

**AN ANDERGRADUATE THESIS**

**THE INFLUENCE OF  
CLASSROOM MANAGEMENT STRATEGY  
ON THE STUDENTS' SPEAKING ABILITY  
OF THE ELEVENTH GRADERS AT SMAN 5 METRO**

**By:**

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**English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES  
(IAIN) OF METRO**  
**1442 H / 2021 M**

**THE INFLUENCE OF  
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ON THE STUDENTS' SPEAKING ABILITY  
OF THE ELEVENTH GRADERS AT SMAN 5 METRO**

Presented as a Partial Fulfillment Of The Requirements

For The Degree Of Sarjana Pendidikan (S.Pd)

in English Education Department

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**ABSTRACT**

**By:**

**Santi Sartika**

Speaking is one of the language skills that students must master after following English at school. In teaching In the learning process, the teacher must be able to create or choose the appropriate and good technique. The Classroom Management Strategy technique is a technique that can be applied in English, especially in speaking skills. The purpose of this study was to determine whether the use of Classroom Management Strategies, these techniques will affect the speaking ability of students at SMAN 5 Metro.

In this study, a quantitative research was conducted, which originated from the author and correlated to the XI grade students of SMAN 5 Metro. The sample of this study was 56 students divided into two classes. There is a class XI IPS 4 as an experimental class and XI IPS 3 as a control class. Data collection The research method used tests, recorders and documentation. Also, the former SPSS for analyzing research data.

The results of the Independent sample T-test. Sig. (2-tailed) of the post test was  $0.00 < 0.05$ . It means that there is a positive and significant effect of the use of Classroom Management Strategy on the speaking ability of class XI SMAN 5 Metro.

**Keywords:** *Speaking Ability, Classroom Management Strategy , quantitative research, SMAN 5 Metro.*

**PENGARUH STRATEGI MANAJEMEN KELAS  
PADA KEMAMPUAN BERBICARA SISWA  
DI KELAS SEBELAS SMAN 5 METRO**

**ABSTRACT**

**By:**

**Santi Sartika**

Berbicara merupakan salah satu keterampilan berbahasa yang harus dikuasai siswa setelah mengikuti serangkaian pengajaran bahasa Inggris di sekolah. Dalam mengajar Dalam proses pembelajaran, guru harus mampu menciptakan atau memilih yang sesuai dan teknik yang bagus. Teknik Classroom Management Strategy merupakan salah satu teknik yang dapat dilakukan diterapkan dalam pengajaran bahasa Inggris, terutama pengajaran speaking ability. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Classroom Management Strategy teknik tersebut akan dapat mempengaruhi speaking ability siswa di SMAN 5 Metro .

Dalam penelitian ini dilakukan penelitian kuantitatif, yang bersifat karakteristik penulis dikorelasikan pada siswa kelas XI SMAN 5 Metro. Itu Sampel dari penelitian ini adalah 56 siswa yang dibagi dalam dua kelas. Ada kelas XI IPS 4 sebagai kelas eksperimen dan XI IPS 3 sebagai kelas kontrol. Pengumpulan data Metode penelitian ini menggunakan tes, perekam dan dokumentasi. Juga, bekas SPSS untuk menganalisis data penelitian.

Hasil Independent sample T-test. Tanda tangan. (2-tailed) dari post test adalah  $0,00 < 0,05$ . Artinya ada pengaruh positif dan signifikan penggunaan Strategi Management Kelas terhadap kemampuan berbicara siswa kelas XI SMAN 5 Metro.

**Keywords:** *Kemampuan Berbicra , Strategy Management Kelas , penelitian quantitative, SMAN 5 Metro.*



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
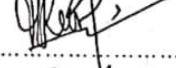

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An Undergraduate thesis entitled: "THE INFLUENCE OF USING CLASSROOM MANAGEMENT STRATEGY ON THE STUDENTS' SPEAKING ABILITY OF THE ELEVENTH GRADERS AT SMAN 5 METRO", written by Santi Sartika, student number 1701070138, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, June 29<sup>nd</sup> 2021 at 09.00- 11.00 a.m.

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*Assalamu'alaikumWr.Wb.*

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Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

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*Assalamu'alaikum, Wr. Wb*

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THE ELEVENTH GRADERS AT SMAN 5 METRO

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

*Wassalamu'alaikum Wr. Wb*

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Metro, June 2021

The Reserchers



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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.

Metro, Juni 2021

Yang Menyatakan



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## **MOTTO**

If you cannot bear the fatigue of studying then you must be able to endure the pain  
of ignorance  
( Imam Syafi'i)

## **DEDICATION PAGE**

This undergraduate thesis is dedicated to:

My beloved family, especially my parents Mr. Suryati and Mrs.Zainal, especially my sister Ria Fajar Alami and Mita Sari , who always support me in every condition

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Metro, Mei 2021

The researcher

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# CHAPTER I

## INTRODUCTION1

### **A. Background Of Study**

English is a language that is used as a means of communication and is used by others around the world as the first foreign language. In the international community, English was the official language to be used, being the language most widely used in various countries in the world. For the communication of a nation that wishes to advance, we must also be able to communicate in English, so that if one day is needed, we can easily understand what the world is trying to convey.

One of the English skills is speaking. Speaking skills are speaking skills that can be possessed by someone who seeks to efficiently relay oral messages as a means of communication to others. With good speaking mastery, people can help increase self-confidence, will make others happy to listen to you, will improve the quality of yourself, will make you think more critically and will increase your ability to lead.

Speaking is a language that is easy to master. Most parts of the language have limited words so they have difficulty conveying what they are going to say. In addition, language learners have weak grammar skills so that they are unable to compose the words they say with the right language structure besides that the difficulty in developing ideas in the speaking process

is also a problem. One of the factors causing the weak speaking ability is environmental conditions.

Regarding speaking problems, the researcher has conducted a pre-survey on August, 12<sup>th</sup>2020 at SMAN 5 Metro. In the pre-survey, the researcher got the archive of students' assignment of their speaking ability from the English teacher. The pre-survey results in the form of students' speaking mastery are illustrated in the following table.

Table 1  
The Result of Pra-Survey on August, 12th 2020  
Students' Speaking Ability of the Eleven Grade

| No | Grade | Frequency   | Percentage | Criteria   |
|----|-------|-------------|------------|------------|
| 1  | < 75  | 54 Students | 0,96       | Incomplete |
| 2  | ≥ 75  | 2 Students  | 0,3        | Complete   |

(Source : The teacher's archive,taken on August 12,2020)

Based on the results of the pre-survey it is known that the students have difficulties in speaking English, the students have difficulties lack confidence in the class,the students were lack of motivation to speaking English,and the students are afraid to performance conversation in front of the class.

One of the phenomena that supports student speaking is classroom management. Classroom management is the activity that shows activities that create and maintain optimal conditions for the learning process to occur.

Classroom management is very influential in speaking.That is because management of the classroom plays a role in a class, which is essentially a work unit in which a variety of individuals work together to accomplish a

goal. Therefore class management requires planning, organizing, directing, and controlling actions to achieve these goals.

Based on all the descriptions above, it is known that classroom management plays an important role in the speaking process. Therefore, the researcher intends to analyze the phenomenon of classroom management to support the students speaking. In this case the researcher conducted a quantitative research to test whether classroom management affects the students' speaking.

Therefore the researcher propose an undergraduate thesis on the title “The Influence Of Classroom Management Strategy On The Students’ Speaking Ability Of The Eleventh Graders at SMAN 5 Metro”.

## **B. Problem Identification**

Based on the background above, the problem can be identified as follows:

- a. The students have difficulties in speaking English.
- b. The students are lack of confidence.
- c. The students are lack of motivation to speak English.
- d. The students are afraid to do the conversation in front of the class.

### **C. Problem Limititation**

Based on the problem indentification above, the researcher focuses and limits the problem on student speaking ability by analyzing the influence of Classroom Management Strategy on the students' speaking ability of the eleventh Graders at SMAN 5 Metro.

### **D. Problem Formulation**

Based on background of Study, the researcher formulated as follow:

Is there any significant and positive influence of using Classroom Management Strategy on the students speaking ability of the eleventh Graders at SMAN 5 Metro ?

### **E. Objective And Benefit Of The Study**

#### **1. Objective of study**

The objective of this research is to find out the influence of using Classroom Management Strategy on the students Speaking ability of the eleventh graders at SMAN 5 Metro.

#### **2. Benefits of the study**

##### **a. For the students**

Through this research, students can understand the importance of classroom management in speaking. In addition, students can condition themselves to be more supportive of classroom management in the English learning process. therefore it is expected that your speaking skills will be better.

**b. For the teachers**

Through this research the teachers can condition the class well and motivate students to be more active in class. With good classroom management, the teacher encourages students' speaking skills to develop.

**c. For Other researchers**

This research is expected to provide benefits to other researchers as a reference for them on the topic of classroom management in student speaking. Through this research, other researchers not only get information about the concept of classroom management in speaking but also real phenomena that occur in the field. Therefore, other researchers can be inspired through this research to continue or develop the topic of classroom management in speaking.

**F. Prior Research**

Base on the prior research above, the prior research as follow:

This research was conducted by considering several previous studies. The first research was previously conducted by Eva Justika Guston and Saunir Saun with the title "The Role of Classroom Management in Realizing Affective English Learning".<sup>1</sup> The aim of the research is to provide new insights to teachers and educators about the role classroom management can play in stopping effective English learning. The research method is a

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<sup>1</sup> Evajustika Gultom and Saunir Saun, "The role of Classroom Management in Creating an Effective English Learning," *FBS Univeraitas Negeri Padang* 5, no 1 (2016).1



qualitative research method. The research topic is classroom management in speaking. Data sources are the main references related to classroom management in speaking.

This study has similarities and differences with research the first prior research on the research hat, namely about classroom management in speaking. While the difference lies in the research method, research objectives and sample. This research method is quantitative while the research method is qualitative. Another difference lies in the research objectives because this research aims at The objective of this research is to find out the influence of using Classroom Management Strategy on student 'speaking ability at the eleventh of SMAN 5 Metro while the objective is the first prior research is an efficient English learning can be ceased to provide new perspectives to techers and educators about the role of classroom management. Another difference is related to the sample. This is because this sample is a class XI. While the sample research is the main references related to classroom management in English learning. Furthermore, the second prior research was written by Shafaat Hussain with the research title of “Teaching Speaking Skills in Communication Classroom”. This research method is qualitative research method with the research sources are various scientific references. <sup>2</sup>The research objective highlights how in the communication classroom the ability to talk is taught; what are the prominent views about the ability to

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<sup>2</sup> Shafaat Hussain ,”Teaching Speaking Skill in Communication Classroom : iInternational Journal oof Media”, *Journalism and Mass Communication (IJMJMC)* 3,no 3 (2017): 14.

speak; what are the concepts of learning and teaching speaking skills; the various practices and tasks associated with developing communication skills; and finally, how to teach communication learners pronunciation. This research has similarities and differences with this research. The similarities include research topics because the second topic of this research is classroom management in speaking. The difference between these two studies lies in the research method, research sources and research objectives. This is because the research method is qualitative while this research method is quantitative. Sources of research data are various scientific references, while the research sample is students of class XI. The purpose of this research is the objective of this research is to find out the influence of using Classroom Management Strategy on student 'speaking ability at the eleventh graders of SMAN 5 Metro. Furthermore, the third prior research was written by Akhmad Habibi, Amirul Mukminin and Muhammad Sofwan Urip Sulistiyo with the title of "Implementation of Classroom Management by English Teachers at High Schools in Jambi, Indonesia".<sup>3</sup> This research method is qualitative research method with research sources are various scientific references. The research objective is analyzing the implementation, processes and problems of classroom management in two Indonesian high schools from the perspective of English teachers in accordance with the latest, 2013, Indonesian curriculum.

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<sup>3</sup> Akhmad Habibi et al., Implementation of Classroom Management." *Studies in English Language and education* 4 , no 2 (2017):172.

This research has similarities and differences with this research. The similarities include research topics, among others, because the third topic of this research is classroom management in speaking. The difference between these three studies lies in the research method, research sources and research objectives. This is because the research methodology is qualitative while this research is quantitative. The research data sources were two Indonesian high schools, while the sample of this study were students of class XI. The purpose of this research is the objective of this research is to find out the influence of using Classroom Management Strategy on student 'speaking ability at the eleven of SMAN 5 Metro.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Speaking Ability

##### 1. The Definition of Speaking Ability

Speaking is to combine sounds in a recognizable and systematic way, according to the specific principles of language, to form coherent speech<sup>4</sup> It means that Speaking of voices that shape meaning through speech in a specific language.

Speaking is mutually active and requires the opportunity to collaborate with management to speak in turn..<sup>5</sup> In other words, Speaking is a management that takes turns speaking which is interrelated.

Speaking in English is a goal for many learners of second or foreign languages.<sup>6</sup> It can be said that Speaking English is the most important and important part of a second language for learners

Speaking is an ability that is very complex skill, including vocabulary, grammar, pronunciation, fluency, composition and non-verbal skills.<sup>7</sup> It means that Speaking is a competency related to knowledge to compose or gestural speaking ability.

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<sup>4</sup> Sandra Cornbleet dan Ronald Carter, *The Language of Speech and Writing* ( London: The Taylor & Francis e-Library, 2002),18.

<sup>5</sup> Scott Thornbury, *How to Teach Speaking*( Harlow:Longman,2005),1.

<sup>6</sup>Jack C. Richards, *The Teaching of Speaking*,( New York: Cambridge University Press,2008),18.

<sup>7</sup> Mirosław Pawlak, Ewa Waniek-Klimczak and Jan Majer, *Speaking and Instructed Foreign Language Acquisition* (Canada:British Library Cataloguing,2011),149.

Ability is a symbol of any other state of mind, the act of inserting the perceived object under existing concepts such as the notion of grip and comprehension.<sup>8</sup> In other words, Ability is the object of the existing concept of understanding.

Ability is an appraisal based on the quantity according to the specifications according to other performance quality conditions, the degree to which the complexity of the task being carried out is successful.<sup>9</sup> It can be said The capabilities are described based on the appropriate effort for the quality of successful performance.

Speaking Ability is one of the scopes of effective abilities used to convey something to someone that wants to be practiced in the time invested.<sup>10</sup> It means that Speaking ability is an environment that has communication skills that need to be practiced frequently.

Speaking Ability is an evaluation focused on four main areas: fluency and coherence, lexical capital, grammatical range and precision, and pronunciation.<sup>11</sup> In other words, Speaking ability is it can be said to be able to speak if it fulfills four fields, namely fluency, lexical sources, grammar and pronunciation.

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<sup>8</sup> Waltraud Brennenstuhl, *Control and Ability* (Amsterdam : John Benjamins Publishing Company, 1982),27.

<sup>9</sup> Ceyhun Yukselir dan Sevki Komur, "Using Online Videos To Improve Speaking Abilities of Efl Learners," *European Journal of Education Studies* 3, no 5 (2017) : 256.

<sup>10</sup> Natika Newton, *Foundations Of Understanding* (New York : Library of Congress Cataloging, 1984),86.

<sup>11</sup> Sukanya Kaowiwattanukul, "Using Literature Circles to Promote the English Speaking Skills of Engineering Students in English for Specific Purposes Classrooms," *LEARN Journal : Language Education and Acquisition Research Network Journal* 13,no.2 (2020): 418.

## 2. The Importance of Speaking Ability

- a. The ability to speak plays a crucial role, as it all depends on how people share their messages with others.
- b. Speaking is a very necessary skill to communicate well in this global environment. Since English is commonly used worldwide, learners need to acquire the communication skill to excel in their respective fields.
- c. When they have to settle well in their career, speaking skill is also beneficial for students.
- d. It has become very popular in the modern world to prove the skills of the applicants at the time of their work interviews, and many of the choices are focused on the interview results. In debates and group discussions where the efficiency or oral communication capacity of the candidates is mainly evaluated, the job aspirants must participate and prove themselves. In addition, the experts have to give oral presentations because they have to sell the goods or their businesses or give the other peers training.
- e. An successful speaker will encourage more audiences and get the full attention of the audience and retain the same pace until the speech finishes.. The audience is therefore fully interested in the speech of the speaker and they often neglect the real world and place their full attention on the speech.<sup>12</sup>

## 3. The Characteristics of Speaking Ability

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<sup>12</sup> Parupalli Srinivas Rao," The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal* 2, No.2 (2019):9.

Two specific Characteristics are highlighted below.<sup>13</sup>

- a. The first characteristic of Speaking ability is fluency, and it is the primary objective of teachers to teach speech ability.
- b. The second characteristic of speaking ability is accuracy. In learning a foreign language, learners should be fluent. In their teaching method, teachers should therefore emphasize accuracy.

