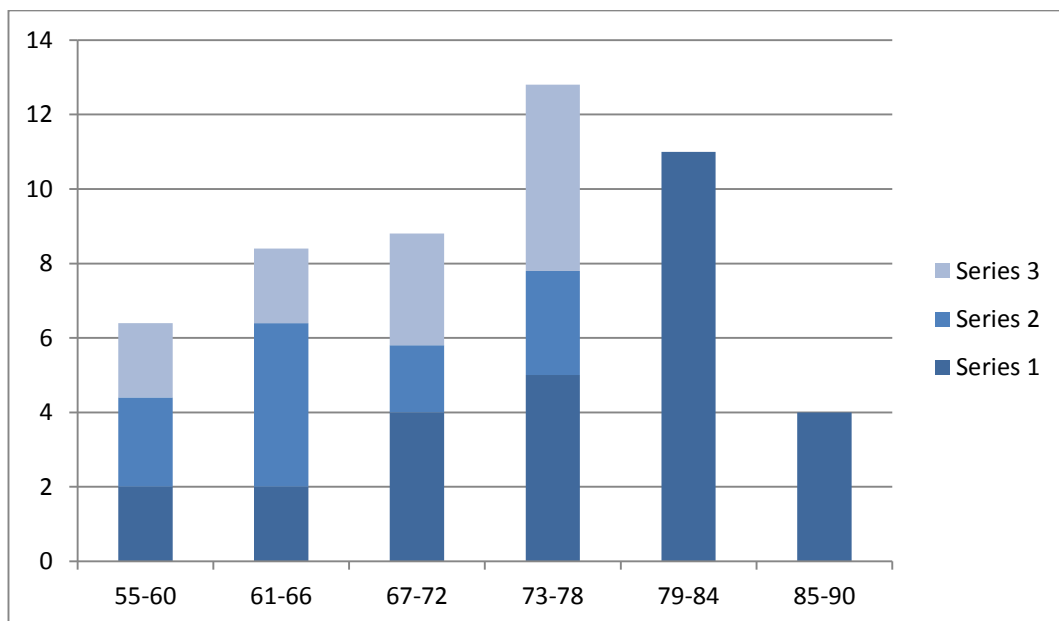
N = total participants/students

The total of interval class (I) in this research was 6. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 9
Table of frequency distribution of students post-test result on the speaking performance at the eighth grade of MTS Ma'arif Roudlotut Tholibin Metro

No	Interval Classes	Frequencies	Percentages
1	85 – 90	4	14.3%
2	79 – 84	11	39.3%
3	73 – 78	5	17.9%
4	67 – 72	4	14.3%
5	61 – 66	2	7.1%
6	55 – 60	2	7.1%
	Total	28	100%

Figure 5
Figure of students' post-test result on the speaking performance at the eighth grade of MTs Ma'arif Roudlotut Tholibin Metro



Further, based on the table of frequency distribution above, it could be inferred that from 28 students as the sample of this research, there were 17 students got the score similar to or higher than MMC, which is 75. To be known, there were 2 students who got the score between 55-60 or as many as 7.1%, and there were 2 students who got the score between 61-66 or as many as 7.1% and there were 4 students who got the score between 67-72 or as many as 14.3%. In addition, there were 5 students who got the score between 73 – 78 or as many as 17.9% and there were 11 students who got the score between 79-84 or as many as 79.3%. The last, there were 4 students who got the score between 85-90 or as many as 14.3%.

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

B. Hypothesis Testing

After gathering the data, the researcher analyzed the data by using chi-square and t-test in order to prove whether there was a positive and significant influence of card sort method on students speaking performance at the eighth grade of MTs Ma'arif Roudlotut Tholibin Metro, as follows:

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

After holding the test, the researcher analyzed the data by using chi-square in order to prove whether there was any significant and positive influence of card sort method on the students speaking performance at the eighth grade of MTs Ma'arif Roudlotut Tholibin Metro as stated below:

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

Table 10
The Contingency Table of The Expected Frequencies of The Result of Students' Pre-test and Post-test

Variables	Categories					Total
	Excellent	Good	Fair	Poor	Failed	
Pre-test	1	2	3	4	5	$r_n = 28$
Post-test	6	7	8	9	10	$r_n = 28$
Total	$c_n = 4$	$c_n = 17$	$c_n = 21$	$c_n = 12$	$c_n = 2$	$n = 56$

