

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING ROUND ROBIN TECHNIQUE
TOWARD STUDENTS' SPEAKING PERFORMACE AT
ELEVENTH GRADE OF SMA N 2 METRO**

By:

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Faculty of Tarbiyah

English Education Study Program

**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H /2017**

**THE INFLUENCE OF USING ROUND ROBIN TECHNIQUE TOWARD
STUDENTS' SPEAKING PERFORMANCE AT ELEVENTH GRADE OF
SMA N 2 METRO**

Presented as a Partial Fulfillment of the Requirements
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In English Education Study Program

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**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H /2017**



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TOWARD STUDENTS' SPEAKING PERFORMANCE AT
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Assalamu'alaikum, Wr. Wb

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

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Sudah dapat kami setuju dan dapat diajukan untuk dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE

No. 11. 23 / Fik / D / S / 0099 / 2017

An Undergraduate thesis entitled: THE INFLUENCE OF USING ROUND ROBIN TECHNIQUE TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADE OF SMA N 2 METRO, written by NINA DESI ISTIANA student number 13107837, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Wednesday, July 05th, 2017.

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ABSTRACT

THE INFLUENCE OF USING ROUND ROBIN TECHNIQUE TOWARD THE STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADE OF SMA NEGERI 2 METRO

**By :
NINA DESI ISTIANA**

Basically, speaking is one of productive skill in English that has to be learned by students. However, in reality, there are so many students that still find difficulties in speaking because several factors in teaching and learning process. Based on the data of pre survey, the principal problems that is experienced by the students is they have low skill in speaking performance because they have low motivation in speaking.

Teaching by using an appropriate technique is considered as an important necessary related to the problems above. Round robin technique is considered as the solution for the problems above because this technique brought two positive character namely cooperative learning group and brainstorming. In this case, the researcher tried to investigate the influence of using Round robin technique (X) toward the students' speaking performance (Y) at the eleventh grade of SMA N 2 Metro.

Based on the data which the research got, the result of pre-test from 7,69% of students that can fulfill the minimum mastery criteria (MMC) with the average 59,57692. It can be said that the result of pre test was not unsatisfactory.

whereas, the result of post-test are 61,53% students can fulfill the MMC with the average is 80,7692. It can be concluded that there was a significant and positive influence of using Round robin as a technique towards the result of speaking performance at the eleventh grade students of SMAN 2 Metro.

ABSTRAK

PENGARUH PENGGUNAAN TEHNIK ROUND ROBIN TERHADAP KEMAMPUAN SISWA DALAM PERFORMA BERBICARA KELAS XI DI SMA NEGERI 2 METRO

OLEH:

NINA DESI ISTIANA

Pada dasarnya, *speaking* merupakan salah satu kemampuan produktif dalam bahasa Inggris yang harus dikuasai oleh siswa. Namun, pada kenyataannya banyak siswa yang masih mengalami kesulitan dalam berbicara dikarenakan beberapa faktor dalam proses pembelajaran. Berdasarkan hasil data pra survey, masalah utama yang dialami siswa yaitu rendahnya kemampuan siswa dalam berbicara karena kurangnya motivasi mereka dalam berbicara.

Penggunaan tehnik pembelajaran yang tepat dianggap menjadi kebutuhan yang sangat penting terkait dengan permasalahan diatas. Round robin tehnik dianggap menjadi solusi untuk permasalahan diatas karena tehnik ini membawa dua karakter positif yaitu pembelajaran kooperatif kelompok dan *brainstorming*. Dalam hal ini, peneliti bertujuan untuk meneliti apakah terdapat pengaruh positif dan signifikan dari penggunaan tehnik Round robin (X) terhadap kemampuan berbicara siswa (Y) pada kelas XI SMA N 2 Metro.

Berdasarkan data yang diperoleh, hasil pre-test 7,69% dari siswa yang dapat mencapai KKM dengan rata-rata 59,57692. Dapat dikatakan bahwa hasil kebanyakan siswa tidak dapat mencapai KKM.

Sedangkan, hasil post-test adalah 61,53% siswa dapat memenuhi KKM dengan rata-rata adalah 80,7692. Dapat disimpulkan bahwa ada pengaruh yang signifikan dan positif antara penggunaan Round robin sebagai suatu teknik terhadap hasil dari pembelajaran bahasa Inggris kelas XI SMAN 2 Metro.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

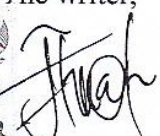
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States that this undergraduate thesis is originally the result of the writer's research,
in exception of certain parts which are excerpted from the bibliographies
mentioned.

Metro, June, 2016

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

Metro, Juni 2016

Yang menyatakan



NINA DESI ISTIANA
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MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ ۚ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿١٥٣﴾

“O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient” (QS.Al-Baqarah:153).

Another people said that “Experience is the best teacher”

But I say that “Mistake is a marvelous teacher”

DEDICATION

All praise to be Allah SWT, I highly dedicate this undergraduate thesis to:

- 1. My beloved parents Alm. Dahroni and Entin Hartini*
- 2. My beloved brother and Sister, Fatoni Ali and Neneng Dani Zuniati,
s.Pd.I.*
- 3. My beloved almamater IAIN Metro”.*

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Praise to Allah SWT, the Most Gracious, the Most Merciful, the Lord of the Universe, so that the researcher finally could finish this undergraduate thesis. May peace be upon our prophet Muhammad SAW, his family and his companions.

This undergraduate thesis entitled “The Influence of Using Round Robin Technique Toward Students’ Speaking Performace At Eleventh Grade of SMA N 2 Metro.”

There are many helpful individuals involve in accomplishing this undergraduate thesis that the researcher cannot mention one by one. My deepest gratitude will be addressed to my beloved parents who always give the highly motivation. The greatest gratitude will be addressed to my sponsor Drs. Kuryani Utih, M.Pd and my co-sponsor Syahreni Siregar, M.Hum. May Allah SWT gives them reward for supporting and guiding during undergraduate thesis writing process.

The researcher does apologize for all mistakes. All comments and criticizes are really welcome to lighten up the quality of this research. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially, for our campus and readers generally in improving language learning.

Metro, May 15th 2017
The researcher,

NINA DESI ISTIANA
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TABLE OF CONTENTS

	Pages
COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTA DINAS.....	iv
RATIFICATION PAGE.....	v
ABSTRACT	vi
STATEMENT OF RESEARCH ORIGINALITY	vii
MOTTO	viii
DEDICATION PAGE.....	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS.....	xii
LIST OF TABLE	xv
LIST OF FIGURE	xvi
LIST OF APPENDIX	xvii
 CHAPTER I INTRODUCTION.....	 1
A. Background of Study	1
B. Problem Identification.....	4
C. Problem Limitation	5
D. Problem Formulation	5
E. Objective of The Study	5
 CHAPTER II THEORITICAL REVIEW	 8
A. The Concept of Speaking.....	8
1. The Concept of Speaking	8
2. The Definition of Speaking	11
3. The Components of Speaking	13
4. The Functions of Speaking.....	13
5. The Purpose of Speaking.....	15

B. The Concept of Speaking Performance	16
1. The Definition of Speaking Performance	16
2. Types of Classroom Speaking Performance	17
3. The Measurement of Speaking Performance	19
C. The Concept of Round Robin Technique	21
1. The Definition of Round Robin Technique	21
2. The Purposes of Round Robin Technique	23
3. The Procedure of Round Robin Technique	25
4. The Advantages and Disadvantages of Round Robin Technique	26
D. Theoretical Framework and Paradigm	27
1. The Theoretical Framework	27
E. Hypothesis	29
1. Hypothesis Formulation	29
2. Statistical Hypothesis	30
CHAPTER III RESEARCH METHODOLOGY	31
A. Research Design.....	31
B. Population, Sample and Sampling Technique	33
C. Operational Definition of Variables.....	34
D. Data Collecting Technique	37
E. Research Instrument	39
F. Data Analysis Technique	40
CHAPTER IV RESULT OF THE RESEARCH	43
A. Description of Data.....	43
1. Research Setting	43
2. Research Data	53
B. Hypothesis Testing	68
C. Interpretations	71
1. Interpretation of t_{observed}	72
2. Interpretation of χ^2_{observed}	74
D. Limitations.....	76

CHAPTER V CONCLUSION AND SUGGESTION	77
A. Conclusion	77
B. Suggestion.....	78
BIBLIOGRAPHY	79
APPENDIX.....	80
CURRICULUM VITAE.....	123

LIST OF TABLE

Table	Page
1. The Data of Presurvey	3
2. The students' result of speaking performance	4
3. Indicators of Speaking Measurement	9
4. The True Experiment Design	32
5. The Condition of Teacher and Official Employers in SMA N 2 Metro	47
6. The Quantity of Students in SMA N 2 Metro	49
7. The Result of Students' Experimental Class Pre-Test.....	53
8. Frequency Distribution as the Result of Experimental Class	55
9. The Result of Students' Control Class Pre-Test	56
10. Frequency Distribution as the Result of Control Class Pre-Test	59
11. The Result of Students' experimental class Class Post-Test.....	60
12. Frequency Distribution as the Result of experimental Class Pre-Test ..	62
13. The Result of Students' Control Class Post-Test	64
14. Frequency Distribution as the Result of Control Class Post-Test	66
15. The Authentic Table of the Differences between Experimental Class and Control Class.....	68
16. Distribution Frequency of Pre-Test And Post-Test In Experimental Class (XI IPA 4)	70
17. Testing of The Data	71
18. Critical Value of t_{table}	73
19. Critical Value of χ^2_{table}	75

LIST OF FIGURE

Figure	Page
1. The Description of Research Paradigm	29
2. The Influence of Using Round Robin Technique In Experimental and Control Group Table	32
3. The Location Sketch of SMA N 2 Metro.....	50
4. The Organization Structure of SMA N 2 Metro	52

LIST OF APPENDIX

A. Research Instrument

Instrument of this research consist of :

1. Syllabus
2. Lesson Plan
3. Instrument Pre Test
4. Instrument Post Test

B. Research Data

Research Data consist of :

1. The result of pre test and post test
2. The of t-test
3. The photos of the students activity in the class

C. Research Letter

Research Letter consist of :

1. The Pre survey license letter
2. The assignment letter from the chief of IAIN Metro
3. The research license letter
4. The assignment from SMA N 2 Metro
5. The thesis guide letter
6. The thesis consultation

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a set of rules that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. Language is a tool that is used by human to communicate ideas, feelings, informations, knowledge.

Meanwhile, English as a language that plays an important role as an international language of politics, commerce, industry and education. Many countries have declared English as an official language, and it has become a language of teaching and learning in higher education. In Indonesia, the use of English is very important. It is the first foreign language which is learned and taught at school from kindergarten to university. It becomes a duty for all of students in Indonesia to learn about English in spoken or written form.

Basically, there are four skills in English that must be mastered by students namely listening, speaking, reading and writing. Speaking skill is one of the language skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to develop. The environment in Indonesia provides less support for the learners, because English is not spoken in the community.

However, the techniques that are usually used by the teacher in teaching speaking is considered unnefective yet. It doesn't has positive and significant

influence toward the students' speaking skill. The problems are the students still feel strange and face some difficulties in speaking especially in sharing their idea, because they do not have any motivated to speak.

In other words, Teaching by using a great technique is to be important necessary to improve skill in the process of teaching and learning speaking. The teacher should choose a technique that can attract students' interest and encourage their involvement. By encourage students' participation, the students will not be bored and will more motivated during the lesson. Beside that, teacher also need a technique that has character work in group to make students contribute the ideas each other in order to make the students more easy to develop ideas in speaking.

Regarding to the problem above, the solution of those problems of learning technique is by the use of a round robin technique. Round robin technique is a cooperative learning technique that has principle purpose to ask students work in group, all of members in the group have take turn cotributing their ideas during their speaking. This technique brought two positive characters namely work in group and brainstorming. Brainstorming character that is brought by this technique is able to solve the problem about students' difficulties in developing ideas and cooperative learning group character is able to solve the problem students' motivation in speaking.

To identify the students' speaking skill before doing a treatment, the researcher held the pre survey that is focused on students' speaking skill by

doing a test. Below is the students' test result of speaking performance at the eleventh grade of SMA N 2 Metro:

Table 1
The Students' Score (XI IPA 4) Pre-Test at the Eleventh Grade
of SMA N 2 METRO

NO	NAME	SCORE
1	AN	62
2	AS	64
3	ACMR	66
4	AP	67
5	AA	70
6	ALP	70
7	AS	65
8	CAN	71
9	DAQ	62
10	DBA	75
11	DDS	65
12	EM	65
13	GF	70
14	IM	71
15	KI	73
16	KTA	70
17	MSNA	85
18	M AA	65
19	MRR	64

20	MSHH	86
21	RHA	87
22	RAY	65
23	RM	73
24	SNL	73
25	SM	75
26	SD	75

Table 2
The Students' Test Result of Speaking Performance

No	Score	Category	Frequency	Percentage
1	>79	High	2	7,69 %
2	70-78	Fair	13	50 %
3	<69	Low	11	42,30 %;
Total			26	100%

Source: The Students' Test Result of Speaking Performance that was taken on Pre survey at November 16th, 2016.

Based on the result of pre-survey above, it can be seen that the students' Speaking Performance is still low; there were only 3 from 26 students who passed from 79 and 24 students who failed from 79 as the Minimum Mastery Criteria (MMC). The problem is caused by students' have low motivation in speaking. Therefore, the researcher tried to apply Round

Robin technique to solve both of problems above especially and to develop the students' speaking performance.

Based on situation above the research conducted a research entitled:
 “ THE INFLUENCE OF USING ROUND ROBIN TECHNIQUE TOWARD
 THE STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH
 GRADE OF SMA N 2 METRO ”.

B. Problem Identification

Based on the background of study that was explained above, the researcher can identify some problems that were caused by:

1. The students have low score in speaking.
2. The students have difficulties to generate ideas in speaking.
3. The students have a low motivation in speaking.
4. The teaching technique that is usually used by teacher is considered unnefective technique.
5. The students have a low skill especially in speaking.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point of problem that will be analyzed. So, this reasearch will be up of standard the maxim of quantity that means the elaborations are not out of the context.

In this case, the researcher focuses on the third problem that the students have low motivation in speaking english.

D. Problem Formulation

Based on the background of the study above, the researcher formulates the problem in this research namely “ Is there any positive and significant influence of using round robin technique toward the students’ speaking performance at the eleventh grade of SMA N 2 Metro? ”

E. Objectives and Benefit of Study

1. Objectives of the study

Related to the problem formulated above this research is intended to find out and know whether there is any positive and significant influence of using round robin technique toward the students’ speaking performance.

2. Benefits of Study

The benefits of the study in this research can be organized as follows:

a. Theoretical benefits

The result of the research paper can be useful input English teaching learning process for teaching speaking using round robin technique.

b. Practical benefits

There are four kinds of practical benefits in this research namely:

1) For the teacher

The reseacher hopes that this research will be as positive inspiration for the teacher in teaching and learning process,

especially in teaching speaking that can implementate round robin technique.

2) For the students

As the result of the students' learning, the students can more participate fully in the class. So they will have more motivation in speaking.

3) For the other researchers

This result can be used as prior information for the other researchers that conduct a relevant research.

4) For the headmaster

The result of this research as the considering in learning process in the school and the headmaster can convey to the teachers that they should know students' problem in order to reach learning process effectively.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. The Concept of Speaking

1. The Definition of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Speaking is used twice as much as reading and writing in our communication. Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication.

Concerning about the position of speaking, speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to speakers of that language. The major goal of all English language teaching should be given to learners, so the learners have ability to use English effectively, accurately in communication. However, not all language learners after many years studying English

can communicate fluently and accurately because they lack necessary knowledge.¹ It can be concluded that in the speaking not only about pronouncing the words but it must be followed naturally from the teaching of grammar and vocabulary.