#### 4. Speaking Problems

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom.

- a. Inhibition is the first problem that students encounter in class.
- b. The second problem is students report that they are unable to remember what to say and have no desire to express themselves.
- c. The third problem is because attendance is very low. In a class with a large number of students, each student can have very little time to talk, because only one student talks at a time and the other students try to understand him/her. In the speaking class, some students dominate the entire class, while others speak very little or never talk.
- d. The fourth problems Students prefer to use mother language. The first explanation is that they may try to use their language when teachers ask their learners to speak about a subject that they don't have adequate information. The second explanation is that it is very natural for learners to use the mother-tongue application. If teachers do not urge their

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<sup>13</sup> Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *University of Guilan* 2, no.1 (2017), 34.

students to speak in English, learners may use their first language to convey something to their classmates automatically.

#### 5. Factors Affecting Speaking Skill

If teachers want to help students resolve their learning skills challenges, they can recognise some variables that influence their speaking performance.

- a. The first factor is pertinent to performance conditions. Under various circumstances, learners carry out a speaking task.
- b. The second factor is related to affective ones.

### **B. The concept of Classroom Management Strategy**

#### 1. The definition of Classroom Management Strategy

Class management is the teacher's actions that contribute to the development of a learning atmosphere in which interpersonal interactions are positive and learning is facilitated. It aims to enhance students' cognitive, personal and social growth, improve self-understanding of motivation, self-evaluation and self-management in particular.<sup>14</sup> It means that Classroom management strategy is the teacher's actions that lead to creating a positive and effective learning environment to improve student abilities.

Classroom management is a role strategy for teachers in the classroom: selecting learning methods, developing classroom curricula and utilizing techniques of classroom management that are the basis for

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<sup>14</sup> Hue Ming-tak dan Li Wai-shing, *Classroom Management Creating a Positive Learning Environment* (Hongkong: British Library Cataloguing, 2008), 15.



enhancing student achievement.<sup>15</sup>In other words Classroom management is a class strategy carried out by individual class teachers to improve student achievement.

Classroom management is a way to develop, enforce and sustain a positive learning environment by incorporating teacher actions.<sup>16</sup>It can be said that Classroom management is a way for teachers to develop a positive learning environment.

Classroom management is about building friendly and attractive learning environments for students..<sup>17</sup>In other words,Classroom management is able to create a good learning environment.

The strategy is to start every day by welcoming students to the learning goals of the class and using the opportunity to inspire students to engage in the lessons..<sup>18</sup> It means that Strategy is a way to start a class with the aim of motivating students in learning.

Strategy is situational, so examples that give a semi-private moment to a student or group of students need to be taken advantage of.<sup>19</sup>In

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<sup>15</sup> Robert T.Tauber,*Classroom Management Sound Theory and Effective Practice* (London:Praeger,2007),12.

<sup>16</sup>Helen M. Egeberg , Andrew McConney dan Anne Price,” Classroom Management and National Professional Standards for Teachers,” *Australian Journal of Teacher Education* 41,No.7 (2016):5.

<sup>17</sup> Hanke Korpershoek et al.,” A Meta-Analysis of the Effects of Classroom Management Strategies and Classroom Management Programs on Students’Academic, Behavioral, Emotional, andMotivational Outcomes,” *University of Groningen* 86,no 3 (2016):11.

<sup>18</sup> Joyce McLeod,Jan Fisher dan Ginny Hoover, *The Key Elements of Classroom Management* (Virginia:ASCD,2003),38.

<sup>19</sup> Robert J.Marzano et al., *A handbook for classroom management that works* ( Virginia, Association for Supervision and Curriculum Development,2005) ,42.

other words, a strategy is a situation for providing tutoring program moments with students or groups.

Classroom Management Strategies are designed to establish supportive learning environments by building positive supports that avoid difficult behavior in the classroom before more reactive behavioral interventions are introduced.<sup>20</sup> It can be said Classroom management strategy is a way to create a positive learning environment that makes the class more reactive.

Classroom management strategies are instruments that teachers may use to help build such an atmosphere, ranging from exercises to strengthen relationships between teachers and students to rules to govern student behavior.<sup>21</sup> It means that Classroom management strategies create a good environment for teachers and students.

Classroom management strategies are an integral part of the effectiveness of teachers in creating a healthy and productive learning atmosphere for students.<sup>22</sup> It can be said Classroom management strategies a teacher who is able to create an effective classroom.

## 2. The Function of Classroom Management Strategy

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<sup>20</sup> Helen Egeberg et al., "Classroom Management and National Professional Standards for Teachers: A Review of the Literature on Theory and Practice," *Australian Journal of Teacher Education* 41,no.7(2016):5.

<sup>21</sup> Hanke Korpershoek et al., "A Meta-Analysis of the Effects of Classroom Management Strategies and Classroom Management Programs on Students' Academic, Behavioral, Emotional, and Motivational Outcomes," *University of Groningen* 86,no 3 (2016):11

<sup>22</sup> Mumtaz Ahmad, "Application of classroom management strategies in public and private sector at school level in Pakistan," *International Journal of Library and Information Science* 2,no.9(2010): 177.

Two specific purposes of classroom management strategy are highlighted below.<sup>23</sup>

- a. First, It is a required prerequisite for a positive and respectful learning environment to be established. The teaching and learning process can be effective only when there is good order and a safe learning atmosphere in the classroom.
  - b. Second, from their personal, social and emotional point of view, it is a constructive and developmental way of promoting learners' growth. There is a widely held view that management of the classroom is linked to reactive control and sterile practices, particularly when it relates to discipline and punishment. Classroom discipline, however, should not be taken into consideration in isolation from the learning, personal and social growth of students.
  - c. It can be said that purpose Classroom management Strategy conditions to create an effective learning environment in a proactive way to encourage student growth in personal, social, and emotional terms.
3. Problem Classroom Management Strategy

If the teachers solve this problem in class, they will likely find underperforming students and students with poor morals.<sup>24</sup>

#### Motivation Problems

- a. Insufficient scientific activity for pupils

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<sup>23</sup> Hue Ming-tak dan Li Wai-shing, *Classroom Management Creating a Positive Learning Environment* (Hongkong: British Library Cataloguing,2008),5.

<sup>24</sup> Donald C. Orlich et al.,*Teaching Strategies A Guide to Effective Instruction* ( Boston : Library of Congress ,2010) ,187-197.

- b. Student apathy
- c. Diffi Culty Engaging Students
- d. Negative attitudes among students
- e. Daydreaming
- f. Lack of success for students
- g. Negative attitudes among teachers

#### Instructional Problems

- a. Lack of choice in techniques of instruction
- b. Objectives and objectives that are poorly articulated
- c. Naughty pacing (too fast or too slow)
- d. Lack of preconditional knowledge, which results in student failure
- e. Students' anxiety or anger over exams
- f. Students who do not follow guidelines
- g. Failure to finalize all tasks

#### Procedural Problems

- a. Unclear assignments
- b. Moving the class to a different space
- c. Lack of a formal routine for procedural operations
- d. Failure to reserve for an operation a special room or space
- e. Forgetting to try out AV equipment or projector
- f. Failure to preview media, resulting in inappropriate content being presented
- g. Not having the materials required in the classroom

- h. Failure to plan discussion groups in advance

#### Disruptive Problems

- a. Excessive talking at beginning of class
- b. Note passing
- c. Cheating
- d. Stealing
- e. Vandalism
- f. Attention seeking
- g. Arriving late for class
- h. Racial tensions
- i. Teacher who makes important decisions on the uniform, home life or parents of students
- j. Unenforceable threats made by teachers
- k. Obscene words or movements by students

#### 4. Procedures of Classroom Management Strategy

Systematic observation: Incorporate in the classroom the basic procedures proposed below while charting: <sup>25</sup>

- a. Creating a seating chart for established students
- b. Code shorthand for the actions you want to record, like "O" Off Assignment, "P" Involvement in Class, "Me" Improper Behavior.
- c. Recording the attitudes over at least three teaching cycles.
- d. Analyse the resulting trend info. (For example: is there a display between "off-task and" Class participation "? Could you modify this result by directing the question to uninvolved students?)

#### 5. Kind of Classroom Management Strategy

Kind of classroom management strategy as follow: <sup>26</sup>

##### a. Demonstrate Human Involvement

This means creating a framework in the classroom environment that encourages participation of teacher-student and student-student. In a way that expresses the care and concern of the teacher, with direct student participation, classroom management issues can then be solved. Therefore with reality counseling, small-group guidance on self-regulated learning is very much in concert.

##### b. Focus on Current Behavior

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<sup>25</sup> Donald C. Orlich et al., Teaching Strategies A Guide to Effective Instruction ( Boston: Library of Congress ,2010) ,193.

<sup>26</sup> Donald C. Orlich et al., Teaching Strategies A Guide to Effective Instruction ( Boston: Library of Congress ,2010) ,193.

While emotions and their value are not denied by reality therapy, its effectiveness depends on concentrating on current activities, on what the student is doing now. The teacher should ask students who are behaving inappropriately.

c. Examine Current Inappropriate Behavior

This suggests that it is important to get students who consistently behave inappropriately to discuss their actions and decide that other forms of behavior would be more acceptable. Instructors do not rate or rate behavior as good or bad, but only indicate whether the behavior in the classroom is acceptable or unacceptable.

d. Create a Plan for Change

Students make plans to help achieve their personal or educational goals with the help of the teacher. This technique becomes a contract between teacher and student. A student who has never studied, for example, should not be forced to start studying for two hours a night. It would be more appropriate to have a fifteen minute session several days a week. Be sure that each student's improvement plan is realistic.

e. Require Evidence of Student Commitment

After a good plan has been formulated, this needs to be achieved. As a means of increasing personal motivation to help and execute the plan, students typically prepare and sign a schedule in writing. The change in student conduct is enhanced and accelerated by this kind of commitment.

f. Reevaluate the Plan

If it is in some way inappropriate, the plan should be re-examined and revised or changed by both the teacher and students. This does not mean the teacher forgives their students' mistakes. Together, it must be understood that when failure happens, the blame is on learners, either because they have not fulfilled the plan or have not trained adequately from the beginning.

6. The types of Classroom Management strategy

The types of classroom strategy .<sup>27</sup>

a. Classrooms as busy places.

Descriptions of the classroom. In regular encounters with teachers and students, incidents happen rapidly. Since it is a rather "busy" location, it is important to make aspects of classroom life routine. Students have grown accustomed to being one of the many by paying a little attention to individual learners.

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<sup>27</sup> Hue Ming-tak dan Li Wai-shing, *Classroom Management Creating a Positive Learning Environment* (Hongkong: British Library Cataloguing,2008),10-11.



Required managerial skills, Managing activity timing and tempo, learning to adapt quickly, quickly making decisions, developing routine rules for classes and caring for individual student needs.

b. Classroom as public places.

Description of the classroom. Each classroom participant's behaviour is highly evident to others. Both school representatives expect the teacher to be the priority of the classroom. The response of a teacher to the actions of one student influences others. Students have learned to deal with their work and actions being publicly judged. As members of a community, students have learned to be treated.

Required managerial skills, Mixing public and private and interests, Keeping "facing issues, Helping students to play their role as group members, especially when handling student behavior in front of the entire class, the required management skills.

c. Classrooms that have multi-dimensional events.

Description of the classroom. Different participants serve a broad spectrum of purposes, desires and objectives. Life in the classroom is influenced by the personal and social facets of the lives of the learners. There are a number of sources of data, such as verbal and non-verbal behaviour of participants.

Required managerial skills, In a range of dimensions, control teaching and student behavior, such as knowing the subject and thinking

positively. Using various types of data from for example, student body language and social networks, to analyze classroom behavior.

d. Classrooms that have events simultaneous events .

Description of the classroom. In a step-by-step fashion, classroom activities do not happen. Most accidents happen at the same moment. Students have abilities to escape supervision by teachers.

Required managerial skills, at the same time, control various aspects of classroom life, monitor more than one aspect of classroom life at a time, choose which elements to react to and ignore, and exercise the ability to ignore selectively.

e. Classrooms that have unpredictable events.

Description of the classroom. In the process of teaching and learning, there are both internal and outside interruptions. Students establish strategies to deal with confusion, such as analyzing the desired reactions of the instructor and requesting consistent and familiar assignments.

Required managerial skills, Become skilled in recognizing and tolerating ambiguity, making numerous arrangements to cope with uncertainty, normalizing class life and reducing its difficulty, continuously reviewing and re-establishing rules and routines in the classroom, continuously evaluating circumstances where challenging behavior is exhibited in the classroom.

7. The influence of Classroom Management Strategy on Speaking Ability

According to Benter Oseno Gudu, Classroom Management influences the student speaking ability by implementing some principles, as follow:<sup>28</sup>

- a. Students should be given opportunities to practice in the context of using authentic English.
- b. Teachers should incorporate different tasks into a lesson to meet the needs of learners.
- c. A program to consider the cultural backgrounds of learners to boost their learning outcomes.

Classroom Management has a vital role in improving speaking ability.<sup>29</sup>

Classroom is the ideal platform to acquire good communication skills, especially, speaking skills.<sup>30</sup>

## **C. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

This research is a quantitative research. This study aims to determine the effect of the independent variable and the dependent variable. There are two variables in this study, namely the independent variable (X) and the determining variable (Y). The independent variable (X) is the Classroom Management Strategy and the determined variable (Y) is the Speaking Ability. To make the situation and learning run well, the author will use the

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<sup>28</sup> Benter Oseno Gudu, "Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality," *Journal of Education and Practice* 6, no.35(2015):55.

<sup>29</sup> Ali Derakhshan, Atefeh Nadi Khalili dan Fatima Beheshti, "Developing EFL Learner's Speaking Ability, Accuracy and Fluency", *Canadian Center of Science and Education* 6,no 2 (2016):183.

<sup>30</sup> Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms", *Alford Council of International English & Literature Journal(ACIELJ)* 2,no 2 (2019):6.

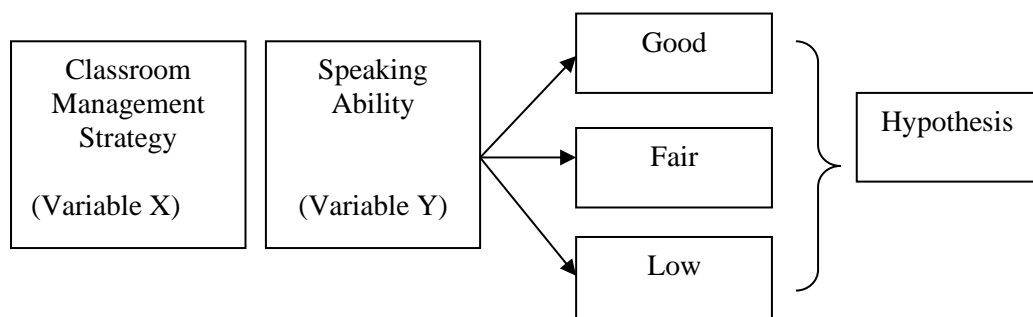
Classroom Management Strategy technique. This technique is expected to improve speaking ability. Furthermore, the Classroom Management Strategy technique will enable students to improve their Speaking Ability. Therefore, there is a positive and significant effect of Classroom Management Strategy techniques on Speaking Ability. The theoretical framework in this research is “if the Classroom Management Strategy technique is applied perfectly in the teaching and learning process of English, the students' Speaking Ability will increase. In fact, if the Classroom Management Strategy technique is not applied perfectly in the teaching and learning process, the students' Speaking Ability will be poor.

## 2. Paradigm

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

Figure 1

The Influence of Classroom Management Strategy on the Students' Speaking Ability



According to the picture above, if the Classroom Management Strategy technique can influence students to improve their speaking skills and have good speaking skills, it means that the students' speaking ability criteria are good. If Classroom Management Techniques have an impact on students' speaking ability, it means that speaking students are fair. And if the Engineering Class Management Strategy cannot affect the students' speaking ability, it means that the students' speaking criteria are low.

#### **D. Hypothesis**

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

##### **1. Ha (Alternative Hypothesis):**

There is a significant and positive Influence Classroom Management Strategy on Speaking Ability of the eleventh graders at SMAN 5 Metro .

##### **2. Ho (Null Hypothesis):**

There is no any significant and positive Influence of Classroom Management Strategy on Speaking Ability of the eleventh graders at SMAN5 Metro.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

According to Daniel Muijs quantitative research is relevant questions seem instantly necessary to be answered using quantitative approaches, basically concerning the compilation of numerical data to describe a particular phenomenon.<sup>31</sup>

The research design was carried out using a quantitative research type. The experimental design model of this research is quasi experimental research. This study used two groups, namely the experimental group and the control group selected by using cluster sampling. The experimental group did a pre-test, received treatment, and did a post-test. The control group did the pre-test and post-test and was taught by using conventional methods in the class. Treatment was carried out after the pre-test. Pre-test was done to see students' speaking ability before giving treatment, whereas post-test was done to know students' speaking ability after the treatment.