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

Table 11
Testing of The Data

Sel:	f_o	$f_e = \frac{c_n \times r_n}{n}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	0	$\frac{4 \times 28}{56} = 2$	-2	4	2
2	5	$\frac{17 \times 28}{56} = 8.5$	-3.5	12.25	1.44

3	11	$\frac{21 \times 28}{56} = 10.5$	0.5	1	0.09
4	10	$\frac{12 \times 28}{56} = 6$	4	16	2.66
5	2	$\frac{2 \times 28}{56} = 1$	1	1	1
6	4	$\frac{4 \times 28}{56} = 2$	2	4	2
7	12	$\frac{17 \times 28}{56} = 8.5$	3.5	12.25	1.44
8	10	$\frac{21 \times 28}{56} = 10.5$	-0.5	1	0.09
9	2	$\frac{12 \times 28}{56} = 6$	-4	16	2.66
10	0	$\frac{2 \times 28}{56} = 1$	-1	1	1
Total	n = 56	$f_t = 56$	=0		$X^2 = 14.38$

Accordingly, the value of chi-square was 14.38. Then, to know the critical value of chi square, the researcher counted df at first that stands for degrees of freedom. The formulation of df was:

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

Where:

df = number of degrees of freedom

c = number of columns

r = number of rows

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

Table 12
Critical Value of Chi-Square

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

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

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

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

The degrees of freedom is 4. Therefore, the values of χ^2_{table} on degrees of freedom in the level of 5% are 9.488 and in the level of 1% are 13.227. From the data above, it revealed the comparison between F_o and F_t was: $9.488 < 14.38 > 13.227$ in the level of significant of 5% and 1%. It mean that the alternative hyphothesis (H_a) which explained “there is a positive and significant influence of using card sort on the students speaking performance” was accepted and H_o was rejected.

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

To find whether there was positive and significant influence of card sort on students speaking performance at the eighth grade of MTs Ma’arif Roudlotut Tholibin Metro. The researcher used the t-test formula. The researcher prepared the table and put the data into the formula of t-test below to get t_{observed} .

Table 13
The scores of pre-test and post-test result of speaking performance at the eighth grade of MTs Ma'arif Roudlotut Tholibin Metro

No	Codes of Resp	Pre-test (X_1)	Post-test (X_2)	D ($X_2 - X_1$)	$D^2 = (X_2 - X_1)^2$
1	AN	50	67	17	289
2	AA	73	71	-2	4
3	AP	42	55	13	169
4	AT	72	81	9	81
5	AR	42	72	30	900
6	BA	58	78	20	400
7	EV	72	80	8	64
8	FM	73	84	11	121
9	HA	60	68	8	64
10	IB	60	81	21	441
11	IH	71	80	9	81
12	IY	58	65	7	49
13	KB	59	78	19	361
14	LA	78	71	-7	49
15	L	73	80	7	49
16	MF	67	86	19	361
17	MN	73	81	8	64
18	MS	73	73	0	0
19	M	80	85	5	25
20	MA	73	81	8	64
21	MS	55	74	19	361

22	NA	81	88	7	49
23	NI	78	85	7	49
24	RI	72	84	-10	100
25	RR	58	76	12	144
26	SJ	78	81	3	9
27	SM	55	55	0	0
28	W	73	63	-10	100
		$\sum X_1$ = 1857	$\sum X_2$ = 2123	$\sum D = 238$	$\sum D^2 = 4448$

The average of D = (238:28) = 8.5

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

It could be calculated by using the formula below:

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

$$t = \frac{8.5}{\sqrt{\frac{4440 - \frac{(238)^2}{28}}{28(28-1)}}$$

$$t = \frac{8.5}{\sqrt{\frac{4440 - 2023}{28(28-1)}}$$

$$t = \frac{8.5}{\sqrt{\frac{2417}{756}}}$$

$$t = \frac{8.5}{\sqrt{3.197}}$$

$$t = \frac{8.5}{1.788}$$

$$t = 4.753$$

To be known, t_{observed} was 4.753 as the result of counting by using t-test formula above. Meanwhile, the critical value of t-test (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of $df = N - 1$. N is the number of research population:

$$\begin{aligned} df &= N - 1 \\ &= 28 - 1 \\ &= 27 \end{aligned}$$

After considering the t_{table} by using df which was 27. The critical value of t_{table} was as follows:

Table 14
Critical Value of t_{table}

Degrees of Freedom	Level of Significant	
	5%	1%
df 27	2.052	2.771

To df 27 with the level of significant in 5% was 2.052 and in 1% was 2.771 by t_{observed} was 4.753. Then, the data confirmed that $t_{\text{table}} 2.052 < t_{\text{observed}} 4.753 > t_{\text{table}} 2.771$.