Meanwhile Scott Thornbury stated, "Speaking is so much a part of daily life that we take it for granted".² Conciously, Speaking is one of the most important skill that should be mastered by the language learners beside reading, listening and writing.

In other words, Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. As we know that there are so many symbols of verbal communication, such as : speech volume, speech speed, language, grammar and vocabulary. Whereas, Non-verbal communication includes sounds, gestures, body movements, eye contacts, facial expressions, pitch or tone of a voice, spatial distance, apparent behavior, postures, and dress of an individual.³

Speaking is difficult, especially for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. In addition, speaking is

¹ Marriam Bashir, *Factor Effecting Students' English Speaking Skills*, (British:Journal Publishing, 2011), p 8.

² Scott Thornbury, *How to Teach Speaking* Harlow, (United Kingdom : Pearson Education Limited, 2005), p.1.

³ Arifa Bunglowala, "Non Verbal Communication: An Integral Part Of Teaching Learning Process", (Bandung:International Journal of Research in Advent Technology), No 2321-9637/08 March 2015, p. 371.

one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition. Speaking also included in four skills to teach English in to students. Therefore, in formal environment between teachers and students have to always interact to make communication. Because, in fact most of our daily communication remain interactional.

Regarding to Burns and Joyce "speaking is defined as a interactive process of constructing meaning that involve producing, receiving information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking." ⁴ It can be concluded that, to make the successful communication is the speakers should have any purposes of speaking and understand the meaning based the context. Regarding to Nunan, the successful oral communication involves developing:

- a. The ability to articulate phonological features of the language comprehensibly.
- b. Mastery stress, rhythm, intonation patterns.
- c. An acceptable and interpersonal skills.
- d. Transactional and interpersonal skills.
- e. Skills in taking short and long speaking turn.
- f. Skills in the management of interaction.

⁴ Shiamaa Abd El Fattah Torky, "The Effectiveness of a Task-Based Instrument Program in Developing The English Language Speaking Skills of Secondary Stage Students", (Cairo:Ain Shams University),No. 1/2006, p. 30.

- g. Skills in negotiating meaning.
- h. Skills in knowing about the negotiating purposes for Conversations.
- i. Using appropriate conversational formulae and filters.⁵

2. The Components of Speaking

a. Pronunciation

According to Sari Luoma, "Pronunciation or more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation."⁶ To make our communication by interlocutor it is better for us to produce the words clearly, because pronunciation affects the interlocutor understanding in receiving the meaning of messages.

b. Grammar

Grammar is traditionally subdivided into two different but interrelated areas of study – morphology and syntax. Morphology is the study of how words are formed out of smaller units (called morphemes) and Syntax is the study of the way in which phrases and sentences are structured out of words.⁷ In other words Grammar is the one of language components, grammar is the rules in a language for changing the form of words and combining them into sentences. Using

⁵ David Nunan, *Designing Task For Communicative Classroom*, (New York: Cambridge University Press, 1989), p.32.

⁶ Sari Luoma, *Assesing Speaking*, (New york: Cambridge University), 2004, p.11

⁷ Andrew Radford, *An Introduction to English Sentence Structure*, (New York: Cambridge University Press, 2009),p. 1

the correct grammar makes someone knows the real meaning of the sentences.

c. Vocabulary

The other component that is very crucial and it will show us the speaking ability of some bodies from the quality of the vocabularies that can express in conversation. Regarding to "Kamil and Heibert, vocabulary can be generically defined as knowledge of words or word meaning. They stated that vocabulary learning is the basic of language and without vocabulary, one cannot learn any language; it is the knowledge of words." ⁸

d. Fluency

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. ⁹

e. Comprehension

Comprehension is the power of understanding or an exercise aimed at improving or testing one understand of language (written and spoken).

It indicates that in comprehension the speaker and the listener have to

⁸ Mohammad Reza Ahmadi, "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy", (Penang:International Journal of Learning & Development),No. 6/November 2012, p. 187

⁹ Baiqun Isbahi Bai, *Techniques for teaching speaking skills*. <https://www.scribd.com>, downloaded on December 1th, 2016.

understand what intended meaning of the speaker when he or she says something. Comprehension is also the one of components of speaking. Comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. There are five components of speaking that must to attention by the students if they want to speak well.

3. Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework : *talk as interaction*; *talk as transaction*; *talk as performance*. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.¹⁰

a. Talk as interaction

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

¹⁰ Jack C. Richards, *Teaching Listening and Speaking*, (New York : Cambridge University Press, 2008), p. 21.

on the speakers and how they wish to present themselves to each other than on the message. Mastering the art of talk as interaction is difficult and may not be a priority for all learners. However, students who do need such skills and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situations that require talk for interaction.

b. Talk as transaction

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

Examples of talk as transaction are:

- 1) Classroom group discussions and problem-solving activities
- 2) A class activity during which students design a poster
- 3) Discussing needed computer repairs with a technician
- 4) Discussing sightseeing plans with a hotel clerk or tour guide
- 5) Making a telephone call to obtain flight information
- 6) Asking someone for directions on the street
- 7) Buying something in a shop
- 8) Ordering food from a menu in a restaurant

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits

information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are:

- 1) Giving a class report about a school trip
- 2) Conducting a class debate
- 3) Giving a speech of welcome
- 4) Making a sales presentation
- 5) Giving a lecture ¹¹

4. The Purposes of Speaking

It is beneficial to understand about the purposes of speaking themselves. There are eight purposes of studying speaking:

- a. To achieve and extend the learner's linguistic competence.
- b. To increase their confidence in using spoken English.
- c. To develop their ability to analyze and evaluate spoken Performance.
- d. To sharpen their strategy competence in face-to-face interaction.
- e. To convey their message to someone else.

¹¹ Jack C. Richards, *Teaching Listening and Speaking*, (New York : Cambridge University Press, 2008), p.21-27.

- f. The learners can use communication strategies, dictionaries or previous input to make up for gaps in their productive knowledge.
- g. There are plenty of opportunities to produce.
- h. The learners talk about things that are largely familiar to them.

In the other hand, Basturkmen said that Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given.¹²

B. The Concept of Speaking Performance

1. The Definition of Speaking Performance

Speaking Performance is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language. In other words they are required to show mastery of the following sub competencies/ skills:

- a. Linguistic competence: This includes the following skills:
 - 1) Using intelligible pronunciation.
 - 2) Following grammatical rules accurately.
 - 3) Using relevant, adequate and appropriate range of vocabulary.
- b. Discourse competence: This includes the following skills:

¹²Jack C. Richards, Teaching Listening., p. 37.

- 1) Structuring discourse coherently and cohesively
 - 2) Managing conversation and interacting effectively to keep the conversation going.
- c. Pragmatic competence: This includes the following skill:
- 1) Expressing a range of functions effectively and appropriately according to the context and register.
- d. Fluency: This means speaking fluently demonstrating a reasonable rate of speech.¹³

Based on the researcher opinion speaking included in one of difficult skill for students to learn. In addition, Speaking also is one of the most difficult aspects for students have to be mastered. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important components.

2. Types of Classroom Speaking Performance

Brown classified there are six types of classroom speaking performance, such as : ¹⁴

a. Imitative

Learners practice an intonation contour ot try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

¹³ Shiamaa Abd El Fattah Torky, *The Effectiveness.*, p.30-31

¹⁴ H. Douglas Brown, *Teaching By Principles an Interactive Approach to Language Pedagogy*, (San Francisco:Longman, 2001), p. 271-274

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Short replies to teacher or students initiated question or comment.

d. Transactional (Dialog)

Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e. Interpersonal (Dialog)

Interpersonal dialog carried out more for the purpose of maintaining social relationship than for transmission of facts and information.

f. Extensive (Monolog)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral report, summaries, or perhaps short speeches.

From the statement above, it can be concluded that there are some types of classroom speaking performance can be used by the students. The first is imitative. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. The second is intensive. The students practice some phonological/grammatical aspect of language. The third is responsive. The student should have question or command for

their teacher. The fourth is transactional. In this activity, the students will try to speak to get the purpose of getting information. The fifth is interpersonal. The students will get the purpose of maintaining social relationship to get the fact and information. The last is extensive. The students will try to perform oral monologues such as report, summary or short speak.

3. The Measurement of Speaking Performance

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

Table 3
Indicators of Speaking Measurement¹⁵

Aspect	Category	Indication
Fluency	4(exellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech
	2(adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4(exellent)	Occasional errors of pronunciation in

¹⁵ Weir Cyril J. Language Testing and Validation, (London: Palgrave Macmillan, 2005), P. 195

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

	3(good)	Use of interactive strategies is generally adequate but at times experience some difficulties in maintaining interaction consistently.
	2(fair)	Use of ineffective. Can seldom develop an interaction.
	1(bad)	Understanding and interaction minimal. ¹⁶

C. The Concept of Round Robin Technique

1. Definition of Round Robin Technique

Round robin considered as one kinds of cooperative learning techniques that is created by Spencer Kagan in teaching and learning activity. According to Kagan, “Round table and round robin are extremely important cooperative learning structures. In essence, students take turns contributing to the group—in an oral form for Round robin.”¹⁷ Our focus is the round robin, in which students, one after the other, are required to provide responses to the teacher’s elicitations.

Regarding to Spencer Kagan One student makes a contribution and then passes the paper and pen to the student on his or her left. The paper or pen literally goes around the table, thus the name: round robin. If the contributions are oral rather than written, it is called round robin. Based on the explanation above round robin is the tehnnique that focus in oral

¹⁶ David P.Haris.*Testing English as a Second Language*. (New Delhi : India Offset Press1974), p.84

¹⁷ Spencer Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 10.21

communication, so the students should be active than the teacher in order that they have times to practice their speaking.

"The Round robin is a very simple operating system which allocates each task a spesific time in operate"¹⁸. So, it means that round robin is a technique that makes the students easier to delivery their idea because the process is very simple then make all students contribute in the task. Moreover, one of the most commonly heard objections for having students work under round robin technique is some group members will end of doing all the work. Thus, encouraging everyone to feel that they are individually accountable of their group. To encourage each member to play an important role in the group and benefit from the group effort, round robin technique seeks to equalize participation.¹⁹

In other words, Round robin talked "students sit in a circle and take turns sharing ideas with the group". So, in Round robin students have the same change to discuss and delivering their idea, round robin tries to make the students interest and motivated by making a circle and give them time to speak one by one.²⁰

It can be conclude that Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other

¹⁸ Paul P. Debono, PaulOS : An 8051 Real Time Operating Sytem. Part 1. ISBN 978-403-0449-7. 2013. P. 187

¹⁹ Syafradin, "Improving Grade X Students' Speaking Achievement under Round Robin Technique", (Bandung:English Language Education, School of Post graduate Studies Universitas Pendidikan Indonesia), No.1/April 2013, p. 75, Vol 1.

²⁰ Linda L. Forbringer, 2014, Rtl in Math, (New York : Routledge), p. 72.

members so that everyone has an opportunity to share. In other hand Round robin is a part of Cooperative learning, this technique is able to generate ideas and speak in order moving from one student to the next. So this technique gives a chance to students to speak.

2. The Purpose of Round Robin Tehnique

According to Idahlynn Karre The purpose of round robin is to engage every student in the discussion by following a systematic structure for sharing. Students may offer new ideas in turn. Or, students may “pass” if they have nothing new to add at the time of their turn. Students may “pass” during one round and then offer an idea on the next. Passing does not eliminate students from the discussion. Passing simply indicates that a student has nothing new to add during this turn. The turn taking follows around the circle until the team exhausts all ideas and all students pass on their turn.

In this technique, it is inferred that the students must have good cooperation to speak and build their idea and it makes the students become active learner or the teaching and learning instruction is student centered instruction.

3. The Prosedure of Round Robin Technique

Speaking is the key of communication and interaction with other people. So, in speaking some students still have problem like error grammar, error pronunciations especially in Senior high school. They have

lack vocabulary and not confidence in front their friend eventhough in theirselves. Round robin technique is able to generate ideas and speak in order moving from one student to the next. So, round robin are able to improve students speaking skill by using small group discussion.

As for the explanation about the steps in teaching speaking through round robin are as following:

- a. The teacher gives a topic which will be discussed in speaking by using round robin technique.
- b. The teacher forms several groups that depend on number of students in the classroom. Then, group seats in the circle, if possible. Each groups contains five students where there is a student becomes a leader of group. The leader of each group will become the speaker. The speaker of each group will be signed as 1, 2, 3, 4, and 5. Each members of group is signed as 1, 2, 3, and 4.
- c. This technique consists of several rounds. Those rounds will be explained below:

Round 1

- 1) 5 students are assigned to give speeches. They are numbered 1-5.
- 2) Class (audience) members count from 1-4.
- 3) Audience members sit around their speaker (1-5).
- 4) Speakers are given at least 1 minute to speak about their topic.

- 5) Audience gets chance to ask questions and speaker moves to the next audience.

Round 2

- 1) This time, when everyone is seated, tell the speakers that they will have at least 1 minute to speak about their topic.
- 2) Have them speak for at least 1 minute. Stop and give the audiences chance to ask questions . Then, speaker moves to the next audience

Round 3

- 1) This time, when everyone is seated, tell the speakers that they will have 5 minutes to speak about their topic.
- 2) Have them speak for at least 1 minutes. Stop and give the audiences chance to ask questions. Next, Tell the Speaker to move on to the next audience.

Round 4

- 1) This time, when everyone is seated, tell the speakers that they at least 1 minute to speak about their topic.
- 2) Have them speak at least 1 minutes. Stop and give the audiences chance to ask questions Next, tell the speaker to move on to the next audience.

Round 5

- 1) This time, when everyone is seated, tell the speakers that they will have at least 1 minute to speak about their topic.

- 2) Have them speak for at least 1 minute. Stop and give the audiences chance to ask questions. Then, speaker to move on to the next audience.²¹

4. The advantages and disadvantages of Round Robin Technique

Round Robin is one of cooperative learning strategies. Cooperative learning is a successful strategy which small teams, each which students different levels of ability.²² So, there are some advantages of cooperative learning :

- a. Cooperative learning develops high level thinking skill.
- b. Skill building and practice can be enhanced and made less tedious though cooperative learning activities in and out classroom
- c. It creates can environment for active, involved and exploratory learning.
- d. It improves the performance of the weaker students when grouped with higher achievement students.
- e. It addresses learning style different among students.²³

Based on the advantages above, the researcher will apply this technique to find out the improvement of students' speaking performance by using round robin technique or the first formulation and what are the

²¹ Syafradin, "Improving Grade X Students' Speaking Achievement under Round Robin Technique", (Bandung:English Language Education, School of Post graduate Studies Universitas Pendidikan Indonesia), No.1/April 2013, p. 75-76, Vol 1.

²² Rita Rani Mandel, "Cooperative Learning Strategies to Enhance Writing Skill", (Chennai :Modern Journal of Applied Linguistic),No 0974 – 8741/March 2009 , p.97, Volume 1:2

²³ Ibid., p. 98

factors will be influenced by round robin technique or the second formulation.

Round robin also has several weakness. First, it needs finance and long time for making and developing lesson media. Second, if the class is big enough, the teacher will get difficulties to lead a group who needs the leader. "Then this technique can cause some students become dominant in the classroom"²⁴

D. Theoretical Framework and Paradigm

a. The Theoretical Framework

Certainly, every research has variables. Variables is a general class of objects, events, situations, characteristics, and attributes that are interest to the researcher. In this research, the researcher determines two variables. They are independent variable (X) and dependent variable (Y). Independent variable (X) is Round Robin Technique and dependent variable (Y) is students' speaking performance. Scott W. explains that "the independent variable is the variable that systematically controlled by the researcher to determine the effect of that variable. By systematically changing the independent variable and holding all other variables constant, the researchers can be confident that any change in the dependent variable the outcome the researchers are measuring is actually

²⁴ Syafriyadin et al, "Improving Grade X Students' Speaking Achievement under Round Robin Technique", (Bandung:English Language Education, School of Postgraduate Studies Universitas Pendidikan Indonesia), No.1/April 2013, p. 75, Vol. 1

due to the effect of the independent variable”.²⁵ It means that independent variable is a controlling variable that influences dependent variable in research.

