AN UNDERGRADUATE THESIS

THE INFLUENCE OF EXPANSION DRILL TECHNIQUE TOWARD THE STUDENTS' SPEAKING ABILITY AT THE EIGHTH GRADERS OF SMP PGRI 04 PUBIAN CENTRAL LAMPUNG

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ENGLISH EDUCATION DEPARTEMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2018 M

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

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
2018 M / 1440 H

THE INFLUENCE OF EXPANSION DRILL TECHNIQUE TOWARD THE STUDENTS' SPEAKING ABILITY AT THE EIGHT GRADERS OF SMP PGRI 04 PUBIAN CENTRAL LAMPUNG

ABSTRACT
By:
BETTY OKTIANA

The purposes of this research are to show that using expansion drill technique can increase the students' speaking ability and students' learning activities at the eight graders of SMP PGRI 04 Pubian Central Lampung. The researcher had outlined the problem in this research that focused on speaking abilities. It is related on the problem identification that the students speaking ability is low, they get the difficulties to speak well and they are also not interested about the learning method in the class. They always feel bored in speaking subject.

In this research conducted a quantitative, in form of experiment research; the characteristic of the writer is correlated at eight graders of SMP PGRI 04 Pubian. The population of this research consist of 78 students. And the sample is of the class VIII.1 grade students. Is the established through the purposive cluster sampling technique.

Finally, the pre-test just 19,2% mean of the pre-test is 61. It can say that the result of pre-test was unsatisfactory. Then, in post-test there are 30% students that can fulfill minimum mastery criteria (MMC) and mean of the post-test is 69. The result of data analysis from t-test formula illustrates that $t_{observed} = 17.44$ is higher than t_{table} with the significant level of 5% = 2.060 and 1% = 2.787. Thus, it means that there is a significant influence of using expansion drill technique toward the students speaking ability at the eight graders of SMP PGRI 04 Pubian Central Lampung. The conclusion of the research Expansion Drill Technique is one of the technique can be used in learning speaking.

Keywords: *Speaking ability, Expansion Drill Technique.*

PENGARUH PENGGUNAAN TEKNIK EXPANSION DRILL TERHADAP KEMAMPUAN BERBICARA SISWA DI KELAS DELAPAN SMP PGRI 04 PUBIAN LAMPUNG TENGAH
ABSTRAK
Oleh:
BETTY OKTIANA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan *Expansion Drill Technique* dapat meningkatkan kemampuan berbicara siswa dan aktifitas pembelajaran pada siswa tingkat VIII SMP PGRI 04 Pubian Lampung Tengah. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan berbicara siswa. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa masih lemah dalam kemampuan berbicara, mereka mengalami kesulitan untuk berbicara dengan baik, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi membaca bahasa Inggris.

Penelitian ini merupakan penelitian kuantitatif, yang berbentuk penelitian ekperimen dan bersifat hubungan antara variabel pada murid kelas VIII SMP PGRI 04 Pubian. Populasi dalam penelitian ini berjumlah 78 siswa. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas VIII.1. Teknik pengambilan data sampel menggunakan teknik sampel secara berkelompok. Instrument penelitian yang digunakan yaitu test, dokumentasi, dan observasi.

Temuan penelitian ini adalah hasil pre-test adalah 19,2% dengan rata-rata 61. Bahwa dapat dikatakan hasil pre-test tidak memuaskan. Sedangkan hasil post-test ada 30% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 69. Hasil analisa data dari rumus *t-test* menunjukkan bahwa $t_{observasi} = 17.44$ lebih tinggi dibandingkan dengan t_{table} dengan taraf signifikan 5% = 2.060 dan 1% = 2.787. Ini artinya bahwa ada pengaruh antara penggunaan Teknik Expansion Drill terhadap kemampuan berbicara siswa pada kelas VIII di SMP PGRI 04 Pubian Lampung Tengah. Kesimpulan bahwa Teknik Expansion Drill merupakan salah satu tekhnik yang bisa di gunakan dalam pembelajaran speaking.

Kata Kunci : *Kemampuan Berbicara,Tekhnik Expansion Drill.*

RATIFICATION PAGE
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An Undergraduated Thesis entitled, THE INFLUENCE OF EXPANSION DRILL TECHNIQUE TOWARD THE STUDENTS' SPEAKING ABILITY AT THE EIGHTH GRADERS OF SMP PGRI 04 PUBIAN CENTRAL LAMPUNG, written by Betty Oktiana, students number 14121057, English Education Department, had been examined (Munaqosah) in Tarbiyah Department on Thursday, November 29th 2018 at 13.00 – 14.30 p.m.

BOARD OF EXAMINERS :

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vi

Title : THE INFLUENCE OF EXPANSION DRILL TECHNIQUE TOWARD THE STUDENTS' SPEAKING ABILITY AT THE EIGHT GRADERS OF SMP PGRI 04 PUBIAN CENTRAL LAMPUNG

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NOTIFICATION LETTER

Number   :
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              of Betty Oktiana

To :
The Honorable of the Dean of Faculty of
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Assalamu'alaikum, Wr. Wb

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

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

Wassalamu'alaikum Wr. Wb

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Nomor   :
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Perihal   : **Mohon Dimunaqosyahkan Skripsi**
              Saudari Betty Oktiana

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
    Tempat

Assalamu'alaikumWr.Wb.

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

Nama   : Betty Oktiana
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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography.

Metro, November 2018
The Researcher

BETTY OKTIANA
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ORISINALITAS PENELITIAN

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Nama   : BETTY OKTIANA

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Fakultas   : Tarbiyah

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

Metro, November 2018

Yang membuat pernyataan,

BETTY OKTIANA
NPM. 14121057

MOTTO

وَاسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ وَإِنَّهَا لَكَبِيرَةٌ إِلَّا عَلَى الْخَاشِعِينَ (٤٥)

Say, seek (allah's) help with patient perseverance and prayer: it is indeed hard, except to those who bring a lowly spirit – (Q.S Al Baqarah: 45)

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Think Before You Speak
(Fran Lebowitz)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved parents, you are my soul and inspiration.
(Mr. Sarmin and Mrs. Daryati)

My beloved sisters
I love you all
(Eka Setiyawati and Cheryana Putri)

My beloved friends, ABCISE and CemsSquad,
Always support me
(Andri, Yosyie, Selly, Arum, Ani, Kunti, Linda, Mey,
Sriyatun, Yuki)

My beloved lectures of English Department of The
State Institute For Islamic of Metro Lampung

My beloved almamater

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To start with, the writer would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the writer can finally accomplish an undergraduate thesis by tittle **"The Influence of Expansion Drill Technique toward the Studens' Speaking Ability at the Eighth Graders of SMP PGRI 04 Pubian Central Lampung"**. Shalawat is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In the second place, the writer would like to thank to Prof. Dr. Enizar, M.Ag as Rektor IAIN Metro, Dr. Akla, M.Pd as the Dean of the Faculty Tarbiyah and Teacher Training Faculty, Ahmad Subhan Roza, M.Pd as the Head of English Department. The writer's thanks also goes to Mrs. Dr. Widhiya Ninsiana. M.Hum and Mr. Ahmad Subhan Roza, M.Pd. as the First and Second Advisor.

The writer realizes that this undergraduate thesis is nearly imperfect. Last but not least, I hope that the result of the research beneficial or contribute in teaching learning activity of English Language in SMP PGRI 04 Pubian Central Lampung.

Metro, November 2018

BETTY OKTIANA
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x

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF GRAPHS

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Study

Language as a part of communication seems to have played an important role in human life. Language and human beings can not be separated. Human life perspicuity can run well because they use language to communicate something one. Through the language, people gain a better insight in society. They use the language to express their ideas and thoughts. Meanwhile language can survive and develop because people use it and teach to other people. Whoever, whenever and wherever they are, language always accompanies them. Even when one is silent, basically he still uses language it is a means used to form thought and feeling, will and activity.

There are four skills of the language that must be mastery for language learners, they are reading, writing, listening, and speaking. One of four skills is speaking, that is the basic in mastery language and communication.

Beside that, speaking is one ways to communicate with every people. Speaking is one of the four skills in English that need to be mastered by everyone because by speaking, one is able to convey meaning, express feeling, give opinion, etc. On the other hand, 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

beable to interact with the society, go to many places without having any obtacles.

Morever, speaking is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in proper grammatical framework, communicating the feeling we have. On the other hand, speaking is a manifestation learning of language, because usually someone who is learning a language hopes to be able to speak by using the language which is learnt. The competence of speaking can indicate another competence of language skills, but it does not mean all the language skills are observable, at least one of them is speaking.

Therefore, speaking is so much a part of daily life that we take it for granted. So, speaking is form of communication to express what a speaker needs. We now know that speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge.

Meanwhile, expansion drill (backward build-up) technique is the technique to language learner build up a statement by adding a word or phrase. Expansion drill is when a word is added it takes a certain place in the sequence. In other word, expansion drill technique is very easy and practice to be used drill in speaking. So that, the students can solve problems their speaking. The students will be able to say or product the words they have learnt well, and the students will have better learning experience.

The pre survey had done on December 4th 2017 at the eighth graders of SMP PGRI 04 Pubian Central Lampung. The researcher get the data of speaking ability, that is the students mostly have difficulties in speaking, many of the students feel unconfident, and they have low score in speaking. The table below is the students' speaking score.

Table 1

The Data of Pre-survey on the Speaking Test at the Eight Graders of SMP

PGRI 04 Pubian Central Lampung

No	Score	Category	Number of students	Percentage
1	≥ 67	Passed	5	19,2%
2	≤ 67	Failed	21	80,8%
Total			26	100%

Source: The result of Pre-survey, taken on the speaking conversation at the Eighth Graders of SMP PGRI 04 Pubian.

Based on the table above, it can be inferred that the students' speaking ability is low. We can see that only 5 students (19,2%) were success and 21 students (80,8%) were not success. It means that only 5 can achieve passing grade the Minimum Mastery Criteria *(MMC),* so far from the target. English teacher at Junior High School has decided 67 as the completness standard Minimum Mastery Criteria (MMC). To reach the MMC, a teacher should choose a good and appropriate method.

Moreover, to solve the problems above, there are many techniques that can be used by the teacher and the students. One of them is expansion drill technique. Expansion drill (backward build-up) technique is the

technique to language learner build up a statement by adding a word or phrase. Richard states that expansion drill is when a word is added it takes a certain place in the sequence. So, it should be used to learning process and teaching English in speaking ability.