C. Interpretation

1. Interpretation of χ^2_{observed}

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

The critical value of χ^2_{observed} was 4.753 which meant that H_a was accepted and H_o was rejected. To conclude, the use of card sort method

could influence students speaking performance at the eighth grade of MTs Ma'arif Roudlotut Tholibin Metro.

2. Interpretation of t_{observed}

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

Finally, the data confirmed that $t_{\text{observed}} = 4.753$ was higher than t_{table} 2.052 in the level of 5% and 2.771 in the level of 1%. It meant that H_a was accepted and H_o was rejected. Therefore, it could be concluded that “there was a positive and significant influence of using card sort method on the students speaking performance at the eighth grade of MTs Ma'arif Roudlotut Tholibin Metro.

D. Discussion

In this research, there are two variables, the independent variables is card sort method (X), and dependent variables is speaking performance (Y). Based on the analysis of the research data, the researcher concludes in this research using card sort method is an alternative method that can influence the students speaking performance. It can be seen from the result of the pre-test and post-test the students at the eighth graders of MTs Ma'arif Roudlotut Tholibin Metro, especially class VIII^A as experiment class. They have done pre-test and post-test. Before the post-test, the researcher gave a treatment to the students. The score that they got before and after the treatment was so different. In pre-test; the average score of

class is 66 and the average score of post-test is 76. The result of this research is $t_{\text{observation}} > t_{\text{table}}$ ($2.052 < 4.753 > 2.771$). Where is the H_a is accepted and H_o is rejected it means that, there is positive and significant influence of card sort method on the students speaking performance at the eighth grade of MTs Ma'arif Roudlotut Tholibin Metro.

Through using card sort method, the students learn new experience in study English. In brief, there is a positive and significant influence of using card sort method on the students speaking performance because after treatment. The fact shows that there were change at amount of student that get the low score and the high score. By using card sort method in teaching speaking, it made students easier to build their motivation to speak English. By using card sort method, the students will be interested so that the students more active in learning process.

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

E. Limitation

This research was conducted only at the eighth grade of MTs Ma'arif Roudlotut Tholibin Metro with the purpose to see whether there was any positive and significant influence of using card sort method on the students

speaking performance. In other words, the result of this research could not be generalized. Consequently, the result might be different if it was conducted in any other circumstances.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the research data, the researcher conclude that card sort method is an alternative that can influence the students speaking performance. It can be seen from the result of the pre-test and post-test. The students at the eighth grade of MTs Ma'arif Roudlotut Tholibin Metro, especially class VIII¹ as experiment class. Before the post-test, the researcher gave a treatment to the students. The result of this research is the H_a is accepted and H_o is rejected it means that, there is positive and significant influence of using card sort on the students speaking performance at the eighth grade of MTs Ma'arif Roudlotut Tholibin Metro.

Through using card sort method, the students learn new experience in studying English. The fact shows that there were change at amount of student that gets the low score and the high score. By using card sort in teaching speaking, it made students easier to build their motivation to speak English.

Furthermore, card sort can a solution for the teacher to teach the students in speaking performance, the students will be more active in learning process. They are given much more opportunities to explore all of

their skill. By using this method, teaching and learning process is more interesting, enjoyable and relaxed and all of the students will take part actively in teaching and learning process.

B. Suggestion

Based on the experience, observation and the result of the research, the researcher suggested certain suggestion to:

1. The students

The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher. The students should to care more about fluency, clarity, voice and comprehension in speaking.

2. The Teachers

The teachers must encourage students to feel free to enlarge their ideas and notions without thinking it will go wrong or it will go right. The essence of learning is when there is any change of students habit, and the researcher suggested that the very first stage of changing students habit is to encourage them not to be afraid to make mistakes. Through this method, the teachers can give a chance for the students to feel free to express their notions as much as they want.