The researcher conducted the research at the eleventh graders of SMA Negeri 5 Metro.

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<sup>31</sup> Daniel Muijs, *Doing Quantitative Research in Education with SPSS* ( London : Sage publication, 2004 ), 2.

## B. Operational definition of variable

### 1. Independent variable

According to Neil J. Salkind, Independent Variable is manipulated to analyze its influence on a dependent variable.<sup>32</sup> An independent variable is a variable (possibly) cause, effect or effect. The variable related in this study is a classroom management strategy which is defined as a classroom management strategy, which is the teacher's action leading to a positive learning environment to improve students' speaking ability.

In implementing classroom research strategy, there are several indicators that measure it as follows:<sup>33</sup>

- a. The students are able to be grouped base on the conducive seat for speaking practice.
- b. The students are able to comprehaanad the reserachers sorthand code in orther to be active inspeaking practice.
- c. The student are able to be active in speaking practice managed by the reserchers.

Moreover , based on the description above, in this study the researcher used the Classroom management strategy for class XI students of SMA Negeri 5 Metro .

### 2. Dependent variable

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<sup>32</sup> Neil J. Salkind, *EXPLORING RESEARCH* ( Boston : University of Kansas,2012),24.

<sup>33</sup> Donald C. Orlich et al.,*Teaching Strategies A Guide to Effective Instruction* ( Buston: Library of Congress ,2010) ,193.

According to Neil J. Salkind, Dependent variable is calculated to see if the independent variable's treatment or manipulation has had an effect.<sup>34</sup> A variable that depends on the independent variable is the dependent variable; it is the result or effect of the independent variables. The dependent variable in this study is the ability to speak English which is included, as follows:<sup>35</sup>

- a. The Student's Are Able To Speak In English Fluently
- b. The students are able to speak in english by using appropriate pronunciation .
- c. The student are able speak in English by using appropriate vocabulary.

## C. Population, Sample and Sampling Technique

### 1. Population

According Daniel Muijs, population is the group of people that is generalized.<sup>36</sup> The population of this study is student of class XI SMA Negeri 5 Metro which consisted of 116 students.

SMA Negeri 5 Metro has 4 classes for the XI grade students. The classes are:

- a. XI 1
- b. X2 2
- c. X3 3
- d. X4 4

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<sup>34</sup> Neil J. Salkind, *EXPLORING RESEARCH* ( Boston : University of Kansas,2012),24.

<sup>35</sup> Cyril J. Weir, *language and validation* ( United States: Palgrave Macmillan, 2005),19

<sup>36</sup> Daniel Muijs, *Doing Quantitative Research in Education with SPSS* ( London : Sage publication,2004 ),15.



## **2. Sample**

According to Daniel Muijs Sample is important to analyze from a very particular group and the degree to which these results generalise to other populations.

The samples in this study are two classe, one as the experimental class and another as the control class. They are class XI 3 which consists of 28 students and class X4 which may be 28 students. Therefore, the samples taken are 56 students.

## **3. Sampling Technique**

The researcher used cluster random sampling technique in this research. This technique was used to determine the sample which has the same line. In addition, this technique is not about personal but about groups or classes. In order for each member of the population in this study to have the opportunity to be a sample, this study used class XI 4 as the control class and class XI 3 as the experimental class.

## **D. Data Collection Technique**

In the data collection procedure, there are three steps that have to follow in this research:

### **1. Test**

Tests are usually carried out using survey elements and determining how they work. There are two tests that were used in this study as follows:

a. Pre-test

The pre-test was given to the experimental class and control class before being given treatment to measure students' speaking ability. The experimental class and the control class got the same pre-test scores. In doing the pre-test students were asked to have conversations in English in pairs.

b. Post-test

After being given the treatment according to Donald C. Orlich.<sup>37</sup>

- 1) Ask student to arrange safe seats for students to be able to speak well.
- 2) Hand code such as "o" when the assignment is finished, hand code "p" asks students to practice speaking, hand code "me" if wrong to correct.
- 3) Cycles during learning always
- 4) Analyze learning whether students have understood "off assignments and" and class participants "

The researcher gave a post-test to both the experimental class and the control class to see the results of the treatment whether the class management strategy is effective or not for students' speaking

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<sup>37</sup> Donald C. Orlich et al., Teaching Strategies A Guide to Effective Instruction ( Boston: Library of Congress ,2010) ,193.

learning. The post-test speaking form provides speaking questions for students to ask to speak in class according to the syllabus.

## **2. Documentation**

The instrument which was used for documentation method is books, magazine, note, data from internet, journal and others. The researcher uses the documentation method to get some information about:

- a. The history of SMA Negeri 5 Metro.
- b. The condition teachers and officials employees in SMA Negeri 5 Metro.
- c. The quantity of the students of SMA Negeri 5 Metro
- d. Organization structure of SMA Negeri 5 Metro
- e. The regulation of SMA Negeri 5 Metro

## **C. Questionnaire**

Questionnaire is a collection of data that is done by giving questions or written statements to respondents to be answered. The data collected in this study is in the form of data about the level of student satisfaction with the teaching method using the Classroom Management Strategy at SMAN 5 Metro. To collect the data, a questionnaire was used and respondents were asked to answer what was available. Alternative answers, namely very dissatisfied, dissatisfied, satisfied and very satisfied. The scoring is as follows: a score of 4 for the answer "very satisfied", a score of 3 for the answer "satisfied", a score of 2 for the answer "not satisfied", a score of 1 for the answer "very dissatisfied"

## **E. Research Instrument**

### **1. Speaking Ability Test**

To see the speaking ability of class XI students of SMA Negeri 5 Metro, the researcher apply the understanding of speaking ability. This test measures the student's ability to speak.

The test consists of a pre-test and post-test, in the form of speaking test that asks students to speak in English.

### **2. Documentation Sheet**

The instrument used by the researcher in documentation method is documentation guidance, as follow;

- e. Documentation about teachers and official at SMA Negeri 5 Metro.
- f. Documentation about students of SMA Negeri 5 Metro.
- g. Documentation about the organization structure of SMA Negeri 5 Metro.

### **3. Obsevatiaon Sheet**

The instrument that is used by the researcher in observation method was observation guidance, as follow;

- a. Observation the location sketch of SMA Negeri 5 Metro
- b. Observation the establishment of SMA Negeri 5 Metro.
- c. Observation about building of SMA Negeri 5 Metro.

### **4. Data Analysis Technique**

The data obtained from class control and class experimental class research was analyzed with SPSS 20 answer the question “Is a significant and positive Influence Classroom Management Strategy on Speaking Ability of the eleventh graders at SMAN 5 Metro ”. Researcher used independent samples t-test. The formulate of t-test :

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{\frac{s_1^2 + s_2^2}{n}}} \text{ }^{38}$$

Notes:

- t = Two-sample test
- $\bar{x}_1$  = Mean score of experimental group
- $\bar{x}_2$  = Mean score of control group
- $s_1$  = Standar deviation of experimental group
- $s_2$  = Standar deviation of control group
- $s_1^2$  = Varians of experimental group
- $s_2^2$  = Varians of control group
- n = Total of the sampl

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<sup>38</sup> Barry H.Coben, *Explaining Psychological Statistic* (Canada: John Wiley & Sons, 2013), 238.



## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND DISCUSSION**

#### **A.Result of the Research**

This research had conducted at SMA Negeri 5 Meto. That school is an Islamic-based school, the vision of this school is to realize that school has good quality, good achievement and good attitude. The mission of this school includes of : the first one is preparing and guiding effectively to improve student achievement. The second one is create students to have a good and creative attitude. The third one is creating discipline and student responsibility. Finally, create health. There are 78 teachers, including 67 teachers with undergraduate and postgraduate education. Furthermore, there are 3 teachers from high school education. Furthermore, there are 10 teachers with empty data education. From the data, there are 31 male teachers and 47 female teachers. That is the condition of teachers and official employers.

SMA Negeri 5 Metro has 760 students. Among them in class X there are 275 students. Furthermore, class XI has 236 students. The last class XII has 249 students.

#### **B. Description of Research Data**

##### **1. The Result of Pre-test Score (Experimental Class)**

To measure the students' speaking ability the researcher used the pre-test before giving the treatment. The researcher conducted pre-test in first meeting of

this research in order to find out the initial different between the class who similiar level. The form of pre-test that was used in this research was oral test.

**The result of pre-test can be identified in Table 2.**

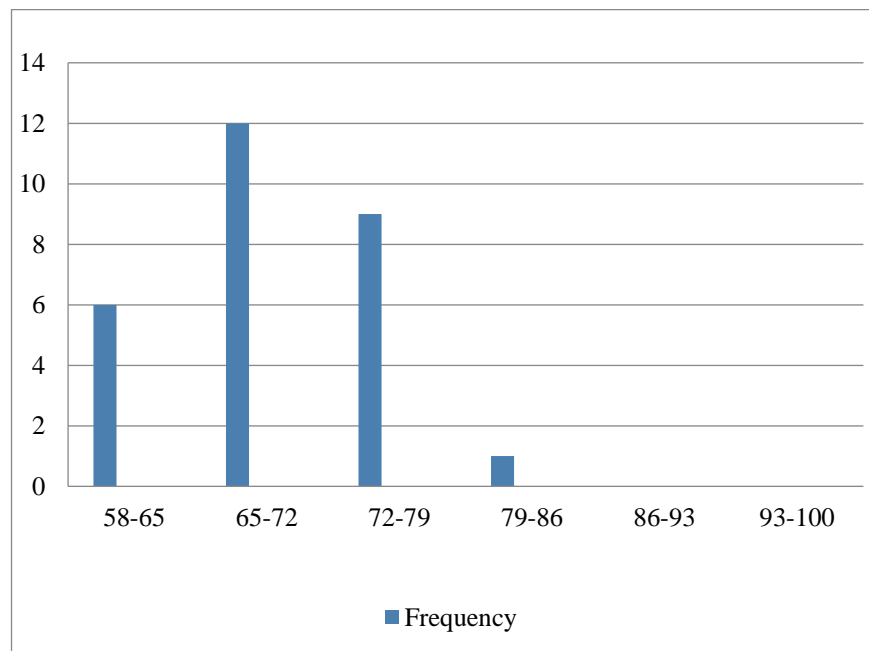
**Table 5. The Result of Pre-Test (Experimental Class) in Speaking Ability**

| No                | Name of Students' | Score |
|-------------------|-------------------|-------|
| 1                 | APH               | 67    |
| 2                 | AA                | 59    |
| 3                 | AK                | 58    |
| 4                 | AAS               | 67    |
| 5                 | AIS               | 75    |
| 6                 | AD                | 67    |
| 7                 | ASN               | 67    |
| 8                 | AR                | 58    |
| 9                 | AFN               | 75    |
| 10                | DS                | 75    |
| 11                | DP                | 58    |
| 12                | FKS               | 67    |
| 13                | FZ                | 75    |
| 14                | HGW               | 75    |
| 15                | HD                | 75    |
| 16                | ILP               | 67    |
| 17                | JAA               | 58    |
| 18                | KAS               | 67    |
| 19                | MA                | 67    |
| 20                | MF                | 67    |
| 21                | NKM               | 75    |
| 22                | NR                | 83    |
| 23                | RBS               | 67    |
| 24                | SN                | 75    |
| 25                | SZ                | 75    |
| 26                | TRS               | 58    |
| 27                | UKR               | 67    |
| 28                | YTA               | 67    |
| Total             |                   | 1911  |
| Average           |                   | 68,25 |
| The Highest Score |                   | 83    |
| The Lowest Score  |                   | 58    |

The test was followed by 28 students. The highest score 83 and the lowest score was 58 with the total score 1911.



The total of class interval of this result pre-test was 7. It can be seen on the table of frequency distribution bellow:



**Figure 2. Frequency Distribution of Pre-Test Score**

Furthermore, based on the frequency distribution table, it can be seen that of the 28 students who were the research sample, from the data it is known that 1 student got the highest score between 79-86 as much as 1 student. Furthermore, the 6 students scored between 58-65 or as much as 6 students . Furthermore, there were 12 students who scored between 65-72 or as much as 12 students . There are 9 students who get a score between 72-79 or in other words as much as 9 students. Furthermore, there are no students who get a score between 86-93 or as much as student . Furthermore, there are no students who get a score of 93-100 or as much as 0 student.

## 2.The result of post-test (Experimental Class)

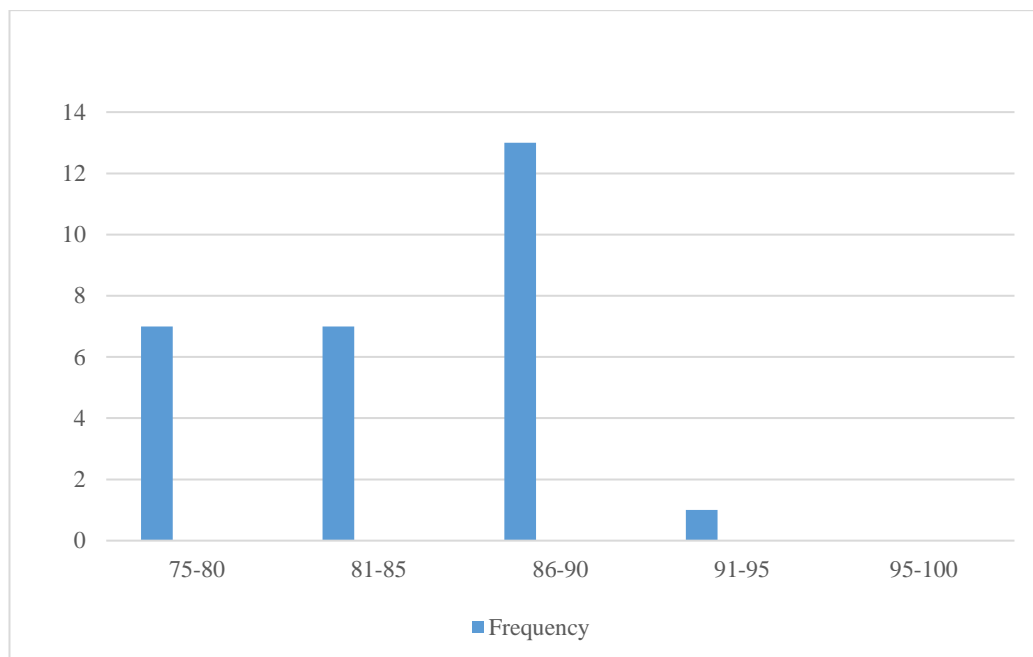
After analyzing the weaknes and understanding of students speaking skill, the researcher conducted the treatment to help the students find the specific information or part of the text.After the students“ has been given the treatment the researcher gave the post-test to measure their knowing of speaking skill with different question. The post-test was carried out in order to intend the students“ speaking ability after treatment.Then, the result of post-test can be seen in Table 2.

**Table 3. Post-test ( Experimental Class) at the Eleventh  
Graders of SMA Negeri 5 Metro**

| No | Name of Students' | Score |
|----|-------------------|-------|
| 1  | APH               | 83    |
| 2  | AA                | 75    |
| 3  | AK                | 88    |
| 4  | AAS               | 88    |
| 5  | AIS               | 88    |
| 6  | AD                | 79    |
| 7  | ASN               | 83    |
| 8  | AR                | 75    |
| 9  | AFN               | 88    |
| 10 | DS                | 79    |
| 11 | DP                | 88    |
| 12 | FKS               | 75    |
| 13 | FZ                | 88    |
| 14 | HGW               | 88    |
| 15 | HD                | 88    |
| 16 | ILP               | 83    |
| 17 | JAA               | 88    |
| 18 | KAS               | 88    |
| 19 | MA                | 75    |
| 20 | MF                | 88    |
| 21 | NKM               | 83    |
| 22 | NR                | 92    |
| 23 | RBS               | 83    |
| 24 | SN                | 88    |

|                   |     |      |
|-------------------|-----|------|
| 25                | SZ  | 88   |
| 26                | TRS | 83   |
| 27                | UKR | 83   |
| 28                | YTA | 75   |
| Total             |     | 2346 |
| Average           |     | 84   |
| The Highest Score |     | 92   |
| The Lowest Score  |     | 75   |

The test was attended by 28 students. The highest scores are 92 and The lowest score is 75 with a total value of 2350 . Based on the table above the grade was divided base on intervals. After the class time interval 5, the data is put on that graph:



**Figure 3. Frequency Distribution of Post-test Score**

Furthermore, based on the frequency distribution table, it can be determined that of the 28 students studied, none of the students scored 95-100 or as much as students. 1 student who scored 91-95 . From this data, it is known that 13 students

scored between 86-90 . Furthermore, there were 7 students who scored between 81-85 . Furthermore, there are 7 students who get a score of 75-80.