Regarding to all the explanation above, the researcher would like to conduct a research to know whether there is any influence of using expansion drill technique. Thus, the writer would like to conduct a research entitled "The influence of expansion drill technique toward the students' speaking ability at the eighth graders of SMP PGRI 04 Pubian Central Lampung."

B. Problem Identification

Based on the background above, the researcher finds some problems as follows:

1. The students speaking ability is low.

2. The students have no self-confidence to speak English in front of class.

3. The students seldom practice their English speaking.

4. The students cannot speak English fluently.

5. The students are not encouraged to communicate in English.

C. Problem Limitation

For there is a great number of problems dealing with speaking ability, the researcher focuses on the students speaking ability is low and the researcher used expansion drill technique in this research.

D. Problem Formulation

Based on the background of the problem above, the researcher would like to formulate the problem as follows: "Is there any positive and significant influence of Expansion Drill Technique towards the Students' Speaking Ability at the Eighth Graders of SMP PGRI 04 Pubian Central Lampung".

E. Objectives and Benefits of the Study

1. Objectives of Study

The following is the objective of the research is to investigate whether there is a positive and significant influence of Expansion Drill Technique towards the Students' Speaking Ability at the Eighth Graders of SMP PGRI 04 Pubian Central Lampung".

2. Benefits of the Study

a. For the Students

1) To help the student to speak well.

2) To contribute in solving the problem in speaking ability.

3) To inform the students for applying the speaking ability by using expansion drill technique effectively.

4) To stimulate or develop the Students' ideas to improve their confidence by using expansion drill technique effectively.

b. For the teachers

This research may be inspiration to the teacher of SMP PGRI 04 Pubian to use expansion drill technique in teaching speaking.

c. For the Researcher

By this research, the researcher will increase the ability, so the

optimal result of teaching process can be achieve.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoritical Review

1. The Concept of Speaking Ability

a. The Definition of Speaking

According to Thornbury, speaking is interactive and requires the ability to co-operate in the management of speaking turns.[1] In the other words, speaking is so much a part of daily life that we take it for granted. So, speaking is form of communication to express what a speaker needs. We now know that speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge.

Morever, Lucy defined that speaking is one of the most difficult aspects for students to master.[2] This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.

Meanwhile, Brown said that Speaking is productive skill that can be directly and empirically observed by the accuracy and

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[1] Scott Thornbury, *How to Teach Speaking, (*England: Pearson Education limited, 2005), p.iv

[2] Lucy Pollard*, Lucy Pollards's Guide to Teaching English*, (Lucy Pollard, 2008), p. 33

effectiveness an oral production test.[3] Therefore, Geoffrey stated that however good a student may be at listening and understanding, it need not follow that he will speak English well.[4] There has to be training in the productive skill of speech as well.

On the other hand, David says that to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measure in terms of the ability to carry out a conversation in the language.[5] In addition, Bailey said that speaking is a comprehensive volume addressing the most salient issues for teaching learners to produce oral language.[6]

Furthermore, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language.[7] Speaking, before any technological inventions, could only take place face-to-face. This meant that the receiver was always physically present.[8]

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[3] Brown, Douglas H, *Language Assesment: Principles and Classroom Practice,* (California: Longman, 2003), p. 140

[4] Geoffrey Broughton, et al, *Teaching English as a Foreign Language*, Second Edition (New York: Routledge, 1980), p. 76

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

[6] Kathleen M. Bailey, *Practical English Language Teaching: Speaking,* (New York: McGraw-Hill ESL/ELT, ISBN Vol.10.4, 2007), p. 3

[7] Emma Rosana, *Teaching Speaking of English As A Foreign Language: Problems and Solutions*, (Banjarmasin: UniversitasLambungMangkurat), p. 2

[8] Sandra Combleet and Ronald Carter, *The Language of Speech and Writing*, (London and New York: Taylor and Francis Group, 2001), p. 23

Ability is a level of skill or intelligence. According to Hornby, ability is the fact that somebody is able to do something.[9] Ability is power or capacity of special skill or competence in an activity. Speaking is one of the skills that have to be mastered by students in learning. Speaking ability is special skill or competence that has to be mastered by students in an activity.

Based on the explanation above, the researcher can conclude that speaking is one of the ways to communicate with every people which is used in English teaching. The researcher would know the students' speaking ability focused on their speaking fluency by measuring their fluency, grammar, vocabulary and comprehension. Hence, in order to be able to speak English fluently, the students must be mastering four components above.

b. **The Concept of Teaching Learning Speaking**

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), through how best to approach the teaching of oral skills has

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[9]AS.Hornby, Oxford Advance Learner's Dictionary(Oxford University Press, 2002), p.2

long been the focus of methodological debate. Teachers and textbooks make use of a variety of Approaches, ranging from direct approaches focusing on specific features of oral Interaction (e.g., turn-taking, topic management, and questioning strategies) to Indirect approaches that create conditions for oral interaction through group Work, task work, and other strategies.[10]

1) Conversational routines

A marked feature of conversational discourse is the use of fixed expression, or "routines," that often have specific functions in conversation and give conversational discourse the quality of naturalness.

In designing speaking activities or instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

2) Style of speaking

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of

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[10] Jack, C. Richards, *Teaching Listening and Speaking*: from Theory to practice, (United States Of America: University Press, 2008), p.19

politeness. Consider the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences.

a. Got the time?

b. I guess it must be quite late now?

c. What's the time?

d. Do you have the time?

e. Can I bother you for the time?

f. You wouldn't have the time, would you?

Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate.

3) Functions of speaking

Numerous attempts have been made to classify the functions of speaking in human interaction.[11] Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

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[11]*Ibid*, p.21

c. Elements of Speaking

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process the information and language directly on the spot. Here are some elements of speaking[12]:

1. Language Feature

   Among the elements necessary for spoken production, are follow :

   a) Connected speech

   Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. Here, the connected speech can be omitted and added. The use of expressive contribute to the ability to convey the meaning. They use the extra expression of emotion and intensity.

   b) Expressive devices

   Native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.

   c) Lexis and grammar

   Speech is marked by the use of lexical phrases, especially in the performance of certain language function. Here, the teacher give

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[12] Jeremy Harmer, *The Practice of English Language Teaching Third edition*, (Cambridge: Longman, 2003), p. 269-271

some phrases for different function such as expressing surprise, agree, disagree, etc.

d) Negotiation language

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

2. Mental/Social Processing

The success of speaker depends on the processing skill like:

a) Language processing

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

b) Interacting with other

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

c) (On-the-Spot) Information processing

Here, we need to be able to process the information about something that they tell to us at the moment we get it. The longer it takes, the less we are as instant communicators.

So, the elements of speaking are very useful to help the students improve their speaking ability. This way how to be a process the information and language directly on the spot will affect their fluency in learning speaking.

d.   The Characteristics of Speaking Ability

Students often think that the ability to speak a language is the product of language learning but speaking is also a crucial part of the language learning process. So, the teacher should teach students speaking strategies through the following characteristics of spoken language that can make oral performance easy as well as, in some cases, difficult. According to Brown, There are some characteristics of speaking, the explained that below[13]:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their out put cognitively and physically through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Students who do not learn colloquial contractions can develop a stilted, bookish quality of speaking that in turn stigmatizes them.

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[13]Brown, Douglas H, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition,*(San Francisco:Longman, 2001) , p. 270

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause hesitate.

5) Colloquial Language

Make sure your students are reasonable well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of the task in teaching spoken English is to help learners achieve an acceptable speed along with other attribute of fluency.

7) Stress, Rhythm and Intonation

This is the most important characteristic The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to waves of language in a vacuum would rob speaking skill of its richest component the creativity of conversational negotiation.[14]

Based on the characteristics of speaking above, the writer inferred that speaking has some characteristics that have to be understood. If all of characteristics above is completed, it will be produced speaking well.

e. The Measurement of Speaking Ability

To test speaking ability, there are some indicators that should be scored, according to Weir, he classified five criteria of speaking as follow[15]:

Table 2

The Criteria of Speaking

Aspect	Score	Indicators
	4 (Excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
Fluency	3 (Good)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional promt.

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[14]*Ibid*, p. 271

[15]Cyril J. Weir, *Language Testing and Validation*, (United States: Palgrave Macmillan, 2005), p. 195-196

	2 (Adequate)	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	1 (Fair)	The students speak so little that no 'fluent' speech can be said to occur.
	4 (Excellent)	Occasional errors of pronounciation a few inconsistencies of rhythm, intonation, and pronounciation but comprehension is not impeded.
Pronounciation	3 (Good)	Rhythm intonation and pronounciation require more careful listening; some errors of pronounciation which may occasionally lead to incomprehension.
	2 (Adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronounciation.
	1 (Fair)	Words are unintelligible.
	4 (Excellent)	Effective use of vocabulary for the task with few inappropriacies.
Vocabulary	3 (Good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (Adequate)	Limited use of vocabulary with frequent inappropriacies.
	1 (Fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (Excellent)	Very few grammatical errorsevident.

	3 (Good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (Adequate)	Speech is broken and distorted by frequent errors.
	1 (Fair)	Unable to connect comprehensible sentences.
	4 (Excellent)	Interacts effectively and readily participaties and follows the discussion.
Interactional Strategies	3 (Good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (Adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (Fair)	Understanding and interaction minimal.

2. The Concept of Expansion Drill Technique

a. Definition of Drill Technique

Drill technique is roots in behaviorism psychological theory and 'audio lingual' approaches to teaching.[16] Behaviorism is a worldview that assumes a learner is essentially passive, responding to environmental stimuli. In behaviorism theory there are many drill such as : stimulus, response, reinforcement. According to Wichuda Kunnu,

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[16] Kelly, Gerald, *How To Teach Pronunciation*,(Malaysia: Longman, 2000), p.16

stimulus is the lesson in target language. Response is the response from students. Meanwhile, reinforcement is serves to mark the response as being appropriate and encourages.[17]

In the other words, drill is an important tool in pronunciation work. Drills as part of the Audio Lingual Method, have been applied to the teaching speaking, drill is also fundamental to teaching of word stress, sentence stress and intonation. Drill is aims to help students achieve better pronunciation of language items, and to help them remember new items. According to Oxford Learner's Dictionary the word "technique" can be defined as a specific way to do or to act something, especially in learning particular skill.[18]

A drill may be defined as a technique focus on a minimal number (usually one of two) of language form (grammatical or phonological structures) through some types of repetition.[19] Drill is a technique that has been used in foreign language classroom for many years. There are many types of pattern drills in audio lingual method such as expansion drill (backward build – up), repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation, and question and answer. Here the researcher just focus on one drill that is expansion drill (backward build – up).

