

AN UNDERGRADUATE THESIS
IMPROVING STUDENTS' SPEAKING PERFORMANCE
THROUGH CLASSROOM DEBATE TECHNIQUE AT THE
ELEVENTH GRADES OF MAN 1 METRO
IN ACADEMIC YEAR 2017/2018



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THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H/ 2018

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CLASSROOM DEBATE TECHNIQUE AT THE ELEVENTH GRADES OF MAN 1
METRO
IN ACADEMIC YEAR 2017/2018**

Presented as a partial Fulfillment of the Requirements
for the degree of Sarjana Pendidikan (S.Pd)
in English Education Departement

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Title : **IMPROVING STUDENTS' SPEAKING
PERFORMANCE THROUGH CLASSROOM
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OF MAN 1 METRO IN ACADEMIC YEAR 2017/2018**

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

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Sudah kami dapat setuju dan dapat diajukan untuk di munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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**IMPROVING STUDENTS' SPEAKING PERFORMANCE
THROUGH CLASSROOM DEBATE TECHNIQUE AT THE
ELEVENTH GRADERS OF MAN 1 METRO
IN ACADEMIC YEAR 2017/2018**

ABSTRACT

**BY
LULUS UJI PANGESTU**

The purpose of this research was to know whether the use of classroom debate technique can improve the students' speaking performance at the eleventh graders of MAN 1 Metro.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consist of two meetings. Furthermore this research was done in four steps that were planning, acting, observing, and reflecting. Object of this research was students' speaking performance. In collecting the data, the researcher used test, observation and documentation.

The result of this research showed that classroom debate technique has positive role in improving students' speaking performance at the eleventh graders of MAN 1 Metro. It can be proved by the students' average score from pre test to post test. The average score in pre test was 54.23 and in post test was 63.8 became 71. It means that the use of classroom debate technique can improve the students' speaking performance. It can be concluded that through classroom debate can improve the students' speaking performance at eleventh grades of MAN 1 Metro.

**MEMPERBAIKI PENAMPILAN BERBICARA SISWA MELALUI
TEKNIK DEBAT KELAS PADA SISWA KELAS SEBELAS MAN 1 METRO
PADA TAHUN AJARAN 2017/2018**

ABSTRAK

**OLEH
LULUS UJI PANGESTU**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan teknik debat kelas dapat memperbaiki penampilan berbicara siswa dalam pelajaran bahasa inggris pada kelas sebelas MAN 1 Metro.

Bentuk penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari dua pertemuan. Selanjutnya penelitian ini terdiri dari empat langkah yaitu perencanaan, tindakan, pengamatan, dan refleksi. Objek dari penelitian ini adalah penampilan berbicara siswa. Dalam mengumpulkan data, peneliti menggunakan tes, observasi dan dokumentasi.

Hasil dari penelitian menunjukkan bahwa teknik debat kelas memiliki peran positif dalam meningkatkan penampilan belajar siswa pada kelas sebelas MAN 1 Metro. Hal ini dapat dibuktikan berdasarkan nilai rata-rata siswa mulai dari pre test sampai post test. Nilai rata-rata siswa pada saat pre tes adalah 54,23 dan post tes 63,8 menjadi 71. Ini membuktikan penggunaan teknik debat kelas dapat meningkatkan kemampuan berbicara siswa. Sehingga dapat disimpulkan bahwa debat kelas merupakan salah satu teknik yang dapat membantu dalam memperbaiki penampilan berbicara siswa kelas sebelas MAN 1 Metro.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis originally the result of the writer's research,
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Metro, December 2017

The writer



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Metro, December 2017

The writer



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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

“In the name of Allah the most gracious the most merciful”
 “Allah will exalt those who believe among you and those who are given knowledge”
 “Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan.”

(QS.Al-Mujadalah: 11)

“The goal of education is the advancement of knowledge and the dissemination of truth”

“Tujuan pendidikan adalah kemajuan pengetahuan dan penyebaran kebenaran”

(John F Kennedy)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

**My beloved parents, Mr.Ponimin and Mrs. Sarmina who have
already given their endless love**

**My lovely friends, who always support me by giving the wonderful
motivation to me**

My beloved almamater State Institute for Islamic Studies of Metro

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Praise is only to Allah SWT, the lord of the universe, inspiration of this life, that the researcher finally can finish the undergraduate thesis entitled “IMPROVING STUDENTS’ SPEAKING PERFORMANCE THROUGH CLASSROOM DEBATE TECHNIQUE AT THE ELEVENTH GRADES OF MAN 1 METRO IN ACADEMIC YEAR 2017/2018”. This undergraduate thesis is arranged as fulfillment the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro.

The first of all, the deepest gratitude would be addressed to my beloved parents for their endless love, for understanding and supporting me to finish this undergraduate thesis soon, and always pray for me to be successful person someday (aamiin). The greatest gratitude would also be addressed to both my advisor, Dra.Widya Ninsiana, M.Hum and Mr.Ahmad Subhan Roza, M.Pd who have constantly given their endorsement, time and guidance so that the researcher could finish the undergraduate thesis.

Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, December 2017

Lulus Uji Pangestu
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CHAPTER I

INTRODUCTION

A. Background of the Research

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since it is important, English is taught widely at formal school starting from elementary school up to universities; even at informal school i.e. courses. There are four English skills to learn, namely speaking, reading, writing, and listening skill. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information.

Speaking is one of the four skills in English that is needed to be mastered by everyone because by speaking, one is able to convey meaning, express feeling, give opinion, etc. speaking is a speech production that becomes a part of daily activities which involves interaction. It means that if one able to communicate well he or she will be able to interact with the society, go to many places without having any obstacles, etc.

Furthermore, Speaking is used to express their ideas and to communicate to people in civilized world because human being cannot be separated from each other. Therefore, the teaching of speaking is also very important because it is clearly and efficiently contributes to the success of the learners in school and success in their life. In short, by speaking with others we are able to know what kind of the situation in the world.

In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. As a foreign learner in Indonesia, many students get difficult in making their pronunciation better and exploring their idea in Speaking. It makes the students fell worry to improve their speaking performance. This problem also happened to the students of MAN 1 Metro.

Students' speaking problems can be solved by giving a lot of chance to them for practicing English either in the classroom or out of the classroom. Practicing speaking english in the classroom should be interested with appropriate technique in order to make the students speaking performance can be improved and the process of learning can be enjoyable. One of tehniqe can be used in teaching spaking is debate.

Debate is a strategy that promotes students' interaction and involvement in course topics. Debating is an effective pedagogical strategy because of the level of responsibility for learning and active involvement

required by all student debaters. Besides, debate can motivate students' thinking, moreover if they must defend their stand or opinion which is in contradiction with their conviction. This strategy can involve all students to be active, not only the debate performers.

In teaching speaking, the students are expected to be able to speak fluency without getting any troubles in their speaking performance. In fact, they still get difficult in improving their speaking performance.

This fact can be proved by looking data of pre survey at the Eleventh Grades' Students of MAN 1 Metro. The researcher has done the pre survey on 14th October 2017 of the Eleventh grades' students of MAN 1 Metro, the test result is shown as follows:

Table 1

The Data of Pre Survey at the Eleventh grades of MAN 1 Metro

No	Score	Category	Frequency	Percentage (%)
1	>70	Complete	5	16,7 %
2	<70	Incomplete	25	83,3 %
Total			30	100%

Source: English Teacher's archives, Taken on the pre-survey at October 14th 2017

From the table above, it showed there were many students incomplete in speaking test. It can be known that 30 students (100%) at the eleventh grades of MAN 1 Metro; 25 students (83,3%) got incomplete score; only 5

students (16,7%) complete the test. The standard score is 70; from the pre-survey could be known that the students' speaking performance is very low.

From these problems above, there were some problems prohibit the students to develop their speaking performance; first, the students got difficult to improve their pronunciation because they speak by using English rarely. Second, The students were difficult to explore their idea and speak fluently. Fourth, the students were passive in the classroom and only using their mother tongue when they talked in the English class. So, they got stuck to improve their speaking performance.

For this reason, There were several techniques which are used by the teacher for teaching speaking. The technique should be interesting and can motivate the students in teaching learning process. One of the techniques in speaking is calssroom debate technique. It is seen as an active learning process because students will learn more through a process constructing and creating, working in a group and also sharing knowledge.

Thus, the researcher proposed Classroom Debate Technique as a solution to develop the speaking performance of the Eleventh grades Students of MAN 1 Metro. Debate is a teaching strategy to improve verbal communication and critical-thinking performance. Debate is presented as a

valuable learning activity for teaching critical thinking and improving communication skills.

Therefore, to overcome the problems above, the researcher decided to conduct a research focusing on using debate technique to increase the students' speaking performance.

Based on the problems above, the researcher decided to carry out a research entitled "IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH CLASSROOM DEBATE TECHNIQUE". Students' speaking performance hoped can be improved after implementing of debate technique.

B. Problem Identification

Inferring to the background of the research above, the researcher identifies some problems as follows:

1. The students have limit vocabularies
2. The students were passive at the class and they only used their mother tongue in the English class.
3. The students were not interested in learning speaking
4. The students were difficult to explore their idea in speaking

C. Problem Limitation

From the problem formulation above, the researcher limited the problem at the fourth problems that is the students are difficult to explore and convey their idea in speaking. So, the researcher used the classrom debate technique to improve students' speaking performance at the Eleventh grades students of MAN 1 Metro.

D. Problem Formulation

Regarding to the background of the research above, the researcher formulated the problem in this research was “can the use of classroom debate technique improve the students' speaking performance at the Eleventh Grades of MAN 1 Metro?

E. Objectives and Benefits of the Research**1. Objectives of the Research**

In line with the problem formulation above, the objective of the research is to know whether use to Classroom Debate Technique can improve students' Speaking performance the Eleventh Grades of MAN 1 Metro.

2. Benefits of the Research

a. For the students

- 1). The students are expected to be able to improve their speaking performance by using debate.
- 2). To enable the students to have good speaking performance.
- 3). To develop students' speaking performance.
- 4). To motivate the students' to have good speaking performance.

b. For the English Teacher

- 1). To help teachers to get alternative ways in their teaching process, especially by using debate.
- 2). To enable the teacher to know the advantages of using debate technique for developing the students' speaking performance.

c. For the Researcher

It can be as an input to the researcher in order to research about teaching English better in the future and we can know the advantage the using suitable technique in teaching learning.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concepts of Speaking Performance

a. Definition of Speaking

Speaking is one of language skills which is very important to be mastered by students in order to be good communicator. There are so many experts that explain the meaning about Speaking. According to Glenn Fulcher, Speaking is the verbal use of language to communicate with others. ¹Speaking as interaction, and speaking as a social and situation-based activity.² It means that speaking can make us do interaction with others. Moreover, according to MiroslawPawlak, EwaWaniek-Klimczak and Jan Majer, Speaking is very complex skill, including vocabulary, grammar, pronunciation, and fluency, the ability to structure talk or even non-verbal abilities.³ In other word, if someone have many words, good in grammar, pronunciation and

¹ Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), p. 23

² Sari Laoma, *Assesing Speaking*, (UK: Cambridge University Press,2004), P.9
MiroslawPawlak, EwaWaniek-Klimczak and Jan Majer, *Speaking and Instructed Foreign Language Acquisition*, (Great Britain: MPG Books Group, 2011), p. 149

fluent when he or she talks, it means that he or she has a good ability in speaking.

Besides, Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.⁴ It means that speaking is a person's skill to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. It is a mental concept that processed by someone in such a way to form a meaning when uttered.

According to Sandra Cornbleet and Ronald Carter, speaking is combining sounds in a recognized and systematic way, according to language specific principles to form meaningful utterances.⁵ Thus, in speaking, one needs to know how to articulate the sound in a comprehensible manner and needs an adequate vocabulary and also needs to have mastery of syntax.

As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying.⁶ Speech is about making choices. Students must choose how to interact in expressing themselves and

⁴Mariam Bashir, M. Azeem and Ashiq Hussein Dogar, *Factor Affecting Students' English Speaking Skills*, (British : Journal Publishing, Inc. 2011),p. 5

⁵Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing*, (London and New York: Routledge, 2011), p. 18

⁶Sari Laoma, *Assesing Speaking*, p 10

forming social relationship through speech. In short, speaking can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrases in interactive process of constructing meaning of speaking.

Moreover, Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousand of words a day.⁷ If someone has a good speaking ability or in other word conversation skill, he or she will not be confused wherever they go and whenever they want to interact with others. Thus, it is very important to master speaking ability or speaking competence for everyone especially here for students.

b. The Definition of Performance

Performance is derived from the word “perform”. In the Oxford Advanced Learners Dictionary, it has means as “do a piece of work, something one is ordered to do, or something one has promised to do”.⁸

Furthermore, Brown states that performance is the overtly observable and concrete manifestation or realization of competence. It

⁷ Scoot Thornburg, *How to Teach Speaking*, (England: Pearson Education Limited, 2005), p.1

⁸ A.S, Homby, Oxford Advanced Learner’s Dictionary

might be assumed that performance is an actual of doing something that people are competed in its.⁹

Referring to explanation above, the researcher conclude that speaking performance is the process or activity of sharing with other person of one's knowledge, interests, attitude, opinions, or idea by using words or sounds of articulation.

c. Types of Speaking

According to H. Douglas Brown there are 5 types of speaking, those are:¹⁰

- 1) Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criteria performance
- 2) Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm).

⁹ H. Douglas Brown, *Principle by Language Learning and Teaching* 4th Edition, Addison Wesley Longman, New York, 2000, P 30

¹⁰ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, ((NY: Addison Wesley Longman Inc, 2001), 2nd p.141-142

- 3) Responsive. Responsive assessment tasks include interaction and text comprehension but at the somewhat limited level of very short conversation. Standard greetings and small talk, simple requests and comments, and the like.¹¹
- 4) Interactive. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language which has the purpose of exchanging specific information.
- 5) Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).¹²

¹¹ Ibid

¹² Ibid, p.142

d. The Function of Speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Based on Brown and Yule as quoted by Richards, the functions of speaking are classified into three kinds; talk as interaction, talk as transaction, and talk as performance. Each of these activities is quite distinct in terms of form and function and requires different teaching approaches. Furthermore, Richards designed three functions of speaking in human interaction as below:¹³

1) Talk as interaction

Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function when people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others.

2) Talk as transaction

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

¹³ Jack C. Richards, *Teaching Listening and Speaking*, (New York : Cambridge University Press, 2008) , p. 21-27

clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3) Talk as performance

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

4) Implications for teaching

Three core issues need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. It is all three of the genres described in the preceding section, or will some receive greater attention than others. Informal needs analysis is the starting point here.

5) Teaching talk as interaction

Talk as interaction is perhaps the most difficult skill to teach since interactional talk is a very complex and subtle phenomenon that takes place under the control of unspoken rules. One rule for making small talk is to initiate interactions with a comment concerning something in the immediate vicinity or that both participants have knowledge of. The comment should elicit agreement, since agreement

is face-preserving and non-threatening. Hence, safe topics, such as the weather, traffic, and so on, must be chosen.¹⁴

6) Teaching talk as transaction

Talk as transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities, and role plays that can provide a source for practicing how to use talk for sharing and obtaining information, as well as for carrying out real-world transactions. These activities include ranking, values clarification, brainstorming, and simulations.¹⁵

7) Teaching talk as performance

Teaching talk as performance requires a different teaching strategy. This approach involves providing examples or models of speeches, oral presentations, stories, etc., through video or audio recordings or written examples. These are then analyzed, or “deconstructed,” to understand how such texts work and what their linguistic and other organizational features are.

e. Teaching Speaking

¹⁴ Ibid.

¹⁵ Ibid., p.30

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.¹⁶

Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately. It's continued then to guide students to a point where they can begin to judge whether their sound.

Then, H.Douglas Brown said that there are five of the current issues in teaching oral speaking, there are:¹⁷

1. Conversational discourse
2. Teaching pronunciation
3. Accuracy and fluency
4. Affective factors
5. The interaction effect

At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target

¹⁶ Mariam Bashir, M. Azeem and Ashiq Hussein Dogar, *Factor Affecting* , p.38

¹⁷ H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, ((NY: Addison Wesley Longman Inc, 2001), 2nd p.267-269

language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

f. The Factors of Speaking

No language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production tests until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either five components are generally recognized in analyses of the speech process:

1. Pronunciation including the segmental features-vowels and consonants- and the stress and intonation patterns.
2. Grammar.
3. Vocabulary.
4. Fluency: the easy and speed of the flow of speech.
5. Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.¹⁸ The five

¹⁸ David P. Harris, *Testing English as a Second Language*, (Georgetown University: 1969), p.81-82.

factors of speaking skill above have important role in speaking.

By mastering all the factors, people can produce good speech.

g. Techniques in Teaching Speaking

Many of classroom speaking activities which are currently used are:¹⁹

1) Acting from script

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

2) Communication games

Speaking activities based on games are often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback.²⁰

3) Discussion

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (England : Pearson Education limited, 2002) 4th Ed.,348

²⁰ Ibid. 349

One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations.²¹

4) Prepared talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.²²

5) Questionnaires

Questionnaires are useful because by being pre planned they ensure that both questioner and respondent have something to say each other. Depending on how tightly design they are, they may well encourage the natural use of certain receptive language pattern and thus be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process.

²¹ Ibid., p. 350.

²² Ibid., p. 351.