### 3. The Result of Pre-Test (Control Class)

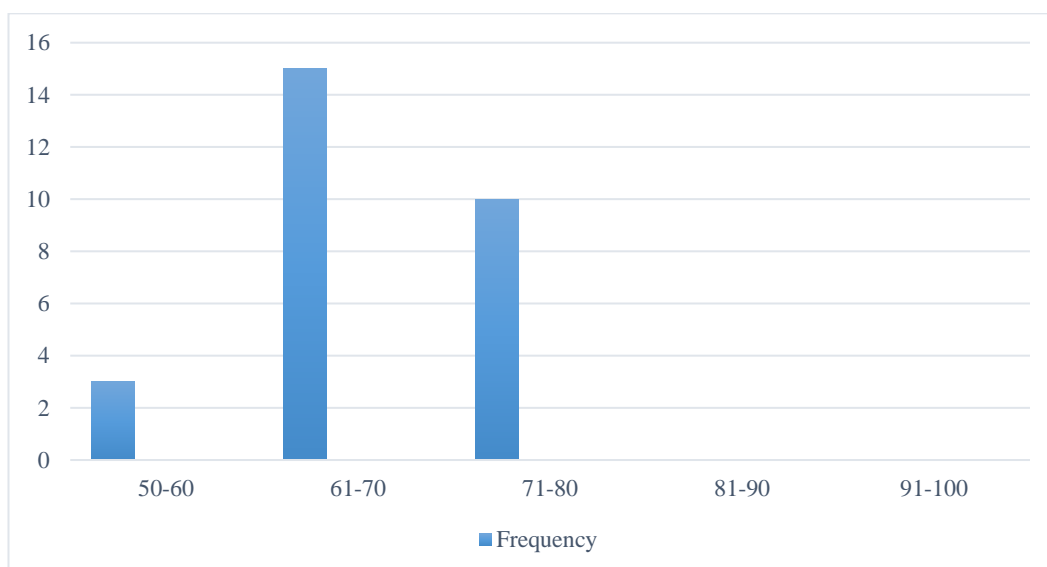
To measure the students' speaking ability the researcher used the pre-test before giving the post-test. The researcher conducted pre-test in order to find out the initial different between the class who similiar level.

**Table 4. The Result of Pre-Test (Control Class)  
in Speaking Ability at SMA Negeri 5 Metro.**

| No | Name of Students' | Score |
|----|-------------------|-------|
| 1  | AM                | 63    |
| 2  | AK                | 71    |
| 3  | AS                | 67    |
| 4  | ADA               | 63    |
| 5  | AP                | 75    |
| 6  | DAR               | 58    |
| 7  | DPDK              | 67    |
| 8  | DYP               | 67    |
| 9  | EF                | 75    |
| 10 | FAR               | 75    |
| 11 | FF                | 67    |
| 12 | GAW               | 63    |
| 13 | IH                | 67    |
| 14 | IF                | 71    |
| 15 | MA                | 67    |
| 16 | AF                | 67    |
| 17 | MA                | 75    |
| 18 | MF                | 67    |
| 19 | MAS               | 75    |
| 20 | MR                | 63    |
| 21 | ND                | 67    |
| 22 | PS                | 67    |
| 23 | PA                | 67    |
| 24 | RN                | 79    |
| 25 | SP                | 75    |
| 26 | VS                | 75    |
| 27 | VJ                | 58    |
| 28 | YT                | 50    |

|                   |      |
|-------------------|------|
| Total             | 1901 |
| Average           | 67   |
| The Highest Score | 79   |
| The Lowest Score  | 50   |

The test was followed by 28 students. The highest score 79 and the lowest score was 50 with the total score 1901. Based on the data, the researcher measured the class interval was 10. After knowing the class interval, the data was put on the table of frequency distribution as follows :



**Figure 4. Frequency Distribution of Pre-test Score**

Furthermore, based on the frequency distribution table above, it can be concluded that of the 28 students as the research sample, only 10 students scored higher, namely 71-80. From the data, it is known that there are no students who get a score of 91-100 or 0 student. Furthermore, there were no students who scored 81-90 or 0 students . Furthermore, there were 15 students who scored 61-70. Furthermore, 3 students who get a value of 50-60. It can be concluded that only (10 students) got good marks, compared to (18 students) got good marks. While the

minimum standard of English lessons at SMA Negeri 5 Metro is at least 75. Therefore, the author chooses the Class Management Strategy for the Speaking Ability of SMAN 5 Metro students.

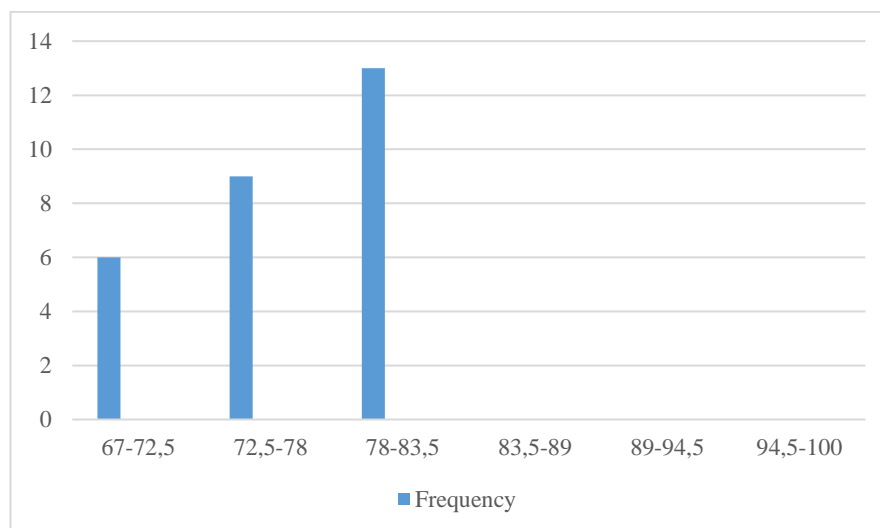
4. The result of Post-Test Score (Control Class) After the students has been understood, then the researcher gave the posttest to measure their knowing of speaking ability with different test and topic.

**Table 5. The Result of Pos -Test (Control Class)  
in Speaking Ability at SMA Negeri 5 Metro.**

| No | Name of Students' | Score |
|----|-------------------|-------|
| 1  | AM                | 75    |
| 2  | AK                | 83    |
| 3  | AS                | 83    |
| 4  | ADA               | 71    |
| 5  | AP                | 75    |
| 6  | DAR               | 67    |
| 7  | DPDK              | 67    |
| 8  | DYP               | 67    |
| 9  | EF                | 83    |
| 10 | FAR               | 83    |
| 11 | FF                | 71    |
| 12 | GAW               | 75    |
| 13 | IH                | 75    |
| 14 | IF                | 75    |
| 15 | MA                | 75    |
| 16 | AF                | 71    |
| 17 | MA                | 83    |
| 18 | MF                | 83    |
| 19 | MAS               | 83    |
| 20 | MR                | 75    |
| 21 | ND                | 75    |
| 22 | PS                | 83    |
| 23 | PA                | 83    |
| 24 | RN                | 83    |
| 25 | SP                | 83    |
| 26 | VS                | 83    |

|                   |    |      |
|-------------------|----|------|
| 27                | VJ | 83   |
| 28                | YT | 75   |
| Total             |    | 2168 |
| Average           |    | 77   |
| The Highest Score |    | 83   |
| The Lowest Score  |    | 67   |

The test was followed by 28 students. The highest score was 88 and the lowest score was 67 with total score 2168. Based on the table above, the researcher measured by class interval was 5,5. After knowing the class interval, the data was put on the graph was :



**Figure 5. Frequency Distribution of Post-test Score**

Furthermore, based on the frequency distribution table it can be seen that of the 28 students who became the research sample, from the data it was known that there were no students who got a score of 94,5-100 or 0 student. there are students who get a score of 89-94,5 or 0 student . Furthermore, there are no students who get a score of 83,5-89 or 0 student. Furthermore, there are 13 students who get a score of 78-83. Furthermore, there are 9 students who get a score of 72,5-78 . Furthermore, there are 6 students who get a score of 67-72,5 .

From the above explanation it can be ignored that the result of Post-test students are better than pre-test students. Student results in the post test (28 students) meet the standard value of English with a score of 75. Meanwhile The results of the pre-test students were only 6 (4 students) who got good grades, and (22 students) got bad scores

## B. The Influence of Classroom Management Strategy on the Students' Speaking Ability of the Eleventh Graders at SMAN 5 Metro

After implementing the Class Management Strategy, the authors of the data by using SPSS to prove whether there is a positive and significant The effect of Classroom Management Strategy on the Speaking Ability of SMAN 5 Metro students as follows (Ha) is accepted, if any positive and significant influence of the use of Classroom Management Strategies on Student Speaking Ability. And (Ho) is rejected, if there is no positive and the significant influence of the use of Classroom Management Strategies on students' Speaking Ability.

### 1. Prerequisite Test

#### a. Normality Test

Normality test is a test which doing to determine the data that normaldistribution. Statistic test that used to this test is kolmogrov smirnov which is helped by SPSS aplication.

Ho : data comes from does not a normally population.

Ha : data comes from a normally distributed population.



Tabel 6. The Result of Normality Test By Using SPSS

## Tests of Normality

**One-Sample Kolmogorov-Smirnov Test**

|                                  |                | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N                                |                | 28                      |
| Normal Parameters <sup>a,b</sup> | Mean           | 0E-7                    |
|                                  | Std. Deviation | 6,43207887              |
| Most Extreme Differences         | Absolute       | ,156                    |
|                                  | Positive       | ,135                    |
|                                  | Negative       | -,156                   |
| Kolmogorov-Smirnov Z             |                | ,826                    |
| Asymp. Sig. (2-tailed)           |                | ,503                    |

a. Test distribution is Normal.

b. Calculated from data.

**Variables Entered/Removed<sup>a</sup>**

| Mode | Variables Entered                          | Variables Removed | Method |
|------|--|-------------------|--------|
| 1    | Classroom Management Strategy <sup>b</sup> | .                 | Enter  |

a. Dependent Variable: Speaking Ability

b. All requested variables entered.

**Model Summary<sup>b</sup>**

| Mode | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|------|-------------------|----------|-------------------|----------------------------|
| 1    | ,288 <sup>a</sup> | ,083     | ,048              | 6,55461                    |

a. Predictors: (Constant), Classroom Management Strategy

b. Dependent Variable: Speaking Ability

ANOVA<sup>a</sup>

| Model        | Sum of Squares | df | Mean Square | F     | Sig.              |
|--------------|----------------|----|-------------|-------|-------------------|
| 1 Regression | 101,073        | 1  | 101,073     | 2,353 | ,137 <sup>b</sup> |
| Residual     | 1117,034       | 26 | 42,963      |       |                   |
| Total        | 1218,107       | 27 |             |       |                   |

a. Dependent Variable: Speaking Ability

b. Predictors: (Constant), Classroom Management Strategy

Based on the table above can be conclude that the significancy for all dataon Kolmogorov-Smirnov or Shapiro-Wilk Test as follows:

1) Kolmogorov-Smirnov

Posttest experimental class sig = 0.50 > 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normally distributed.

**b. Homogeneity test**

Homogeneity test is a test which doing to determine the data that homogen distribution. Statistic test that used to this test is levene statistic:  $\alpha$  5%,which is helped by SPSS aplication.

Ho : data homogenous

Ha : data does not homogenous

**Tabel 7. The Result of Homogeneity Test by Using SPSS****Test of Homogeneity of Variances result**

**Test of Homogeneity of Variances**  
hasil speaking class

| Levene<br>Statistic | df1 | df2 | Sig. |
|---------------------|-----|-----|------|
| 3,275               | 1   | 54  | ,076 |

Based on the table above it can be concluded that sig.  $0.76 > 0.05$ ,  $H_a$  is accepted. It mean that the data is homogeny.

**c. Independent Sample T-tes**

The independent sample T-test is used to determine whether there is a difference in the mean in unpaired samples, the condition is that the parametric statistical test is normal and homogeneous.

$H_0$ : if the Sig (2-tailed) value  $< 0.05$ , then there is a significant difference

$H_a$ : if the Sig (2-tailed) value is,  $05$ , then there is no significant difference

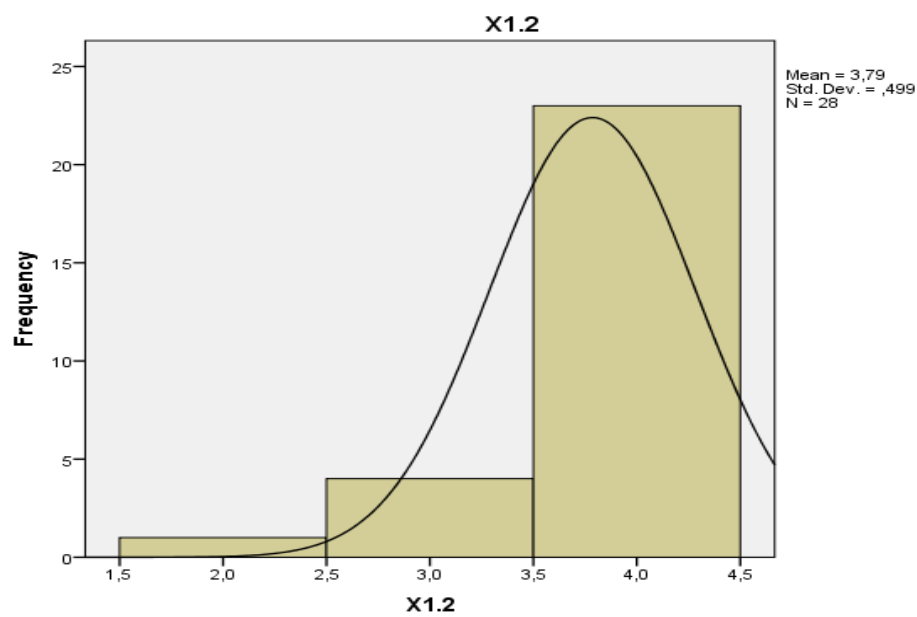
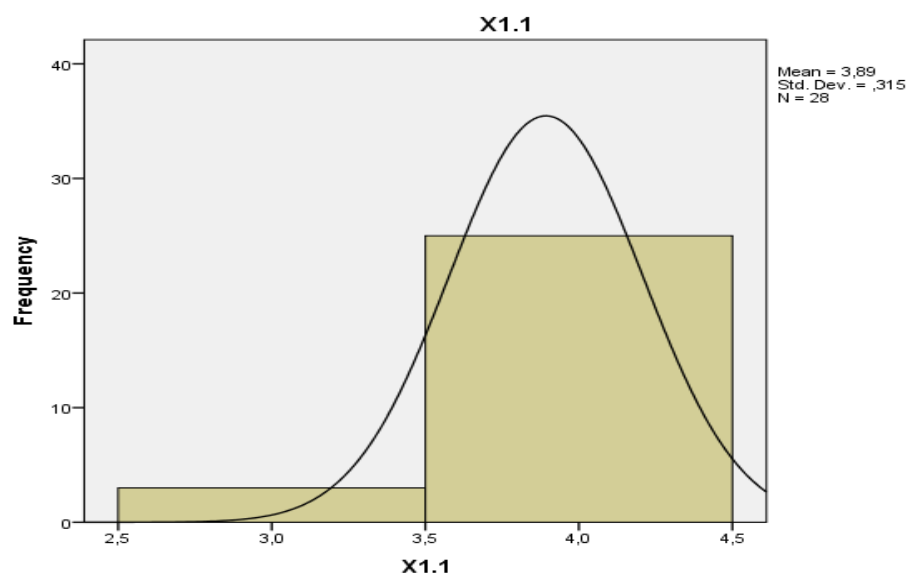
**Table 8. The Result of Independent Samples Test**