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[17] Wichuda, Kunnu, *The Development of Speaking Skill Through Audio-Lingual Method,* (Thailand: Suan Sunandha Rajabhat University, International Multidisiplinary Scientific Conference on Social Science and Arts, 2007), p. 4

[18] AS.Hornby, *Oxford Advance Learner's Dictionary,* (Oxford University Press, 2002), p.1388

[19] Brown, Douglas H, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition,* (San Francisco:Longman, 2001) p. 131

b. **Definition of Expansion Drill**

There are some definitions of expansion drill which is used in speaking. Below are the definitions which taken from some experts.

As asserted by Bambang, expansion drill (backward build-up) technique is the technique to language learner build up a statement by adding a word or phrase.[20] Richard states that expansion drill is when a word is added it takes a certain place in the sequence.[21]

Beside that, according to Gonzalez M. Josue expansion drill or backward build up drill helps students learn accurate placement of sentence stress and pitch patterns by starting from the end of an utterance and gradually building up to the beginning of the utterance.[22]

Therefore, Goldstein says in his book that the teacher directs the students to retain the sentence but to insert the word in proper slot. Additional directions are given, one or two words at a time, to make the sentence grow. This continues until the sentence is stretched and expanded far beyond what it was originally.[23] The students response contains more constituents than does the model but their relative word order remains the same, these drills are useful for practice on word

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[20]Setiyadi, Ag. Bambang, *Teaching English as a Foreign Language,* (Yogyakarta: Graha Ilmu, 2006), p.65

[21]Jack, C. Richards*, Approaches and Methods in Language Teaching*, 2nd ed. (Cambridge: University Press, 2001), p.55

[22]Gonzalez M. Josue, *Encyclopedia of Bilingual Education*, (United States of America : SAGE Publications, Inc, 2008), p. 48

[23]Goldstein, Irwin, *Language and ESOL Methodology-a Unique Perspective*, (Singapore: Partridge Publishing), 2014, p. 57

order in adjective phrase and of frequency adverbs, and for tag question.

Based on the quotation and explanation above, the researcher takes conclusion that expansion drill technique is adding words or phrase in sentence which be able to easily for learned in speaking learning process.

c. **The Teaching Procedure of Expansion Drill Technique**

The steps of teaching use expansion drill technique as follow[24]:

1) The teacher breaks down the line into several parts.

2) The students repeat the parts of the sentences, usually the last phrase of the line.

3) Then following the teacher's cue, the students expand what they are repeating part until they able to repeat the entire line.

4) The teacher begins with the part the end of sentence (and works backward from there) to keep intonation of the line as natural as possible.

5) This also direct more student attention to the end of the sentence.

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[24] Larsen, Diane,-freeman, *Techniques and Principles in Language Teaching* 2nded. (New York: Oxford university press, 2000), p.48

d. The Steps to Apply of Expansion Drill Technique

Expansion drill is kinds of drill that is usually used to practice in teaching speaking at the beginning level. This technique helps the students practice their mind for adding words or phrase in the sentence, when the teacher's question based on topic or conversation as a cue. The students also have to expand the word for another.

On the other hand, Goldstein explains the steps of expansion drill technique as follows :

The teacher ask the question : "What is it like in the summer?"

The student at first is encouraged to respond with one characteristic of summer such as[25]:

"It is sunny in the summer."

The teacher directs the students to retain the sentence but to insert the word **very** in a proper slot. The sentence then becomes:

"It is **very** sunny in the summer."

Additional directions are given, one or two words at a time, to make the sentence grow. This continues until the sentence is stretched and expanded far beyond what it was originally.

Example 1 :

" It is very sunny and hot in the summer".

" It is very sunny, hot and humid in the summer".

" It is very sunny, very hot and very humid in the summer".

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[25] Goldstein, Irwin, *Language and ESOL Methodology-a Unique Perspective*, p. 57

Example 2 :

Teacher : "Was yesterday Sunday?"

Student : "Yes, yesterday was Sunday".

Teacher : "Add the words, 'and today is Monday".

Student : "Yes, yesterday was Sunday and today is Monday".

The purpose of expansion drill (a backward build – up drill) is to break down the troublesome sentence into smaller part. Through step by step procedure, the teacher is able to the students help in producing the troublesome line. By using expansion drill technique from audio lingual method in teaching learning process. Especially in teaching speaking, the students are also able to take note of each word or phrase begins and ends in the sentence. So that the students can speak fluency.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

This research is quantitative research. This research is aimed to knowing the influence between independent variable and dependent variable. There are two variables in this research, they are independent variable (X) and dependent variable (Y). The independent variable (X) is expansion drill technique and dependent variable (Y) is speaking ability. In short Expansion Drill Technique is a method to improve students speaking ability.

The theoretical framework in this research is "if expansion drill technique is applied perfectly in the English teaching and learning

process, so the students' speaking ability will be good. Whereas, if expansion drill technique is not applied perfectly in the teaching and learning process, so the students speaking ability will be bad.

2. **Paradigm**

Based on the theoretical framework above, the researcher describes the paradigm as follows:

Figure 1

The Influence of Expansion Drill Technique toward the Students' Speaking Ability
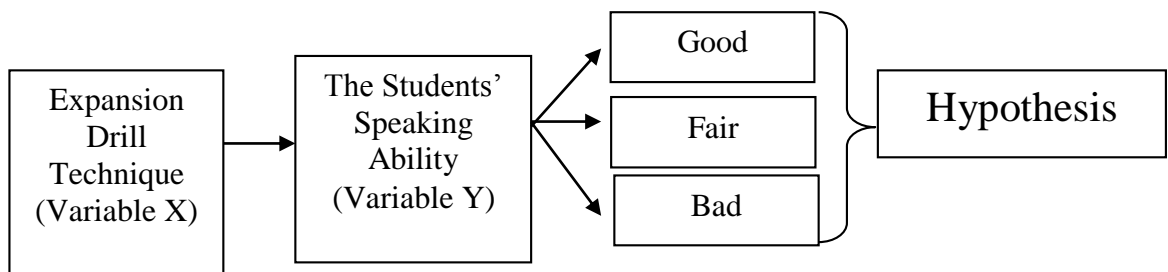
Based on the figure above, it can assume that the expansion drill technique is a good, the students speaking ability is also good. So there positive and significant of using expansion drill technique toward the students speaking ability. However, if the expansion drill technique is bad, the students speaking ability is also bad. So there is no positive influence of using expansion drill technique toward the students speaking ability.

C. Hypothesis

Based on the theoretical framework and paradigm above, the researcher formulates the hypothesis of the research as follows:

1. **Hypothesis Formulation**

   a. H_a (Alternative Hypothesis):

      There is positive and significant influence of using expansion drill technique toward the students' speaking ability at the eighth graders of SMP PGRI 04 Pubian Central Lampung.

   b. H_o (Null Hypothesis):

      There is not positive and significant influence of using expansion drill technique toward the students' speaking ability at the eighth graders of SMP PGRI 04 Pubian Central Lampung.

2. **Statistical Hypothesis**

   If $= F_o > F_t$, H_a is accepted and H_o is rejected.

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

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research would be conducted based on quantitative research According to Cresswell, in quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs. Describing a trend means that the research problem could be answered best by a study in which the researcher seeked to establish the overall tendency of responses from individuals and to note how this tendency varies among people.[26]

This research used two variables; they are independent variables (X) and dependent variable (Y). The independent variable is expansion drill technique (X), and dependent variable (Y) is speaking ability. In arranging the research, the researcher used pre-experimental design with one group pre-test and post-test.

Therefore, the researcher used one class, the research design is follows:

Class	Pretest	Treatment	Posttest
Exp. Class	T1	X	T2

T1   : The result before the treatment called *Pretest*

X   : Treatment by using Expansion Drill Technique

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[26]John W. Creswell, *Educational Research Methodology: 4thEditionn, (*Boston: Pearson Education, 2011), p. 13.

T2   : The result after treatment called *Posttest*.

The pre-test given before the teacher give them the treatment and the post-test carried out after the teacher give them the treatment. This research is intended to investigate whether there is a positive and significant influence of using expansion drill technique toward the students' speaking ability at the eighth graders of SMP PGRI 04 Pubian Central Lampung.

B. The Operational Definitions of Variables

John W. Creswell said that a variable refers to a characteristic attribute of individual or an organization that can be measured or observed and that varies among the people or organization being studied.[27] Meanwhile, Variable can be defined a general class of objects, events, situations, characters and attributes that are of interest to the researcher.[28] There are two variables in this research which consist of using expansion drill technique and speaking ability. The operational definition of variables in this research as follows:

1. Independent variable

Independent variable was the major variable which could be understood as the factor that is measured, manipulated, selected or controlled by the researcher.[29] The independent variables are variable (probably) cause, influence or effect outcome. They are also called

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[27]John W. Creswell,*Research Design* (Los Angles : Sage,2009) p.235.

[28] Mark And Peter, *Introduction Quantitative Research Methods,* (New Delhi: Sage Publications, 2001), p. 46

[29]Yogesh Kumar Singh, F*undamental of Research Methodology and Statistics*, (New Delhi: New Age International, 2006), p. 63

treatment. The variables examine are classified into independent and dependent variable. Independent variable of this research is Expansion Drill Technique as the variable (X).

In this research, the researcher used test to know about the condition of the student, especially in the score of speaking subject and also to know the technique or method that uses by teacher when they are teaching speaking. Then, the researcher analyzed the data and write in the observation list, as the result of pre-survey data.

The researcher used the quantitative research, which pre-test and post-test design. In this design, the pre-test and post-test intended to investigate whether using Expansion Drill Technique could be used to influence speaking ability. Expansion Drill (backward build-up) technique is the technique to language learner build up a statement by adding a word or phrase.

The researcher used oral test to know about expansion drill technique. Moreover, the indicator of this variable as follows:

1) The students are able to expand the words correctly.

2) The students are able to build up adding words or phrase to make the sentence.

2. **Dependent Variable**

According to Yogesh Kumar dependent variable was that factor which is observed and measured to determine the effect of the

independent variables.[30] Dependent Variable of this research was Students' Speaking Ability (variable Y). Variable Y or dependent variable was measuring by an oral test.

