AN UNDERGRADUATE THESIS

**THE APPLICATION OF ENGLISH DAY PROGRAM
TO IMPROVE THE STUDENTS SPEAKING PERFORMANCE
AT THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR
IN THE ACADEMIC YEAR OF 2017/2018**

By:

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Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

**THE APPLICATION OF ENGLISH DAY PROGRAM
TO IMPROVE THE STUDENTS SPEAKING PERFORMANCE
AT THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR
IN THE ACADEMIC YEAR OF 2017/2018**

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

**By:
ADE WENDA SUKARLOV
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Sponsor   : Umi Yawisah, M.Hum
Co-Sponsor   : Syahreni Siregar, M.Hum

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

NOTA DINAS

Number   :
Appendix   : -
Matter   : Pengajuan Munaqosyah

> Kepada Yth.,
> Ketua Fakultas Tarbiyah
> Institut Agama Islam Negeri (IAIN)
> di-
>   Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : ADE WENDA SUKARLOV
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Judul Skripsi : THE APPLICATION OF ENGLISH DAY TO IMPROVE THE STUDENTS SPEAKING PERFORMANCE AT THE ELEVENTH GRADERS OF AN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2017/2018

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

Wassalamu'alaikumWr.Wb.

<table>
<tr><td>Pembimbing I</td><td>Metro, Juni 2018
Pembimbing II</td></tr>
<tr><td>

<u>**Dr. Umi Yawisah, M.Hum**</u>
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NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah**
of Ade Wenda Sukarlov

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name : ADE WENDA SUKARLOV
Student Number : 13106347
Title : THE APPLICATION OF ENGLISH DAY TO IMPROVE THE STUDENTS SPEAKING PERFORMANCE AT THE ELEVENTH GRADERS OF AN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2017/2018

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

Wassalamu'alaikum Wr. Wb

Metro, June 2018

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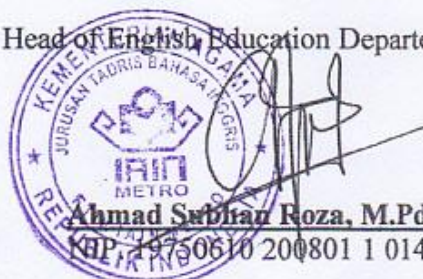
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RATIFICATION PAGE

No: B-2306/In.28.1/0/PP.00.9/07/2018

An Undergraduate entitled: THE APPLICATION OF ENGLISH DAY PROGRAM TO IMPROVE THE STUDENT'S SPEAKING PERFORMANCE AT THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2017/2018 .

Written by ADE WENDA SUKARLOV, Student Number 13106347 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, July 05th, 2018 at 13.00-15.00.

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah M. Hum	...........................)
Examiner I	: Drs. Kuryani, M.Pd	...........................)
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and Teacher Training Faculty,

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ABSTRACT

**THE APPLICATION OF ENGLISH DAY PROGRAM
TO IMPROVE THE STUDENTS SPEAKING PERFORMANCE
AT THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR
IN THE ACADEMIC YEAR OF 2017/2018**

**BY:
ADE WENDA SUKARLOV**

Speaking as one of the English skills, that is about delivering message orally. Speaking performance is the process of show off the speaking English in front of people. Applifcation English Day program can make students' easier to speak up in English. The students' in MAN 1 Lampung Timur have low performance to speak up in English and they also difficult in achieving speaking performance. So, Application English Day program is aimed to know whether this strategy can improve the students' speaking performance or not. In this program the teacher gave new vocabulary for the students and asked the students to memorie it. Next, the students used the new vocabulary that they have memorized to practice speak up in English as well.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' speaking performance. It consists of four phases; planning, acting, observing and reflecting. This research is conducted in 2 cycles. subject of this research is the students of the eleventh grade science two of MAN 1 Lampung Timur. In collecting the data, this research used test, observation and documentation.

The results of the research showed that, from two cycles, the average scores of students' speaking performance are (a) 69,10in pre-test, and (b) 72,67 in post-test 1 as well as (c) 82,14 in post-test 2. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 15 active students (53.57%) and 13 inactive students (46,43%). In cycle 2, the students' activities consisted of 28 active students (100%) and 0 inactive students (0%) This result also drew conclusions that Constant and Never Ending Improvement Application English Day Program was able to improve the students' speaking performance.

Key words: Speaking, Speaking Performance, and Application English Day Program

ABSTRAK

PENERAPAN PROGRAM *ENGLISH DAY*
UNTUK MENINGKATKAN PERFORMA BERBICARA SISWA TERHADAP
SISWA KELAS SEBELAS MAN 1 LAMPUNG TIMUR TAHUN AJARAN
2017/2018

OLEH:
ADE WENDA SUKARLOV

Berbicara adalah salah satu keterampilan dalam pelajaran bahasa Inggris, berbicara adalah cara untuk menyampaikan pesan secara lisan. Hasil berbicara adalah proses berbicara didepan khalayak. Program *English Day* dapat memudahkan siswa untuk berbicara dalam bahasa Inggris. Siswa di MAN 1 Lampung Timur masih memiliki performa berbicara yang rendah dalam bahasa Inggris dan mereka juga kesulitan untuk lancar dalam berbicara. Jadi, penerapan Program English Day ini bertujuan meningkatkan performa berbicara siswa. Dalam strategi ini guru memberikan kosa kata baru kepada siswa and para siswa menghafal kosa kata tersebut. Selanjutnya, para siswa menggunakan kosa kata tersebut untuk berlatih berbicara dalam bahasa Inggris.

Penelitian ini masuk dalam kategori Classroom Action Research atau Penelitian Tindakan Kelas. Penelitian ini diadakan untuk memecahkan masalah siswa dalam performa berbicara. Desain penelitian ini terdiri dari 4 fase yaitu *planning, acting, observing* dan *reflecting*. Penelitian ini dilakukan dalam 2 siklus. Subjek penelitian ini ialah siswa kelas XI IPA^2 MAN 1 Lampung Timur. Metode yang digunakan dalam mengumpulkan data ialah tes, observasi dan dokumentasi.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata dalam performa berbicara siswa adalah (a) 69,10 di pre-tes, dan (b) 72,67 di post-tes 1, serta (c) 82,14 di post-tes 2. Hal yag sama terjadi pada aktivitas siswa. Aktivitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 15 siswa aktif (53.57%) dan 13 siswa tak aktif (46,43%). Pada siklus kedua, aktivitas siwa terdiri dari 28 siswa aktif (100%) dan 0 siswa tak aktif (0%). Hasil ini menggambarkan bahwa penerapan program *English Day* dapat meningkatkan kemampuan siswa dalam berbicara.

Kata Kunci: Berbicara dan Penerapan English Day

ORISINILITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Ade Wenda Sukarlov

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

Metro, 19 Januari 2018
Penulis

Ade Wenda Sukarlov
NPM: 13106347

MOTTO

اِقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ﴿٣﴾

Read: And thy Lord is the Most Bounteous,.

(QS. Al-Alaq: 3)

DEDICATION PAGE

All praise be to Allah SWT, this undergraduate thesis is dedicated to:

I highly dedicated this undergraduate thesis to my beloved Dad and Mom
(Mr. Andi Sukarlov and Mrs. Dewi Yati), and (my brother Tobi Amart Sukarlov
who keep on praying and supporting me.
My beloved lectures of English Education Department IAIN Metro, and
My Sponsor *(Mrs. Umi Yawisah, M.Hum)* and Co-*sponsor (Mrs. Syahreni Siregar,*
M.Hum) thank you for your idea and experience for my undergraduated thesis.

ACKNOWLEDGEMENT

Praises be to Allah SWT, The Most Gracious, The Most Merciful, who has given His mercies and blessing to the researcher so that she is able to accomplish this undergraduated thesis. *Shalawat* and salaam may always be upon the holy world leader, Prophet Muhammad SAW.

This undergraduated thesis is entitled "The Application of English Day Program to Improve Students Speaking Performance at The Eleventh Grade of MAN 1 Lampung Timur In Academic Year of 2017/2018".
This undergraduated thesis was conducted through Classroom Action Research.

This paper is written as partial fulfillment of requirement for obtaining Sarjana Pendidikan (S.Pd) degree of English Education Department in IAIN Metro. In this chance, the researcher would like to express her sincere gratitude to those who have involved in the process of conducting this undergraduated thesis. First of all, gratitude is upon Dra. Isti Fatonah, MA as Dekan of Tarbiyah Faculty and Ahmad Subhan Roza, M.Pd as Head of English Education Department. Her massive thank is also given to both supervisors; Dr.Umi Yawisah, M.Hum as the first sponsor who has contributed his expertise and idea to assist the researcher and Syahreni Siregar, M.Hum as the Co-sponsor who has given her knowledge and experience. Her gratitude is also for all the lecturer in English Education Department.

The researcher also gives her thanks to parents and all family who keep supporting her in such intangible ways. All of them have a significant role in giving aid and guidance in the process of compiling this undergraduated thesis.

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

It is Allah who bestows success and guides to the Right Path.

Metro, January 2018
The researcher

Ade Wenda Sukarlov
Std. Number.1310634

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CHAPTER I

INTRODUCTION

A. Background of Study

English has an important role in international communication. It has been one of the most important international languages. Everyone must study about English because if people want to go to other countries, they must speak English. Moreover, many countries should prioritize English because English is international language.

English has become an international language. Many countries using English as a tool communication. People use English in some aspects such as science, technology,politic,education, business, economic, culture and so forth.

Some countries has been considered English as their foreign or second language therefore people from those countries have to learn more about English in other that they can speak English well.

English can improve knowledge of people. People can use English expression, emotion, feeling, and so on. In international connection, English is very popular in the world because many people try to learn English, so that English is an important language and English becomes standard language in the world

As a foreign language in Indonesia context, English becomes a foreign language. In our country, many people using English in daily activity. In Indonesia, English becomes an important subject in our education department. For example many universities in Indonesia has English program because English is very important, if we study English we should have four basic skills namely listening, speaking,reading,and writing.

Speaking is the skill used by particular group of people, to make them understand the idea, feeling, or thought spokenly. However, many people consider that

to speak English is very hard to do, because many people do not have ability about grammar and many people not have motivation to learn English well.

In senior high school, English becomes an important subject that include one of the subjects for final examination (UAN). The teacher must become good fasilicator in teaching lerning English, but sometimes the students have difficulties to speak English. The teachers can to help the students to solve their problem more easy in learning English. There are many ways to teach English in senior high schools. The teacher should have many styles preparing when they are going to teach in the class.

There are many programs in English leraning, one of them is the "English Day" program. There are many activities in "English Day" program one of them is speaking English in daily aktivities.

This program can help the teachers in teaching English. The Application of "English Day" program can help students speak up in learning process.

It also can be used in speaking learning, because indirectly it can improve speaking performance. The application of English Day program contains some methods , so the teachers can use them. And the students can improve speaking. They may like speaking better than before. The Application of English Day program can make the students consider English is easy to learn. The students in Senior High Schools have low motivation in studying English, especially speaking performance. Hopefully, by using application English Day the students can improve their motivation to speak up.

At MAN 1 Lampung Timur, English teacher does not apply The "English Day" program to teach the materials. The English teacher has been using grammar Translation Method to teach materials. The teacher writes new vocabularies then the teachers translate them. At the same time, the teacher does not used an appropriate

method, so in teacing learning process the students have low motivation to speak English, especially in the eleventh class , students aren't more active in learning process ; a lot of students get difficulties in learning speaking.

From the above explanation, it can be concluded that saveral students are basically capable enough to build a good speaking. On the contrary, the other students are categorized into the low category. Therefore, the writer would like to conduct a research entitled "The Application of English Day program to improve the students speaking performance at the eleventh graders of MAN1 Lampung Timur In the academic year of 2017/2018.

Based on the learning process and pre survey, the result of speaking daily examination at the eleventh graders is shown in the table below. The Minimum Standard Criteria (MMC) for English is 75.

