

AN UNDERGRADUATE THESIS

THE IMPLEMENTATION

OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY

IN IMPROVING SPEAKING SKILL OF THE EIGHTH GRADERS

OF SMP ABADI PERKASA GEDUNG MENENG

IN THE ACADEMIC YEAR OF 2020/2021

By:

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Student Number : 1501070287



TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H / 2021 M

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Presented as a Partial Fulfillment of the Requirements
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in English Education Department

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Sponsor : Dr. Widhiya Ninsiana, M.Hum

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H / 2021 M

**THE IMPLEMENTATION
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IN THE ACADEMIC YEAR OF 2020/2021**

ABSTRACT

By:

PUSPA ANGGRAINI SUKOCO

The purpose of this research is to determine whether the use of the Initiation-Response-Evaluation (IRE) strategy can improve the students' speaking skill of the eighth graders at SMP Abadi Perkasa Gedung Meneng in the academic year 2020/2021.

The kind of this research is Classroom Action Research (CAR) which consists of two cycles. Each cycle consists of planing, acting, observing and reflecting. The subject of this research is the students' speaking skill and the subject of this research is the students' of SMP Abadi Perkasa Gedung Meneng especially grade 8A. The researcher collects the data by using observation, interview, verbal reporting, test, and documentation.

The result of this research shows that the pre-test just 20.83% the students that can achieve the minimum mastery criteria (MMC). It can be said that the result of the pre-test is incomplete. Then, in the post-test of cycle 1 there are 54.17% the students that can achieve the minimum mastery criteria, meanwhile in the post test of cycle 2 there are 87.50% the students that can achieve the minimum mastery criteria. The mean improves from 57 to 68 to 76. Based on the data analysis of the research, the researcher concludes that the implementation of the Initiation-Response-Evaluation (IRE) strategy can improve the students' speaking skill of the eighth graders of the SMP Abadi Perkasa Gedung Meneng.

Keywords: *Speaking Skill, Initiation-Response-Evaluation (IRE) strategy, Classroom Action Research*

**PENGUNAAN STRATEGI *INITIATION-RESPONSE-EVALUATION (IRE)*
UNTUK MENINGKATKAN KEMAMPUAN BERBICARA BAHASA INGGRIS
PADA SISWA KELAS DELAPAN SMP ABADI PERKASA GEDUNG MENENG
TAHUN AJARAN 2020/2021**

ABSTRAK

Oleh:

PUSPA ANGGRAINI SUKOCO

Tujuan dari penelitian ini adalah untuk menentukan apakah penggunaan strategi *Initiation-Response-Evaluation (IRE)* dapat meningkatkan kemampuan berbicara siswa kelas delapan SMP Abadi Perkasa Gedung Meneng pada tahun akademik 2020/2021.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang terdiri dari dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek penelitian ini adalah kemampuan berbicara siswa dan subjek penelitian ini adalah siswa SMP Abadi Perkasa Gedung Meneng khususnya kelas 8A. Peneliti mengumpulkan data dengan menggunakan observasi, wawancara, laporan lisan, test, dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa pre-test hanya 20.83% siswa yang mampu mencapai kriteria kelulusan minimal (KKM). Hal itu bisa dikatakan bahwa hasil pre-test tidak berhasil. Kemudian, hasil post-test pada siklus 1 terdapat 54.17% siswa yang mampu mencapai nilai KKM sedangkan pada post test siklus 2 terdapat 87.50% siswa yang mencapai nilai KKM. Rata-rata siswa meningkat dari 57 ke 68 ke 76. Berdasarkan data analisis dari penelitian ini, peneliti menyimpulkan bahwa penerapan strategi *Initiation-Response-Evaluation (IRE)* dapat meningkatkan kemampuan berbicara siswa kelas delapan SMP Abadi Perkasa Gedung Meneng.

Kata Kunci : *Kemampuan Berbicara Bahasa Inggris, Initiation-Response-Evaluation (IRE strategy), Penelitian Tindakan Kelas.*



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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 munaqosyah. Thank you very much.

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It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munasqsyah. Thank you very much.

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RATIFICATION PAGE

No. *B-2215/11-28-1/D/PP-00.9/06/2021*

The Undergraduate Thesis entitled: THE IMPLEMENTATION OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY IN IMPROVING SPEAKING SKILL OF THE EIGHTH GRADERS OF SMP ABADI PERKASA GEDUNG MENENG IN THE ACADEMIC YEAR OF 2020/2021 written by: PUSPA ANGGRAINI SUKOCO, Student Number 1501070287, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 15, 2021 at 10.30-12.30 p.m.

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The Undersigned :

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



Metro, June 2021

The Researcher

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



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Peneliti,

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MOTTO

“Don’t waste your time with explanation, people only hear what they want to hear”

(Paulo coelho)

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنفُسِهِمْ

“ Allah does not change people’s lot unless they change what is in their hearts”

(QS. Ar Ra’d 13:11)

It means that positive thinking to Allah is important because Allah knows which the best one is.

DEDICATION PAGE

This undergraduate thesis would highly dedicated to :

My beloved parents Mr. Iwan Agus Sukoco and Mrs. Taryani who always educate me in doing good things. Thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying.

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All praises due to Allah, the Most Gracious and the Most Merciful because of His wonderful blessing and His mercy, the researcher could finish this research successfully. The incredible blessings make realize that nothing is impossible in the eyes. Thanks for Your will and endless blessing in my life.

Peace and salutation always be given to our beloved prophet Muhammad SAW was a great revolutionary and true educator who guided us from the darkness to the lightness.

However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the researcher would like to express the deepest gratitude to:

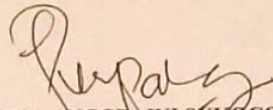
1. Dr. Siti Nurjanah, M.Ag, as the Rector of State Institute for Islamic Studies of Metro.
2. Dr. Zuhairi, M.Pd, as the Dean Tarbiyah and Teacher Training Faculty.
3. Andianto, M.Pd., as the Head of English Education Department .
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10. My almamater IAIN Metro.

With limitation of ability of the researcher, still many mistakes in writing and presentation items. Therefore, the research apologizes hopefully this research can be benefit to all of us properly.

Metro, June 2021

The Researcher



PUSPA ANGGRAINI SUKOCO

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is an essential ability that learners must master while studying a foreign language.¹ Speaking becomes a very important tool to help people in communication of the world community widely. However, speech is now regarded as a passive practice in the teaching and learning process. This presumption appears for many causes, the first of which is that English is not our first language as Indonesians. The second issue is that students lack trust in their ability to communicate in English. The third issue is that students are unmotivated to study English.

Learners' speaking difficulties can be overcome by providing them with several opportunities to practice English both in and out of the classroom. Speaking English in the classroom can be fun, with sufficient methodology, so that students' speaking performance can be enhanced and the learning experience can be enjoyable. One of the teaching strategies to solve the students' problems is Initiation-Response-Evaluation (IRE).

Moreover, Initiation-Response-Evaluation is a teaching strategy that initiates a discussion of the pair students, typically by asking a question, students respond, and teachers evaluate their responses.² As a result of that

¹Ur. Penny, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), P.120.

²Cazden, *Classroom Discourse: The Language of Teaching and Learning*, (Portsmouth: Heinemann, 1988), P.35

claim, this approach is appropriate for assisting students in becoming secure and courageous enough to speak up in front of those in the classroom.

Furthermore, IRE is especially helpful the students to speak up in English at the classroom. The strategy of initiation-response-evaluation (IRE) strategy can be used to improve students' cognitive and social skills. The Initiation-Response-Evaluation approach focuses on the community collaborating together to accomplish learning objectives.

The pre survey had done on July, 29th 2019 of the eighth graders of SMP Abadi Perkasa. The researcher gathered data on students' speaking abilities from the database of their English assignments in the form of a speaking grade paper. This speaking grade document got from the English teacher. The students mostly have difficulties in speaking. Many of the learners lack faith in their English speaking abilities. They have low score in speaking, they were shy and afraid, and they have low motivation.

Table 1
The Categorization of the Pre-Survey of Students' Speaking of the
Eighth Grade of SMP Abadi Perkasa Gedung Meneng
in the Academic Year of 2020/20212

Score	Frequency	Percentage	Classification
≥ 70	3	12,5 %	Complete
< 70	21	87,5%	Incomplete
Total	24	100%	

Based on the data above, the students who did not achieve Minimum Mastery Criteria (MMC) is higher than those who achieved MMC. The Minimum Mastery Criteria (MMC) in this school is 70. Based on the results of the pre-survey, the researcher classified the students' achievements. There were 3 students in the “successful” grade, accounting for 12,5% of the total.

Meanwhile, there are also 21 students who belonged to “unsuccessful” category or 87,5%.

Based on the information presented by the learners, the following score was calculated. As a result, the researcher chose Initiation-Response-Evaluation to solve the students' speaking dilemma. As a result, the researcher conducted to carry out this study titled “The Implementation of Initiation-Response-Evaluation (IRE) in Improving Speaking skill of the Eighth Graders of SMP Abadi Perkasa Gedung Meneng in the Academic Year of 2020/2021.”

B. Problem Identification

Depending on the study's context, the following problems can be identified:

1. The learners have difficult in speaking.
2. The learners feel unconfident in the English speaking.
3. The learners are shy and afraid to speak up in English.
4. The Learners do not feel interest to speak up in English.
5. The learners have low motivation to speak up in English.

C. Problem Limitation

Related to the problem recognition above, the researcher concentrated on the fourth question, which was that the learners are not able to speak up English. Therefore, the researcher used Initiation-Response-Evaluation strategy to help the Eighth Graders of SMP Abadi Perkasa Gedung Meneng in learning speaking skill in the Academic Year of 2020/2021.

D. Problem Formulation

Based on the problem limitation above, the problem of this research is formulated as follows: “Can the implementation of Initiation-Response-Evaluation (IRE) strategy improve speaking skill of the eighth graders at SMP Abadi Perkasa Gedung Meneng?”

E. Objective and Benefit of the Study

1. Objective of the Study

Based on the problem statement of the issue above, the aim of this study is to determine if the implementation of the Initiation-Response-Evaluation (IRE) strategy improves the speaking skill of the eighth graders at SMP Abadi Perkasa Gedung Meneng.

2. Benefit of the Study

The benefit of the study are intended to :

a. The students

The study is intended to inspire learners to practice the English lesson so that they can feel secure and bold while studying English and overcoming their problem of speaking ability. As a result, the learners will communicate with one another in the classroom by using the English language that they have mastered.

b. The Teachers

This study is assumed to be allowed to enrich educators' knowledge in teaching English speaking and to address the issue of

SMP Abadi Perkasa Gedung Meneng learners' difficulties in speaking.

c. The headmaster

This research is hopefully be a positive contribution for the teaching to solve the learning problem in order to reach learning process effectively.

d. The Other Researchers

Other researchers are interested in a particular or related topic may use this study as a resource and source of knowledge for potential research.

F. Prior Research

A variety of scholars have been interested in using the specific strategies, techniques, and methods to teach speaking. Dewa Ayu Ari Wiryadi Joni performed the first analysis. This study tried to use the Initiation-Response-Evaluation (IRE) methodology in conjunction with a panel discussion exercise to teach speech skills. The subjects of her research were students of grade IV B in ELSP FTTE Unmas Denpasar in the Academic Year of 2016/2017. Her thesis was planned as classroom action science. Expansion drill strategy (X) is the independent variable, and speech capacity (Y) is the dependent variable. The data was gathered using test, recording, and

observation instruments. Her research found that the impact of the expansion drill technique on learners' speaking ability was effective.³

Megi Andela and Dahler performed the second study. The aim of this study was to determine The Effect of Initiation-Response-Evaluation (IRE) Strategy in Teaching Reading Comprehension of Narrative Text at SMAN Olahraga Riau Pekanbaru's First Grade. Learners from SMAN Olahraga Riau Pekanbaru's X grade were the objects of their studies. The study was directed at quasi-experiments. The findings of their research revealed that there is an effect between students teaching using the IRE technique and others who are not taught using a strategy. This technique works well for teaching narrative text interpretation.⁴

The third research was conducted by KardiNurhadi. The aim of this study was to determine the efficacy of using the Initiation-Response-Evaluation (IRE) technique in students' capacity of the tenth grade of students SMAN 2 Indramayu. His study samples were the X grade students of SMAN 2 Indramayu. This study is pre-experimental method. His study would provide English teachers with an alternate method for teaching reading comprehension of narrative text.⁵

³DewaAyu Ari Wiryadi Joni, *Initiation-Response-Evaluation (IRE) Technique Collaborated With Panel Discussion Activity in Teaching Speaking Skill*, JurnalSantiaji. Vol.9, NO. 1, Januari 2019

⁴MegiAndela and Dahler, *the effect of IRE (Initiation-Response-Evaluation) Strategy in Teaching Reading Comprehension of Narrative Text at the First Grade of SMAN Olahraga Riau Pekanbaru*, UniversitasLancangKuning, Vol.4, No. 2, Agustus 2017

⁵KardiNurhadi, *the Effectiveness of Initiation-Response-Evaluation Strategy in Teaching Students' Reading Comprehension*, Journal of English Language Learning, Vol.4, No. 3, Februari 2017

The differences of those researches with this research are in the strategy that is used for teaching speaking and the research subject taken for the research. The aim of this study is to determine the efficacy of implementing the Initiation-Response-Evaluation (IRE) approach in developing students' speaking skills. The research subjects will be the eighth graders of SMP Abadi Perkasa Gedung Meneng.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Speaking

1. The Concept of Speaking

a. Definition of Speaking

To begin, Goh and Burns define speaking as a combinational language ability.⁶ It necessitates the opportunity to satisfy a range of communicative demands by successful use of the spoken language.

Second, according to Chaney's concept in HayriyeKayi's Teaching Speaking of the Practices to Facilitate Speaking in a Second Language, "Speaking is the practice of building and communicating meaning through the use of verbal and nonverbal symbols in a variety of contexts."⁷ Speaking is the delivery of language through the mouth.

Third, Sandra Cornbleet and Ronald Carter note in their book that speaking is the process of merging sounds in an understood and structured manner, based on language-specific concepts, to shape coherent utterances.⁸ the action of conveying information or expressing one's thoughts and feelings in spoken language.

⁶Christine C.M. Goh and Anne Burns, *Teaching Speaking: a Hoistic Approach*, (New York: Cambridge University Press, 2012), P.67

⁷Dr. Munther Zyoud. *Theoretical Perspective on How to Develop Speaking Skill Among University Students*.Department of English Al-Quds Open University Jenin branch, West Bank, Palestine. volum: 2, february 2016, page 2

⁸Sandra Cornbeelt and Ronald Carter, *The Language of Speech and Writing*, (London: Routledge, 2001), p. 18

Mainly from the point above, the researcher concludes that speaking is a human activity in which sounds are produced and used to exchange ideas, express meaning, and negotiate with others.

2. Components of Speaking Competence

Canale and Swain in Goh and Burns identify four components of speaking, those are: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.⁹ The four components of Speaking are coherent each other. Components of speaking also have a lot of aspects that are able to help human to communicate with the other. Therefore, the components of speaking are very important to be mastered by the people.

First, Grammatical Competence refers to understanding of grammar, vocabulary, and phonology. Speaking is related to word form, tenses, and grammatical laws that students must learn. Vocabularies also play an important part in helping students to interact with one another. Furthermore, students are unable to ignore phonetic expressions.

Second, there is discourse. Competence is described as the capacity to construct a cohesive whole. Discourse is associated with the production of meaning through contact between the speaker and the audience. Learners can learn to talk more easily if they understand the context of the conversation.

⁹*Ibid*, Christine C.M. Goh and Anne Burns, P.51

Finally, sociolinguistic competence is characterized as the capacity to use language. The vocabulary used must be correct and relevant to sociocultural standards, as well as consistent with the form of discourse generated in particular sociocultural contexts. Students must be familiar with numerous people's cultures.

The fourth, Strategic Integrity, applies to the verbal and nonverbal behavior taken to deter and resolve coordination breakdowns. The students' verbal acts are made up of words or language. Nonverbal acts include symbols, gestures, and eye contact used in student communication.

Based on the explanations above, the researcher choose these components to be implemented to help the students' learning of speaking.

3. The Speaking Competences for the Students

The researcher chooses four components of Speaking Competence. The first, grammatical competence, would be achieved by the researcher by assisting learners in developing about grammar and vocabulary during the teaching and learning phase. Therefore, the students can increase their speaking ability well. Those are because the students need have a lot of vocabularies when they want to speak in English well. Moreover, grammar is needed to make their speaking ability to be perfect.

The second, the researcher chooses the discourse competence to help the studentsto produce conversation of coherent whole. So, the

students can connect their conversation well and the students can response each other when they speak in English.

The third, the researcher chooses sociolinguistics competence to make the students of SMP Abadi Perkasa know about the cultural of their environment. Therefore, they can have a lot of knowledges widely.

The last is strategic competence. The researcher chooses this competence for teaching Speaking at SMP Abadi Perkasa because the researcher want to create the good speaking for the students. This competence can prevent the breakdowns and address miss-understandings when the students make conversations in the learning process.

4. The Assessment of Speaking

a. Definition of Assessment

According to Brown Douglas, evaluation is an integral aspect of the teaching and learning process because it allows students to see how far they have come with their learning. Brown discusses two forms of evaluation: informal evaluation and formal evaluation. Informal evaluation is the process of evaluating students' success without tracking outcomes or making predetermined decisions. In other words, by using informal testing, the teacher does not provide the learners' evaluation results; otherwise, the teacher only assesses the learners' speech abilities by an oral examination. Meanwhile, structured evaluation refers to structured organized strategies intended

to offer instructor and student input on student accomplishments. In other words, in using formal assessment, the teacher give the appraisal result of the students that have to achieve by the students.

Furthermore, Brown distinguishes two types of assessment: formative assessment and summative assessment. Formative evaluation is the method of assessing learners as they are in the process of "forming" their competencies and skills with the intention of assisting them in continuing the development process. It means that using forming assessment, the teacher have a plan to form the students to catch the target of their speaking. Meanwhile, summative evaluation, which usually happens towards the conclusion of a semester, seeks to quantify or analyze what a subject has accomplished. It signifies the use of summative evaluation. At the conclusion of the learning process, the teacher evaluates the students' progress.

b. Assessing Speaking

In this theory of assessing speaking, teacher assesses students' speaking performance and progress by using some tests to measure students' speaking competence. In assessing students' speaking skill, the teacher should consider several aspects of speaking skill.