In this research the student could be explored their ideas with a good speaking. This variable could be measured by using oral test. The testhave been given two times, which are before the treatment or called as pre-test and after the treatment or called as post-test. According to Cyril J Weir, the students get the score of rubric measurement of speaking ability categories include fluency, pronunciation, vocabulary, grammatical accuracy and comprehension. And each categories has speaking score criteria include,good, fair, and bad. So the highest score is 100 as the total of the score speaking ability.

The indicator of oral test in speaking ability are :

1) The students are good in speaking. For oral communication, spelling correctly is needed know the meaning of word when they speak up.

2) The students are good in pronunciation. Pronunciation is the way for students' to produce clearer language when they speak, how sounds vary and pattern in a language.

[30]*Ibid*, p.63

3) The students are good in vocabulary. They cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary.

4) The students are good in fluency. Fluency can be defined as the ability to speak fluently and accurately.

C. Population, Sample and Sampling Technique

1. Population

According toDonald Ary et.ala population is defined as all members of any well-defined class of people, events, or objects.[31] Population was an individual or group that represents all the members of a certain group or category of interest.[32] It means that population is total number of subject or unit of analysis who has gather characteristics to contrast with others.

The population of this research was the students of eighth graders of SMP PGRI 04 Pubian Central Lampung. The total population in this research is 78 students.

2. Sample

Donald Ary stated that a sample was a portion of a population, whereas Creswell explained that a sample was a subgroup of the target

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[31]Donald Ary, *et al.*, *Introduction to Research in Education: 8th Edition*, p. 148.
[32]Timothy C. Urdan, *Statistics in Plain English,Second Edition,* (London: LEA publisher, 2005), p.1.

population that the researcher plans to study for generalizing about the target population.[33] It means that sample is small unit of population.

The sample of this research was take one class of the eighth graders of SMP PGRI 04 Pubian consist of 26 students who are included into VIII.1.

3. Sampling Technique

Marczyk *et. al* defined sample is as a subset of population.[34] It means that sample is the part of population which represents that population will be researched. The researcher used cluster sampling technique in this research.

According to Donald Ary, cluster sampling is the unit chosen is not an individual but, rather, a group of individuals who are naturally together.[35] By using purposive cluster sampling, the researcher choose VIII.1 for doing this research.

D. Data Collecting Technique

1. Test

According to Creswell, a test was a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical

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[33] John W. Creswell,*Educational Research Methodology: 4ᵗʰEditionn,* p. 142.

[34]Geoffrey Marczyk*et. al., Essential of Research Design and Methodology*, (New Jersey: John Willeyan Sons Inc., 2005), p. 84

[35] Donald Ary, *et al.*, *Introduction to Research in Education: 8ᵗʰ Edition*, p. 154.

score can be assigned.[36]Anderson with Arsenault assume that "instrument includes test and questionnaire, observation schedule and any other tool used to collect data".[37] Moreover, the researcher used oral test as a data collection method to measure the dependent variable. It was oral test in this test, the researcher uses rating scale.

The researcher measured the used of expansion drill technique on the the students' speaking ability by pre-test, and post-test :

a) Pre-test

To know whether the using on expansion drill technique can influence the students' speaking ability, in this case, the researcher give pre-test before the students get treatment. From this result, the researcher know the students' level in answering an oral test of speaking test and the weakness of learning process.

b) Post-test

After doing pre-test, the researcher ask to the students about the difficulties in answering the exercise and give more explanation about the speaking and expansion drill technique until the students understand. Finally the researcher give the post-test.

2. Documentation

Donald Ary state that "Documentation be of written or text-based artifacts (textbooks, novels, journals, etc.[38] Documentation is

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[36]*Ibid*, p. 201.
[37] Gary Anderson With Nancy Arsenault, *Fundamental Of Education Research*, (USA: Falmer Press, 2005), p. 94.
[38] Donald Ary, et.al, p.442

one of instruments to collect some data and informations in the form of written source or documenter such as book, encyclopedia, daily note, etc. In this research, the researcher recorded the students' name at the eighth graders of SMP PGRI 04 Pubian to know total of the students and took the data about description of research area included profiles of SMP PGRI 04 Pubian Central Lampung.

3. **Observation**

Observation is a data collection tool that was done by observing and recording systematically. This method is hoped that to get information about the learning.

E. **Research Instrument**

The functional of using research instrument was also to get the data that useful when the researcher has done to collect information in the field. The research instruments are:

1. **Intrument Blueprint**

The instrument blueprint which will be used are as follows:

To earn the data related to the research problems, the researcher design with indicators which have been decided. Moreover, the researcher used Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about speaking ability, so the research instrument which is used in present research is in the form of speaking ability test.

Here is the blue print, such as:

a. The instrument used in test in this research, it included the pre − test and post − test about English learning result. The writer used the oral test that is monologue tests. It consist of 1 item.

Instrument blueprint in this research is an illustration of the test consist of the indicate of each variabel. They are expansion drill technique and speaking ability.

Table 3

The instrument grilles test for Speaking Ability

No	Variable	Indicator	Form of test	Items
1	Independent variable (Expansion Drill Technique)	1. Student can expand words correctly. 2. The students can build up adding words or phrase to make the sentence.	Oral test (speech)	1
2	Dependent variable (Speaking Ability)	1. The student must be able to understand about the topic. 2. The student must be able to speak a short monologue about the words.	Oral test (speech)	1

2. Instrument Calibration

Instrument calibration was the scale of measurement which will be used to decide the instrument standard which will be used. Moreover, the researcher used the standard for test instrument as following:

a) The instrument used in documentation method was documentation guidance, as follow; 1) Documentation about condition of the teachers and officials in the SMP PGRI 04 Pubian ; 2) Documentation about the students of SMP PGRI 04 Pubian ; 3). Documentation about the organization structure of SMP PGRI 04 Pubian.

b) The instrument used in observation method was observation guidance, as follow; Observation of the strategy that is used by the teacher in teaching speaking process, Observation the location sketch, Observation the establishment, Observation about building of SMP PGRI 04 Pubian.

F. Data Analysis Technique

To investigate whether there was the influence of expansion drill technique towards students' speaking ability at the eighth graders of SMP PGRI 04 Pubian Central Lampung. The researcher used one class that compared between pre test and post test. Here, the researcher analyzes the

data by using Chi-Square and T-test (Paired-Sample-Test) with using SPSS. According Donal Ary the formulation of t-test as follows:[39]

$$\chi^2 = \sum \frac{(f_0 - f_e)^2}{f_e}$$

Where:

X^2 : Chi-Square

F_o : An observed frequency

F_e : An expected frequency.

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

Notes :

t   = t value for correlation sample
D   = (difference), difference between pre-test score with post-test score.
D^2 = Square of D
N   = Total of participant

CHAPTER IV

[39]Donal Ary *et.al*, *Introduction to Research.*, p. 177

RESULT OF THE RESEARCH AND DISCUSSION

A. General Description

1. Description of The Research Location

a. History of SMP PGRI 04 Pubian

SMP PGRI 04 Pubian was established on February 29, 1982, based on the decision of The Ministry of Educational by number 018/KEP/1983. SMP PGRI 04 Pubian located at Pendidikan Street No. 07 Segala Mider in Pubian, Central Lampung.

In addition, SMP PGRI 04 Pubian have guided by 4 principles as follows:

1) Ponadi (in the period of 1982 - 1986)

2) Siswoyo, S.Pd (in the period of 1986 - 2012)

3) Puji Slamet (in the period of 2012 – 2014)

4) M. Wahyudi, S.Pd (in the period of 2014 – Now)

b. The Profil of SMP PGRI 04 Pubian

1. Name of school   : SMP PGRI 04 Pubian

2. NSS / NPSN   : 202120219080 / 10801806

3. Province   : Lampung

4. Regency   : Center Lampung

5. Sub district   : Pubian

6. Village   : Segala Mider

7. Street   : Pendidikan Street No.07

8. Name of fondation   : SMP PGRI 04 Pubian

9. No. Telp   : 082280046052

10. Email   :

smppgri04_pubianlampungtengah@yahoo.com

c. Vision and Mission of SMP PGRI 04 Pubian

1) Vision

Excellent the academic accomplishment and non academic based on foundations faith and belief.

2) Mission

a) Doing the learning and guidance effectively.

b) Bring everyone to take part teachers and educators in coaching of upgrading education quality.

c) Increasing the enthusiasm accomplishment intensive all member of school.

d) Increasing the comprehension and implementing of religion.

e) Developing the potential yourself in optimum.

3) Indicators

a) Excellent of increasing achievement in UN.

b) Excellent of sport activity.

c) Excellent of extraculicular activity.

d) Excellent and accomplishment in area religion activity.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of

SMP PGRI 04 Pubian is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum.

d. Structure of Organization

The structure of organization of SMP PGRI 04 Pubian is stated below:

Figure 2.
The Structure Organization of SMP PGRI 04 Pubian

The School Comitte **Margiono**	Headmaster **Mohammad Wahyudi, S.Pd**
	The Chief Administration **Linda Kusnardiani, S.Pd**
Vice Curriculum Section **Agus Purwanto, S.Kom**	Vice Student Section **Sugeng, S.Pd**

TEACHER

Public Relation Section **Muhammad Fauzi, S.Pd**	Osis Guider **Indah Wahyu Ariesta, S.Pd**
Cordinator of Lab. **Lenny Novia Kurniasih, S.Pd**	Cordinator of Guidance **Gusti Bayu Sukma Dewa**

THE STUDENTS

Sources : Documentation Result in SMP PGRI 04 Pubian on August, 2018.

e. Condition of The Teachers and Employers

The condition of the teachers and employers in SMP PGRI 04 Pubian is stated below:

Table 4.
Condition of Teachers and Employers

NO	N A M A	Mengajar Mata Pelajaran
1	Mohammad Wahyudi, S.Pd	Penjaskes
2	Puji Slamet	PPKN
3	Sugeng, S.Pd	IPS
4	Agus Purwanto, S.Kom	TIK
5	Herwati, S.Pd.I	Pendidikan Agama Islam
6	Gusti Putu Angga W, S.Pd	SeniBudaya
7	Linda Kusnardiani, S.Pd	IPA
8	Gusti Bayu Sukma Dewa	Bhs Inggris
9	Muhammad Fauzi, S.Pd	Bahasa Indonesia
10	Indah WahyuAriesta, S.Pd	Matematika
11	Figur Ari Setiawan	Matematika
12	Lenny Novia Kurniasih, S.Pd	Bahasa Lampung
13	Umi Kholifah, S.Pd	IPS
14	Adi Nugroho, S.Pd	Prakarya
15	Suparmi, S.Pd	BahasaInggris

f. Condition of Students

The condition of students in SMP PGRI 04 Pubian is stated as follows:

Table 5.
Recapitulation of Students in SMP PGRI 04 Pubian

NO	Classes	Sex		Total
		Male	Female	
1.	Class VII	38	42	80
2.	Class VIII	39	39	78
3.	Class IX	35	48	83
	Total	112	129	241

g. Condition of Facilities

The condition of facilities in SMP PGRI 04 Pubian is stated below:

Table 6.
Recapitulation Facilities in SMP PGRI 04 Pubian

NO	FACILITIES	QUANTITY
1	Classroom (Class VII-IX)	9
2	Headmaster Room	1
3	Teacher Room	1
4	TU Room	1
5	Counseling Room	1
6	Library	1
7	OSIS Room	1
8	Mosque	1
9	Warehouse	1
10	Parking Area	1
11	Teacher Toilet	1
12	Student Toilet	2
13	Canteen	4
14	The Locker Room	1
15	Sciences Laboratory	1

Source: documentation of SMP 04 Pubian on 20th, August 2018.