Table 1.1

The Result of Speaking Performance on Pre-survey among the Eleventh Grade Students of MAN 1 Lampung Timur

No	Name	Score	Interpretation
1	ACMD	68	Failed
2	AS	70	Failed
3	CH	60	Failed
4	CY	70	Failed
5	DAIS	70	Failed
6	DA	76	Passed
7	DP	60	Failed
8	DNK	68	Failed
9	DDA	68	Failed
10	EAP	68	Failed
11	GL	77	Passed
12	HKA	68	Failed
13	II	76	Passed
14	JTL	60	Failed
15	LF	68	Failed
16	MCAS	60	Failed
17	MH	70	Failed
18	NH	77	Passed

19	NM	76	Passed
20	PKS	68	Failed
21	PUR	77	Passed
22	RAR	77	Passed
23	RFU	78	Passed
24	RK	77	Passed
25	SZM	78	Passed
26	SH	68	Failed
27	TM	68	Failed
28	TKN	68	Failed

Source : The writer's data of pre-survey on July 28,2017

In addition, the result of pre-survey above is categorized in to two kind's criteria such as failed and passed based on the minimum mastery criterion. The categorization of pre-survey result is provided in the following table:

Table 1.2

Passing Grade Criteria

No	Score	Interpretation	frequency	Percentage (%)
1	≤75	Failed	18	64%
2	≥75	Passed	10	36%

Source : The English Teacher's archive , taken on July,28 2017

Based on the pre-survey data above, it is known that most of the students were not able to pass grade of 75 as the minimum mastery criterion. The students can be successful in achieving the material if 64% of the students in class get at least 75. However, it is only 36% of students that were able pass minimum mastery criterion. It is because there are only three of twenty eight students are able to achieve minimum mastery criterion.

Concluded that the speaking performance of the eleventh graders of MAN 1 Lampung Timur is categorized into low category.

B. Problem Identification

1. The students have low motivation to speak English.

2. The teacher does not use an appropriate method.

3. The students have difficulties in speaking process.

4. The student are not more active in learning process.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem that the students have lack vocabulary , and research focused on Application of English Day program to improve the students speaking performance at the eleventh graders of MAN1 Lampung Timur In the academic year of 2017/2018.

D. Problem Formulation

Concerning the background of the study and problem identifications above, the writer formulates the problem in this research is The application of English Day "Can the Application of English Day improve the students' speaking performance at the eleventh graders of MAN 1 Lampung Timur in the Academic year of 2017/2018?

E. The objective of Study

The objective of the study is to find out whether the application of English Day to improve the students speaking performance at the eleventh graders of MAN1 Lampung Timur in the academic year of 2017/2018.

The benefits of study

Commonly, this research is aimed to be information in developing the quality of the students speaking performance. And specifically this research can give :

1. For the students

   This research can help and give knowledge for the students to improve their speaking performance.

2. For the teacher

   This research is expected for the teacher to apply the English Day program in learning process.

3. For the school

   This research is hoped for the school to add the facilities in learning process.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Speaking Performance

1. The Definition of Speaking

Speaking is a skill, and such needs to be developed and practiced independently of the grammar curriculum. Spoken language production is often considered one of the most difficult aspects of language learning. According to Scott Thornbury, speaking is so much a part of daily life that we take it for granted.[1]

According to David Nunan, speaking means the single most important dimensions of studying a second language, and success in terms of competence to carry out a conversation in the language.[2]

Then according to Brown, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Speaking is the product of creative construction of linguistic strings. The speaker makes choices of lexicon, structure, and discourse.[3]

Besides, the telecommunications company, Orange, claims that 'the most natural way to communicate is simply to speak'. It's true that most

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[1]Scott Thornburry.*How To Teach Speaking.* p.1

[2]David Nunan*, Language Teaching Methodology A Text For Teacher*. Prentice Hall,1991. p.39

[3]H. Douglas Brown. *Language Assessment Principles and Classroom Practices*. San Francisco: Longman 2004. p.140

young children acquire the ability to speak quite naturally and most of us could get by in general terms without formally being taught how to speak. Of course, when we speak, a great deal more than just the mouth is involved: the nose, pharynx, epiglottis, trachea, lungs and more. Such a highly complex and sophisticated mechanism produces, even in the most nonsensical utterance, a vast range of highly-controlled sound and air combinations which result in speech.

Based on explanation above, the writer give conclusion that speaking is an important part in our live that we use to communicate to the other.

2. **The Definition of Performance**

Performance is overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, speaking.[4]

Richan Bauman said fundamentally, performance as a mode of spoken verbal communication consist in the assumption of responsibility to an audience for a display of communicative competence. This competence rests on the knowledge and ability to speak in socially appropriate ways. Performance involves on the part of the performer an assumption of account ability to an audience for the way in which communication is carried out, above and beyond its referential content.[5]

Performance, as a way of speaking, makes many aspect of verbal behaviors into the one unity concept. Furthermore, Richard explains that "performance has been used to convey a dual sense of artistic action."[6]

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[4]Douglas H. Brown, *Principles of Language Learning and Teaching 3rd Edition*. United States: Prentice Hall Regents. 1994. p.31

[5]Richard Bauman, *Verbal Art as Performance*. United States: Waveland.1984. p.11

[6]Richard Bauman, *Verbal Art as Performance*. p.4

Based on explanation above, the writer give conclusion that performance is a real action of something, such as: walking, dancing, singing and speaking, etc.

3. **Speaking Performance**

Based on some explanation above, the writer can assume that speaking performance is always related to communicate and speaking performance itself. It can be affirmed as the skill to use the language accurately to express meanings in order to transfer or to get information from other people in the actual instances of language use in real time.

4. **Types of Speaking Activities**[7]

a. Imitative

A very limited portion of clasroom speaking time may legitimately be spent generating "human tape recorder" specch, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

c. Responsive.

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[7]H.. Brown D, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd edition.,* (San Fransisco: Longman, 2001),p.271.

A good deal of student speech in the classroom is renponsive: short replies to teacher or student-initiated questions or comments. These replies are usually suf-ficient and do not extend into dialogues.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging spesific information, is an ecxtended form of responsive language.

e. Interpersonal

The other form of conversation mentioned in the provious chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speechs. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

5. 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. Here are some probems in speaking performance according to Nguyen Hoang Tuan[8]:

a. Performance Conditions

There are many conditions which influence students' speaking performance. Nation & Newton suggest four types of performance conditions: time

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[8]Nguyen Hoang Tuan and Tran Ngoc Mai. *Factors Affecting Students' Speaking Performance At Le Thanh Hien High School,Asian Journal of Educational Research Vol. 3, No. 2.*(Vietnam: University of Thu Dau Mot, 2015) .p.9.

pressure, planning, the standard of performance and the amount of support. Those conditions can affect someone's speaking performance.

b. Affective Factors

Nguyen explains about the affective factors of speaking performance:

"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."

It means the speakers or the students' speaking performance is also depends on affective factors (motivation, self-confidence, and anxiety). Somoene who has lack motivation, self-confidence.

6. Elements of Speaking Performance

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process the information and language. Jeremy Harmer explain there are two elements of speaking. They are:[9]

a. Language Feature

Among the elements necessary for spoken production,are follow :

1) Connected Speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. Here, the connected speed can be omitted and added.

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[9]Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2003), P.269-271.

2) Expressive Devised

The use of expressive contribute to the ability to convey the meaning. They use the extra expression of emotion and intensity.

3) Lexis and Grammar

Speech is marked by the use of lexical phrases, especially in the performance of certain language function. Here, the teacher give some phrases for different function such as expressing surprise, agree, disagree, etc.

4) Negotiation Language

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

b. Mental / Social Processing

The success of speaker depend on the processing skill like :

1) Language Processing

A good speaker is a speaker who able to process the language in their own head and can convey the meaning of language.

2) Interacting With Other

Most of speaking involve interaction with one or more participant. this means that speaking involves a good deal of listening and knowledge.

3) (On-The-Spot) Information Processing

Here, we need to be able to process the information about something that they tell to us.[10]

The writer conclude that element of speaking start from fluent connected speech, how to convey the meaning, the structure when we are saying and social

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[10]Jeremy Harmer, *Ibid*

processing that we can see from when we make some interaction with other people, and when we can process the massage that is conveyed.

7. **Analytic Speaking Performance Criteria**

Weir provides the analytic speaking criteria as follow:

Table 2.1

Analytic Speaking Criteria[11]

No	Criteria	Scale	Explanation
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats him self at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
		2	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
		1	The student speaks so little that no 'fluent' speech can be said to occur.
2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not

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[11] Cyril J. Weir. *Language Testing and Validation: An Evidence-Based Approach.*(London: Palgrave Macmillan,2005) .p.195-196

			impeded.
		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
		3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
		2	Limited use of vocabulary with frequent inappropriacies.
		1	Inappropriate and inadequate vocabulary.
4	Grammatical Accuracy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2	Speech is broken and distorted by frequent errors.

		1	Unable to construct comprehensible sentences.
5	Interactional Strategies	4	Interacts effectively and readily participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective can seldom develop an interaction.
		1	Understanding and interaction minimal.

B. The Concept of "English Day program"

1. The Definition of English Day

According toRobert l. Rhodes, English day is a program model differs from the aforementioned bilingual models in that students receive instruction in English only.[12]

English day program also a system of training to give knowledge about English components. In English day program there are some activities, such as debate, speech, poem, singing, drama. The students should be able to express their skill in speech, debate, poetry, song and drama to enrich the purpose of English day.

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[12] Robert L. Rhodes.Assessing Culturally and Linguistically Diverse Students: A Practical Guide,(New York:The Guilford Press, 2005), P.64.

According to Jean A. Keller,Inthe classroom students learned in English about geography, mathematics, literature, biology, and astronomy.[13] Not all children thrived on the curriculum, but some of them did and they hungered to know more. Many Indian children failed to do well in classes because they simply did not understand English and the many meanings of words and phrases. Sometimes the curriculum conflicted with traditional educations they had brought with them to the schools, particularly the spiritual nature of plants, places, and animals, sites of Native learning that had no standing in the boarding school classes.

According to Geoffrey Broughton, the introduction of English to the indigenous peoples of British colonies which led to theexistence today of numerous independent states where Englishcontinues in daily use.[14]

According to Trafzer ,Native American children to speak English in their everyday lives, and they expected Indian children to speak only English all of the time.[15] In addition English Day is the process of learning English to speak English in their everyday lives, and they must be speak only English all of the time.

Based on the quotations above, it can be inferred that all components of school (Principal, teachers, students, all support officers) must communicate in English well everyday. School must creating English

[13]Jean A. Keller, et al, Boarding School Blues,(London: University of Nebraska Press, 2006), P.25-26.

[14]Geoffrey Broughton, et al ,Teaching English as a Foreign Language,(London:University of London Institute of Education,2003),P. 2.

[15] Trafzer, et al, Boarding School Blues,(London: University of Nebraska Press, 2006), P.25-26.

environment in teaching and learning process, in meetings , and in daily conversation. This environment will be successful if school establishes the regulation that speaking English is compulsory for all school components in daily activities at school. The main supporter of program is English teachers, they should share their knowledge and skill about English to other teachers.

2. **The Purpose of English Day**

   The purposes of English day are:

   1. To motivate the students to speak English every day.[16]

   2. To increase the students speaking performance.

   3. Help the students to be more confident in expressing idea.

3. **The Advantages Of English Day**

   There are some the advantages of English day such as:[17]

   1. focus on instruction in this English Day model is not on teaching academic material but rather on developing the student's English-language skills.

   2. English day students leave their classroom and receive instruction from a teacher who is (hopefully) certified in the English day field.

   3. the length of time the student is educated in this setting varies but is generally less than half a day.

4. **Procedure of English Day**

   Process the information and language.Jeremi Harmer explain there are two   procedure of English Day. They are:[18]

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[16]Jean A. Keller, et al, Boarding School Blues,P.25.

[17]Robert L. Rhodes.Assesing Culturally and Linguistically Diverse Students , P.265.

[18]Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2003), P.269-271.

1) Join small group that use English

   You can interact with friends, it also gives you a chance to practice your english outside the classroom.

2) Have a partner who is also speak up. Tell them your goals and they do the .