6) Simulation and role-play

Many students derive great benefit from simulation and roleplay. Students simulate a real life encounter as if they are doing so in the real world. A simulation and role-play can be used to encourage general oral fluency to train students for specific situation.²³

7) Debate

Debate promotes interactive learning.²⁴ Debate refers to the process of considering multiple viewpoints and arriving at a judgment, and its application ranges from an individual using debate to make a decision in his or her own mind to an individual or group using debate to convince others to agree with them.

All speaking activities above encourage students to practice speaking in classroom. Teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students' levels. Beside it the process of transferring knowledge can be done easily.

²³ Ibid., p .352.

²⁴ Pezhman zare and Noomah Othman, "Classroom Debate as a Systematic Teaching", (Malaysia: University Putra Malaysia), p.1507

H. The Measurement of Speaking Performance

Based on the professor Weir Cyril J. There are some indicators that be supposed to measure the speaking performance :

Table 2
Indicators of Speaking Measurement²⁵

Aspect	Category	Indication
Fluency	4(excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech
	2(adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4(excellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.

²⁵ Weir Cyril J. Language Testing and Validation, (London: Palgrave Macmillan, 2005), P.

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

	1(bad)	Understanding and interaction minimal. ²⁶
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2. Concepts of Debate

a. Definition of Debate

Debate is a flexible learning tool that meets a number of educational goals. It develops communication and speaking skills by providing students with an opportunity to deliver prepared presentations as well as to practice impromptu speeches in response to the arguments of others. Debate offers structure and imposes limits on speaking order and time, thus introducing an element of control that provides a framework for an organized exchange of ideas and that also serves as a reassuring support for beginners.²⁷

In line with the statements above, debate is about developing communication skills. It is about assembling and organizing effective arguments, persuading and entertaining the audience, and using voice and gestures to convince the adjudicator that the arguments outweigh our position. Debate is not about personal abuse, irrational attacks or purely emotional appeals.

²⁶ David P. Haris. *Testing English as a Second Language*. (New Delhi : India Offset Press 1974), p.84

²⁷ Nancy Claxton, *Deliberating Across the Curriculum Using Deliberative Techniques to Teach Financial Literacy*, (New York : International Debate Education Association, 2008), p.9

Moreover, Debate develops critical thinking and research skills and requires cooperation. Debate is also an excellent conflict resolution tool that emphasizes peaceful and tolerant communication and respect for the opinions of others.²⁸ In addition, It can make us to be person who is easy to respect someone's opinion.

Hence, Debate can be usefull learning method for subjects where the ability to express an argument or a poibt of view is part the subject. It also exposes the students to different points of view and ideas that they might not otherwise have considered.²⁹ By using debate the students can give their other opinion about seeing some issue differently. So, its application from an individual using debate to make a decision in his or her own mind to an individual or group using debate to convince others to agree with them.

Then Alfred Snider and Maxwell Schnurer stated in his book that a debate is a communication event, where the mode of operation is oral or written communication and serves as performance as well as a method of transmitting ideas and arguments. A debate should be defined as an equitably structured communication event about some topics of interest, with opposing advocates alternating before an

²⁸ *Ibid*

²⁹ Nicholar Corder, *Learning to Teach Adults*, (London :Routledge Falmer,2002) p.51

opportunity is given for making decision.³⁰It means that debate is a competition between some students in two opposing teams makes speeches to support their argumentation and disagree with those of the other team.

Based on several definitions above, it can be concluded that debate is used to make speaking situation in which opposing opinion and argument as possible solutions to a problem and question. Technique is a particular way of teaching. It means that debate technique is a particular way of teaching speaking that organizes and creates the students to use their full potential brain capacity more efficiently and effectively to have good speaking ability. It helps the students to focus on the topic and help to perform their speaking ability without any shy.

Debate technique requires students to analyze a proposition, investigate its implications, develop cases both for and against the resolution, collect and organize the evidence, think rationally and argue logically on their feet and speak and act in a convincing manner.

b. The Parts of debate

People who involved in debate process as below:³¹

- 1) Chairperson / time keeper

³⁰ Alfred Snider and Maxwell Schnurer, *Many Sides: Debate Across the Curriculum*, (New York: The International Debate Education and Association, 2002) , p.19

³¹ Nicholas Corder, *Learning to Teach Adult*, (London: Routledge Farmer, 2002), p.50-51

- 2) Panel / members of two teams
- 3) Audience

In debate technique we will get some items which relate to debate process. The following are some items related to debate:

- 1) Motion

Motion also known as topic, is full propositional statement that determinant what a debate shall be about. In the debate, affirmative team must argue to defend the motion while the negative team must argue to oppose it.

Examples:

- a) That should not be allowed bring mobile phone to school.
- b) That English is the most important tool in globalization era.

- 2) Definition

Debaters should down to earth or see the current issue happened in society so they could know what the debate will be about.

- 3) Argument

A debate is like battles of argument, in which each team stands on their positions, attack the opposite of defend their own case.

- 4) Rebuttal

Rebuttal is responses toward the other team's arguments. The rebuttal should prove that the other team's arguments are not as

important as they claim to be. Good rebuttal should explain the reasoning and evidence of why those arguments are inferior.

5) POI

Points of information are brief interruptions (preferable in form of question) between the 1st and 7th minute of the speech. The speaker delivering a speech has full authority to accept or reject POI. POI should not exceed 15 seconds and the speaker must answer that POI right after it is given. The speaker does not answer POI more than 30 seconds.

In order to offer POI, person must stand up, hold out his/her hand and say “on that point, Sir/ma’am” or “on that point of information”. POI should be offer politely, not used to hackle the speaker. When offered POI, the speaker having the floor has full authority to either reject or accept the POI.If a person is rejected the POI, he/she should sit down again.

POI should be offered regularly and throughout the course of the debate. Offering POI shows that they understand the issues being discussed during the debate.

6) Sum up / Closing

Closing is simply concluding what has been through. A nice summary is preferable.

Before start debating, the debaters should know these parts of debate in order to be a good debater. It also hoped that the debate process will run success.

c. A Debate Classroom

The form of debate is varied in use. In speaking classroom, debate can be taken such the following procedures:

- 1) Dividing students into two teams.
- 2) Selecting debate topic and assigning the two teams to debate the topic.
- 3) Ensuring that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate.
- 4) Presenting the topic and format of the debate.
- 5) An example format of the debate as following:
 - a) Side 1 presents opening arguments, with three members each giving a statement.
 - b) Side 2 presents opening arguments, with three members each giving a statement.
 - c) Side 1 has chance for rebuttal
 - d) Side 2 has chance for rebuttal
 - e) Side 1 has chance for a second rebuttal
 - f) Side 2 has chance for a second rebuttal

g) Side 1 takes time for a conclusion.

h) Side 2 takes time for a conclusion³²

Debating usually consist of three members in every team, although sometimes four members in many debates.

Debates are varied in use, sometimes it used based on the number of students in the classroom and the level of students.

d. The Purposes of Debate

Martha and Arlene, in their book, have noted several purposes of debate as follows:³³

- 1) To persuade the audience toward a clearly identified position.
- 2) To debate an issue is to consider or discuss it from opposing positions or arguments.
- 3) As opportunities for candidates to make their perspectives known on key issues.

e. The Advantages of Debate

Every technique that applied in process learning and teaching has advantage and disadvantages. It is also happens in debate

³² Paul B. Pedersen, *110 Experiences for Multicultural Learning*, (Washington DC: American Psychological Association, 2002), p.88-89.

³³ Martha J. Bradshaw and Arlene J. Lowenstein, *Innovative Teaching Strategies in Nursing and Related Health Professions*, (Canada: Jones and Bartlett Publishers, 2011), Fifth Edition, p.163

technique. Learning English using debate technique has the following advantages:³⁴

- 1) Debate expands the students' perspective on a given issue, creates doubt about the existence of one clear answer, and requires much thought and further evidence before deriving a solution.
- 2) Debate increases awareness of opposing viewpoints.
- 3) Debate develops technique of persuasion, serves as a means by which students confront a controversial issue, and promotes collaborative efforts and negotiation skills among peers.
- 4) Debate promotes independence and participation in the decision-making process, as well as enhancing writing and organizational skills.
- 5) Critical thinking is enhanced by the scrutiny of more than one position on the issue.
- 6) Debate technique make students will not feel bored, but very enjoy with debate activity. Every student takes a role in debating, so they are actively join the activity.
- 7) Improve the students' speaking ability. Speaking skill automatically improved when students practice debating,

³⁴*ibid.*, p.171

because they have a lot of opportunity in practicing speaking.

Although debate has many strengths in learning process.

f. Disadvantages of Debate

The disadvantages of debate technique are:

- 1) Debates are time-consuming (e.g. time for research and preparation, time for presentation of each group).
- 2) Students who do not like public speaking would be less motivated in participating.
- 3) Debate needs a long time for preparation. Much preparation is needed in debating in order to make sure the debate runs well. Students should prepare their arguments before the debate to make it easier for them to attack the opponent's opinion.
- 4) It requires the students to be controlled in defending their argument. Many students can't control their emotion when they defend their argument.

Nevertheless, it has these disadvantages, it seems that the benefits do outweigh the disadvantages in the development of English speaking. Moreover, its disadvantages can be minimized by the teachers.

B. Action Hypotesis

Based on the frame of theories and assumption above, the writer formulated the hypothesis is as follow “Through Classroom Debate Tehnique, the students will be able to improve their speaking performance at the Eleventh Grades of MAN 1 Metro”

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with discuss about the research methodology. The topics that were discussed in this chapter were variable and the operational definitions of variables, setting of the study, subject of the study, procrdure of thestudy, data collection technique, research instrument, data analysis technique and indiucator of success.

A. Variable and The Operational Definitions of Variables

Operational definition is the specific way in which variable is measured in a particular study. Meanwhile Variable can be defined as a characteristic or attribute of interest in the research study that can take on different values and is not constant.³⁵

Based on the quotation above, the operational definitions of variables as following:

1. Indepedent Variable

Independent variable of this research is Classroom Debate Technique. To improve speaking performance of the students, the researcher took this technique.

³⁵ Hatch and farhady, Research design and stastistic for appllied linguistics, 9Massachusetts: House publisher, 1982), P.12-15

2. Dependent Variable

Dependent Variable is an attribute or characteristic that is dependent on or influenced by the independent variable. Dependent Variable of this research is Speaking performance. To measure speaking performance of the students the researcher conducted speaking performance test by giving a topic to be debated by the students.

B. Setting of the Research

In this research, the researcher uses classroom action research as the research methodology. Action research is a form of practitioner research that can be used to help the students improve their professional practices in many different types of workplaces.³⁶ It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

McNiff states that action research is a name given to particular way of researching your own language.³⁷ Moreover, Donald Ary said that action research is a process to improve education by incorporating change and involves educators working together to improve their own practice.³⁸ It means

³⁶ McNiff & Jack Whitehead, *You And Your Action Research Project*, (New York : Routledge, 2002), p.7

³⁷ McNiff & Jack Whitehead, *Action Research : Principles and Practice, Second Edition*, (London: Sage Publication, 2002), p. 15

³⁸ Donald Ary, *Introduction to Research in Education, Eighth Edition*, (Canada: Nelson Education 2010), p. 514

that action research is process in education where is the teacher not the usual thing that teacher do when thinking about teaching.

This research conducted in MAN 1 Metro. Which is located at Jl. Kihajar Dewantara 15A , Iring Mulyo, East Metro, Lampung.

C. Subject and Object of the Research

The subject of this research is the Elevent Grades of MAN 1 Metros' Students at class Sains 1 of MAN 1 Metro in academic year 2017/2018. The participants are 30 students.

The object of this research is the students' speaking performance. As an object is the students' speaking performance , the researcher should know how to improve students' speaking performance at the Elevent grades students of MAN 1 Metro.

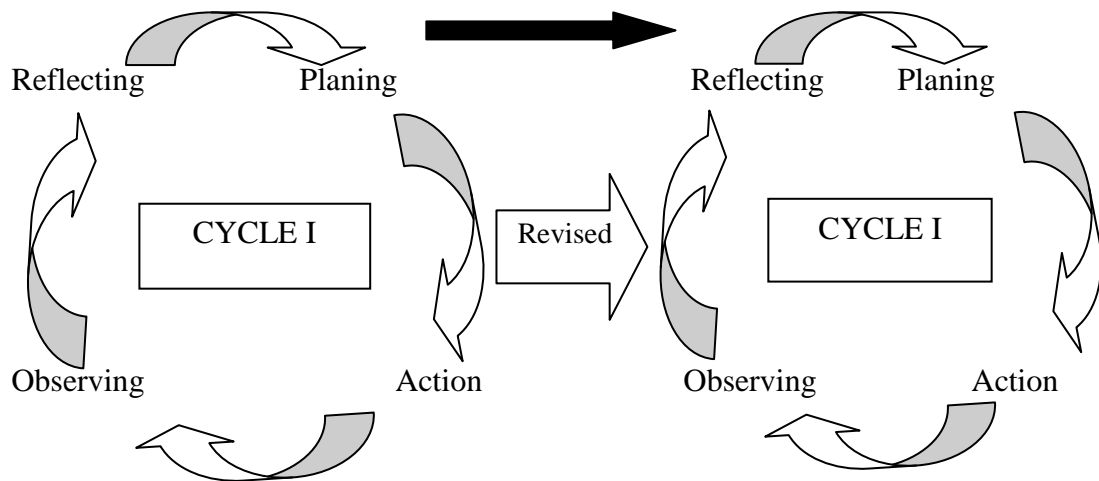
D. Action Plan

This research uses a classroom action research. The reseacher used model developed by Kemmis and Mc Taggart in Burns. Action research occurs through a dynamic and complementary process, which consists of four essential "moments" of planning, action, observing, and reflecting.³⁹

³⁹ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York : Routledge, 2010) , p. 9

Figure 1

Spiral Classroom Action Research



The '*Action Research Spiral*' (Based on Kemmis and Mc Taggart)

The model consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle one and cycle two. The researcher collaborated with the speaking lecturer who teaches in class Sains 1 that is Mrs. Lilis Odiah, M.Pd. The activities that had be done in each cycle is as follows:

1. Pre-cycle

In pre-cycle the researcher intended to know the initial condition of researcher observes students' activity in speaking class. Based on the observation the researcher knew the problem that is happened to the students and their difficulties in speaking.

2. Cycle 1

The teacher used debate technique in teaching speaking. The procedure as follow:

a. Planning

In the first step of CAR here, the researcher did some preparations, as follows:

- 1) The researcher decided materials that are suitable for the students to implement debate technique in learning process.
- 2) The researcher prepared the lesson plan of the materials that is arranged from the syllabus.
- 3) The researcher prepared the teaching media which are needed for the teaching and learning process such as laptop, speaker, LCD projector, dictionary, etc.
- 4) The researcher prepares the test instruments for evaluation.

- 5) The researcher prepared the observation sheet which is used to know the students' responses and class condition as a whole and also to see if there are any increases.

b. Action

Action is the second step in the action research. It is the implementation about the planning. The step had taken by the researcher in the action are as follows :

- 1) Pre Teaching activities
 - a) Greeting and praying together with the students.
 - b) The researcher checked the attendance list.
 - c) The researcher asked the students condition.
 - d) The researcher choosed the material.
- 2) Main Teaching Activities
 - a) The researcher applied the lesson plan.
 - b) The researcher divided the class become groups, they are PRO and CONTRA / Affirmative and Negative team / group.
 - c) The students started to debate.
- 3) Post Teaching Activities
 - a) The researcher gave correction to the students' wrong.

- b) The researcher made the conclusion about the material together with the students
- c) The teacher gave homework to the students; to search material for motion debated in the next meeting.
- d) The researcher gave motivation to the students.
- e) The researcher closed the meeting.
- f) The researcher greeted to the students.
- g) The researcher went out from the class.

c. Observation

Observation was done in the classroom while the teaching and learning process run. It focused on the observation of the students' activity in the learning process. The observation was done by the collaborator who observed all processes that happened in the action learning.

d. Reflecting

This step was analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discussed and make evaluation to determine the next cycle.

the cycle 1 was not successful, so the researcher conducted cycle II. The result of cycle 1 was for evaluation material and for

reflection to the second research. The minimum research in classroom action research is two cycle. If form cycle II all of students are successful, the cycle could be stopped in cycle II only.

3. Cycle 2

a. Planning

- 1) Teacher researched the reflection result in the action of cycle 1 as the input of the action on cycle 2.
- 2) Teacher discussed about the action that would be done on cycle
- 3) Teacher arranged the detail plan about the action on the cycle 2
- 4) Teacher prepared the subject material.

b. Action

- 1) Teacher explained the material.
- 2) Teacher introduced debate technique to the students.
- 3) Teacher asked students to make group and conduct debate based on the topic given.

c. Observation

In this step, the researcher observed the process of teaching learning by using observation sheet to collect the data in action plan II.

d. Reflecting

This step was analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discussed and make evaluation. The researcher analyzed the result of all tests and compares the whole result of the students' achievement. As a result, researcher can make conclusion in conducting classroom action research.

E. Data Collection Technique

The classroom action research needed the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, and et cetera. In this research, the researcher gathered the data to support above. The techniques and methods which are used by the researcher to collect the data are test, observation and documentation.

1. Test

The researcher gave the students test to evaluate their speaking performance. Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group. According to Douglas Brown test is a method of measuring a

person's ability or knowledge in a given domain.⁴⁰ The researcher used test in form pre-test and post-test.

a. Pre Test

The researcher gave test in the first meeting before the research in order to know ability of the students before doing the action research. The pre-test used in this research is in the form of speaking test.

b. Post Test

The post tests would be done in the end of every cycle. Test has something as a purpose to find out the improvement of students' achievement. Post test is the result of treatments. The improvement could be identified if the average scores of the post test are higher than pre test.