Hughes cites five factors to consider when evaluating speech ability: dialect, syntax, vocabulary, fluency, and comprehension.¹⁰

1) Accent

Accent is a combination of three elements of speaking ability. Those are namely intonation, word connection and pronunciation. Learners of English Speaking Learning must master three aspects of accent.

2) Grammar

Grammar is a set of rules in which a sentence is formed. In other words, grammar consist of word structure and grammatical structure that have to be considered by the students when the students want to make conversations.

3) Vocabulary

A person's vocabulary is the set of English words that he or she is familiar with. The students have to memorize a lot of vocabularies to make a good conversation. On the other hand, a lot of vocabularies that students have memorized so the students can create a good speaking in English.

4) Fluency

Fluency is the ability of a person to use a language. Fluency is related to smooth conversation that is able to create a good

¹⁰Arthur Hughes, *Testing for Language Teachers: Second Edition*, (New York: Cambridge University Press, 2003), P. 131-132

language. More and more the students create a smooth conversation so the students are able to speak like a native speaker.

5) Comprehension

Comprehension is the ability of a person in understanding a language. The good understanding are able to create a good communication. Otherwise, the breakdowns understandings are able to create a bad communication.

According to Hughes, the evaluating rubrics in assessing speaking are as follows:

Table 2.1
Proficiency Description¹¹14

Component	Descriptions
Accent	6. Native pronunciation, with no trace of “foreign accent”
	5. No conspicuous mispronunciations, but would not be taken for a native speaker
	4. Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding
	3. “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
	2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
	1. Pronunciation frequently unintelligible
Grammar	6. No more than two errors during the interview
	5. Few errors, with no patterns of failure
	4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
	3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
	2. Constant errors showing control of very few major patterns and frequently preventing communication
	1. Grammar almost entirely inaccurate except in stock phrases
Vocabulary	6. Vocabulary apparently as accurate and extensive as that of an educated native speaker

¹¹*Ibid*, Arthur Hughes, P. 131-132

	5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
	4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions
	3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
	2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
	1. Vocabulary inadequate for even the simplest conversation
Fluency	6. Speech on all professional and general topics as effortless and smooth as a native speaker's
	5. Speech is effortless and smooth, but perceptively non-native in speed and evenness
	4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
	3. Speech is frequently hesitant and jerky; sentences may be left uncompleted
	2. Speech is very slow and uneven except for short or routine sentences
	1. Speech is so halting and fragmentary that conversation is virtually impossible
Comprehension	6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker
	5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech
	4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
	3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
	2. Understands only slow, very simple speech on common social and touristic topic; requires constant repetition and rephrasing
	1. Understands too little for the simplest type of conversation

In this study, the researcher will use those components in assessing students' speaking ability individually. Based on that table, it will get the maximum score 30. Then it will be accumulated with the formula:

$$\text{Total Score: } \frac{\sum Fx \times 100}{30}$$

Fx = the amount of score from each aspect

B. Initiation-Response-Evaluation Strategy

1. The Definition of Initiation-Response-Evaluation Strategy

Initiation-Response-Evaluation (IRE) is a strategy that give support of comprehension in teaching and learning process.¹² Because this strategy focus on the students' understanding, students' response and teachers' feedback of the students' responses. In other words, this strategy is appropriate for the spoken learning process and learners must obtain the content provided by the instructor during the teaching and learning process.

Initiation-Response-Evaluation is a strategy that can be helpful when students need to get new information.¹³ Initiation-Response-Evaluation strategy help the students to understand about the new material that is given by the teacher. The students have to find the main point of the material and give the response of the material that has been understood by the students.

Initiation-Response-Evaluation strategy is known as some words, Mehan said that this strategy can be mentioned as Initiation-Response-Evaluation (IRE). Meanwhile Sinclair and Coulthard argued that this

¹²Megi Andela, at all., *Journal of Education: The Effect of IRE (Initiation-Response-Evaluation) Strategy in Teaching Reading Comprehension of Narrative Text at the First Grade of SMAN Olahraga Riau Pekanbaru*, (Riau: Pekanbaru, No. 2, Vol. 4, 2017), P.42

¹³Kardi Nurhadi, *Journal of English Language Learning: The Effectiveness of Initiation Response Evaluation Strategy in Teaching Students' Reading Comprehension*, (Indramayu: Wiralodra Indramayu, 2007), P.50-51

strategy can be said, as Initiation-Response-Follow-up (IRF). Nowadays, IRF moves pattern be the new concept of the Initiation-Response-Evaluation (IRE)¹⁴. Moreover, the basic typical of this strategy is focus on students' responses.

Initiation-Response-Evaluation is mostly used in teaching-learning processes to stimulate students' oral responses to any subjects given in classroom settings.¹⁵ In the other words, this strategy can stimulate the students' response of catching the material that is spoken by the teacher while teaching and learning process.

Initiation-Response-Evaluation begins a conversation between two learners by posing a question, students answer, and teachers assess their answers.¹⁶As a consequence of that statement, this approach is appropriate for assisting students in becoming secure and courageous enough to speak up in front of those in the classroom.

Based on the preceding comments, it is inferred that Initiation-Response-Evaluation is a strategy that focuses on the learners' interpretation and response to the material presented by the instructor. The Initiation-Response-Evaluation (IRE) Strategy will make students feel empowered and courageous enough to speak up and express the material's ideas by providing responses.

¹⁴Elizabeth L. Jaeger, *Dialogic Pedagogy: Initiaton, Response, Follow-up and Beyond*, (USA: University of Arizona, Vol. 7, 2019), P. 4

¹⁵Dewa Ayu, *Journal of Santiaji Education: Initiation-Response-Evaluation (IRE) Collaborated with Panel Discussion Activity in Teaching Speaking Skill*, (Denpasar: University of Mahasaraswati, No. 1, Vol. 9, 2019), P.90

¹⁶Cazden, *Classroom Discourse: The Language of Teaching and Learning*, (Portsmouth: Heinemann, 1988), P.35

2. The Components of Initiation-Response-Evaluation Strategy in Teaching Speaking

The IRE strategy is broken down into three stages:¹⁷

a. Initiation

The first level of IRE is where the teacher provides details about the subject to the pupils. The instructor gives the students ample time to think so that they can respond quickly. The instructor must be patient whilst waiting for the students to respond. All students should be given the issue. Since the instructor just poses questions for those learners, the other learners felt neglected. Before submitting the questions, the teacher's point of view should be able to encompass all of the pupils. Then, point to the learners who want to answer questions right away.

b. Response

The most crucial factor about learning, according to Gestalt philosophy, is the first change, which is to get an answer or an acceptable response. As a result, in this situation, students should be encouraged to always react, to think critically, and to find the best reasons in his view. Questions can help to inspire student imagination. These learners need a situation in which they become more responsible in their thoughts and reactions in order to build a rational mind.

c. Evaluation

¹⁷*Ibid*, Kardi Nurhadi, P.51

Evaluation is the method of assessing a student's progress. It is the method of assessing learners' progress during the learning process. Students' success should be evaluated in terms of both their individual performance and their participation in community activities. There are learners who understand the subject matter easily, but some are graded as having a decent pace and some as being very sluggish. The teacher will assess the learners' ability to remember what they were doing from the beginning to the end.

3. Steps of Implementing Initiation-Response-Evaluation Strategy

According to Franke et al in Kardi Nurhadi, Initiation-Response-Evaluation has four steps, those are:¹⁸

- a. Selecting a portion of material that will be given to the students.

The teacher has to choose the material that is suitable with the learning goals. The teacher have to master the material before giving to the students.

- b. Presenting details from the part of the content and then answering questions

The teacher has to present the material as well as possible. The teacher must stimulate the students to get the material and understand the material that is given by the teacher.

- c. Asking about the material and give response

¹⁸*Ibid*, Kardi Nurhadi, P.51

The learners must grab the information that the teacher has given them.

Learners must understand the content and react to it. The students can ask the questions to the teacher and response the teachers' evaluation.

d. Evaluating the response

The teacher has to give the evaluation of the students' response. This step can help the students if they did some wrong answers or responses.

4. The Advantages of Initiation-Response-Evaluation Strategy

IRE has some advantages to be implemented, those are:

- a. Knowing about IRE allows one to think about how we should vary interactions further and add different forms of series.¹⁹

In other terms, IRE should be used to assist learners gain trust in communicating with others and to foster positive interactions in the classroom.

- b. Controlling who may speak and when the time to speak, for how long, and on what topic;²⁰

The teacher while doing IRE strategy always ask the students to speak based on the topic and the teacher's command. So, the learning process will be success and effective.

¹⁹ Walsh, S, *Exploring Classroom Discourse: Language in Action*, (London: Routledge, 2011), P.20

²⁰*Ibid*, Walsh, P.20

- c. Attempting to solve a logical problem in a social setting;²¹

The students have to discuss about the problem of the material in a group working and give the opinion of their discussion. It can make the students more creative and confident to speak up in the classroom.

- d. Providing opportunities for others to experience cognitive disequilibrium or conflict;²²

The group learning will help the students who are have low motivation to get high motivation. Because, the other students help each other to get the best result of their group task.

- e. assisting learners in transferring personal context from one language to another;²³

The students have to speak in English when they are discussing of the material. So, the students can improve their skill of English speaking together with their partner.

5. The Disadvantages of Initiation-Response-Evaluation Strategy

IRE not only has some advantages but also has some disadvantages, those are:²⁴

- a. IRE patterns leave little space for learners to develop their ideas or engage in extended forms of talk;

²¹*Ibid*, Walsh, P.80

²²O' Donnell, A., & Hmelo-Silver, C, *What is Collaborative Learning? An Overview*. In C. Hmelo Silver, C. Chinn, C. Chan & A. O'Donnell (Eds), *The International Handbook of Collaborative Learning*, (New York: Routledge, Taylor & Francis Group, 2013), P.6

²³Dale, L., & Tanner, R., *CLIL Activities: A resource for subject and language teachers*, (Cambridge: Cambridge University Press, 2012), P.12

²⁴ Dalton-Puffer, C, *Discourse in Content and Language Integrated Learning Classrooms*, (Amsterdam & Philadelphia: John Benjamins, 2007), P.181

Because IRE just only have a little bit time to discuss and after that they have to answers the teacher questions. So, it needs skill to develop independently based on their skill.

b. IRE mostly procedural rather than content matte;

It can make the students who has low comprehension to comprehend the procedure of this strategy. So, the teachers and the partners support is very important while implementing this strategy.

c. Learners are not invited or challenged to join, and they do not co-construct and interpret messages.

Some students have different understanding of their friends speaking. It needs good comprehension of them to understand the others. Therefore, the partners is very important to help each other and get the point of the material or discussions.

C. The Action Hypothesis

This research's action hypothesis is constructed by considering the essence of classroom action testing, as follows: "If the Initiation-Response-Evaluation (IRE) Strategy will boost the learners' speaking ability of the eighth graders at SMP Abadi Perkasa, this research is classified as successful."

CHAPTER III

A RESEARCH METHOD

A. Variable and Operational Definition of Variables

Variables used in study are defined as operational definitions of variables. The markers found in a component are the product of the theoretical review's synthesis theory. This study's object consisted of two variables: independent variable and dependent variable.

1. Dependent Variable

A dependent variable is one that can be increased by an independent variable. The oral examination is the dependent variable in this study. This dependent variable's indicators are as follows:²⁵

- a. The learners are required to articulate themselves in English through using sufficient vocabulary.
- b. The learners are able to communicate easily in English.
- c. The learners are required to hear what they say when listening.
- d. The learners to express themselves in English by using acceptable statement constructs.

2. Independent Variable.

The independent variable is the one that has the power to improve the dependent variable. And use of the Initiation-Response-Evaluation (IRE) method, which can be interpreted as a strategy that can help students learn to communicate in class, is an independent variable in this study. The

²⁵*Ibid*, Arthur Hughes, P. 131-132

Initiation-Response-Evaluation (IRE) is a game with regulations, a target, and a fun aspect.

Moreover, The indicators of this independent variable are as follows:

- a. Learners are able to engage further and add various of sequence.
- b. Learners are able to monitor how much time they spend communicating based on who they talk with and when it is necessary to speak.
- c. In group work, the learners are able to solve a logical dilemma in the process of speaking in English.
- d. Learners are able to gain valuable cognitive experience in the process of speaking in English.
- e. The learners are able to transfer their personal sense from Indonesian to English in the process of speaking in English.

B. Setting of the Research

This study was conducted at SMP Abadi Perkasa. Gedung Meneng, Tulang Bawang, Lampung. The researcher chooses to conduct the research at this school because of their speaking Skill in English is classified low. To develop students' speaking skills, the researcher used Initiation-Response-Evaluation (IRE). This school's teaching learning process is held twice a week for 45 minutes each of it.

C. Subject and Object of the Research

The researcher selected eighth graders from SMP Abadi Perkasa Gedung Meneng as the subject. The topic of this study is students speaking

ability. Meanwhile, class VIII A is the focus of this study since the learners of that class have limited communication skills.

D. Action Plan

This thesis employed the classroom intervention analysis process (CAR). According to Burns, this is part of a larger movement in education that has been going on for some time. It is associated with the concepts of 'reflective practice' and 'the instructor as researcher.' Teachers, educators, supervisors, staff, and parents use Action Research to diagnose issues in a comprehensive manner.²⁶ The aim of Action Research is to make a better improvement and improve the magnitude of a particular problem. Action analysis was a methodical approach to addressing educational challenges and rising. Action research differed from both quantitative and qualitative research, but possessed elements of both. An action analyst gathers and analyzes data using an effective intervention and then takes interventions to address instructional problems. Action research is a practical method that is appropriate for educators because it does not involve elaborate mathematical analyses like quantitative research or detailed narrative descriptions like qualitative research, but is more concerned with addressing a problem in an optimal and likely manner.

In the Classroom Action Research, there are some procedures which must be done. The researcher would use the Kemmis and McTaggart model,

²⁶ Anne Burns, *Doing Action Research in English Language Teaching: a Guide for Practitioners*, (New York: Routledge, 2010), P. 2.

which consists of cycles of four phases: preparing, behaving, analyzing, and reflection. Furthermore, the researcher performed the analysis in two cycles in this report. If the outcome is less unsatisfactory or unsuccessful, the researcher may restart the cycle in order to satisfy the predetermined criterion. The figure below is Kemmis and Mc. Taggart model of Action Research.

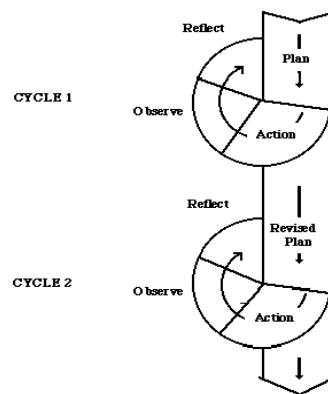


Figure 1
Cyclical AR Model Based on Kemmis and Mc. Taggart²⁷

Centered on the diagram described, in the Kemmis and McTaggart model, there are four phases in a single loop. They are preparing, performing, watching, and reflecting. Since finishing the first cycle, it is possible that a different issue or previously unsolved problems is be uncovered. As a result, the first cycle's definition must be transferred forward to the second cycle in line.

Here are descriptions about protocols that would be performed by the researcher in the classroom action study of eighth graders at SMP Abadi Perkasa Gedung Meneng based on the design above. This study's classroom

²⁷ Anne Burns, *Collaborative Action Research for English Language Teachers*, (USA: The University of Cambridge, 1999), P.33.

action analysis concept was collective classroom action research. The researcher worked with a real English teacher from SMP Abadi Perkasa Gedung Meneng as a researcher and partner to carry out the study.

The researcher presented a proposal for Classroom Action Testing (CAR) using Kurt Lewin's action research design as follows:

1. Cycle 1

a. Planning

During the preparation period, the researcher develops the lesson plan, syllabus, observation sheet, instructional activities and media, and assessments for pre-test and post-test.

b. Acting

1) While Teaching

- a) The researcher explains the teaching material clearly and systematically.
- b) The researcher gives the instruction clearly.
- c) The teacher pays the attention to whole students and controls the classroom well.
- d) The researcher responds well to the learners' questions.
- e) The researcher analyzed the learners and helped them understand the information.

2) Post Teaching Activities.

- a) The researcher gives learners with reviews.
- b) The content is summarized by the writer.

- c) When learners engage challenges during the teaching and learning activities, the researcher provides them with the ability to ask questions.
- d) The researcher adjourns the session and leads the prayer.
- e) The researcher says valediction before leaving the classroom.

c. Observing

In this step, the current study investigates the teaching and learning process using an observation sheet, which includes:

- 1) The individual instructor monitors teaching learning experience in the classroom, which requires the class situation, the teacher's results, and the learners' answers.
- 2) Following therapy, learners are provided the exam.
- 3) The analyst computes the test scores of the students.

d. Reflecting

The final step is to reflect. The analyst learns about the action's benefits and weaknesses by focusing on it. The researcher compared the score before and after this phase. The researcher compared their output in each cycle. The goal was to see if the learners' scores improved or decreased.

2) Cycle 2

a. Planning

- 1) Study the result of reflecting in cycle 1.
- 2) Make preparations the lesson schedule, syllabus, observation sheet, learning content and media, and assessments for the pre-test and post-test.

b. Acting

- 1) Pre-teaching
 - a) The researcher leads praying and say greeting to the students.
 - b) The attendee list is reviewed by the researcher.
 - c) The researcher inquires about the learners' health.
 - d) The learning goals are highlighted by the researcher.
 - e) Before beginning the teaching - learning process, the researcher expresses appreciation.
- 2) While Teaching
 - a) The researcher explains the teaching material clearly and sistematically.
 - b) The researcher gives the instruction clearly.
 - c) The teacher pays the attention to whole students and controls the classroom well.
 - d) The researcher responses the questions from the students well.
 - e) The researcher evaluated the students and makes them to understand about the material.

3) Post Teaching Activities.

- a) The researcher gives feedback to the students.
- b) The researcher summarizes the material.
- c) When learners engage challenges during the teaching process, the researcher provides them with the ability to ask questions.
- d) The researcher closes the meeting and leads pray.
- e) The researcher says valediction before leaving the classroom.

4) Observing

Through out this step, the researcher investigates the teaching and learning process using an observation sheet, which includes:

- 1) The individual instructor monitors teaching learning experience in the classroom, which includes the class situation, the teacher's results, and the learners' answers.
- 2) In cycle 2, learners are provided the examination after treatment.
- 3) The researcher computes the rising scores of students from either the test before intervention to the test after intervention in cycle 1 to the test after treat in cycle 2.