2. Description of The Research Data

a. Pre-test Result

The researcher conducted pre-test on 20th, August 2018. It was done to find out the students' basic knowledge towards speaking ability in oral test before giving treatment. The result of preliminary test could be seen as follows:

Table 7.
The Students' Pre-Test Result Towards Speaking
Ability At The Eighth Graders Of SMP PGRI 04 Pubian

No	Student's Name	FL	PR	VO	GR	IN	Score
1	AF	18	16	16	12	12	74
2	ANA	14	10	12	6	6	48
3	ARS	16	13	12	11	12	64
4	AS	16	12	12	7	9	56
5	BO	14	10	12	6	6	48
6	DA	16	10	10	9	7	52
7	DL	12	12	14	12	14	64
8	ES	18	16	14	10	10	68
9	FAW	18	13	12	9	11	63
10	HMA	18	12	14	9	11	64
11	LE	20	12	16	10	8	62
12	MA	20	14	10	12	12	68

13	MW	16	10	9	7	10	52
14	NB	16	14	12	10	11	63
15	NE	18	16	14	10	11	66
16	NS	16	12	12	9	7	56
17	RA	16	12	12	10	12	62
18	RAY	16	12	10	11	9	58
19	RC	20	14	16	10	12	72
20	RF	14	12	12	10	9	57
21	SZ	18	10	12	12	9	61
22	TVH	16	12	8	10	9	55
23	TW	20	16	16	11	11	74
24	VDS	16	14	12	12	11	65
25	WT	18	14	14	10	12	65
26	YS	12	12	9	10	7	50
Total							1587
Average							61,04
The highest score							74
The lowest							48

Note :

Fl   = Fluency

Pr   = Pronounciation

Vo   = Vocabulary

Gr   = Grammatical Accuracy

In   = Interactional Strategies

From the data above, it could be found that the highest scores was 74 and the lowest scores was 48. In line with the data, the researcher measured the class interval by using the formula as follows:

K = 1 + 3,3 log n

K = 1 + 3,3 log 26

K = 1 + 3,3 x 1,414

K = 1 + 4,66

K = 5, 66 = 6

R = the highest scores − the lowest scores

R = 74 - 48

R = 26

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

$I = \dfrac{26}{6}$

I = 4

Where:

K = number of interval class

R = distance of maximum and minimum scores

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

N = total participants/students

The total of interval class (I) in this research was 4. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 8.
Table Of Frequency Distribution Of Students' Pre-Test
Result Towards Speaking Ability
At The Eighth Graders of SMP PGRI 04 Pubian

Interval	Frequency	Percentages %
48 – 51	3 students	11,5 %
52 – 55	3 students	11,5 %
56 – 59	4 students	15,5 %
60 – 63	5 students	19,2%
64 – 67	6 students	23 %
68 – 71	2 students	7,8 %
72 – 75	3 students	11,5 %
Total	26	100 %

Graph 1.
The Result Of Students' Pre-Test Towards Speaking Ability
At The Eighth Graders Of SMP PGRI 04 Pubian
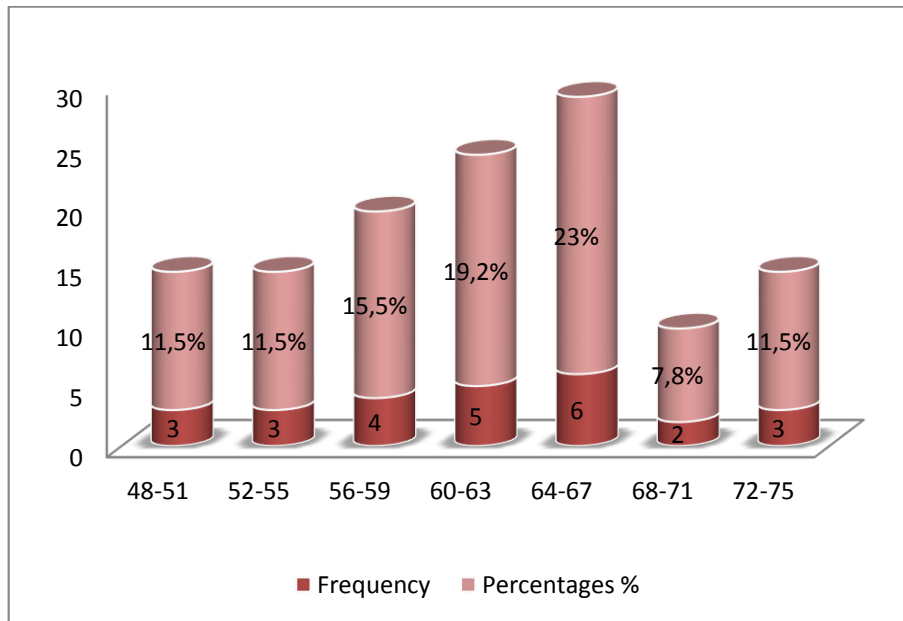
Furthermore, based on the table of frequency distribution above, it could be inferred that from 26 students as the sample of the research, just for about 2 students who had got the score similar to or higher than Expansion Drill, which is 74. The data revealed that 3 students got the score between 48 - 51 or as many as 11,5%. Next, there were 3 students got the score between 52 - 55 or as many as 11,5%. There were 4 students who got the score between 56 - 59 or in the other words, as many as 15,5%, meanwhile, there were 5 students who got the score between 60 - 63 or as many as 19,2%. Besides, there were 6 students who got the score between 64 - 67 and 2 students 68 - 71 in percentage of and 23% of each.

The last, there were 3 students who got the score between 72 - 75 or as many as 11,5%.

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

Furthermore, the researcher divided the pre-test of the students' speaking ability into three categories.

$$IR = \frac{t-r}{N}$$

Note:

IR   = Class interval

t   = The highest score

r   = The lowest score

N   = Total of the categories

$$IR = \frac{t-r}{N}$$

$$= \frac{74-48}{4}$$

$$= \frac{26}{4}$$

$$= 6$$

Table 9.
Students' Level Category of Pre-Test

No.	Class Interval	Freuqency	Category	Percentage
1	69-74	3	Excellent	11,53%
2	62-68	12	Good	46,15%
3	55-61	6	Fair	23,08%
4	48-54	5	Low	19,23%
Total		26		100%

b. Post-test Result

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

Furthermore, after the students in this class had been given the treatment of concept expansion drill technique and they had understood already, the researcher gave the post-test to measure their speaking ability in oral test. The result of post-test could be seen below:

Table 10.
The Students' Post-Test Result Towards Speaking Ability
At The Eighth Graders of SMP PGRI 04 Pubian

NO	Student's Name	FL	PR	VO	GR	IN	SCORE
1	AF	20	18	20	18	12	88
2	ANA	16	12	12	10	10	60
3	ARS	16	13	14	11	12	66
4	AS	16	12	12	7	9	56
5	BO	16	10	10	7	9	52
6	DA	18	16	14	12	10	70
7	DL	14	12	14	12	10	62
8	ES	18	16	14	10	12	70
9	FAW	18	13	12	10	12	65
10	HMA	20	12	18	12	12	74
11	LE	20	12	16	10	8	66
12	MA	20	14	14	12	12	72
13	MW	16	10	15	10	8	59
14	NB	16	14	12	10	13	65
15	NE	18	16	14	12	11	71
16	NS	16	12	12	9	10	59
17	RA	18	12	14	10	14	68
18	RAY	16	12	10	11	12	61

19	RC	20	16	18	14	18	86
20	RF	14	12	12	10	9	57
21	SZ	18	10	12	12	9	61
22	TVH	16	12	12	10	10	60
23	TW	20	18	16	20	12	86
24	VDS	16	14	14	12	11	67
25	WT	18	14	14	14	12	72
26	YS	14	12	13	10	12	61
Total							1734
Average							69,60
The highest score							88
The lowest							52

Source: *documentation of post-test result of speaking ability in oral test gathered on 20th, August 2018.*

From the data above, it could be found that the highest scores was 88 and the lowest scores was 52. In line with the data, the researcher measured the class interval by using the formula as follows:

K = 1 + 3,3 log n

K = 1 + 3,3 log 26

K = 1 + 3,3 x 1,414

K = 1 + 4,66

K = 5,66 = 6

R = the highest scores – the lowest scores

R = 88 – 52

R = 36

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

$I = \dfrac{36}{6}$

I = 6

Where:

K = number of interval class

R = distance of maximum and minimum scores

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

N = total participants/students

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

Table 11.
Table of Frequency Distribution Of Students' Post-Test
Result Towards Speaking Ability
At The Eighth Graders of SMP PGRI 04 Pubian

Interval Classes	Frequency	Percentages %
52 – 57	3 students	11,5%
58 – 63	7 students	27%
64 – 69	8 students	30,7%
70 – 75	5 students	19,2%

76 – 81	0 students	0%
82 – 87	2 students	7,8%
88 – 93	1 students	3,8%
Total	26	100%