3) implementation is held at the hour outside the learning-teaching process.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Data

1. Research Setting

a. The History of MAN 1 Lampung Timur (Metro) East Lampung

History of MAN 1 Lampung Timur (Metro) was established in 1968, first Madrasah named Preparation School of State Islamic Institute (SPIAIN) Metro. This Madrasah stands on the spirit of the Muslim community of Lampung Tengah to have a high school equivalent to SLTA typical Islamic Religion.

In 1970, this Madrasah changed to Madrasah Aliyah Religion of State Islam (MAN) Preparation, with induced to MAN Tanjung Karang which now turned into MAN 1 Bandar Lampung.

In 1978, this Madrasah changed to Madrasah Aliyah Negeri (MAN) Metro Lampung Tengah, based on the Decree of the Minister of Religious Affairs Number: November 30, 1978.

In 1982, the leadership of Hi. SANURI, BA, MAN Metro was able to buy a plot of land of 1000 m2 and built a building on it. So in 1983, MAN Metro moved to a location from MIN Metro to a new location in Banjarrejo Village 38B Batanghari, Central Lampung District.

2) Data of the Teachers at SMA N 1 Raman Utara

Table 4.1

Teachers Educational Background

SMA/MA	S1	S2
1	54	2

1) Total of Students at MAN 1 Lampung Timur

MAN 1 Lampung Timur has 326 students, and about 2 students each class, it divided into some classes that could identify as follow:

Table 4.2

Total of Students at MAN 1 Lampung Timur

No	Class	M	F	Amount
1	Kelas X	146	172	318
2	Kelas XI IPA	124	162	286
3	Kelas XI IPS	18	27	45
4	Kelas XII IPA	120	172	292
5	Kelas XII IPS	34	34	68
Total		442	567	1009

Source by: Documentation of MAN 1 Lampung Timur in academic year

2017/2018

4) Structure Organization at MAN 1 Lampung Timur

Organization of MAN 1 Lampung Timur

in Academic Year of 2017/2018

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                    ┌─────────────────────────┐
                    │      Head Master         │
                    │  Drs.H. Imam Sakroni     │
                    └─────────────────────────┘
      ┌──────────────────────────┐
      │      The Head of         │
      │ Administratiom Staff Edi │
      │    Julianto, S.Pd        │
      └──────────────────────────┘
```

| The Vice Principle Of Curriculum Drs. M..Jaeni | The Vice Principle Of Curriculum Drs,Ali Idris | The Vice Principle of Infrastructure Drs. H. Jumari | The Vive Principle of Public Relationship Drs. Didi Sudirman |

```
                    ┌─────────────────┐
                    │    TEACHERS     │
                    └─────────────────┘