5) Reflecting

The observer was investigate and evaluate the action's outcome. The researcher thinks about the inadequacy and power of the behavior through reflecting. The researcher was compare the pre-test and post-test score distributions in this step. The researcher observes and considers the learners' behaviors, whether positive or

negative. Therefore, the researcher cannot be stopped this research until cycle 2.

E. Data Collecting Technique

The researcher selects Classroom Action Studies for this study (CAR).

The following information can be used to offer further explanation:

1. Observation

During the observation process, the participant was recorded the conversation in the classroom as well as any events that occur. Anne describes observation as "taking frequent and deliberate note of classroom behavior and events that are especially important to the problems or topics being examined."²⁸ The instructor assisted the researcher as a partner in observing and obtaining direct accounts of the learners' involvement in the learning process. This portion will be completed once a period to collect data on the execution of the Initiation-Response-Evaluation (IRE) strategy to develop students' speaking skills.

2. Test

The researcher would use tests to gather data as the researcher. The speech measure was used by the researcher in this study. There are two types of tests: pre-test and post-test.

²⁸Anne Burns, *Collaborative Action Research for English Language Teachers*, (USA: The University of Cambridge, 1999), P.80.

a. Pre-test

Before conducting the action testing, the researcher would administer a pre-test to the learners at the first meeting.

b. Post-test

The post-test will be given by the researcher after doing the treatments to find out whether the treatment gives any contribution to the students' achievement in the class or not. If the overall post-test score is better than the pre-test score, there has been an increase. This step will be done after the treatment can improve students' speaking skill through Initiation-Response-Evaluation (IRE) strategy.

3. Documentation

Documentation is collection of various documents that is relevant to the research. The document can consist of students' questions worksheet and answer, student records and school profile, classroom materials, lesson plans, and so on.

4. Field Note

The researcher would use field notes in this analysis to concentrate on a single topic or coaching activity over time. Furthermore, the researcher makes field notes on the classroom scenario, classroom administration, classroom contact between teacher and teachers or between learners, and so on.

F. Data Collecting Instrument

1. Speaking Test

Before the procedure, a pre-test will be administered to determine the learners' proficiency in writing descriptive language. Following the procedure, a post-test will be administered to determine whether or not the learners' quality of detailed text writing has improved. The researcher administered a speech exam. The researcher requests that the students explain the speaking subject test verbally in front of the class.

2. Observation Sheet

The observation sheet was used to gather the following data:

- a. Observation the location sketch of SMP Abadi Perkasa GedungMeneng.
- b. Observation the establishment of SMP Abadi Perkasa GedungMeneng.
- c. Observation about building of SMP Abadi Perkasa GedungMeneng.

3. Documentation Sheet

The documentation sheet was used to gather the following data:

- a. Documentation about teachers and official at SMP Abadi Perkasa GedungMeneng.
- b. Documentation about students of SMP Abadi Perkasa GedungMeneng.
- c. Documentation about the organization structure of SMP Abadi Perkasa GedungMeneng.

4. Field Note Sheet

Field note sheet is the instrument of data collection by making records on whatever happens in the field. The field note is used to gather data during each time of education and learning that is not used in the incident report.

G. Data Analysis Technique

The average score of the pre and post tests was used to analysis the information. It is to assess the comparative score between the pre-test and post-test. As a result, in order to interpret the research results, the researcher used the following formula:²⁹:

1. Average score

$$M = \frac{\sum fx}{N}$$

M = the average score of the subject

N = the number of the subject

X = the total score

F = frequency

2. The proportion of learners who meet the minimum standard requirements.

The formulas are :

$P = \frac{F}{N} \times 100\%$

Note :

²⁹Ary, *Introduction to Research in Education*.

P = Class Percentage
 F = Frequency
 N = Number of students.³⁰

Furthermore, the researcher made a comparison between the pre and post tests. The result is then balanced by the school's Minimum Quality Criteria of at least 71. If the from cycle 1, there are some students are not successful so the researcher conducted cycle 2. The minimum cycles in classroom action research are two cycles.

H. Indicator of Success

To assess if the Initiation-Response-Evaluation (IRE) can be used to develop students' speaking skills, the researcher can determine the research's progress predictor. The research will be success if: this research is success if 70% of students get score ≥ 70 . Thus, if this research was success, this research was unnecessary to continue the next cycle.

³⁰Yogesh Kumar Singh, *Fundamental of Research Metodology and Statistics* (New Delhi: New Age International, 2006).

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The Description of Research Location

a. The Identity of SMP Abadi Perkasa Gedung Meneng

The Name of the School	: SMP Abadi Perkasa Gedung Meneng
NPSN	: 10808294
The Name of the Headmaster	: H. Slamet Yusuf, S. Pd
The Status of school	: Accredited of “A“
Address	: St, Astra Ksetra Km 108, Gedung Meneng, Tulang Bawang, Lampung.
Phone Number	: (0725) 568389
The Operational	: 19839/I12-B1/U/2000

b. The Vision and the Mission of SMP Abadi Perkasa Gedung Meneng

The vision of SMP Abadi Perkasa Gedung Meneng is to become the school that is believed by the people and society in order to create the best alumni, the students that have the islamic moral, independent students, the students who have the good technnnology, and the students who competence in the universal.

SMP Abadi Perkasa Gedung Meneng has some mission, as follow :

- 1) Creating the culture of the islamic school that uphold the islamic morals.

- 2) Increasing the holistic teachers and education toward the tasks and the responsibilities.
- 3) Preparing the graduate who are active, creative, innovative, and independent that are suitable with the development of the period.
- 4) Increasing the education quality and dedicate with the society.
- 5) Creating the academic students who have noble character and look after the islamic science.
- 6) Increasing the quality and the infrastrucur with the guided management.
- 7) Keeping the harmony of the stake holder, istitution, and other instutions.
- 8) Doing the learning process with the creativity and the good skill of the students effectively.
- 9) Developing the education potential that is suitable with the talent and the interest of the students.

c. The Purpose of SMP Abadi Perkasa Gedung Meneng

The purpose of SMP Abadi Perkasa Gedung Meneng is to create the students who have the islamic quality, the islamic morals, the clever students, the noble character, and the good knowledge SMP Abadi Perkasa Gedung Meneng guide the students to become the students who have the good technology and good education to be competitive students.

d. The Strategy of SMP Abadi Perkasa Gedung Meneng

SMP Abadi Perkasa Gedung Meneng has some strategies to get the best achievements, those are:

- 1) Encouraging the teachers to do equalization program.
- 2) Including the teachers into training program.
- 3) Creating the optimal and the efficient potential and the good infrastrukters.
- 4) Obligating the students to wear the islamic costume, recite the holy qur'an before study, and pray together in the mosque.
- 5) Guiding the teachers to improve the islamic soul continuously.
- 6) Building the laboratory and the library.
- 7) Adding the number of the computers and the audio visuals as the teaching and learning process.

e. The Data of the Teachers of SMP Abadi Perkasa Gedung Meneng

The data of the teachers of SMP Abadi Perkasa Gedung Meneng in the academic year 2020/2021 can be seen on the diagram below:

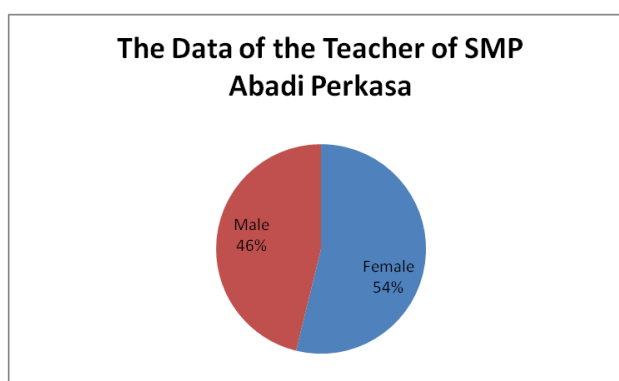


Figure 2

The Data of the Teacher of SMP Abadi Perkasa

f. The Data of the Students of SMP Abadi Perkasa Gedung Meneng

The data of the students of SMP Abadi Perkasa Gedung Meneng in the academic year 2019/2020 can be seen on the table below:

Table 5

The Data of the Students of SMP Abadi Perkasa Gedung Meneng

No	Class	Students
1	7	127
2	8	152
3	9	121
Total		400

g. The Organizational Structure of SMP Abadi Perkasa Gedung Meneng

The organizational structure of SMP Abadi Perkasa Gedung Meneng in the academic year 2020/2021 can be seen on the figure below:

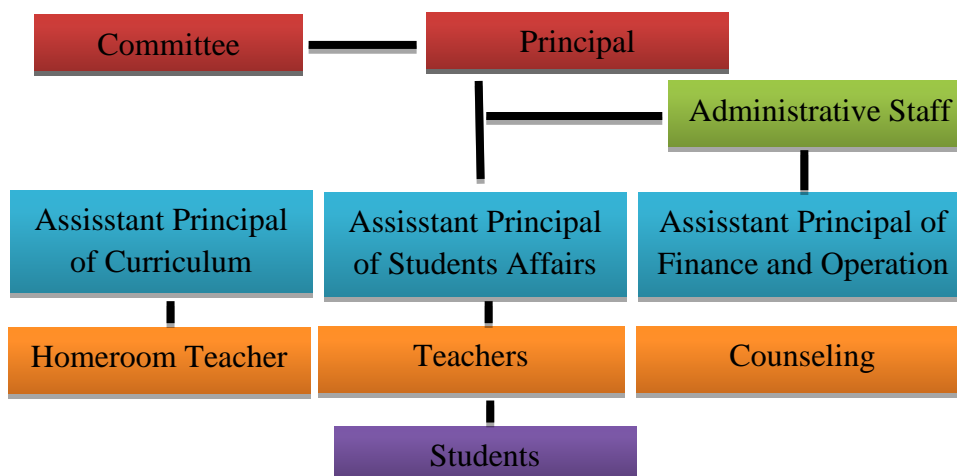


Figure 3

The Organizational Structure of SMP Abadi Perkasa Gedung Meneng

j. The Location Sketch of SMP Abadi Perkasa Gedung Meneng

The sketch of SMP Abadi Perkasa Gedung Meneng in the academic year 2020/2021 can be seen on the Figure below:

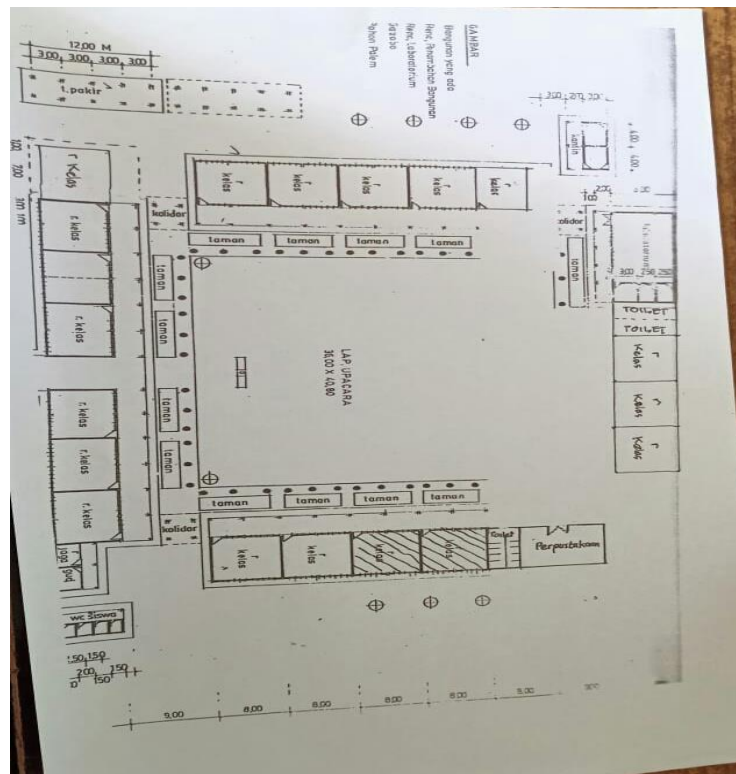


Figure 4

The Location Sketch of SMP Abadi Perkasa Gedung Meneng

2. The Description of Research Data

This research used classroom action research whose had purpose to improve the students' speaking skill and the result of the study in SMP Abadi Perkasa Gedung Meneng, previously the researcher had been conducted the pre-test first. Action in cycle 1 and Cycle 2 had been conducted around two meeting. Each meeting of the cycle took 2 x 45 minutes. As it was mentioned before each cycle comprised planning, acting, observing, and reflecting.

In this research, before the process of the cycle 1, the researcher conducted the pre-test on Tuesday, April 20th, 2020. The students described

about the national monument of Indonesia that is located in Jakarta (Monas). The result of the students' pre-test can be seen on the table as follow:

Table 6
The Students' Pre-test Score

No	Name	Pre-test Score	Classification
1	AZF	50	Incomplete
2	AMY	47	Incomplete
3	AZA	50	Incomplete
4	AAM	50	Incomplete
5	AN	63	Incomplete
6	BTA	53	Incomplete
7	GFA	50	Incomplete
8	YKWK	50	Incomplete
9	KA	53	Incomplete
10	KMA	47	Incomplete
11	KRP	47	Incomplete
12	MLAK	60	Incomplete
13	MRPP	50	Incomplete
14	MZA	50	Incomplete
15	MA	50	Incomplete
16	MFR	70	Complete
17	MK	77	Complete
18	NZZ	53	Incomplete
19	NZS	70	Complete
20	NMJ	63	Incomplete
21	PAMA	77	Complete
22	RDS	77	Complete
23	RRS	53	Incomplete
24	SMJ	50	Incomplete
Total		1360	
Mean		57	

Based on the data above, the students mean score of 8A is 57. The table shows the number of the students who are able to achieve the Minimum Mastery Criteria. The data of the table above can be represented as the table categorization bellow:

Table 7
The Categorization of the Pre-test

Score	Frequency	Percentage	Classification
≥ 70	5	20.83%	Complete
< 70	19	79.17%	Incomplete
Total	24	100%	

The researcher had categorized the students' achievement based on the result of the pre-test above. There were 5 students who are able to achieve "successful" category or 20.83 %. Meanwhile, there were also 19 students who are able to achieve "unsuccessful" category or 79.17 %.

The data above can be represented in the figure bellow:

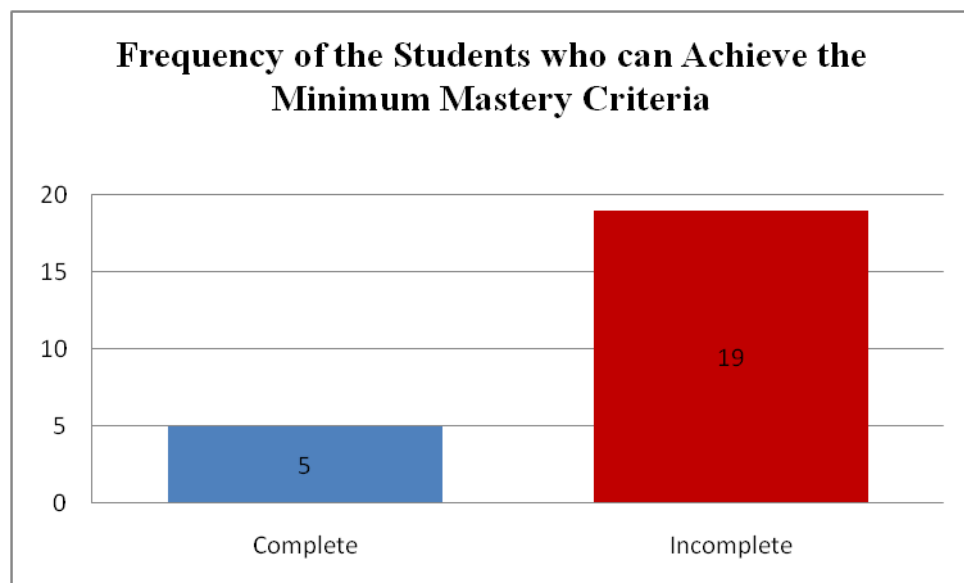


Figure 4
Frequency of the Students who can Achieve the Minimum Mastery Criteria

Based on the data above, it can be seen that the students who are able to achieve the successful category is lower than the students who are able to

achieve unsuccessful category. Based on the figure above, the percentage of the students score can be represented as follows:

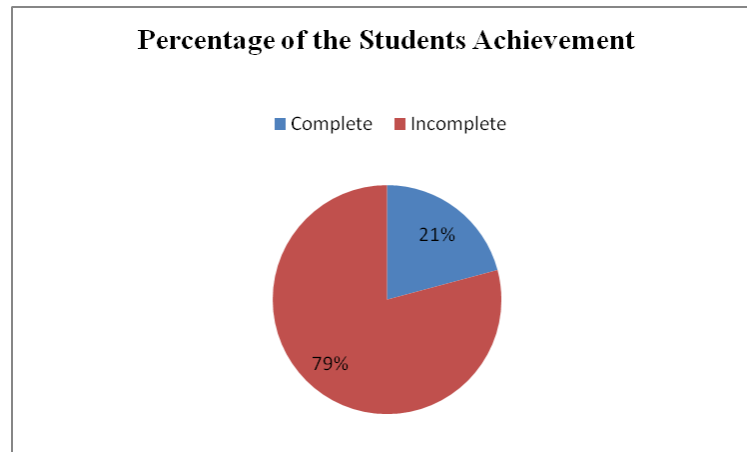


Figure 5
Percentage of the Students Achievement

Based on the data above, it can be seen that the students who are able to achieve the successful category is 20.83%. It means that the students' achievement does not achieve indicator of success in this research. The indicator of this research is 70%. So, the researcher needs 49.17% increasing of the students' score to get the indicator of success of this research.

a. Cycle 1

1) The First Meeting

a) Planning

The researcher made a planning before doing the first meeting. The researcher consulted to the English teacher for deciding what materials would be given for the students. Besides, the researcher also consulted to the teacher about the lesson plan

based on the syllabus for the eighth grader students of the junior high school. Before giving the treatment, the researcher prepared anything related to the action as follows:

- (1) Preparing the materials and observation checklist
- (2) Making lesson plan and designing the steps of the action
- (3) Preparing the test
- (4) Preparing the students' attendance list

b) Acting

The first meeting of cycle 1 was conducted on Thursday, April 20th, 2021. In the stage of acting, the researcher implemented the steps of Initiation-Response-Evaluation (IRE) Strategy. This strategy consists of four steps. The first step was selecting a portion of material that was given to the student. Firstly, the researcher looked for the English syllabus for the eighth grader. After finding out the syllabus, the researcher asked to the English teacher which one was the material that was being taught and the English teacher answered that the material was being taught was about describing descriptive text orally. The English teacher said that the basic competent that was being taught was 3.5 that was about differentiating the social function, text structure and language features of oral and written descriptive text by giving and asking the information about recreation place and famous historical building. After comprehending the basic competent, the researcher

decided to select the descriptive text material to be given by students. The researcher selected the topic of descriptive text for being taught in the meeting of cycle 1. Finally, the researcher decided to choose the topic of descriptive text that was about Way Kambas.