3. The Headmaster

It is better for the headmaster to facilitate this method to the teachers in all subjects of lessons so that it may be a new and fresh method which may fit to certain subjects.

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2004.

SILABUS PEMBELAJARAN

Sekolah : MTs Roudlotut Tholibin Metro

Kelas : VIII

Mata Pelajaran : Bahasa Inggris

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
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda <i>Fungsi sosial</i> Membanggakan, menjual,	Mengamati • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial teks	16 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Contoh teks dari sumber

tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .	mengenalkan, mengidentifikasi, mengkritik, dsb.	menggunakan ejaan dan tanda baca dengan benar.	deskriptif tentang orang, binatang, benda, pendek dan sederhana.	otentik
4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	<p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p>	<ul style="list-style-type: none"> • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. 	<ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif. 	
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p>	<p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p>	<ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, 	
	<p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan 		

- benda singular dengan *a* dan *the*, dan plural (-s).
- (2) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
- (4) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
- (5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
- (6) Penggunaan nominal benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.
- Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.
 - Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:
 - fungsi sosial setiap teks
 - nama orang, binatang, benda yang dideskripsikan
 - sifat orang, binatang, benda yang dideskripsikan
 - tindakan orang, binatang,
- kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.
- Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks

singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

- (7) Ucapan, tekanan kata, intonasi
- (8) Ejaan dan tanda baca
- (9) Tulisan tangan

Topik

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

benda yang dideskripsikan

- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan

- Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

Mengasosiasi

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

deskriptif.

CARA PENILAIAN:

Kinerja (praktik)

Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.

Observasi:

(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)

- Observasi

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

Mengkomunikasikan

- Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).
- Siswa berupaya berbicara

terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.

- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran

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

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

n di setiap tahapan.

- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

Penilaian diri:

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan

teks deskriptif
tentang orang,
binatang,
benda,
termasuk
kemudahan
dan
kesulitannya.

Tes tertulis

Membaca dan
menulis teks
deskriptif yang
menuntut
pemahaman
dan pemaparan
tentang
deskripsi
orang,
binatang,
benda.

Portofolio

- Kumpulan
karya teks
deskriptif
sangat
pendek dan

sederhana
tentang
orang,
binatang,
benda yang
telah dibuat.

- Kumpulan
hasil analisis
tentang
beberapa
teks
deskriptif
tentang
orang,
binatang,
benda.
- Lembar soal
dan hasil tes

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : MTS Roudlotut Tholibin Metro
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Aspek Skill : Speaking
Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti (KI)

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

B. Kompetensi dasar dan indikator pencapaian kompetensi:

1. Kompetensi Dasar (KD):

- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2. Indikator pencapaian kompetensi

- a. Siswa dapat Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana
- b. Siswa dapat menyusun teks deskriptif lisan sederhana.

C. Materi pembelajaran

Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda

Fungsi social

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur text

(gagasan utama dan informasi rinci)

- a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
- c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Unsur kebahasaan

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

Topik

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

D. Metode Pembelajaran

Card Sort (Sortir Kartu)

E. Alat dan Sumber Pembelajaran

1. Alat : Kartu, Kertas, spidol
2. Sumber Belajar : Buku LKS Bahasa Inggris Mata Pelajaran Bahasa Inggris Kelas VIII.

F. Langkah-langkah pembelajaran

1. Kegiatan Pendahuluan

- a. Guru mengucapkan salam dengan ramah kepada siswa.
- b. Guru memeriksa kehadiran siswa.
- c. Guru mengingatkan kembali materi yang diberikan dipertemuan sebelumnya.

2. Kegiatan Inti

- a. Guru menyiapkan kartu berisi tentang materi yang akan dipelajari.
- b. Seluruh kartu diacak/dikocok didalam kotak.
- c. Guru membagikan kartu secara acak.
- d. Guru memerintahkan kepada siswa untuk mencari dan menempelkan katagori sesuai dengan topik.
- e. Guru meminta siswa untuk mencari temannya yang memiliki kartu yang berisi kategori yang sama untuk membentuk kelompok dan mendiskusikannya.
- f. Guru meminta siswa untuk mempresentasikan secara individual.