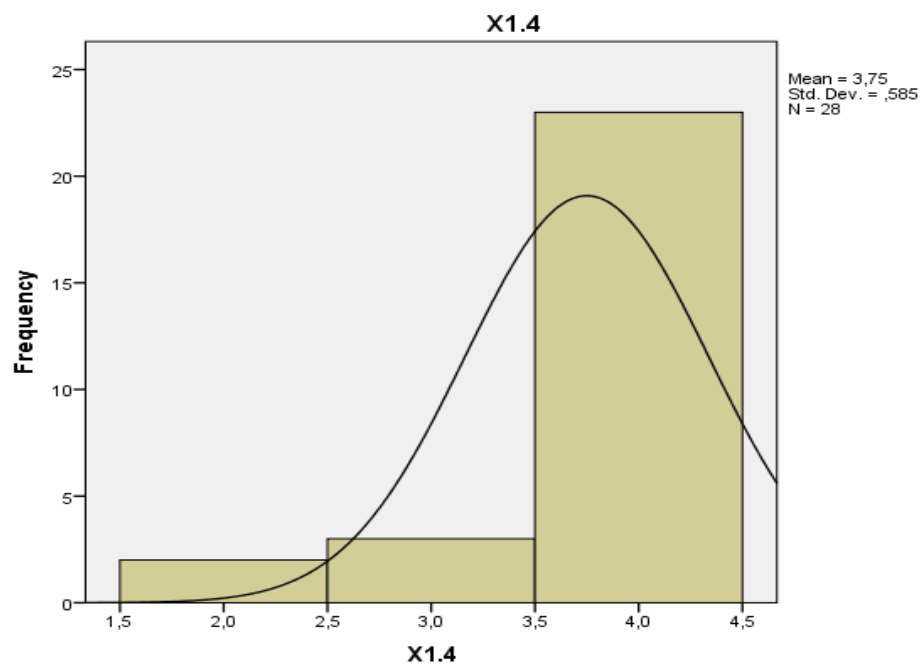
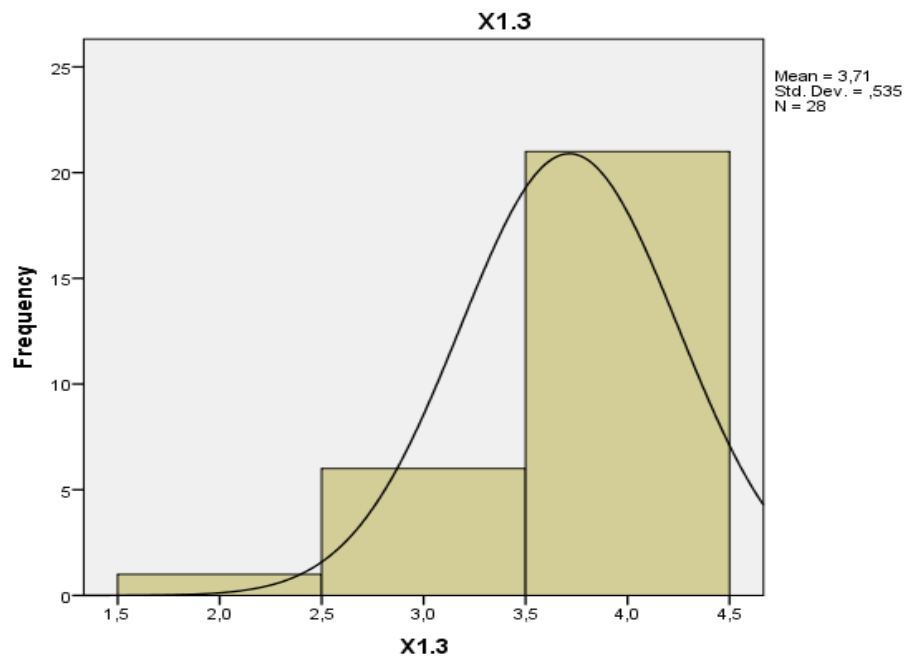
|                |                             | Independent Samples Test                |      |                              |        |                 |                 |                       |   |          |
|----------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
|                |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |          |
|                |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |          |
|                |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper    |
| hasil speaking | Equal variances assumed     | 3,275                                   | ,076 | -4,057                       | 54     | ,000            | -6,0000         | 1,47884               | -8,96490                                  | -3,03510 |
|                | Equal variances not assumed |   |      | -4,057                       | 52,050 | ,000            | -6,0000         | 1,47884               | -8,96745                                  | -3,03255 |

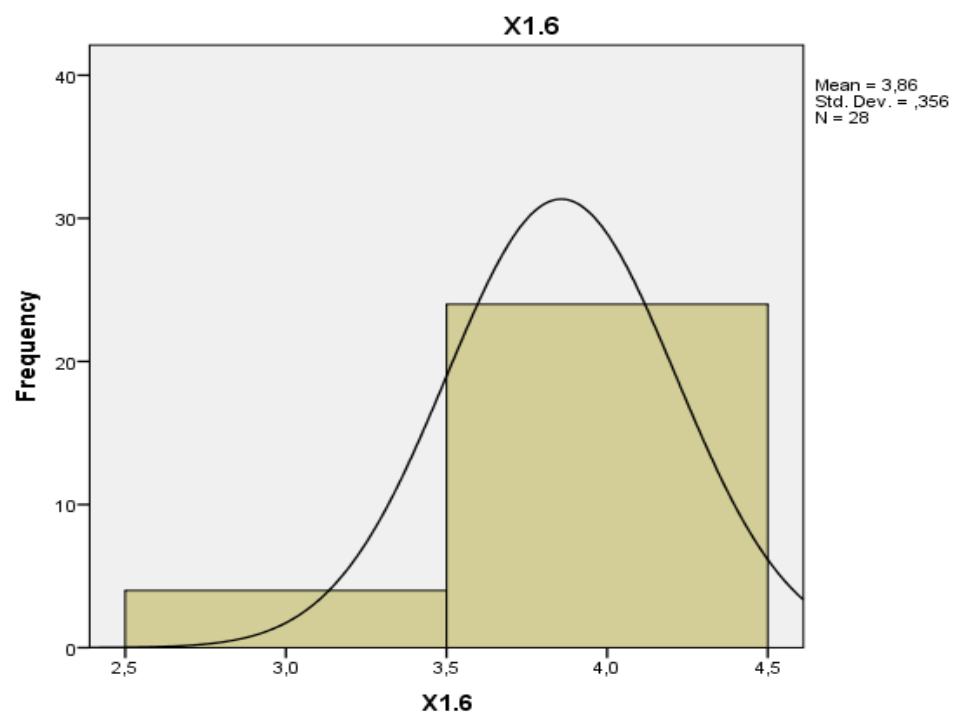
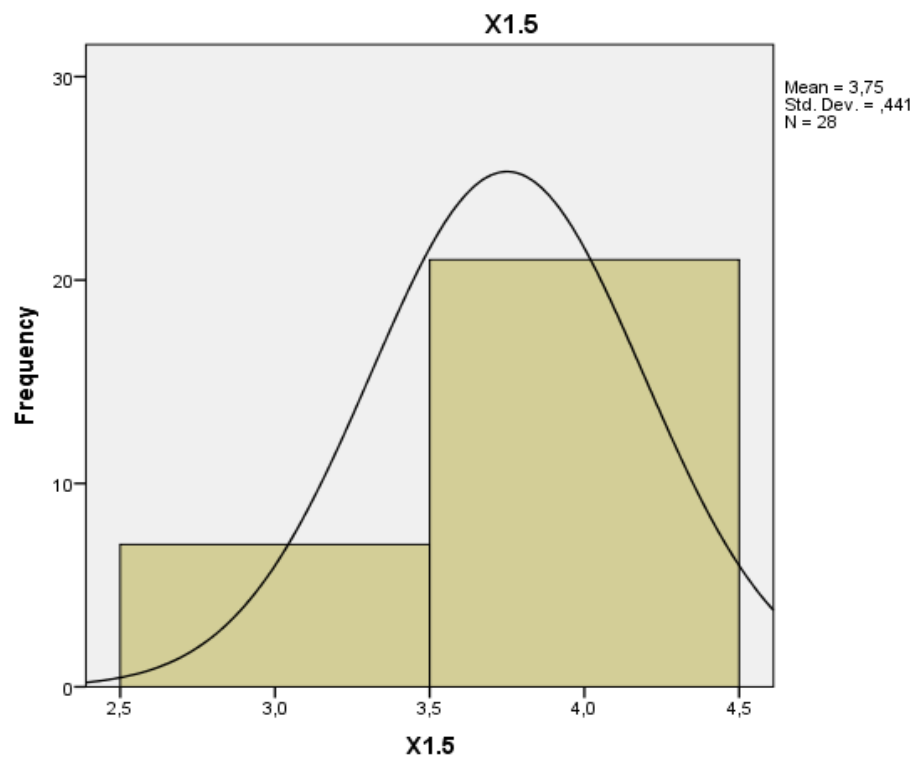
Based on the table above. Can be conclude that sig.(2-tailed) is  $0,00 < 0,05$ , so  $H_a$  is rejected and  $H_o$  is accepted. It means that there was positive and significant effect of using classroom management strategy on the students' speaking ability.

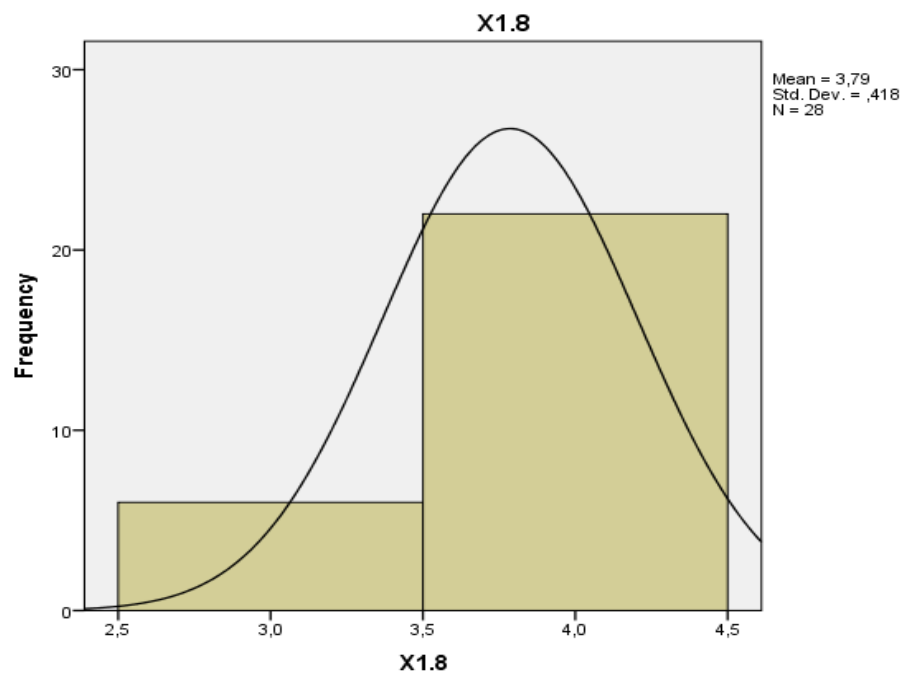
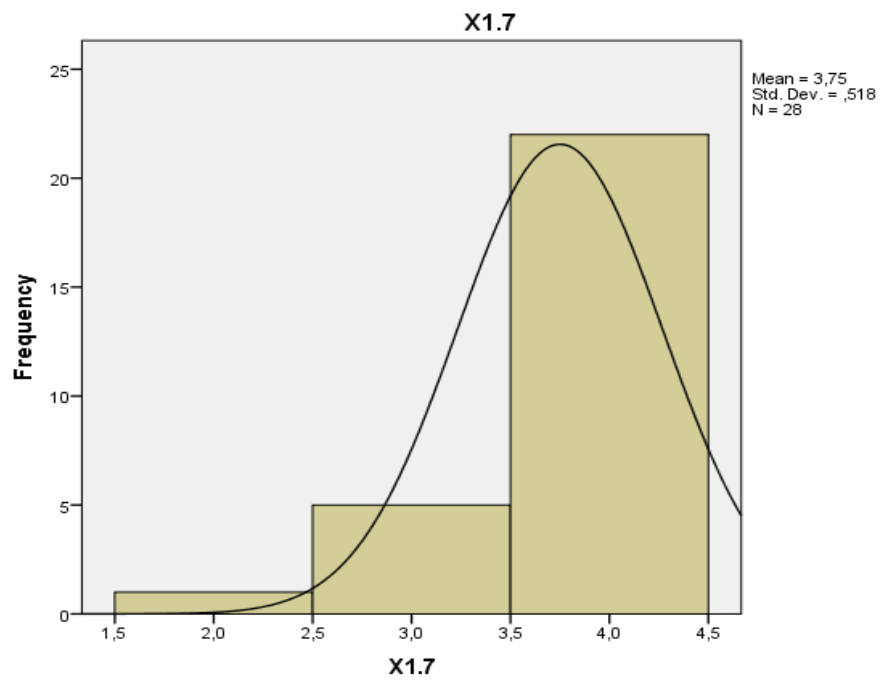
**d. The results of the questionnaire data**

To support data related to students' perceptions of the implementation of classroom management strategy in teaching speaking ability, the researchers used questionnaires as a data collection technique. Therefore it can be opened based on the results of the questionnaire students stated that they were very satisfied with the implementation of classroom management strategies.

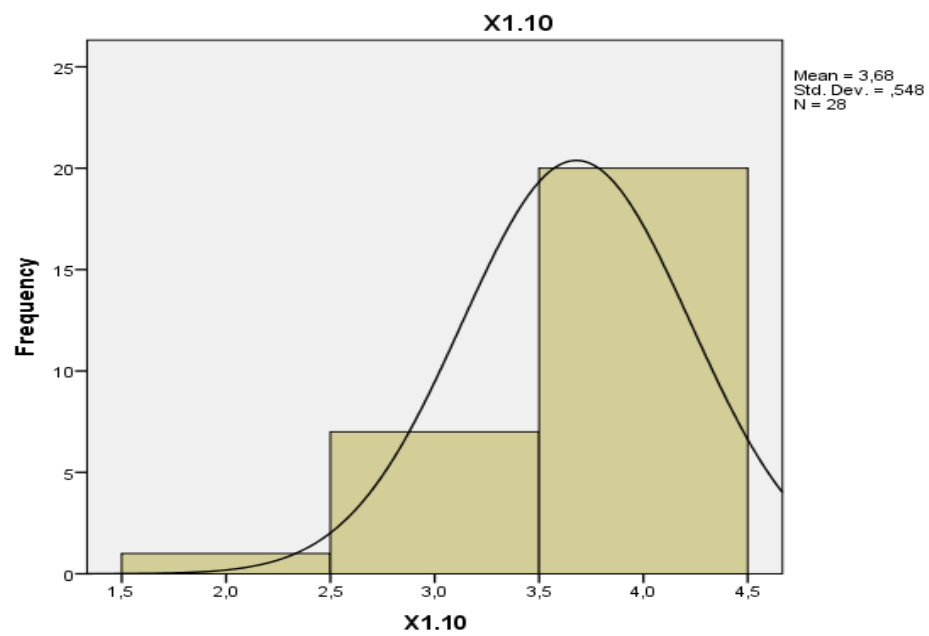
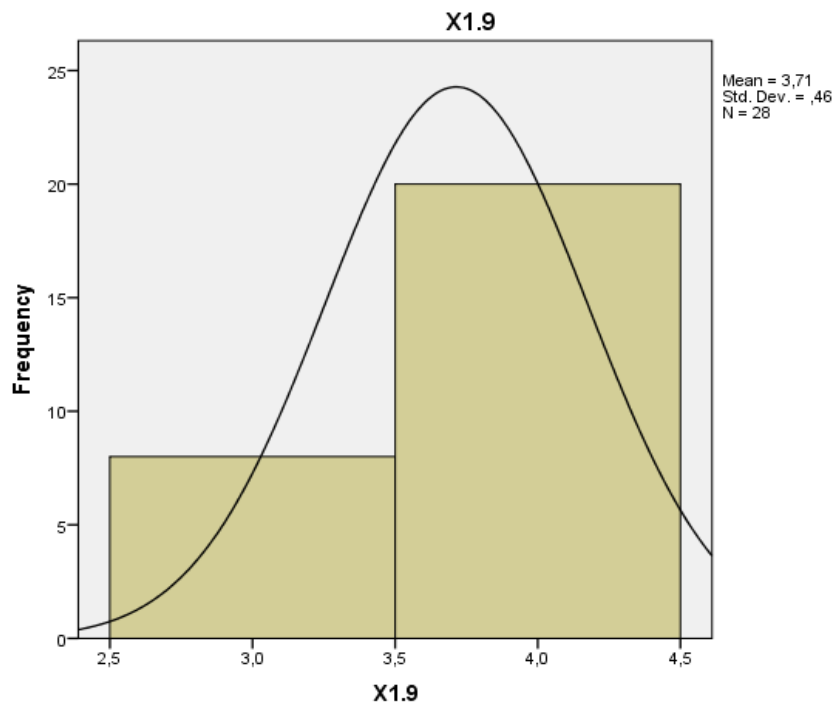