In the second step of Initiation-Response-Evaluation (IRE) Strategy, the researcher presented Way Kambas detailly by explaining the detail part of the text in order to initiate the students about This kind of descriptive text. In this step, after presenting the detail part of the text, the researcher stimulated students by asking some questions about the materials in order to get feedback wheather the students understand or not about the materials that was given by the researcher. In this step, the researcher gave question to 4 students that sat in the different seat in order to measure wheather they understand or not about what the researcher presented.

In the third step of Initiation-Response-Evaluation (IRE) Strategy, four students asked the question to other students about the content of descriptive text namely Way Kambas. The first student asked to another student by giving the question *what is the meaning of Way Kambas?*, and another student gave the respon by explaining *Way Kambas is one of the famous place in Indonesia*. In addition, a student asked to the another student *where is the place*

of Way Kambas?, and another student gave the respon by answering *the place of Way Kambas is in Lampung*. In addition, a student asked to the another student *what is the famous animal in Way kambas?* and another student gave the respon by answering *the famous animal in Way Kambas was Elephant*. Last student asked to another student by giving question *what can we do in Way Kambas?*, and another student gave the respon by answering *we can move around In thisplace and we can see the activities of elephant*.

In the last step of Initiation-Response-Evaluation (IRE) Strategy, the researcher evaluated four question and answered had been presented by eight students. The researcher said that *yes it is correct that actually Way Kambas was one of the famous place in Indonesia especially in Lampung. We can see a lot of elephant that doing all the activities such as : playing ball, swimming, eating, running and etc. In Way Kambas we can also do camping with the friends or family*.

c) Observing

Based on the observation in the first meeting of cycle 1, the students were very noisy. They were busy with their own activities. The students were busy talking to their friends. They did not pay attention to the researcher's explanation because they wanted to break earlier. It made the researcher difficult to handle the class and

kept focus. Besides, the students were still passive in the teaching and learning process. They constantly complained that English was a difficult subject to be learned.

Table 8
Students' Observation Checklist after Treatment in the First Meeting of Cycle 1

No	Name	Indicator				
		1	2	3	4	5
1	AZF		√		√	
2	AMY	√	√	√	√	√
3	AZA		√	√		
4	AAM	√			√	√
5	AN		√			
6	BTA	√	√	√	√	√
7	GFA	√		√		√
8	YKWK		√		√	
9	KA		√	√		
10	KMA			√		
11	KRP	√	√	√		√
12	MLAK		√		√	
13	MRPP			√		
14	MZA	√	√		√	√
15	MA			√	√	
16	MFR	√		√		√
17	MK		√		√	
18	NZZ	√			√	√
19	NZS	√	√	√	√	√
20	NMJ	√	√			√
21	PAMA	√	√		√	√
22	RDS			√	√	
23	RRS	√		√	√	√
24	SMJ	√	√			√
Total		12	14	13	13	12

Precentage	50%	68%	54%	54%	50%
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Note :

1. The students are able to engage further and add various of sequence.
2. The students are able to monitor how much time they spend communicating based on who they talk with and when it is necessary to speak.
3. In group work, the students are able to solve a logical dilemma in the process of speaking in English.
4. The students are able to gain valuable cognitive experience in the process of speaking in English.
5. The students are able to transfer their personal sense from Indonesian to English in the process of speaking in English.

Table 9
The Percentage of Students' Observation Checklist after
Treatment in the First Meeting of Cycle 1

No	Students Activities	Cycle I
1	The students are able to engage further and add various of sequence.	50%
2	The students are able to monitor how much time they spend communicating based on who they talk with and when it is necessary to speak.	68%
3	In group work, the students are able to solve a logical dilemma in the process of speaking in English.	54%
4	The students are able to gain valuable cognitive experience in the process of speaking in English.	54%
5	The students are able to transfer their personal sense from Indonesian to English in the process of speaking in English.	50%

The table above showed that not all of the students were active in learning process. Based on the result above, it could be conclude that the learning process was not successful related with the indicator of success at least 70 % passed the criteria.

d) Reflecting

In the first meeting of the first cycle, most students showed bad attitude to the researcher. They were busy with their own activities. The researcher should be able to control the class even the researcher must be strict to them in order to make them paying attention to the researcher's explanation. Besides, the researcher also should motivate them constantly so that they wanted to speak

in English and were not worried about grammar, pronunciation, etc. and in order that they did not complain that English was difficult to be learned.

2) The Second Meeting

a) Planning

Considering to the reflection of the first meeting, there were still weaknesses. So, the researcher tried to solve the problems in the ways:

- (1) The researcher provided an attractive strategy called Initiation-Response-Evaluation (IRE) in order that the students were not busy with friends in the classroom. Besides, the researcher also involved the students by giving questions related to the topic to make them active in the classroom.
- (2) The researcher gave motivation to the students constantly in order they did not complain English was difficult subject to be learned. The researcher ensured the students that it was okay to speak English even though it was still wrong.

b) Acting

The The second meeting of the cycle 1 was conducted on Thursday, April 22th, 2021. In the stage of acting, the researcher implemented the steps of Initiation-Response-Evaluation (IRE) Strategy. The strategy consists of four steps. The first step was selecting a portion of material that was given to the student. Firstly,

the researcher looked for the English syllabus for the eighth grader. After finding out the syllabus, the researcher asked to the teacher which one was the material that was being taught and the English teacher answered that the material was being taught was about describing descriptive text orally. The English teacher said that the basic competent that was being taught was 3.5 that was about differentiating the social function, text structure and language features of oral and written descriptive text by giving and asking the information about recreation place and famous historical building. After comprehending the basic competent, the researcher decided to select the descriptive text material to be given by students. The researcher selected the topic of descriptive text for being taught in the meeting of cycle 1. Finally, the researcher decided to choose the topic of descriptive text that was about Borobudur Temple.

In the second step of Initiation-Response-Evaluation (IRE) Strategy, the researcher presented Borobudur Temple detailly by explaining the detail part of the text in order to initiate the students about descriptive text. In this step, after presenting the details part of the text, the researcher stimulated students by asking some questions about the materials in order to get feedback wheather the students understand or not about the materials that was given by the researcher. In this step, the researcher gave question to 4

students that sit in the different seat in order to measure wheather they understand or not about what the researcher presented.

In the third step of Initiation-Response-Evaluation (IRE) Strategy, four students asked the question to other students about the content of descriptive text namely Borobudur Temple. The first student asked to another student by giving the question *what is the meaning of Borobudur Temple?*, and another student gave the respon by explaining *Borobudur Temple is one of the famous place in Indonesia*. In addition, a student asked to the another student *where isthe place of Borobudur Temple?*, and another student gave the respon by answering *the place of Borobudur Temple was in Central Java*. In addition, a student asked to the another student *what is the famous place in Borobudur Temple?* and another student gave the respon by answering *the famous place in Borobudur Temple was on the top*. Last student asked to another student by giving question *what can we do in Borobudur Temple?*, and another student gave the respon by answering *we can move around In thisplace..*

In the last step of Initiation-Response-Evaluation (IRE) Strategy, the researcher evaluated four questions and answered had been presented by eight students. The researcher said that *yes it is correct that actually that Borobudur Temple was one of the greatest buddhwast monuments in the wotrld. The monument is*

located in the Kedu Valley, in the southern part of Central Java, at the centre of the wasland of Java, Indonesia. If we see Borobudur Temple in the air, it looks like a lotus flower. In Borobudur Temple we can move around the state and see all of the beautiful Java.

c) Observing

Based on the observation in the second meeting of cycle 1, it showed that most of the students were not confident to speak up in English. They were worried for making mistakes in grammar and pronunciation and they were afraid to be laughed by their friends. Besides, they also told that they did not want to speak because they just had limited vocabularies. The researcher should give directions constantly so that they could understand it. However, they were enthusiastic enough to learn speaking through Initiation-Response-Evaluation (IRE) Strategy.

In this meeting, they did many mistakes in accent, grammar and pronunciation. They also spoke slowly. Besides, they just used common words for speaking. Sometimes, it was difficult for the researcher to understand what they were talking about.

Table 10
Students' Observation Checklist after Treatment in the Second Meeting of Cycle 1

No	Name	Indicator				
		1	2	3	4	5
1	AZF		√		√	√
2	AMY	√	√	√	√	√

3	AZA		√	√		√
4	AAM	√			√	
5	AN		√			√
6	BTA	√	√	√	√	√
7	GFA	√		√		
8	YKWK		√		√	√
9	KA		√	√		√
10	KMA			√		
11	KRP	√	√	√		√
12	MLAK		√		√	√
13	MRPP			√		
14	MZA	√	√		√	√
15	MA			√	√	
16	MFR	√		√		
17	MK		√		√	√
18	NZZ	√			√	
19	NZS	√	√	√	√	√
20	NMJ	√	√			√
21	PAMA	√	√		√	√
22	RDS			√	√	
23	RRS	√		√	√	
24	SMJ	√	√			√
Total		13	15	14	14	15
Precentage		54%	63%	58%	58%	63%

Note :

1. The students are able to engage further and add various of sequence.
2. The students are able to monitor how much time they spend communicating based on who they talk with and when it is necessary to speak.

3. In group work, the students are able to solve a logical dilemma in the process of speaking in English.
4. The students are able to gain valuable cognitive experience in the process of speaking in English.
5. The students are able to transfer their personal sense from Indonesian to English in the process of speaking in English.

Table 11

The Percentage of Students' Observation Checklist after Treatment in the Second Meeting of Cycle 1

No	Students Activities	Cycle I
1	The students are able to engage further and add various of sequence.	54%
2	The students are able to monitor how much time they spend communicating based on who they talk with and when it is necessary to speak.	63%
3	In group work, the students are able to solve a logical dilemma in the process of speaking in English.	58%
4	The students are able to gain valuable cognitive experience in the process of speaking in English.	58%
5	The students are able to transfer their personal sense from Indonesian to English in the process of speaking in English.	63%

The table above showed that not all of the students were active in learning process. Based on the result above, it could be conclude that the learning process was not successful related with the indicator of success at least 70 % passed the criteria.

d) Reflecting

Reflecting to the second meeting of the first cycle, there were some improvement and weakness in the teaching and learning process such as the students were enthusiastic in learning speaking, but they were still not confident and afraid to make some mistakes. The students still needed more motivation from the researcher to speak in English. If the researcher did not give more explanation about the material or the instruction, they would be difficult to learn and they would become uninterested in the lesson. Besides, the students were also difficult to understand the instruction when they were given some questions, it may be because they were lack of vocabularies.

After reflecting in the second meeting of the cycle 1, the resarcher conducted the Post-test 1 on April 27th, 2021. The test was aimed at knowing how far the students' improve in the speaking skill. The researcher gave explanation to the students about the instruction in the post-test. The students were given around ten minutes to prepare themselves before going forward in front of the class. There were 24 students who followed the post-test. There were several aspects in the speaking test. The first aspect was about accent. The second aspect was about grammar. The third aspect was about vocabulary. The fourth aspect was about fluency and the last aspect was about comprehension.

Based on the Post-Test I, the student' speaking skill was improved. The improve could be seen in the table below:

Table 12
The Students' Post-test Score of Cycle 1

No	Name	Post-test Score of Cycle 1	Classification
1	AZF	63	Incomplete
2	AMY	63	Incomplete
3	AZA	67	Incomplete
4	AAM	70	Complete
5	AN	73	Complete
6	BTA	70	Complete
7	GFA	63	Incomplete
8	YKWK	70	Complete
9	KA	67	Incomplete
10	KMA	60	Incomplete
11	KRP	60	Incomplete
12	MLAK	70	Complete
13	MRPP	63	Incomplete
14	MZA	70	Complete
15	MA	67	Incomplete
16	MFR	73	Complete
17	MK	77	Complete
18	NZZ	70	Complete
19	NZS	73	Complete
20	NMJ	70	Complete
21	PAMA	77	Complete
22	RDS	77	Complete
23	RRS	63	Incomplete
24	SMJ	63	Incomplete
Total		1640	
Mean		68	

Based on the data above, the students' mean score of 8A is 68. The table shows the number of the students who are able to achieve the Minimum Mastery Criteria. The categorization of the students' score in the table above can be represented as the table categorization bellow:

Table 13
The Categorization of the Post-Test 1

Score	Frequency	Percentage	Classification
≥ 70	13	54.17%	Complete
< 70	11	45.83%	Incomplete
Total	24	100%	

The researcher had categorized the students' achievement based on the result of the post-test 1 above. There were 13 students who are able to achieve "successful" category or 54.17 %. Meanwhile, there were also 11 students who are able to achieve "unsuccessful" category or 45.83 %.

The data above can be represented in the figure bellow:

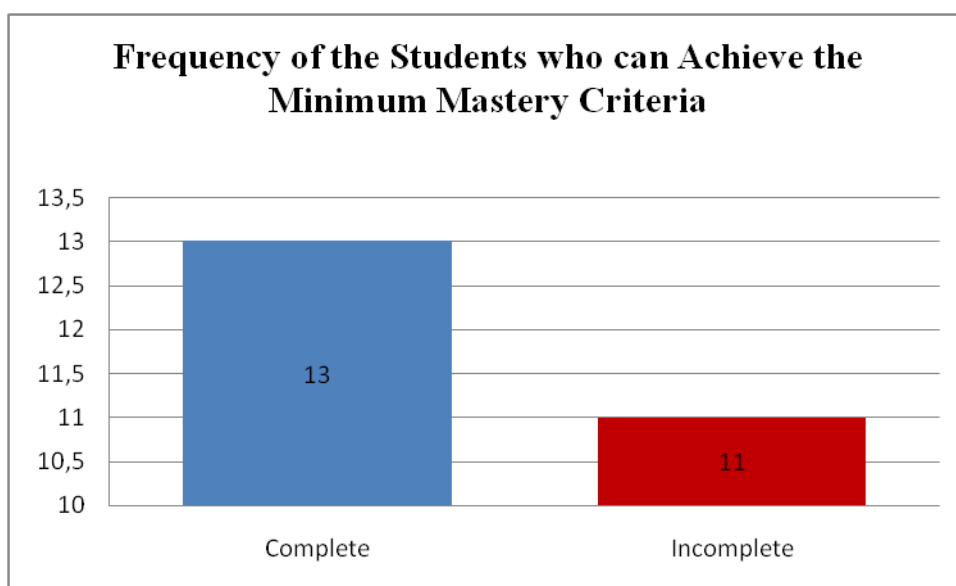


Figure 6
Frequency of the Students who can Achieve the Minimum Mastery Criteria

Based on the data above, it can be seen that the students who are able to achieve the successful category is higher than the students who are able to

achieve unsuccessful category. Based on the figure above, the percentage of the students score can be represented as follows:

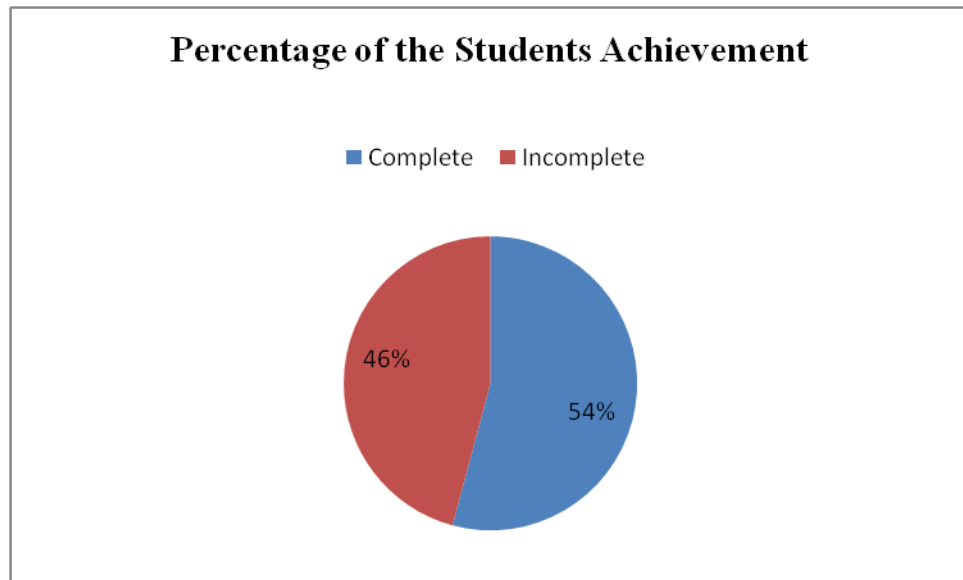


Figure 7
Percentage of the Students Achievement

Based on the data above, it can be seen that the students who are able to achieve the successful category is 54.17%. It means that the students' achievement does not achieve indicator of success in this research. The indicator of this research is 70%. So, the researcher needs 15.83% increasing of the students' score to achieve the indicator of success of this research. So, the researcher continues the research to the cycle 2.

b. Cycle 2

1) The First Meeting

a) Planning

The implementation of the research on the Cycle 2 was implemented to overcome the weaknesses in the cycle 1. Due to

the reflection of the second meeting of the first cycle, there were improvement found by the researcher such as the students' participation in learning English, the students' motivation in learning English, the students' vocabulary mastery and the students' interaction during the teaching and learning process. However, the researcher still found weaknesses such as the students did not speak actively and the students did mistake in grammar especially in tenses. They could not differentiate present form and past form.

b) Acting

The first meeting of the cycle 2 was conducted on Tuesday, April 29th, 2021. In this stage of acting, the researcher implemented the steps of Initiation-Response-Evaluation (IRE) Strategy. This strategy consists of four steps. The first step was selecting a portion of material that was given to the student. Firstly, the researcher looked for the English syllabus for the eighth grader. After finding out the syllabus, the researcher asked to the teacher which one was the material that was being taught and the English teacher answered that the material was being taught was about describing descriptive text orally. The English teacher said that the basic competent that was being taught was 3.6 that was about differentiating the social function, text structure and language features of oral and written descriptive text by giving and asking the information about

recreation place and famous historical building. After comprehending the basic compotent, the researcher decided to select the descriptive text material to be given by students. The researcher selected the topic of descriptive text for being taught in the meeting of cycle 2. Finally, the researcher decided to choose the topic of descriptive text that was about Marlion Park.