3. Penutup

- a. Memberikan umpan balik terhadap proses dan hasil pembelajaran
- b. menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

4. Penilaian hasil pembelajaran

Penilaian speaking performance

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

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

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

Guru Bahasa Inggris

Annisa Nurrohmah

Metro, 11
Desember 2017
Peneliti

Nurhidayati
NPM. 13107937

DESCRIPTIVE TEXT OF PRE-TEST

Dirrections:

1. Read the following descriptive text!
2. Make summarize about this text in your own language!
3. Speak in front of class about this text!

My Favourite Bag

I like something mostly because of it is simple. It is not only simple because we can put the bag on my back, but also it has a wide space in it that I can almost bring anything I need with only one bag. I bought this bag myself five years ago, and it is still usable until now.

The colour of my favourite bag is black. It is made of thick cotton. The backpack is divided into three pouch, the big pouch, the average pouch, and the small pouch. Each of it has own zipper. The small pouch is a little bit different from the other, because it is covered by rubber. The small pouch is where I usually keep my flash drive, car's key, and pen. I will tell you a secret, if you saw my bag from the front side, you will only see two pouch, it is because the big pouch is not accessible from the front side. The zipper is hidden on the back side of the bag and it can only be accessed if I take off the bag from my back. It is very tricky, right? I decorate my bag with fake ant and fake spider by sticking them on it.

DESCRIPTIVE OF POST-TEST

Dirrections:

1. Sit in a group!
2. Catagorize the card related to the topic!
3. Write description with your own language!
4. Tell your description in front of class!

The Student Scores on Pre-test

No	Codes of Respondents	Pre-test Scores
1	Ahmad Nafis	50
2	Ahmad Amirul	73
3	Aditia Pratama	42
4	Ansori Tamzis	72
5	Anggi Ruswanto	42
6	Bima Alim	58
7	Erica Victagor	72
8	Fadli Muhammad	73
9	Hamdan Arifin	60
10	Imam Bahrudin	60
11	Ilham Hilmi	71
12	Irhamni Yusuf	58
13	Khoiri Basith	59
14	Latif Arrahman	78
15	Luthfi	73
16	Muhammad Faisal	67
17	Muhammad Nalwi	73
18	Muhammad Syafei	73
19	Muhammad	80
20	Muhammad Alwi	73
21	Muhammad Satria	55
22	Nabawi Al ayub	81
23	Nur Iksan	78
24	Ridwan Irhamni	72
25	Radit Romansyah	58
26	Ssandi Juanda	78
27	Saiful Mustaqim	55
28	Wahyudi	73
	Total	1857
	Average	66

The Student Scores on Post-test

No	Codes of Respondents	Post-test Scores
1	Ahmad Nafis	67
2	Ahmad Amirul	71
3	Aditia Pratama	55
4	Ansori Tamzis	81
5	Anggi Ruswanto	72
6	Bima Alim	78
7	Erica Victagor	80
8	Fadli Muhammad	84
9	Hamdan Arifin	68
10	Imam Bahrudin	81
11	Ilham Hilmi	80
12	Irhamni Yusuf	65
13	Khoiri Basith	78
14	Latif Arrahman	71
15	Luthfi	80
16	Muhammad Faisal	86
17	Muhammad Nalwi	81
18	Muhammad Syafei	73
19	Muhammad	85
20	Muhammad Alwi	81
21	Muhammad Satria	74
22	Nabawi Al ayub	88
23	Nur Iksan	85
24	Ridwan Irhamni	84
25	Radit Romansyah	76
26	Ssandi Juanda	81
27	Saiful Mustaqim	55
28	Wahyudi	63
	Total	2123
	Average	76

Observation Sheet of Student's Activities
Eighth Grader of MTs Ma'arif Roudlotut Tholibin Metro