Speaking is one of four basic skills that important that must be mastery by the students. Many students consider that speaking is difficult language skill to learn, this because speaking involves pronunciation, fluency, vocabulary, grammar, comprehension. Moreover, speaking is one of productive skills in English. Because of it is a productive skill, speaking is not only need a knowledge or theories but also need idea in its process. The problems faced in the class are the students have difficulties to build and develop their ideas. Also students has a low motivation to speak because its complicated process. So, the teacher need to use an appropriate technique to solve it.

Actually, there are so many techniques in teaching speaking. In this research, the researcher uses Round Robin technique to teach speaking that focus at the eleventh grade of SMA N 2 Metro. The researcher assumes that if the teacher uses Round Robin technique in teaching speaking, the students will be easier in participate fully in the class through work in group.

If round robin technique is applied correctly, so the students' speaking performance will be good, on the contrary if round robin

²⁵ Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life*, (San Francisco: Jossey-Bass, 2009), p. 35

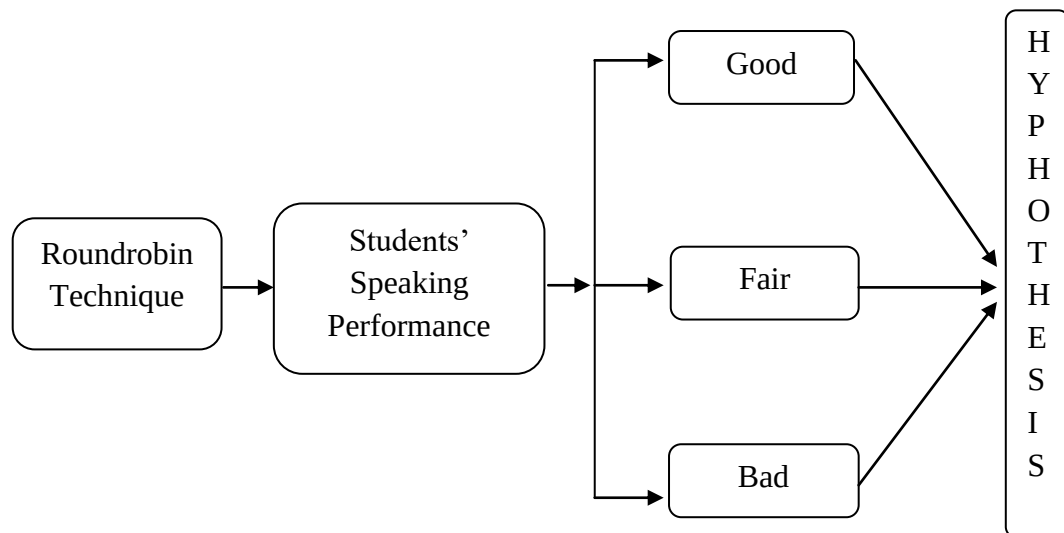
technique does not apply correctly, so the students' speaking performance will be bad.

b. Paradigm

Paradigm is the correlation pattern among the variables that will be research. Furthermore, based on theoretical framework above, the researcher describes the paradigm as follow:

Figure 1

The Description of Research Paradigm



Based on the figure above, it can be seen that if the round robin technique is high and students' speaking performance is good, so there is a positive and significant influence of using round robin technique toward the students' speaking performance. Conversely, if the round robin technique is low and students' speaking performance is bad, so there is no a positive and significant influence of using round robin technique toward the students' speaking performance.

E. Hypothesis

1. Hypothesis Formulation

The research hypothesis are the hypotheses developed from observation, the related literature, and/or the theory described in the study. A research hypothesis states the relationship one expects to find as a result of the research.²⁶ It may be a statement about the expected relationship or the expected difference between the variables in the study.

John Cresswell explains that hypothesis is prediction the researcher makes about the expected relationship among variables in quantitative research.²⁷ There are two kinds of hypotheses, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this research can be formulated as follows:

1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using round robin technique toward the students' speaking performance at the eleventh grade of SMA N 2 Metro.

2. Null Hypothesis (Ho)

There is no a positive and significant influence of using round robin technique toward the students' speaking performance at the eleventh grade of SMA N 2 Metro.

²⁶ Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), p. 91, 8th Edition.

²⁷ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that “A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of hypothesis”.²⁸ This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

- a. If $H_a = t_o > t_{table} = \text{Accepted}$, H_o is Rejected.
- b. If $H_o = t_o < t_{table} = \text{Rejected}$, H_o is Accepted.

²⁸ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Ltd., Publishers, 2006), p.61

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design was all of the process that was needed in planning when doing the research; it would be use the quantitative research;. According to Daniel Quantitative research is ‘Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).’²⁹

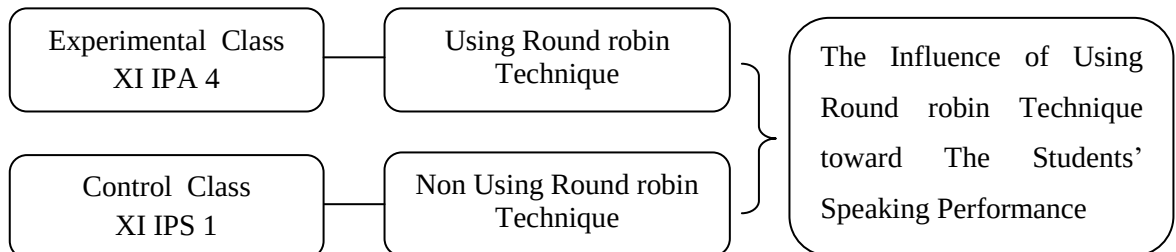
Actually, Daniel decided that there are two kinds of quantitative research design namely experimental design and non-experimental design. The experimental design is defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.³⁰

In this research, the researcher conducted the experimental design that used two classes namely XI IPS 1 as a control class that they did not receive a treatment and XI IPA 4 as an experimental class that they received a treatment that taught by using round robin technique. The design is follows:

²⁹ Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Publications, 2004), p. 1

³⁰ *Ibid.*, p.13

Figure 2
The Influence of Using Round Robin Technique
In Experimental and Control Group



Firstly, both of groups received the pre-test before doing a treatment. Secondly, the experimental class (XI IPA 4) got a treatment using round robin technique and control class (XI IPS 1) did not get a treatment. Thirdly, both groups received the post-test with the same instrument in the pre-test. Finally, it can be found the influence of using round robin technique toward the students' Speaking Performance.

The description of sequence is:

Table 4
The True Experiment Design

Group	1. Pre-test	2. Treatment	3. Post-test
Experimental group	X	X	X
Control group	X		X

Following the post-test, the analyses of statistical are carried out to see whether the treatment has had an effect for experimental group.³¹

³¹ *Ibid.*, p. 18

B. Population, Sample and Sampling Technique

1. Population

Donal Ary assumes that “a population is all members of any well-defined class of people, events, or objects”.³² Meanwhile, Jack R. Fraenkel explains that the term *population* refers to all the members of a particular group. It is the interesting group that is to be generalized by researcher in the result of study.³³ It means that population was all members of group such as people, objects, or events that is determined in a research.

In this research, the population is all of eleventh grades of SMA N 2 Metro. There were 258 students at the eleventh grade of SMA N 2 Metro.

2. Sample

A sample is small group that is observed or portion of a population.³⁴ A sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.

It can be concluded that sample is the small group of elements or individual part of population that is observed. Related to sample discussion, the samples of this research was the students at the eleventh grades which consist of nine classes. The researcher took two classes at the eleventh grade of SMA N 2 Metro as a sample. The researcher took

³² Donal Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), p.148, 8th Edition.

³³ Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), p.105, 7th Edition.

³⁴ Donal Ary, et al., *Introduction to*, p.148

from XI IPS 1 which consist of 26 and XI IPA 4 which consist of 26 students. The speaking performace of the students in the XI IPS 1 is better than XI IPA 4. It can be conclude that the students XI IPA 4 has lower ability than XI IPS 1 in speaking performance

Based on the data, The researcher took class XI IPA 4 that consist of 26 students as the experimental class and XI IPS 1 that consist of 26 students as the control class. So the member of all sample are 52 students of SMA N 2 Metro.

3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research study.³⁵ In this research, the researcher used a purposive sampling technique as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The researcher choosed XI IPA 4 as the experimental class because they had low score in Speaking.

C. Operational Definition of Variables

An operational definition ascribes meaning to a construct by specifying operations that researchers must perform to measure or manipulate the construct.³⁶ In quantitative research, operational definitions are used to specify how variables will be measured in the study. By using operational

³⁵ Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), p.105, 7th Edition.

³⁶ Donal Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cenggage Learning, 2010), p.36, 8th Edition.

definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

1. Independent Variables

Independent variables are those that (probably) cause, influence or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable.³⁷ Independent variable in this research is round robin technique. It is a cooperative learning technique that has principle purpose to ask students work in group, all of members in the group have take turn cotributing their ideas.

Then, the researcher determined some indicators that should be attained by students in round robin technique (independent variable) are as follows:

- a. The students are able to do duty in group.
- b. The students are able to communicate and interact to each others in group.
- c. The students are able to contribute and share ideas in a group.
- d. The students are able to be more confidence in participation.

2. Dependent Variables

In experimental studies, the treatment is the independent variable and the outcome is the dependent variable.³⁸ It means that dependent variable is the outcomes or result of the influence of the independent

³⁷John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50

³⁸Donal Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), p.37, 8th Edition

variables. Speaking is the dependent variable in this research. It is one kind of text that has purpose to present information by describing factual data analysis of the object in general way.

The researcher measured dependent variable by using test. The researcher did the test to students by asking them to talk about the topic. It implemented to the students at the eleventh grade of SMA N 2 Metro.

Dependent variable of this research was students' speaking performance. To measure students' speaking performance, the researcher gave the test in the form of explanation of the students.

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

The total of students' speaking score
So, Maximal Score = 100

Regarding to the dependent variable in this research. Some indicators that should be attained by the students in speaking (dependent variable) are:

- a. The students are able to express and explore their background knowledge probing and ideas through speaking.
- b. The students are able to respond to other students by speaking.
- c. The students are able to speak about the topic that given by the teacher.

D. Data Collecting Method

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault decided that “instrument includes test and questionnaire, observation schedule and any other tool used to collect data”.³⁹

Whereas, this research was a true experimental design research with applying pre-test and post-test group design. So, the researcher used test as data collection method to measure dependent variable. The researcher used oral test as a data collecting method to measure students' speaking performance.

a. Pre-test

The pre-test held in the first meeting before doing treatment in order to know ability of the students before doing the treatment.

b. Post-test

The post-test held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class or is there any significant different between the experimental class and the control class scores.

³⁹ Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005), p. 94

2. Observation

Observation is used to get the complete data about the profile of the school, the condition of the school, teachers and the students, and the facilities in the SMA N 2 Metro. Observation also used to get information from relatively source of the students at the eleventh grade of SMA N 2 Metro.

3. Documentation

Arikunto explained that documentation is a method that is used to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agenda, etc.

The researcher used this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures of SMA N 2 Metro.

E. Research Instrument

The research instrument in this research held the test which had explained as follows:

1. Instrument Blueprint

To earn the data related to the research problems, the researcher designed with indicators which have been decided. Moreover, the researcher used Pre-test and Post-test instrument for the experimental class and the control class, here are the blueprint:

- a. The instrument which used a test in this research, it included the pre – test and post – test about speaking performance's result. The researcher used

the objective test that is oral tests. The reasearcher instructed the students to share their idea about the topics. The composition is analyzed and scored by this way, the criteria of speaking :

- 1) Pronounciation
- 2) Fluency
- 3) Vocabulary
- 4) Grammar accuracy
- 5) Interactional Strategies

The researcher compared the scores in order to measure whether there is any significant influence between using round robin technique toward the students' speaking performance.

b. The instrument which used in documentation method is documentation guidance, as follow;

- 1) Documentation about condition of the teachers and officials in the SMA N 2 Metro.
- 2) Documentation about the students of SMA N 2 Metro.
- 3) Documentation about the organization structure of SMA N 2 Metro.

F. Data Analysis Technique

In data analysis technique, the researcher used two formulas. Fistly, to investigate whether there is any positive influence of using Round robin technique toward the students' speaking performance at the eleventh grade of SMA N 2 METRO, the researcher used the true

experiment in the form of paired t-test by using control group pretest-posttest design. The formulate of t-test:⁴⁰

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right) \left(\frac{1}{N_X} + \frac{1}{N_Y} \right)}}$$

Where:

M : The Mean of score each group

N : Subjects in the sample

X : Deviation of each X2 and X1

Y : Deviation of each grade Y2 and Y1¹

Secondly, to investigate whether there is any significant influence of using Round robin technique toward the students' speaking performance at the eleventh grade of of SMA N 2 Metro, the researcher used the researcher used Chi-Square formula.

According to Donal Ary, when dealing with nominal data, the most widely used tests of significance are the Chi-Square tests. They compare observed frequencies and expected frequencies.⁴¹ It is used to examine the significant differences between observed frequencies and expected frequencies in this research, the researcher uses Chi-Square formula. The formula of Chi-Square:⁴²

⁴⁰ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

⁴¹ Donal Ary, *Introduction to Research*, p. 188

⁴² *Ibid.*,

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Where:

χ^2 : Chi-Square obtained

f_o : observed frequency

f_h : expected frequency

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Short Story About the Establishment of SMA N 2 Metro

SMA N 2 Metro was established based on The Minister of Education and Culture decision The Republic of Indonesia number 0363/1991 on June 20, 1991 was named SMA N Bantul. After the date of June 20, 1993 based on The Minister of National Education the Republic of Indonesia number 02/1993 the name become SMA N 2 Metro. the school location is on 16A Sriwijaya Streets, Metro, Lampung.

SMA N 2 metro have guided by 6 principles. On 1991 until 1996, Drs. Hi Baharuddin Harahap has guided as the principle. Then, on 1997 until 2000, R. Eko Haryono has guided as the principle. Next, on 2000 until October 2004, Drs. Kamiluddin has guided as the principle. After that, on October 2004 until 2006, Drs. Murni Siregar has guided as the principle. Subsequently, on 2006 until February 2015, Hartanto, S.Pd has guided as the principle. And now, the principle of SMA N 2 Metro is Drs. A. Indrianto Susetyo.

The vision and mission of the SMA N 2 Metro are started as follow: the vision: “Realization of educational achievement, have a

certain character, insightful information technology and based environment.”

The mission is the first is to cultivate the spirit of quality culture that is faithful, devoted and based environment. The second is to supply the standard school facilities and infrastructures are inadequate. The third is to improve the effectiveness of active learning, innovative, creative, effective and fun. The fourth is to improve guidance and counseling so as to encourage and help students to recognize their potential is developed in order to optimally. The fifth is to apply information technology as a means of improving the quality of education clung to the nobility and character. The sixth is to implicate a school-based management that involves the school community, parents, community and relevant agencies.

The orientation of SMA N 2 Metro is the official management. The school consists of twenty seven classes, teacher room, official employee room, library, computer laboratory, biology laboratory, chemistry laboratory, physics laboratory, masque, canteen, toilet, and parking area.

The principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMA N 2 Metro is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum. Each

of the head vice has the duties. The principals that had been led this school are:

1. Drs. Hi. Baharuddin Harahap (1991 – 1996).
2. R. Eko Haryono, BA (1997 – 1999).
3. Drs. Kamiluddin (1999 – 2004).
4. Drs. Murni Siregar (2004 – 2006).
5. Hartanto, S.Pd (2006 – 2015).
6. Drs. A. Indrianto Susetiyo (2015- Present).

b. Vision, Mission, and Purpose of SMA N 2 Metro

1) Vision

To creat a school that have good achievment, hold on a good characteristics, and have a conception about technology information.