This step had be done after the treatment to know the use of debate technique whether it is able to improve the students' speaking performance.

2. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the process of learning will be held. In doing the observation, the research will make the observation sheet that contains of list of the students' activities. In this

⁴⁰ H. Douglas Brown, *Teaching by.*, p.384

research, observation used to know the teacher's performance and the student's participation in learning process.

3. Documentation

The researcher used documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

F. Data Analysis Technique

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets the data from document, observing the teaching learning process, and the result of the students' test. In processing the data, the researcher uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process.

The data from observation are grouped based on students' behavior and students' response that can be taken as a clue or indicator for students' activeness when the debate technique is introduced. If there some students are not successful in cycle 1, the researcher will have to conduct the cycle 2. If in cycle 2 the students are successful, so the cycles will be stopped because the students have to achieve the minimum mastery criteria.

The researcher used SPSS program to analyze the data by a formula for counting the average score is as follow:

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

x : Mean Score

Σx : The sum of all scores

n : The total number of subject⁴¹

G. Indicators of Success

The indicators of the success were taken from the process and the result of the action research. This research is called success and the cycle is over if 70% of total students get score 70 and in the learning process the students can fulfill these criteria:

- 1) The students can speak up and active in group/team.
- 2) The students can improve their score in speaking performance.

⁴¹ Donald Ary, *Introduction to Research in Education*, p.108-109

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of MAN 1 Metro

Madrasah Aliyah 1 Metro (MAN 1 Metro) this name is pinned starting 17 September 2014 which was previously named Madrasah Aliyah Negeri 2 Metro. The enactment of Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 64 of 1990 and No. 42 of 1992 dated January 27, 1992 concerning the conversion of Religious Education Teacher (PGAN) to State Madrasah Aliyah (MAN) and also the establishment of MAN 1 Metro. Located on Jl. Ki Hajar Dewantara No. 110, Iring Mulyo urban village, Kec. East Metro. Law no. 2 of 1998 on the national education system as the implementer of the law in the PP. No 28/1998 on the Basic Education and Education and Culture Ministerial Decree No. 0489 / v / 1992 on general madrasah in article 1 verse 6 states that Madrasah Aliyah is a typical Islamic High School organized by the Department of Religion (DEPAG). Article 26 Kep. MENDIKBUD No. 0487 / V / 1992 and Article 22 paragraph 6 No 0489 / V / 1992 Madrasah Aliyah has the same task as the Public School (SMA), which provides the ability with

learners to develop life as a private member of the community, citizens of the State, and prepare to follow the education higher. It is a policy development step that makes Madrasah a public school characteristic of Islam that provides the ability and preparation for learners at least equivalent to high school. There is a further policy of 1950 until the enactment of Law no. 2 of 1989 that Madrasah Aliyah included seven general subjects.

b. Vision and Mission of MAN 1 Metro

1) Vision

To create qualified MAN 1 Metro with knowledge and technology and godfearing.

2) Mission

- a. implementing professional development of teachers in a sustainable manner
- b. implementing teacher and employee competency improvement through workshop or training
- c. implementing the 2013 curriculum through the development of academic and non academic learning programs
- d. realizing madrasah based on national standards of education
- e. developing learning strategies with multimetode and lesson models

- f. realizing outstanding and quality students through the development of KBM
 - g. implementing Islamic nuanced learning system in all aspects of the activity
 - h. developing the facilities and infrastructure
 - i. improving students' competence in science and technology
 - j. creating and maintaining a healthy, conducive and harmonious environment
- c. The condition of the school
1. Condition of Facilities and Infrastructure

The state of facilities and infrastructure and media data contained in MAN 1 Metro as follows :

Tabel 2

Facilities and Infrastructure of MAN 1 Metro

No	The buiding/Facilities	Amount	Storey/No	Spesification
1	Classrooms	18	storey	Permanent
2	Head Master's Office	1	storey	Permanent
3	Teacherss'office	1	storey	Permanent
4	Administration office	1	storey	Permanent
5	Head of administration's	1	storey	Permanent

	office			
6	Treasury office	1	storey	Permanent
7	Science Laboratory	1	No	Permanent
8	Computer Laboratory	1	No	Permanent
9	Language Laboratory	1	No	Permanent
10	Library room	1	No	Permanent
11	Conselling office	1	No	Permanent
12	school health Unit room	1	No	Permanent
13	Coperation room	1	No	Permanent
14	Multimedia room	1	No	Permanent
15	Security's office	2	No	Semi permanent
16	Mosque	1	storey	Permanent
17	Canteen	5	No	Permanent
18	Fotocopy building	1	No	Permanent
19	Security Post	1	No	Permanent
20	Bathrooms's teachers	7	No	Permanent
21	Bathrooms's students	12	No	Permanent

source: Profil of MAN 1 Metro

d. The condition of office and employess

Teachers and educators at MAN 1 Metro who are experienced in their field, as follows :

Tabel 3
Teachers And Educators at MAN 1 Metro

No	Name	subjects	position	Spesification
1	Antoni Iswantoro, M.Ed	-	Head master	teacher PNS
2	Drs. Masduki	Physics	Deputy head of sarana and infrastructure	teacher PNS
3	H. Ridwan, S.Pd	Sociologi	The head of bourding school	teacher PNS
4	Dra. Hamidah	BK	The builder of UKS	teacher PNS
5	Drs. Buyung Pranjaya, M.Pd.I	Chemistry	Teacher	teacher PNS
6	Dra. Siti Atifah	Mathematics	Teacher	teacher PNS
7	Dra. Hindun Aftoniah, M.Pd.I	Fiqh	Teacher	teacher PNS
8	Drs. H. Mulyana	Mathematics	Teacher	teacher PNS

No	Name	subjects	position	Spesification
9	Dra. Mariyani, M.Pd	Economy	Teacher	teacher PNS
10	Dra. Erlina Harniati	Biologi	Teacher	teacher PNS
11	Drs. Supadi	chemistry	The head of chemistry laboratory	teacher PNS
12	Drs. Zuraida	BK	Teacher	teacher PNS
13	Drs. Markidi, M. Pd.I	Qur'an hadist	Deputy head of sosial	teacher PNS
14	Dra. Hj. Erniwati, M. Pd. I	Arabic language	Teacher	teacher PNS
15	Drs. H. Kartana	Physics	The head of library	teacher PNS
16	Sarbiyono, S.Pd, M.Pd.	Mathematics	The head of program	teacher PNS
17	Dra. Sri Mulyani	Mathematics	Teacher	teacher PNS
18	Mustofa Khoiri, M.Si	Biology	The head of biology laboratory	teacher PNS
19	Dra. Hj. Ade Suhairiah	Biology	Teacher	teacher PNS
20	Sri Astuti, M.Pd	Biology	Teacher	teacher PNS
21	Mustolah, S.Ag, M.Pd.I.	Qur'an Hadist	The builder of sport	teacher PNS

No	Name	subjects	position	Spesification
22	Drs. Gufron, M.Pd.I	Qur'an Hadist	The builder of Rohis	teacher PNS
23	H. Firman, S.Pd	Economy	The builder of KIR	teacher PNS
24	Akhmad Yusuf S, S.Pd	Geografi	The builder of PMR	teacher PNS
25	Dra. Hj. Eni Susanti, M.Pd	Biology	Teacher	teacher PNS
26	Drs. Gunawan RG, M.Pd I	Fiqih	Teacher	teacher PNS
27	Lilis Odiah, S.Pd	English language	Teacher	teacher PNS
28	Marhayati, M.P.Mat	Mathematics	Teacher	teacher PNS
29	Marlina Zahara, S.Ag	Arabic language	Teacher	teacher PNS
30	Ismoyo, S.Pd	Indonesia language	Teacher	teacher PNS
31	Wagino, S.Pd	PKn	Teacher	teacher PNS
32	Drs. Sudriyatmoko	History	Teacher	teacher PNS
33	Rokiban, S.Ag, M.Pd	Islamic and Arabic language	Deputy head of students	teacher PNS
34	Kasiman, S.Pd	Arabic language	Teacher	teacher PNS

No	Name	subjects	position	Spesification
35	Susi Masjuita, S.Ag	Qur'an hadist	Teacher	teacher PNS
36	Endang Purnawati, S.Pd	Physics	the head of physic laboratory	teacher PNS
37	Khabib Wahyono, S.Pd, M.Kes	Sport	Teacher	teacher PNS
38	Murniyanto, M.Pd	Indonesia language	The head of language laboratory	teacher PNS
39	Hamidah Hasan, S.Pd	Indonesia language	Teacher	teacher PNS
40	Suhardi, M.P.Fis	Physics	Deputy head of curriculum	teacher PNS
41	Endang Widaryati, M.P.Kim	Chemistry	Teacher	teacher PNS
42	Helyani, S.Ag, M.Pd.I	Fiqih	Teacher	teacher PNS
43	Edya Rosita, S.Pd	Aqidah Akhlak	teacher	teacher PNS
44	Musta'in, S.Ag, M.Pd.I	Fiqih	Teacher	teacher PNS
45	Feri Mitra Liana, S.Pd	Indonesia language	teacher	teacher PNS
46	Darsahid, M.Pd.I	Pkn	Teacher	teacher PNS
47	Gunawan Santoso, M.Pd.I	Fiqih	Teacher	teacher PNS

No	Name	subjects	position	Spesification
48	Evi Kurniawati, S.E	Sociology	Teacher	teacher PNS
49	Dahlia, S.Pd	History	Teacher	teacher PNS
50	Iwan Saputra, S.Pd	Sport	Teacher	teacher PNS
51	Miswanto, M.Pd.	Economy	Teacher	teacher PNS
52	Kartika Dewi, S.Pd	Geografi	Teacher	teacher PNS
53	Inta Wahidah, S.Pd	BK	The head of Multimedia Laboratory	teacher PNS
54	M. darajat, M. Pd	English language	Teacher	teacher PNS
55	Bambang TB, S.Pd	English language	Teacher	teacher PNS
56	Supartini, S.E	Economy	Teacher	teacher honorarium
57	Diyan Rahmawati, S.Pd	BK	Teacher	teacher honorarium
58	Nita Hidayanti, S.Pd	Indonesia language	teacher	teacher honorarium
59	Drs. Tatang Juhaeni	BK	Teacher	teacher honorarium
60	M. Arif Amrullah,	computer	The head of	teacher

No	Name	subjects	position	Spesification
	A.md		computer office	honorarium
61	Saripin, M.Ad	Computer	Teacher	teacher honorarium
62	Fitri Astuti, S.Pd	Geografi	Teacher	teacher honorarium
63	Novi Candra Dewi, S.Pd	English language	Teacher	teacher honorarium
64	Susi Mayasari, S.Pd	English language	Teacher	teacher honorarium
65	M. Januar	English language	Guru/ Pemb. English Club	teacher honorarium
66	Lidiawati, S.Pd	Mathematics	Teacher	teacher honorarium
67	Nanang	Computer	Teacher	teacher honorarium
68	M. Zulkifli, S.Pd.I	Art	The head of administration	teacher honorarium
69	Rizky Suci Pratiwi,	Art	Teacher	teacher honorarium

No	Name	subjects	position	Spesification
	S.Pd			
70	Suhardi,M.Pd	-	Teacher	employess PNS
71	Rohayah	-	administration	employess PNS
72	Umi Sumarniatun	-	administration	employess PNS
73	Suriyati	-	administration	employess PNS
74	Rasinem	-	administration	employess PNS
75	Sugimin, S. Kom	-	Staff TU	honorarium
76	Mutmainah Adaningar	-	Staff TU	honorarium
77	Heldawati, S. Kom	-	Staff TU	honorarium
78	Efriana, S.E	-	Staff TU	honorarium
79	Lilis Setia Ningsih	-	Staff TU	honorarium
80	Reza Agusta	-	Staff TU	honorarium

No	Name	subjects	position	Spesification
81	Rahmat Zulyansyah, S. Kom	-	Staf TU	Honorarium
82	Andi Kusuma	-	Security	-
83	Herlan	-	Security	-
84	Jumadi	-	Night guard	-
85	M. Choirul Bachri	-	Staff TU	honorarium

e. The condition of students

Students' condition in MAN 1 Metro academic year 2017/2018, as follows:

Tabel 4

The students' condition of MAN 1 Metro

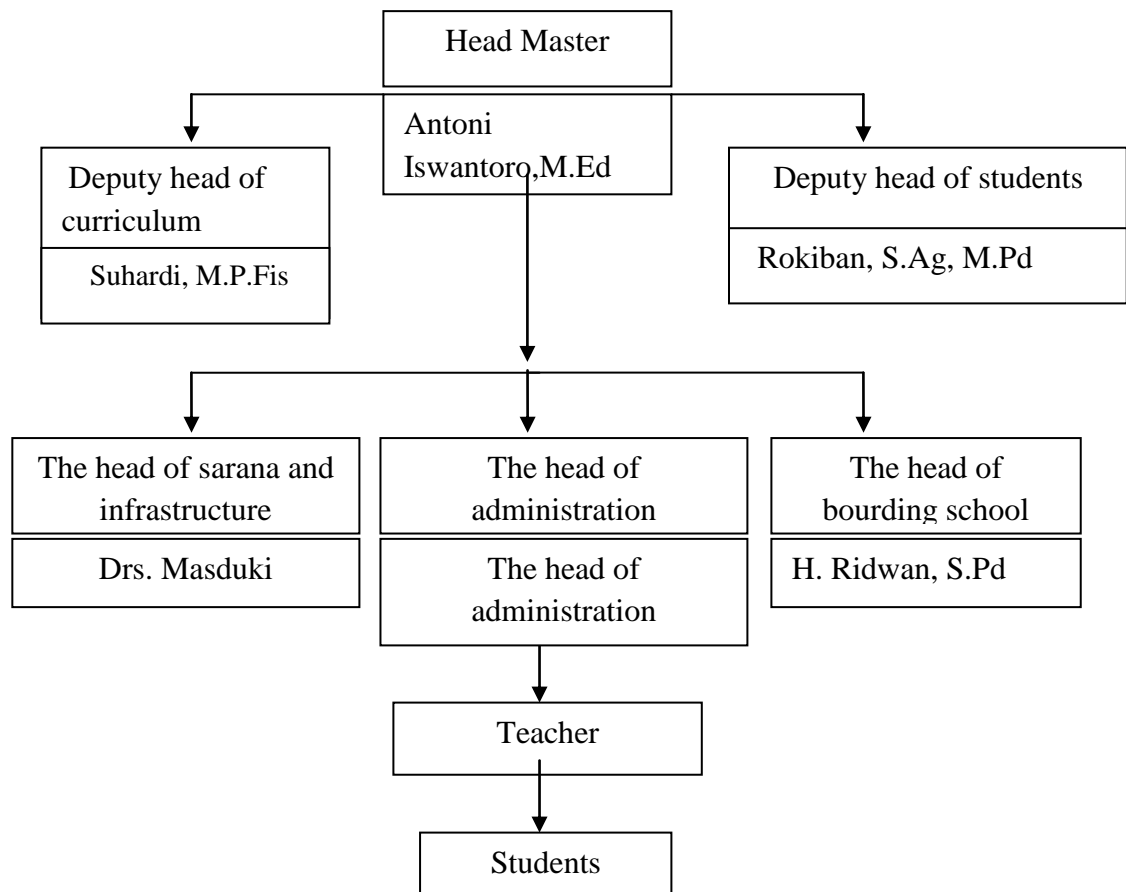
No	Class	Male	Female	Total
1	X IPA 1	8	27	35
	X IPA 2	9	34	43
	X IPA 3	7	32	39
	X IPA 4	10	25	35
	X IPA 5	16	29	45

No	Class	Male	Female	Total
	X IPA 6	10	26	36
	X IPS 1	7	25	32
	X IPS 2	14	24	38
	X IPS 3	16	14	30
	X IPS 4	8	30	38
2	XI IPA 1	7	23	30
	XI IPA 2	10	28	38
	XI IPA 3	7	28	35
	XI IPA 4	4	36	40
	XI IPA 5	10	22	33
	XI IPS 1	10	20	30
	XI IPS 2	13	22	35
	XI IPS 3	11	27	38
	XI IPS 4	5	33	38
3	XII IPA 1	12	22	34
	XII IPA 2	8	25	33
	XII IPA 3	10	24	34
	XII IPA 4	6	29	35

No	Class	Male	Female	Total
	XII IPA 5	12	21	33
	XII IPS 1	10	21	31
	XII IPS 2	15	17	32
	XII IPS 3	12	20	32
	XII IPS 4	11	27	38
	Jumlah	286	715	1001

Source: Profil of MAN 1 Metro

f. Organization Structure of MAN 1 Metro



2. Description of the Research

The researcher conducted this research in two cycles and each cycle consists of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' speaking performance before giving treatment and it used as the comparison score with post-test. The pre-test used in this research is in the form of spoken test. The result of pre-test could be seen on the table below:

Table 5
The Result of Students' Pre-Test
at the Elevent Graders of MAN 1 Metro

No	Students' Name	The Score of Pre-Test	Note
1	AF	45	Incomplete
2	AI	50	Incomplete
3	ABM	50	Incomplete
4	AOI	65	Incomplete
5	AT	55	Incomplete
6	AFI	70	Complete
7	AS	50	Incomplete
8	ADR	50	Incomplete
9	AYS	40	Incomplete
10	AAN	50	Incomplete