                    ┌─────────────────┐
                    │    STUDENTS     │
                    └─────────────────┘
```
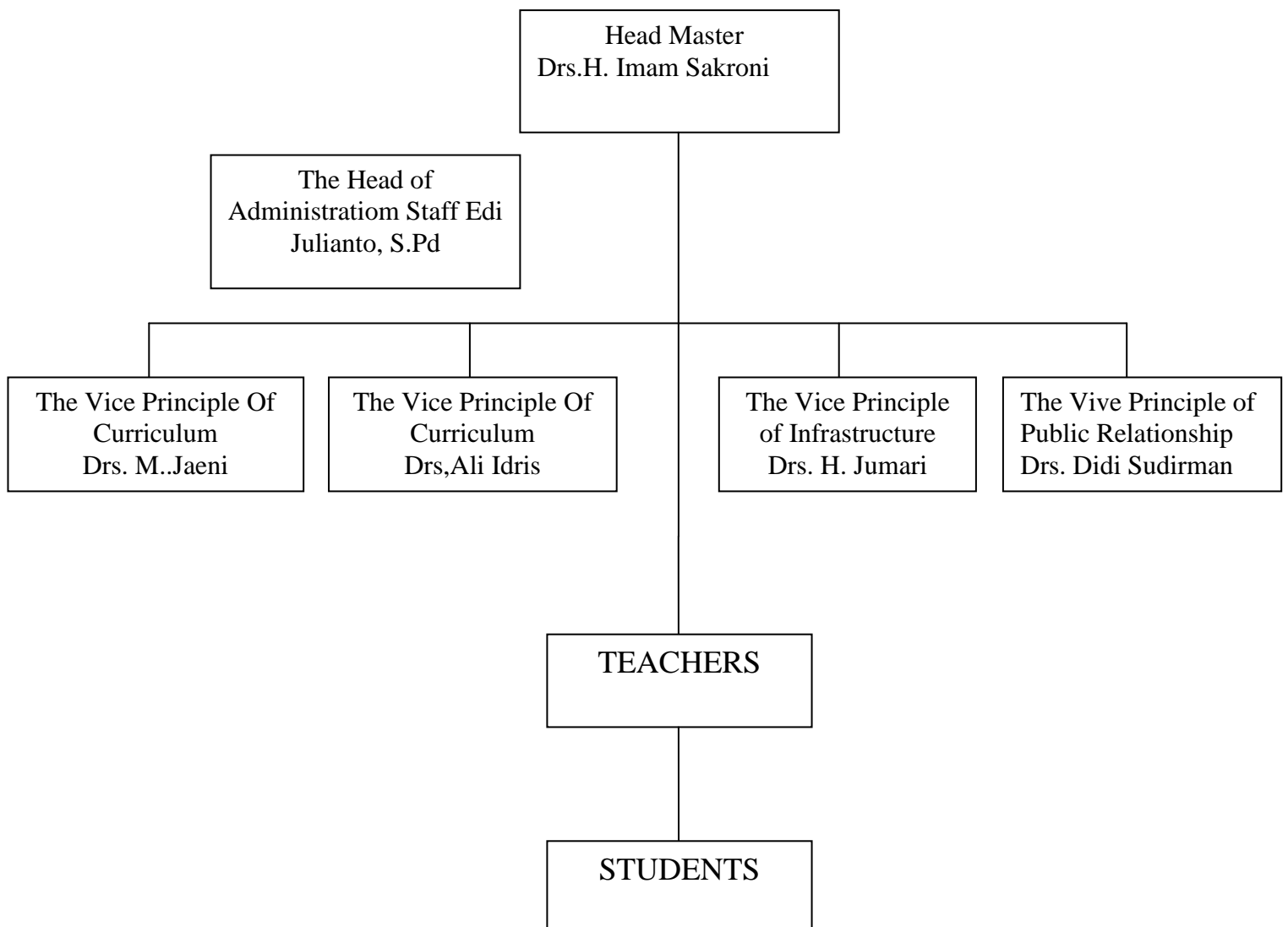
5) Location Sketch of MAN 1 Lampung Timur

Location Sketch of MAN 1 Lampung Timur

GATE

| MOSQUE | LAB IPA | BK | HEAD MASTER ROOM | TOILET | CLASS |

LAB COMPUTER

LIBARY

CLASS

FIELD

TEACHHER OFFICE

TOILET

CANTEN

CLASS

CLASS

CLASS

| CLASS | UKS |
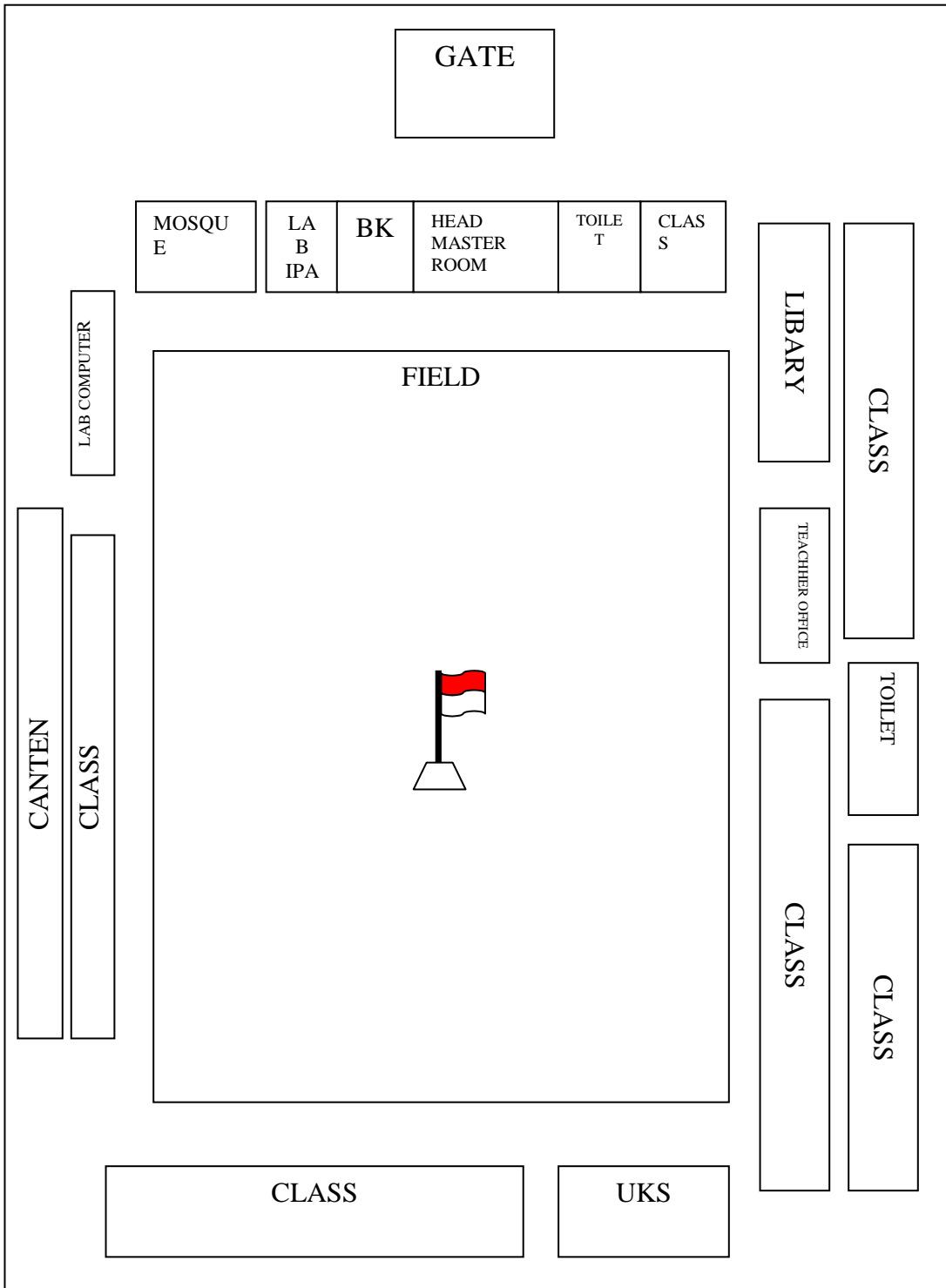
2. Description of Data

a. First Conditions

This research used Classroom Action Research (CAR), who has purpose is to improve the students' speaking performance and the result of the study at eleventh grade of MAN 1 Lampung Timur.

The application English Day as a program to improve speaking performance because from the result of pre survay the researcher had information that the students' at the eleventh grade of MAN 1 Lampung Timur had low score in speaking performance. Based on the result of pre survey from 28 students, only 10 students who passed and 18 students who failed with the Minimum Mastery Criteria for English lesson is 75.

In this research, the application English Day as a program to improve students' speaking performance. The research result was gotten through test that was administered to the students in the beginning research and in the end of every cycle, while the activity data was gotten from the observation when the learning activity was happened. As it is mentioned before, each cycle consisted of planning, acting, observing, and reflecting.

b. Cycle 1

1) Planning

In this research, the researcher was is as an English teacher with Mr. Muhzin Nawawi as collaborator. Before the learning process began the researcher and the collaborator would like to discuss about, as follow:

> (1) Preparing the material of transactional and intransactional dialog.
>
> (2) Preparing the lesson plan.
>
> (3) To making the items that will be examined as the pre test and the post-test I in the cycle 1.
>
> (4) Preparing application English Day as program that used in the action learning.
>
> (5) To making the observation sheet of the students activity 1.

The Minimum Mastery Criteria of English subject for eleventh grade at MAN 1 Lampung Timur was 75. The lesson is speaking, transactional and interpersonal especially. In this meeting, the students were expected by the teacher got specific information of the speaking performance. In the first and second meeting, the teacher would explain about transactional and interpersonal in speaking performance application English Day as program.

2) Acting

The action in the cycle 1 consisted of three meetings, pre-test, the action, and post test, there are:

a) The first meeting

The first meeting was conducted on Tuesday, January 2th 2018, this meeting used as the pre-test for 2x45 minutes before the students given the action. In this meeting the collaborator was being the observer and the researcher was being the teacher. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition after that the teacher asked the students to make the dialog for the pre test until finish. In this chance, the pre-test became the opening of the meeting.

The table belows shows the data and the frequency of the students pre-test score:

Table 4.3

The Pre-test Result of Students' Speaking Performance

Class XI

No		Name	Score	Note
1		ACMD	65	Incomplete
2		AS	70	Incomplete
3		CH	60	Incomplete
4		CY	70	Incomplete
5		DAIS	70	Incomplete
6		DA	75	Complete
7		DP	60	Incomplete
8		DNK	70	Incomplete
9		DDA	70	Incomplete
10		EAP	60	Incomplete
11		GL	75	Complete
12		HKA	70	Incomplete
13		II	75	Complete
14		JTL	60	Incomplete
15		LF	65	Incomplete
16		M CAS	60	Incomplete
17		MH	70	Incomplete
18		NH	75	Complete
19		NM	75	Complete
20		PKS	65	Incomplete
21		PUR	75	Complete
22		RAR	75	Complete
23		RFU	75	Complete
24		RK	75	Complete
25		SZM	80	Complete

26	SH	65	Incomplete
27	TM	65	Incomplete
28	TKN	65	Incomplete
Total		1935	
Average		69,10	
High score		80	
Low score		60	

Table 4.4

The Percentage of Students' Speaking Performance Pre-test Score

No	Score	Frequency	Percentage	Category
1	≥ 75	10	36%	Complete
2	≤ 75	18	64%	Incomplete
Total		**28**	**100%**	

Source: The result of Pre-test on Tuesday, January 2[th] 2018

The result of the pre-test showed that there were 18 students incomplete to achive the minimum standard of mastery. There were only 10 students (36%) who gained score 75 or above, and 18 students (64%) who gained score under 75. The highest score in pre-test was 78 and the lowest score was 60.

Chart 1

Result of the Students at the pre-test cycle I
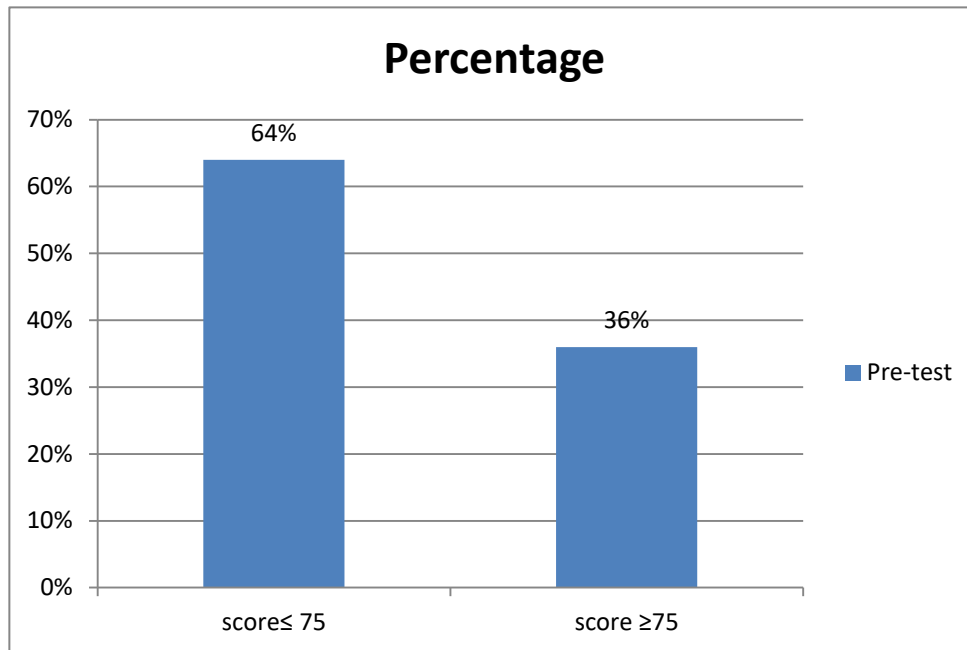
Based on the result of the pre-test above, it could be concluded that students had low score in speaking performance. Furthermore, this condition was appropriate with the background problem in the chapter I that the students had lack vocabulary and they needed new strategy to increase their speaking performance.

b) **The Second Meeting**

In the second meeting was conducted on Monday, January 8th 2018 for 2x45 minutes. In this meeting, the researcher was being the teacher and the collaborator was being the observer, the action as follow:

(1) The teacher greeted the students and checked the attendance list.

(2) The teacher gave the information about the material.

(3) The teacher gave the material about transactional and interpersonal,

(4) The teacher gave application English Day as program, this strategy roled as follow:

    a) The teacher gave new vocabularies for the students

    b) The teacher gave example using each new vocabulary in sentences.

    c) The teacher asked the students memorizing the vocabularies.

    d) The teacher asked the students to practice new vocabularies.

(5) The teacher asked the student about the material that was related and the students answered.

(6) The teacher and the students made conclusion together before closed the meeting.

c) The Third Meeting

The third meeting was conducted on Tuesday, January 9th 2018, this meeting used as the post-test 1 for 2x45 minutes, after the students were given the action. The

result of the students' score in post-test 1 will be showed in

the following table:

Table 4.5

The Result of the Students' Score in Post-Test 1

No	Name	Score
1	ACMD	70
2	AS	70
3	CH	65
4	CY	70
5	DAIS	75
6	DA	75
7	DP	70
8	DNK	70
9	DDA	65
10	EAP	65
11	GL	75
12	HKA	75
13	II	70
14	JTL	75
15	LF	65
16	MCAS	75
17	MH	80

18	NH	75
19	NM	80
20	PKS	70
21	PUR	80
22	RAR	80
23	RFU	80
24	RK	70
25	SZM	85
26	SH	70
27	T M	70
28	TKN	70
	Total	**2035**
	Average	**72,67**
	High Score	**85**
	Low Score	**65**

Table 4.6

The precentage of the Students' Score in Post-Test I

No	Score	Frequency	Percentage	Category
1	≥ 75	13	46,42%	Complete
2	≤ 75	15	53,58%	Incomplete
Total		**28**	**100%**	

The result of the post-test 1 showed that there were 15 students Incomplete to achive the minimum standard of mastery. There were 13 students (46,42%) who gained score 75 or above, and 15 students (53,58%) who gained score under 75. The highest score in post-test 1 was 85 and the lowest score was 65. But, the result of the students' test was better than the students' test before giving treatment.

Chart 2

Percentage

- 46,42% — score ≥ 75
- 53,58% — score ≤75
- Post-test I
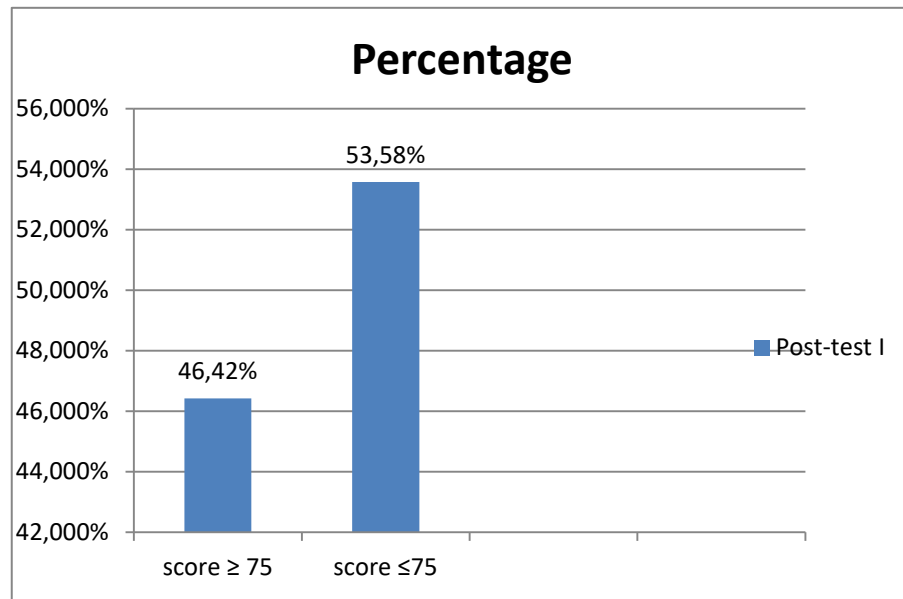
1) **Observing**

In observation of teacher's action the researcher presented three meeting in cycle 1 of learning to find the information of speaking performance lesson. This observation was conducted by the collaborator, Mr. Muhzin Nawawi, S.Pd.M.Pd.I. He is English teacher for the eleventh grade students' of MAN 1 Lampung Timur. For the first meeting the teacher only gave the pre test for the students. The students who got the score more than 75 in pre test cycle 1 only 10 students of 28 students.

For the second meeting the teacher explained the material about transactional and interpersonal in speaking performance and application English Day as a program in teaching and learning process. A highly appreciation came to their interest in

speak up in English because they found the strategy was very helpfull.

In the third meeting, the teacher gave the post test 1 for the students. The students began be active and interested in teaching and learning process. In the post test of cycle 1 there were 13 students of 28 students who got 75 or more but this result be better than before giving treatment. The data of the students' activity could be seen in the table belows

Table 4. 7

The Result of the Students' Activity in

the Learning Process of Cycle 1

No	Students' Activity	Frequency	Percentage
1	To pay attention to the teacher's explanation.	15	53.57%
2	Memorizing new vocabulary well.	10	35.71%
3	Making new phrase or sentence.	10	35.71%
4	Speaking quickly by using new vocabulary.	10	35.71%
5	To ask and respon the teacher.	15	53.57%

The data above explained that the total of students who paid attention to the teacher explanation were 15 (53.57%), 10 students (35.71%) Memorizing new vocabulary. Students who made new

phrase or sentence were 10 (35.71%). 10 students (35.71%) were speaking quickly by using new vocabulary. There were 15 students (53.57%) asked and responed the teacher explanation.

3) **Reflecting**

Based on the result of cycle I, it can be seen that most of students get difficulty in speaking performance. It happened because the students have lack vocabulary, so they felt difficult to express ideas in English. In the end of cycle 1 the result of students' activities improve from the first meeting until next meeting. The students' score also improved from the average in the pre test 69,10% and the average of post test 72,67% but it was not fulfille completeness standard at least 70% students must get ≥75. In the post test of cycle 1 showed that only 13 students (46,42%) who got score more than 75.

For the information related to the indicator of success has not been achieved then the research continued on cycle II.

c. **Cycle II**

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follow:

(1) Preparing the material of transactional and intransactional text.

(2) Preparing the lesson plan.

(3) Preparing the items that will be examined as the post-test in the end cycle.

(4) Preparing application English Day as a program that used in the action teaching and learning process.

(5) Preparing the observation sheet of the students' activity 2.

(6) To plan the scenario of the implementation of action and the implementation of application English Day as a sprogram will be used in the class.

2) Acting

The action in the cycle II, consist of two meetings, one meeting for the action, and one meeting for the post-test in the end cycle. They are:

a) The First and Second Meeting

Based on the learning implementation plan II, the allocation of the time for two meetings (4 x 45 minutes),

therefore, the first and the second meeting were used as the implementation of the action in cycle II.

The first meeting was conducted on Monday, January 15th, 2018. The action that was conducted as follow:

(1) The teacher greeted the students and checked the attendace list.

(2) The teacher gave the information about the subject that would study.

(3) The teacher reviewed the material that had studied in the cycle 1 that was speaking performance.