2) Mission

- Creating the developing of curriculum
- Increasing the effectivity of learning process
- Creating accomplishment with the standard minimum $\geq$ 7,50 for each lesson
- Creating human resources of good teacher
- Fulfill the infrastructures

c. School Identity of SMA N 2 Metro

Number of School : 301.126.103.002

Name of School : SMA Negeri 2 Metro

Adress : Jl. Sriwijaya, Mulyosari 16a,
Metro Barat, Lampung

Postal Code : 34100

Phone : 0725-46684

d. The Conditions of SMA N 2 Metro

1) Buildings of SMA N 2 Metro

This school has following buildings: 1 Principal's room, 1 Teacher's room, 1 Administration's room, 1 Living room, 27 Classroom, 1 Library, 4 Laboratory, 1 School health service room, 1 Counselor room, 1 Mosque, 1 Physical Educations room, 5 Toilet, 5 Canteen, and 1 parking area.

2) Conditions of Teachers and Official Employers in SMA N 2 Metro

Conditions of teacher and official employers in SMA N 2 Metro have been good enough for learning process. The numbers of teacher and official employers in SMA N 2 Metro can be identified as follows:

Table 5
Teachers and Official Employers in
SMA N 2 Metro

No	NAMA	SEX	Occupation
1.	Hartanto, S.Pd	Male	Teacher
2.	Dra.Ade Rosimah	Female	Teacher
3.	Drs. Maksum	Male	Teacher
4.	Dra. Sriwati	Female	Teacher
5.	Djumali, S.Pd	Male	Teacher

No	NAMA	SEX	Occupation
6.	Dra. Bernas Wahyu W	Female	Teacher
7.	Dra. Sri Hartati	Female	Teacher
8.	Dra. Suminah	Female	Teacher
9.	Dra. Kemala Dewi	Female	Teacher
10.	Drs. Rasiman	Male	Teacher
11.	Drs. Arsyad	Male	Teacher
12.	Drs. Mariman	Male	Teacher
13.	Drs. Aris Purwadi	Male	Teacher
14.	Drs. Sugianto	Male	Teacher
15.	Drs. Suprpto	Male	Teacher
16.	Dra. Wiwik Nurhayati	Female	Teacher
17.	Drs. Bambang Sri	Male	Teacher
18.	Drs. Edi Setioarto	Male	Teacher
19.	Dra. Mekaryanti	Female	Teacher
20.	Dra. Rumani	Female	Teacher
21.	Dra. Suharmi	Female	Teacher
22.	Dra. Rudi Hartati	Female	Teacher
23.	Priyantoro, S.Pd	Male	Teacher
24.	Dra. Puspita Anggraini	Female	Teacher
25.	Tuasdin Saragih, S.Pd	Male	Teacher
26.	Sugiono, S.Pd	Female	Teacher
27.	Dra. Lina Basiana	Female	Teacher
28.	Drs. Triwoko Heri S.	Male	Teacher
29.	Susanti Prihartini, S.Pd.	Female	Teacher
30.	Drs. Apredi	Male	Teacher
31.	Dra. Akonita	Female	Teacher
32.	Triyatno, S.Pd	Male	Teacher
33.	Yamir Sugiyono, S.Pd	Male	Teacher
34.	Drs. A. Indrianto.S.	Male	Headmaster
35.	Drs. Darnel	Male	Teacher
36.	Drs. Kusprianto	Male	Teacher
37.	Surati, S.Pd	Male	Teacher
38.	Dra. Ratna Multiwinarsih	Female	Teacher
39.	Drs. Ponco Heru Sutanto	Male	Teacher
40.	Iik Atikah M.Pd.	Female	Teacher
41.	Sri Hartati S.Pd	Female	Teacher
42.	Sri Mulyani S.Pd	Female	Teacher
43.	Rosdiana, S.Pd	Female	Teacher
44.	Estiya Hayati S.Pd	Female	Teacher

No	NAMA	SEX	Occupation
45.	Karminah,S.S n.	Female	Teacher
46.	Faisol Ardi ,S.Pd	Male	Teacher
47.	Aulia Vitari,ST	Female	Teacher
48.	Rita Kurniasih , S.Pd	Female	Teacher
49.	Lilik Toyibah,S.Pd	Female	Teacher
50.	Karmana,SE	Female	Teacher
51.	Fitriana,S.Pd	Female	Teacher
52.	Endah Wahyuningsih,S.Pd.Si	Female	Teacher
53.	Anissa Septya Ningrum,S.Si	Female	Teacher
54.	W.F. Novitasari,S.Si	Female	Teacher
55.	Alfisah Anggraini, S.Ag	Female	Teacher
56.	Lovia Nirmala,S.Pd.	Female	Teacher
57.	Sri Widayati,S.Pd	Female	Teacher
58.	Amar Fatkhllloh, S.Pd. I	Male	Teacher
59.	Vitantina Lumbanraja, S. Kom	Female	Teacher
60.	Tika Ariatni, S.Pd.	Female	Official Employee
61.	Suparminto	Male	Official Employee
62.	Tri Suliyah	Female	Official Employee
63.	Sri Lestari	Female	Official Employee
64.	Yuli Sumitro	Female	Official Employee
65.	Suyono	Male	Official Employee
66.	Siti Nuraini	Female	Official Employee
67.	Sri Utami Dewi	Female	Official Employee
68.	Sukadi	Male	Official Employee
69.	Sumaryanto	Male	Official Employee

e. The quantities of students in SMA N 2 Metro

The quantities of the students in SMA N 2 Metro are 479 students that can be identified as follows:

Table 6
The Quantity of Students in SMA N 2 Metro

No	Class	Male	Female	Amount
1	X	80	202	282
2	XI	113	144	257
3	XII	102	130	246
Total		295	476	772

e. Organization Structure of SMA N 2 Metro

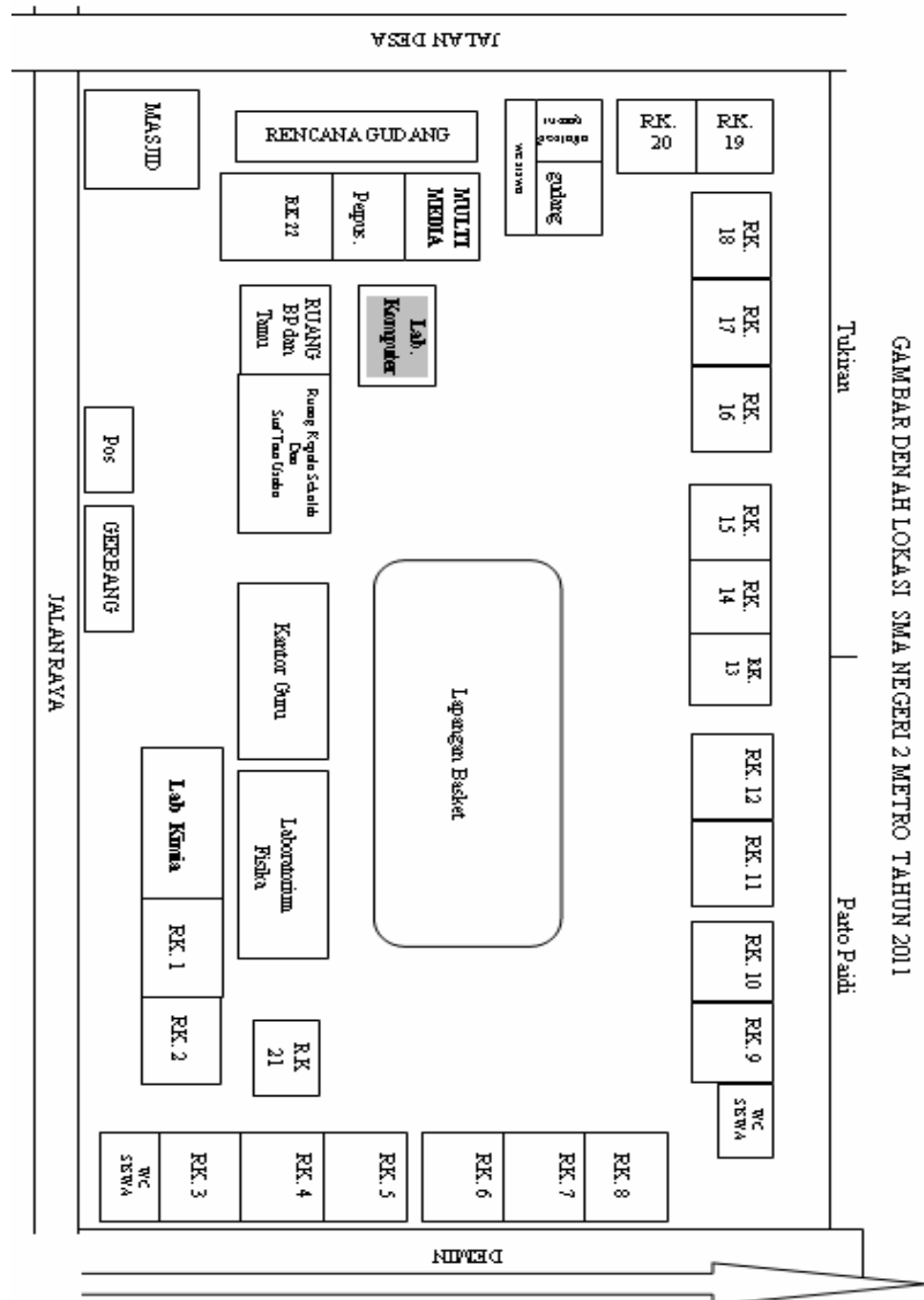
Organization Structure of SMA N 2 Metro as follow :

Figure 2
Organization Structure of SMA N 2 Metro

f. Location Sketch of SMA N 2 Metro

Figure 2

The Location Sketch of SMA N 2 Metro



2. Research Instrument

This research was conducted on tenth grade of SMA N 2 Metro which consist of two classes for about 26 students in control class and 26 students in experiment class. This research was held from may 15th until may 22th 2017. The researcher conducted her research by steps , the explanation as follow :

a. Pre-Test

The pre-test was given to all of the students in the first meeting in order to find out students' speaking performance, although it was held on may 15th and may 17th 2017.

b. Treatment

The researcher gave the same material with different treatment for both of the classes, which is the control class treated without Round robin technique and the experimental class using Round robin technique. Moreover the treatment held on may 15th and 17th 2017.

c. Post-test

The post-test was conducted to know the result of the students' speaking performance and it was held on may 22th and may 24th 2017.

3. Research Data

a. The result of the students' Pre-test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes

who have similar level. The pre-test in this research is speaking test.

The Result Pre-Test can be identified as follows:

Table 7
The Result of Students' Experimental Class Pre-Test at the Eleventh
Grade of SMA N 2 Metro

NO	NAME	FL	PR	VO	GR	IN	SCORE
1.	AN	15	15	16	10	7	65
2.	AS	17	16	17	14	11	75
3.	ACMR	11	11	12	12	6	52
4.	AP	17	16	17	14	11	75
5.	AA	10	10	13	10	6	49
6.	ALP	17	16	17	15	11	76
7.	AS	11	11	12	11	6	51
8.	CAN	12	12	14	12	10	60
9.	DAQ	11	15	17	14	11	73
10.	DBA	15	16	16	10	8	67
11.	DDS	10	10	13	10	6	49
12.	EM	11	11	14	12	10	58
13.	GF	11	11	13	11	6	52
14.	Im	9	9	10	8	5	41
15.	KI	11	12	14	12	10	59
16.	KTA	8	8	10	8	5	39
17.	MSN	7	8	9	8	5	38
18.	MA	9	8	13	10	5	45
19.	MR	14	15	16	10	7	64
20.	MS	17	17	19	17	15	85
21.	RHA	18	18	19	18	17	90

22.	RAY	7	7	9	8	5	37
23.	RMF	6	6	8	8	5	34
24.	SNL	9	8	13	9	5	45
25.	SM	9	8	11	9	5	42
26.	SD	9	8	11	9	5	42
Total							1463
Average							56,27
The highest score							90
The lowest							34

Note :

Fl = Fluency

Pr = Pronunciation

Vo = Vocabulary

Gr = Grammatical Accuracy

In = Interactional Strategies

Based on the table above, the researcher measured the class interval as follows:

R = the highest score – the lowest score

= 90-34

= 56

K = $1 + 3.3 \log n$

= $1 + 3.3 \log 26$

= $1 + 4.66$

= 5,67

= 6

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

= $\frac{56}{6}$

= 9,33

= 9

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

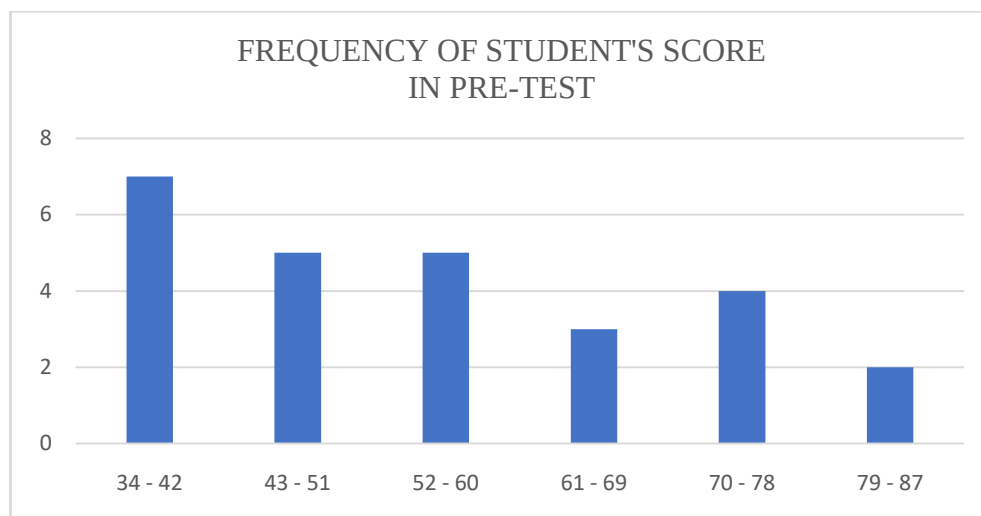
Table 8
Frequency Distribution as the Result of Experimental Class Pre-Test
at the Eleventh Grade of SMA N 2 Metro

Interval	Frequency	Categories	Percentages %
79-90	2	High	7,69%
70-78	4	Fair	15,38%
61-69	3	Low	11,54%
52-60	5	Low	19,23%
43-51	5	Low	19,23%
34-42	7	Low	26,92%
	26		100%

Based on the table of frequency distribution above, it can be inferred that most of students got score under 79.

Therefore, it be concluded that students speaking performance in the pre-test was unsatisfied.

Graph 1



The graph of table frequency distribution above described that the result of the students' score of pre-test (experimental class). There were 7 (26,92%) students got score 34-42. Furthermore, there were 5(19,23%) students who got score 43-51, 5 (19,23%) students who got score 52-60, 3(11,54%) students who got score 61-69, 4 (15,38%) students who got score 70-78, and 2 (7,69%) students got score 79-87. From the data above, it can be seen that students speaking performance in pre-test was unsatisfied.