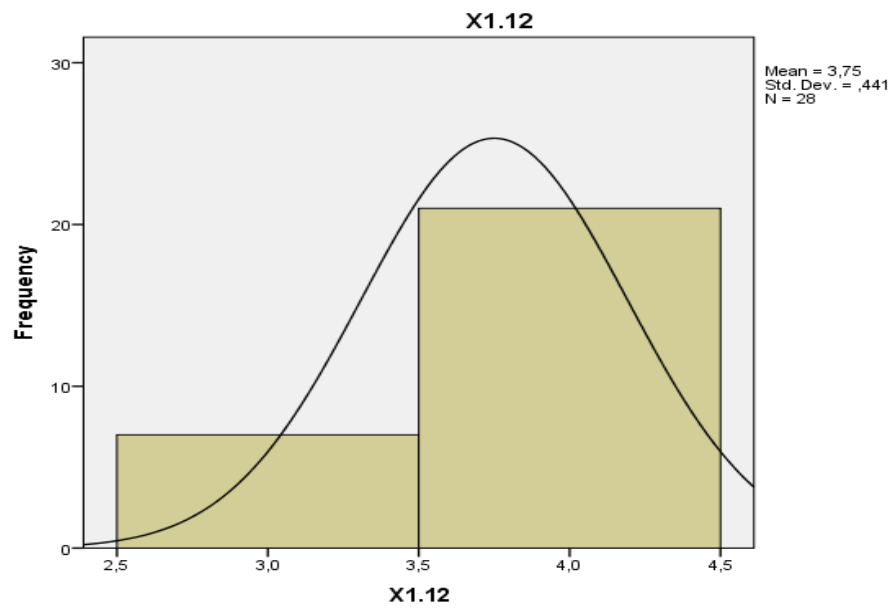
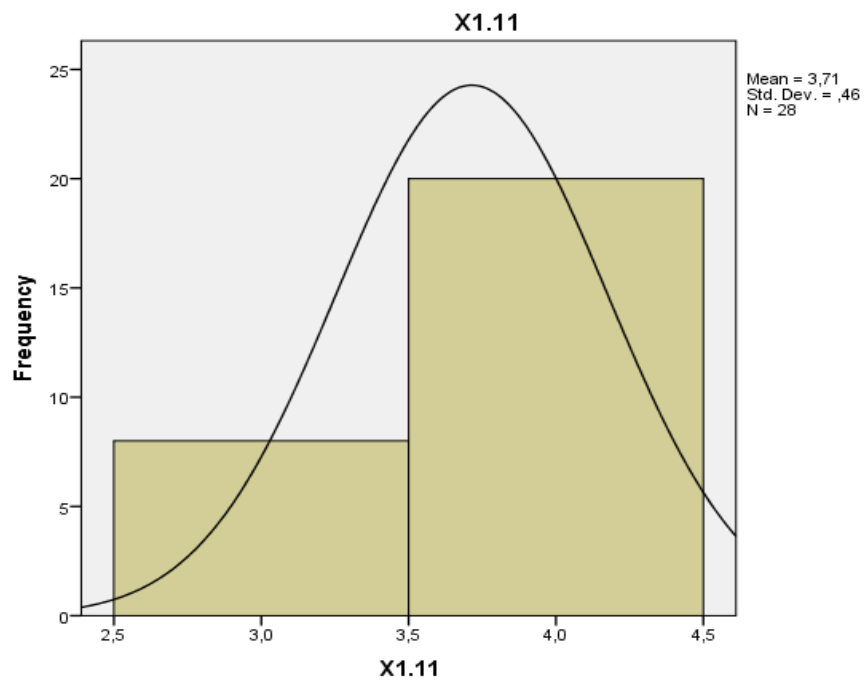


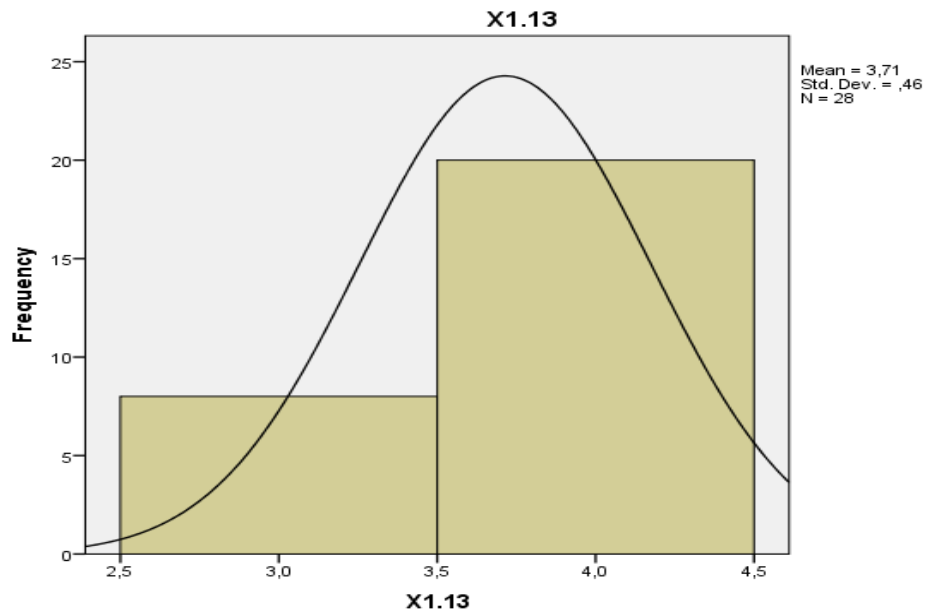












### C. Discussion

This research helps students of class XI at SMAN 5 Metro. The author uses this class because he sees students having difficulty speaking English. So, based on The problem is the researcher applies Classroom Management Strategies to assist students in learning English, especially to make students speak English. The author says that the Classroom Management Strategy has many advantages. The advantage of using this Classroom Management Strategy is to create an effective learning environment to foster student personal, social and emotional growth.

The researcher uses this technique as a classroom management strategy for teachers so that it can be used as an alternative technique in the teaching and learning process. Because by using a class management strategy. Before conducting this study, the authors applied a pre-test to see the baseline performance of 28

students before treatment. The results showed that the highest score was 83 while the lowest was 58 and the average score was 68.25. Then, after completing the treatment, the author applies the post-test. The post-test result showed that the higher score was 92 while the lowest value is 75 and the average value is 84.

As a solution in building English, especially in speaking, the teacher provides classroom management strategies so that students are comfortable and able to communicate well.

Based on the above discussion, the authors take that the students' speaking ability improved after they were taught classroom management strategies. This means that there is a significant influence between speaking ability between in the experiment classes zoom through, and students who are not taught with classroom management strategies at control class.

This research was conducted on class XI students of SMAN 5 Metro. The subjects of this study were students of the eleventh grade of the new school year year 2020/2021. Subject choice is the ability to speak with classroom management strategies. The results of this study do not address all studied problems. Therefore, after doing research and getting test data and documentation, the researcher found some limitations such as some students find it difficult to communicate with their classmates. Finally, the results of this study explain the theory of classroom management strategies Ability to speak to students of class XI at SMA 5 Metro.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research results it can be concluded that Classroom Management Strategies assist students in their speaking ability. The students got low score in the pre-test, after the treatment was given, students could speak easily by using Classroom Management Strategy. This was proved by the results of the students' pre and post tests. The students' post-test scores were higher than their pre-test scores. The test was followed by 28 students. The highest score was 88 and the lowest score was 67 with total score 2168. It can be seen from the results of the Independent sample T-test. Sig. (2-tailed) of the post test was  $0.00 < 0.05$ . It means that there is a positive and significant influence of the use of Classroom Management Strategy on the speaking ability of class XI SMAN 5 Metro.

#### **B. Suggestion**

Based on the research results, the authors propose several suggestions as the following: First, it is suggested that the Teacher has various such as Classroom Management Strategy as a teaching and learning process in order to increase Student Speaking ability. Second, a request for students to become the learning process so that they can understand the material in English class. Finally, a

request that the Principal of the School provide more facilities students so that students are more enthusiastic in learning English.

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## **APPENDICES**



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

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

Nomor : B-1370/In.28.1/J/TL.00/06/2020  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Ylh.,  
KEPALA SMA NEGERI 5 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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


Nama : **SANTI SARTIKA**  
NPM : 1701070138  
Semester : 6 (Enam)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE INFLUENCE OF USING CLASSROOM MANAGEMENT STRATEGY ON STUDENTS' SPEAKING ABILITY AT THE ELEVEN OF SMA 5 IN ACADEMIC YEAR OF 2020/2021

untuk melakukan *pra-survey* di SMA NEGERI 5 METRO.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 18 Juni 2020  
Ketua Jurusan  
Tadris Bahasa Inggris

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



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 5 METRO

Jalan Wolter Monginsidi Kel. Hadimulyo Timur Kec. Metro Pusat Kota Metro  
Telp. (0725) 7858110 E-mail: sman5mtr@gmail.com



## SURAT KETERANGAN

Nomor: 045.2 /A70 / V.01 / 05 / 2020

Menanggapi surat dari Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor: B-1370/in.28.1/J/TL.00/06/2020 pada tanggal 18 Juni 2020, dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama : SANTI SARTIKA  
NPM : 1701070138  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan pra-survey di SMA Negeri 5 Metro sebagai salah satu syarat penyelesaian tugas akhir/skripsi dengan judul: "The Influence Of Using Classroom Management Strategy On Students Speaking Ability At The Eleven Of SMA 5 In Academic Year Of 2020/2021".

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



Metro, 27 Agustus 2020  
Kepala Sekolah

SUPARNI, S.Pd. M.Pd.

NIP. 196406081989031014



**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; Faksimill (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0590/In.28.1/J/TL.00/03/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Umi Yawisah (Pembimbing 1)  
Syahreni Siregar (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **SANTI SARTIKA**  
NPM : 1701070138  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **THE INFLUENCE OF CLASSROOM MANAGEMENT STRATEGY ON STUDENTS' SPEAKING ABILITY OF ELEVENTH GRADERS AT SMAN 5 METRO**

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, 02 Maret 2021  
Ketua Jurusan  
Tadris Bahasa Inggris  
  
Ahniad Subhan Roza, M.Pd.  
NIP.197506102008011014



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

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

IAIN METRO Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0931/In.28/D.1/TL.00/04/2021  
Lampiran :-  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMAN 5 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0930/In.28/D.1/TL.01/04/2021, tanggal 05 April 2021 atas nama saudara:

Nama : **SANTI SARTIKA**  
NPM : 1701070138  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING CLASSROOM MANAGEMENT STRATEGY OF STUDENTS' SPEAKING ABILITY OF THE ELEVENTH GRADERS AT SMAN 5 METRO".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 April 2021  
Wakil Dekan I,

Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 5 METRO

Jalan Walter Monginsidi Kel. Hadimulyo Timur Kec. Metro Pusat Kota Metro  
Telp. (0725) 7858110 E-mail: sman5mtr@gmail.com

**SURAT IZIN PENELITIAN**

Nomor: 045.2 / 109 / V.01 / 05 / 2021

Menanggapi surat dari Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor: B-0931/In.28/D.1/TL.00/04/2021 pada tanggal 05 April 2021, dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama : SANTI SARTIKA  
NPM : 1701070138  
Jurusan : Pendidikan Bahasa Inggris

Memberikan izin untuk mengadakan research/survey di SMA Negeri 5 Metro dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul: "The Influence Of Using Classroom Management Strategy Of Students' Speaking Ability Of The Eleventh Graders At SMAN 5 METRO".

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



Metro, 31 Mei 2021  
Kepala Sekolah

SUPARNI, S.Pd. M.Pd.  
NIP. 196406081989031014



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan Ki Hajar Dewantara Kampus 15 Alringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iaim@metrouniv.ac.id; E-mail:  
www.tarbiyah.metrouniv.ac.id


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

Nama : Santi Sartika  
NPM : 1701070138


Jurusan : Tadris Bahasa Inggris (TBI)  
Semester : VII / 2020

| No | Hari / Tanggal          | Pembimbing |    | Materi Yang Dikonsultasikan  | Tanda Tangan Mahasiswa |
|----|-------------------------|------------|----|--|------------------------|
|    |                         | I          | II |  |                        |
| 1. | 3 Nov. 2020<br>(Selasa) | ✓          |    | - presurvey : revise<br>- mistakes in writing<br>- table of contents ? |                        |
| 2. | Kamis, 12/11            | ✓          |    | - formula → nothing?<br>- bibliography → revise                        |                        |
| 3. | Jumat 13/11             | ✓          |    | - Revision is ok<br>- Acc for seminar                                  |                        |

Mengetahui,  
Ketua Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd**  
NIP. 197506102008011014

Dosen Pembimbing I,

  
**Dr. Umi Yawisah, M.Hum**  
NIP. 196204241999032001





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan Ki Hajar Dewantara Kampus 15 Alirangmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41057 faksmlti (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id; E-mail:  
www.tarbiyah.metrouniv.ac.id

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

Nama : Santi Sartika  
NPM : 1701070138

Jurusan : Tadris Bahasa Inggris (TBI)  
Semester : VII/ 2020

| No | Hari / Tanggal  | Pembimbing |    | Materi Yang Dikonsultasikan   | Tanda Tangan Mahasiswa |
|----|-----------------|------------|----|---|------------------------|
|    |                 | I          | II |   |                        |
| 1. | 19 Oktober 2020 |            |    | <ul style="list-style-type: none"><li>- Revisi tahun akademik.</li><li>- Revisi cara penulisan atau pengelitan kutipan / footnote.</li><li>- Revisi spasi dibab 2 dan menambahkan teori variable inti</li><li>- Revisi bab 3 bagian dependen dan Independent variable</li><li>- Melampirkan referensi diakhir</li></ul> |                        |
| 2. | 26 Oktober 2020 |            |    | <ul style="list-style-type: none"><li>- Revisi bab 3 bagian observasi, apakah perlu observasi untuk penelitian kuantitatif.</li><li>- Menjelaskan observasi yang bagaimana yang akan dilakukan untuk penelitian kuantitatif</li><li>- Jenis penelitian yang bagaimana untuk metode penelitian kuantitatif.</li></ul>    |                        |
| 3. | 2 November 2020 |            |    | ACC <b>P</b> roposal  |                        |

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 197506102008011014

Dosen Pembimbing II,

**Svahreni Siregar, M.Hum**  
NIP. 197608142009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Santi Sartika  
NPM : 1701070138

Jurusan : TBI  
Semester : VIII

| No | Hari/ Tanggal           | Pembimbing |    | Materi yang dikonsultasikan              | Tanda Tangan Mahasiswa |
|----|-------------------------|------------|----|--|------------------------|
|    |                         | I          | II |  |                        |
| 1  | Senin,<br>08-03-2021    |            |    | Menambahkan Rubrik<br>Penilaian speaking |                        |
| 2  | Senin,<br>15 Maret 2021 |            |    | ACC APP                                  |                        |

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum  
NIP. 19760814 20091 2 004



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

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

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

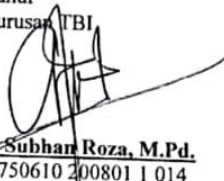
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Santi Sartika  
NPM : 1701070138


Jurusan : TBI  
Semester : VIII

| No | Hari/ Tanggal  | Pembimbing |    | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|----------------|------------|----|-----------------------------|------------------------|
|    |                | I          | II |                             |                        |
| 1. | Kamis 18/21/19 | ✓          |    | ACC APD                     |                        |