(4) The teacher gave the example of the dialog about transactional and interpersonal dialog.

(5) The teacher gave English Day program for the students. The roled of this program as follow:

a) The teacher gave new vocabularies for the students.

b) The teacher gave example using each new vocabulary in sentences.

c) The teacher asked the students memorizing the vocabularies.

d) The teacher asked the students to practice new vocabularies.

(6) The students followed the teaching learning carefully, they were enjoy and anthusiasm to study.

(7) The students were asked to review again about transactional and interpersonal dialog.

(8) For the last, the teacher and students made a conclution and closing the class.

The second meeting was conducted on Tuesday, January 16th 2018. This meeting used as the post-test II in the end of cycle II, for 2x45 minutes the students was given the action. It has been finished well by the students where they had to make good dialog about transactional and interpersonal and implemented English Day as a program to express ideas in English. The result of the students' score in post-test II can be seen in the following table:

Table 4.8

The Result of the Students' Score in Post-Test II

No	Name	Score
1	ACMD	80
2	AS	80
3	CH	75
4	CY	75
5	DAIS	80

6	DA	80
7	DP	75
8	DNK	80
9	DDA	85
10	EAP	70
11	GL	80
12	HKA	80
13	II	70
14	JTL	80
15	LF	75
16	MCAS	75
17	MH	80
18	NH	80
19	NM	85
20	PKS	70
21	PUR	85
22	RAR	80
23	RFU	85
24	RK	80
25	SZM	95
26	SH	70
27	T M	75

28	TKN	80

	Total	2300
	Average	82,14
	High Score	95
	Low Score	70

Table 4.9
The precentage of the Students' Score in Post-Test II

No	Score	Frequency	Percentage	Category
1	≥ 75	24	85,71%	Complete
2	≤ 75	4	14,29%	Incomplete
Total		**28**	**100%**	

The result of the post-test II showed that there were 4 students failed to achive the minimum standard of mastery (MMC). There were 24 students (88.57%) who gained score 75 or above, and 4 students (11.42%) who gained score under 75. The highest score in post-test was 95 and the lowest score was 70. But, the result of the students' test was better than the students' post test in cycle I.

Chart 3

The Students Result at Post Test II
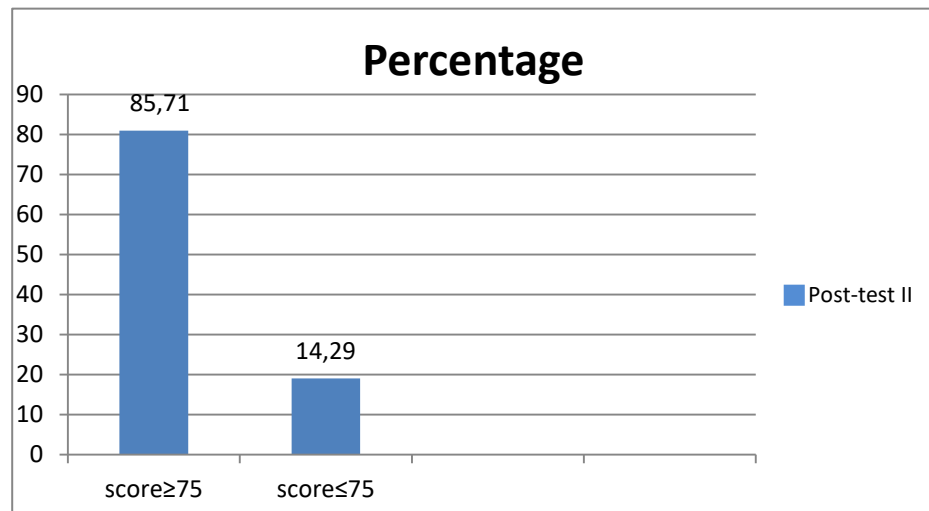
Based on the result of the post-test II above, it can be concladed that students test was better that the students' post-post in cyde 1

1) **Observing**

  In this step, the researcher presented the material and application English Day as program in teaching and learning process. The researcher gave new vocabularies for the students, then rhe students memorized it, next used that vocabulary in making dialog to perform in front of the class as well. There were also five indicators used to know the students' activities like in learning process previously.

  Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was

successful. The result score of students' learning activities observation, as follow:

Table 4.10

The Result of the Students' Activity in

the Learning Process of Cycle II

No	Students' Activity	Frequency	Percentage
1	To pay attention to the teacher's explanation.	28	100%
2	Memorizing new vocabulary well.	27	96.42%
3	Making new phrase or sentence.	26	92.85%
4	Speaking quickly by using new vocabulary.	26	92.85%
5	To ask and respon the teacher.	28	100%

The table above showed that the students' activity in cycle II was improve. The students' activity that had high percentage were pay attention of teacher's explanation (100%) and the students memorized new vocabulary (96.42%), the students who made new phrase or sentence (92.85%). Then, the students were speaking quickly by using new vocabulary (92.85%), and the last the students asked and responed the teacher (100%). Based on the result above, the researcher indicated that learning process in cycle

II was successful because the fifth students' activity got percentage ≥80%.

Based on the result of the research in cycle II, it could be concluded that cycle II was successful. The researcher felt satisfied about the result of the research. There were ≥70% of students passed the examination. It means the students' speaking performance had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

The table below showed the recapitulation of the students' improving speaking performance in pre test, post test I, and post test II.

Table 4.11
The Recapitulation of Students' Improving

NO	NAME	PRE TEST	POST TEST I	POST TEST II	EXPLANATION
1	ACMD	65	70	80	IMPROVE
2	AS	70	70	80	IMPROVE
3	CH	60	65	75	IMPROVE
4	CY	70	70	75	IMPROVE
5	DAIS	70	75	80	IMPROVE
6	DA	75	75	80	IMPROVE
7	DP	60	70	75	IMPROVE
8	DNK	70	70	80	IMPROVE
9	DDA	70	65	85	IMPROVE
10	EAP	60	65	70	DECREASED
11	GL	75	75	80	IMPROVE
12	HKA	70	75	80	IMPROVE
13	II	75	70	70	CONSTANT
14	JTL	60	75	80	IMPROVE
15	LF	65	65	75	IMPROVE
16	MCAS	60	75	75	CONSTANT
17	MH	70	80	80	IMPROVE
18	NH	75	75	80	IMPROVE
19	NM	75	80	85	IMPROVE
20	PKS	65	70	70	CONSTANT

21	PUR	75	80	85	IMPROVE
22	RAR	75	80	80	CONSTANT
23	RFU	75	80	85	IMPROVE
24	RK	75	70	80	IMPROVE
25	SZM	80	85	95	IMPROVE
26	SH	65	70	70	CONSTANT
27	TM	65	70	75	IMPROVE
28	TNK	65	70	80	IMPROVE
Total		1935	2035	2300	
Average		69,10	72,67	82,14	
The lowest score		80	85	95	
The highest score		60	65	70	

Based on the result above, it could be inferred that Application of English Day as a program to teach speaking performance could improve the students' speaking performance because there was improving from average in pretest 69.10 became 72.67 post-test I and 82.14post-test II. In the cycle II, most of the students could improve their speaking performance. It means that cycle II was successful.

2) **Reflecting**

According to the result of the observation above, it can be inferred that the result of Application English Day as a program was good. The researcher checked the students' score before and after applyed English Day as program. The researcher found the

significant improved in students' score in speaking performance. The comparison between the students' score at pre-test, post-test I, and post-test II has taken. All students got improved score in cycle II.

B. Discussion

1. Interpretation of students' result learning activities in cycle I and cycle II in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increasing of it as follow:

Table 4.12
The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	To pay attention to the teacher's explanation.	15	53,57%	28	100%	46.43%
2	Memorizing new vocabulary well.	10	35,71%	27	96.42%	60.71%
3	Making new phrase or sentence.	10	35,71%	26	92.85%	57.14%
4	Speaking quickly by using new vocabulary.	10	35,71%	26	92.85%	42.86%
5	To ask and respon the teacher.	15	53.57%	28	100%	46.43%

NOTE : **F (Frequency)**

Based on the table, the students' activities has increased from cycle 1 and cycle 2. The students who paid attention to the teacher explanation has increased from 15 students (53.57%) became 28 students (100%). There were 10 students (35.711%) became 27 students (96.42%) in memorizing new vocabulary well

Then there were only 10 students (35.71%) who made new phrase or sentence has increased up to 26 students (92.85%). The students' was speaking English quickly by using new vocabulary has reached out from 10 students (35.71%) up to 26 students (92.85%). The most increasing reached out of all students (100%) from 15 students (53.57%) was in asking and respon the teacher.

2. **Action and Learning Result in Cycle I**

The treatment on cycle I have been done, as can be seen on the result of post test I. It can be seen from average score in pre test 69.10 became 72.67 in post test I at cycle I.

Based on the result of pre test and post test in cycle I, was known that there was an improving from the result score and through there was a student got score or constant from the result score and through there was a students got score or constant from the pre test, but commonly their speaking performance improved. There are 3.57 points from the average pre test and post test.

At the cycle I, the researcher found some difficulties that happen in the class such as the students got difficulty in teaching learning pocess. It is

happened because they were not focus to join the class and another case the students hard to understand the material

3. Action and Learning result on cycle II

The result and data from the cycle I make the researcher continued the learning process to the cycle II and fixed the problem at the cycle I. Finnaly, the learning process could be better. It can be seen that the students score was improved. Actually, the result of pre test and post test I is good enough. But the students score could not achieve the target (Minimum Completeness Criteria). After the post test in cycle II, most of them improved. The students score could achieve the target (Minimum Completeness Criteria). It can be seen the average pre test is 69.10, post test in cycle I is 72.67, and the average post test in cycle II is 82.14 It means that Application English Day as a program can improve the students' speaking performance.

It could be conclude that as a strategy have positive affect toward teaching and learning process, especially in speaking. Those were good to help the students to enrich their vocabulary in English.

Chart 4
Comparison of score average at Pre-test, Post-test I and Post-test II
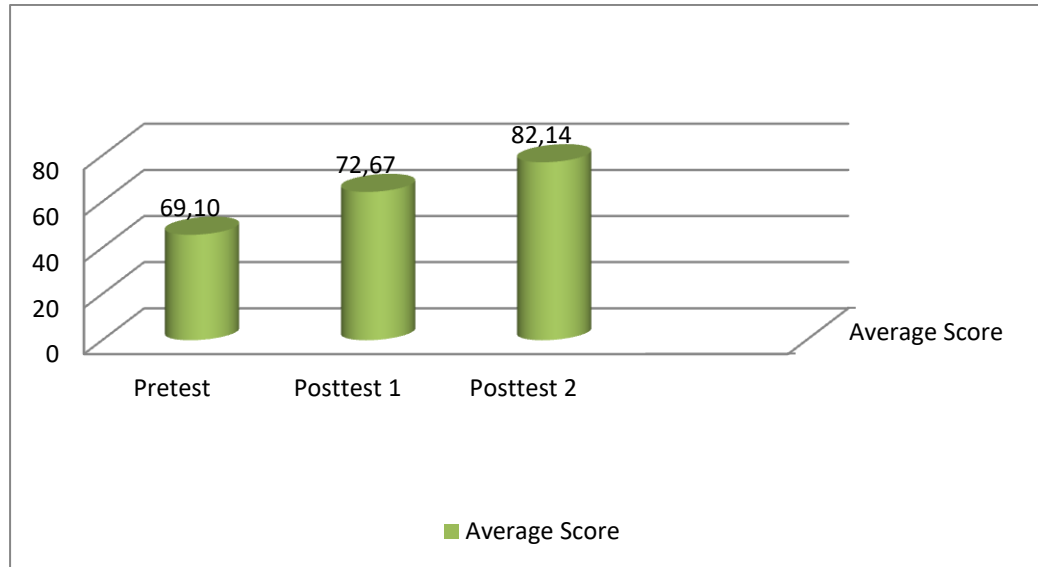
Based on the chart above, it can be concluded that the application of English Day as a program can improve the students' speaking performance. It can be seen from the chart, there were significant improving of students' average score from the pre-test, post-test 1, and post-test 2. All of the students were succeessfully reached out the minimum standard of mastery (MMC) namely 75. The average of students' score was increased from 69.10 to 72.67 and finally became 82.14. It can be inferred that the result of students score in pre-test to post-test 1 up to post-test 2 has reached out the criteria of the indicator of success with percentage until 70% in the last cycle.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of the implementation of speaking performance by Applying the English Day program in two cycles of the classroom action research. It can be concluded that there is an improvement of the students' speaking performance at the eleventh graders of MAN 1 Lampung Timur. Therefore, The Application of English Day program can be applied as the alternative program in teaching learning especially speaking performance. Application English Day can make the students mastered new vocabularies and practice as well directly, so the students can be more easier to speak up in English. Beside that the Application English Day program can improve the students' speaking performance and help them accomplish the task. There is a significant improvement on the students' average in pre test and post test. It is proved on the students' average in pre test and post test I was from 69,10 to 72.67 or improved 3.57 while in post test I and post test II was from 72.67 to 82.14 or improved 9.47. It means that the application of English Day program can improve the students' speaking performance at the eleventh graders of MAN1 Lampung Timur in the Academic Year of 2017/2018.