Furthermore, The Result of Students' Control Class Pre-Test can be identified as follows:

Table 9
The Result of Students' Control Class Pre-Test at the Eleventh Grade of
SMA N 2 Metro

NO	NAME	FL	PR	VO	GR	IN	SCORE
1.	ABL	9	6	9	5	5	34
2.	DA	9	10	11	9	9	48
3.	DF	11	8	13	7	5	44
4.	DKS	12	13	16	10	9	60
5.	DE	14	14	17	12	12	69
6.	DSM	16	16	18	15	14	79
7.	EH	12	13	16	10	9	60
8.	FQ	10	8	12	7	5	42
9.	GR	14	14	17	12	12	69
10.	HRV	10	8	13	7	5	43
11.	IP	14	14	17	13	12	70
12.	KC	16	16	18	15	13	78
13.	MAA	12	13	16	11	9	61
14.	MAY	10	8	12	7	5	42
15.	MAH	12	13	16	10	9	60
16.	NLP	9	11	11	11	9	51

17.	NDU	12	13	16	11	9	61
18.	NM	12	13	16	11	9	61
19.	NNP	18	18	19	17	15	87
20.	NES	9	11	11	11	9	51
21.	Nu	12	13	16	10	9	60
22.	OR	16	16	18	15	14	79
23.	RHP	14	14	17	12	12	69
24.	SA	18	18	19	17	15	87
25.	SAS	10	8	12	7	5	42
26.	SAI	10	8	12	7	5	42
Total							1549
Average							59,57692
The highest score							87
The lowest score							34

Note :

Fl = Fluency

Pr = Pronunciation

Vo = Vocabulary

Gr = Grammatical Accuracy

In = Interactional Strategies

Based on the table above, the researcher then measured the class interval as follows:

$R = \text{the highest score} - \text{the lowest score}$

$= 87 - 34$

$= 55$

$K = 1 + 3.3 \log n$

$= 1 + 3.33 \log 26$

$= 1 + 4,66$

$= 5,66$

$= 6$

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

$= \frac{55}{6}$

6

$$= 8.83$$

$$= 9$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

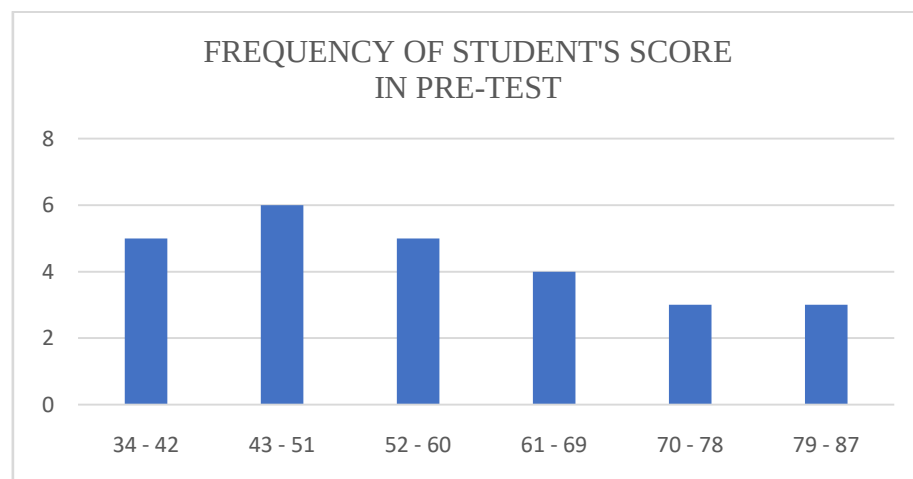
Table 10
Frequency Distribution as the Result of Control Class Pre-Test at the
Eleventh Grade of SMA N 2 Metro

Interval	Frequency	Categories	Percentages %
79 – 87	3	High	11,53%
70 – 78	3	Fair	11,53%
61 – 69	4	Low	15,38%
52 – 60	5	Low	19,23%
43 – 51	6	Low	23,07%
34 – 42	5	Low	19,23%
	26		100%

Based on the table of frequency distribution above, it can be inferred that most of students got score under 79.

Therefore, it be concluded that students speaking performance in the pre-test was unsatisfied.

Graph 2



The graph of table frequency distribution above described that the result of the students' score of pre-test (control class). There were 5 (19,23%) students got score 34-42. Furthermore, there were 6 (23,07%) students who got score 43-51, 5 (19,23%) students who got score 52-60, 4 (15,38%) students who got score 61-69, 3 (11,53%) students who got score 70-78, and 3 (11,53%) students got score 79-87. From the data above, it can be concluded that students speaking score in control class is better than experimental class.

b. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students' speaking performance before and after a treatment was given. And the data of post-test score at the control class as follows:

Table 11
The Result of Students' Experimental Class Post-Test at the Eleventh
Grade of SMA N 2 Metro

NO	NAME	FL	PR	VO	GR	IN	SCORE
1.	AN	15	15	16	10	8	66
2.	AS	16	16	17	17	15	81
3.	ACMR	17	16	17	17	15	82
4.	AP	17	16	18	13	11	75
5.	AA	16	15	17	13	11	72
6.	ALP	17	17	17	14	11	76
7.	AS	16	18	19	18	17	88

8.	CAN	16	18	19	18	17	88
9.	DAQ	18	18	1	12	17	87
10.	DBA	12	12	15	13	10	61
11.	DDS	16	16	17	18	11	73
12.	EM	18	18	19	13	18	91
13.	GF	15	15	16	13	11	70
14.	Im	15	15	16	18	11	70
15.	KI	18	18	19	13	17	88
16.	KTA	18	18	18	13	17	88
17.	MSN	17	18	18	18	17	89
18.	MA	19	18	19	18	18	91
19.	MR	15	17	18	18	17	86
20.	MS	19	19	20	18	19	96
21.	RHA	20	19	20	17	19	97
22.	RAY	15	16	18	19	18	86
23.	RMF	15	17	18	19	17	83
24.	SNL	16	15	17	18	11	73
25.	SM	13	12	15	18	10	62
26.	SD	16	16	17	13	15	81
Total							2100
Average							80,7692
The highest score							97
The lowest							61

Based on the table above, the researcher then measured the class interval as follows:

R = the highest score – the lowest score

$$= 97-61$$

$$= 36$$

K = $1+3.3 \log n$

$$= 1+3.3 \log 26$$

$$= 1+ 4,66$$

$$= 5,66$$

$$= 6$$

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

$$= \frac{36}{6}$$

$$= 6$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

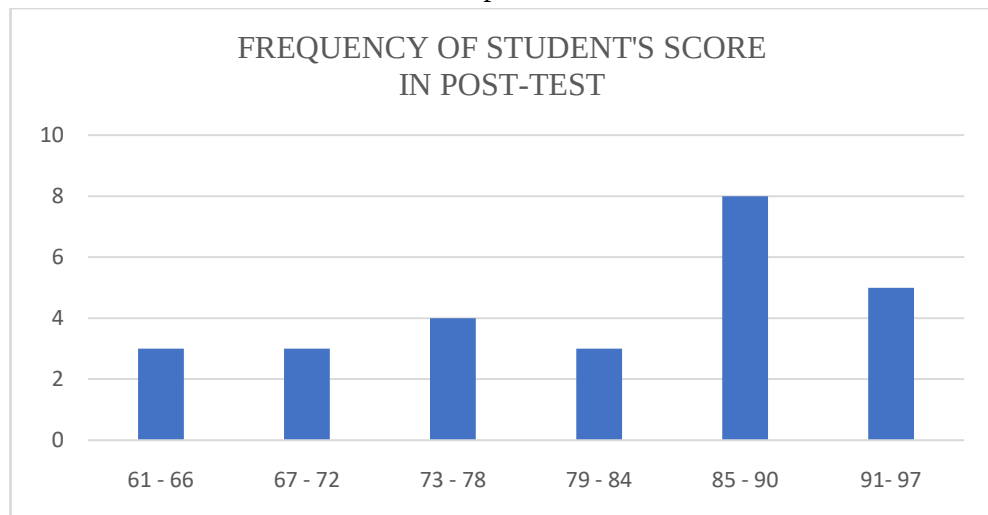
Table 12
Frequency Distribution as the Result of Experimental Class Post-Test at the Eleventh Grade of SMA N 2 Metro

Interval	Frequency	Categories	Percentages %
91 – 97	5	High	19,23 %
85 - 90	8	High	30,76 %
79 – 84	3	High	11,53 %
73 – 78	4	Fair	15,38 %
67 – 72	3	Low	11,53 %
61 – 66	3	Low	11,53 %
	26		100 %

Based on the table of frequency distribution above, it can be inferred that 16 (61,52%) students got more that 79 which was the

minimum mastery criteria (MMC). Therefore, it can be inferred that the students speaking performance was increased or easy to say was good.

Graph 3



The graph of table frequency distribution above described that the result of the students' score of post-test (experimental class). There were 3 (11,53%) students got score 61-66. Futhermore, there were 3(11,53%) students who got score 67-72, 4 (15,38%) students who got score 73-78, 3 (11,53%) students who got score 79-84, 8 (30,76%) students who got score 85-90, and 5 students (19,23%) got score 91-97. In short, it can be inferred that the students' speaking performance was increased.

The researcher also conducted post- test for the control class. The result of the students' post-test at the control class can be identified as follow :

[illegible]

Based on the table above, the researcher then measured the class interval as follows:

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 92 - 40$$

$$= 52$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.4 \log 26$$

$$= 1 + 4,66$$

$$= 5,66$$

$$= 6$$

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

$$= \frac{52}{6}$$

$$= 8,6$$

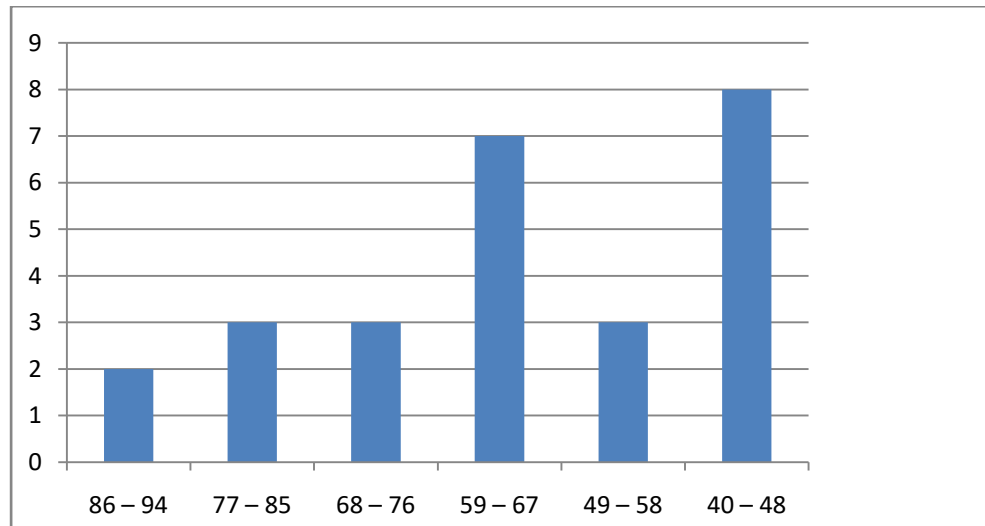
$$= 9$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 14
Frequency Distribution as the Result of Control Class Post-Test at the Eleventh Grade of SMA N 2 Metro

Interval	Frequency	Categories	Percentages %
86 – 94	2	High	7,69 %
77 – 85	3	Fair	11,53 %
68 – 76	3	Low	11,53 %
59 – 67	7	Low	29, 92 %
49 – 58	3	Low	11,53 %
40 – 48	8	Low	30,76 %
Total	26		100 %

Graph 4
Frequency of Students' Score in Post Test



The graph of table frequency distribution above described that the result of the students' score of post-test (control class). There were 8 (30,76%) students got score 40-48. Furthermore, there were 3 (11,53%) students who got score 49-58, then 7 (29,92%) students who got score 59-67, also 3 (11,53%) students who got score 68-76. Then 3 (11,53%) students who got score 77-85, and 2 (7,69%) students got score (29,92%). From the data above, it can be seen that students, speaking performance in post test was good.

B. Hypothesis Testing

After applying the method, the researcher analyzed the data by using two formulas, as follows:

1. Analyzing the data by using t-test

The researcher used t-test in order to prove whether there is any positive influence between experimental class which received the

treatment using Round Robin technique and control class which didn't receive treatment using Round Robin technique at the Eleventh Grade of SMA N 2 Metro, as follows:

- a. Preparing the table in order to investigate the differences between experimental class and control class.

Table 14
The Authentic Table of the Differences between Experimental Class and
Control Class at the Eleventh Grade of SMA N 2 Metro

Control Class					Experimental Class				
NO	Subject	Pre- Test (X1)	Post- Test (X2)	Difference (X)	NO	Subject	Pre- Test (Y1)	Post- Test (Y2)	Difference (Y)
1.	ABL	34	34	0	1.	AN	65	66	1
2.	DA	48	48	0	2.	AS	75	81	6
3.	DF	44	44	0	3.	ACMR	52	82	30
4.	DKS	60	61	1	4.	AP	75	75	0
5.	DE	69	69	0	5.	AA	49	72	23
6.	DSM	79	77	-2	6.	ALP	76	76	0
7.	EH	60	61	1	7.	AS	51	88	37
8.	FQ	42	44	2	8.	CAN	60	88	28
9.	GR	69	70	1	9.	DAQ	73	87	14
10.	HRV	43	40	-3	10.	DBA	67	61	-6
11.	IP	70	70	0	11.	DDS	49	73	24
12.	KC	78	79	1	12.	EM	58	91	33
13.	MAA	61	61	0	13.	GF	52	70	18
14.	MAY	42	45	3	14.	Im	41	70	29
15.	MAH	60	63	3	15.	KI	59	88	29
16.	NLP	51	51	0	16.	KTA	39	88	49
17.	NDU	61	58	-3	17.	MSN	38	89	51
18.	NM	61	61	0	18.	MA	45	91	46
19.	NNP	87	90	3	19.	MR	64	86	22
20.	NES	51	51	0	20.	MS	85	96	11
21.	Nu	60	61	1	21.	RHA	90	97	7
22.	OR	79	80	1	22.	RAY	37	86	49
23.	RHP	69	69	0	23.	RMF	34	83	49
24.	SA	87	90	3	24.	SNL	45	73	28
25.	SAS	42	42	0	25.	SM	42	62	20
26.	SAI	42	42	0	26.	SD	42	81	39
The Result		1549	1561	$\sum X = 12$	The Result		1463	2100	$\sum Y = 637$

b. Putting the data into t-test formula in order to get t_{observed} :

$$M_x = \frac{12}{26} = 0.4615$$

$$M_y = \frac{637}{26} = 24.5$$

$$\begin{aligned}\sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N} \\ &= 59 - \frac{(12)^2}{26} \\ &= 59 - \frac{144}{26} \\ &= 59 - 5.5\end{aligned}$$

$$\begin{aligned}\sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\ &= 22729 - \frac{(637)^2}{26} \\ &= 22729 - \frac{405769}{26} \\ &= 22729 - 15606.5\end{aligned}$$

$$\sum x^2 = 53.5$$

$$\sum y^2 = 7122.5$$

Therefore the researcher counted by using the formula of t-test as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{0.4615 - 24.5}{\sqrt{\left(\frac{53.5 + 7122.5}{26 + 26 - 2}\right)\left(\frac{1}{26} + \frac{1}{26}\right)}}$$

$$= \frac{+ 24.0385}{\sqrt{\left(\frac{7176}{50}\right)\left(\frac{2}{26}\right)}}$$

$$= \frac{24,0385}{\sqrt{(143,52 \times 0.076)}}$$

$$= \frac{24.0385}{\sqrt{10.0752}} = \frac{24.0385}{3.302} = 7.279$$

Moreover, after putting the data above into formula t-test, the researcher got t_{observed} is 7.279

2. Analyzing the data by using chi-square test

The researcher used chi-square test to prove whether there is any significant influence of using Round Robin technique in at the Eleventh Grade of SMA N 2 Metro, as follows:

- a. Preparing the table distribution frequency of pre-test and post-test in experimental class (XI IPA 4)

Table 15
Distribution Frequency of Pre-Test And Post-Test
In Experimental Class (XI IPA 4)

Variables	Category			Total
	High	Fair	Low	
Pre-Test	2	4	20	26
Post-Test	16	4	6	26
Total	18	8	26	52

- b. Putting the data into Chi-Square analysis technique in order to get

χ^2_{observed}

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Table 16
Testing of The Data

Sel:	f_o	$f_h = \frac{Cn \times Rn}{N}$	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
1	2	9	-7	49	5.444
2	4	4	0	0	0
3	20	13	7	49	3.769
4	16	9	7	49	5.444
5	4	4	0	0	0
6	6	13	-7	49	3.769
Σ	52	52	0	196	18.426

Moreover, after putting the data above into Chi-Square analysis,
the researcher got χ^2_{observed} is 18.426

C. Interpretations

Honestly, the researcher has formulated the alternative hypothesis (Ha) and null hypothesis (Ho) are as follows:

3. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Round Robin technique toward the students' speaking performance at the eleventh grade of SMA N 2 Metro.