No	Student's Name	Activity				Total Score
		Pay attention to the teacher's explanation	Ask/answer the question from the teacher	The students are able to do the task	Practice	
1	AN	✓	✓	✓	✓	4
2	AA	✓		✓	✓	3
3	AP	✓	✓	✓	✓	4
4	AT	✓	✓	✓	✓	4
5	AR	✓	✓	✓	✓	4
6	BA	✓	✓	✓	✓	4
7	EV	✓		✓	✓	3
8	FM	✓	✓	✓	✓	4
9	HA		✓	✓	✓	3
10	IB	✓	✓		✓	3
11	IH	✓	✓	✓	✓	4
12	IY	✓	✓	✓	✓	4
13	KB		✓	✓	✓	3
14	LA	✓		✓	✓	3
15	L	✓		✓	✓	3
16	MF		✓	✓	✓	3
17	MN		✓	✓	✓	3
18	MS	✓	✓	✓	✓	4
19	M	✓	✓	✓	✓	4
20	MA	✓	✓	✓	✓	4
21	MS	✓	✓		✓	3
22	NA	✓	✓	✓	✓	4
23	NI	✓	✓	✓	✓	4
24	RI		✓	✓	✓	3
25	RR	✓	✓		✓	3
26	SJ		✓	✓	✓	3
27	SM	✓		✓	✓	3
28	W	✓	✓	✓	✓	4
Total						
Percentage (%)		78,6 %	78,6 %	85,7 %	100 %	

Note : Tick (√) for each positive activity

Percentage of student's activities:

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= Total of Students

TABLE OF CHI-SQUARE

Table A.5 Table of χ^2														
<i>df</i>	.99	.98	.95	.90	.80	.70	.50	.30	.20	.10	.05	.02	.01	.001
1	.000157	.000628	.00393	.0158	.0642	.148	.455	1.074	1.642	2.706	3.841	5.412	6.635	10.827
2	.0201	.0404	.103	.211	.446	.713	1.386	2.408	3.219	4.605	5.991	7.824	9.210	13.815
3	.115	.185	.352	.584	1.005	1.424	2.366	3.665	4.642	6.251	7.815	9.837	11.345	16.266
4	.297	.429	.711	1.064	1.649	2.195	3.357	4.878	5.989	7.779	9.488	11.668	13.277	18.467
5	.554	.752	1.145	1.610	2.343	3.000	4.351	6.064	7.289	9.236	11.070	13.388	15.086	20.515
6	.872	1.134	1.635	2.204	3.070	3.828	5.348	7.231	8.558	10.645	12.592	15.033	16.812	22.457
7	1.239	1.564	2.167	2.833	3.822	4.671	6.346	8.383	9.803	12.017	14.067	16.622	18.475	24.322
8	1.646	2.032	2.733	3.490	4.594	5.527	7.344	9.524	11.030	13.362	15.507	18.168	20.090	26.125
9	2.088	2.532	3.325	4.168	5.380	6.393	8.343	10.656	12.242	14.684	16.919	19.679	21.666	27.877
10	2.558	3.059	3.940	4.865	6.179	7.267	9.342	11.781	13.442	15.987	18.307	21.161	23.209	29.588
11	3.053	3.609	4.575	5.578	6.989	8.148	10.341	12.899	14.631	17.275	19.675	22.618	24.725	31.264
12	3.571	4.178	5.226	6.304	7.807	9.034	11.340	14.011	15.812	18.549	21.026	24.054	26.217	32.909
13	4.107	4.765	5.892	7.042	8.634	9.926	12.340	15.119	16.985	19.812	22.362	25.472	27.688	34.528
14	4.660	5.368	6.571	7.790	9.467	10.821	13.339	16.222	18.151	21.064	23.685	26.873	29.141	36.123
15	5.229	5.985	7.261	8.547	10.307	11.721	14.339	17.322	19.311	22.307	24.996	28.259	30.578	37.697
16	5.812	6.614	7.962	9.312	11.152	12.624	15.338	18.418	20.465	23.542	26.296	29.633	32.000	39.252
17	6.408	7.255	8.672	10.085	12.002	13.531	16.338	19.511	21.615	24.769	27.587	30.995	33.409	40.790
18	7.015	7.906	9.390	10.865	12.857	14.440	17.338	20.601	22.760	25.989	28.869	32.346	34.805	42.312
19	7.633	8.567	10.117	11.651	13.716	15.352	18.338	21.689	23.900	27.204	30.144	33.687	36.191	43.820
20	8.260	9.237	10.851	12.443	14.578	16.266	19.337	22.775	25.038	28.412	31.410	35.020	37.566	45.315
21	8.897	9.915	11.591	13.240	15.445	17.182	20.337	23.858	26.171	29.615	32.671	36.343	38.932	46.797
22	9.542	10.600	12.338	14.041	16.314	18.101	21.337	24.939	27.301	30.813	33.924	37.659	40.289	48.268
23	10.196	11.293	13.091	14.848	17.187	19.021	22.337	26.018	28.429	32.007	35.172	38.968	41.638	49.728
24	10.856	11.992	13.848	15.659	18.062	19.943	23.337	27.096	29.553	33.196	36.415	40.270	42.980	51.179
25	11.524	12.697	14.611	16.473	18.940	20.867	24.337	28.172	30.675	34.382	37.652	41.566	44.314	52.620
26	12.198	13.409	15.379	17.292	19.820	21.792	25.336	29.246	31.795	35.563	38.885	42.856	45.642	54.052
27	12.879	14.125	16.151	18.114	20.703	22.719	26.336	30.319	32.912	36.741	40.113	44.140	46.963	55.476
28	13.565	14.847	16.928	18.939	21.588	23.647	27.336	31.391	34.027	37.916	41.337	45.419	48.278	56.893
29	14.256	15.574	17.708	19.768	22.475	24.577	28.336	32.461	35.139	39.087	42.557	46.693	49.588	58.302
30	14.953	16.306	18.493	20.599	23.364	25.508	29.336	33.530	36.250	40.256	43.773	47.962	50.892	59.703