B. Suggestion

Based on the conclusion, the following are some suggestion for English teacher, students, and other researcher that might useful for advance.

1. To English Teacher

   The teacher is suggested to be more active to motivate the students in learning English. So, the teacher give the students' opportunity to speak up in front of the class. The creativities use an aid to teach the material in order to make the students feel interesting, enjoy, and high motivation in learning process.

2. To Students

   The students are suggested to improve their speaking performance and enrich vocabulary by apply English day as program, they have to give attention well and focus the material.

3. To other Researcher

   The researcher suggests other reseacher to conduct a further study. So, they can develop of this research and focus on the application English Day as a program to improve students' speaking performance.

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APPENDICES

Nomor : B-2772/In.28.1/J/TL.00/11/2017   24 November 2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dra. Umi Yawisah, M.Hum
2. Syahreni Siregar, M.Hum.
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   : Ade Wenda Sukarlov
NPM   : 13106347
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 ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd
NIP. 19750610 2008011014

Nomor   : Sti.06/JST/PP.00.9/94/2017   Metro, 12 Januari 2017

Lamp   : –

Hal   : **IZIN *PRA SURVEY***

Kepada Yth.,
Kepala Sekolah MAN 1 Lampung Timur
Di –
     Tempat

Assalamu'alaikum Wr. Wb.

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

Nama   : Ade Wenda Sukarlov
NPM   : 13106347
Jurusan   : Tarbiyah
Prodi   : PBI
Judul   : The Application of English Day to Improve Speaking Performance at the Eleventh Grade of MAN 1 Lampung Timur in the Academic Year of 2016/2017

Untuk melakukan *PRA SURVEY* di MAN 1 Lampung Timur.

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. A. la, M.Pd
NIP. 19691008 200003 2005

Nomor   : B- 002 /Ma 08 01/PP.07.1/01/2018
Lamp   : -
Hal   : **Izin Pra Survey**

Kepada :

Yth. Ketua Jurusan Tarbiyah

IAIN Jurai Siwo Metro

di-

   Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat dari IAIN Jurai Siwo Metro Nomor : Sti.06/JST/PP.00.9/94/2017 tanggal 21 Januari 2017 tentang sebagaimana tersebut pada pokok di atas. Maka diberikan izin kepada

   Nama   Ade Wenda Sukarlov
   NPM   13106347
   Program Studi : PBI

Telah mengadakan Pra Survey di MAN 1 Lampung Timur dalam rangka Penyusunan Skripsi dengan judul : " The Application of English Day to Improve Speaking Performance at the Eleventh Grade of MAN 1 Lampung Timur in the Academic Year of 2016/2017"

Demikian surat ini diberikan untuk dapat dipergunakan semestinya

Wassalamu'alaikum Wr. Wb.

Batanghari, 04 Januari 2018
Kepala

Drs. H. Imam Sakroni
NIP. 19651204 199503 1 001

S U R A T   T U G A S
Nomor: B-2900/In 28/0.1/TL.01/11/2017

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

Nama	:	**ADE WENDA SUKARLOV**
NPM	:	13106347
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di MAN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE APPLICATION OF ENGLISH DAY TO IMPROVE THE STUDENTS SPEAKING PERFORMANCE AT THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2017/2018".

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

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

Dikeluarkan di : Metro
Pada Tanggal : 29 November 2017

Mengetahui,
Pejabat Setempat

Drs.H. Imam Safroni
NIP. 19661204 199503 1001

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 001

Nomor : B-2901/In.28/D.1/TL.00/11/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor. B-2900/In.28/D.1/TL.01/11/2017, tanggal 29 November 2017 atas nama saudara:

Nama	:	**ADE WENDA SUKARLOV**
NPM	:	13106347
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE APPLICATION OF ENGLISH DAY TO IMPROVE THE STUDENTS SPEAKING PERFORMANCE AT THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR 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, 29 November 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 005

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1
Jalan Lembayung Banjarrejo 38 B Kecamatan Batanghari Kabupaten Lampung Timur
Telepon 0725 44756 Website : www.man1lampunglimur.sch.id
E-mail : man1lampunglimur@gmail.com

01 Maret 2018

Nomor : B- 076 /Ma 08 01/PP.07.1/03/2018
Lampiran : -
Hal : Izin Research

Yth.

Dekan Fakultas Tarbiyah dan Ilmu Pendidikan

Institut Agama Islam Negeri Metro

Berdasarkan surat dari Institut Agama Islam Negeri Metro Metro Nomor : B-2901/In.28/D.1/TL.00/11/2017 tanggal 29 November 2017 tentang Izin Research sehubungan dengan hal tersebut Kepala MAN 1 Lampung Timur memberi izin kepada :

No.	Nama	NPM	Program Studi
1	Ade Wenda Sukarlov	13106347	Pendidikan Bahasa Inggris

Kepada nama tersebut di atas telah melaksanakan research di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "The Application of English Day to Improve Speaking Performance at the Eleventh Grade of MAN 1 Lampung Timur in the Academic Year of 2017/2018".

Demikian surat izin Research ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala,

Drs. H. Imam Sakroni
NIP. 19651204 199508 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-077/In.28/S/OT.01/01/2018

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

Nama	:	ADE WENDA SUKARLOV
NPM	:	13106347
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13106347.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Januari 2018
Kepala Perpustakaan,

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

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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 Email: iainmetro@metrouniv.ac.id

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

Nama : **Ade Wenda Sukarlov**   Jurusan   : TBI
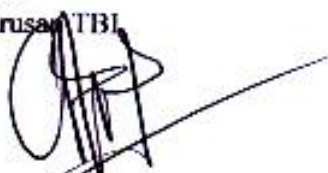
NPM : 13106347   Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	Jumat 27/4-18	✓		- Revice chapter III - IV	
2.	Senin 7/5-18	✓		acc for Munaqosyah	

Diketahui :
Ketua Jurusan TBI

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

Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2001

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

Nama : **Ade Wenda Sukarlov**   Jurusan : TBI

NPM : 13106347   Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1	Friday 02/02/18		✓	- Kence your abstract - Revise Chapter IV - Revise your appendix	
2	Tuesday 27/02/18		✓	Acc and continue to the first Sponsor	

Diketahui :
Ketua Jurusan TBI

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

Pembimbing II

Syahreni Siregar M.Hum
NIP. 19760814 200912 2004

. **The Data of Teachers**

MAN 1 Lampung Timur (Metro) East Lampung

No	Name	Sex	Occupation
1	Drs. H . Imam Sakroni	Male	Aqidah Akhlak
2	Drs. M. Jaeni	Male	Physics
3	Drs. Ali Idris	Male	Chemistry
4	Drs, Didi Sudirman	Male	Biology
5	Drs. H, Jumari	Male	Indonesia Language
6	Drs. Bunyamin	Male	Arabic Language
7	Drs. Jauhari, S.Pd.	Male	Indonesian Language
8	Drs. H . Amin Nurdin, Ma.	Male	Arabic Language
9	Agus Muslichudin, S.S.	Male	Arabic Language
10	Santoso, S.Ag	Male	Qur'an Hadist
11	Ahmad Sanusi, S.Ag.	Male	SKI
12	M. Nurdin,S.Pd.I	Male	Ushul Fiqh
13	Nursalim, S.Ag. Mh	Male	Ilmu Kalam
14	Drs. Imam Kapandi	Male	Ppkn
15	Maya Zayanti, S.Pd	Female	Ppkn
16	Wardoyo, S.Pd	Male	Ppkn
17	Umdzatul Khasanah S.Pd.I	Female	Indonesia Language
18	Endah Riyanti, S.Pd	Female	Indonesia Language
19	Dra. Ismalina	Female	Indonesia Language
20	Muhzin Nawawi, S.Pd.M.Pd.I	Male	English Language
21	Woro Zuli Astuti, S.Pd	Female	English Language
22	John Kenedi, S.Pd.	Male	English Language
23	Nurkholis, S.Pd.I	Male	Ski
24	Dra. Eva Listiani	Female	Mathematics
25	Hj. Ezy Rimayani, S.Pd.	Female	Mathematics
26	Eliya Lusiana, S.Pd.	Female	Mathematics
27	Mulyono, S.Pd	Male	Mathematics
28	Evi Purnawati, S.Pd.	Female	Mathematics
29	Dra. Umi Purwaningsih	Female	Physic
30	Drs. M. Marheyanto	Male	Physic
31	Dra. Musrida	Female	Biology
32	Endang Sri Palupi, S.Pd	Female	Biology
33	Drs. H. Suyatman	Male	Chemistry
34	Drs. Priyatna, Se, Mm.	Male	Sosiology
35	Sulistyo Wati . S.Si	Female	Mathematics
36	Mahfud Alfu Sahri, S.Pd	Male	Indonesia History
37	Neliyanti S.Sos	Female	Sosiology
38	Sulasih S.Pd.	Female	Indonesia History
39	Eni Ratnawati, S.Pd	Female	Economy

40	Eti Inrayuni S.Pd	Female	Economy
41	Suparlan, S.Ag	Male	Qur'an Hadist
42	Johan Irfan Saputra, S.Pd	Male	Penjaskes
43	Dannu Irwan Nurkholis	Male	Penjaskes
44	Fiet Puja Kesuma, S.Pd	Male	Penjaskes
45	Ismawati S.Pd.I	Female	Qur'an Hadist
46	M. Fikri Muslim, S.Pd	Male	Economy
47	Ahmad Badar, S.Pd.I	Male	Akhlak
48	Tuti Mufarrokhah,S.Pd.I	Female	SKI
49	Arif Rahmayadi, A.Ma.Kom	Male	Enterpreneurship
50	Umiyati, A.Ms.Kom. S.Pd.I	Female	Enterpreneurship
51	Bektiono , S.Sn	Male	Art And Culture
52	M. Khaidir C. Prabowo S.Pd	Male	Geography
53	Eka Purnama Sari, S.Pd.	Female	Geography
54	Desi Arshinta , S.Pd.I	Female	Geography
55	Nur Fauziah S.Pd.I	Female	Arabic Language
56	Arisma Prihatining Tyas. S.Pd	Female	English Language

The List Of Students

Name Class XI IPA 1

No	Name	Sex
1	Afdila Cori Mawar Dika	Female
2	Ayu Sigita	Female
3	Cholifatul Huda	Male
4	Cindi Yuliani	Female
5	Dania Ayu Indah Sari	Female
6	Dila Ardianti	Female
7	Dimas Pratama	Male
8	Dini Noer Khoir	Female
9	Dita Dwi Anggula	Female
10	Erika Adelia Putri	Female
11	Gustin Lestiani	Female
12	Habibi Kusuma Atmaja	Male
13	Iin Irianingsih	female
14	Juan Tegar Lisdianto	Male
15	Lailatul Fajriah	Female
16	M Cahya Azi Saputra	Male
17	Masrur Huda	Male
18	Nurul Hasanah	Female
19	Nurul Meisita	Female
20	Putri Kurnia Sari	Female
21	Putri Ulfiatu Rohmah	Female
22	Rafiqah Amany Rele	Female
23	Rizka Fajrin Utami	Female
24	Rizky Kurniawan	Male
25	Safira Zaky Maulidia	Female
26	Siti Herlina	Female
27	Tia Maharani	Female
28	Titin Kurnia Ningrum	Female

SILABUS PEMBELAJARAN

Nama Sekolah   : **MAN 1 Lampung Timur**

Mata Pelajaran   : **Bahasa Inggris**

Kelas / Semester   : **XI / 1**

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Berbicara 3.Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*)	3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan	*Using expressions of making, accepting and declining an invitation*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan,	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).	Bermain peran secara berkelompok	• Menggunakan tindak tutur menyampaikan pendapat • Merespon tindak tutur menyampaikan pendapat • Menggunakan tindak tutur meminta pendapat	Performans	6 x 45	Developing English Competencies for Grade XI Senior High School (SMA/M

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
dalam konteks kehidupan sehari-hari	berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur:		cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)		• Merespon tindak tutur meminta pendapat • Menggunakan tindak tutur menyatakan puas • Merespon tindak tutur menyatakan puas			A) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas								Internet
	3.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal	*Using expressions of making and cancelling an appointment*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu,	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah,	Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara	• Menggunakan tindak tutur menasehati • Merespon tindak tutur menasehati • Menggunakan tindak tutur memperingatk	Tugas Performans	4 x 45 4 x 45	Developing English Competencies for Grade XI Senior High