11	ARD	55	Incomplete
12	AZM	40	Incomplete
13	DSA	60	Incomplete
14	FF	40	Incomplete
15	DFS	50	Incomplete
16	ET	65	Incomplete
17	GRR	50	Incomplete
18	HH	65	Incomplete
19	HA	60	Incomplete
20	HF	55	Incomplete
21	HMA	60	Incomplete
22	ISH	70	Complete
23	LSI	60	Incomplete
24	LDA	65	Incomplete
25	MHY	50	Incomplete
26	NPI	70	Complete
27	PAH	70	Complete
28	QSI	70	Complete
29	SLR	55	Incomplete
30	UM	55	Incomplete
	Total Score	1627	
	Average	54.23	
	Highest Score	70	
	Lowest Score	40	

Taken on October 21st, 2017

Table 6

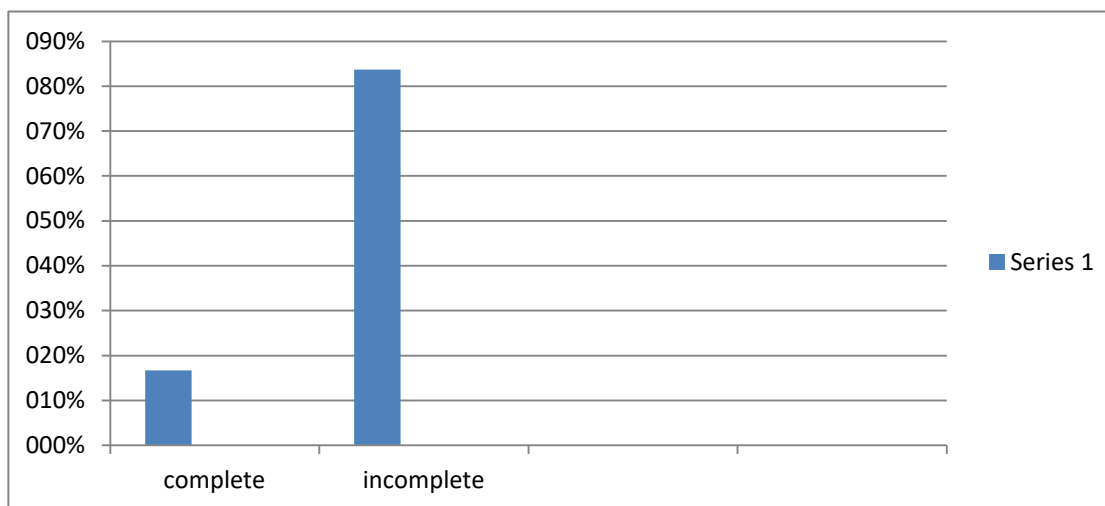
The Percentage of students' speaking performance pre-test

No.	Score	Frequency	Percentage	category
1.	≥ 70	5	16,7%	complete
2.	< 70	25	83,7%	incomplete
Total		30	100%	

Source: The result of pre-test on October 21st, 2017

Figure 1

The Chart Of Students' speaking performance pre-test Percentage



Based on the table, it could be analyzed that there were 5 students (16,7%) who passed the pre-test and 25 students (83,7%) who failed the pre-test. The lowest score in pre-test was 40 and the highest score was 70. It means that the students did not fulfill the minimum standard at MAN 1 Metro and the students' speaking performance was low. Besides, from the result of

pre-test, the researcher got the average 54,23. So, it was the reason why the researcher used classroom debate technique to improve the students' speaking performance.

a. Cycle 1

1) Planning

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the treatment.

2) Acting

The second meeting was treatment. The researcher conducted the treatment on October 28th, 2017. In this meeting, the researcher as an English teacher and Mrs. Lilis Odiah, S.Pd, as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Then, the researcher explained the information about classroom debate technique before. Afterwards, the researcher gave the material about describing someone.

At the beginning of teaching learning process, the researcher asked to the students about describing someone. Some of the students forgot and just a little of them have known the word or phrase to describe someone. Secondly, the researcher explained about the word or phrase to describe someone. After that, the researcher gave some theme.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted on November 4th, 2017. The post test was done to know how the students' speaking performance after giving treatment. The researcher divided the students into groups. The students were divided into groups; one group consisted of two teams (affirmative and negative team); each team consisted of 3 students. The teacher told them the procedure of debate. In this case, the researcher used a format. The format worked as follow:

- (1) There were two debating teams; each consisted of three debaters who would be the 1st, the 2nd, and the 3rd speaker.

- (2) One team was the government/affirmative side – the side agreeing the motion. The other team was the opposition/negative side – the side disagreeing the motion.
- (3) Before debating begun, all of groups/teams was given 10 minutes for preparation time after the motion released.
- (4) Each speaker delivered the speech maximal 3 minutes. With the affirmative going first. Afterwards, the 1st and the 2nd speaker on both sides delivered. The 3rd speaker delivered the summary of 4 minutes in duration, with the affirmative going first.

The complete orders of the debate activity process were as follow:

1st AFF → 1st Neg. → 2nd AFF → 2nd Neg. →
 3rd AFF → 3rd Neg.

Every the end of the debate activity, the researcher asked the students to give applause in order the students would be more motivated and more comfortable in doing the post test. The result of post-test in cycle 1 could be seen on the table, as follow:

Table 7
The Student's Result at post-test 1

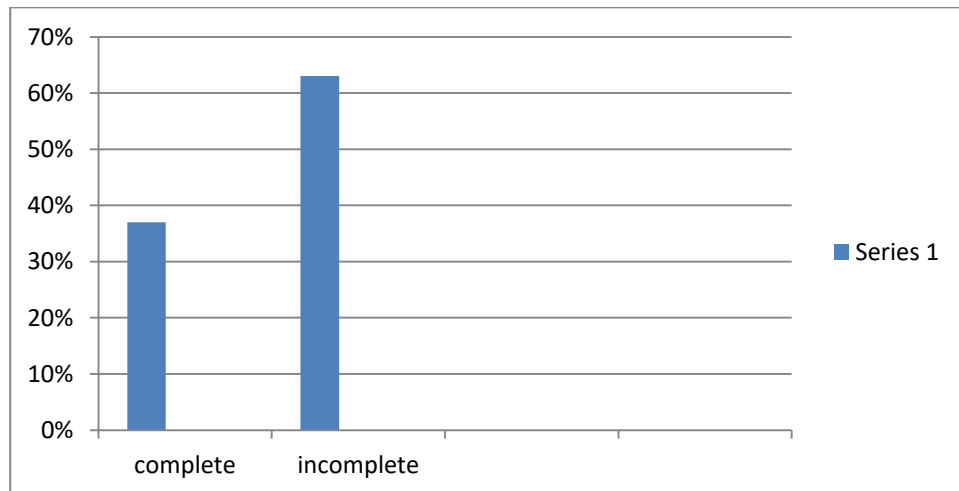
No	Students' Name	The Score of Post-Test 1	Note
1	AF	55	Incomplete
2	AI	60	Incomplete
3	ABM	65	Incomplete
4	AOI	70	Complete
5	AT	60	Incomplete
6	AFI	75	Complete
7	AS	70	Complete
8	ADR	65	Incomplete
9	AYS	55	Incomplete
10	AAN	60	Incomplete
11	ARD	65	Incomplete
12	AZM	50	Incomplete
13	DSA	60	Incomplete
14	FF	50	Incomplete
15	DFS	50	Incomplete
16	ET	65	Incomplete
17	GGR	55	Incomplete
18	HH	65	Incomplete
19	HA	60	Incomplete
20	HF	60	Incomplete

21	HMA	70	Complete
22	ISH	75	Complete
23	LSI	60	Incomplete
24	LDA	70	Complete
25	MHY	60	Incomplete
26	NPI	75	Complete
27	PAH	75	Complete
28	QSI	75	Complete
29	SLR	70	Complete
30	UM	70	Complete
Total		1915	
Average		63,8	
Highest Score		75	
Lowest Score		50	

Table 8
Percentage Students' Score of Post-test of Speaking Permance

No	Score	Frequency	Percentage	Category
1	≥ 70	11	37%	Complete
2	< 70	19	63%	Incomplete
Total		26	100%	

Source: The result of Post-test1 on on November 4th, 2017

Figure 3**The Chart Of Students' speaking performance pre-test Percentage**

Based on the data above, it can be seen that there are 11 students who belong to complete category and 19 students who belong to incomplete category. It was higher than the result of pre-test. Learning process will be called succes if 70% of students got the minimum score 70. it could be analyzed that the students' average score was 63,8. The highest score was 75 and the lowest score was 50. Based on the minimum mastery criterion (KKM), there were 11 students that had passed on post-test 1 or got score ≥ 70 . It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

3) Observing

The observation was conducted when the learning process run, by using the observation the researcher that was made. There were

observations that had been done such as; observation on the students' activities . This observation was conducted by the researcher and the collaborator, Mrs.Lilis Odiah. She is one the English teacher at MAN 1 Metro.

Based on the observation the researcher, there were several students who did not pay attention because they were very busy in talking with other students. Besides, some of them were not active in class and just a few students who made notes from the lesson.

A highly appreciation came to their interest in doing the task because they found that the technique was very interesting in the learning process, there were four part used and mentioned to know the students' activity. The result of the students' activity could be seen as follows:

Table 9
The Students' Activity in the Learning Process of Cycle 1

No	Students'activities	Frequency	Percentage
1	The students Pay attention to the teaher's explanation	11	36,7%
2	The students Ask/answer the question from the teacher	15	50%
3	The students are creative in giving suggestion/feedback to the teacher	14	46,7%
4	The students are able to do	9	30%

	the task		
The total of percentage of students' activities in cycle I (in the average)			40,83%

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

The researcher and collaborator analyzed and concluded that some of students still got difficulties and hesitate to speak English. They were not confident to speak English because they were afraid and shy if they wrong in pronunciation. The teacher should give more motivation in the next cycle to make the students be confidence. The teacher should urgent the students to practice more, so that the students were used to speak up their mind naturally. Reinforcement in teaching technique is needed in the next cycle to make the students more enjoy and fun. It should be done to resolve the student's problem in speaking English.

b. Cycle 2

1) Planning

In the planning, the researcher and collaborator Mrs. Lilis Odiah, S.Pd plan the materials about giving opinion. The researcher prepared several things that related with material to identify and finds the cause of problem.

2) Acting

In the first meeting in cycle II was conducted on October 4st, 2017. It was started by greeting, asking the student's condition, and checking the attendance list. The teacher reviewed the last material shortly. Then, the researcher explained about giving opinion. After that, the researcher asked the students to give opinion about someone.

To know students speaking performance after giving treatment, in the last meeting all of students were given a post-test that has to do in their debate group. The students given 10 minutes before doing the debate, after that they do the debate based on the motion that given by the researcher.

The result of post-test in cycle 2 could be seen on the table, as follow:

Table 10
The Student's Result of Pos-test at Cycle 2

No	Students' Name	The Score of Post-Test 2	Note
1	AF	65	Incomplete
2	AI	70	Complete
3	ABM	70	Complete
4	AOI	70	Complete
5	AT	65	Incomplete
6	AFI	80	Complete
7	AS	75	Complete
8	AYS	75	Complete
9	AAN	60	Incomplete
10	ARD	70	Complete
11	AZM	75	Complete
12	DSA	60	Incomplete
13	FF	65	Incomplete
14	ET	60	Incomplete
15	GGR	60	Incomplete
16	HH	75	Complete
17	HA	65	Incomplete
18	HF	75	Complete
19	HMA	70	Complete
20	ISH	70	Complete

21	LSI	75	Complete
22	LDA	80	Complete
23	MHY	75	Complete
24	NPI	75	Complete
25	PAH	70	Complete
26	QSI	80	Complete
27	SO	80	Complete
28	SW	75	Complete
29	SLR	75	Complete
30	UM	75	Complete
Total		2130	
Average		71	
Highest Score		80	
Lowest Score		60	

Table 11
Percentage of Post-test in Cycle II

No	Score	Frequency	Percentage	Category
1	≥ 70	22	73%	Complete
2	< 70	8	27%	Incomplete
Total		30	100%	

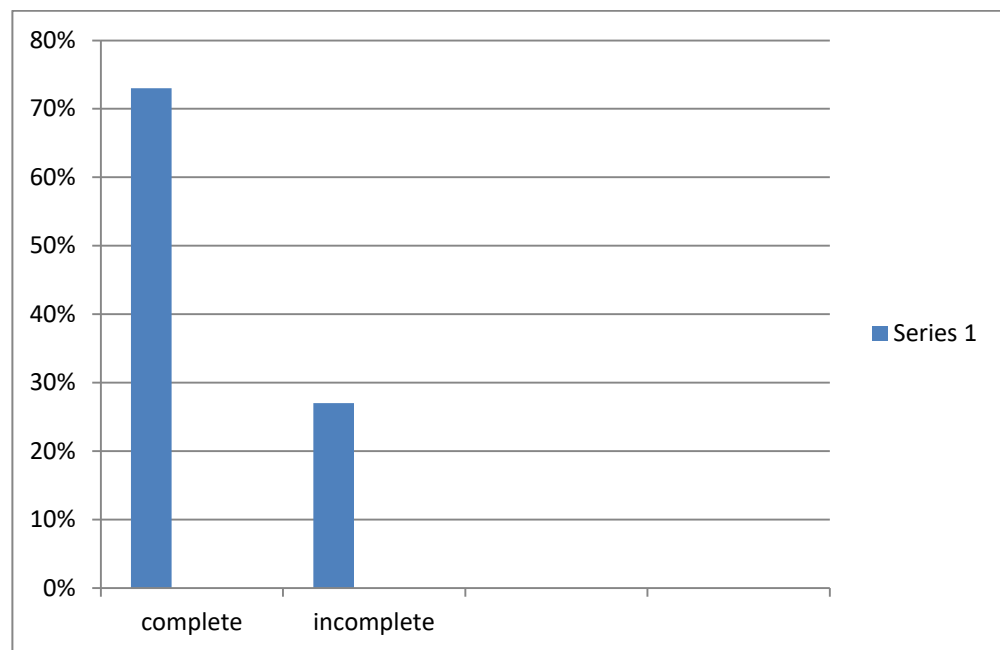
From the table, it could be analyzed that the students' average score was 71. The highest score was 80 and the lowest score was 60.

Based on the minimum mastery criterion (KKM), there were 22

students that had passed on post-test 2 or got score ≥ 70 . It can be seen that there was an improvement from the mark of post test 1 and post test 2.

Figure 3

The chart of Students' Speaking Performance post-test 2 Percentage



3) Observing

In observation, the researcher presented two meetings in cycle 2, The researcher used Information Gap as technique for teaching speaking. In the first meeting tried to make the lesson enjoy and active by keeping interaction with the students. The students started to interest and there was not hesitating to speak English. They felt

confident to give their opinion in front of their friends. In the second meeting, the researcher gave post test. The result was good because most of the students can speak well. The result of students' learning activities observation, as follow :

Table 12
The Students' Activity in the Learning Process of Cycle 1I

No	Students'activities	Frequency	percentage
1	The students Pay attention to the teaher's explanation	21	70%
2	The students Ask/answer the question from the teacher	24	80%
3	The students are creative in giving suggestion/feedback to the teacher	20	66,6%
4	The students are able to do the task	19	63,3%
The total of percentage of students'activities in cyle II (in the average)			70%

Based on the table above that the students' activities in cycle II was improved. The students' activity that had high percentage were ask/answer the question (80%) and the students pay attention of teacher's explanation (70%). Then the percentage of the students were active in giving suggestion/ feedback (66,6%) and the students were able to do the task (63,3%). Based on the result of the researcher in cycle II, it could be inferred that cycle II was successful.

4) Reflecting

Based on the result of observation learning process in cycle 2, it can be said that the instructional process through classroom debate technique has achieved criteria minimum of the research. This success caused the researcher has revised and improved the instructional process in cycle 2. In the cycle 2, the students were also active to speak up than before. They felt have motivation in doing task. Based on result, the students can increase the speaking performance and the researcher stopped in cycle 2.

B. INTERPRETATION

1. Interpretation and Learning Result at Cycle 1

Table 13

The Increasing of Students Score at Pre-Test and Post-Test 1

No	Name	Score (Pre-Test)	Score (Post-Test 1)	Note
1.	AF	45	55	Increased
2.	AI	50	60	Increased
3.	ABM	50	65	Increased
4.	AOI	65	70	Increased
5.	AT	55	60	Increased
6.	AFI	70	75	Increased
7.	AS	50	70	Increased

8.	ADR	50	65	Increased
9.	AYS	40	55	Increased
10.	AAN	50	60	Increased
11.	ARD	55	65	Increased
12.	AZM	40	50	Increased
13.	DSA	60	60	Constant
14.	FF	40	50	Increased
15.	ET	50	50	Constant
16.	GGR	65	65	Constant
17.	HH	50	55	Increased
18.	HA	65	65	Constant
19.	HF	60	60	Constant
20.	HMA	55	60	Increased
21.	ISH	60	70	Increased
22.	LSI	70	75	Increased
23.	LDA	60	60	Constant
24.	LSI	65	70	Increased
25.	LDA	50	60	Increased
26.	MHY	70	75	Increased
27.	NPI	70	75	Increased
28.	PAH	70	75	Increased
29.	QSI	55	70	Increased
30.	UM	55	70	Increased
Total		1627	1915	Increased

Average	54,23	63,8	
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Based on the table above, it can be seen that the students Pre-test the highest score was 70 and Post-test is 75. We know the progress score was 5. And average of the students Pre-test was 54.23 and Post-test 1 was 63,8. There was increase 9,5 point. Then the presentation of the students that pass in Pre-test was 16,7% and Post-test was 36,7% the progress was 20%. The result of Post-test 1 was higher that the result of Pre-test.