4. Null Hypothesis (Ho)

There is no a positive and significant influence of using Round Robin technique toward the students' speaking performance at the eleventh grade of SMA N 2 Metro.

Furthermore, after H_a and H_o has formulated, the researcher consulted t_{observed} to t_{table} and f_o to f_h as follows:

- c. If $t_{\text{observed}} > t_{\text{table}}$ and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, So H_a is accepted and H_o is rejected.
- d. If $t_{\text{observed}} < t_{\text{table}}$ and $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, So H_a is rejected and H_o is accepted.

It means that if the t_{observed} is higher than t_{table} (there is a positive influence) and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ (there is a significant influence), H_a is accepted and H_o is rejected. On the other way, if the t_{observed} is smaller than t_{table} (there is no a positive influence) and $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ (there is no a significant influence), H_a is rejected and H_o is accepted.

1. Interpretation of t_{observed}

After analyzing the data in hypothesis testing, the researcher found that the critical value of t_{observed} is 7.279 . If the researcher interprets it based on the concept above. It can be inferred that there is a positive and significant influence of using Round Robin technique toward the students' speaking performance at the Eleventh Grade of SMA N 2 Metro.

a. Statistical Significance

The hypothesis applied in this present research is there is a positive and significant influence of using Round Robin technique toward the students' speaking performance at the eleventh grade of SMA N 2 Metro.

To know the critical value of t_{table} , the researcher firstly counted degrees of freedom (d.f), as follows:

$$d.f = N_x + N_y - 2.$$

$$d.f = N_x + N_y - 2$$

$$= 26 + 26 - 2$$

$$= 50$$

The degrees of freedom (d.f) was 50, the researcher was able to find it in t-table. So, it is not done interpolation.

Table 17
Critical Value of t_{table}

Level of significant	5%	1%
d.f 50	2.008	2.677

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

$$t_{observed} = 7.279$$

$$t_{table} = 2.008 (5\%) \text{ and } 2.677 (1\%)$$

Furthermore, the data confirm that $t_{observed}$ is higher than t_{table} , or it can be written as $2.008 < 7.279 > 2.677$. It means that there is a positive

influence of using Round Robin technique toward the students' speaking Performance at the Eleventh Grade of SMA N 2 Metro.

2. Interpretation of χ^2_{observed}

After analyzing the data in hypothesis testing, the researcher found that the critical value of χ^2_{observed} is 18.426. If the researcher interprets it base on the concept of hypothesis. It can be inferred that there is a significant influence of using Round Robin technique toward the students' speaking performance at the Eleventh Grade of SMA N 2 Metro.

b. Statistical Significance

The hypothesis applied in this present research is there was a significant influence of using Round Robin technique toward the students' speaking Performance at the eleventh grade of SMA N 2 Metro.

To know the critical value of χ^2_{table} , the researcher firstly counted degree of freedom (d.f), as follows:

$$\text{d.f} = (\text{Column} - 1) (\text{Row} - 1)$$

$$\text{d.f} = (3 - 1) (2 - 1)$$

$$\text{d.f} = (2) (1) = 2$$

The degrees of freedom (d.f) was 2, the researcher was able to find it in χ^2_{table} .

Table 18
Critical Value of χ^2_{table}

Level of significant	5%	1%
d.f 2	5.99	9.21

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

$$\chi^2_{\text{observed}} = 18.426$$

$$\chi^2_{\text{table}} = 5.99 (5\%) \text{ and } 9.21 (1\%)$$

Furthermore, the data confirm that χ^2_{observed} is higher than χ^2_{table} or it can be written as $5.99 < 18.426 > 9.21$. There are high or significant difference between χ^2_{observed} and χ^2_{table} . It means that there is a significant influence of using Round Robin technique toward the students' speaking performance at the Eleventh Grade of SMA N 2 Metro.

Regarding to the all the finding above, the data confirm that t_{observed} is higher than t_{table} (there is a positive influence) and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ (there is a significant influence). It means that H_a is accepted and H_o is rejected. On the other word, there is a positive and significant influence of using Round Robin technique toward the students' speaking performance at the eleventh grade of SMA N 2 Metro.

Thus are agreeable by the statement from Kagan that Round Robin is a cooperative learning technique that can be used repeatedly in many subject areas, at a variety of places in the lesson plan. Round Robin can be used to create an anticipatory set for a lesson, to check for acquisition of

information, or to liven up drill and practice. It also can be used for brainstorming, background knowledge probing or reviewing. This technique brought two positive character namely work in group and brainstorming. Brainstorming character that is brought by this technique are be able to solve the problem about students' difficulties in developing ideas. Students can be more easy to generate their ideas in their speaking because the get the imginations from their friends' ideas. Meanwhile, cooperative learning group character that is brought by this technique are able to solve the problem students' motivation in speaking. So that Round Robin technique has a positive influence toward the students speaking performance at the eleventh grade of SMA N 2 Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the research data, the researcher concludes in this research using Round Robin as technique is an alternative technique that can influence the students' speaking performance. It can be seen from the result of the pre-test and post-test. The students at the eleventh graders of SMA N 2 Metro, especially class XI IPA as experimental class and XI IPS 1 as control class. They have done pre-test and post-test. Before the post-test, the researcher gave a treatment to the students in experimental class and for control class the researcher didn't give a treatment. The score that they got before and after the treatment was so different. In pre-test; the average score of experimental class is 56,27 and the average score of post-test is 80,76. In pre-test; the average score of control class is 59,57 and the average score of post-test is 60,03. The result of this research is $t_{\text{observation}} > t_{\text{table}}$ ($2,008 < 7.279 > 2.677$). Where is the h_a is accepted and h_o is rejected it means that, there is positive and significant influence of using Round Robin toward student's speaking performance at the eleventh graders of SMA N 2 Metro in Academic Year 2016/2017.

Through using Round Robin as technique, the students learn new experience in studying English. In brief, there is a positive and significant influence of using Round Robin as technique toward the students' Speaking

Performance because of the treatments. The fact showed that there were change at amount of student that get the low category and the high category. By using Round Robin in teaching speaking, it made students easier to build their motivation to speak English. It could be increasing the students' speaking performance through applied Round Robin. By using Round Robin the students will be interested so that the students more active in learning process.

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

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. To the Teachers

The teacher should choose a great technique in teaching English especially in speaking class in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great technique in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

2. To The Students

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about vocabulary and fluency in their speaking.
- c. The students are suggested to improve their report speaking performance.

3. To The principle

- a. The reseacher greatly expects that this study can give contribution for the school, such a reference for further studies in learning especially in english.

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APPENDIXES

SILABUS SMA - WAJIB

Mata Pelajaran : BAHASA INGGRIS

Kelas : XI

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minat untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran	Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya. Fungsi Sosial	Mengamati Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain memberi saran dan tawaran serta responnya, dalam bahasa Inggris,	KRITERIA PENILAIAN - Tingkat ketercapaian fungsi sosial memberi saran dan tawaran, serta responnya. - Tingkat kelengkapan dan	4 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan tawaran, serta responnya, sesuai dengan konteks penggunaannya 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespons ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. Struktur text <u>Gamal</u>: <i>Why don't you talk to your parents. You should let them know. I think they will understand.</i> <u>Siti</u>: <i>I don't know. But I'm afraid they will be angry with me.</i> <u>Gamal</u>: <i>I don't think so. Just go.</i> <u>Evij</u>: <i>He will go out from the class at 10. You can wait for him in my room.</i> <u>Johan</u>: <i>Thanks a lot. But I'd better go to bank first, and then</i>	dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. - Siswa dituntut untuk mencontoh kebiasaan tersebut dengan memberi saran dan tawaran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara memberi saran dan tawaran serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. Mengumpulkan Informasi - Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan memberi saran dan tawaran serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. - Siswa menirukan contoh-contoh interaksi dengan memberi saran dan tawaran serta responnya dalam bahasa Inggris dengan	keruntutan struktur ungkapan untuk memberi saran dan tawaran, serta responnya. - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. - Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan memberi saran dan tawaran, serta responnya. CARA PENILAIAN: Kinerja (praktik) Simulasi dan/atau bermain peran (<i>role play</i>) untuk memberi saran dan tawaran, serta responnya. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) - Observasi terhadap tindakan siswa		setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat - Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset - Contoh interaksi tertulis - Contoh teks tertulis - Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<i>I'll go back</i> <u>Evi</u>: <i>Okay. I'll tell him that you came.</i> Unsur kebahasaan (1) Kosakata terkait dengan kesehatan, tugas sekolah, kebersihan lingkungan, dsb. (2) Tata bahasa: simple past tense, simple present tense, present perfect tense. (3) Kata kerja bantu modal <i>should, have to, can, will</i>, dsb. (4) Ungkapan <i>I think, I know</i>. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal	ucapan, tekanan kata, intonasi, dan sikap yang benar. - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi memberi saran dan tawaran serta responnya. - Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memberi saran dan tawaran serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. Mengasosiasi - Siswa membandingkan ungkapan memberi saran dan tawaran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. - Siswa membandingkan ungkapan memberi saran dan tawaran serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengkomunikasikan	menggunakan bahasa Inggris untuk memberi saran dan tawaran ketika muncul kesempatan di dalam dan di luar kelas. - Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. - Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan memberi saran dan tawaran, termasuk kemudahan dan kesulitannya.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	(6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan Topik Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.	- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk memberi saran dan tawaran serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. - Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. - Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk memberi saran dan tawaran serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks	Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya Fungsi sosial Menjaga hubungan interpersonal dengan guru,	Mengamati - Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan pendapat dan pikiran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. - Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyatakan pendapat dan pikiran	KRITERIA PENILAIAN - Tingkat ketercapaian fungsi sosial menyatakan pendapat dan pikiran, serta responnya. - Tingkat kelengkapan dan keruntutan struktur ungkapan untuk menyatakan pendapat dan pikiran, serta responnya.	4 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.	teman, dan orang lain Struktur teks <u>Yuli</u>: <i>I think Rina's answer to the question is not right. It should be 'vinegar'.</i> <u>Vivi</u>: <i>I think it is 'vinegar' too, not 'wine'.</i> <u>Yani</u>: <i>In my opinion, our volley ball team needs a new coach. Mr. Zulfan cannot handle too many teams himself.</i> <u>Firda</u>: <i>I agree with you.</i> <u>Rahmat</u>: <i>Our English should be more active, I suppose. Why don't we meet three times</i>	serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan pendapat dan pikiran serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. Mengumpulkan Informasi - Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. - Siswa menirukan contoh-contoh interaksi dengan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-	- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. - Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan menyatakan pendapat dan pikiran, serta responnya. CARA PENILAIAN: Kinerja (praktik) Simulasi dan/atau bermain peran (<i>role play</i>) untuk menyatakan pendapat dan pikiran, serta responnya. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) - Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran ketika muncul kesempatan		- Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset - Contoh interaksi tertulis - Contoh teks tertulis - Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<i>a week?</i> <u>Rully</u>: <i>I agree, but after the final exam. Now we are very busy preparing for it.</i> Unsur kebahasaan (1) Kosakata terkait dengan kegiatan ekstrakurikuler, tugas sekolah, kebersihan lingkungan, dsb. (2) Tata bahasa: simple past tense, simple present tense, present perfect tense. (3) Ungkapan: <i>I think... I suppose... In my opinion..., agree, disagree</i>, dsb. (4) Kata kerja bantu modal: <i>need, should, will</i>, dsb. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my</i>,	ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan pendapat dan pikiran serta responnya. - Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. Mengasosiasi - Siswa membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. - Siswa membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengkomunikasikan - Siswa menggunakan bahasa Inggris setiap kali muncul	di dalam dan di luar kelas. - Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. - Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan menyatakan pendapat dan pikiran, termasuk kemudahan dan kesulitannya.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<i>their</i>, dsb secara tepat dalam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan Topik Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.	kesempatan untuk menyatakan pendapat dan pikiran serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. - Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. - Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya 4.3 Menyusun teks	Teks lisan dan tulis untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya Fungsi sosial: Menjaga hubungan interpersonal dengan guru, teman, dan orang	Mengamati - Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain (keteladanan), dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal. - Siswa dituntut untuk mencontoh	KRITERIA PENILAIAN - Tingkat ketercapaian fungsi sosial menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya. - Tingkat kelengkapan dan keruntutan struktur ungkapan untuk menyatakan harapan dan doa bersayap (<i>extended</i>),	4 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
lisan dan tulis untuk menyatakan dan merespons ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks	lain Struktur teks <u>Fitri</u>: <i>I hope the principal understands the situation. He knows you did not do it purposefully.</i> <u>Amat</u>: <i>Yes, I hope so, too.</i> <u>Yudi</u>: <i>As always, your volley ball team will win again this year. I wish you all the best!</i> <u>Freddy</u>: <i>I hope so. Cross your fingers for us.</i> Unsur kebahasaan (1) Kosakata terkait dengan kualitas pekerjaan, keberhasilan, prestasi. (2) Tata bahasa: simple past	keteladanan tersebut dengan menyatakan harapan dan doa bersayap (<i>extended</i>) serta meresponnya, dalam bahasa Inggris dan bahasa lainnya, dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. Mengumpulkan Informasi - Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan harapan dan doa bersayap (<i>extended</i>) serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. - Siswa menirukan contoh-contoh interaksi dengan menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya dalam	serta responnya. - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. - Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya. CARA PENILAIAN: Kinerja (praktik) Simulasi dan/atau bermain peran (<i>role play</i>) untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) - Observasi terhadap tindakan siswa menggunakan bahasa		- Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset - Contoh interaksi tertulis - Contoh teks tertulis - Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tense, present perfect tense, present perfect continuous tense, (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, 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 siswa dengan guru, teman, adik, kakak, dsb. tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.	bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya. - Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. Mengasosiasi - Siswa membandingkan ungkapan untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. - Siswa membandingkan ungkapan untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. - Siswa memperoleh balikan	Inggris untuk menyatakan harapan dan doa bersayap (<i>extended</i>) ketika muncul kesempatan di dalam dan di luar kelas. - Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. - Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan menyatakan harapan dan doa bersayap (<i>extended</i>), termasuk kemudahan dan kesulitannya.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		(<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengkomunikasikan - Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal. - Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. - Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks	Teks tulis berbentuk undangan resmi Fungsi sosial Menjalin hubungan	Mengamati - Siswa mencari undangan resmi, termasuk yang menggunakan bahasa Indonesia. - Siswa mengumpulkan gambar dan	KRITERIA PENILAIAN - Tingkat ketercapaian fungsi sosial undangan resmi. - Tingkat kelengkapan dan	6 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
undangan resmi, sesuai dengan konteks penggunaannya 4.4 Menangkap makna teks undangan resmi. 4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	interpersonal dalam konteks formal Struktur text (gagasan utama dan informasi rinci) a. Menyebutkan tujuan undangan. b. Menyebutkan informasi rinci undangan Unsur kebahasaan (1) Ungkapan dan kosa kata yang lazim digunakan dalam undangan resmi (2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (3) Ucapan, tekanan kata, intonasi (4) Ejaan dan tanda baca (5) Tulisan tangan	foto undangan resmi dari berbagai sumber termasuk internet, buku teks, dsb. - Siswa memberikan komentar dan pandangannya tentang fungsi undangan resmi, ketepatan unsur kebahasaannya, format, tampilan, dsb. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara undangan resmi dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb. Mengumpulkan Informasi - Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari undangan resmi. - Siswa membaca secara lebih cermat semua undangan resmi yang telah terkumpul dalam bentuk gambar dan foto tersebut di	keruntutan undangan resmi. - 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 memahami dan membuat undangan resmi. CARA PENILAIAN: Kinerja (praktik) Tugas menganalisis, menyunting, dan membuat undangan resmi untuk fungsi nyata. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) - Observasi terhadap tindakan siswa memahami, menyunting, dan menghasilkan undangan resmi sesuai fungsi		setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat - Contoh teks dari sumber otentik - Sumber dari internet, seperti: www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Topik Kegiatan dan acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab Multimedia: Layout dan dekorasi yang membuat tampilan teks lebih menarik.	atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. - Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat undangan resmi untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. Mengasosiasi - Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai undangan resmi yang telah dikumpulkan dari berbagai sumber tersebut di atas. - Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai undangan resmi yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengkomunikasikan - Siswa membuat lebih banyak undangan resmi dalam bahasa	sosialnya, di dalam dan di luar kelas. - Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. - Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami, menyunting, dan membuat undangan resmi, termasuk kemudahan dan kesulitannya. Portofolio - Kumpulan karya berbagai undangan resmi yang telah dibuat. a. Kumpulan hasil suntingan beberapa undangan resmi yang dibuat sendiri atau		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. - Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. - Siswa membicarakan permasalahan yang dialami dalam membuat undangan resmi dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	temannya. Kumpulan hasil analisis tentang beberapa berbagai undangan resmi.		
3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya 4.7 Menangkap makna teks surat pribadi. 4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan	Teks tulis berbentuk surat pribadi Fungsi sosial Menjalin kedekatan hubungan antar pribadi Struktur text (gagasan utama dan informasi rinci) - Menyebutkan tujuan surat. - Menyebutkan informasi rinci surat.	Mengamati - Siswa mencari surat pribadi, termasuk yang menggunakan bahasa Indonesia. - Siswa mengumpulkan gambar dan foto surat pribadi dari berbagai sumber termasuk internet, buku teks, dsb. - Siswa memberikan komentar dan pandangannya tentang fungsi surat pribadi, ketepatan unsur kebahasaannya, format, tampilan, dsb. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan	KRITERIA PENILAIAN - Tingkat ketercapaian fungsi sosial surat pribadi. - Tingkat kelengkapan dan keruntutan surat pribadi. - 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 memahami dan membuat surat pribadi.	8 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat - Contoh teks dari sumber otentik - Sumber dari internet, seperti:

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
unsur kebahasaan yang benar dan sesuai konteks	Unsur kebahasaan (1) Ungkapan dan kosa kata yang lazim digunakan dalam surat pribadi sederhana (2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (3) Ucapan, tekanan kata, intonasi (4) Ejaan dan tanda baca (5) Tulisan tangan Topik Pengalaman, informasi, masalah yang terkait dengan sekolah, rumah, dan masyarakat yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur,	mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara surat pribadi dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb. Mengumpulkan Informasi • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari surat pribadi. • Siswa membaca secara lebih cermat semua surat pribadi yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat surat pribadi untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. Mengasosiasi • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai surat	CARA PENILAIAN: Kinerja (praktik) Tugas menganalisis dan membuat surat pribadi untuk fungsi nyata. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa memahami dan menghasilkan surat pribadi sesuai fungsi sosialnya, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Penilaian diri:		- www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	disiplin, percaya diri, kerjasama dan bertanggung jawab Multimedia: Layout dan dekorasi yang membuat tampilan teks lebih menarik.	pribadi yang telah dikumpulkan dari berbagai sumber tersebut di atas. - Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai surat pribadi yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengkomunikasikan - Siswa membuat lebih banyak surat pribadi dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. - Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. - Siswa membicarakan permasalahan yang dialami dalam membuat surat pribadi dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat surat pribadi, termasuk kemudahan dan kesulitannya. Portofolio - Kumpulan karya berbagai surat pribadi yang telah dibuat. - Kumpulan hasil analisis tentang beberapa berbagai surat pribadi.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya. 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Teks lisan dan tulis teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) Fungsi sosial Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb. Struktur text (gagasan utama dan informasi rinci) a. Menyebutkan tujuan manual dan tip b. Menyebutkan bahan dan/atau peralatan yang diperlukan c. Menyebutkan serangkaian langkah kerja Unsur kebahasaan (1) Tata bahasa: kalimat imperatif,	Mengamati - Siswa mencari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), termasuk yang menggunakan bahasa Indonesia. - Siswa mengumpulkan gambar dan foto teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) dari berbagai sumber termasuk internet, buku teks, dsb. - Siswa memberikan komentar dan pandangannya tentang fungsi teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.	KRITERIA PENILAIAN - Tingkat ketercapaian fungsi sosial teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>). - Tingkat kelengkapan dan keruntutan teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>). - 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 memahami dan membuat teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>). CARA PENILAIAN: Kinerja (praktik) Tugas menganalisis dan membuat teks prosedur berbentuk manual dan kiat-	8 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat - Contoh teks dari sumber otentik - Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	negatif dan positif (2) Ungkapan dan kosa kata yang lazim digunakan dalam manual dan tip (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan Topik Tindakan dan kegiatan yang lazim atau terkait dengan hidup siswa di sekolah, rumah, dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur,	Mengumpulkan Informasi - Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>). - Siswa membaca secara lebih cermat semua teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. - Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. Mengasosiasi - Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. - Siswa membandingkan fungsi	kiat (<i>tips</i>) untuk fungsi nyata. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) - Observasi terhadap tindakan siswa memahami dan menghasilkan teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas. - Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. - Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat teks		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	disiplin, percaya diri, kerjasama dan bertanggung jawab.	sosial, struktur teks, dan unsur kebahasaan dari berbagai teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengkomunikasikan - Siswa membuat lebih banyak teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. - Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. - Siswa membicarakan permasalahan yang dialami dalam membuat teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), termasuk kemudahan dan kesulitannya. Portofolio - Kumpulan karya berbagai teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) yang telah dibuat. - Kumpulan hasil analisis tentang beberapa berbagai teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>).		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. 4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan	Teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/ kejadian tanpa selalu perlu menyebutkan pelakunya Fungsi sosial Menyatakan secara obyektif, terfokus pada hasilnya atau bendanya, bukan pelakunya. Struktur teks <i>Insects are considered dangerous animals. A tsunami is caused by an earthquake affecting the seabed. The harbour was built by the Dutch in 1887. A windmill is so called because it is generated by the wind., dan</i>	Mengamati - Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. - Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan	KRITERIA PENILAIAN - Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya. - Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya. - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. - Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya. CARA PENILAIAN:	6 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat - Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset - Contoh interaksi tertulis - Contoh teks tertulis - Sumber dari internet, seperti: www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
yang benar dan sesuai konteks	semacamnya. Unsur kebahasaan (1) Tata bahasa: passive voice, simple present tense, simple past tense (2) Kata <i>by</i> (3) Kosa kata: benda-benda yang terkait dengan pembelajaran di SMA dan kehidupan siswa sebagai remaja (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi, (6) Ejaan dan tanda baca (7) Tulisan tangan.	ungkapan lain, akibat jika menyebutkan pelakunya, dsb. Mengumpulkan Informasi - Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, dalam konteks yang benar, dalam bahasa Inggris dari film, kaset, buku teks, dsb. - Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam konteks yang benar dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam konteks yang benar. - Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tindakan/kegiatan/ kejadian tanpa perlu menyebutkan	Kinerja (praktik) Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) - Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, ketika muncul kesempatan, di dalam dan di luar kelas. - Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. - Observasi terhadap kepedulian dan		es - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Topik Benda, binatang, tumbuh-tumbuhan, kejadian, peristiwa yang penting dan relevan dengan siswa SMA yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	pelakunya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. Mengasosiasi - Siswa membandingkan ungkapan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya yang telah dikumpulkan dari berbagai sumber tersebut di atas. - Siswa membandingkan ungkapan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengkomunikasikan - Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan	kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, termasuk kemudahan dan kesulitannya. Tes tertulis Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		fungsi sosialnya. - Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. - Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.	Teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang Fungsi sosial Mengingatnkan, menasehati, beritacita, menyatakan kebenaran umum,	Mengamati - Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. - Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di	KRITERIA PENILAIAN - Tingkat ketercapaian fungsi sosial menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang. - Tingkat kelengkapan dan keruntutan dalam menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang.	4 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat - Contoh peragaan dalam bentuk rekaman CD/VCD/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dsb. Struktur teks <i>If you eat too much fast food, you will get overweight. We will only get the benefit of exercise, physically and mentally, if we do it regularly. Unless you tell the teacher the truth, she will forever think that you are a liar. The plant will die if you do not water it properly., dan semacamnya.</i> Unsur kebahasaan (1) Kata untuk menyatakan pengandaian: <i>if ... , unless ...</i> (2) Adverbial dengan <i>-ly</i>, adverbial untuk menyatakan waktu, tempat, dsb. (3) Kosa kata:	waktu yang akan datang, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika menyebutkan pelakunya, dsb. Mengumpulkan Informasi - Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dalam konteks yang benar, dalam bahasa Inggris dari film, kaset, buku teks, dsb. - Siswa menirukan contoh-contoh interaksi dengan menyatakan dan	- 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 menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang. CARA PENILAIAN: Kinerja (praktik) Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang. Observasi: (penilaian yang bertujuan untuk memberikan balikan		DVD/kaset - Contoh interaksi tertulis - Contoh teks tertulis - Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	benda-benda yang terkait dengan pembelajaran di SMA dan kehidupan siswa sebagai remaja (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi, (6) Ejaan dan tanda baca (7) Tulisan tangan. Topik Benda, binatang, tumbuh-tumbuhan, kejadian, peristiwa yang penting dan relevan dengan siswa SMA yang memberikan keteladanan tentang perilaku disiplin,	menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang dalam konteks yang benar dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang dalam konteks yang benar. - Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. Mengasosiasi - Siswa membandingkan ungkapan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang yang telah dikumpulkan dari berbagai sumber tersebut di atas.	secara lebih cepat) - Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, ketika muncul kesempatan, di dalam dan di luar kelas. - Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. - Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyatakan dan menanyakan pengandaian jika terjadi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	jujur, peduli, pola hidup sehat, dan ramah lingkungan.	- Siswa membandingkan ungkapan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengkomunikasikan - Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. - Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. - Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan	suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, termasuk kemudahan dan kesulitannya. Tes tertulis Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menanyakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI 4.13 Menangkap makna dalam teks ilmiah faktual	Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala dan peristiwa alam dan sosial Fungsi sosial Memperoleh gambaran umum tentang tentang benda, binatang dan gejala/peristiwa alam, secara objektif dan ilmiah. Struktur text (gagasan utama dan informasi rinci) a. Menyebutkan jenis atau golongan dari obyek yang	Mengamati - Siswa menyalin dengan tulisan tangan yang rapi beberapa teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. - Siswa membaca dan mendengarkan teks ilmiah faktual (<i>factual report</i>) tersebut untuk memahami isi pesannya. - Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari teks ilmiah faktual (<i>factual report</i>) tersebut. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan	KRITERIA PENILAIAN - Tingkat pemahaman fungsi sosial teks teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI. - Tingkat kelengkapan dan keruntutan pemahaman isi pesan teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial. - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. - Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang	8 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat - Contoh teks dari sumber otentik - Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resources/files - http://learnenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
(<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	dipaparkan. b. Deskripsi obyek termasuk nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat. Unsur kebahasaan (1) Kosakata tentang benda/binatang/gejala alam yang diamati: banyak peristilahan ilmiah (2) Kata kerja keadaan be, have, look, need, breed, dll., dalam Simple Present tense, atau Simple Past tense jika sudah punah atau tidak ada lagi (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara	mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial tersebut. Mengumpulkan Informasi - Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI, dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. - Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks ilmiah faktual (<i>factual report</i>). - Siswa membaca semua teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala dan peristiwa alam dan sosial yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan	menyertai tindakan memahami isi pesan teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial. CARA PENILAIAN: Kinerja (praktik) Menganalisis isi pesan teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial.		english.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan Topik Benda, binatang dan gejala/peristiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas XI	menyebutkan: - fungsi sosial setiap teks - jenis atau golongan dari obyek yang dipaparkan - nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan Mengasosiasi • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks ilmiah faktual (<i>factual report</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks ilmiah faktual (<i>factual report</i>) yang mereka baca. Mengkomunikasikan • Siswa menyampaikan beberapa teks ilmiah faktual (<i>factual report</i>) sederhana yang telah dibaca atau dibuat sendiri kepada teman-	• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI, termasuk kemudahan dan kesulitannya. Tes tertulis Membaca teks yang menuntut pemahaman tentang teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi teks ilmiah factual, dsb. - Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. - Siswa membicarakan permasalahan yang dialami dalam memahami teks ilmiah faktual (<i>factual report</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	di mata pelajaran di Kelas XI. Portofolio - Kumpulan hasil analisis tentang beberapa teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang telah dibuat. - Lembar soal dan hasil tes		
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum. 4.14 Menangkap makna dalam teks	Teks eksposisi analitis tentang topik yang hangat dibicarakan umum Fungsi sosial Menyatakan pendapat tentang berbagai topik secara analitis dan bertanggung jawab	Mengamati - Siswa menyalin dengan tulisan tangan yang rapi beberapa teks eksposisi analitis tentang topik yang hangat dibicarakan umum dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. - Siswa membaca dan mendengarkan teks eksposisi analitis tersebut untuk memahami isi pesannya. - Dengan bimbingan guru, siswa	KRITERIA PENILAIAN - Tingkat pemahaman fungsi sosial teks teks eksposisi analitis tentang topik yang hangat dibicarakan umum. - Tingkat kelengkapan dan keruntutan pemahaman isi pesan teks eksposisi analitis tentang topik yang hangat dibicarakan umum. - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan	8 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat - Contoh teks dari sumber

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
eksposisi analitis tentang topik yang hangat dibicarakan umum	Struktur text (gagasan utama dan informasi rinci) - Menyebutkan topik serta pandangan atau posisi penulis tentang topik tsb secara umum - Menyebutkan serangkaian argumentasi, secara analitis, yang masing-masing diawali dengan pernyataan pendukung dan penjelasannya. - Menyimpulkan dengan menyebutkan kembali pandangan dan posisinya. Unsur kebahasaan - Kosa kata terkait dengan topik yang dibahas - Tata bahasa terkait dengan	mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari teks eksposisi analitis tersebut. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks eksposisi analitis tersebut. Mengumpulkan Informasi - Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks eksposisi analitis dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. - Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis. - Siswa membaca semua teks eksposisi analitis yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:	kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. - Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan teks eksposisi analitis tentang topik yang hangat dibicarakan umum. CARA PENILAIAN: Kinerja (praktik) Menganalisis isi pesan teks eksposisi analitis tentang topik yang hangat dibicarakan umum. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) - Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan teks eksposisi analitis tentang topik yang hangat		otentik - Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	penyusunan argumentasi, a.l. Simple Present Tense, kata kerja <i>be, have</i>, dan kata sambung seperti <i>first, similarly, finally</i>, dsb. (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan Topik Institusi, benda, binatang dan gejala/peristiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas XI, dengan	- fungsi sosial setiap teks - jenis atau golongan dari obyek yang dipaparkan - nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan Mengasosiasi • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks eksposisi analitis yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks eksposisi analitis yang mereka baca. Mengkomunikasikan • Siswa menyampaikan beberapa teks eksposisi analitis sederhana yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis	dibicarakan umum. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis teks eksposisi analitis tentang topik yang hangat dibicarakan umum, termasuk kemudahan dan kesulitannya. Tes tertulis Membaca teks yang menuntut pemahaman tentang teks eksposisi analitis tentang topik yang hangat dibicarakan umum. Portofolio • Kumpulan hasil analisis tentang beberapa teks eksposisi analitis tentang		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.	dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi teks eksposisi analitis, dsb. - Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. - Siswa membicarakan permasalahan yang dialami dalam memahami teks eksposisi analitis dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	topik yang hangat dibicarakan umum yang telah dibuat. Lembar soal dan hasil tes		
3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya. 4.15 Menangkap makna teks biografi pendek dan sederhana	Teks biografi pendek dan sederhana tentang tokoh terkenal Fungsi sosial Meneladani, membanggakan, mengagumi Struktur text (gagasan utama dan informasi rinci)	Mengamati - Siswa menyalin dengan tulisan tangan yang rapi beberapa teks biografi pendek dan sederhana tentang tokoh terkenal dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. - Siswa membaca dan mendengarkan teks biografi pendek dan sederhana tentang tokoh terkenal tersebut untuk memahami isi pesannya. - Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya,	KRITERIA PENILAIAN - Tingkat pemahaman fungsi sosial teks biografi pendek dan sederhana tentang tokoh terkenal. - Tingkat kelengkapan dan keruntutan pemahaman isi pesan teks biografi pendek dan sederhana tentang tokoh terkenal. - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan	8 JP	- Buku Teks wajib - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat - Contoh teks dari sumber otentik