In the second step of Initiation-Response-Evaluation (IRE) Strategy, the researcher presented Marlion Park detailly by explaining the detail part of the text in order to initiate the students about this kind of descriptive text. In this step after presenting the details part of the text, the researcher stimulated students by asking some questions about the materials in order to get feedback wheather the students understand or not about the materials that was given by the researcher. In thisstep, the researcher gave question to 4 students that sit in the different seat in order to measure wheather they understand or not about what the researcher presented.

In the third step of Initiation-Response-Evaluation (IRE) Strategy, four students asked the question to other students about the content of descriptive text namely Marlion Park. The first student asked to another student by giving the question *what is the meaning of Marlion Park?*, and another student gave the respon by explaining *Marlion Park was one of the famous place in Singapore.*

In addition, a student asked to the another student *where is the place of Marlion Park?*, and another student gave the respon by answering *the place of Marlion Park was in Singapore..* In addition, a student asked to the another student *what is the characterwastic of Marlion Park?* and another student gave the respon by answering the *characterwastic of marlion park was in the shape of marmeid and lion.* Last student asked to another student by giving question *what can we do in Marlion Park?*, and another student gave the respon by answering *we can move around In thisplace and we can see the activities of the foreign.*

In the last step of Initiation-Response-Evaluation (IRE) Strategy, the researcher evaluated four question and answered had been presented by eight students. The researcher said that *yes it is correct that actually Marlion Park was one of the famous place in Singapore. Marlion Park ia a famous Singapore landmark and a major tourwast attraction. The mMARlion Park ia a mythical creature with a lion's head and the body of a fwash that a widely used as a mascot and national personafication of Singapore. The original Marlion Park structure measure 8.6 meters tall and spouts water from its mouth.*

c) Observing

The researcher did the observation and found that there was good improvement of the students' motivation and enthusiastic in learning speaking. The students became more active and did not feel shy anymore to perform in front of the class. They also did not feel shy anymore to ask to the researcher. When the researcher asked them to speak up, they would speak and were not afraid to make mistakes. There were no students who complained if they were asked to speak up. It could be seen from the table below:

Table 14
The Students' Observation Checklist after the Treatment in the First Meeting of Cycle 2

No	Name	Indicator				
		1	2	3	4	5
1	AZF	√	√		√	
2	AMY	√	√	√	√	√
3	AZA		√	√	√	√
4	AAM	√		√	√	√
5	AN	√	√			
6	BTA	√	√	√	√	√
7	GFA	√		√		√
8	YKWK		√	√	√	√
9	KA	√	√	√		√
10	KMA		√	√	√	√
11	KRP	√	√	√		√
12	MLAK	√	√		√	
13	MRPP			√	√	√
14	MZA	√	√		√	
15	MA		√	√	√	√
16	MFR	√	√	√	√	√
17	MK	√	√	√	√	√
18	NZZ	√	√		√	

19	NZS	√	√	√	√	√
20	NMJ	√	√	√		√
21	PAMA	√	√		√	
22	RDS		√	√	√	√
23	RRS	√		√	√	√
24	SMJ	√	√	√		√
Total		18	20	19	18	19
Percentage		75%	83%	79%	75%	79%

Note :

1. The students are able to engage further and add various of sequence.
2. The students are able to monitor how much time they spend communicating based on who they talk with and when it is necessary to speak.
3. In group work, the students are able to solve a logical dilemma in the process of speaking in English.
4. The students are able to gain valuable cognitive experience in the process of speaking in English.
5. The students are able to transfer their personal sense from Indonesian to English in the process of speaking in English.

Table 15

**The Percentage of Students' Observation Checklist after the Treatment in
the First Meeting of Cycle 2**

No	Students Activities	Cycle II
1	The students are able to engage further and add various of sequence.	75%
2	The students are able to monitor how much time they spend communicating based on who they talk with and when it is necessary to speak.	83%
3	In group work, the students are able to solve a logical dilemma in the process of speaking in English.	79%
4	The students are able to gain valuable cognitive experience in the process of speaking in English.	75%
5	The students are able to transfer their personal sense from Indonesian to English in the process of speaking in English.	79%

table above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be conclude that the learning process of cycle II was successful because $\geq 70\%$ of students' activity had been fulfilled at least 70%.

d) Reflecting

There was improvement of the students' motivation and enthusiastic in learning speaking. It could be seen on the table of the students' observation sheet above. The students speaking ability improved and they became more active to speak in their own group discussion. They did not feel shy anymore to ask to the researcher.

When the researcher asked them to speak up, they would speak and were not afraid to make mistakes. There were no students who complained if they were asked to speak up. Moreover, the student's response in learning speaking was good. They were not busy with their own activities anymore. However, the students still spoke using simple sentences.

2) The Second Meeting

a) Planning

Considering to the reflecting in the first meeting of the cycle 2, the researcher found positive improve of the students in the teaching and learning process such as the students speaking skill improved. They had improve in the grammar, vocabulary, fluency and comprehension. The students' motivation and response in learning English also improved. Besides, they became more active to response the researcher's question or asked questions.

b) Acting

The first meeting of the cycle 2 was conducted on Tuesday, April 29th, 2021. In this stage of acting, the researcher implemented the steps of Initiation-Response-Evaluation (IRE) Strategy. This strategy consists of four steps. The first step was selecting a portion of material that was given to the student. Firstly, the researcher looked for the English syllabus for the eighth grader. After finding out the syllabus the researcher asked to the teacher which one was

the material that was being taught and the English teacher answered that the material was being taught was about describing descriptive text orally. The English teacher said that the basic competent that was being taught was 3.6 that was about differentiating the social function, text structure and language features of oral and written descriptive text by giving and asking the information about recreation place and famous historical building. After comprehending the basic competent, the researcher decided to select the descriptive text material to be given by students. The researcher selected the topic of descriptive text for being taught in the meeting of cycle 2. Finally, the researcher decided to choose the topic of descriptive text that was about Eiffel Tower.

In the second step of Initiation-Response-Evaluation (IRE) Strategy, the researcher presented Eiffel Tower detailly by explaining the detail part of the text in order to initiate the students about This kind of descriptive text. In this step after presenting the details part of the text, the researcher stimulated students by asking some questions about the materials in order to get feedback wheather the students understand or not about the materials that was given by the researcher. In this step, the researcher gave question to 4 students that sit in the different seat in order to measure wheather they understand or not about what the researcher presented.

In the third step of Initiation-Response-Evaluation (IRE) Strategy, four students asked the question to other students about the content of descriptive text namely Eiffel Tower. The first student asked to another student by giving the question *what is the meaning of Eiffel Tower?*, and another student gave the respon by explaining *Marlion Park was one of the famous place in France*. In addition, a student asked to the another student *where isthe place of Eiffel Tower?*, and another student gave the respon by answering *the place of Eiffel Tower was in France..* In addition, a student asked to the another student *what is the characterwastic of Eiffel Tower?* and another student gave the respon by answering the *characterwastic of Eiffel Tower was a wrought-iron lattice tower on the Champ de Mars*. Last student asked to another student by giving question *what can we do in Eiffel Tower?*, and another student gave the respon by answering *we can move around In thisplace and we can see the activities of the foreign.*

In the last step of Initiation-Response-Evaluation (IRE) Strategy, the researcher evaluated four question and answered had been presented by eight students. The researcher said that *yes it is correct that actually Eiffel Tower was one of the famous place in France. Eiffel Tower was a wrought-iron lattice tower on the Champ de Mars in Parwas, France. It is named after the engineer gustave Eiffel, whose company designed and built the tower. The Eiffel Tower*

was the most-visited paid monument in the world. In this Eiffel Tower we can move around In this place and we can see the activities of the foreign.

c) Observing

Based on the observation, the students showed more positive responses. The students still maintained their good attitude while the teaching and learning process. They were not busy with their own activities anymore. When the researcher explained the material, they listened to it seriously. When the researcher asked questions to them, they answered it seriously and correctly, besides they were more active to ask to the researcher if they did not understand something. They became more confident to share their thought in the classroom. They were also enthusiastic to pronounce words or sentences. When the researcher asked them to pronounce, they pronounced it correctly. When the researcher asked them to translate sentences, they translate it correctly. Their ability in grammar also had improvement. They could arrange sentences correctly. They were not confused anymore with the difference between present tense and past tense. Besides, they had understood singular and plural subject. Their ability in accent was also better than before and it made their utterance can be understood easily. Besides, they had variation in vocabulary to arrange sentences.

Table 16

Students' Observation Checklist after Treatment in the Second Meeting of the Cycle 2

No	Name	Indicator				
		1	2	3	4	5
1	AZF	√	√		√	√
2	AMY	√	√	√	√	√
3	AZA		√	√	√	
4	AAM	√		√	√	√
5	AN	√	√			√
6	BTA	√	√	√	√	√
7	GFA	√		√		√
8	YKWK		√	√	√	
9	KA	√	√	√	√	√
10	KMA		√	√	√	
11	KRP	√	√	√		√
12	MLAK	√	√		√	√
13	MRPP			√	√	
14	MZA	√	√		√	√
15	MA		√	√	√	
16	MFR	√	√	√	√	√
17	MK	√	√	√	√	√
18	NZZ	√	√		√	√
19	NZS	√	√	√	√	√
20	NMJ	√	√	√	√	√
21	PAMA	√	√		√	√
22	RDS	√	√	√	√	√
23	RRS	√		√	√	√
24	SMJ	√	√	√		√
Total		19	20	19	20	19
Percentage		79%	83%	79%	83%	79%

Note :

1. The students are able to engage further and add various of sequence.

2. The students are able to monitor how much time they spend communicating based on who they talk with and when it is necessary to speak.
3. In group work, the students are able to solve a logical dilemma in the process of speaking in English.
4. The students are able to gain valuable cognitive experience in the process of speaking in English.
5. The students are able to transfer their personal sense from Indonesian to English in the process of speaking in English.

Table 17

**The Percentage of Students' Observation Checklist after
Treatment in the Second Meeting of the Cycle 2**

No	Students Activities	Cycle II
1	The students are able to engage further and add various of sequence.	75%
2	The students are able to monitor how much time they spend communicating based on who they talk with and when it is necessary to speak.	83%
3	In group work, the students are able to solve a logical dilemma in the process of speaking in English.	79%
4	The students are able to gain valuable cognitive experience in the process of speaking in English.	83%
5	The students are able to transfer their personal sense from Indonesian to English in the process of speaking in English.	79%

table above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be

conclude that the learning process of cycle II was successful because $\geq 70\%$ of students' activity had been fulfilled at least 70%.

d) Reflecting

After implementing the second cycle, the researcher compared the result of the first cycle and the second cycle. There were differences in the class situation, the students' motivation, and the students' response toward speaking. The class situation in second cycle was better than the first cycle. The students were not busy with their own activities anymore because they were busy to speak in their own group discussion. The students paid attention to the researcher's explanation. Besides, the students answered the questions given by the researcher seriously and actively. The students were also active in asking questions to the researcher or friends and they were more confident to share their thought in the classroom. The students didn't also speak with simple sentences to avoid mistakes.

After reflecting in the second meeting of the cycle 2, the researcher conducted the Post-test 2 on May 6th, 2021. The test was aimed at knowing how far the students' improve in the speaking skill. The researcher gave explanation to the students about the instruction in the post-test. The students were given around ten minutes to prepare themselves before going forward in front of the class. There were 24 students who followed the post-test. There were several aspects in the speaking test. The first aspect was

about accent. The second aspect was about grammar. The third aspect was about vocabulary. The fourth aspect was about fluency and the last aspect was about comprehension.

Based on the Post-Test 2, the student' speaking ability also improved.

The improvement could be seen in the table below:

Table 18
The Students' Post-test Score of Cycle 2

No	Name	Post-test Score of Cycle 1	Classification
1	AZF	73	Complete
2	AMY	70	Complete
3	AZA	73	Complete
4	AAM	77	Complete
5	AN	80	Complete
6	BTA	77	Complete
7	GFA	73	Complete
8	YKWK	73	Complete
9	KA	77	Complete
10	KMA	63	Incomplete
11	KRP	63	Incomplete
12	MLAK	80	Complete
13	MRPP	70	Complete
14	MZA	80	Complete
15	MA	77	Complete
16	MFR	83	Complete
17	MK	87	Complete
18	NZZ	80	Complete
19	NZS	80	Complete
20	NMJ	77	Complete
21	PAMA	87	Complete
22	RDS	87	Complete
23	RRS	70	Complete
24	SMJ	67	Incomplete
Total		1823	
Mean		76	

Based on the data above, the students mean score of 8A is 76. The table shows the number of the students who are able to achieve the

Minimum Mastery Criteria. The categorization of the students' scores in the table above can be represented as the table categorization bellow:

Table 19
The Categorization of the Post-Test 2

Score	Frequency	Percentage	Classification
≥ 70	21	87.50%	Complete
< 70	3	12.50%	Incomplete
Total	24	100%	

The researcher had categorized the students' achievement based on the result of the pre-test above. There were 21 students who are able to achieve "successful" category or 87.50 %. Meanwhile, there were also 3 students who are able to achieve "unsuccessful" category or 12.50 %. The data above can be represented in the figure bellow:

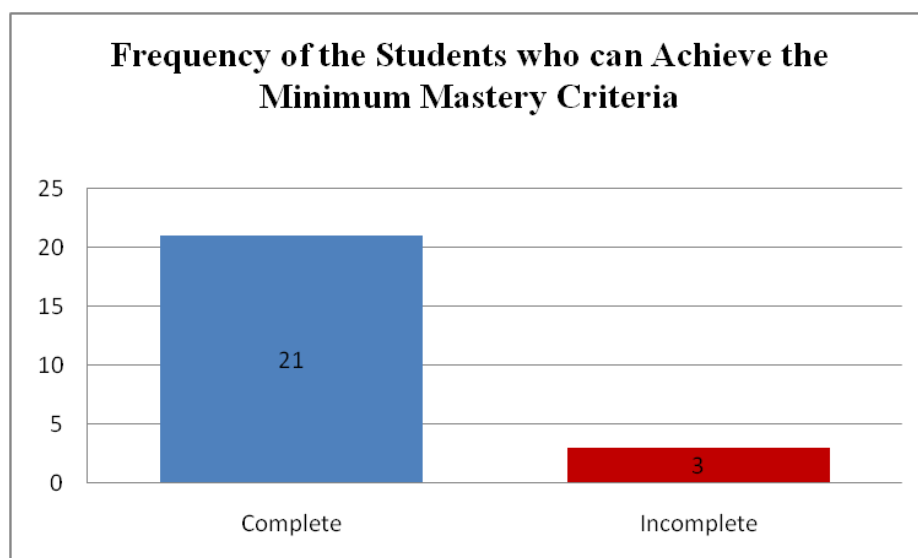


Figure 8
Frequency of the Students who can Achieve the Minimum Mastery Criteria

Based on the data above, it can be seen that the students who are able to achieve the successful category is higher than the students who are able to achieve unsuccessful category. Based on the figure above, the percentage of the students score can be represented as follows:

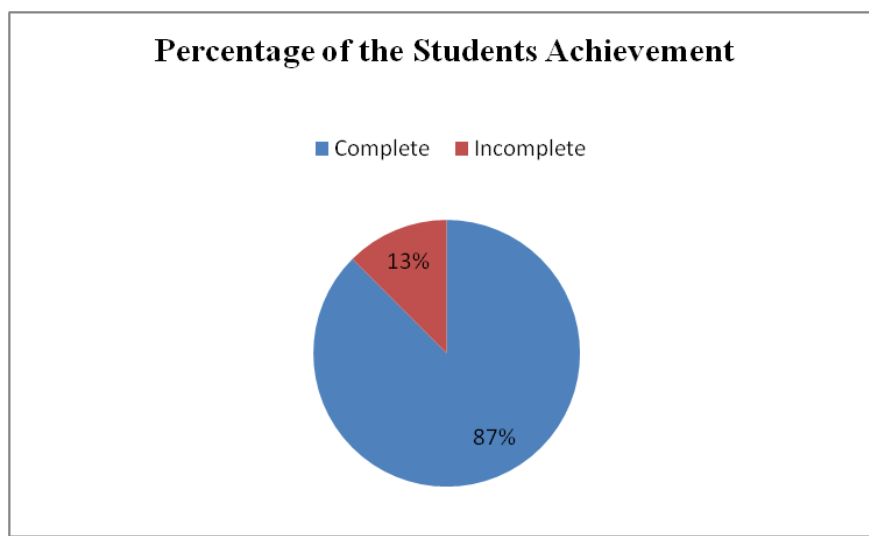


Figure 9

Percentage of the Students Achievement

Based on the data above, it can be seen that the students who are able to achieve the successful category is 87.50 %. It means that the students' scores achieve the indicator of success in this research. The indicator of this research is 70%. Therefore, the research stops the research in the cycle 2.

D. Discussion

Based on the data above, the students show the increasing of the speaking skill. Action in Cycle 1 and Cycle 2 are conducted 2 meetings for each cycle and each meeting consist of 90 minutes. In this cycle, the researcher taught English based on the lesson plan which had been made before. The English teacher came to the class to observe the researcher. First, the researcher asked

the students about Initiation-Response-Evaluation (IRE) Strategy . After that the researcher explained about the materials. Then the researcher divided students into some groups in which each group consisted of 12 students and asked them to stand opposite where they were facing each other. The researcher asked the students to describe about the material. After one minute, the researcher asked them to move and get a new partner when the researcher gave a command for the students. The students' showed bad attitude during the teaching and learning process. They were not enthusiastic in learning English in the classroom. They were also not active to speak in the classroom. Besides, they had difficulties in grammar, pronunciation, and vocabulary. The Result of the improving of the students' score at pre-test and post-test of the cycle 1 can be seen on the table below:

1. The Discussion of the Cycle 1

In this research, the pre-test and the post-test had been conducted directly. It is to know the skill of the students before and after the treatment.