Graph 2.
The Result Of Students' Post-Test Towards Speaking Ability
At The Eight Graders of SMP PGRI 04 Pubian
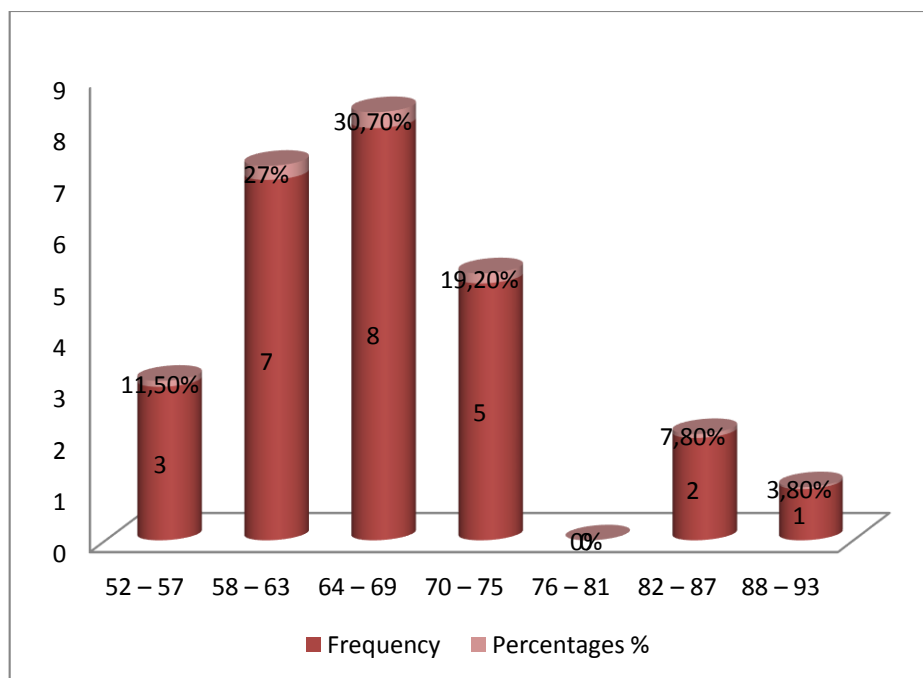
Furthermore, based on the table of frequency distribution above, it could be inferred that from 26 students as the sample of this research, there were 1 students got the score similar to or higher than expansion drill, which is 88. To be known, there were 3 students who got the score between 52-57 or as many as 11,5%, and there were 7 students who got the score between 58-63 or as many as 27% and there were 8 students who

got the score between 64-69 or as many as 30,7%. In addition, there were 5 students who got the score between 70-75 or as many as 19,2%. Morever, there were 0 student who got the score between 76-81 or as many as 0% and there were 2 students who got the score between 82-87 or as many as 7,8%. The last, there were 1 students who got the score between 88-93 or as many as 3,8%.

In summary, the post-test result was categorized into sufficient category even though several students was still lack on expansion drill technique on the students speaking ability, but on the whole, there was certain influence to help the students get better understanding.

Furthermore, the researcher divided the post-test of the students' speaking ability very into three categories.

$$IR = \frac{t-r}{N}$$

Note:

IR   = Class interval

t   = The highest score   = 88

r   = The lowest score   = 52

N   = Total of the categories   = 4

$$IR \quad = \frac{t-r}{N}$$

$$= \frac{88-52}{4}$$

$$= \frac{36}{4}$$

$$= 9$$

Table 12.
Students' Level Category of Post-Test

No.	Class Interval	Freuency	Category	Percentage
1	82-88	3	Excellent	11,54%
2	72-81	3	Good	11,54%
3	62-71	10	Fair	38,46%
4	52-61	10	Low	38,46 %
Total		26		100%

B. Hypothesis Testing

After applying expansion drill technique, the researcher analyzed the data by using t-test in order to prove whether there was a positive and significant influence of using expansion drill technique on the students' speaking ability at the eighth graders of SMP PGRI 04 Pubian in academic 2017/2018, as follow (Ha) is accepted, if there was a positive and significant influence of using expansion drill technique on the students' speaking ability. And (Ho) was rejected, if there was no positive and significant influence of using expansion drill technique on the students' speaking ability.

1. **Putting the data into the formula Chi-Square (x^2)**

   The Formulation of Chi-Square as follow:

   $x^2 = \Sigma[\frac{fo-fe)2}{fe}]$

Table 13.
The Contingency Table Of The Expected Frequency
At The Result Of Students' Speaking Ability In Pre-Test And Post-Test

Variable	Category				Total
	Excellent	High	Fair	Low	
Pre-Test	1	2	3	4	Rn = 26
	3	12	6	5	
Post-Test	5	6	7	8	Rn=26
	3	3	10	10	
Total	Cn= 6	Cn= 15	Cn= 16	Cn= 15	N= 52

Hypothesis testing by using Chi-Square analysed as follow:

Table 14.
Testing of The Data

Cell	Fo	$Fe = \dfrac{Cn \; x \; Rn}{N}$	Fo-Fe	(Fo-Fe)^2	$\dfrac{(Fo - Fe)2}{Fe}$
1	3	$\dfrac{6 \; x \; 26}{52} = 3$	0	0	0
2	12	$\dfrac{15 \; x \; 26}{52} = 7.5$	4.5	20.25	2.7
3	6	$\dfrac{16 \; x \; 26}{52} = 8$	-2	4	0.5
4	5	$\dfrac{15 \; X \; 26}{52} = 7.5$	-2.5	6.25	0.833
5	3	$\dfrac{6 \; X \; 26}{52} = 3$	0	0	0
6	3	$\dfrac{15 \; x \; 26}{52} = 7.5$	-4.5	20.25	27

7	10	$\frac{16 \times 26}{52} = 8$	2	4	0.5
8	10	$\frac{15 \times 26}{52} = 7.5$	2.5	6.25	0.833
Total				$x^2 = \Sigma[\frac{fo-fe)2}{fe}]$ $= 32.366$	

Furthermore, put the data into formula of Chi Square it could be calculated by using the formula as follows:

$$x^2 = \Sigma[\frac{fo-fe)2}{fe}]$$

$$x^2 = \frac{0}{3} + \frac{27}{7.5} + \frac{0.5}{8} + \frac{0.833}{7.5} + \frac{0}{3} + \frac{27}{7.5} \frac{x}{1!} + \frac{0.5}{8} + \frac{0.833}{7.5} = 32.366$$

To be known, $t_{observed}$ was 32.366 as the result of counting by using chi square formula above.

2. **Getting The Data Into The Formula of T-Test**

To find whether there was positive and significant influence of expansion drill technique toward the students' speaking ability at the eighth graders of SMP PGRI 04 Pubian. The researcher used the t-test formula. The researcher prepared the table and put the data into the formula of t-test below to get $t_{observed.}$

Table 15
The Scores Of Pre-Test And Post-Test Result Of Speaking Ability
At The Eighth Graders of SMP PGRI 04 Pubian

No	Codes of Resp	Pre-test (X_1)	Post-test (X_2)	D $(X_2 - X_1)$	$D^2 = (X_2 - X_1)^2$
1	AF	74	88	14	196
2	ANA	48	60	12	144
3	ARS	64	66	2	4
4	AS	56	56	0	0
5	BO	48	52	4	16
6	DA	52	70	18	324
7	DL	64	62	-2	4
8	ES	68	70	2	4
9	FAW	63	65	2	4
10	HMA	64	74	10	100
11	LE	62	62	0	0
12	MA	68	72	4	16
13	MW	52	59	7	49
14	NB	63	65	2	4
15	NE	66	71	5	25
16	NS	56	59	3	9
17	RA	62	68	6	36
18	RAY	58	61	3	9

19	RC	72	86	14	196
20	RF	57	57	0	0
21	SZ	61	61	0	0
22	TVH	55	60	5	25
23	TW	74	86	12	144
24	VDS	65	67	2	4
25	WT	65	72	7	49
26	YS	50	61	11	121
		$\sum X_1$ $= 1587$	$\sum X_2$ $= 1730$	$\sum D = 143$	$\sum D^2 = 1483$

Average of D = 57,03

Therefore, the data was put into the formula of t-test then calculated it. It could be calculated by using the formula below:

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

$$t = \frac{57,03}{\sqrt{\frac{1483 \cdot \frac{(143)^2}{26}}{26\,(26-1)}}}$$

$$t = \frac{57,03}{\sqrt{\frac{1483 - 786,5}{26\,(26-1)}}}$$

$$t = \frac{57,03}{\sqrt{\frac{696,5}{650}}}$$

$$t = \frac{57,03}{\sqrt{10,71}}$$

$$t = \frac{57,03}{3,27}$$

$$t = 17,44$$

To be known, $t_{observed}$ was 17,44 as the result of counting by using t-test formula above. Meanwhile, the critical value of t-test (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of df $= N - 1$. N is the number of research population:

df $= N - 1$

       $= 26 - 1$

       $= 25$

After considering the t_{table} by using df which was 25. The critical value of t_{table} was as follows:

Table 16.
Critical Value of t_table

Degrees of Freedom	Level of Significant	
	5%	1%
df 25	2.060	2.787

To df 25 with the level of significant in 5% was 2.060 and in 1% was 2.787 by $t_{observed}$ was 4.951. Then, the data confirmed that t_{table} 2.060< $t_{observed}$ 4.847 > t_{table} 2.787.

Furthermore, the researcher demonstrated the data which was analyzed by using t-test in SPSS in the table below.

Table 17.
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	26	48	74	61,04	7.437
Posttest	26	52	88	69,60	9.186
Valid N (listwise)	26				

The table above demonstrated that the total sample of pre-test was 26 with the minimum value was 48 and maximum value was 74, its mean of pre-test was 61,04 with the standard deviation was 7.437. Meanwhile, the total sample of post-test was 26 with the minimum value was 52 and maximum value was 88, its mean of post-test was 69,60 with the standard deviation was 9.186.

Morever, the table below illustrated the result of the calculation of t-test in SPSS.

Table 18.
Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	T	df	
Pair 1	pretest – posttest	56.53	51.686	1.013	-7.7415	-3.5661	17.44	25	.000

The table above illustrated that the mean of pre-test and post-test result was 56.53 and its standard deviation was 51.686 with standard error mean was 1.013, $t_{observed}$ was 17.44 with degree of freedom was 26 to confidence interval of the difference 95%.

C. Interpretation

1. **Interpretation of x^2 observed**

   a. If x^2 observed > x^2 table, Ha is accepted and Ho is rejected.

   b. If x^2 observed < x^2 table, Ha is rejected and Ho is accepted.

The critical value of χ^2 observed was 17.44 which meant that Ha was accepted and Ho was rejected. To conclude, the use of expansion drill technique could influence speaking ability at the eight graders of SMP PGRI 04 Pubian.

2. **Interpretation of t_observed**

   a. If t_observed > t_table, Ha is accepted and Ho is rejected.

   b. If t_observed ˏt_table, Ha is rejected and Ho is accepted.