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	(bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati,		semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	berkelompok	an • Merespon tindak tutur memperingatkan • Menggunakan tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan • Menggunakan tindak tutur menyatakan perasaan.	Quiz		School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehas

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausaha an/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokas i Waktu	Sumber Belajar
	memperingatk an, meluluskan permintaan, serta menyatakan perasaan relief, pain, dan pleasure					Merespon tindak tutur menyatakan perasaan			a Inggris Majalah Internet
4. Mengungkap kan makna dalam teks fungsional pendek dan monolog yang	4.1 Mengungkap-kan makna dalam teks lisan fungsional pendek resmi dan tak resmi	*Performing a monologue*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi ,	• Menyampaik an undangan lisan secara individu di depan kelas.	• Menggunakan bahasa lisan dalam menyampaika n teks fungsional pendek	Performan s	2 x 45	Developi ng English Compete ncies for Grade XI Senior

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari	secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari		tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)					High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
									berbehasa Inggris Majalah Internet
	4.2 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan	• *Performing a monologue*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air,	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil	• Melakukan *case building* berdasarkan kelompok pro dan kontra. • Melakukan debat secara berkelompok dengan tema permasalahan daerah setempat.	• Menggunakan kalimat simple present dalam menyampaikan report • Melakukan monolog berbentuk *narrative* • Melakukan monolog	Unjuk kerja	4 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA)

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausaha an/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition		menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)		berbentuk *analytical exposition* • Melakukan debat			Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet

Raman utara,   Desember 2017

Guru Bahasa Inggris

 Muhzin Nawawi,S.Pd.M.Pd.I
NIP.198010102005011007

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
PRE-TEST

Nama Sekolah   : MAN 1 Lampung Timur

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : XI / 1

Topik Pembelajaran   : Berbicara

Alokasi Waktu   : 2x45 menit (1 pertemuan)

A. Standar Kompetensi

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Mengungkap kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas

C. Indikator Pencapaian Kompetensi

1. Menggunakan tindak tutur menyampaikan pendapat
2. Merespon tindak tutur menyampaikan pendapat
3. Menggunakan tindak tutur meminta pendapat
4. Merespon tindak tutur meminta pendapat
5. Menggunakan tindak tutur menyatakan puas
6. Merespon tindak tutur menyatakan puas

D. Tujuan Pembelajaran

1. Siswa dapat menggunakan tindak tutur menyampaikan pendapat.
2. Siswa dapat merespon tindak tutur dalam menyampaikan pendapat.

3. Siswa dapat menggunakan tindak tutur meminta pendapat.

4. Siswa dapat merespon tindak tutur meminta pendapat.

5. Siswa dapat menggunakan tindak tutur menyatakan puas.

6. Siswa dapat merespon tindak tutur menyatakan puas.

E. Karakter siswa yang diharapkan

    1. Religius

    2. Jujur

    3. Toleransi

    4. Disiplin

F. Materi Pembelajaran

1. Descriptive text is a description that aims to describe someone, something, place, or thing into word.

2. The generic structure of descriptive text are:

    a. Identification : the introduction of subject or thing which will be to describe.

    b. Description: the explanation to give information feature of the subject, such as the nature of psychological, behavioral, physical appearance, feature, quality, and like that.

G. Metode Pembelejaran: Constant and Never Ending Improvement (CANI) Strategy

H. Langkah-langkah Kegiatan Pembelajaran

1. **Kegiatan Awal**

   a. Mengucapkan salam dengan ramah kepada seluruh siswa.

   b. Meminta para siswa untuk berdoa sebelum memulai pembelajaran.

   c. Guru melakukan brainstroming tentang materi yang akan disampaikan.

2. **Kegiatan Inti**

   a. Eksplorasi

   Dalam kegiatan eksplorasi guru:

   1) Bertanya kepada siswa tentang bentuk percakapan transaksional dan interpersonal.

   2) Memberikan kesempatan kepada siswa untuk mengkomunikasi dan bertukar pikiran mengenai bentuk percakapan transaksional dan interpersonal.

   b. Elaborasi

   Dalam kegiatan elaborasi guru:

   1) Bersama dengan siswa berdikusi tentang percakapan transaksional dan interpersonal.

   2) Bersama dengan siswa mencari contoh tentang percakapan transaksional dan interpersonal.

   3) Memfasilitasi siswa melalui pemberian evaluasi performans tentang percakapan transaksional dan interpersonal.

   4) Guru memberikan perintah pada siswa untuk membuat contoh percakapan transaksional dan interpersonal bersama teman sebangku.

   c. Konfirmasi

   Dalam kegiatan konfirmasi guru:

   1) Memberikan umpan balik pada siswa dengan memberi perbaikan pada siswa yang telah maju kedepan untuk berbicara dan berdialog dalam bentuk transaksional dan interpersonal.

   2) Memberi konfirmasi pada hasil dialog siswa.

3) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bisa mengikuti materi dalam transaksional dan interpersonal.

3. Kegiatan Penutup

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

I. Sumber / Bahan / Alat

1. LKS Bahasa Inggris
2. Handout
3. Spidol
4. Whiteboard

J. Penilaian

1. Bentuk Tes   : Tes lisan
2. Instrument

   Question:

   Please make the dialog about making and accepting an invitation!

K. Orientasi Penilaian

The Measurement Rubrics of Speaking Performance

Aspect	Category	Indicators
	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

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

	1 (fair)	Understanding and interaction minimal.

English Teacher

Lampung Timur,   Desember 2017
The Researcher

<u>MuhzinNawawi,S.Pd.M.Pd.I</u>
NIP.198010102005011007

<u>Ade Wenda Sukarlov</u>
NPM. 13106347

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CYCLE 1

Nama Sekolah   : MAN 1 Lampung Timur

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : XI / 1

Topik Pembelajaran   : Berbicara

Alokasi Waktu   : 6x45 menit (2 pertemuan)

L. Standar Kompetensi

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

M. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan relief, pain, dan pleasure.

N. Indikator Pencapaian Kompetensi

1. Menggunakan tindak tutur menasehati.
2. Merespon tindak tutur menasehati.
3. Menggunakan tindak tutur memperingatkan.
4. Merespon tindak tutur memperingatkan.
5. Menggunakan tindak tutur meluluskan permintaan.
6. Merespon tindak tutur meluluskan permintaan.
7. Menggunakan tindak tutur menyatakan perasaan.
8. Merespon tindak tutur menyatakan perasaan.

O. Tujuan Pembelajaran

7. Siswa dapat menggunakan tindak tutur menasehati.

8. Siswa dapat merespon tindak tutur menasehati.

9. Siswa dapat menggunakan tindak tutur memperingatkan.

10. Siswa dapat merespon tindak tutur memperingatkan.

11. Siswa dapat menggunakan tindak tutur meluluskan permintaan.

12. Siswa dapat merespon tindak tutur meluluskan permintaan.

13. Siswa dapat menggunakan tindak tutur menyatakan perasaan.

14. Siswa dapat merespon tindak tutur menyatakan perasaan.

P. Karakter siswa yang diharapkan

5. Religius

6. Jujur

7. Toleransi

8. Disiplin

Q. Materi Pembelajaran

1. Making and Accepting Invitation

Making and accepting invitation is an act to ask someone to come and willing in to the invitation.

a) Making Invitation

- Would you come to...?

- Might you want to go along with us?

- Would you run with me today?

b) Accepting Invitation

- That's very kind of you

- We'd like very glad to….

- What a delightful idea

2. Appointment is an expression that it functions as the way to make appointment with someone.

a) Making an Appointment

- I have something important to talk to you. What about discussing it after school.

- How about working together after school?

- I`d like to make an appointment with you

b) Approving an Appointment

- Sure

- Certainly

- Great

R. Metode Pembelejaran: Constant and Never Ending Improvement (CANI) Strategy

S. Langkah-langkah Kegiatan Pembelajaran

4. Kegiatan Awal

    d. Mengucapkan salam dengan ramah kepada seluruh siswa.

    e. Meminta para siswa untuk berdoa sebelum memulai pembelajaran.

    f. Guru melakukan brainstroming tentang materi yang akan disampaikan.

5. Kegiatan Inti

    d. Eksplorasi

    Dalam kegiatan eksplorasi guru:

    5) Bertanya kepada siswa tentang bentuk percakapan transaksional dan interpersonal.

    6) Memberikan kesempatan kepada siswa untuk mengkomunikasi dan bertukar pikiran mengenai bentuk percakapan transaksional dan interpersonal.

    e. Elaborasi

    Dalam kegiatan elaborasi guru:

    3) Bersama dengan siswa berdikusi tentang percakapan transaksional dan interpersonal.

4) Bersama dengan siswa mencari contoh tentang percakapan transaksional dan interpersonal.

7) Memfasilitasi siswa melalui pemberian evaluasi performans tentang percakapan transaksional dan interpersonal.

8) Guru memberikan perintah pada siswa untuk membuat contoh percakapan transaksional dan interpersonal bersama teman sebangku.

    f. Konfirmasi

Dalam kegiatan konfirmasi guru:

4) Memberikan umpan balik pada siswa dengan memberi perbaikan pada siswa yang telah maju kedepan untuk berbicara dan berdialog dalam bentuk transaksional dan interpersonal.

5) Memberi konfirmasi pada hasil dialog siswa.

6) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bisa mengikuti materi dalam transaksional dan interpersonal.

6. Kegiatan Penutup

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

T. Sumber / Bahan / Alat

5. LKS Bahasa Inggris
6. Handout
7. Spidol
8. Whiteboard

U. Penilaian

3. Bentuk Tes   : Tes lisan
4. Instrument

Question:

Please make the dialog about accepting and declining an invitation!

V. Orientasi Penilaian

The Measurement Rubrics 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	Rhythm intonation and pronunciation

	(good)	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 (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.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.

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

Lampung Timur,   Desember 2017

English Teacher   The Researcher

MuhzinNawawi,S.Pd.M.Pd.I   **Ade Wenda Sukarlov**
NIP.198010102005011007   **NPM. 13106347**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CYCLE 2

Nama Sekolah   : MAN 1 Lampung Timur

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : XI / 1

Topik Pembelajaran   : Berbicara

Alokasi Waktu   : 4x45 menit (2 pertemuan)

W. Standar Kompetensi

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

X. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan relief, pain, dan pleasure.