Table 20
The Increasing of the Students' Score of Cycle 1

Score	Frequency	
	Pre-test	Post-test 1
≥ 70	5	13
< 70	19	11
Total	24	

From the pre-test and the post-test of the cycle 1 score, it can be seen that there was improving of the students' achievements. The data above can be represented in the categorization table below:

Table 21
The Percentage of the Students' Score of Cycle 1

Score	Pre-test	Post-test 1
Percentage	20.83%	54.17%

Based on the data above, the percentage of the students' achievement improved. The percentage of the pretest is 20.83% and the percentage of the post-test 1 is 54.17%.

2. The Discussion of the Cycle 2

Table 22
The Increasing of the Students' Score of Cycle 2

Score	Frequency	
	Post-test 1	Post-test 2
≥ 70	13	21
< 70	11	3
Total	24	

From post-test of the cycle 1 and post-test of the cycle 2 score, it can be seen that there was improving of the students' achievements. The data above can be represented in the categorization table below:

Table 23
The Percentage of the Students' Score of Cycle 2

Score	Post-test 1	Post-test 2
Percentage	54.17%	87.50%

From the post-test of the cycle 1 and the post-test of the cycle 2 score, it can be seen that there was improving of the students' achievements. It means that the use of the Initiation-Response-Evaluation (IRE) Strategy can improve the Students Speaking Skill.

This research not only shows the improving of the percentage of the students but also shows the improving of the mean score of the students of SMP Abadi Perkasa. It can be represented in the table below:

Table 20
The Mean Score of the Students

	Pre-test	Post-test 1	Post-test 2
Mean Score	57	68	76

Based on the table above, there was an improving on the mean score. In the pre-test, the mean score of the students is 57. In the post-test 1, the mean score of the students is 68. In the post-test 2, the mean score of the students is 76. The data above can be represented in the figure below:

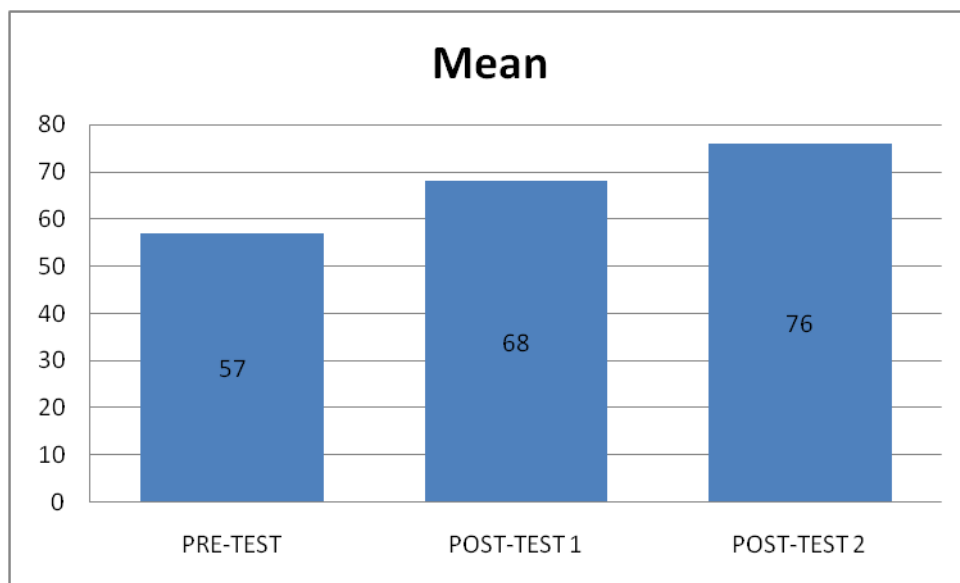


Figure 10

The Mean Score of the Students

Based on the figure above, the data shows that the mean score of the students improving from the pre-test to post-test 1 and post-test 2. It means that the implementing of the Initiation-Response-Evaluation (IRE) Strategy helps the students to improve their score of English lesson especially in speaking skill.

Moreover, it can be concluded that Initiation-Response-Evaluation (IRE) Strategy can be used for teaching speaking. It means that Initiation-Response-Evaluation (IRE) Strategy is effective to teach speaking for the 8A class of SMP Abadi Perkasa. Before the implementation of the research, the students' speaking skill was very low because they were lack of vocabulary, bravery, and self-confidence to speak English. They were also worried making mistakes. After implementing the research, the students' speaking skill improves. They do not read the script anymore and

they do their own improvisation to avoid the stagnant conversation. The improving of the students' speaking skill also can be seen from the result of their mean score increasing. It means that the students who got the successful category achieve 87.50 % of which the target are 70% students get score ≥ 70 . So, it can be concluded that the use of Initiation-Response-Evaluation (IRE) Strategy can improve the Students' Speaking Skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

After conducting the research for 8A of SMP Abadi Perkasa Gedung Meneng which was observed by the English teacher, the data was obtained and processed. SMP Abadi Perkasa Gedung Meneng has 26 teachers and 400 students.

The students' response in learning speaking through Initiation-Response-Evaluation (IRE) Strategy is better than before the implementation. It is proved by the students' motivation toward learning speaking after implementing Initiation-Response-Evaluation (IRE) Strategy. Besides, the students' activeness, interest, and enthusiasm improves. They become more active in teaching and learning process. They are not shy to ask the teacher if they do not understand something. Besides, they show good attitude and participation in the teaching and learning process. They are not busy with their own activities like before the treatment. Therefore, it can be said that the treatment given by the researcher gives increasing to the teaching and learning speaking.

The result of this research shows that the pre-test just 20.83% the students that can achieve the minimum mastery criteria (MMC). It can be said that the result of the pre-test is incomplete. Then, in the post-test of cycle 1 there are 54.17% the students that can achieve the minimum mastery criteria, meanwhile in the post test of cycle 2 there are 87.50% the students that can

achieve the minimum mastery criteria. The mean improves from 57 to 68 to 76. Based on the data analysis of the research, the researcher concludes that the implementation of the Initiation-Response-Evaluation (IRE) strategy can improve the students' speaking skill of the eighth graders of the SMP Abadi Perkasa Gedung Meneng.

B. The Suggestion

Based on the research findings and conclusion of the research, the researcher gives several suggestions, those are:

1. For the English teacher

It is suggested for the English teacher to motivate the students in speaking by using English. Particularly it is also suggested for the teacher to implement Initiation-Response-Evaluation (IRE) Strategy in teaching speaking because it can create a positive classroom. For the students will be motivated in learning speaking.

2. For the students

It is suggested for the students to be more motivated and interested in speaking. The students should improve their speaking skill by continuous practice in their daily activity. Besides they should be active in classroom learning activity.

3. For the headmaster

It is suggested for the headmaster to facilitate and motivate the teacher and the learners to implement the various kind of teaching strategy in developing students english skill..

4. For the other researchers

It is suggested for the researchers to use this research as an alternative prior research to be consider as the relevant theory and research practice.

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APPENDICES



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-0640/In.28.1/J/TL.00/03/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP ABADI PERKASA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	: PUSPA ANGGRAINI SUKOCO
NPM	: 1501070287
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE IMPLEMENTATION OF INITIATION-RESPONSE-EVALUATION (IRE) IN IMPROVING SPEAKING OF THE EIGHTH GRADERS OF SMP ABADI PERKASA GEDUNG MENENG IN THE ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di SMP ABADI PERKASA.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih

Wassalamu'alaikum Wr. Wb.



Subhan Roza, M.Pd.
50610 200801 1 014

YAYASAN PENDIDIKAN ABADI PERKASA
SEKOLAH MENENGAH PERTAMA (SMP) ABADI PERKASA
TERAKREDITASI "A"

*Lokasi : Site IEP Amios Astra Astra, Gedung Meneng Kabupaten Tulang Bawang
Phone : (0725) 568189 Fax : (0725) 568037 Email : smp-ap @ yahoo.com*

Nomor : 422/021/II 5-SMP-AP/TB/II/2019
Kepada Yth : Ketua Jurusan Tadris Bahasa Inggris
IAIN Metro
di- Tempat
Dari : Kepala SMP Abadi Perkasa
Perihal : Memberikan Izin Pra Survey

Dengan hormat,

Berdasarkan Surat Izin Pra Survey No : B-0640/In.28.1/J/TL.00/03/2019 Tanggal 20 Maret 2019, maka dengan ini kami memberikan izin kepada :

Nama : PUSPA ANGGRAINI SUKOCO
NPM : 1501070287
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Untuk melakukan Pra Survey dalam rangka menyelesaikan Tugas Akhir / Skripsi yang berjudul : THE IMPLEMENTATION OF INITIATION-RESPONSE-EVALUATION (IRE) IN IMPROVING SPEAKING OF THE EIGHTH GRADERS OF SMP ABADI PERKASA GEDUNG MENENG IN THE ACADEMIC YEAR OF 2018/2019.

Demikian surat ini kami sampaikan, atas perhatiannya di ucapkan terima kasih.

29 Juli 2019
Kepala Sekolah,

H. Glan Yusuf, S.Pd




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

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

Telepon (0725) 41507, Faksimili (0725) 47208, Website: www.tarbiyah.metroamiv.ac.id, e-mail: tarbiyah.iaim@metroamiv.ac.id

Nomor : B-1130/In.28/D.1/TL.00/04/2021

Lampiran : -

Perihal : IZIN RESEARCH

Kepada Yth.,

KEPALA SMP ABADI PERKASA

di-

Tempat

Assalamu'alaikum Wr. Wb.

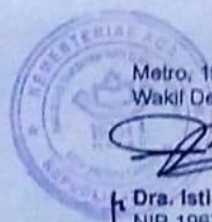
Sehubungan dengan Surat Tugas Nomor: B-1129/In.28/D.1/TL.01/04/2021, tanggal 19 April 2021 atas nama saudara:

Nama : PUSPA ANGGRAINI SUKOCO
NPM : 1501070287
Semester : 12 (Dua Belas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP ABADI PERKASA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY IN IMPROVING SPEAKING SKILL OF THE EIGHTH GRADERS OF SMP ABADI PERKASA GEDUNG MENENG IN THE ACADEMIC YEAR OF 2020/2021".

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

Wassalamu'alaikum Wr. Wb.



Metro, 19 April 2021

Wakil Dekan I,

Dra. Isti Fatonah MA

NIP 19670531 199303 2 003 /



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

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

SURAT TUGAS

Nomor: B-1129/In.28/D.1/TL.01/04/2021

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

Nama : PUSPA ANGGRAINI SUKOCO
NPM : 1501070287
Semester : 12 (Dua Belas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP ABADI PERKASA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY IN IMPROVING SPEAKING SKILL OF THE EIGHTH GRADERS OF SMP ABADI PERKASA GEDUNG MENENG IN THE ACADEMIC YEAR OF 2020/2021".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 19 April 2021

Mengetahui,
Pejabat Setempat

H. SLAMET YUSUF, S.Pd.

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**YAYASAN PENDIDIKAN ABADI PERKASA
SEKOLAH MENENGAH PERTAMA (SMP) ABADI PERKASA
TERAKREDITAS "A"**

Lokasi : site ILP Km-108 Astra Ksetra, Gedung Meneng, Kabupaten Tulang Bawang
Phone : (0725) 568389 Fax : (0725) 568037 Email : smp-ap@yahoo.com

Nomor : 442/021/II.5-SMP-AP/TB/VII/2021
Lampiran : -
Perihal : IZIN RESEARH

Kepada Yth :
Wakil Ketua Dekan IAIN METRO
Di
Metro

Assalamua'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Kepala SMP Abadi Perkasa Gedung Meneng, Kabupaten Tulang Bawang Lampung, dengan ini memberikan izin kepada :

Nama : PUSPA ANGGRAINI SUKOCO
NPM : 1501070287
Semester : 12 (Duabelas)
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan Research pada tanggal 15 April – 4 Mei dalam rangka pembuatan Skripsi dengan judul :

"THE IMPLEMENTATION OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY IN IMPROVING SPEAKING SKILL OF THE EIGHTH GRADERS OF SMP ABADI PERKASA GEDUNG MENENG IN THE ACADEMIC YEAR OF 2020/2021"

Demikian Surat Research ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Site ILP 4 Mei 2021
Kepala Sekolah,

H. Slamet Yusuf, S.Pd.





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

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

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

Nomor B-1063/In 28 1/J/TL 00/04/2021
Lampiran -
Perihal SURAT BIMBINGAN SKRIPSI

Kepada Yth,
Widhiya Ninsiana (Pembimbing 1)
Ahmad Subhan Roza (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa.

Nama	: PUSPA ANGGRAINI SUKOCO
NPM	: 1501070287
Semester	: 12 (Dua Belas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE IMPLEMENTATION OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY IN IMPROVING SPEAKING SKILL OF THE EIGHTH GRADERS OF SMP ABADI PERKASA GEDUNG MENENG IN THE ACADEMIC YEAR OF 2020/2021

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2,
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1,
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas,
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas,

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb.

Metro, 15 April 2021

Ketua Jurusan
Pendidikan Bahasa Inggris



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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp. (0725) 41507 Faks (0725) 47296 Website: digilib.metrouni.ac.id, pustaka.iaim@metrouni.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-969/In.28/S/OT.01/11/2019**

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

Nama	PUSPA ANGGRAINI SUKOCO
NPM	1501070287
Fakultas / Jurusan	Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070287

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya

Metro, 22 Nopember 2019

Kepala Perpustakaan



Drs. Mokhtari Sudin, M.Pd.
NIP. 195606311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa :

Nama : Puspa Angraini Sukoco

NPM : 1501070287

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2015

Telah menyerahkan buku berjudul : *Bilinguality and Bilingualism*

Metro, 8 Juni 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa :

Nama : Puspa Angraini Sukoco

NPM : 1501070287

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2015

Telah menyerahkan buku berjudul : *Bilinguality and Bilingualism*

Metro, 8 Juni 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metronix.ac.id website: www.tarbiyah.metronix.ac.id

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

Nama : PUSPA ANGGRAINI SUKOCO

Fakultas/Jurusan : TBI

NPM : 1501070287

Semester/TA : XII / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Wednesday, 10-03-2021	✓		Revision Chapter I - Background of the Study - Problem Identification - Prior Research Chapter III - Dependent Variable - Independent Variable	Puspaly
2.	Monday, 15-03-2021	✓		Revision Chapter I - Background of the Study - Problem Identification Chapter III - Independent variable - Cycle 1 - Cycle 2	Puspaly

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

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

Nama : PUSPA ANGGRAINI SUKOCO

Fakultas/Jurusan : TBI

NPM : 1501070287

Semester/TA : XII / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3-	Thursday, 18-03-2021	✓		Acc Seminar Proposal	Puspa

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum

NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

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

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

Nama : PUSPA ANGGRAINI SUKOCO

Fakultas/Jurusan : TBI

NPM : 1501070287

Semester/TA : XII / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 09 April 2021	✓		- Pretest dan Post test - Lembar observasi	Puspaly
2.	Rabu 14 April 2021	✓		Acc Research	Puspaly

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiva Ninsiana, M.Hum
NIP. 19720923 2000032 002



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

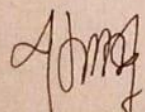
FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : PUSPA ANGGRAINI SUKOCO
NPM : 1501070287

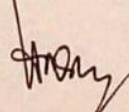
Fakultas/Jurusan : TBI
Semester/TA : XII / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday, 28 Mei 2021	✓		- Tambah abstrak - Tambah daftar isi - Observation sheet	Puspawati
2.	Wednesday, 02 Juni 2021	✓		- Daftar isi - Observation sheet - Motto - Originality Statement	Puspawati
3.	Friday, 04 Juni 2021	✓		Acc Munagasyah	Puspawati

Mengetahui :
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I


Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Nama : PUSPA ANGGRAINI SUKOCO

Fakultas/Jurusan : TBI

NPM : 1501070287

Semester/TA : XII / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jum'at/05-03-21		✓	Revision chapter I - Problem Formulation - Objective of the study - Chapter II - The action hypothesis	Puspaulg
2	Rabu/17-3-21		✓	Chapter III - Cycle 2 (observing and Reflecting) - Data collecting Instrument - Data Collecting Technique	Puspaulg
3	Jum'at/5-3-21		✓	Sk Seminar	Puspaulg

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

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

Nama : PUSPA ANGGRAINI SUKOCO
NPM : 1501070287

Fakultas/Jurusan : TBI
Semester/TA : XII / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 09 April 2021		✓	Me Istianah Puradhar	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@metroniv.ac.id website: www.tarbiyah.metroniv.ac.id

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

Nama : PUSPA ANGGRAINI SUKOCO

Fakultas/Jurusan : TBI

NPM : 1501070287

Semester/TA : XII / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Monday, 17 Mei 2021		✓	- Revisi chapter III - Description of Data - Post-test and Pre-test	Puspaula
2	Friday, 21 Mei 2021		✓	- Cycle 1 - Cycle 2 - Conclusion	Puspaula
3	Monday 24 Mei 2021		✓	- Reflection - Action - Conclusion	Puspaula
4	Thursday, 27 Mei 2021		✓	See Muzoni See I Redwan	Puspaula

Mengetahui :
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi Inti

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1		Pembelajaran KI 1	Penilaian		

<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1.</p> <p>Menunjukkan perilaku santun dan peduli dalam melaksanakan</p>		<p>dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4</p>	<p>KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri oleh peserta didik, penilaian teman sejawat, dan jurnal</p>		
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komuni kasi interper sonal dengan guru dan teman.					
2.2. Men unjukka n perilaku jujur, disiplin, percaya diri, dan bertang gung jawab dalam melaksa nakan komuni kasi transak sional dengan guru dan teman.					