2. Interpretation and Learning Result at Cycle 2

Table 14

The Increasing of Students Score at Post-Test 1 and Post-Test 2

No	Name	Score (Post-Test 1)	Score (Post-Test 2)	Note
1.	AF	55	65	Increased
2.	AI	60	70	Increased
3.	ABM	65	70	Increased
4.	AOI	70	70	Constant
5.	AT	60	65	Increased
6.	AFI	75	80	Increased
7.	AS	70	75	Increased
8.	ADR	65	75	Increased
9.	AYS	55	60	Increased
10.	AAN	60	70	Increased

11.	ARD	65	75	Increased
12.	AZM	50	60	Increased
13.	DSA	60	65	Increased
14.	FF	50	60	Increased
15.	DFS	50	60	Increased
16.	ET	65	75	Increased
17.	GGR	55	65	Increased
18.	HH	65	75	Increased
19.	HA	60	70	Increased
20.	HF	60	70	Increased
21.	HMA	70	75	Increased
22.	ISH	75	80	Increased
23.	LSI	60	75	Increased
24.	LDA	70	75	Increased
25.	MHY	60	70	Increased
26.	NPI	75	80	Increased
27.	PAH	75	80	Increased
28.	QSI	75	75	Constant
29.	SLR	70	75	Increased
30.	UM	70	75	Increased
Total		1915	2130	Increased
Average		63,8	71	

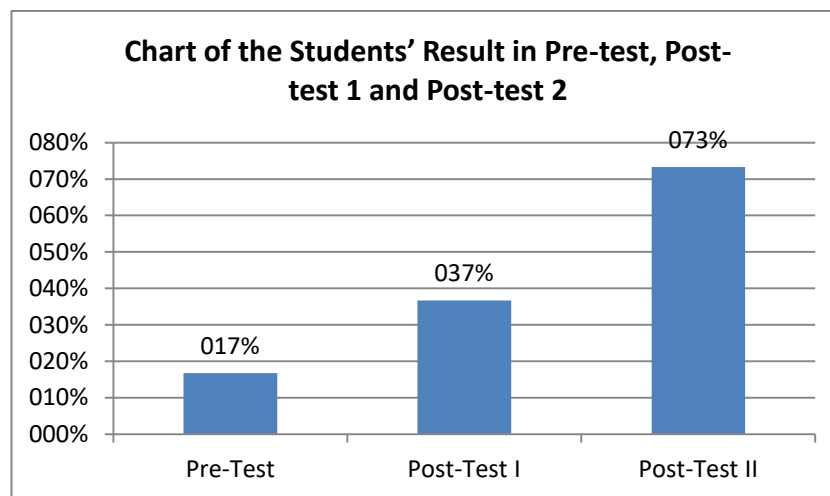
3. Comparison of Pre-test, Post-test 1, and Post-test 2

To know the comparison of Pre-test, Post-test I and Post-test II it showed on the table bellow:

Table 16
The Comparison of Pre-test, Post-test 1, and Post-test 1

Pre-Test	Post-Test 1	Post-Test 2
54.23	63,8	71

Figure 4



Based on the table above, it can be concluded that through classroom debate technique can improve students' speaking performance . The table told about the significant improvement of the students' average score from pre test, post test 1, and post test 2. From the average score of pre-test (54.23) to post-test 1 (63,8), it increased 9,5 point, and from post-test 2 (63,8) to post-test 2

(71) increased 7,2 point. Then the chart told presentation of the students that pass in pre-test was 16,7% and post-test 1 was 36,7% the progress was 20%, from post-test 1 (36,7%) to post-test 2 (73,3%), the progress was 36,6%. To sum up, it can be said that through classroom debate technique can improve students' speaking performance.

4. Interpretation and students' activities Result

This observation the students result was gotten when the teaching learning process happened in the classroom by the researcher. The comparison of the activities of cycle 1 and cycle 2 can be seen in the table below:

Table 17

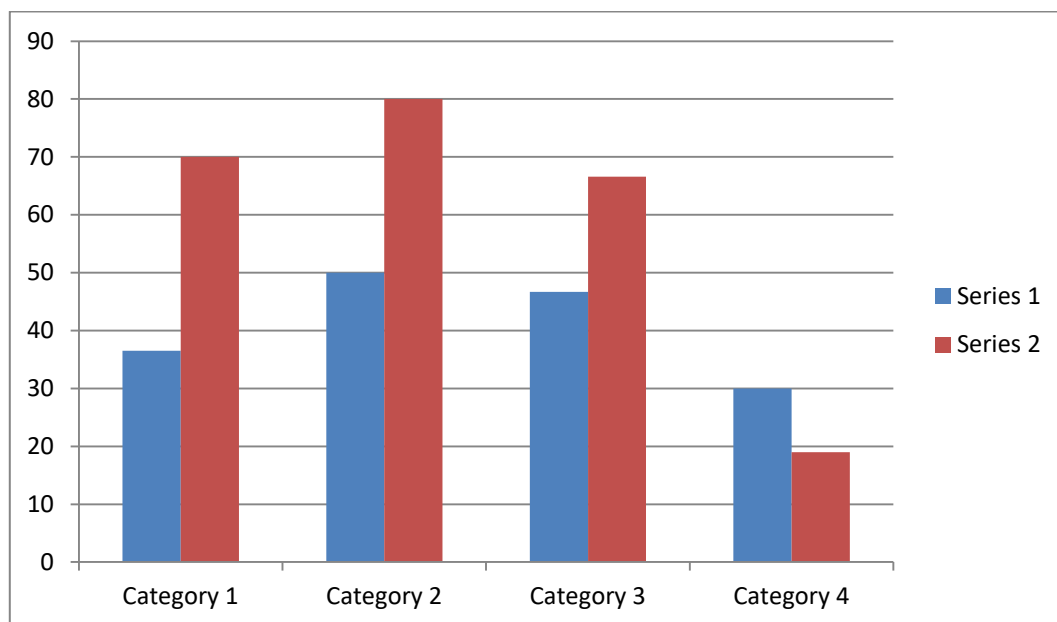
The Table of the Students' Activites in Cycle 1 and Cycle 2

No	Students' Activities	Cycle 1		Cycle 2		Increasing
		F	Percentage	F	Percentage	
1	The students Pay attention to the teacher's explanation	11	36,7%	21	70%	33.3%
2	The students Ask/answer the question from the teacher	15	50%	24	80%	30%
3	The students are creative in giving suggestion/feedback to the teacher	14	46,7%	20	66,6%	19%

4	The students are able to do the task	9	30%	19	63,3%	33.3%
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Figure 3

The Graph of Students' Result of Learning Activities in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

- a. The students pay attention to the teachers' explanation

The students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle I was only 36,7% and in cycle II 70%, it improved 33,3%.

- b. The students ask/answer question from the teacher

The students who asked on answered question from the teacher was improved from first meeting to next meeting. it showed when teacher gave the question to the students could be answered well. For this activity was improved 30%, from cycle I 50% and cycle II 80%.

- c. The students were active in giving suggestion /feedback

The students who had ben active in group also were improved, from cycle I 46,7% and cycle II 66,6%,soit improved 19%,

- d. The students were able to do the task

The students who had done the task were improved. It could be seen on the cycle I 30% and cycle II 63,3%, it improved 33,3%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improving in learning activities when classroom debate technique was applied in learning process from cycle I up to cycle II.

From the explanation, the researcher concluded that the researcher was successful and it could be stopped in the cycle II because the indicator of success (70% of students got score ≥ 70).

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, some conclusions are drawn based on the findings and discussion the previous chapter and allowed by some suggestion.

A. Conclusion

Based on the result and discussion of the study, the researcher concludes that teaching speaking through classroom debate technique could improve the students' speaking performance in learning. Those result are proved by the higher scores made by students in the post-test. In the pre-test the average score is 54. Whereas the average in the post-test 1 was 63 and post-test 2 was 71.

The result in cycle 2 becomes better than cycle 1, it means that the action influenced the students to get better achievement and better score. Therefore, through Classroom debate technique can be effective technique and it can be used as an alternative way in teaching speaking, because it is very easy to be implemented and it is one of the interesting technique which is very closed to the students' learning activities. The students are involved actively in teaching learning process. It makes the students to be easier to learn speaking so it can improve the students speaking.

B. Suggestion

Based on the research and the conclusion started previously, the researcher would like to propose some suggestions as follow:

1. The students are suggested to improve their vocabularies mastery and do not often to use their mother tounge at the class especially when the english learning process are doing.
2. The students are suggested to be more active in learning English so they will not get difficulties in exploring their idea by using English.
3. It is suggested for the english teacher to use classroom debate technique as alternative technique in the classroom because this technique is effective strategy to improve the students speaking performance in teaching and learning process.
4. The teacher is expected to give motivation to the students in order to make the students more excited in English learning especially in speaking materials. Based on the observation of the class, the students will be more active after the teacher gives the motivation to the students.

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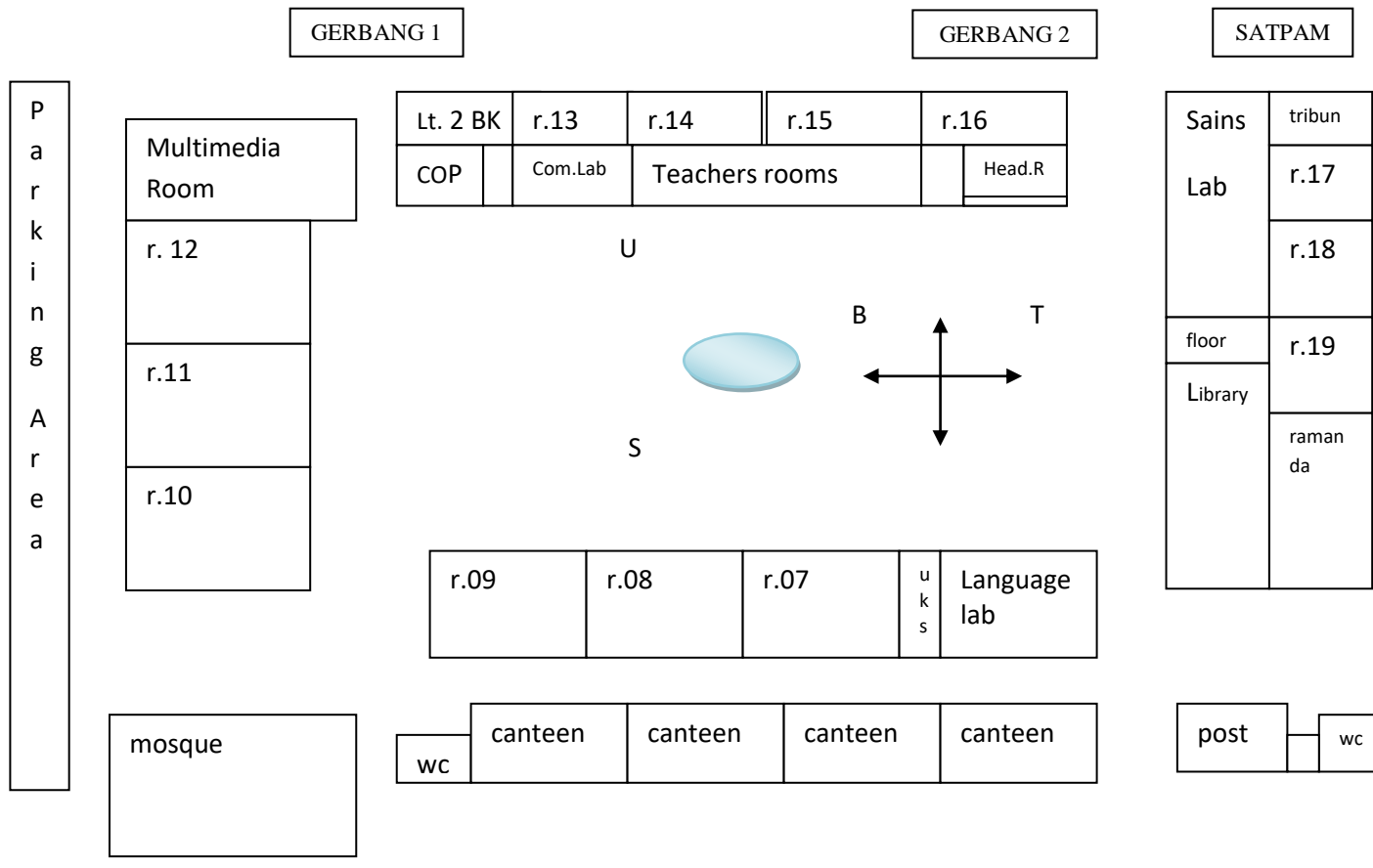
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The Location Sketch of MAN 1 METRO



MADRASAH ALIYAH 1 METRO

A. PROFIL SEKOLAH

1. Sejarah Singkat MAN 1 Metro

Madrasah Aliyah 1 Metro (MAN 1 Metro) nama ini disematkan mulai 17 September 2014 yang sebelumnya bernama Madrasah Aliyah Negeri 2 Metro. Berlakunya Keputusan Menteri Agama RI Nomor: 64 tahun 1990 dan Nomor 42 tahun 1992 tanggal 27 Januari 1992 tentang alih fungsi Pendidikan Guru Agama Negeri (PGAN) menjadi Madrasah Aliyah Negeri (MAN) dan juga berdirinya MAN 1 Metro. Berlokasi Jl. Ki Hajar Dewantara No. 110, Kelurahan Iring Mulyo, Kec. Metro Timur. Undang-Undang No. 2 Tahun 1998 tentang system pendidikan nasional sebagai pelaksana undang-undang tersebut di dalam PP. No 28 tahun 1998 tentang Dikdas dan keputusan menteri pendidikan dan kebudayaan No 0489/v/1992 tentang madrasah umum dalam pasal 1 ayat 6 disebutkan bahwa Madrasah Aliyah adalah SMA yang berciri khas Agama Islam yang diselenggarakan oleh Department Agama (DEPAG).Pasal 26 Kep. MENDIKBUD No. 0487/V/1992 dan pasal 22 ayat 6 No 0489/V/1992 Madrasah Aliyah mempunyai tugas sama dengan Sekolah Umum (SMA), yaitu memberikan kemampuan dengan peserta didik untuk mengembangkan kehidupan sebagai pribadi anggota masyarakat, wargaNegara, serta mempersiapkan untuk mengikuti pendidikan yang lebih tinggi. Hal tersebut adalah langkah pengembangan kebijakan yang membuat Madrasah menjadi sekolah umum yang berciri khas iIslam yang memberikan kemampuan dan persiapan untuk peserta didiknya minimal setara dengan SMU. Terdapat kebijakan lanjut tahun 1950 sampai dengan diberlakukanya Undang-Undang No. 2 tahun 1989 bahwa Madrasah Aliyah memasukkan tujuh mata pelajaran umum.

B. KONDISI SEKOLAH

1. Keadaan Sarana dan Prasarana

Keadaan sarana dan prasarana dan data media yang terdapat di MAN

1 Metro sebagai berikut:

Tabel 10. Sarana dan Prasarana MAN 1 Metro

No	Nama Gedung/Fasilitas	Jumlah	Bertingkat /Tidak	Keterangan
1	Ruang kelas / kegiatan belajar	18	Bertingkat	Permanen
2	Ruang kepala madrasah	1	Bertingkat	Permanen
3	Ruang guru	1	Bertingkat	Permanen
4	Ruang tata usaha	1	Bertingkat	Permanen
5	Ruang kepala tata usaha	1	Betingkat	Permanen
6	Ruang bendahara	1	Bertingkat	Permanen
7	Laboratorium IPA	1	Tidak	Permanen
8	Laboratorium komputer	1	Tidak	Permanen
9	Laboratorium bahasa	1	Tidak	Permanen
10	Ruang perpustakaan	1		Permanen
11	Ruang BP/BK	1		Permanen

No	Nama Gedung/Fasilitas	Jumlah	Bertingkat /Tidak	Keterangan
12	Ruang UKS	1	Tidak	Permanen
13	Ruang koperasi siswa	1		Permanen
14	Ruang multimedia	1	Tidak	Permanen
15	Rumah penjaga	2	Tidak	Semi permanen
16	Masjid	1	Bertingkat	Permanen
17	Kantin	5	Tidak	Permanen
18	Gedung foto kopi	1	Tidak	Permanen
19	Pos satpam	1	Tidak	Permanen
20	WC Guru	7	Tidak	Permanen
21	WC siswa	12	Tidak	Permanen

Sumber: Profil MAN 1 Metro

2. Keadaan kantor dan Pegawai

Tenaga pengajar dan pendidik di MAN 1 Metro yang berpengalaman dibidangnya, sebagai berikut:

Tabel 8. Tenaga Pengajar Dan Pendidik di MAN 1 Metro

No	Nama	Mata Pelajaran	Jabatan/ Bidang	Keterangan
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No	Nama	Mata Pelajaran	Jabatan/ Bidang	Keterangan
1	Antoni Iswantoro, M.Ed	-	Kepala Madrasah	Guru PNS
2	Drs. Masduki	Fisika	Waka Sarana Prasarana	Guru PNS
3	H. Ridwan, S.Pd	Sosiologi	Ka. Asrama	Guru PNS
4	Dra. Hamidah	BK	Pembina UKS	Guru PNS
5	Drs. Buyung Pranajaya, M.Pd.I	Kimia	Wali Kelas/ Pemb. Olimpiade	Guru PNS
6	Dra. Siti Atifah	Matematika	Wali Kelas	Guru PNS
7	Dra. Hindun Aftoniah, M.Pd.I	Fiqih	Wali Kelas/ Pemb. Rohis	Guru PNS
8	Drs. H. Mulyana	Matematika	Pemb. Koperasi Siswa	Guru PNS
9	Dra. Mariyani, M.Pd	Ekonomi	Pemb. Koperasi Siswa	Guru PNS
10	Dra. Erlina Harniati	Biologi	Wali Kelas	Guru PNS
11	Drs. Supadi	Kimia	Ka. Lab. Kimia	Guru PNS
12	Drs. Zuraida	BK	Pembina UKS	Guru PNS
13	Drs. Markidi, M. Pd.I	Qur'an hadist	Waka Humas	Guru PNS
14	Dra. Hj. Erniwati, M.	Bahasa Arab	Wali Kelas	Guru PNS