Source: From *Statistical Tables for Biological, Agricultural, and Medical Research*, edited by R. A. Fisher and F. Yates. Pearson Education Limited. Copyright © 1938 by Oliver and Boyd. Reproduced with permission of the publisher.

TABLE OF T-TEST

Table A.2 Table of *t* Values

<i>df</i>	Level of Significance for a Directional (One-Tailed) Test					
	.10	.05	.025	.01	.005	.0005
	Level of Significance for a Nondirectional (Two-Tailed) Test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

Source: From *Statistical Tables for Biological, Agricultural, and Medical Research*, edited by R. A. Fisher and

DOCUMENTATION

1. Pre-test

The researcher explained the direction to the students



The researcher helped the students to translate certain words they didn't know



2. Treatment

The researcher helped the students who didn't understand



The researcher explained the materials in the white board



3. Post-test

The researcher sort the card



The students catagories card related to the topic



The students speak in front of class



Nomor : P-0990/In.28/FTIK/PP.00.9/07/2017
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth,
Kepala **Mts. Roudlotut Tholibhin Metro**
Di -
Tempat

Assalamu'alikum Wr. Wb.

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

Nama : Nurhidayati
NPM : 13107937
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Influence of using card sort toward the student descriptive speaking performance at eighth graders in Mts.Roudlotut Tholibhin Metro In Academic Year 2017/2018

Untuk melakukan pra survey di **Mts. Roudlotut Tholibhin Metro**.

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

Wassalamu'alaikum Wr. Wb.

Metro, 14 Juli 2017

Ketua Jurusan Tadris Bahasa
Inggris



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



LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH TSANAWIYAH MA'ARIF ROUDLOTUT THOLIBIN
PURWOSARI METRO UTARA KOTA METRO
STATUS : TERAKREDITASI

Alamat : Jl. RA Kartini 28 Purwosari Metro Utara Kota Metro Kode Pos 34118 Cp. 082183535591 Email. mtsmaarifn@gmail.com

SURAT REKOMENDASI PRA SURVEY

Nomor : 30/MTs.MART/I/2017

Yang bertanda tangan di bawah ini Kepala MTs Roudlotut Tholibin 28 Purwosari Metro Utara Kota Metro memberikan Rekomendasi kepada:

Nama : Nurhidayati
NPM : 13107937
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

Judul Sekripsi : *“The Influence Of Using Card Sort Method On The Students Speaking Performance At The Eight Grader Of MTS ROUDLOTUT THOLIBIN Metro In The Academic year Of 2017/2018”*

Telah melaksanakan Pra Survey di MTs Ma'arif Roudlotut Tholibin Metro.