2.3.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					
3.4	<p>Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks</p> <p>Teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal.</p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> <p>Membangga</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial teks deskriptif terkait tempat 	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib (LKS) • Keteladanan 	

<p>deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial,</p>	<p>kan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <ul style="list-style-type: none"> • <i>Struktur text</i> (gagasan utama dan informasi rinci) <p>a. Mengetahui teks deskriptif sesuai dengan fungsi sosial dan struktur teks.</p> <p>b. Menyebutkan tempat wisata dan bangunan bersejarah terkenal di</p>	<p>dengan menggunakan ejaan dan tanda baca yang benar.</p> <ul style="list-style-type: none"> • Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur</p>	<p>wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan terkait tempat wisata dan bangunan 	<p>ucapan dan tindakan akan guru menggunakan setiap tindakan akan komunikasi interpersonal/transaksional dengan benar</p>
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<p>struktur teks deskriptif, lisan dan tulis, pendeskripsi dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.5 Menyusun teks deskriptif lisan dan tulis,</p>	<p>Indonesia dan di seluruh dunia.</p> <ul style="list-style-type: none"> • <i>Unsur kebahasaan</i> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(2) Kata ganti <i>I, you, we, they, she, he, it</i>, dst.; <i>my, your, our, their, her, his</i>, dst.</p> <p>(3) Kata sifat</p>	<p>teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku, untuk 	<p>bersejarah terkenal di Indonesia dan di seluruh dunia dalam teks deskriptif.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda 	<p>dan akurat</p> <ul style="list-style-type: none"> • Contoh teks dari sumber otentik • Sumber dari internet tentang deskriptif teks
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pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan	terkait tempat wisata dan bangunan bersejarah terkenal. (4) Frasa nominal seperti <i>beautiful place, amazing place</i> . (5) Kata kerja untuk menyatakan keadaan dan tindakan lampau dalam bentuk past tense: <i>build, got,</i>	mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia. • Membaca semua teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia, secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - struktur teks	baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan terkait tempat wisata dan		
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sesuai kontek s.	<p><i>took,</i> <i>dst.</i></p> <p>(6) Penggun aan nominal singular dan plural secara tepat, dengan atau tanpa <i>a,</i> <i>the, this,</i> <i>that,</i> <i>these,</i> <i>those,</i> <i>dst.,</i> secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p>	<p>yang terdapat pada teks yang dideskripsik an</p> <p>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</p> <ul style="list-style-type: none"> • Secara kolaboratif meniru contoh- contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhanaterkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia untuk mencapai fungsi sosial 	<p>bangun an berseja rah terken al di Indone sia dan di seluruh dunia, dalam teks deskrip tif.</p> <p>CARA PENILAIAN :</p> <p>SIKAP</p> <ul style="list-style-type: none"> • Observ asi • Observ asi terhad ap kesung guhan, tangu ng jawab, dan 		
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	<p>(9) Tulisan tangan</p> <p><i>Topik</i></p> <p>Tempat-tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia.</p>	<p>yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan fungsi sosial, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal. yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman 	<p>kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. • Penilaian 		
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		<p>tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Membuat beberapa teks deskriptif sangat pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai 	<p>n diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif terkait tempat wisata dan bangunan</p>	
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		<p>(membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> 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. Membicarakan teks terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia secara kooperatif di depan kelas. 	<p>n bersejarah terkenal di Indonesia dan di seluruh dunia termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN</p> <ul style="list-style-type: none"> Tes tertulis Membaca dan menulis teks deskriptif yang menuntut pemahaman dan 		
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			<p>pemapa ran tentang deskrip sitempa t wisata dan banguna n bersejar ah terkenal di Indonesi a dan di seluruh dunia.</p> <ul style="list-style-type: none"> • Portofoli o Menilai penggun aan fungsi sosial, unsur kebahas aan, dan struktur teks melalui teks 		
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			<p>deskriptif sangat pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia yang telah dibuat.</p> <p>KETERAMPILAN.</p> <ul style="list-style-type: none"> • Unjuk kerja Simulasi dan/atau bermain game 		
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			<p>dalam bentuk interaksi dengan menyebutkan dan menanyakan terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia.</p> <ul style="list-style-type: none"> • Portofolio Penilaian melalui karya-karya peserta didik dalam bentuk 		
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			<p>teks deskriptif sangat pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia yang telah dibuat melalui tahap draf, telaah, perbaikan</p>		
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			<p>sampai mengha silkan karya terbaik sesuai dengan fungsi sosialny a.</p> <ul style="list-style-type: none"> • Observa si: <p>(penilaia n yang bertujua n untuk memberi kan balikan secara lebih cepat)</p> <p>Observa si terhada p tindakan siswa menggu</p>		
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			<p>nakan bahasa Inggris untuk menyeb utkan dan menany akan deskrips i terkait tempat wisata dan banguna n bersejar ah terkenal di Indonesi a dan di seluruh dunia baik di dalam dan di luar kelas.</p>		
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Kolabolator,

Efa Nurjanah,S.Pd

Peneliti,

Puspa Anggraini Sukoco
NPM.1501070287

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP ABADI PERKASA
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/2
Materi Pokok : Ecotourism Objects in Indonesia
Tahun Pelajaran : 2020/2021
Alokasi Waktu : Pertemuan (4 JP)

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	3.5 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks	3.4.1 Mengidentifikasi fungsi sosial teks deskriptif. 3.4.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks

	<p>deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia.</p> <p>3.4.3 Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana</p> <p>3.4.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia(Way Kambas) dengan konteks penggunaannya.</p> <p>3.4.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia(Borobudur Temple) dengan konteks penggunaannya.</p>
2	<p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>4.4.1Memahami makna kosa kata tentang benda (noun) dan kata sifat (adjective).</p> <p>4.4.2Mempelajari kosa kata baru tentang terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Way Kambas) dalam descriptive text.</p> <p>4.4.3Mempelajari kosa kata baru tentang terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Borobudur Temple) dalam descriptive text.</p>

3	4.5 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	<p>4.5.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Way Kambas) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.5.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Borobudur Temple) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
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C. Tujuan Pembelajaran

1. Pertemuan Pertama

- a. Siswa mampu memahami dan mengidentifikasi deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Way Kambas) dengan memperhatikan fungsi sosial, struktur teks, dan struktur kebahasaan dengan baik dan benar sesuai dengan konteks penggunaannya.
- b. Siswa mampu menyusun deskriptif teks terkait tempat wisata dan bangunan bersejarah di Indonesia (Way Kambas) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

2. Pertemuan Kedua

- a. Siswa mampu memahami dan mengidentifikasi deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia

(Borobudur Temple) dengan memperhatikan fungsi sosial, struktur teks, dan struktur kebahasaan dengan baik dan benar sesuai dengan konteks penggunaannya.

- b. Siswa mampu menyusun deskriptif teks terkait tempat wisata dan bangunan bersejarah di Indonesia (Borobudur Temple) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

THE DESCRIPTIVE TEXT

The Definition of Descriptive Text:

Descriptive Text is a text which says what a person or thing is like. The purpose of the descriptive text is to describe and reveal a particular person, place, thing, or the others.

The Generic Structure of Descriptive Text:

- Identification: identifying the particular person, place, thing, or the others to be described.
- Description: describing the particular person, place, thing, or the others in parts, qualities, and characteristics.

The Example of Descriptive Text:

“Kuta Beach”



Kuta Beach is a beautiful beach in a southern Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk. Yes, they can do many activities in this beach for its complete beach activities. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00.

E. Metode Pembelajaran

Initiation-Response-Evaluation (IRE) Strategy

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Gambar objek wisata Way Kambas dan Borobudur Temple

2. Alat/Bahan

Papan tulis, spidol, dan laptop

3. Sumber belajar

Buku LKS: Modul Pengayaan Bahasa Inggris untuk SMP Semester 2

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama (2x45 menit)	Waktu
A. Kegiatan Pendahuluan <ol style="list-style-type: none"> 1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. 3. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya. 4. Guru menyampaikan tentang tujuan pembelajaran atau 	10 Menit

<p>kompetensi dasar yang akan dicapai.</p> <p>5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.</p> <p>B. Kegiatan Inti</p> <p>1. Mengamati</p> <p>a. Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.</p> <p>b. Peserta didik menuliskan kata sifat yang telah dibaca dari buku pelajaran.</p> <p>2. Menanya</p> <p>a. Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks.</p> <p>b. Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat.</p> <p>c. Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan sesuatu.</p> <p>3. Mencoba/Mengumpulkan Data atau Informasi</p> <p>a. Membaca rujukan teks dari berbagai sumber, termasuk buku LKS, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari deskriptif teks terkait tempat wisata dan bangunan bersejarah di Indonesia (Way Kambas).</p> <p>b. Membaca semua teks deskriptif terkait tempat wisata dan bangunan bersejarah di Indonesia (Way Kambas) secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks yang dideskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, intonasi, dan tanda yang digunakan.</p> <p>4. Mengasosiasi/Menganalisis Data atau Informasi</p> <p>a. Mengidentifikasi fungsi sosial, struktur teks, dan struktur</p>	<p>70 Menit</p>
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<p>kebahasaan yang terkandung pada teks yang deskripsikan.</p> <p>5. Mengomunikasikan</p> <ol style="list-style-type: none"> Secara individu peserta didik membuat teks tentang descriptive text of Ecotourism Objects in Indonesia. Secara kelompok peserta didik berbicara tentang descriptive text of Ecotourism Objects in Indonesia yang telah dibuat di depan kelas menggunakan Initiation-Response-Evaluation (IRE) Strategy. <p>C. Penutup</p> <ol style="list-style-type: none"> Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. Guru menjelaskan rencana kegiatan pembelajaran selanjutnya 	<p>10 Menit</p>
2. Pertemuan Kedua (2x45 menit)	Waktu
<p>A. Kegiatan Pendahuan</p> <ol style="list-style-type: none"> Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya. Guru menyampaikan tentang tujuan pembelajaran atau 	<p>10 Menit</p>

<p>kompetensi dasar yang akan dicapai.</p> <p>5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.</p> <p>B. Kegiatan Inti</p> <p>1. Mengamati</p> <p>a. Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.</p> <p>b. Peserta didik menuliskan kata sifat yang telah dibaca dari tayangan</p> <p>2. Menanya</p> <p>a. Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks.</p> <p>3. Mencoba/Mengumpulkan Data atau Informasi</p> <p>a. Membaca rujukan teks dari berbagai sumber, termasuk buku LKS, untuk mengetahui fungsi sosial, sruktur teks, dan unsur kebahasaan dari deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Borobudur Temple).</p> <p>b. Membaca semua teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Borobudur Temple) secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks yang di deskripsikan.</p> <p>4. Mengasosiasi/Menganalisis Data atau Informasi</p> <p>a. Mengidentifikasi fungsi sosial, struktur teks, dan struktur kebahasaan yang terkandung pada teks yang deskripsikan.</p> <p>5. Mengomunikasikan</p> <p>a. Secara individu peserta didik membuat teks tentang descriptive text of Ecotourism Objects in Indonesia.</p>	<p>70 Menit</p>
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<p>b. Secara kelompok peserta didik berbicara tentang descriptive text of Ecotourism Objects in Indonesia yang telah dibuat di depan kelas menggunakan Initiation-Response-Evaluation (IRE) Strategy.</p> <p>C. Penutup</p> <ol style="list-style-type: none"> 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. 3) Guru menjelaskan rencana kegiatan pembelajaran selanjutnya. 	<p>10 Menit</p>
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H. Penilaian

1. Jenis Penilaian : Penilaian Kognitif
2. Bentuk Instrumen : Tes Lisan
3. Pedoman Penskoran : (Terlampir)

Gedung Meneng, April 2021

Kolabolator,

Peneliti,

Efa Nurjanah,S.Pd

Puspa Anggraini Sukoco
NPM.1501070287

PRETEST

In this part of the test, I will give you a picture:



Please describe about this picture based on yourself and then tell to others!

Assessment of the Pre-test

NO	STUDENTS' NUMBER	NAME	ACCENT				GRAMMAR				VOCABULARY				FLUENCY				COMPREHENSION				Fx	ΣFx x 100 : 30				
			1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2			3	4	5	6
1	1	AZF																										
2	2	AMY																										
3	3	AZA																										
4	4	AAM																										
5	5	AN																										
6	6	BTA																										
7	7	GFA																										
8	8	YKWK																										
9	9	KA																										
10	10	KMA																										
11	11	KRP																										
12	12	MLAK																										
13	13	MRPP																										
14	14	MZA																										
15	15	MA																										
16	16	MFR																										
17	17	MK																										
18	18	NZZ																										
19	19	NZS																										
20	20	NMJ																										
21	21	PAMA																										
22	22	RDS																										
23	23	RRS																										
24	24	SMJ																										
			TOTAL																									
			MAXSCORE																									
			MINSORE																									
			MEAN																									

ASSESSMENT OF PRE-TEST

8A

NO	STUDENTS' NUMBER	NAME	ACCENT						GRAMMAR						VOCABULARY						FLUENCY						COMPREHENSION						Fx	ΣFx x 100 : 30
			1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6		
1	1	AZF			3					3						3					3						3					15	50	
2	2	AMY	2							3						3					3						3					14	47	
3	3	AZA			3						3						3					3					3					15	50	
4	4	AAM			3						4				2							3					3					15	50	
5	5	AN			3						4						4								4			4				19	63	
6	6	BTA			3						4						3					3					3					16	53	
7	7	GFA			3					3							3					3					3					15	50	
8	8	YKWK			3						4							3				2					3					15	50	
9	9	KA			3						4							3					3				3					16	5	
10	10	KMA	2							3							3					3					3					14	47	
11	11	KRP	2							3								3					3				3					14	47	
12	12	MLAK			3						4							3				4							4			18	60	
13	13	MRPP	2								4							3					3				3					15	50	
14	14	MZA			3						3							3					3				3					15	50	
15	15	MA			3						3							3					3				3					15	50	
16	16	MFR			3						4							4						5					5			21	70	
17	17	MK				4						5						4						5					5			23	78	
18	18	NZZ			3						4							3					3				3					16	53	
19	19	NZS			3						4								4					5					5			21	70	
20	20	NMJ			3						4								4						4				4			19	63	
21	21	PAMA				4						5							4					5					5			23	78	
22	22	RDS				4						5							4					5					5			23	78	
23	23	RRS			3							4							3					3			3					16	53	
24	24	SMJ			3						3								3					3			3					15	50	
			TOTAL																								408	1360						
			MAXSCORE																								23	77						
			MINSCORE																								14	47						
			MEAN																								17	57						

Post-Test of Cycle 1

You have learned about Ecotourism Object in Indonesia, those are Way Kambas and Borobudur Temple. In this part of the test, please describe about Ecotourism Objects that you have known as the beautiful Waterfall in Tanggamus that is called as Way Lalaan Waterfall of Tanggamus!



Please describe about this picture based on yourself and then tell to others!

[illegible]

8A

NO	STUDENTS' NUMBER	NAME	ACCENT						GRAMMAR						VOCABULARY						FLUENCY						COMPREHENSION						F _x	ΣF _x x 100 : 36
			1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6		
1	1	AZF			3						4						4					4						4			19	63		
2	2	AMY				4					3						4					4						4			19	53		
3	3	AZA			3						4						4					5						4			20	67		
4	4	AAM				4					4						4					4							5		21	70		
5	5	AN				4					4						4					5							5		22	73		
6	6	BTA				4					4						4					4							5	21	70			
7	7	GFA				4					3						4					4						4			19	63		
8	8	YKWK				4					4						4					5							4		21	70		
9	9	KA				4					4						4					4						4			20	67		
10	10	KMA			3						3						4					4					4				18	60		
11	11	KRP			3						3						4					4					4				18	60		
12	12	MLAK				4					4						4					5						4			21	70		
13	13	MRPP			3						4						4					4						4			19	63		
14	14	MZA				4						5					4					4						4			21	70		
15	15	MA			3						4						4					4							5		20	67		
16	16	MFR				4					4						4					5							5		22	73		
17	17	MK				4						5					4					5							5		23	77		
18	18	NZZ				4					4						4					4							5		21	70		
19	19	NZS				4					4						4					5							5		22	73		
20	20	NMJ				4					4						4					4							5		21	70		
21	21	PAMA				4						5					4					5							5		23	77		
22	22	RDS				4						5					4					5							5		23	77		
23	23	RRS			3						4						4					4						4			19	63		
24	24	SMJ			4						3						4					4						4			19	63		
		TOTAL																													492	1640		
		MAXSCORE																													23	77		
		MINSCORE																													18	60		
		MEAN																													21	68		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP ABADI PERKASA
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/2
Materi Pokok : Famous Tourism Destinations in the World
Tahun Pelajaran : 2020/2021
Alokasi Waktu : 2 Pertemuan (4 JP)

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	3.6 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan	3.4.1 Mengidentifikasi fungsi sosial teks deskriptif. 3.4.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat

	<p>tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>wisata dan bangunan bersejarah terkenal di Dunia.</p> <p>3.4.3 Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana</p> <p>3.4.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal di Dunia(Merlion Park) dengan konteks penggunaannya.</p> <p>3.4.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal di Dunia(Eiffel Tower) dengan konteks penggunaannya.</p>
2	<p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p>	<p>4.4.1Memahami makna kosa kata tentang benda (noun) dan kata sifat (adjective).</p> <p>4.4.2Mempelajari kosa kata baru tentang terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Merlion Park) dalam descriptive text.</p> <p>4.4.3Mempelajari kosa kata baru tentang terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Eiffel Tower) dalam descriptive text.</p>
3	<p>4.5 Menyusun teks</p>	<p>4.5.1 Menyusun teks deskriptif lisan dan tulis</p>

	deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	sangat pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Merlion Park) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
		4.5.2Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Eiffel Tower) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

3. Pertemuan Pertama

- c. Siswa mampu memahami dan mengidentifikasi deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Merlion Park) dengan memperhatikan fungsi sosial, struktur teks, dan struktur kebahasaan dengan baik dan benar sesuai dengan konteks penggunaannya.
- d. Siswa mampu menyusun deskriptif teks terkait tempat wisata dan bangunan bersejarah di Dunia (Merlion Park) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

4. Pertemuan Kedua

- a. Siswa mampu memahami dan mengidentifikasi deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Eiffel Tower) dengan memperhatikan fungsi sosial, struktur teks, dan

struktur kebahasaan dengan baik dan benar sesuai dengan konteks penggunaannya.

- c. Siswa mampu menyusun deskriptif teks terkait tempat wisata dan bangunan bersejarah di Dunia (Eiffel Tower) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

THE DESCRIPTIVE TEXT

The Definition of Descriptive Text:

Descriptive Text is a text which says what a person or thing is like. The purpose of the descriptive text is to describe and reveal a particular person, place, thing, or the others.

The Generic Structure of Descriptive Text:

- Identification: identifying the particular person, place, thing, or the others to be described.
- Description: describing the particular person, place, thing, or the others in parts, qualities, and characteristics.

The Example of Descriptive Text:

“Kuta Beach”



Kuta Beach is a beautiful beach in a southern Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk. Yes, they can do many activities in this beach for its complete beach activities. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00.