   Finally, the data confirmed that t_observed = 17.44 was higher than t_table 2.060 in the level of 5% and 2.787 in the level of 1%. It meant that Ha was accepted and Ho was rejected. Therefore, it could be concluded that "there was a positive and significant influence of using expansion drill technique toward the students' speaking ability at the eighth graders of SMP PGRI 04 Pubian Central Lampung".

D. **Discussion**

   In this research, there were two variables consisting of independent variable and dependent variable. Independent variable (X) was expansion drill technique and dependent variable (Y) was expansion drill technique toward the students' speaking ability. Based on the data analysis, the researcher concluded that expansion drill technique was an alternative technique that had influence on the students' speaking ability. On account for this, it could be seen by the result of pre-test and post-test. Students of the eighth graders of SMP PGRI 04 Pubian Central Lampung, particularly VIII.1 had done pre-test

and post-test where by before holding the post-test, the researcher gave them certain treatment that consisted of expansion drill technique.

Similarly, the score they had got before and after treatment was so different that in the pre-test, the average score of class was 61. Meanwhile, the average score of class in the post-test was 69. In conclusion, the result of this research was $t_{observed} > t_{table}$ (2.060< 4.847> 17,44) which revealed that Ha was accepted and Ho was rejected. In other words, there was a positive and significant influence of using expansion drill technique on the students' speaking ability at the eighthgraders of SMP PGRI 04 Pubian Central Lampung.

To be exact, through expansion drill as an alternative technique, the students learnt such make speaking ability in learning English. More precisely, there is a positive and significant influence of using expansion drill technique on the students' speaking ability after treatment. The fact showed that there was a change at the amount of the students who got lower scores. At the end, they were able to implement their result of speaking ability.

Lastly, expansion drill technique could be a solution for teaching learning process especially in speaking because it made the students more active while learning. Too, they were given much more opportunities to explore all their ideas. By using this technique, teaching and learning process was more interesting, enjoyable and fun because it included visual capability and creativity among students so that they might take part better during learning process.

E. Limitation

This research was conducted only at the eighth graders of SMP PGRI 04 PubianCentral Lampung with the purpose to see whether there was any positive and significant influence of using expansion drill technique on the students' speaking ability. In other words, the result of this research could not be generalized. Consequently, the result might be different if it was conducted in any other circumstances.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Expansion Drill Technique is one of the technique in learning speaking. To improve speaking ability using expansion drill technique. Based on the analysis and result of the research, the researcher can conclude that the expansion drill technique has a positive influence toward the students speaking ability. It can be used as the technique in learning speaking ability and it can improve in learning speaking. It can be seen from the result of critical value "t $_{observed}$" is 17.44 and "t$_{table}$" is 2.060. The data confirmed that "t $_{observed}$" is higher than "t$_{table}$". Therefore, it can be concluded that Ha is accepted and Ho is rejected. So, there is an influence of expansion drill technique toward the students' speaking ability at the eighth graders of SMP PGRI 04 Pubian Central Lampung.

B. Suggestion

Based on the conclusions above, the researcher would like to give some suggestion for the teacher in teaching speaking, and for the students in learning speaking.

a. For the teacher

The teachers should be able to use interesting technique teaching learning based on the material in order to make students speak more. Its better for the teacher uses expansion drill technique in teaching speaking.

Because, expansion drill is effective to stimulate students' brain to explore their feeling and ideas freely. And the students have fun enjoying in learning speaking. Besides, make interaction and giving motivation is need for the students to increase their speaking ability improvement. The teachers recommended choose and use drill technique precisely as one alternative of learning technique to apply in learning process in order to the students are able to speak English well and the reaching of target study.

b. **For the students**

The student must study hard to practice speaking English every day, not only in the classroom, but also wherever places. Because English is practice, not only to be learned. Moreover, the students should be confidence to speak more, in order to improve the students' speaking fluently.

c. **For the Another Researcher**

This research can be starting point to develop expansion drill to improve students' speaking ability.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	:	SMP PGRI 04 Pubian
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/2
Materi Pokok	:	Meminta serta mengungkapkan pendapat dan tindakan menghargai kinerja (to give my opinions and ask for my friends' opinions and show my appreciation to my friends)
Alokasi Waktu	:	2 x 40 menit

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	1.1.1 Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar

komunikasi Internasional yang diwujudkan dalam semangat belajar.	komunikasi.
2.1 Menunjukan perilaku santun dan perduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman	2.1.1 Santun dan perduli dalam berkomunikasi interpersonal dengan guru
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaanya.	3.1.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat 3.1.2 Menyebutkan ungkapan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat 3.1.3 Merespon ungkapan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat
4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi social, strukturteks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat

C. **MATERI PEMBELAJARAN**

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

Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman.

Struktur teks

Unsur kebahasaan

(1) Kosa kata: kata sifat sederhana

(2) Tata bahasa: kata rujukan *it, they, these, those, that, this*.

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

(4) Ucapan, tekanan kata, intonasi

(5) Ejaan dan tanda baca

(6) Tulisan tangan

Topik

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

Percakapan/dialog dan pernyataan yang memuat ungkapan – ungkapan berikut :

Expression ask for, giving and refusing opinion.

- What do you think about….

- According to me

- According my opinion

- In my opinion

- I think…..

- I'm not sure.
- I don't think so.
- I think so.

D. KEGIATAN PEMBELAJARAN

1. Model Pembelajaran   : Cooperative Learning
2. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	- Mengucapkan salam dan berdoa - Social Chat : Menanyakan kabar, keadaan, dan aktifitas yang berhubungan dengan topik.	10 menit
Inti	**Mengamati** • Siswa mengamati gambarserta beberapa ungkapan tentang tindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat • Siswa memberikan komentar dan pandangannya tentang fungsitindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat **Menanya** • Dengan bimbingan dan arahan guru, setelah mengamati siswa bertanya tentang arti dari kata-kata baru yang mereka temukan.	

	MengumpulkanInformasi	
	• Siswa mendengarkan guru dan melihat contoh ungkapan / interaksi tindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapatyang terdapat di gambar / buku untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan	
	• Siswa membaca secara lebih cermat semua ungkapan tindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapatyang terdapat dalam gambar untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.	
	Mengasosiasi	
	• Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai ungkapan tindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat.	
	• Siswa memperoleh umpan balik (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.	
	Mengkomunikasikan	
	• Siswa membuat kalimat ungkapan	

	tindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapatdalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswaberupaya berbicara secara lancar denganucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat kalimat ungkapan tindakan menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapatdan menuliskannya dalam jurnal belajar sederhana dalam bahasa Inggris.	
Penutup	• Guru dan peserta didik membuat rangkuman/simpulan pelajaran. • Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Mengucapkan Salam dan doa.	

E. METODE PEMBELAJARAN

1. Pendekatan   : Audiolingual Method
2. Teknik   : Expansion Drill

F. MEDIA DAN ALAT PEMBELAJARAN

Media Pembelajaran

1. Sumber: Buku Paket Siswa

2. Media: Gambar gambar dan real things

Sumber Belajar

Buku bahasa Inggris 'When English Rings a Bell klas VIII

G. PENILAIAN HASIL PEMBELAJARAN

KRITERIA PENILAIAN

- Tingkat ketercapaian fungsi sosial bagaimana menyatakantindakan/ kejadian yang sedang dilakukan/berlangsung saat ini

- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.

- Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyatakantindakan/ kejadian yang sedang dilakukan/berlangsung saat ini.

CARA PENILAIAN:

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

- Tes tertulis dapat membuat kalimat / ungkapan tindakan meminta serta mengungkapkan pendapat dan tindakan menghargai kinerja (to give my

opinions and ask for my friends' opinions and show my appreciation to my friends).

Rubrik Penilaian

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

DOCUMENTATION GUIDANCE

1. Documentation about establishment history of SMP PGRI 04 Pubian.

2. Documentation about organization structure of SMP PGRI 04 Pubian.

3. Documentation about condition of the teachers, officials, and students of SMP PGRI 04 Pubian.

4. Documentation about the location sketch of SMP PGRI 04 Pubian.

5. Documentation about the students' speaking ability result of SMP PGRI 04 Pubian.

OBERVATION GUIDANCE

1. Obervation about teaching learning process of SMP PGRI 04 Pubian.

2. Observation about establishment of SMP PGRI 04 Pubian.

3. Obervation about condition of the teachers and officials of SMP PGRI 04 Pubian.

4. Obervation about the location sketch of SMP PGRI 04 Pubian.

Pre-Test
Practice!

1) Make conversation use expression ask opinion, give opinion and refuse opinion with topic below (choose one of them)! And performance orally.

      1. Summer
      2. Trees or flowers around your school area
      3. Your classroom
      4. Red Rose
      5. Bag

Post-Test
Practice!

1) Make a group consist five students, and make conversation use expression ask opinion, give opinion and refuse opinion with topic below (choose one of them)! And performance orally.

      1. English Lesson
      2. Independence Day
      3. Facebook
      4. Cinderella
      5. Pets

2) Please expansion drill from the topic, choose one of them and drilling make a word phrase or sentence. Each other different !!