Demikian Surat Rekomendasi ini kami keluarkan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 27 Juli 2017
Kepala
MTs Ma'arif Roudlotut Tholibin


Muhsinin, S.Pd.I



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

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

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 0385/In.28/D.1/TL.00/01/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS ROUDLOTUT
THOLIBIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 0384/In.28/D.1/TL.01/01/2018, tanggal 23 Januari 2018 atas nama saudara:

Nama : **NURHIDAYATI**
NPM : 13107937
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS ROUDLOTUT THOLIBIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING CARD SORT METHOD ON THE STUDENTS SPEAKING PERFORMANCE AT THE EIGHT GRADER OF MTS ROUDLOTUT THOLIBIN METRO IN THE ACADEMIC YEAR OF 2017/2018".

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

Wassalamu'alaikum Wr. Wb.

Metro, 17 Januari 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH TSANAWIYAH MA'ARIF ROUDLOTUT THOLIBIN
PURWOSARI METRO UTARA KOTA METRO
STATUS : TERAKREDITASI

Alamat : Jl. RA Kartini 28 Purwosari Metro Utara Kota Metro Kode Pos 34118. Cp. 082183535591 Email. mtsmaarif@gmail.com

SURAT REKOMENDASI IZIN RISET

Nomor : 50/MTs.MART/I/2018

Yang bertanda tangan di bawah ini Kepala MTs Roudlotut Tholibin 28 Purwosari Metro Utara Kota Metro memberikan Rekomendasi kepada:

Nama : Nurhidayati
NPM : 13107937
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

Judul Sekripsi : *“The Influence Of Using Card Sort Method On The Students Speaking Performance At The Eight Grader Of MTS ROUDLOTUT THOLIBIN Metro In The Academic year Of 2017/2018”*

Telah melaksanakan Riset di MTs Ma'arif Roudlotut Tholibin Metro.

Demikian Surat Rekomendasi ini kami keluarkan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 30 Januari 2018
Kepala
MTs Ma'arif Roudlotut Tholibin


Muhsinin, S.Pd.I



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

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

Nomor : B-2888/In.28.1/J/TL.00/11/2017

29 November 2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dra. Umi Yawisah, M.Hum
2. Trisna Dinillah Harya, 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 Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Nurhidayati
 NPM : 13107937
 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 I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Dosen Pembimbing II 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.

Ketua Jurusan TBI.


Ahmad Subhan Roza, M.Pd.
 NIP. 197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nurhidayati

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107937

Semester / T.A : X / 2017-2018

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan
1.	Senin 30/5/2018	✓		<ul style="list-style-type: none">- Revise ch. v- Revise Appendixes- Revise Table of Content- Revise title	
2.	Kamis 3/5-18	✓		<ul style="list-style-type: none">- Revision is OK- all for munagasy	

Mengetahui :

Ketua Jurusan Tarbiyah

Ahmad Sabhan Roza, M.Pd
NIP. 197506102008011004

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nurhidayati

Jurusan / Prodi : Tarbiyah / TBI

NPM : 13107937

Semester / T A : X / 2017-2018

No	Hari/ Tanggal	PembimbingII	Hal-hal yang dibicarakan	Tanda Tangan
1.	Senin 5/2-2018	✓	Revisi ch. IV,	
2.	Senin 12/2-2018	✓	check more about grammar!	
3	Rabu 7/3-2018	✓	-Revisi structure organization -Revisi space!	

Mengetahui :
Ketua Jurusan Tarbiyah

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011004

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nurhidayati

Jurusan / Prodi : Tarbiyah / TBI

NPM : 13107937

Semester / T A : X / 2017-2018

No	Hari/ Tanggal	PembimbingII	Hal-hal yang dibicarakan	Tanda Tangan
4.	Rabu 11/4 - 2018	✓	Ace ch. iv Continue to 1 st Advisor	

Mengetahui :

Ketua Jurusan Tarbiyah

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011004

Dosen Pembimbing II

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

CURRICULUM VITAE



The name of the writer is Nurhidayati. She was born in Rejoagung, in September 01, 1994. She is the last child of Mr. Sakijan and Mrs. Kuamiati.

She enrolled her study at TK Pertiwi 4, Rejoagung, in 1999-2001. Then, she underwent her study at SDN 1 Rejoagung in 2001-2007. Soon after that, she continued to Junior High School at SMP N 1 Batanghari in 2007-2010. She stood her study at SMAN 1 Batanghari in 2010-2013. It was long journey for her to find out her dream. After graduating from senior high school, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.