E. Metode Pembelajaran

Initiation-Response-Evaluation (IRE) Strategy

F. Media, Alat, dan Sumber Pembelajaran

4. Media

Gambar Merlion Park dan Eiffel Tower

5. Alat/Bahan

Papan tulis, spidol, dan laptop

6. Sumber belajar

Buku LKS: Modul Pengayaan Bahasa Inggris untuk SMP semester 2

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama (2x45 menit)	Waktu
A. Kegiatan Pendahuluan 6. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 7. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. 8. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya. 9. Guru menyampaikan tentang tujuan pembelajaran atau	10 Menit

<p>kompetensi dasar yang akan dicapai.</p> <p>10. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.</p> <p>B. Kegiatan Inti</p> <p>6. Mengamati</p> <p>c. Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.</p> <p>d. Peserta didik menuliskan kata sifat yang telah dibaca dari buku pelajaran.</p> <p>7. Menanya</p> <p>d. Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks.</p> <p>e. Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat.</p> <p>f. Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan sesuatu.</p> <p>8. Mencoba/Mengumpulkan Data atau Informasi</p> <p>c. Membaca rujukan teks dari berbagai sumber, termasuk buku LKS, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari deskriptif teks terkait tempat wisata dan bangunan bersejarah di Dunia (Merlion Park).</p> <p>d. Membaca semua teks deskriptif terkait tempat wisata dan bangunan bersejarah di Dunia (Merlion Park) secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks yang di deskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, intonasi, dan tanda yang digunakan.</p> <p>9. Mengasosiasi/Menganalisis Data atau Informasi</p> <p>b. Mengidentifikasi fungsi sosial, struktur teks, dan struktur</p>	<p>70 Menit</p>
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<p>kebahasaan yang terkandung pada teks yang deskripsikan.</p> <p>10. Mengomunikasikan</p> <p>c. Secara individu peserta didik membuat teks tentang descriptive text of Famous Tourism Destinations in the world.</p> <p>d. Secara kelompok peserta didik berbicara tentang descriptive text of Famous Tourism Destinations in the world yang telah dibuat di depan kelas menggunakan Initiation-Response-Evaluation (IRE) Strategy.</p> <p>C. Penutup</p> <p>4) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.</p> <p>5) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.</p> <p>6) Guru menjelaskan rencana kegiatan pembelajaran selanjutnya</p>	<p>10 Menit</p>
<p>2. Pertemuan Kedua (2x45 menit)</p>	<p>Waktu</p>
<p>A. Kegiatan Pendahuluan</p> <p>6. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>7. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</p> <p>8. Guru mengajukan pertanyaan tentang materi Bahasa Inggris</p>	<p>10 Menit</p>

<p>yang dipelajari atau telah dikenal sebelumnya.</p> <p>9. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>10. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.</p> <p>B. Kegiatan Inti</p> <p>6. Mengamati</p> <p>c. Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.</p> <p>d. Peserta didik menuliskan kata sifat yang telah dibaca dari tayangan</p> <p>7. Menanya</p> <p>b. Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks.</p> <p>8. Mencoba/Mengumpulkan Data atau Informasi</p> <p>c. Membaca rujukan teks dari berbagai sumber, termasuk buku LKS, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Eiffel Tower).</p> <p>d. Membaca semua teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal di Dunia (Eiffel Tower) secara lebih cermat dengan mengidentifikasikan dan menyebutkan fungsi sosial dari setiap teks yang di deskripsikan.</p> <p>9. Mengasosiasi/Menganalisis Data atau Informasi</p> <p>b. Mengidentifikasi fungsi sosial, struktur teks, dan struktur kebahasaan yang terkandung pada teks yang deskripsikan.</p> <p>10. Mengomunikasikan</p>	<p>70 Menit</p>
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<p>c. Secara individu peserta didik membuat teks tentang descriptive text of Famous Tourism Destinations in the world.</p> <p>d. Secara kelompok peserta didik berbicara tentang descriptive text of Famous Tourism Destinations in the world yang telah dibuat di depan kelas menggunakan Initiation-Response-Evaluation (IRE) Strategy.</p> <p>C. Penutup</p> <p>4) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.</p> <p>5) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.</p> <p>6) Guru menjelaskan rencana kegiatan pembelajaran selanjutnya.</p>	<p>10 Menit</p>
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H. Penilaian

1. Jenis Penilaian : Penilaian Kognitif
2. Bentuk Instrumen : Tes Lisan
3. Pedoman Penskoran : (Terlampir)

Kolaborator, Gedung Meneng, April 2021
Peneliti,

Efa Nurjanah,S.Pd

Puspa Anggraini Sukoco
NPM.1501070287

Post-test of Cycle 2

You have learned about Famous Tourism Destinations in the World, those are Merlion Park and Eiffel Tower. In this part of the test, please describe the

famous place in Tanggamus that is known as the biggest dam of South Asia that is called as Bendungan Batutegi!



Please describe about this picture based on yourself and then tell to each other!

Assessment of the Post-test of Cycle 2

NO	STUDENTS' NUMBER	NAME	ACCENT						GRAMMAR						VOCABULARY						FLUENCY						COMPREHENSION						Fx	ΣFx x 100 : 30
			1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6		
1	1	AZF																																
2	2	AMY																																
3	3	AZA																																
4	4	AAM																																
5	5	AN																																
6	6	BTA																																
7	7	GFA																																
8	8	YKWK																																
9	9	KA																																
10	10	KMA																																
11	11	KRP																																
12	12	MLAK																																
13	13	MRPP																																
14	14	MZA																																
15	15	MA																																
16	16	MFR																																
17	17	MK																																
18	18	NZZ																																
19	19	NZS																																
20	20	NMJ																																
21	21	PAMA																																
22	22	RDS																																
23	23	RRS																																
24	24	SMJ																																
TOTAL																																		
MAXSCORE																																		
MINSORE																																		
MEAN																																		

Assessment of the Post-test of Cycle 2

NO	STUDENTS' NUMBER	NAME	ACCENT						GRAMMAR						VOCABULARY						FLUENCY						COMPREHENSION						Fx	ΣFx x 100 : 30
			1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6		
1	1	AZF				4							5						5					4						4		22	73	
2	2	AMY				4						4							5					4					4		21	70		
3	3	AZA				4						4							5					5					4		22	73		
4	4	AAM				4							5						5					4						5	23	77		
5	5	AN				4							5						5					5						5	24	80		
6	6	BTA				4						4							5					5						5	23	77		
7	7	GFA				4						4							5					4						5	22	73		
8	8	YKWK			3							4							5					5					4		21	70		
9	9	KA			3							4							5					5					5		22	73		
10	10	KMA					5					4											4					4			21	70		
11	11	KRP				4													4					4							20	67		
12	12	MLAK				4						4							5					5						5	23	77		
13	13	MRPP				4						4												4						5	21	70		
14	14	MZA				4							5						5					5						5	24	80		
15	15	MA				4						4							5					5						5	23	77		
16	16	MFR				4							5						5					5							6	25	83	
17	17	MK				4							5											6						5	26	87		
18	18	NZZ				4							5						5					5						5	24	80		
19	19	NZS				4						4							5					6						5	24	80		
20	20	NMJ					5					4							5					5						5	24	80		
21	21	PAMA				4							5											5							6	26	87	
22	22	RDS				4							5						5					5						6	25	83		
23	23	RRS				4						4							5					4						4	21	70		
24	24	SMJ				4						4												4						4	20	67		
TOTAL																															547	1823		
MAXSCORE																															26	87		
MINSORE																															19	63		
MEAN																															23	76		

Interview Transcript

A. Before Treatment

1. For the Teacher

The Researcher : How is the students' interest in learning English?

The Teacher : Based on the initial data, the students' skill in English can be said above range, but when it has been classified to be listening, speaking, reading, and writing, the students have difficulty in speaking skill. They have no confident to convey their idea. Then they have anxiety to speak up. It may be because of the limitedness of vocabularies.

The Researcher : How is the students' interest in learning speaking?

The Teacher : They actually do not like learning grammar, they like game, etc. When they are asked to share opinion, they must be silent. Actually, they have eagerness to speak up, but they have no confidence to convey it. It is because they have anxiety to make mistakes so that when they are asked to speak, they speak in English, Indonesia and Javanese and when they are asked to perform they have to bring a note, if they are not, it will take a long time for them to memorize it.

The Researcher : How is the students' skill in learning speaking?

The Teacher : The students' skill in learning speaking can be said low.

The Researcher : What are the difficultrties found by the teacher in learning process?

The Teacher : The teacher must give an example. When the teacher does not give an example, they will ask the example to the teacher. When the teacher gives them an example, they will imitate it so that they are not creative. Sometimes, I have told them to make in other ways, but they will make like the example. That is the difficulty for the teacher in teaching speaking.

The Researcher : What is the teaching technique applied by the teacher in the classroom?

The Teacher : it depends on the material. I don't know the name of the technique, but sometimes when I teach narrative text I will ask them to describe something in front of the class individually. May be, they can discuss it with pairs or may be group discussion.

The Researcher : Is the technique used by the teacher effective to improve the students' speaking skill?

The Teacher : No, there is no significant increasing.

The Researcher : What are the difficulties faced by the students in learning speaking through the use of that technique?

The Teacher : they always ask how to pronounce it. They are lack of vocabularies to convey their idea. Besides, we must give expressions about how to convey expression for daily activities.

The Researcher : Have you ever heard about the teaching technique called Initiation-Response-Evaluation (IRE) Strategy speaking?

The Teacher : Not yet.

2. For the Students

a. Andesta Zelfani Adipraja

The Researcher : Are you happy to learn English? Why?

The Student : No, I'm not, because English is difficult and complicated.

The Researcher : What is your opinion about the English learning?

The Student : English learning is so boring and tiring.

The Researcher : Do you feel difficult to learn English?

The Student : Yes. Because the English language so difficult to understand.

The Researcher : What are your difficulties of learning English? Especially in speaking learning?

The Student : The difficulties of English is to speak up. Because English is the foreign language. I never hear about the word so it so difficult.

The Researcher : Have you ever try to speak English? If you ever try to speak English, What do you feel?

The Student : Yes, I have. But when I speak in English I feel not confidence because difficulties to speak.

The Researcher : What makes you afraid or avoid to speak in English?

The Student : The word of English so difficult, so when I speak in English in front of the class I feel shy when I do mistake in pronounce it.

The Researcher : How much time to speak English in a month?

The Student : Just one day in a month.

The Researcher : What is the technique or method used by the teacher in teaching speaking?

The Student : The teacher explain the material and the students just listen waht the teacher said.

The Researcher : Is the technique or method used by the teacher can help you improve your English Speaking Skill?

The Student : No, it is not. I feel bored and confused.

The Researcher : Do you know Initiation-Response-Evaluation (IRE) Strategy? Have you ever heard?

The Student : No, I don't know. No, I have not.

b. M. Khahfi

The Researcher : Are you happy to learn English? Why?

The Student : No, I am not. Because English is so difficult and make dizzy.

The Researcher : What is your opinion about the English learning?

The Student : English is so boring, complicating, and difficult.

The Researcher : Do you feel difficult to learn English?

The Student : Yes I do. Because English is a foreign language.

The Researcher : What are your difficulties of learning English?Especially in speaking learning?

The Student : English word is different with conversation of daily activities. So, it makes difficult.

The Researcher : Have you ever try to speak English? If you ever try to speak English, What do you feel?

The Student : Yes, I have. But to speak in English is so difficult.

The Researcher : What makes you afraid or avoid to speak in English?

The Student : When I speak in English and I do mistake, I feel afraid my friends can be laugh.

The Researcher : How much time to speak English in a month?

The Student : Just one day in a month.

The Researcher : What is the technique or method used by the teacher in teaching speaking?

The Student : The technique seldom individually and sometimes in a group discussion.

The Researcher : Is the technique or method used by the teacher can help you improve your English Speaking Skill?

The Student : Yes, it is. But is so difficult.

The Researcher : Do you know Initiation-Response-Evaluation (IRE) Strategy? Have you ever heard?

The Student : No, I don't know. No, I have not.

B. After Treatment

1. For the Teacher

The Researcher : How is the implementing of Initiation-Response-Evaluation (IRE) Strategy as a teaching speaking technique in the classroom?

The Teacher : In my opinion, from some meeting which was done, this strategy can be used as a variation in teaching English because this strategy can stimulate students' participation in learning English in order to improve their participation especially in speaking activities. The students are not only keep silent and doing worksheet but they can share their idea and thought.

The Researcher : Does Initiation-Response-Evaluation (IRE) Strategy enable students for overcoming their learning speaking difficulties?

The Teacher : In my opinion, yes it does, because in the stragey, the students are divided into groups in which in the group they are forced to work together, to share idea each other, and to help others.

The Researcher : By using Initiation-Response-Evaluation (IRE) Strategy, do the students become more active in learning speaking?

The Teacher : At least there is an improving from silent to be active because they are forced in a group to share their idea so that there is improving in the students' participation because they can't be only silent.

The Researcher : Is Initiation-Response-Evaluation (IRE) Strategy effective to improve the students' speaking skill?

The Teacher : Based on the observation, there is an improving from silent to be active so it can be said that it is effective.

The Researcher : Is the implementation of Initiation-Response-Evaluation (IRE) Strategy successful enough for teaching speaking in the classroom?

The Teacher : If we say enough, it is enough like I have said before because the students are forced to speak up even though it is just a little bit because in the group they have to share idea so that they can't be just silent. It can be said that it is successful enough for teaching speaking in the class.

2. For the Students

a. Andesta Zelfani Adipraja

The Researcher : How is your experience of learning English through Initiation-Response-Evaluation (IRE) Strategy successful?

The Student : So funny. Because I can speak in English with friends in the classroom.

The Researcher : What is your opinion about the implementation of Initiation-Response-Evaluation (IRE) Strategy successful?

The Student : This strategy so good for teaching English because so easy and intensive to be implemented.

The Researcher : Does Initiation-Response-Evaluation (IRE) Strategy successful make you easier in understanding the material?

The Student : Yes, it does. Because this strategy give more opportunity to speak in English.

The Researcher : By using Initiation-Response-Evaluation (IRE) Strategy successful, do you get more opportunities to speak English in the classroom?

The Student : Yes, I get. Because this strategy give more time to speak in English.

The Researcher : Do you feel afraid or avoiding to speak English while using Initiation-Response-Evaluation (IRE) Strategy successful?

The Student : No, I don't. Because while using Initiation-Response-Evaluation (IRE) Strategy successful I can speak in English easier.

The Researcher : By using Initiation-Response-Evaluation (IRE) Strategy successful, do you get more time to speak English in the classroom?

The Student : Yes, I do.

The Researcher : By using Initiation-Response-Evaluation (IRE) Strategy successful, how much time to speak English in a month?

The Student : four day in a month.

The Researcher : Does Initiation-Response-Evaluation (IRE) Strategy successful can help you to learn English, especially speaking skill?

The Student : Yes, it does. Because without Initiation-Response-Evaluation (IRE) Strategy successful I feel difficult to learn English.

The Researcher : Is Initiation-Response-Evaluation (IRE) Strategy successful suitable to used by the teacher in learning English especially speaking skill?

The Student : Yes, it is. Because by using Initiation-Response-Evaluation (IRE) Strategy successful my friends and I feel easier to learn English.

b. M. Khahfi

The Researcher : How is your experience of learning English through Initiation-Response-Evaluation (IRE) Strategy successful?

The Student : So funny. Because this technique help the students to learn English.

The Researcher : What is your opinion about the implementation of Initiation-Response-Evaluation (IRE) Strategy successful?

The Student : Initiation-Response-Evaluation (IRE) Strategy successful is so easy to understand and intensive to be implemented.

The Researcher : Does Initiation-Response-Evaluation (IRE) Strategy successful make you easier in understanding the material?

The Student : Yes, it does. Because Initiation-Response-Evaluation (IRE) Strategy successful give a lot of time to speak in English.

The Researcher : By using Initiation-Response-Evaluation (IRE) Strategy successful, do you get more opportunities to speak English in the classroom?

The Student : Yes, I do. Because by using this strategy I feel easy to speak in English.

The Researcher : Do you feel afraid or avoiding to speak English while using Initiation-Response-Evaluation (IRE) Strategy successful?

The Student : No, I don't. Because by using Initiation-Response-Evaluation (IRE) Strategy successful I feel easy to speak in English and fast to speak.

The Researcher : By using Initiation-Response-Evaluation (IRE) Strategy successful, do you get more time to speak English in the classroom?

The Student : Yes, I do.

The Researcher : By using Initiation-Response-Evaluation (IRE) Strategy successful, how much time to speak English in a month?

The Student : Four day in a month.

The Researcher : Does Initiation-Response-Evaluation (IRE) Strategy successful can help you to learn English, especially speaking skill?

The Student : Yes, it does. Because speaking learning without Initiation-Response-Evaluation (IRE) Strategy successful is so difficult.

The Researcher : Is Initiation-Response-Evaluation (IRE) Strategy successful suitable to used by the teacher in learning English especially spaeaking skill?

The Student : Yes, it is. Because if the teacher uses this strategy, the students feel easier to understand the material.

The Documentation of the Research

1. The Documentation of Pre-test:



The picture shows one of the students while doing a pre test of speaking assessment in front of the class.

2. The Documentation of Meeting 1 of Cycle 1:



The pictures show that the students implement Initiation-Response-Evaluation (IRE) Strategy.in front of the class.

3. The Documentation of Meeting 2 of Cycle 1:



The pictures show that the students implement Initiation-Response-Evaluation (IRE) Strategy.in front of the class in the second meeting of the treatment.

4. The Documentation of Post-test of Cycle 1:



The picture shows that one of the students doing a post-test of the cycle 1

5. The Documentation of Meeting 1 of Cycle 2:



The picture shows that the students implement Initiation-Response-Evaluation (IRE) Strategy.in the third treatment.

6. The Documentation of Meeting 2 of Cycle 2:



The picture shows that the students implement Initiation-Response-Evaluation (IRE) Strategy.in the fourth treatment.

7. The Documentation of Post-test of Cycle 2:



The picture shows that one of the students doing a post-test of the cycle 2

CURRICULUM VITAE



The name of the researcher is Puspa Anggraini Sukoco, she was born in Metro, on December 29th, 1996. She is the first child of happy couple, Iwan Agus Sukoco and Taryani.

In 2009, she graduated from SD Abadi Perkasa. In 2012, she graduated from SMP Abadi Perkasa. Then, she continued her study to SMA Sugar Group and graduated in 2015. In the same year, she entered S1 English Education Department of States Islamic Studies of Metro (IAIN Metro).