ORAL SHEET PRE-TEST

NO	STUDENT'S NAME	FL	PR	VO	GR	IN	SCORE
1	Anisa Fadilah	18	16	16	12	12	74
2	Ayu Nindi Astuti	14	10	12	6	6	48
3	Angga Reza Saputra	16	13	12	11	12	64
4	Andi Setiawan	16	12	12	7	9	56
5	Bela Oktavia	14	10	12	6	6	48
6	Dina Amanda	16	10	10	9	7	52
7	Devi Lailani	12	12	14	12	14	64
8	Elyana Safitri	18	16	14	10	10	68
9	Fitri Ayu Wulandari	18	13	12	9	11	63
10	Helene Martha Aulia	18	12	14	9	11	64
11	Lenny Eustiana	20	12	16	10	8	62
12	Monica Angeliana	20	14	10	12	12	68
13	Merlin Widiowati	16	10	9	7	10	52
14	Nadia Erlianti	16	14	12	10	11	63
15	Novia Safitri	18	16	14	10	11	66
16	Nur Baiti	16	12	12	9	7	56
17	Riska Amelia	16	12	12	10	12	62
18	Riska Alva Yanti	16	12	10	11	9	58
19	Rindi Cantika	20	14	16	10	12	72
20	Ria Fatmawati	14	12	12	10	9	57
21	Siti Zulaikha	18	10	12	12	9	61
22	Tadius Vito Haryanto	16	12	8	10	9	55
23	Tri Wiyatno	20	16	16	11	11	74
24	Viola Dewi Setiani	16	14	12	12	11	65
25	Wiwit Triana	18	14	14	10	12	65
26	Yuyun Sulistiowati	12	12	9	10	7	50
Total							1587
Average							61,04
The highest score							74
The lowest							48

ORAL SHEET POST-TEST

NO	STUDENT'S NAME	FL	PR	VO	GR	IN	SCORE
1	Anisa Fadilah	20	18	20	18	12	88
2	Ayu Nindi Astuti	16	12	12	10	10	60
3	Angga Reza Saputra	16	13	14	11	12	66
4	Andi Setiawan	16	12	12	7	9	56
5	Bela Oktavia	16	10	10	7	9	52
6	Dina Amanda	18	16	14	12	10	70
7	Devi Lailani	14	12	14	12	10	62
8	Elyana Safitri	18	16	14	10	12	70
9	Fitri Ayu Wulandari	18	13	12	10	12	65
10	Helene Martha Aulia	20	12	18	12	12	74
11	Lenny Eustiana	20	12	16	10	8	66
12	Monica Angeliana	20	14	14	12	12	72
13	Merlin Widiowati	16	10	15	10	8	59
14	Nadia Erlianti	16	14	12	10	13	65
15	Novia Safitri	18	16	14	12	11	71
16	Nur Baiti	16	12	12	9	10	59
17	Riska Amelia	18	12	14	10	14	68
18	Riska Alva Yanti	16	12	10	11	12	61
19	Rindi Cantika	20	16	18	14	18	86
20	Ria Fatmawati	14	12	12	10	9	57
21	Siti Zulaikha	18	10	12	12	9	61
22	Tadius Vito Haryanto	16	12	12	10	10	60
23	Tri Wiyatno	20	18	16	20	12	86
24	Viola Dewi Setiani	16	14	14	12	11	67
25	Wiwit Triana	18	14	14	14	12	72
26	Yuyun Sulistiowati	14	12	13	10	12	61
Total							1734
Average							66,69
The highest score							88
The lowest							52

STUDENTS ATTENDANCE LIST (Post-Test)
Of SMP PGRI 04 PUBIAN

Class :
Date :

NO.	NAMA	KET
1	Andi Setiawan	1.
2	Angga Reza Saputra	2.
3	Anisa Fadilah	3.
4	Ayu Nindi Astuti	4.
5	Bela Oktavia	5.
6	Devi Lailani	6.
7	Dina Amanda	7.
8	Elyana Safitri	8.
9	Fitri Ayu Wulandari	9.
10	Helena Martha Amelia	10.
11	Lenny Eustiana	11.
12	Merlin Widiowati	12.
13	Monica Angeliana	13.
14	Nadia Erlianti	14.
15	Novia Safitri	15.
16	Nur Baiti	16.
17	Ria Fatmawati	17.
18	Rindi Cantika	18.
19	Riska Alva Yanti	19.
20	Riska Amelia	20.
21	Siti Zulaikha	21.
22	Tadius Vito Hariyanto	22.
23	Tri Wiyatno	23.
24	Viola Dewi Setiani	24.
25	Wiwit Triana	25.
26	Yuyun Sulistiowati	26.

The Documentation of Reseacrh

The student doing the pre-test

The researcher gave the treatments to the students

The student doing the post test

Nomor   : B-2029/In.28.1/J/TL.00/10/2017   17 Oktober 2017
Lamp   : -
Hal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
Kepala SMP PGRI 04 Pubian Lampung Tengah
Di –
Tempat

Assalamu'alaikum Wr. Wb.
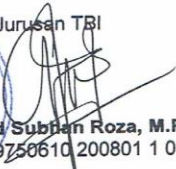
Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama   : Betty Oktiana
NPM   : 14121057
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul   : The Influence Of Using Expansion Drill Technique Toward The Student's Speaking Ability At The Eight Grade Of SMP PGRI 04 Pubian Lampung Tengah

Untuk melakukan *pra-survey* di SMP PGRI 04 Pubian Lampung Tengah.

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI

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

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP PGRI 04 PUBIAN
Alamat : Jl. Pendidikan No. 07 Segala Mider Kecamatan Pubian Kabupaten Lampung Tengah Kode Pos 34176

SURAT KETERANGAN PENELITIAN
Nomor : 119/ SMP / PGRI / 04 / P /2017

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro Lampung, Nomor B-2029/In.28.1/J/TL.001/10/2017 pada tanggal 17 Oktober 2017 Perihal Permohonan Izin Pra-Survey atas :

Nama	:	BETTY OKTIANA
NPM	:	14121057
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris (TBI)
Judul	:	The Influence Of Using Expansion Driil Technique Toward The Student's Speaking Ability At The Eight Grade Of SMP PGRI 04 Pubian Lampung Tengah

Maka dengan ini yang bersangkutan akan melaksanakan Penelitian Pra-Survey di SMP PGRI 04 PUBAIN untuk keperluan penyelesaian tugas akhir/skripsi.

Demikain Surat Keterangan ini dibuat dan dapat dipergunakan sebagaimana mestinya.

Segala Mider, 23 Oktober 2017
Kepala Sekolah

M. WAHYUDI, S.Pd

Nomor   : B-2481/In.28/D.1/TL.00/07/2018
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP PGRI 04 PUBIAN
di-
          Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2477/In.28/D.1/TL.01/07/2018, tanggal 26 Juli 2018 atas nama saudara:

Nama	:	**BETTY OKTIANA**
NPM	:	14121057
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP PGRI 04 PUBIAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF EXPANSION DRILL TECHNIQUE TOWARD THE STUDENTS' SPEAKING ABILITY AT THE EIGHT GRADERS OF SMP PGRI 04 PUBIAN CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Juli 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT TUGAS

Nomor: B-2477/In.28/D.1/TL.01/07/2018

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

Nama	:	**BETTY OKTIANA**
NPM	:	14121057
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP PGRI 04 PUBIAN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF EXPANSION DRILL TECHNIQUE TOWARD THE STUDENTS` SPEAKING ABILITY AT THE EIGHT GRADERS OF SMP PGRI 04 PUBIAN CENTRAL LAMPUNG".

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 : 26 Juli 2018

Mengetahui,
Pejabat Setempat

M. WAHYUDI, S.Pd

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003
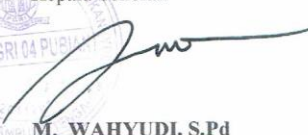
SURAT KETERANGAN PENELITIAN
Nomor : 420/076/ SMP / PGRI / 04 / P /2018

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro Lampung, Nomor B-2481/In.28/D.1/TL.00/07/2018 pada tanggal 26 Juli 2018 Perihal Permohonan Izin Research atas nama Saudara :

Nama   : BETTY OKTIANA

NPM   : 14121057

Semester   : 8 (Delapan)

Jurusan   : Pendidkan Bahasa Inggris

Maka dengan ini Mahasiswa yang bersangkutan akan melaksanakan Penelitian Research di SMP PGRI 04 PUBIAN dengan judul " The Influence Of Expansion Driil Technique Toward The Student's Speaking Ability At The Eight Grade Of SMP PGRI 04 Pubian Lampung Tengah" dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikain Surat Keterangan ini dibuat dan dapat dipergunakan sebagaimana mestinya.

Segala Mider, 20 Agustus 2018
Kepala Sekolah

M. WAHYUDI, S.Pd

Nomor : 2325 /In.28.1/J/PP.00.9/7/2018   13 Juli 2018
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
     Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Betty Oktiana
NPM	:	14121057
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Influence Of Using Expansion Drill Technique Toward The Students' Speaking Of SMP PGRI 04 Pubian Central Lampung

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

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

Nama   : Betty Oktiana   Jurusan/Fakultas : TBI/FTIK
NPM   : 14121057   Semester   : VIII

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

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

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

Nama : Betty Oktiana   Jurusan/Fakultas : TBI/FTIK
NPM : 14121057   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis. 02-08-2018	✓		Revise Pre-test Post-test Adding test about expansion drill	
2.	Selasa, 14-08-2018	✓		Revise Drill	
3	16-08-2018			Acc APD	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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

Nama : Betty Oktiana
NPM : 14121057

Jurusan/Fakultas : TBI/FTIK
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 4 Oktober 2018		✓	- Cover - Abstract - Acknowledgment - Dedication page - Motto - Chapter I - Margin	
2					
3	25 okt 2018				

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

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

Nama : Betty Oktiana
NPM : 14121057

Jurusan/Fakultas : TBI/FTIK
Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis, 9 okt 2018	✓		- Cover - Abstract - Dedication page - Acknowledgment - Table of Content - Bibliography	B. Hungla
2.	Senin, 20 okt 2018	✓		- Abstract - Chapter V - Independent Variable - Bibliography	B. Hungla.
3	2/11/2018			Acc Pbimng II	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0707/In.28/S/OT.01/10/2018

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

Nama	:	Betty Oktiana
NPM	:	14121057
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121057.

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, 04 Oktober 2018
Kepala Perpustakaan,

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : BETTY OKTIANA

NPM : 14121057

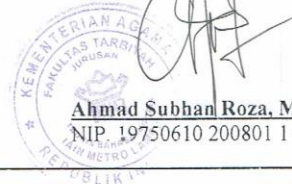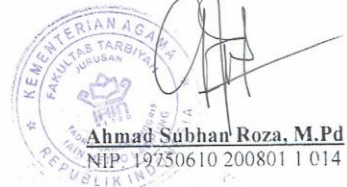Fakultas : TARBIYAH

Angkatan : 2014

Telah menyerahkan buku berjudul : A Course in Language Teaching

Metro,

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CURRICULUM VITAE

The name of the writer is Betty Oktiana. She was born in Dipasena   Agung, on 19 October, 1995. She is the second child of happy couple Mr. Sarmin and Mrs. Daryati.

She enrolled her study at MI Muhammadiyah Segala Mider in 2001-2007. Soon after that, she continued to Junior High School at SMP PGRI 04 Pubian in 2007-2010. She finished her Senior High School at MA Muhammadiyah 01 Sinar Negeri in 2010-2013. It was long journey for her to find out her dream. After graduating from senior high school, she decided to continue and take a major in English Education Department of State Institute for Islamic Studies (IAIN) of Metro. She really hope that after graduate from IAIN Metro she can do anything best to increase and to apply her knowledge wisely. Morever, she wants to be a good English teacher, because teaching it is her passion.