No	Nama	Mata Pelajaran	Jabatan/ Bidang	Keterangan
	Pd. I			
15	Drs. H. Kartana	Fisika	Ka. Perpustakaan	Guru PNS
16	Sarbiyono, S.Pd, M.Pd.	Matematika	Ketua Jurusan	Guru PNS
17	Dra. Sri Mulyani	Matematika	Wali Kelas	Guru PNS
18	Mustofa Khoiri, M.Si	Biologi	Ka. Lab. Biologi	Guru PNS
19	Dra. Hj. Ade Suhairiah	Biologi	Wali Kelas/ Pemb. PMR	Guru PNS
20	Sri Astuti, M.Pd	Biologi	Wali Kelas/ Pemb. KIR	Guru PNS
21	Mustolah, S.Ag, M.Pd.I.	Qur'an Hadist	Pemb. Olahraga	Guru PNS
22	Drs. Gufron, M.Pd.I	Qur'an Hadist	Pemb. Rohis	Guru PNS
23	H. Firman, S.Pd	Ekonomi	Pemb. KIR	Guru PNS
24	Akhmad Yusuf S, S.Pd	Geografi	Pemb. PMR	Guru PNS
25	Dra. Hj. Eni Susanti, M.Pd	Biologi	Wali Kelas/ Pemb. Osis	Guru PNS
26	Drs. Gunawan RG, M.Pd I	Fiqih	Wali Kelas/ Pemb. Osis	Guru PNS
27	Lilis Odiah, S.Pd	Bahasa Inggris	Wali Kelas/ Pemb. Pramuka	Guru PNS
28	Marhayati, M.P.Mat	Matematika	Guru	Guru PNS

No	Nama	Mata Pelajaran	Jabatan/ Bidang	Keterangan
29	Marlina Zahara, S.Ag	Bahasa Arab	Wali Kelas	Guru PNS
30	Ismoyo, S.Pd	Bahasa Indonesia	Pemb. Drum Band	Guru PNS
31	Wagino, S.Pd	PKn	Pemb. Pramuka	Guru PNS
32	Drs. Sudriyatmoko	Sejarah	Wali Kelas	Guru PNS
33	Rokiban, S.Ag, M.Pd	PAI dan Bahasa Arab	Waka Kesiswaan	Guru PNS
34	Kasiman, S.Pd	Bahasa Arab	Pemb. Arabic Club	Guru PNS
35	Susi Masjuita, S.Ag	Qur'an hadist	Wali Kelas	Guru PNS
36	Endang Purnawati, S.Pd	Fisika	Wali Kelas/ Ka. Lab. Fisika	Guru PNS
37	Khabib Wahyono, S.Pd, M.Kes	Penjas	Wali Kelas/ Pemb. Olahraga	Guru PNS
38	Murniyanto, M.Pd	Bahasa Indonesia	Ka. Lab. Bahasa	Guru PNS
39	Hamidah Hasan, S.Pd	Bahasa Indonesia	Wali Kelas	Guru PNS
40	Suhardi, M.P.Fis	Fisika	Waka Kurikulum	Guru PNS
41	Endang Widaryati, M.P.Kim	Kimia	Wali Kelas/ pemb. Olimpiade	Guru PNS

No	Nama	Mata Pelajaran	Jabatan/ Bidang	Keterangan
42	Helyani, S.Ag, M.Pd.I	Fiqih	Wali Kelas/ Pemb. UKS	Guru PNS
43	Edya Rosita, S.Pd	Aqidah Akhlak	Wali kelas	Guru PNS
44	Musta'in, S.Ag, M.Pd.I	Fiqih	Pemb. Seni/ radio	Guru PNS
45	Feri Mitra Liana, S.Pd	Bahasa Indonesia	Pemb. Koperasi	Guru PNS
46	Darsahid, M.Pd.I	Pkn	Pemb. Rohis	Guru PNS
47	Gunawan Santoso, M.Pd.I	Fiqih	Wali Kelas/ Pemb. KIR	Guru PNS
48	Evi Kurniawati, S.E	Sosiologi	Wali Kelas	Guru PNS
49	Dahlia, S.Pd	Sejarah	Wali Kelas	Guru PNS
50	Iwan Saputra, S.Pd	Penjas	Wali Kelas/ Pemb. Olahraga	Guru PNS
51	Miswanto, M.Pd.	Ekonomi	Wali Kelas/ Pemb. Olimpiade	Guru PNS
52	Kartika Dewi, S.Pd	Geografi	Wali Kelas/ Pemb. Olimpiade	Guru PNS
53	Inta Wahidah, S.Pd	BK	Ka. Lab. Multimedia	Guru PNS

No	Nama	Mata Pelajaran	Jabatan/ Bidang	Keterangan
54	M. darajat, M. Pd	Bahasa Inggris	Wali Kelas	Guru PNS
55	Bambang TB, S.Pd	Bahasa Inggris	Wali Kelas	Guru PNS
56	Supartini, S.E	Ekonomi	Guru	Honor
57	Diyan Rahmawati, S.Pd	BK	Guru	Honor
58	Nita Hidayanti, S.Pd	Bahasa Indonesia	Guru	Honor
59	Drs. Tatang Juhaeni	BK	Guru/ Pemb. Pramuka	Honor
60	M. Arif Amrullah, A.md	TIK	Guru/ Ka. Lab. Komputer	Honor
61	Saripin, M.Ad	TIK	Guru/ Pemb Seni	Honor
62	Fitri Astuti, S.Pd	Geografi	Guru	Honor
63	Novi Candra Dewi, S.Pd	Bahasa Inggris	Guru	Honor
64	Susi Mayasari, S.Pd	Bahasa Inggris	Guru/ Pemb. English Club	Honor
65	M. Januar	Bahasa Inggris	Guru/ Pemb. English Club	Honor
66	Lidiawati, S.Pd	Matematika	Guru	Honor
67	Nanang	TIK	Guru	Honor

No	Nama	Mata Pelajaran	Jabatan/ Bidang	Keterangan
68	M. Zulkifli, S.Pd.I	Keterampilan	Guru/ Pemb. Arabic Club	Honor
69	Rizky Suci Pratiwi, S.Pd	Seni Budaya	Guru	Honor
70	Suhardi	-	Ka. Tata Usaha	Pegawai PNS
71	Rohayah	-	Tata Usaha	Pegawai PNS
72	Umi Sumarniatun	-	Tata Usaha	Pegawai PNS
73	Suriyati	-	Tata Usaha	Pegawai PNS
74	Rasinem	-	Tata Usaha	Pegawai PNS
75	Sugimin, S. Kom	-	Staf TU	Honor
76	Mutmainah Adaningar	-	Staf TU	Honor
77	Heldawati, S. Kom	-	Staf TU	Honor
78	Efriana, S.E	-	Staf TU	Honor
79	Lilis Setia Ningsih	-	Staf TU	Honor
80	Reza Agusta	-	Staf TU	Honor
81	Rahmat Zulyansyah, S. Kom	-	Staf TU	Honor

No	Nama	Mata Pelajaran	Jabatan/ Bidang	Keterangan
82	Andi Kusuma	-	Satpam	-
83	Herlan	-	Satpam	-
84	Jumadi	-	Penjaga Malam	-
85	M. Choirul Bachri	-	Staf TU	Honor
86	Al Amin Fauzi	-	Staf Tu	Honor
87	Mahmud Mispurwanto	-	Satpam	

Sumber: Profil MAN 1 Metro

a. Keadaan Siswa

Keadaan siswa di MAN 1 Metro tahun pelajaran 2015/2016, sebagai berikut:

Tabel 9. Keadaan Siswa MAN 1 Metro

No	Kelas	Laki-laki	Perempuan	Jumlah
1	X IPA 1	8	27	35
	X IPA 2	9	34	43
	X IPA 3	7	32	39
	X IPA 4	10	25	35
	X IPA 5	16	29	45
	X IPA 6	10	26	36

No	Kelas	Laki-laki	Perempuan	Jumlah
	X IPS 1	7	25	32
	X IPS 2	14	24	38
	X IPS 3	16	14	30
	X IPS 4	8	30	38
2	XI IPA 1	5	26	31
	XI IPA 2	10	28	38
	XI IPA 3	7	28	35
	XI IPA 4	4	36	40
	XI IPA 5	10	22	33
	XI IPS 1	17	23	40
	XI IPS 2	13	22	35
	XI IPS 3	11	27	38
	XI IPS 4	5	33	38
3	XII IPA 1	12	22	34
	XII IPA 2	8	25	33
	XII IPA 3	10	24	34
	XII IPA 4	6	29	35
	XII IPA 5	12	21	33

No	Kelas	Laki-laki	Perempuan	Jumlah
	XII IPS 1	10	21	31
	XII IPS 2	15	17	32
	XII IPS 3	12	20	32
	XII IPS 4	11	27	38
	Jumlah	276	717	1001

Sumber: Profil MAN 1 Metro

3. Kegiatan-Kegiatan Sekolah

Berikut merupakan kegiatan-kegiatan yang diadakan sekolah selama proses PPL berlangsung selama 1 bulan lebih yaitu dari tanggal 1 Agustus – 9 september 2016 sebagai berikut :

HARI DAN TANGGAL	KAGIATAN
Sabtu, 13 september	SAMBER (senam Berasama di Kampus 2)
Minggu, 14 Agustus pukul 06.30 s.d. selesai	Seluruh siswa/i diwajibkan memakai seragam resmi olahraga MAN 1 Metro dan <i>doorprize</i> dalam penyambutan HUT RI
Senin, 15 Agustus	Upacara bendera dikampus 1 dan 2 dilanjutkan dengan do'a bersama pemenang lomba KSM di Pontianak Kalimantan Barat
18-20 Agustus	Siswa kelas X berseragam Pramuka mengikuti kegiatan Penerimaan Tamu Ambalan (PTA) diwajibkan untuk kelas X mengikutinya.

Senin, 22 Agustus	Upacara bendera dikampus 2 dan pengumuman pemenang lomba
Sabtu, 27 Agustus	SAMBER (Sabtu Mmembersihkan Madrasah) dikampus masing-masing dengan berseragam olahraga.
Sabtu, 3 september	Sabtu Membersihkan Kelas dilanjutkan dengan KBM
Senin, 5 september	Apel danpelantikan pengurus intra dan ekskul di kampus 2 dilanjutkan pemberian hadiah cash money juara KSM tingkat provinsi dab nasional
Sabtu, 10 september Pukul 07.00-08.00	Pertemuan antar wali kelas dan laporan siswa tentang kesiapan lomba memasak
Senin, 12 september	Libur Idhul Adha 1437 H
Selasa, 13 september	Program latihan qurban, siswa berseragam olahraga, mengikuti lomba memasak. Pemotongan dan pembagian daging latihan qurban di kampus 2. Siswa memasak dikelasnya masing-masing di kampus 1 dan 2.

NO	NAMA
1	ADE FIRMANSYAH
	AFIFA ISYBILLAH A.
3	ALMATINA BELINDA MUTHIAH
4	ALVINDA OKTA IDEALISTITI
5	ANIS TASYANI
6	ANISA FITRIYANI
7	ANISA SARASWATI
8	ANNISA DINI RACHMALIA
9	ASY SYIFA SUKMAWATI
10	AULIA ASYIFA NANDA
11	AULIA NURRAHMA DIAN
12	AZMITA
13	DIMAS SIHANJAYA
14	DINA ISTIQOMAH KHOIRUNNISA
15	DINI FITRI NINGTYAS
16	ENDAH TRIANAVI
17	GILANG RIZKY RAMDHAN
18	HANIFAH HANUN
19	HARITS ALOUDDIN
20	HASRUL FTADIKA
21	HILAL MUFTHI AZIZ

22	INTAN SHOLEHA
23	LILIS SURYANI
24	LUSI DEVI ANTARI
25	MUKHLISATUN HUSNIYAH
26	NUNGKY PAWARTI
27	PUTRI ZINDI ARFIANA HAFID
28	QHONITA SOVIA
29	SHOVIYYATUL HUMAIROH
30	SIGIT SUPRIYADI
31	SINDA NURHAKIKI
32	SOVIA ERISKA
33	UMI HANIFAH
34	VELLI OVITA RISKI AGESTI
35	WEGIG TRI WIDAGDO
36	YONATAN ALVIN SATRIA
37	ZULFA MUFIDAH
38	DEWI AINTA WATI
39	SANTI DWI APRIYANI
40	YULIANDITA PUTRI PRATAMA
41	SINTA DEWI L
42	DINA L.K.

SILABUS

Mata Pelajaran : BAHASA INGGRIS

Kelas : XI

Kompetensi Inti :

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Intern		Mengamati <ul style="list-style-type: none"> Siswa menyimak/mendengarkan ungkapan member i saran dan tawaran dan responnya dengan (ucapan 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memberisaran dan tawar 	2 x 2jp	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

<p>ational yang diwujudkan dalam semangat belajar</p> <p>Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>Menyusun teks lisan</p>		<p>tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli.</p> <ul style="list-style-type: none"> Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. Siswa belajar mengamati giliran dalam melakukan tindakan komunikasi <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari 	<p>an dan responnya</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan 		
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<p>dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<p>guru, siswa mempertanyakan :</p> <ul style="list-style-type: none"> • Fungsi sosial • Ungkapan yang digunakan untuk memberi saran dan tawaran • Penggunaan unsur kebahasaan dari tindakan komunikasi memberisaran dan tawaran 	<p>an kata, intonasi</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan / penyampaian <p>CARA PENILAIAN: Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi 		
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		<p>dan responnya.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberikan dan tawaran dan meresponnya Siswa berlatih menggunakan ungkapan tersebut Siswa berlatih mengambil giliran 	<p>saran dan tawaran dan responnya.</p> <ul style="list-style-type: none"> Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberikan saran dan tawaran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk 	
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		<p>dan menggunakan kesantunan dalam berkomunikasi</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan untuk menyatukan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. Dalam kerja kelompok terbimbing, siswa membandingkan ungkap 	<p>k me mber i sara n dan tawar an dan resp onny a ketik a muncul kese mpat an.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dala 	
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		<p>an membe ri saran dan tawara n dan respon nya yang lain dan mengai tkan dengan berbag ai ekspre si yang mungkin diguna kan, sesuai konteks penggu naanny a.</p> <ul style="list-style-type: none">• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok	m mela ksan akan kom unik asi		
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		<p>k.</p> <ul style="list-style-type: none">• Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none">• Siswa bermain peran memberi saran dan tawaran serta responnya• Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi			
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		<p>kasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.</p> <ul style="list-style-type: none"> • Siswa membuat 'learning journal' 			
Mensyukuri kesempatan dapat mempelajari bahasa Inggris	Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta	Mengamati <ul style="list-style-type: none"> • Siswa menden garkan/ menonton 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Tingkat keter 	2 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet:

<p>sebagai bahasa pengantar komunikasi International</p> <p>Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>Menyusun teks lisan dan tulis</p>	<p>responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p><i>Ungkapan</i></p> <p>menyatakan pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>suppose...</i></p> <p><i>in my opinion ...</i></p> <p><i>sur</i></p> <p><i>Kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>interaksi menyatakan pendapat dan pikiran serta responnya</p> <ul style="list-style-type: none"> Siswa mengikuti interaksi menyatakan pendapat dan pikiran Siswa menirukan model interaksi menyatakan pendapat dan pikiran Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, 	<p>capaian fungsi sosial</p> <p>ungkapan menyatakan pendapat dan pikiran</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran Tingkat ketepatan unsur kebahasaan 	<ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/
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<p>untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>		<p>struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatak pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemung 	<p>an: tata bahasa, kosakata, ucapan, tekanan kata, intonasi</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan 		
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		<p>kinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa 	<p>n dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran.</p> <ul style="list-style-type: none"> Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya <p>Pengamatan (observasi)</p>	
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		<p>membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal 	<p>tions):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap 	
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		belajar (<i>learning journal</i>).	<p>taha pan.</p> <ul style="list-style-type: none"> • Kes antu nan dan kep eduli an dala m mela ksan akan kom unik asi • Berp erila ku jujur, disipl in, perc aya diri, dan berta nggu ng jawa b dala m mela ksan akan kom unik asi 		
Mensyukuri kesempatan	Teks lisan dan tulis untuk	Mengamati	KRITERIA PENILAIAN	2 x 2	<ul style="list-style-type: none"> • CD/ Audio/ VCD