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing I

  
Dr. Umi Yawisah, M.Hum  
NIP. 19620424 19990 3 2001

## **SILABUS PEMBELAJARAN**

**Mata Pelajaran : BAHASA INGGRIS-WAJIB**

**Kelas : XI**

**Kompetensi Inti :**

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara

mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

| Kompetensi Dasar   | Materi Pokok   | Pembelajaran   | Penilaian  | Alokasi Waktu | Sumber Belajar  |
|--|--|--|--|---------------|---|
| 1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar | <p><b>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</b></p> <p><i>Fungsi Sosial</i></p> | <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak/mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan.</li> <li>Siswa belajar mengambil giliran dalam melakukan tindak komunikasi</li> </ul> | <p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya</li> <li>Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya</li> <li>Tingkat ketepatan unsur kebahasaan: tata</li> </ul> | 2x<br>2jp     | <ul style="list-style-type: none"> <li>CD/ Audio/ VC D</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailynenglish.com">www.dailynenglish.com</a></li> <li>- <a href="http://americanenglish.com">http://americanenglish.com</a></li> </ul> </li> </ul> |
| 2.1 Menunjukkan  | <ul style="list-style-type: none"> <li>Menjaga hubungan</li> </ul>   | <p><b>Mempertanyakan (questioning)</b></p>   |  |               |   |

| Kompetensi Dasar   | Materi Pokok   | Pembelajaran  | Penilaian  | Alokasi Waktu | Sumber Belajar   |
|--|--|---|--|---------------|--|
| <p>perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis</p> | <p>interpersonal dengan guru, teman, dan orang lain</p> <ul style="list-style-type: none"> <li>• Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya</li> </ul> <p><i>Ungkapan</i></p> | <ul style="list-style-type: none"> <li>• Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> <li>- Fungsi sosial</li> <li>- Ungkapan yang digunakan untuk memberi saran dan tawaran</li> <li>- Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.</li> </ul> </li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya</li> </ul> | <p>bahasa, kosa kata, ucapan, tekanan kata, intonasi</p> <ul style="list-style-type: none"> <li>• Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>CARA</b></p> <p><b>PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>• Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan</li> </ul> |               | <p><a href="http://tate.gov/files/resource_files">tate.gov/files/resource_files</a></p> <p>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p> |

| Kompetensi Dasar   | Materi Pokok  | Pembelajaran  | Penilaian  | Alokasi Waktu | Sumber Belajar |
|--|---|---|--|---------------|----------------|
| fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, | Saran dan tawaran:<br><i>Why</i><br><i>don't</i><br><i>you...</i><br><i>What</i><br><i>about</i><br><i>...?</i><br><i>You</i><br><i>should</i><br><i>...</i><br><i>You</i><br><i>can ....</i><br><i>Do you</i><br><i>need</i><br><i>....?</i> | <ul style="list-style-type: none"> <li>• Siswa berlatih menggunakan ungkapan tersebut</li> <li>• Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan.</li> <li>• Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai</li> </ul> | tawaran dan responnya .<br><ul style="list-style-type: none"> <li>• Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>• Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul</li> </ul> |               |                |

| Kompetensi Dasar  | Materi Pokok   | Pembelajaran   | Penilaian  | Alokasi Waktu | Sumber Belajar |
|---|--|--|--|---------------|----------------|
| <p>sesuai dengan konteks penggunaan dan tulis untuk menyatakannya</p> <p>4.1 Menyusun teks lisan dan tulis tentang perilaku peduli, menan</p> | <p><i>Insur</i></p> <p><i>kebahasaan</i></p> <p>(1) Ucapan, teka-teki, kata, intonasi, dan nada</p> <p>(2) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli, kerjasam</p> | <p>konteks penggunaannya.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> <li>Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa bermain peran memberi saran dan tawaran serta responnya</li> <li>Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simula</li> </ul> | <p>kesempatan.</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul> |               |                |



| Kompetensi Dasar  | Materi Pokok           | Pembelajaran   | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|------------------------|--|-----------|---------------|----------------|
| <p>yakan, dan merespon ungkapan memberikan saran dan tawaran, dengan memperhatikan fungsi sosial, struktural,</p> | <p>a, dan proaktif</p> | <p>si dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.</p> <ul style="list-style-type: none"> <li>• Siswa membuat 'learning journal'</li> </ul> |           |               |                |

| Kompetensi Dasar  | Materi Pokok   | Pembelajaran  | Penilaian   | Alokasi Waktu   | Sumber Belajar  |
|---|--|---|---|-----------------|---|
| <p>r teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> |  |   |   |                 |   |
| <p>1.1 Mensyukuri kesempatan dapat</p>                            | <p><b>Teks lisan dan tulisan untuk menyatakan pendapat</b></p> | <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya</li> <li>• Siswa mengikuti interaksi menyatakan</li> </ul> | <p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat</li> </ul> | <p>2 x 2 JP</p> | <ul style="list-style-type: none"> <li>• CD/ Audio/ VC D</li> <li>• Koran/ majalah berbahasa</li> </ul> |

| Kompetensi Dasar   | Materi Pokok   | Pembelajaran  | Penilaian  | Alokasi Waktu | Sumber Belajar   |
|--|--|---|--|---------------|--|
| mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional<br>2.2. Mengembangkan perilaku jujur, | <p><b>pat dan pikiran serta responnya</b></p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> <li>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</li> </ul> <p><i>Ungkapan</i></p> | <p>pendapat dan pikiran</p> <ul style="list-style-type: none"> <li>Siswa menirukan model interaksi menyatakan pendapat dan pikiran</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan</li> </ul> | <p>dan pikiran</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> |               | <p>Inggris</p> <ul style="list-style-type: none"> <li>Sumber dari internet: <ul style="list-style-type: none"> <li><a href="http://www.dailynghish.com">www.dailynghish.com</a></li> <li><a href="http://americanenglish.state.gov/files/resource/files">http://americanenglish.state.gov/files/resource/files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul> |

| Kompetensi Dasar   | Materi Pokok  | Pembelajaran   | Penilaian  | Alokasi Waktu | Sumber Belajar |
|--|---|--|--|---------------|----------------|
| <p>disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru</p> | <p>menyatakan pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>I suppose ...</i></p> <p><i>In my opinion ...</i></p> <p>Unsur Kebahasaan</p> <p>Ucapan, tekanan</p> | <p>yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi, role-play,</i> dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di</li> </ul> | <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran.</li> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran</li> </ul> |               |                |

| Kompetensi Dasar   | Materi Pokok          | Pembelajaran   | Penilaian  | Alokasi Waktu | Sumber Belajar |
|--|-----------------------|--|--|---------------|----------------|
| <p>dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan akan</p> | <p>kata, intonasi</p> | <p>berbagai sumber lain.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>).</li> </ul> | <p>rtaresponnya</p> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam</li> </ul> |               |                |

| Kompetensi Dasar   | Materi Pokok | Pembelajaran | Penilaian   | Alokasi Waktu | Sumber Belajar |
|--|--------------|--------------|---|---------------|----------------|
| <p>pendapat dan pikiran, sesuai dengan konteks penggunaan a.</p> <p>4.2. Menyusun teks lisan dan tulis untuk</p> |              |              | <p>melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>• Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul> |               |                |

| Kompetensi Dasar   | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|--|--------------|--------------|-----------|---------------|----------------|
| menyatakan dan merespon ungkapan akan menyatak pendapat dan pikiran, dengan memperhatikan fungsi sosial, |              |              |           |               |                |

| Kompetensi Dasar   | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|--|--------------|--------------|-----------|---------------|----------------|
| struktural teks, dan unsur kebahasaan, benar dan sesuai konteks. |              |              |           |               |                |



### Blueprint of Speaking Test

| Basic Competence  | Test       | Speaking Topics   |
|---|------------|---|
| 4.2. Compiling oral and written texts to state and respond to expressions of statements and thoughts, by taking into account social functions, structures, and linguistic elements, correct and in context. | Pre-Test   | <p>The students are asked to practice the dialogue about the following topic:</p> <ol style="list-style-type: none"> <li>1. The effects of Covid-19 for teenagers</li> <li>2. Advantages and Disadvantages of Game for Teenagers</li> <li>3. The importance of English</li> </ol> |
|   | Post –Test | <p>The students are asked to practice the dialogue about the following topic:</p> <ol style="list-style-type: none"> <li>1. Advantages and Disadvantages of Gadget for Teenager</li> <li>2. The importance of obeying the parents</li> <li>3. The harmfulness of drugs</li> </ol> |

### Analytic Speaking Criteria

| Analytic Speaking Criteria |       |   |
|----------------------------|-------|---|
| Criteria                   | Score | Explanation   |
| Fluency                    | 4     | Generally natural delivery, only occasional halting when searching for appropriate words/ expressions.  |
|                            | 3     | The student hesitates and repeats himself at time but can generally maintain a flow of speech, although s / he may need an occasional prompt.     |
|                            | 2     | Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.  |
|                            | 1     | The student speaks so little that no “fluent” speech can be said to occur.  |
| Pronunciation              | 4     | Occasional error of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.                 |
|                            | 3     | Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension. |
|                            | 2     | Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.   |
|                            | 1     | Words are unintelligible.   |
| Vocabulary                 | 4     | Effective use of vocabulary for the task with few inappropriacies.  |

|                      |   |  |
|----------------------|---|--|
|                      | 3 | For the most part, effective use of vocabulary for the task with some examples of inappropriacy.               |
|                      | 2 | Limited use of vocabulary with frequent inappropriacies.   |
|                      | 1 | Inappropriate and inadequate vocabulary.   |
| Grammatical accuracy | 4 | Very few grammatical errors evident  |
|                      | 3 | Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension. |
|                      | 2 | Speech is broken and distorted by frequent errors.   |
|                      | 1 | Unable to construct comprehensible sentences.  |

### Blue Print of Dokumentation Sheet

| No | Aspect   |
|----|--|
| 1. | Profil of SMAN 5 Metro                                       |
| 2. | The building condition and school facilities in SMAN 5 Metro |
| 3. | The quantity of students at SMAN 5 Metro                     |
| 4. | Organization structure of SMAN 5 Metro                       |
| 5. | Location sketch  |
| 6. | Student's speaking document                                  |

### Blue Print of Observation Sheet

| Aspect                                     | Sub Aspect  | Reference   |
|--|---|---|
| Observing the teacher teaching performance | Dividing the students to be some pairs  | Orlich,Donalt c.,Robert J. Callahan, Michael S. Trivisan and Abbie H.Brown. Teaching Strategies A Guide to Effective Intruction . Boaton: Library of Congress,2010. |
|  | Asking each pair to take the comfortable seat   |   |
|  | Asking the students in each pairs to give and to commend toward their own opinion about the speaking topic.   |   |
|  | In the process of speaking, the teacher manages the students’ speaking practice by creating symbols in the papers. The teacher gives the symbol “O” that means “Off Assignment” for the good speaking practice.The teacher gives the symbol “P” that means “Involvement in Class” for students that show less |   |

|  |   |  |
|--|---|--|
|  | speaking practice. The teacher gives the symbol "ME" for the students who do improper speaking practice |  |
|--|---|--|

## **SPEAKING TEST**

### **Pre -Test**

Practice the dialogue using English with your partner by giving and responding opinion about one of the following topics!

- 1.The effects of Covid-19 for teenagers
- 2.Advantages and Disadvantages of Game for Teenagers
- 3.The importance of English

## **SPEAKING TEST**

### **Post-Test**

Practice the dialogue using English with your partner by giving and responding opinion about one of the following topics!

1. Advantages and Disadvantages of Gadget for Teenager
2. The importance of obeying the parents
3. The harmfulness of drugs

## **LESSON PLAN**

|                 |                                      |
|-----------------|--------------------------------------|
| Sekolah         | : SMA Negeri 5 Metro                 |
| Mata Pelajaran  | : Bahasa Inggris                     |
| Kelas /Semester | : XI /2                              |
| Materi Pokok    | : Agree And Disagree With An Opinion |
| Alokasi Waktu   | : 2 x 45 Menit                       |

### **A.KOMPETENSI INTI (KI)**

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

## **B. KOMPETENSI DASAR DAN INDIKATOR**

### **Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahan bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman .
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional.
- 4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merepon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

### **Indikator**

- Siswa dapat mengidentifikasi ungkapan menyatakan pendapat ( Students are able to identify expressing an opinion)
- Siswa dapat mengidentifikasi perbedaan ungkapan menyatakan pendapat setuju dan tidak setuju (Students are able to identify the differentiate between expression of agree and disagree)



- Siswa dapat menjelaskan fungsi ungkapan pendapat ( Students are able to explain the usage of expression opinion)
- Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran ,dengan memperhatikan fungsi sosial, struktur teks,dan unsur kebahasaan, benar dan sesuai konteks.
- Siswa dapat menyampaikan ungkapan pendapat sesuai konteks dengan benar (Students are able to expressing opinion based on context properly )
- Siswa dapat merespon sebuah pendapat dengan tepat ( Students able to respond an opinion properly)
- Siswa dapat menulis ungkapan pendapat dengan benar (Students able write opinion correctly).

### **C.TUJUAN PEMBELAJARAN**

Siswa terampil menggunakan ungkapan pendapat secara lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar, dan menunjukkan perilaku santun,disiplin,percaya diri dan tanggung jawab.

### **D.MATERI PEMBELAJARAN**

Ungkapan menyatakan pendapat setuju dan tidak setuju

1.fungsi sosial

Menyampaikan danmerespon pendapat setuju dan tidak setuju

2. Struktur Teks

## Opinion

- I agree with what you are saying.
- I don't agree with you.
- I think you are mistaken

### 3. Unsur Kebahasaan

- Kosakata terkait dengan kegiatan ekstrakurikuler, tugas sekolah, kebersihan lingkungan, dsb.
- Tata bahasa: simple past tense, simple present tense, present perfect tense.
- Ungkapan : I think ....I suppose.....In my opinion.....,agree,diasagree, dsb.
- Kata kerja bantu modal : need,should, will, dsb.
- Penggunaan nominal singular dan plural secara tepat,dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.
- Ucapan,tekanan kata, intonasi.
- Ejaan dan tanda baca
- Tulis tangan

## **E.METODE PEMBELAJARAN**

Strategi Pengajaran: Classroom Management Strategy

## **F. MEDIA DAN SUMBER PEMBELAJARAN**

1. Buku teks wajib
2. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal atau transaksional dengan benar dan akurat.
3. Contoh interaksi tertulis
4. Contoh teks tertulis

## **G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**

### **PERTEMUAN KE-1**

#### **1. Kegiatan Pendahuluan ( 10 Menit)**

- Mengucapkan salam dan berdoa bersama
- Memberi motivasi belajar
- Memberi brainstorming dengan materi yang akan disampaikan
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- Meyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan.

Classroom Language :

*Hello everyone, how are you today ? we are starting a new chapter today. Do you know the regulation mobile phone for students? 9 teacher waits for answer from student. If the students do not have any idea, do not give them answer intead*

*ask the next question ) What is your opinion? Do you agree if the students are forbidden to bring mobile phone at school? Imagine if you are forbidden not to bring mobile phone to school?*

## **2.Kegiatan Inti ( 60 Menit )**

### **Mengamati:**

1. Siswa menyimak contoh-contoh ungkapan menyatakan pendapat
- 2.Siswa mendiskusikan tentang ungkapan menyatakan pendapat

### **Menanya :**

1. Siswa mempertanyakan ungkapan menyatakan sebuah pendapat dalam teks.

### **Mengeksplorasi:**

1. Dividing the students to be some pairs
- 2.Asking each pair to take the comfortable seat
- 3.Asking the students in each pairs to give and to commend toward their own opinion about the speaking topic.
- 4.In the process of speaking, the teacher manages the students' speaking practice by creating symbols in the papers. The teacher gives the symbol "O" that means "Off Assignment" for the good speaking practice.The teacher gives the symbol "P" that means "Involvement in Class" for students that show less speaking

practice. The teacher gives the symbol "ME" for the students who do improper speaking practice.

### **Mengasosiasi**

1. Siswa mengidentifikasi dan menganalisis percakapan dari ungkapan menyatakan pendapat.
2. Siswa memperoleh feedback dari guru dan teman tentang hasil analisis yang disampaikan.

### **Mengkomunikasikan :**

1. Siswa mempraktekan percakapan tentang menyatakan pendapat setuju dan tidak setuju secara perpasangan.

### **3.Penutup ( 20 Menit)**

1. Sebagai penutup kegiatan pada pertemuan-1 sisa diminta untuk mempraktekan percakapan tentang menyatakan pendapat setuju dan tidak setuju secara berpasangan.