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tentang tokoh terkenal	a. Mengenalkan tokohnya dan uraian umum tentang ketokohnya b. Menyebutkan urutan tindakan/ kejadian/peristiwa yang dilakukan atau dialami tokoh secara kronologis, dan runtut yang mencerminkan ketokohnya Unsur kebahasaan (1) Kosakata terkait dengan topik yang dibahas (2) Tata bahasa: semua Past Tense, dan kata-kata penghubung yang menunjukkan urutan secara kronologis (3) Penggunaan nominal singular dan plural secara tepat, dengan	struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari teks biografi pendek dan sederhana tentang tokoh terkenal tersebut. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks biografi pendek dan sederhana tentang tokoh terkenal tersebut. Mengumpulkan Informasi - Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks biografi pendek dan sederhana tentang tokoh terkenal dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. - Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal. - Siswa membaca semua teks biografi pendek dan sederhana tentang tokoh terkenal yang telah	tangan. - Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan teks biografi pendek dan sederhana tentang tokoh terkenal. CARA PENILAIAN: Kinerja (praktik) Menganalisis isi pesan teks biografi pendek dan sederhana tentang tokoh terkenal. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) - Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan teks biografi pendek dan sederhana tentang tokoh terkenal. - Observasi terhadap		- Sumber dari internet, seperti: www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan Topik Tokoh yang memberi inspirasi dan pengalaman hidupnya yang relevan dengan hidup siswa sebagai remaja dan pelajar SMA, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.	terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - jenis atau golongan dari obyek yang dipaparkan - nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan Mengasosiasi • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks biografi pendek dan sederhana tentang tokoh terkenal yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks biografi pendek dan sederhana tentang tokoh terkenal yang mereka baca. Mengkomunikasikan	kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis teks biografi pendek dan sederhana tentang tokoh terkenal, termasuk kemudahan dan kesulitannya. Tes tertulis Membaca teks yang menuntut pemahaman tentang teks biografi pendek dan sederhana tentang tokoh terkenal. Portofolio • Kumpulan hasil analisis tentang beberapa teks biografi pendek dan sederhana tentang tokoh terkenal yang telah dibuat.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		- Siswa menyampaikan beberapa teks biografi pendek dan sederhana tentang tokoh terkenal sederhana yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi teks biografi pendek dan sederhana tentang tokoh terkenal, dsb. - Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. - Siswa membicarakan permasalahan yang dialami dalam memahami teks biografi pendek dan sederhana tentang tokoh terkenal dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	Lembar soal dan hasil tes		
3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu 4.16 Menangkap pesan dalam lagu	Lagu pendek dan sederhana Fungsi sosial Memahami pesan moral lagu dan	Mengamati Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya.	KRITERIA PENILAIAN - Tingkat ketercapaian fungsi sosial lagu. - Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu.	4 JP	- Buku Teks wajib - Contoh lagu dalam CD/VCD/ DVD/kaset - Kumpulan lirik

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	menghargai lagu sebagai karya seni Unsur kebahasaan (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (3) Ucapan, tekanan kata, intonasi (4) Ejaan dan tanda baca. (5) Tulisan tangan Topik Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.	- Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. - Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan. Mengumpulkan Informasi - Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. - Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. - Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya. Mengasosiasi - Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu	- 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 pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu. CARA PENILAIAN: Kinerja (praktik) Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) - Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu.		lagu - Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/ - http://www.myenglishpages.com/site_php_files/lyrics_and_songs.php

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut. Mengkomunikasikan - Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut. - Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. - Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. - Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya. Tes tertulis Membaca pemahaman tentang isi pesan lagu. Portofolio - Kumpulan lagu yang ditulis tangan - Kumpulan hasil analisis		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			tentang beberapa lagu yang telah dibuat. Lembar soal dan hasil tes		

**;RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMA
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / Genap
Materi Pokok : Analytical Exposition
Alokasi Waktu : 2 x 1 jp (90 menit)

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya. Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya. Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.
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D. Materi Pembelajaran

Teks eksposisi analitis

Fungsi Sosial

Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab

Struktur teks

- Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan
- Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung
- Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut

Unsur Kebahasaan:

- Kalimat Simple Present
- Conditional Clauses

E. Metode Pembelajaran

Pendekatan Saintifik dengan menggunakan metode diskusi

F. Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	- Guru memberi salam (greeting) - Guru memeriksa kehadiran siswa - Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan	10 menit
Kegiatan inti	Mengamati Siswa menyimak contoh pemaparan suatu kejadian yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Mempertanyakan (questioning) Dengan bimbingan dan arahan guru, siswa mempertanyakan bagaimana cara memaparkan dan memberikan tanggapan mengenai suatu kejadian. Mengeksplorasi Siswa diberikan suatu topik mengenai masalah sosial. Setiap kelompok mendapatkan topik yang berbeda-beda. Berkelompok, siswa diberikan waktu untuk	60 menit

	mempersiapkan pendapatnya mengenai topik yang telah diberikan Siswa bertukar pendapat mengenai topik dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa lain dalam kelompok yang sama harus menanggapi sebelum memberikan tanggapannya Mengasosiasi Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. Mengkomunikasikan Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan. Siswa Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.	
Penutup	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran. Peserta didik dan guru mengucapkan salam penutup	10 menit

G. Alat dan Sumber Belajar

Alat dan bahan :

- Proyektor/infocus
- Netbook

- White Board
- Powerpoint

Sumber Belajar :

1. Suara guru.
2. Internet

H. Penilaian Hasil Pembelajaran (Assessment)

Kriteria penilaian:

1. Pencapaian fungsi sosial
2. Kelengkapan dan keruntutan struktur teks
3. Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
4. Kesesuaian format penulisan/ penyampaian

Pengamatan (observations):

Sasaran penilaian adalah:

1. Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi
2. Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi
3. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan
4. Ketepatan dan kesesuaian menggunakan strategi dalam membaca

Portofolio

1. Kumpulan hasil tes dan latihan.
2. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya

Penilaian Diri dan Penilaian Sejawat

Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain

Rubrik Penilaian :

Aspect	Category	Indication
Fluency	4(exellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech
	2(adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4(exellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	3(good)	Rhythm intonation and pronunciation require more careful listening, some erros of pronunciation which may occasiaonally lead to incomprehension.
	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.
Vocabulary	4(exellent)	Effective use of vocabulary for the task with little inappropriacies.

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

Score = The score gained by student $[(1-20) \times 5] \times 100^{10}$

Maximum Score

Metro, Mei 2017

Guru Mapel Bahasa Inggris

Peneliti,

Dwi Agusriani, S.S
NIP 198408072010012013

Nina Desi Istiana
13107837

PRE-TEST (Control Class)**Dirrections!**

- 1. Please come forward one by one in front of class!**
- 2. Please tell us about your best friends in this class!**
- 3. Please speak up fluently!**
- 4. Please use good pronunciation!**
- 5. Please use suitable vocabulary!**
- 6. Please use grammar correctly!**
- 7. Please use interactional strategies!**

POST-TEST(Control Class)**Dirrections!**

- 1. Please come forward one by one in front of class!**
- 2. Please tell us about Handphone among senior high school students!**
- 3. Please speak up fluently!**
- 4. Please use good pronunciation!**
- 5. Please use suitable vocabulary!**
- 6. Please use grammar correctly!**
- 7. Please use interactional strategies!**

PRE-TEST (Experiment Class)**Dirrections!**

- 1. Please come forward one by one in front of class!**
- 2. Please tell us about your best friends in this class!**
- 3. Please speak up fluently!**
- 4. Please use good pronunciation!**
- 5. Please use suitable vocabulary!**
- 6. Please use grammar correctly!**
- 7. Please use interactional strategies!**

POST-TEST (Experiment Class)

Dirrections!

1. **Please come forward one by one in front of class!**
2. **Please tell us about the topics based on your group!**
3. **Please speak up fluently!**
4. **Please use good pronunciation!**
5. **Please use suitable vocabulary!**
6. **Please use grammar correctly!**
7. **Please use interactional strategies!**

Group 1 :

Tell us and give your opinion about "Handphone among senior high school students "

Group 2 :

Tell us and give your opinion about "Teenagers in modern era"

Group 3 :

Tell us and give your opinion about "Indonesian culture"

Group 4 :

Tell us and give your opinion about "Globalisation era"

Group 5 :

Tell us and give your opinion about "Education System in Indonesia"

STUDENTS ATTENDANCE LIST (Pre-test)

XI IPA 4 SMAN 2 Metro

Date :

No	Name	ket
1	Abin Norman	
2	Ade Saputri	
3	Agita Cornelia May Reza	
4	Agung Priambodo	
5	Alda Alora	
6	Alisia Ludi Prasanda	
7	Annisa Safitri	
8	Clarissa Amalia Nanda	
9	Dery Al Qodri	
10	Dimas Bagus Ajipratama	
11	Dwi Danan Setyawan	
12	Endang Mulyana	
13	Gita Farera	

14	Imelda	
15	Kenken Indrawijaya	
16	Khusnata Tri Alviana	
17	Mohammed Syakur Nejatullah As Shiddiq	
18	Muhammad Agil Abimanyu	
19	Muhammad Rizky Ramadhan	
20	Muhammad Sobru Havonuan Harahap	
21	Ratu Hanni Azzahra	
22	Rendyia Ajeng Yolanda	
23	Rizki Muhammad Fauzi	
24	Safira Nurul Lita	
25	Sherly Monica	
26	Sulung Darmawan	

English Teacher

Metro, Mei 2017
Researcher,

Dwi Agusriani, S.S
NIP. 198408072010012013

Nina Desi Istiana
NPM. 13107837

STUDENTS ATTENDANCE LIST (Pre-Test)

XI IPS 1 SMAN 2 Metro

Date :

No	Name	ket
1	Annisa Balinda Luhtitisari	
2	Dessy Ayu Angrainy Yusuf	
3	Desy Fatmawaty	
4	Devi Krisnawati Saragih	
5	Dewi Efiyanti	
6	Dinanda Syefa Meita	
7	Eko Hariyono	
8	Fanni Qoriawan	
9	Gilang Ramadhan	
10	Hendry Raissa Virgari	
11	Imam Pambudi	
12	Kevin Carascalo	
13	M. Alfardan Aji Agustian	

14	M. Azis Yudha Saputra	
15	Muhammad Alfian Hasan	
16	Nanda Lintang Puspita	
17	Novita Dian Utari	
18	Novita Maharani	
19	Nugroho Noto Priatmajo	
20	Nur Eka Sari	
21	Nurmalasari	
22	Oktavia Rismawati	
23	Ricky Haris Prayuda	
24	Sebri Astriani	
25	Silvi Ade Safitri	
26	Sony Alvianto	

English Teacher

Metro, Mei 2017
Researcher,

Dwi Agusriani, S.S
NIP. 198408072010012013

Nina Desi Istiana
NPM. 13107837

The Result of Students' Experimental Class (XI IPA 4) Post-Test at the Eleventh Grade of SMA N 2 Metro

[illegible]

Average	80,7692
The highest score	97
The lowest	61
The number of the students who got 79 or more	16

Collaborator



DWI AGUSRIANI, S.S
NIP 198408072010012013

Metro, May 22nd, 2017

Researcher



NINA DESI ISTIANA
NPM. 13107837

The Result of Students' Control Class (XI IPS 1) Pre-Test at the Eleventh Grade of SMA N 2 Metro

[illegible]

Collaborator



DWI AGUSRIANI, S.S
NIP 198408072010012013

Metro, May 17th, 2017
Researcher



NINA DESI ISTIANA
NPM. 13107837

**The Result of Students' Experimental Class (XI IPA 4) Pre-Test at the
Eleventh Grade of SMA N 2 Metro**

NO	NAME	FL	PR	VO	GR	IN	SCORE
1.	AN	15	15	16	10	7	65
2.	AS	17	16	17	14	11	75
3.	ACMR	11	11	12	12	6	52
4.	AP	17	16	17	14	11	75
5.	AA	10	10	13	10	6	49
6.	ALP	17	16	17	15	11	76
7.	AS	11	11	12	11	6	51
8.	CAN	12	12	14	12	10	60
9.	DAQ	11	15	17	14	11	73
10.	DBA	15	16	16	10	8	67
11.	DDS	10	10	13	10	6	49
12.	EM	11	11	14	12	10	58
13.	GF	11	11	13	11	6	52
14.	Im	9	9	10	8	5	41
15.	KI	11	12	14	12	10	59
16.	KTA	8	8	10	8	5	39
17.	MSN	7	8	9	8	5	38
18.	MA	9	8	13	10	5	45
19.	MR	14	15	16	10	7	64
20.	MS	17	17	19	17	15	85
21.	RHA	18	18	19	18	17	90
22.	RAY	7	7	9	8	5	37
23.	RMF	6	6	8	8	5	34
24.	SNL	9	8	13	9	5	45
25.	SM	9	8	11	9	5	42
26.	SD	9	8	11	9	5	42

Total	1463
Average	56,27
The highest score	90
The lowest	34
The number of the students who got 79 or more	2

Collaborator



DWI AGUSRIANI, S.S
NIP 198408072010012013

Metro, May 15th, 2017
Researcher



NINA DESI ISTIANA
NPM. 13107837

The Result of Students' Control Class (XI IPS 1) Post-Test at the Eleventh Grade of SMA N 2 Metro

[illegible]

Collaborator



DWI AGUSRIANI, S.S
NIP 198408072010012013

Metro, May 24th, 2017

Researcher



NINA DESI ISTIANA
NPM. 13107837

The Documentation of the Research



The students were doing pre-test

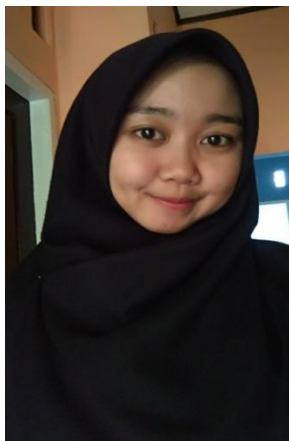
The researcher gave the treatments to the students



The students were doing post test



CURRICULUM VITAE



Nina Desi Istiana who stands as the researcher in this present research was born in Seputih Raman, Central Lampung on December 13th 1994. He comes from simple and harmonic family. she is the third daughter from Dahroni and Entin Hartini.

She took her kindergarten at TK Rama Oetama, she took elementary school at SDN 1 Rama Nirwana, and she took his junior high school at SMPN 1 Seputih Raman for three years. Then, having graduated from junior high school, she continued her study in SMA Kartikatama Metro. In that school, she is declarated as The Chief of Kartikatama English Club. After graduated from senior high school, she continued his study in IAIN Metro with English Education Study Program. While She was a student in IAIN, she joined in the JSEC as the koordiantor of Developing Division also she ever become the project officer of JOE7 (Southern Sumatra English Competition). Now, she got the job as the tutor of English community in SMA N 2 Metro. she really hoped that she is able to continue his study to master of degree and to be a succesfull person that can present a happiness for her parents.