Y. Indikator Pencapaian Kompetensi

  9.   Menggunakan tindak tutur menasehati.

  10. Merespon tindak tutur menasehati.

  11. Menggunakan tindak tutur memperingatkan.

  12. Merespon tindak tutur memperingatkan.

  13. Menggunakan tindak tutur meluluskan permintaan.

  14. Merespon tindak tutur meluluskan permintaan.

  15. Menggunakan tindak tutur menyatakan perasaan.

  16. Merespon tindak tutur menyatakan perasaan.

Z. Tujuan Pembelajaran

15. Siswa dapat menggunakan tindak tutur menasehati.

16. Siswa dapat merespon tindak tutur menasehati.

17. Siswa dapat menggunakan tindak tutur memperingatkan.

18. Siswa dapat merespon tindak tutur memperingatkan.

19. Siswa dapat menggunakan tindak tutur meluluskan permintaan.

20. Siswa dapat merespon tindak tutur meluluskan permintaan.

21. Siswa dapat menggunakan tindak tutur menyatakan perasaan.

22. Siswa dapat merespon tindak tutur menyatakan perasaan.

AA. Karakter siswa yang diharapkan

9. Religius

10. Jujur

11. Toleransi

12. Disiplin

BB. Materi Pembelajaran

1. Making and Accepting Invitation

Making and accepting invitation is an act to ask someone to come and willing in to the invitation.

c) Making Invitation

- Would you come to...?
- Might you want to go along with us?
- Would you run with me today?

d) Accepting Invitation

- That's very kind of you
- We'd like very glad to….
- What a delightful idea

2. Appointment is an expression that it functions as the way to make appointment with someone.

c) Making an Appointment

- I have something important to talk to you. What about discussing it after school.
- How about working together after school?
- I`d like to make an appointment with you

d) Approving an Appointment

- Sure
- Certainly
- Great

CC. Metode Pembelejaran: Constant and Never Ending Improvement (CANI) Strategy

DD. Langkah-langkah Kegiatan Pembelajaran

7. **Kegiatan Awal**

   g. Mengucapkan salam dengan ramah kepada seluruh siswa.

   h. Meminta para siswa untuk berdoa sebelum memulai pembelajaran.

   i. Guru melakukan brainstroming tentang materi yang akan disampaikan.

8. **Kegiatan Inti**

   g. Eksplorasi

   Dalam kegiatan eksplorasi guru:

   9) Bertanya kepada siswa tentang bentuk percakapan transaksional dan interpersonal.

   10) Memberikan kesempatan kepada siswa untuk mengkomunikasi dan bertukar pikiran mengenai bentuk percakapan transaksional dan interpersonal.

   h. Elaborasi

   Dalam kegiatan elaborasi guru:

   5) Bersama dengan siswa berdikusi tentang percakapan transaksional dan interpersonal.

6) Bersama dengan siswa mencari contoh tentang percakapan transaksional dan interpersonal.

11) Memfasilitasi siswa melalui pemberian evaluasi performans tentang percakapan transaksional dan interpersonal.

12) Guru memberikan perintah pada siswa untuk membuat contoh percakapan transaksional dan interpersonal bersama teman sebangku.

i. Konfirmasi

Dalam kegiatan konfirmasi guru:

7) Memberikan umpan balik pada siswa dengan memberi perbaikan pada siswa yang telah maju kedepan untuk berbicara dan berdialog dalam bentuk transaksional dan interpersonal.

8) Memberi konfirmasi pada hasil dialog siswa.

9) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bisa mengikuti materi dalam transaksional dan interpersonal.

9. Kegiatan Penutup

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

EE. Sumber / Bahan / Alat

9. LKS Bahasa Inggris
10. Handout
11. Spidol
12. Whiteboard

FF. Penilaian

5. Bentuk Tes   : Tes lisan
6. Instrument

Question:

Please make the dialog about accepting and declining an appointment!

GG.   Orientasi Penilaian

The Measurement Rubrics 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.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	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.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible

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

English Teacher

Lampung Timur,   Desember 2017
The Researcher

MuhzinNawawi,S.Pd.M.Pd.I
NIP.198010102005011007

Ade Wenda Sukarlov
NPM. 13106347

DOCUMENTATION OF ENGLISH LEARNING
The First Meeting
The teacher gave pre test for the students

The Second Meeting
The teacher gave the treatment for students

The Third Meeting
The teacher gave the post test 1

The Fourth Meeting
The teacher gave treatment more for the students

The Fifth Meeting
The teacher gave the post test II

The Pre-test Result of Students' Speaking Performance at XI IPA[1]

NO	Name	Criteria of The Score					TOTAL	Note >75
		F	P	V	GA	IS		
1	ACMD	2	2	3	2	4	65	Incomplete
2	AS	2	2	2	4	4	70	
3	CH	2	2	4	2	2	60	
4	CY	2	4	2	2	4	70	
5	DAIS	2	2	4	4	2	70	
6	DA	4	4	2	3	2	75	
7	DP	2	2	2	2	4	60	
8	DNK	2	4	4	2	2	60	
9	DDA							
10	EAP							
11	GL							
12	HKA							
13	II							
14	JTL							
15	LF							
16	MCAS							
17	MH							
18	NH							
19	NM							

20	PKS							
21	PUR							
22	RAR							
23	RFU							
24	RK							
25	SZM							
26	SH							
27	TM							
28	TKN							
Total								
Average								
High Score								
Low Score								

The Students' Post-test 1 Result of Performance at XI IPA[1]

in Cycle I

NO	Name	Criteria of The Score					TOTAL	Note >75
		F	P	V	GA	IS		
1	ACMD							
2	AS							
3	CH							
4	CY							
5	DAIS							
6	DA							
7	DP							
8	DNK							
9	DDA							
10	EAP							
11	GL							
12	HKA							
13	II							
14	JTL							
15	LF							
16	MCAS							
17	MH							
18	NH							

19	NM							
20	PKS							
21	PUR							
22	RAR							
23	RFU							
24	RK							
25	SZM							
26	SH							
27	TM							
28	TKN							
Total								
Average								
High Score								
Low Score								

The Students' Score of Speaking Performance at XI IPA[1]

Post-test in Cycle II

NO	Name	Criteria of The Score					TOTAL	Note >75
		F	P	V	GA	IS		
1	ACMD							
2	AS							
3	CH							
4	CY							
5	DAIS							
6	DA							
7	DP							
8	DNK							
9	DDA							
10	EAP							
11	GL							
12	HKA							
13	II							
14	JTL							
15	LF							
16	MCAS							
17	MH							
18	NH							

19	NM							
20	PKS							
21	PUR							
22	RAR							
23	RFU							
24	RK							
25	SZM							
26	SH							
27	TM							
28	TKN							
Total								
Average								
High Score								
Low Score								

THE OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES IN CYCLE I

Date   :
School   : MAN 1LAMPUNG TIMUR
Class   : XI

No	Name	The Students' Activity					Total
		1	2	3	4	5	
1	ACMD	√				√	6
2	AS	√				√	6
3	CH	√				√	6
4	CY	√					1
5	DAIS	√				√	6
6	DA	√					1
7	DP		√		√	√	11
8	DNK	√					1
9	DDA	√		√	√	√	13
10	EAP	√					1
11	GL		√	√	√	√	14
12	HKA	√					1
13	II				√		4
14	JTL					√	5
15	LF						0
16	MCAS	√		√		√	9
17	MH	√	√	√	√		10
18	NH						0
19	NM	√	√	√	√		10
20	PKS				√		4
21	PUR	√	√	√		√	11
22	RAR		√	√	√	√	14

23	RFU	√	√	√		√	11
24	RK		√	√			5
25	SZM		√	√	√	√	14
26	SH						0
27	TM		√		√	√	11
28	TKN					√	5
	TOTAL	**15**	**10**	**10**	**10**	**15**	**180**

NOTES:

Indicator of the students' activities that observed are:

1. To pay attention to the teacher's explanation.
2. Active to practice new vocabulary.
3. To answer the question.
4. To ask the teacher.
5. To do respon in learning process.

DIRECTION:

1. Tick (√) for each positive activity
2. Let it empty for unactive students.

Lampung Timur,   January 2018

Collabolator   **Researcher**

Muhzin Nawawi, S.Pd.M.Pd.I   **Ade Wenda Sukarlov**
NIP.198010102005011007   **NPM.13106347**

**THE OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES IN CYCLE
II**

Date   :

School   : MAN 1LAMPUNG TIMUR

Class   : XI

No	Name	The Students' Activity					Total
		1	**2**	**3**	**4**	**5**	
1	ACMD	√	√	√	√	√	15
2	AS	√	√	√	√	√	15
3	CH	√	√	√	√	√	15
4	CY	√	√	√	√	√	15
5	DAIS	√	√	√	√	√	15
6	DA	√	√	√	√	√	15
7	DP	√	√	√	√	√	15
8	DNK	√	√	√	√	√	15
9	DDA	√	√	√	√	√	15
10	EAP	√		√		√	9
11	GL	√	√	√	√	√	15
12	HKA	√	√	√	√	√	15
13	II	√	√	√	√	√	15
14	JTL	√	√	√	√	√	15
15	LF	√	√	√	√	√	15
16	MCAS	√	√	√	√	√	15
17	MH	√	√	√	√	√	15
18	NH	√	√	√	√	√	15
19	NM	√	√	√	√	√	15
20	PKS	√	√		√	√	12
21	PUR	√	√	√	√	√	15
22	RAR	√	√	√	√	√	15

23	RFU	√	√	√	√	√	15
24	RK	√	√	√	√	√	15
25	SZM	√	√	√	√	√	15
26	SH	√	√	√		√	11
27	TM	√	√		√	√	12
28	TKN	√	√	√	√	√	15
	TOTAL	**28**	**27**	**26**	**26**	**28**	**360**

NOTES:

Indicator of the students' activities that observed are:

6. To pay attention to the teacher's explanation.

7. Active to practice new vocabulary.

8. To answer the question.

9. To ask the teacher.

10. To do respon in learning process.

DIRECTION:

3. Tick (√) for each positive activity

4. Let it empty for unactive students.

Lampung Timur,   January 2018
Collabolator   **Researcher**

Muhzin Nawawi, S.Pd.M.Pd.I   **Ade Wenda Sukarlov**
NIP.198010102005011007   **NPM.13106347**

OBSERVATION SHEET
OF TEACHER ACTIVITIES IN CYCLE I

Class   : XI

School   : MAN 1 LAMPUNG TIMUR

Teacher Activity	3	2	1

1. Pre Test
   a. Prepare the lesson plan.
   b. Prepare the strategy that will be used.
   c. Ability in opening the learning process.			

2. While Teaching
   a. Inform the objective of learning.
   b. Explain the material chronological.
   c. Guide the students to follow the lesson.
   d. Motivate the students to ask.
   e. Practice the students to answer the question about the material.			

3. Post Teaching
   a. Conclude the result learning.
   b. Close the learning activity.			

Note :

- Tick (√) for each positive activity

- 3 = Good

- 2 = Enough

- 1 = Bad

Lampung Timur,   2017

English Teacher   The Researcher

Muhzin Nawawi,S.Pd.M.Pd.I   **Ade Wenda Sukarlov**
NIP.198010102005011007   **NPM.13106347**

OBSERVATION SHEET
OF TEACHER ACTIVITIES IN CYCLE II

Class   : XI

School   : MAN 1 LAMPUNG TIMUR

Teacher Activity	3	2	1

4. Pre Test
    d. Prepare the lesson plan.
    e. Prepare the strategy that will be used.
    f. Ability in opening the learning process.			

5. While Teaching
    f. Inform the objective of learning.
    g. Explain the material chronological.
    h. Guide the students to follow the lesson.
    i. Motivate the students to ask.
    j. Practice the students to answer the question about the material.			

6. Post Teaching
    c. Conclude the result learning.
    d. Close the learning activity.			

Note :

- Tick (√) for each positive activity

- 3 = Good

- 2 = Enough

- 1 = Bad

Lampung Timur,   2017

English Teacher   The Researcher

Muhzin Nawawi,S.Pd.M.Pd.I   **Ade Wenda Sukarlov**
NIP.198010102005011007   **NPM.13106347**

FIELD NOTES

No	Meeting	Day/ Date	Students' Attitude in Learning Process
1	1st Meeting		
2	2nd Meeting		
3	3rd Meeting		
4	4th Meeting		
5	5th Meeting		

CURRICULUM VITAE

The full name of the researcher is Ade Wenda Sukarlov. She usually called Wenda. She was born in Sumberjaya Lampung Barat, on January 21th 1995. She is the firstdaughter, Mr.Andi Sukarlov and Mrs.Dewi Yati. Ethnically speaking, she comes from Sundanes and sumatra family descent.

She was enrolled her study in Kotagajah at TK Darul Fallah 1999 and graduated in 2001. She continued her study atSD N 2 Purworejoand graduated in 2007. She continued her study at SMP N 2 Kotagajahgraduated in 2010. Having graduated from junior high school she continued her study at SMA Negeri 1 Kotagajah and graduated in 2013. In the same year of 2013, she was registered as S-1 student of English Education Department of The State Insitute for Islamic College (IAIN) Metro.