<p>n dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional</p> <p>1. Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya</p> <p>Menyusun teks lisan</p>	<p>menyatakan harapan dan doa serta responnya</p> <p><i>Fungsi sosial:</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p><i>Ungkapan:</i></p> <p>harapan dan doa</p> <ul style="list-style-type: none"> • <i>I hope ...</i> • <i>I wish you all the best. Thank you.</i> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa • Siswa mengikuti interaksi harapan dan doa • Siswa menirukan model interaksi harapan dan doa • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p>	<p>N:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial ungkapan menyatakan harapan dan doa • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap • Tingkat ketepatan 	<p>JP</p>	<ul style="list-style-type: none"> • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/
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<p>dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>		<p>) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa 	<p>unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan / penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi 	
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		<p>membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain.</p> <ul style="list-style-type: none"> • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa menulisk 	<p>yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan hara 	
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		<p>an permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>).</p>	<p>pan dan doa serta responnya.</p> <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. • Kesungguhan siswa dalam proses 	
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			<p>pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		
<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p>	<p>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</p> <p><i>Fungsi Sosial</i></p> <p>Menjagahubungan transaksional dengan orang lain</p> <p><i>Struktur</i></p> <p><i>Salutation</i></p> <ul style="list-style-type: none"> • <i>Will/ Could you come</i> 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendeskripsikan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai 	<p>Kriteria penilaian :</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks 	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> • Berbagai undangan dalam bahasa Inggris • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

<p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>Menangkap makna teks undangan resmi.</p> <p>Menyunting undangan resmi dengan memperhatikan</p>	<p><i>with me to the exhibition?</i></p> <ul style="list-style-type: none"> <i>Is it possible for you to attend my birthday party?</i> <p><i>Closing</i></p> <p>Unsur kebahasaan:</p> <ol style="list-style-type: none"> Kata dan tata bahasa baku Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan Layout Rujukan kata 	<p>ai sumber (a.l. media massa, internet).</p> <ul style="list-style-type: none"> Siswa berlatih menentukan gagasan utama, dan informasi rinci Siswa membaca contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh- 	<ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan / penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan 	
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<p>fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>Menyusun teks tulisan undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p>contoh teks undangan resmi sesuai dengan aslinya agar menanggapi isi, format dan tata letak penulisannya.</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempe rtanyakan tujuan; struktur dan kebahasaan 	<p>n <i>role-play</i> (bermain peran) mengund ang secara resmi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi <p>Pengamatan</p>		
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		<p>yang digunakan dalam mengundang secara resmi.</p> <ul style="list-style-type: none"> Siswa memperoleh pengetahuan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh undang 	<p>(observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses 	
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		<p>an yang lain dari berbagai sumber</p> <ul style="list-style-type: none"> • Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Secara berkelompok siswa mendiskusikan ungkapan yang 	<p>pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan 	
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		<p>mereka temukan dari sumber lain.</p> <ul style="list-style-type: none"> • Siswa menyunting undang yang diambil dari berbagai sumber • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melengkapi teks undangan 	<p>catatan kemajuan belajar berupa catatan atau rekaman monolog.</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil 	
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		<p>resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback.</p> <ul style="list-style-type: none"> • Siswa berkreasi dalam membuat klipung undangan resmi • Siswa menyunting undangan yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan 	<p>terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
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		<ul style="list-style-type: none"> Siswa memperoleh penguatan dari guru dan teman sejawat 			
<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>Menganalisis fungsi</p>	<p>Surat pribadi sederhana</p> <p>fungsi Sosial</p> <p>Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis</p> <p>Memberi informasi kepada teman</p> <p>Struktur</p> <p>Date</p> <p><i>Salutation:</i> <i>Dear</i></p> <p><i>Opening paragraph:</i> <i>Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</i></p> <p><i>Content:</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan 	<p>Kriteria penilaian :</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi Tingkat kelengkapan dan keruntutan struktur teks surat Tingk 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

<p>sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya</p> <p>Menangkap makna teks surat pribadi.</p> <p>Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Mengabarkan hal yang sudah/ akan terjadi</p> <p><i>Closing:</i> Menutup surat dengan harapan untuk bertemu kembali</p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan 	<p>, intonasi, tekanan kata, dengan benar dan lancar.</p> <ul style="list-style-type: none"> • Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. • Siswa berlatih menentukan gagasan utama, dan informasi rinci <p>Mempertanyakan (questioning)</p>	<p>at ketepatan unsur kebahasaan: tata bahasa, kosakata, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan / penyampaian <p>Cara Penilaian :</p> <p>Pengamatan (observasi)</p> <ul style="list-style-type: none"> • Upaya menggunakan 		
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	tulisan tangan yang jelas dan rapi	<p>g)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempe rtanyakan • Fungsi Sosial; • Struktur • Unsur keba hasan yang digu nakan dalam sura t prib adi. • Siswa memper tanyakan cara menetukan 	<p>Bah asa Inggris dalam men ulis sura t prib adi</p> <ul style="list-style-type: none"> • Kes unguhan sisw a dalam proses pem belajaran dalam setia p taha pan • Peril aku tang gun g jawa b, ped uli, kerja sam a, dan cinta 	
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		<p>gagasan utama, dan informasi rinci dan informasi tertentu</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan 	<p>damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar Kumpulan karya siswa 	
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		<p>informasi tertentu</p> <ul style="list-style-type: none"> Siswa menyusun paragraf-paragraf pendek menjadi surat pribadi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. 	<p>yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan 	
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		<ul style="list-style-type: none">Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi <p>Komunikasi</p> <ul style="list-style-type: none">Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat	penilaian sejawat, berupa komentar atau cara penilaian lainnya		
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		<p>feedback.</p> <ul style="list-style-type: none"> • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/guru • Siswa memperoleh penguatan dari guru 			
<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>Mengembangkan perilaku tanggung jawab, peduli,</p>	<p>teks prosedur berbentuk manual dan kiat-kiat (tips)</p> <p><i>Tujuan komunikasi :</i></p> <p>menyelesaikan pekerjaan, secara lengkap dan urutan.</p> <p><i>Struktur</i> menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa membaca/mendengarkan berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks prosedur • Ketepatan unsur 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • Manual dari berbagai produk • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

<p>kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>),</p>	<p>langkah yang dilakukan</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> • simple present tense • imperatif, • Nomor yang menyatakan urutan • kata keterangan ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi. 	<p>yang membaca, membaca, menonton, dan mendengarkan</p> <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berlatih menggunakan kalimat imperatif dalam memberikan tips secara lisan dan tulis 	<p>kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan / penyampaian <p>Pengamatan (observations)</p> <p>Tujuan untuk memberikan balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perila 	
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<p>dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<ul style="list-style-type: none"> Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat Secara individu siswa menyalin beberapa tips <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan beberapa manual dan tips Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada 	<p>ku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan 		
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		<p>saat membaca, menden garkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mempresentasikan 	<p>belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. • Kumpulan hasil tes dan latih 	
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		<p>an beberapa tips yang disalin dari beberapa sumber</p> <ul style="list-style-type: none"> Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>n.</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab</p>	<p>Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice)</p> <p><i>Fungsi Sosial</i></p> <p>menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya</p> <p><i>Struktur Teks</i></p> <p>Insects are considered dangerous animals.</p> <p>Tsunami is caused by earthquake affecting the</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, inton 	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

<p>dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kegiatan tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>1 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kegiatan</p>	<p>seabed.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> • Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. • tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <p><i>Topik</i></p> <p>Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya</p>	<p>proses pembelajaran, dengan bimbingan guru.</p> <ul style="list-style-type: none"> • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYA</p>	<p>asi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kelempangan dan keruntutan struktur teks • Kesesuaian format penulisan / penyampaian <p>Cara Penilaian :</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi</p>		
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<p>adian tanpa perlu menyebutkan pelaku dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<p>AKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>EKSPERIMEN (Explore)</p> <p>a. Siswa bertanya jawab dengan kalimat Passive dalam</p>	<p>balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis 		
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		<p>bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</p> <p>b. Siswa berusaha menyatukan dan menanyakan dalam bentuk <i>passive</i> dalam bahasa Inggris dalam proses pembelajaran.</p> <p>MENGASOSIASI</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>passive</i> yang telah dipelajari dengan kalimat <i>aktive</i>. Siswa 	<p>teks dalam bentuk <i>passive</i></p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan 	
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		<p>membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia.</p> <p>KOMUNIKASI</p> <ul style="list-style-type: none"> • Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive • Siswa menuliskan permasalahan dalam menggunakan 	<p>hasil tes dan latihan.</p> <ul style="list-style-type: none"> • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
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		<p>bahasa Inggris untuk menyatakan dan menanyakan akan kalimat passive dalam jurnal belajarnya.</p>			
<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksio</p>	<p>Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p>Conditional Sentence</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p><i>Struktur Teks</i></p> <ul style="list-style-type: none"> <i>If teenagers eat too much fast food, they can easily become</i> 	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelempahan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

<p>nal dengan guru dan teman.</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/per</p>	<p><i>overweight.</i></p> <ul style="list-style-type: none"> <i>If you exercise regularly, you will get the benefit physically and mentally</i> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> If Clauses dalam simple present Main Clause dengan modals can/ will <p><i>Topik:</i></p> <p>Berbagai hal terkait dengan mengandaikan keadaan/kejadian/peristiwa di waktu yang akan datang</p>	<p>proses pembelajaran, dengan bimbingan guru.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYA</p>	<p>kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan / penyampaian <p>Cara Penilaian :</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian</p>		
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<p>istiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<p>AKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam 	<p>adalah:</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menuliskan dalam 		
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		<p>konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <ul style="list-style-type: none"> Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan / kejadian / peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan 	<p>bentuk <i>pengandaian/ If clause</i></p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan 	
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		<p>ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya.</p> <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan pengandaian dalam 	<p>n hasil tes dan latihan.</p> <ul style="list-style-type: none"> Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. 		
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		<p>bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Siswa berkreasi dengan imajinasi mereka dalam teks pengand aian • Siswa menulis kan permasalahan dalam menggu nakan pengand aian dalam bahasa Inggris untuk menyata kan dan menany akan pengand aian dalam jurnal belajarn ya. 			
Mensyuk uri kesempatan dapat mempelaja	Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana	Mengamati <ul style="list-style-type: none"> • Siswa menyim ak berbagai 	Kriteria penilaian: <ul style="list-style-type: none"> • Penc apaian 	4 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet:

<p>ri bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan</p>	<p>tentang benda, binatang dan gejala/peristiwa alam,</p> <p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> Mengamati alam Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam <p><i>struktur</i></p> <ul style="list-style-type: none"> Klasifikasi Umum tentang binatang/benda yang ditulis, e.g. <p>Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with</p> <ul style="list-style-type: none"> Penggambaran mengenai bagian, sifat dan tingkah lakunya <p><i>Unsur kebahasaan</i></p>	<p>contoh/film ilmiah pendek yang disediakan</p> <ul style="list-style-type: none"> Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, 	<p>fungsi sosial</p> <ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks ilmiah faktual Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tang an Kesesuaian 	<ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/
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<p>menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p>	<ul style="list-style-type: none"> • Simple Present • Kata kerja yang menggambarkan binatang/ benda/ gejala alam • Kata sifat • Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati • ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. • Rujukan kata 	<p>siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur pembahasan yang digunakan dalam paparan tersebut.</p> <ul style="list-style-type: none"> • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan</p>	<p>format penulisan / penyampaian</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kete 		
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Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di

Kelas XI.		<p>an tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa 	<p>pata n dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian meng 		
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		<p>memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok</p> <p>Komunikasi</p> <ul style="list-style-type: none"> Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau 	<p>gunakan strategi dalam membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar Kumpulan hasil tes dan latihan. Catatan atau reka man penilaian diri dan penilaian sejawat, berupa komentar 	
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		<p>peristiwa lain yang terkait dengan mata pelajaran lain dan membacanya di kelas</p> <ul style="list-style-type: none"> • Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, 	<p>atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
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		antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan			
1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa a pengan tar komunikasi Internasional yang diwujudkan dalam semang at belajar Menunjukkan perilaku tanggung jawab,	<p>Teks eksposisi analitis</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p> <p><i>Struktur teks</i></p> <p>Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung</p> <p>Diakhiri dengan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menemukan gagasan utama, 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelempahan dan keruntutan struktur teks eksposisi analitis Ketepatan unsur kebahasaan: tata 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

<p>peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>0 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p>kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut</p> <p><i>Unsur Kebahasaan:</i></p> <ul style="list-style-type: none"> • Kalimat Simple Present • Conditional Clauses • Modals 	<p>informasi rinci dan informasi tertentu dari teks eksposisi analitis</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa 	<p>bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan / penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p>	
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		<p>mencari beberapa text eksposisi analitis dari berbagai sumber.</p> <ul style="list-style-type: none"> • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks 	<ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikannya dan menuliskan teks eksposisi analitis • Kesungguhan 	
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		<p>eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang 	<p>han siswa dalam proses pembelajaran dalam setiap tahapan</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kum 	
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		<p>disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat laporan berupa catatan hasil membaca dan menden garkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikan di kelas • Membuat laporan evaluasi 	<p>pula n hasil tes dan latihan.</p> <ul style="list-style-type: none"> • Catatan atau reka man penilaian diri dan penilaian seja wat, berupa kome ntar atau cara penilaian lainn ya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, koment ar, atau bentuk penilaian</p>	
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		<p>diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa membuat 'learning journal' 	lain		
<p>1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa penga</p>	<p>Teks biografi pendek dan sederhana tentang tokoh terkenal</p> <p><i>Fungsi Sosial</i></p> <p>Meneladani, membangun, bertindak teratur, teliti dan disiplin,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimpan berbagai contoh teks biografi yang diberikan/ dipergunakan guru secara 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelempahan dan keruntutan 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

<p>ntar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan</p>	<p>melaporkan</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> • Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. • Simple, Continuous 	<p>santun dan tanggung jawab.</p> <ul style="list-style-type: none"> • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari teks biografi yang dipelajari. • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan 	<p>n struktur teks</p> <ul style="list-style-type: none"> • Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/penyampaian <p>Pengamatan (observations):</p> <p>Sasaran penilaian adalah:</p>		
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<p>konteks penggunaannya.</p> <p>5 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>s, Perfect tense</p> <ul style="list-style-type: none"> • Penyebutan kata benda • Modal auxiliary verbs 	<p>arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari beberapa text 	<ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi • Kesungguhan siswa 	
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		<p>biografi dari berbagai sumber.</p> <ul style="list-style-type: none"> • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rangkuman dari beberapa teks biografi sederhana • Siswa secara berkelompok menuliskan/menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan 	<p>a dalam proses pembelajaran dalam setiap tahapan</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan 		
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		<p>runtut</p> <ul style="list-style-type: none"> Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan 	<p>hasil tes dan latihan.</p> <ul style="list-style-type: none"> Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>	
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		<p>teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none">• Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.• Siswa membuat klipings teks biografi dengan menyalin dan beberap			
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		<p>a sumber.</p> <ul style="list-style-type: none"> • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal' 			
<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa</p>	<p>Lagu <i>Fungsi sosial</i> Menghibur, mengungkapkan perasaan, mengajarkan pesan moral <i>Unsur</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menden garkan lagu yang diperden garkan • Siswa 	<p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/Majalah berbahasa Inggris • Buku lagu bahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource

<p>pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p>	<p><i>kebahasaan</i></p> <ul style="list-style-type: none"> • Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan 	<p>menirukan model secara terbimbing.</p> <ul style="list-style-type: none"> • Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu 	<p>untuk tujuan memberikan balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • kesantunan saat melakukan tindakan • Perilaku tanggung jawab, peduli, kerjasama dan cinta damai • Kesungguhan siswa dalam proses pembelajaran 	<p>files</p> <ul style="list-style-type: none"> • http://learnenglish.britishcouncil.org/en/
<p>2</p> <p>Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p> <p>Menangkap pesan dalam lagu</p>	<p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>			

		<ul style="list-style-type: none"> Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa melengkapikan pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari Siswa membaca teks lagu dengan pengucapan 	<p>belajaran dalam setiap tahapan</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam pengucapan dan penyaliran lirik lagu <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemandirian siswa berupa kumpulan lagu yang disalin deng 	
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		<p>dan tekanan kata yang tepat</p> <ul style="list-style-type: none"> Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin Siswa 	<p>an tulisan tang an beserta kesan terhadap lagu</p> <ul style="list-style-type: none"> kumpulan hasil tes dan latihan. Catatan atau reka man penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 	
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		<p>mengaitkan syair lagu dengan ungkapan yang sudah dipelajari</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none">• Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar.• Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lugu-lagu tersebut• Antar siswa			
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		melakukan penilaian terhadap kumpulan lagu yang dibuat.			
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- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi
- 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

Indikator Pencapaian Kompetensi(IPK):

- 3.2.1 Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks pada ungkapan menyatakan pendapat dan pikiran dengan penuh percaya diri dan bertanggung jawab.
- 3.2.2 Mengurai gambaran umum dan informasi tertentu dari teks pada ungkapan menyatakan pendapat dan pikiran dengan penuh percaya diri dan bertanggung jawab.
- 3.2.3 Meendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pada ungkapan menyatakan pendapat dan pikiran.

C. Tujuan Pembelajaran

- Siswa terampil menggunakan ungkapan menyatakan pendapat dan pikiran, setuju dan tidak setuju dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.
- Siswa mampu melakukan debat dengan menggunakan ekspresi menyampaikan pendapat dan pikiran mengenai suatu kasus, setuju dan tidak setuju pada pendapat orang lain.

D. Materi Pembelajaran

“Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya.”

1. Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

2. Struktur text

Personal point of view

Ahmad : *What do you think of english material.*

Siti : ***I think** English is the dificult language that I have learned .*

Ahmad : *What do you mean?*

Siti. : *English is different from Bahasa, it has many term to arange anything and it makes me confused.*

Response (dissagreeing with an opinion)

Ahmad : ***I think you are wrong** Siti, English is the easy one if you make it your habbit in daily life.*

General point of view

Salsabila: *what is your opinion about global warming?*

Johan : ***some people say that** it causes of the wrong way of life.*

Salsabila: *what do you mean?*

Johan : *well, we have to start to do what we can do to help reduce global warming.*

Response (agreeing with opinion)

Salsabila: *that's a good point . let's do that by this time.*

3. Unsur kebahasaan

- (1) kosa kata terkait dengan kehidupan sehari-hari, tugas sekolah, kebersihan lingkungan , dsb.
- (2) Tata bahasa: simple present tense, present perfect tense..

- (3) Ungkapan *I think, In my opinion, i believe, I feel, It is considered that.etc*
- (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal
- (5) Ucapan, tekanan kata, intonasi
- (6) Ejaan dan tanda baca

4. *Topik*

Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.

E. Metode Pembelajaran dan pendekatan yang dilakukan oleh guru

Pendekatan pembelajaran : Scientific
 Metode Pembelajaran : Discovery Learning
 Teknik Pembelajaran : Debate technique

F. Media, Alat, dan Sumber Pembelajaran

1. Media
 - Power point presentation
 - Video tentang giving opinion: Learn To Give opinion.
2. Alat/Bahan
 - Loud speaker.
 - Laptop.
 - LCD
 - Papan tulis, spidol.

G. Langkah-langkah Kegiatan Pembelajaran

No.	Kegiatan	Waktu
-----	----------	-------

No.	Kegiatan	Waktu
1.	<p>Pendahuluan:</p> <ul style="list-style-type: none"> a. Guru mengucapkan salam dengan ramah ketika memasuki ruangan. b. Guru mengkondisikan peserta didik untuk belajar. c. Guru memotivasi peserta didik terkait dengan materi yang akan dipelajari. d. Apersepsi: bertanya jawab tentang “opini” yang pernah mereka dengar dalam kehidupan sehari-hari e. Menyampaikan tujuan pembelajaran. f. 	10 Menit
2.	<p>Kegiatan Inti</p> <ul style="list-style-type: none"> a. Mengamati <ul style="list-style-type: none"> ✓ Guru Mereview materi yang dibahas dalam pertemuan sebelumnya ✓ Siswa memperhatikan penjelasan guru b. Menanya <ul style="list-style-type: none"> ✓ Siswa Mengajukan pertanyaan cara melafalkan/mengucapkan/menyampaikan opini kita kepada orang lain dalam kegiatan debate. c. Mengumpulkan data/eksplorasi <ul style="list-style-type: none"> ✓ Peserta didik mengumpulkan materi materi tentang apa yang akan di debate kan. Melalui kamus, internet dll. d. Mengasosiasi <ul style="list-style-type: none"> ✓ Peserta didik memeriksa kembali data-data yang telah ditemukan. e. Mengkomunikasikan: <ul style="list-style-type: none"> ✓ Siswa Mempresentasikan hasil pembelajaran tentang giving opinion and the responses. ✓ Siswa mempresentasikannya/menggunakannya dalam “debate” sebagai tehnik yang digunakan oleh guru untuk meningkatkan kemampuan berbicara mereka. <p>Dalam kegiatan debate; guru memberikan ‘motion’ / topic yang akan mereka debatkan, disana guru akan membagi siswa dalam 4 kelompok, 1 kelompok adalah terdiri dari 2 team; 1 team pro dan 1 team kontra, dalam debate itu para siswa akan mengeluarkan/memberikan pendapat-pendapat mereka terkait dengan motion/topic yang telah diberikan oleh guru.</p> 	70 menit
3.	<p>Penutup</p> <ul style="list-style-type: none"> a. Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya. Siswa diminta untuk membuat rangkuman dari materi yang telah dipelajari b. Guru Menyampaikan rencana pembelajaran pada pertemuan berikutnya dan memberikan tugas dirumah sebagai pengayaan. 	10 menit

No.	Kegiatan	Waktu

H. Penilaian

1. Penilaian Kemampuan Bicara Siswa

Rubrik Penilaian

Table to measure students' speaking performance and debate

No.	Indicator	Score	Explanation
1.	Accuracy	5(85%-100%)	1. The use of vocabulary is widely and appropriate. 2. there is no wrong in grammatical function 3. using native accent
		4(70%-84%)	1. the use of vocabulary is satisfy enough 2. Sometimes wrong grammatical function is still happened. 3. using accent of mother tongue is not strong
		3(55%-69%)	1.Often use inappropriate vocabulary so the dialogue become limited because of limiter vocabulary 2. There are often make grammar mistake that influence the meaning 3. There is a problem in pronouncing that make listener should give full focus and sometimes there is misunderstanding

		2(40%-54%)	<p>1.Using vocabulary in wrong way and limited vocabulary and cannot be understand</p> <p>2. A lot of grammar mistake that block the meaning and often re arrange the sentence</p> <p>3. Hard to understand because there is pronouncing problem, often to repeating</p>
		1(0-39%)	<p>1.Very limited vocabulary so the dialogue is impossible to happen</p> <p>2. Badly Grammar mistake so it becomes so hard to understand</p> <p>3. There are often mistaken in pronouncing so it cannot be understood</p>
2.	Fluency	5(85%-100%)	<p>1.Able to communicate easily</p> <p>2.able to speak in long time duration well</p>
		4(70%-84%)	Communicate effectively in talking time but cannot speak in long time duration
		3(55%-69%)	Can deliver idea but short and in a hurry
		2(40%-54%)	Very hurry by using short expressions and sometimes difficult to be understood
		1(0-39%)	Cannot deliver idea, often break off and stop while the talks.
3.	Comprehensibility	5(85%-100%)	Able to comprehend the talks without difficulties
		4(70%-84%)	Able to comprehend the talks in normal rapidity and give response quickly

		3(55%-69%)	The answer appropriate with the question and able to be understood although there is any wrong in pronunciation and grammar function
		2(40%-54%)	The answer can be accepted hard to be understood (not clearly to be listened), slow in giving response.
		1(0-39%)	Do not comprehend the talks and the answer cannot be accepted because of grammar mistake so cannot be understood
4.	Methods of delivering arguments, ideas/opinion)	5(85%-100%)	Able to build certain case powered by supporting arguments based on the basic questions such as; <i>What, why, how</i> , and can give the conclusion (<i>so what is the conclusion</i>) and the order of delivering are systematically well
		4(70%-84%)	Able to deliver his/her opinion to certain case begin from <i>what, why</i> , and also can give the conclusion in the end of talks. Delivering is not systematic enough. After giving conclusion sometimes added by definition (<i>what</i>) again.
		3(55%-69%)	In delivering his/her opinion focus on <i>what, why</i> , then repeat by emphasizing on <i>what</i> and <i>why</i> equally
		2(40%-54%)	Students directly deliver <i>why</i> without begin with <i>what</i> and no conclusion in ending of talks

1																			
2																			
3																			
4																			
34																			

Keterangan:

A	: Keterbukaan	K	: Kepedulian
B	: Ketekunan Belajar	L	: Taanggung Jawab
C	: Kerajinan	M	: Kompetitif
D	: Tenggang Rasa		
E	: Kedisiplinan		
F	: Kerjasama		
G	: Ramah dengan Teman		
H	: Hormat pd Orangtua/Guru		
I	: Kejujuran		
J	: Menepati Janji		

Rubrik Penilaian observasi sikap siswa:

Skala Penilaian Sikap dibuat dengan rentang antara 1 s.d 5

1 = sangat kurang

2 = kurang konsisten

3 = mulai konsisten

4 = konsisten

5 = selalu konsisten

Kriteria Penilaian:

A= Sangat baik

B= Baik

C= Cukup

D=Kurang

E=Kurang sekali

Pedoman Penilaian:

Skor Perolehan

Skor Maximal

b. Penilaian Diri Siswa

Technique: Non test (*self assessment*)

Name :

Class :

Max. Score Achievement= 28

Max. Score = 100

Direction:

Scoring

Put a cross mark based on your condition.

Max. Score Achievement x100

Note:

Max Score

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

No.	Statements	Scoring			
		SA	A	D	SD
1.	I could develop theme of the task which the teacher given.				
2.	I could arrange the developing material of the theme systematically.				
3.	I could manage the schedule of doing the task well.				
4.	I could finish the task appropriate with the steps given.				
5.	I could submit the task on time.				
6.	I could present the result of the task well.				
7.	I could master the learning material well.				

Explanation:

Criteria	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

c. Penilaian Antar Teman

Format Penilaian:

Name :

Class :

Assessor :

No.	Statements	Yes	No
1.	Try to study hard		
2.	Join the study very attention.		
3.	Do the task which teacher given on time.		
4.	Ask question if any confusing something related to the material.		
5.	Active in group		

6.	Submit the task on time		
7.	Always making notes related to the material.		
8.	Able to master and follow the learning activity well.		
9.	Respect and appreciate the friends.		
10.	Respect and appreciate the teacher.		

Notes:

- ✓ Partner assessment is used to check off perception of students' self assessment with the partner's perception and with the reality.
- ✓ The result of partner assessment is used as background for the teacher for continuing guidance and motivation.

Metro, October 2017

Mengetahui,

Guru Bahasa Inggris

Peneliti

Lilis Odiah, S.Pd
NIP. 19770524 200604 2 003

Lulus Uji Pangestu
NPM. 13107587

Kepala MAN 1 METRO

Antoni Iswanto, M.Ed
NIP. 197406171998031001

**THE RESULT OF STUDENTS' PRE-TEST AT THE ELEVENTH GRADERS
OF MAN 1 METRO**

No	Students' Name	The Score of Pre-Test	Note
1	AF	45	Incomplete
2	AI	50	Incomplete
3	ABM	50	a
4	AOI	65	Incomplete
5	AT	55	Incomplete
6	AFI	70	Complete
7	AS	50	Incomplete
8	ADR	50	Incomplete
9	AYS	40	Incomplete
10	AAN	50	Incomplete
11	ARD	55	Incomplete
12	AZM	40	Incomplete
13	DSA	60	Incomplete
14	FF	40	Incomplete
15	DFS	50	Incomplete
16	ET	65	Incomplete
17	GRR	50	Incomplete
18	HH	65	Incomplete
19	HA	60	Incomplete

20	HF	55	Incomplete
21	HMA	60	Incomplete
22	ISH	70	Complete
23	LSI	60	Incomplete
24	LDA	65	Incomplete
25	MHY	50	Incomplete
26	NPI	70	Complete
27	PAH	70	Complete
28	QSI	70	Complete
29	SLR	55	Incomplete
30	UM	55	Incomplete
	Total Score	1627	
	Average	54.23	
	Highest Score	70	
	Lowest Score	40	

Taken on October 21st, 2017

**THE STUDENT'S RESULT AT POST-TEST 1 (CYCLE 1) AT THE
ELEVENTH GRADES OF MAN 1 METRO**

CLASS : XI IPA 1

No	Students' Name	The Score of Post-Test 1	Note
1	AF	55	Incomplete
2	AI	60	Incomplete
3	ABM	65	Incomplete
4	AOI	70	Complete
5	AT	60	Incomplete
6	AFI	75	Complete
7	AS	70	Complete
8	ADR	65	Incomplete
9	AYS	55	Incomplete
10	AAN	60	Incomplete
11	ARD	65	Incomplete
12	AZM	50	Incomplete
13	DSA	60	Incomplete
14	FF	50	Incomplete
15	DFS	50	Incomplete
16	ET	65	Incomplete
17	GGR	55	Incomplete
18	HH	65	Incomplete
19	HA	60	Incomplete
20	HF	60	Incomplete

21	HMA	70	Complete
22	ISH	75	Complete
23	LSI	60	Incomplete
24	LDA	70	Complete
25	MHY	60	Incomplete
26	NPI	75	Complete
27	PAH	75	Complete
28	QSI	75	Complete
29	SLR	70	Complete
30	UM	70	Complete
Total		1915	
Average		63,8	
Highest Score		75	
Lowest Score		50	

Metro, October 2017

The Collaborator

The Researcher

Lilis Odiah,S.Pd
NIP. 196902162005012005

LulusUji Pangestu
NPM. 13107587

Lilis Odiah,S.Pd
Pangestu
NIP. 196902162005012005

Lulus Uji
NPM. 13107587

PICTURES

THE RESEARCHER DID THE PRE-TEST





PICTURES

CYCLE 1

**THE RESEARCHER GIVES THE EXPLANATION ABOUT CALSSROOM
DEBATE TECHNIQUE**



PICTURES

CYCLE 1

THE STUDENTS DO THE POST-TEST 1





PICTURES

CYCLE 1I

THE STUDENTS DO THE POST-TEST 1I



PICTURES

CYCLE II

THE STUDENTS DO THE POST-TEST II





PICTURES

CYCLE 1

THE STUDENTS DO THE POST-TEST 1



PICTURES

CYCLE II

THE RESEARCHER GIVES THE EXPLANATION ABOUT CALSSROOM DEBATE TECHNIQUE







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

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

Nomor : B-2047/In.28.1/J/TL.00/10/2017
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

20 Oktober 2017

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum
 2. Ahmad Subhan Roza, M.Pd.
- Dosen Pembimbing Skripsi
 di-

Tempat

Assalamualaikum Wr.Wb.

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

Nama : Lulus Uji Pangestu
 NPM : 13107587
 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 semenjak 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 di maklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamualaikum Wr.Wr.





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

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

SURAT TUGAS

Nomor: B-2057/In.28/D.1/TL.01/10/2017

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

Nama : LULUS UJI PANGESTU
NPM : 13107587
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MAN 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH CLASSROOM DEBATE TECHNIQUE AT THE ELEVENTH GRADES OF MAN 1 METRO IN ACADEMIC YEAR 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 : 18 Oktober 2017

Mengetahui,
Pejabat Setempat

Sahyudi

196302141983031002

Wakil Dekan I,

Fatimah

Dr. Asti Fatimah MA
196705311993032003



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

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

Nomor : B-2058/In.28/D.1/TL.00/10/2017
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA MAN 1 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2057/In.28/D.1/TL.01/10/2017, tanggal 18 Oktober 2017 atas nama saudara:

Nama : **LULUS UJI PANGESTU**
 NPM : 13107587
 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 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH CLASSROOM DEBATE TECHNIQUE AT THE ELEVENTH GRADES OF MAN 1 METRO IN ACADEMIC YEAR 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, 18 Oktober 2017
 Dekan I,

Ati Fatonah MA
 9670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KOTA METRO
MADRASAH ALIYAH NEGERI 1**

Jl. Ki Hajar Dewantara No.110 Kampus 15A Telp/Fax (0725) 45963
Website : www.man1metro.sch.id Facebook : MAN 1 Metro Lampung



SURAT KETERANGAN

Nomor : B-615/Ma.08.01/PP.00.6/11/2017

Berdasarkan Surat Wakil Dekan 1 Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro nomor : B-2484/In.28/D.1/TL.00/11/2017 tanggal 18 Oktober 2017 dengan ini Kepala Madrasah Aliyah Negeri (MAN) 1 Metro menerangkan bahwa :

Nama : LULUS UJI PANGESTU
NPM : 13107587
Program Studi : Pendidikan Bahasa Inggris

Telah mengadakan survey di MAN 1 Metro dalam rangka menyelesaikan tugas akhir/skripsi dengan judul **"IMPROVING STUDENTS SPEAKING PERFORMANCE THROUGH CLASSROOM DEBATE TECHNIQUE AT THE ELEVENTH GRADES OF MAN 1 METRO IN ACADEMIC YEAR 2017/2018"**.

Demikian untuk dapat dipergunakan sebagaimana mestinya.



16 November 2017
Kepala,

Antoni Iswantoro

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Lulus Uji Pangestu
 NPM : 13107507
 Fakultas : Tarbiyah
 Jurusan : TBI
 Angkatan : 2013

Telah menyerahkan buku berjudul Key Concepts in Feminist
Theory and Research

Metro,



Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.197506102008011014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Lulus Uji Pangestu
 NPM : 13107507
 Fakultas : Tarbiyah
 Jurusan : TBI
 Angkatan : 2013

Telah menyerahkan buku berjudul Key Concepts in Feminist
Theory And Research

Metro,



Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.197506102008011014



**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
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1065/In.28/S/OT.01/10/2017**

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

Nama : LULUS UJI PANGESTU
NPM : 13107587
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 13107587.

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, 17 Oktober 2017
Kepala Perpustakaan



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



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

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

Nama : Lulus Uji Pangestu

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107587

Semester / T A : IX / 2017-2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 6 Desember 2017		✓	- Revise Penulisan - Motto	
2.	Rabu, 13 Desember 2017		✓		

Ahmad Subhan Roza

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing 2

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



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


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

Nama : Lulus Uji Pangestu

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107587

Semester / T A : IX / 2017-2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 11 Desember 2017			Revise Abstract	
2.	Rabu 27			Acc to Munqasah	

Mengetahui,
Ketua Jurusan PBI



Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing I



Dr. Widhiya Ninsiana, M.Hum
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CURRICULUM VITAE



Lulus Uji Pangestu was born on December 17th, 1995 in a little village namely Tambak Jaya, Way Tenong, west Lampung. She is the second child of one older sister and one younger brother from a good couple Mr. Ponimin and Mrs. Sarmina.

She begun her study from SD Negeri 1 tambak jaya 2001-2007. She continued her junior high school at SMPN 1 Way Tenong on 2007-2010. She continued her study at SMAN 1 Sekincau, but when she was in second grades of Senior High School, she moved to MAN 1 Metro till finished. After graduating from senior high school, she decided to have lecture in English major at IAIN.