## **G. PENILAIAN**

### **Rubrik Speaking**

| <b>Kreteria</b>         | <b>Skor 4</b>                                   | <b>Skor 3</b>                                | <b>Skor 2</b>                                      | <b>Skor 1</b>   |
|-------------------------|---|--|--|---|
| Kelancaran (Fluency)    | Dialog lancar, sangat sedikit menemui kesulitan | Tidak lancar karena menemui kesulitan bahasa | Seing ragu dan berhenti karena keterbatasan bahasa | Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta |
| Pelafalan (Pronouncing) | Lafal dapat dipahami meskipun                   | Ada masalah dalam pengucapan                 | Sulit dimengerti karena ada                        | Hamper selalu keluar dalam  |

|                        |   |  |  |  |
|------------------------|---|--|--|--|
|                        | dengan aksen tertentu   | sehingga membuat pendengar harus sangat focus dan kadang-kadang menimbulkan kesalahfahaman               | masalah dalam pelafalan dan frekuensinya sering                | pelafalan sehingga tidak dapat dimengerti.                             |
| Kosa Kata (Vocabulary) | Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosa kata yang tidak sesuai | Sering menggunakan kosa kata yang tidak tepat sehingga dialognya terbatas karena kosa kata yang terbatas | Menggunakan kosa kata yang salah sehingga tidak dapat dipahami | Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog |

### Cara penilaian speaking:

| No | Nama siswa | Perolehan skor |                 |                | Jumlah skor perolehan |
|----|------------|----------------|-----------------|----------------|-----------------------|
|    |            | Kreteria ke-1  | Kreteria ke - 2 | Kreteria ke -3 |                       |
| 1. | AA         | 4              | 3               | 3              | 10                    |
| 2. | BB         | 3              | 3               | 3              | 9                     |
| 3. | CC         | 2              | 3               | 2              | 7                     |

Rumus perhitungan nilai siswa ,sebagai berikut:

Jumlah skor yang diperoleh siswa x 100

Skor maksimal /ideal

Keterangan :

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari kreteria ke-1 sampai dengan kreteria ke-3

- Skor maksimal / ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan ( ada 3 kriteria). Jadi skor maksimal / ideal  $4 \times 3 = 12$

Sehingga perhitungan nilai akhir siswa adalah :

$$1. \text{ AA : } \frac{10}{12} \times 100 = 83$$

## **LESSON PLAN**

|                 |                                      |
|-----------------|--------------------------------------|
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| Kelas /Semester | : XI /2                              |
| Materi Pokok    | : Agree And Disagree With An Opinion |
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### **A.KOMPETENSI INTI (KI)**

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- KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin,tanggung jawab, peduli (gotong royong, kerja sama,toleran,damai),santun,responsif dan pro aktif dan menunjukkan sikap sebagai

bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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

KI 4 :Mengolah,menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## **B. KOMPETENSI DASAR DAN INDIKATOR**

### **Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahan bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.



- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman .
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional.
- 4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

### **Indikator**

- Siswa dapat mengidentifikasi ungkapan menyatakan pendapat ( Students are able to identify expressing an opinion)
- Siswa dapat mengidentifikasi perbedaan ungkapan menyatakan pendapat setuju dan tidak setuju (Students are able to identify the differentiate between expression of agree and disagree)
- Siswa dapat menjelaskan fungsi ungkapan pendapat ( Students are able to explain the usage of expression opinion)
- Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran ,dengan

memperhatikan fungsi sosial, struktur teks,dan unsur kebahasaan, benar dan sesuai konteks.

- Siswa dapat menyampaikan ungkapan pendapat sesuai konteks dengan benar (Students are able to expressing opinion based on context properly )
- Siswa dapat merespon sebuah pendapat dengan tepat ( Students able to respond an opinion properly)
- Siswa dapat menulis ungkapan pendapat dengan benar (Students able write opinion correcty).

### **C.TUJUAN PEMBELAJARAN**

Siswa terampil menggunakan ungkapan pendapat secara lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar, dan menunjukkan perilaku santun,disiplin,percaya diri dan tanggung jawab.

### **D.MATERI PEMBELAJARAN**

Ungkapan menyatakan pendapat setuju dan tidak setuju

1.fungsi sosial

Menyampaikan danmerespon pendapat setuju dan tidak setuju

2. Struktur Teks

Opinion

- I agree with what you are saying.
- I don't agree with you.
- I think you are mistaken

### **3. Unsur Kebahasaan**

- Kosakata terkait dengan isu sosial di masyarakat.
- Tata bahasa: simple past tense, simple present tense, present perfect tense.
- Ucapan, tekanan kata, intonasi.

### **E. METODE PEMBELAJARAN**

Strategi Pengajaran: Classroom Management Strategy

### **F. MEDIA DAN SUMBER PEMBELAJARAN**

1. Buku teks wajib
2. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal atau transaksional dengan benar dan akurat.
3. Contoh interaksi tertulis
4. Contoh teks tertulis

### **G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**

#### **PERTEMUAN KE-1**

##### **1. Kegiatan Pendahuluan ( 10 Menit)**

- Mengucapkan salam dan berdoa bersama
- Memberi motivasi belajar
- Memberi brainstorming dengan materi yang akan disampaikan

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- Meyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan.

Classroom Language :

*Hello everyone, how are you today ? we are starting a new chapter today. Do you know the regulation mobile phone for students? 9 teacher waits for answer from student. If the students do not have any idea, do not give them answer instead ask the next question ) What is your opinion? Do you agree if the students are forbidden to bring mobile phone at school? Imagine if you are forbidden not to bring mobile phone to school?*

## **2.Kegiatan Inti ( 60 Menit )**

### **Mengamati:**

1. Siswa menyimak contoh-contoh ungkapan menyatakan pendapat
- 2.Siswa mendiskusikan tentang ungkapan menyatakan pendapat

### **Menanya :**

1. Siswa mempertanyakan ungkapan menyatakan sebuah pendapat dalam teks.

### **Mengeksplorasi:**

1. Dividing the students to be some pairs
2. Asking each pair to take the comfortable seat
3. Asking the students in each pairs to give and to commend toward their own opinion about the speaking topic.
4. In the process of speaking, the teacher manages the students' speaking practice by creating symbols in the papers. The teacher gives the symbol "O" that means "Off Assignment" for the good speaking practice. The teacher gives the symbol "P" that means "Involvement in Class" for students that show less speaking practice. The teacher gives the symbol "ME" for the students who do improper speaking practice.

### **Mengasosiasi**

1. Siswa mengidentifikasi dan menganalisis percakapan dari ungkapan menyatakan pendapat.
2. Siswa memperoleh feedback dari guru dan teman tentang hasil analisis yang disampaikan.

### **Mengkomunikasikan :**

1. Siswa mempraktekan percakapan tentang menyatakan pendapat setuju dan tidak setuju secara perpasangan.

### **3. Penutup ( 20 Menit)**

1. Sebagai penutup kegiatan pada pertemuan-1 sisa diminta untuk mempraktekan percakapan tentang menyatakan pendapat setuju dan tidak setuju secara berpasangan.

## G. PENILAIAN

### Rubrik Speaking

| Kreteria                   | Skor 4  | Skor 3  | Skor 2  | Skor 1  |
|----------------------------|---|---|---|---|
| Kelancaran<br>(Fluency)    | Dialog lancar, sangat sedikit menemui kesulitan     | Tidak lancar karena menemui kesulitan Bahasa  | Seing ragu dan berhenti karena keterbatasan bahasa                          | Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta |
| Pelafalan<br>(Pronouncing) | Lafal dapat dipahami meskipun dengan aksen tertentu | Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahfahaman | Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering | Hamper selalu keluar dalam pelafalan sehingga tidak dapat dimengerti. |

|                           |   |  |  |  |
|---------------------------|---|--|--|--|
| Kosa Kata<br>(Vocabulary) | Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosa kata yang tidak sesuai | Sering menggunakan kosa kata yang tidak tepat sehingga dialognya terbatas karena kosa kata yang terbatas | Menggunakan kosa kata yang salah sehingga tidak dapat dipahami | Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog |
|---------------------------|---|--|--|--|

**Cara penilaian speaking:**

| No | Nama Siswa | Perolehan Skor |                |                | perolehan skor |
|----|------------|----------------|----------------|----------------|----------------|
|    |            | Kreteria ke-1  | kreteria ke -2 | kreteria ke -3 |                |
| 1  | AA         | 4              | 4              | 4              | 12             |
| 2  | BB         | 2              | 1              | 3              | 6              |
| 3  | CC         | 3              | 3              | 3              | 9              |

Rumus perhitungan nilai siswa ,sebagai berikut:

Jumlah skor yang diperoleh siswa x 100

Skor maksimal /ideal

Keterangan :

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari kriteria ke-1 sampai dengan kriteria ke-3
- Skor maksimal / ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan ( ada 3 kriteria). Jadi skor maksimal / ideal  $4 \times 3 = 12$

Sehingga perhitungan nilai akhir siswa adalah :

1. AA :  $\frac{12 \times 100}{12} = 100$

12

## DOKUMENTATION SHEET

**Table List Documentation Point at SMAN 5 Metro**

| No | Aspect   | Availability |
|----|--|--------------|
| 1. | Profil of SMAN 5 Metro                                       | √            |
| 2. | The building condition and school facilities in SMAN 5 Metro | √            |
| 3. | The quantity of student at SMAN 5 Metro                      | √            |
| 4. | Organization structure of SMAN 5 Metro                       | √            |
| 5. | Location sketch  | √            |
| 6. | Students' speaking document                                  | √            |






**SCORE LIST STUDENTS' SPEAKING ABILITY**


**PRE-TEST (EXPERIMENTAL CLASS)**

| No | The Students' Name | 1st Eximiner | 2st eximiner | Average | Score |
|----|--------------------|--------------|--------------|---------|-------|
| 1  | APH                | 67           | 67           | 67      | 67    |
| 2  | AA                 | 50           | 67           | 58,5    | 59    |
| 3  | AK                 | 58           | 58           | 58      | 58    |
| 4  | AAS                | 67           | 67           | 67      | 67    |
| 5  | AIS                | 75           | 75           | 75      | 75    |
| 6  | AD                 | 67           | 67           | 67      | 67    |
| 7  | ASN                | 67           | 67           | 67      | 67    |
| 8  | AR                 | 58           | 58           | 58      | 58    |
| 9  | AFN                | 75           | 75           | 75      | 75    |
| 10 | DS                 | 75           | 75           | 75      | 75    |
| 11 | DP                 | 58           | 58           | 58      | 58    |
| 12 | FKS                | 67           | 67           | 67      | 67    |
| 13 | FZ                 | 75           | 75           | 75      | 75    |
| 14 | HGW                | 75           | 75           | 75      | 75    |
| 15 | HD                 | 75           | 75           | 75      | 75    |
| 16 | ILP                | 67           | 67           | 67      | 67    |
| 17 | JAA                | 58           | 58           | 58      | 58    |
| 18 | KAS                | 67           | 67           | 67      | 67    |
| 19 | MA                 | 67           | 67           | 67      | 67    |
| 20 | MF                 | 67           | 67           | 67      | 67    |
| 21 | NKM                | 75           | 75           | 75      | 75    |
| 22 | NR                 | 83           | 83           | 83      | 83    |
| 23 | RBS                | 67           | 67           | 67      | 67    |
| 24 | SN                 | 75           | 75           | 75      | 75    |
| 25 | SZ                 | 75           | 75           | 75      | 75    |
| 26 | TRS                | 58           | 58           | 58      | 58    |
| 27 | UKR                | 67           | 67           | 67      | 67    |
| 28 | YTA                | 67           | 67           | 67      | 67    |

Guru bahasa Inggris

  
Tri Setiawati, S.S  
 NIP:198010112010012012

Metro ,6 Juni 2021  
 Mahasiswa


  
Santi Sartika  
 Npm:1701070138

**SCORE LIST STUDENTS' SPEAKING ABILITY**

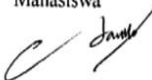
**POS-TEST (EXPERIMENTAL CLASS)**

| No | The Students' Name | 1st Eximiner | 2st Eximiner | Average | Score |
|----|--------------------|--------------|--------------|---------|-------|
| 1  | APH                | 83           | 83           | 83      | 83    |
| 2  | AA                 | 75           | 75           | 75      | 75    |
| 3  | AK                 | 83           | 92           | 87,5    | 83    |
| 4  | AAS                | 83           | 92           | 87,5    | 83    |
| 5  | AIS                | 83           | 92           | 87,5    | 88    |
| 6  | AD                 | 75           | 83           | 79      | 79    |
| 7  | ASN                | 83           | 83           | 83      | 83    |
| 8  | AR                 | 75           | 75           | 75      | 75    |
| 9  | AFN                | 83           | 92           | 87,5    | 88    |
| 10 | DS                 | 83           | 75           | 79      | 79    |
| 11 | DP                 | 83           | 92           | 87,5    | 88    |
| 12 | FKS                | 75           | 75           | 75      | 75    |
| 13 | FZ                 | 83           | 92           | 87,5    | 88    |
| 14 | HGW                | 83           | 92           | 87,5    | 83    |
| 15 | HD                 | 83           | 92           | 87,5    | 88    |
| 16 | ILP                | 83           | 83           | 83      | 83    |
| 17 | JAA                | 83           | 92           | 87,5    | 88    |
| 18 | KAS                | 83           | 92           | 87,5    | 88    |
| 19 | MA                 | 75           | 75           | 75      | 75    |
| 20 | MF                 | 83           | 92           | 87,5    | 88    |
| 21 | NKM                | 83           | 83           | 83      | 83    |
| 22 | NR                 | 83           | 100          | 91,5    | 92    |
| 23 | RBS                | 83           | 83           | 83      | 83    |
| 24 | SN                 | 83           | 92           | 87,5    | 88    |
| 25 | SZ                 | 83           | 92           | 87,5    | 88    |
| 26 | TRS                | 83           | 83           | 83      | 83    |
| 27 | UKR                | 83           | 83           | 83      | 83    |
| 28 | YTA                | 75           | 75           | 75      | 75    |

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**SCORE LIST STUDENTS' SPEAKING ABILITY**

**PRE-TEST (CONTROL CLASS)**

| No | The Students' Name | 1st Exeminer | 2t Exeminer | Average | Score |
|----|--------------------|--------------|-------------|---------|-------|
| 1  | AM                 | 67           | 58          | 62,5    | 63    |
| 2  | AK                 | 75           | 67          | 71      | 71    |
| 3  | AS                 | 75           | 58          | 66,5    | 67    |
| 4  | ADA                | 67           | 58          | 62,5    | 63    |
| 5  | AP                 | 75           | 75          | 75      | 75    |
| 6  | DAR                | 58           | 58          | 58      | 58    |
| 7  | DPDK               | 67           | 67          | 67      | 67    |
| 8  | DYP                | 67           | 67          | 67      | 67    |
| 9  | EF                 | 75           | 75          | 75      | 75    |
| 10 | FAR                | 75           | 75          | 75      | 75    |
| 11 | FF                 | 67           | 67          | 67      | 67    |
| 12 | GAW                | 67           | 58          | 62,5    | 63    |
| 13 | IH                 | 67           | 67          | 67      | 67    |
| 14 | IF                 | 75           | 67          | 71      | 71    |
| 15 | MA                 | 67           | 67          | 67      | 67    |
| 16 | AF                 | 67           | 67          | 67      | 67    |
| 17 | MA                 | 75           | 75          | 75      | 75    |
| 18 | MF                 | 75           | 58          | 66,5    | 67    |
| 19 | MAS                | 75           | 75          | 75      | 75    |
| 20 | MR                 | 67           | 58          | 62,5    | 63    |
| 21 | ND                 | 67           | 67          | 67      | 67    |
| 22 | PS                 | 75           | 58          | 66,5    | 67    |
| 23 | PA                 | 75           | 58          | 66,5    | 67    |
| 24 | RN                 | 83           | 75          | 79      | 79    |
| 25 | SP                 | 75           | 75          | 75      | 75    |
| 26 | VS                 | 75           | 75          | 75      | 75    |
| 27 | VJ                 | 58           | 58          | 58      | 58    |
| 28 | YT                 | 50           | 50          | 50      | 50    |

Metro ,6 Juni 2021

Mahasiswa

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NIP:198010112010012012


Santi Sartika

Npm:1701070138


**SCORE LIST STUDENTS' SPEAKING ABILITY**  
**POS-TEST (CONTROL CLASS)**

| No | The Students' Name | 1st Eximiner | 2st Eximiner | Average | Score |
|----|--------------------|--------------|--------------|---------|-------|
| 1  | AM                 | 75           | 75           | 75      | 75    |
| 2  | AK                 | 83           | 83           | 83      | 83    |
| 3  | AS                 | 83           | 83           | 83      | 83    |
| 4  | ADA                | 75           | 67           | 71      | 71    |
| 5  | AP                 | 75           | 75           | 75      | 75    |
| 6  | DAR                | 67           | 67           | 67      | 67    |
| 7  | DPDK               | 67           | 67           | 67      | 67    |
| 8  | DYP                | 66           | 67           | 66,5    | 67    |
| 9  | EF                 | 83           | 83           | 83      | 83    |
| 10 | FAR                | 83           | 83           | 83      | 83    |
| 11 | FF                 | 75           | 67           | 71      | 71    |
| 12 | GAW                | 75           | 75           | 75      | 75    |
| 13 | IH                 | 75           | 75           | 75      | 75    |
| 14 | IF                 | 75           | 75           | 75      | 75    |
| 15 | MA                 | 75           | 75           | 75      | 75    |
| 16 | AF                 | 75           | 67           | 71      | 71    |
| 17 | MA                 | 83           | 83           | 83      | 83    |
| 18 | MF                 | 83           | 83           | 83      | 83    |
| 19 | MAS                | 83           | 83           | 83      | 83    |
| 20 | MR                 | 75           | 75           | 75      | 75    |
| 21 | ND                 | 75           | 75           | 75      | 75    |
| 22 | PS                 | 83           | 83           | 83      | 83    |
| 23 | PA                 | 83           | 83           | 83      | 83    |
| 24 | RN                 | 83           | 83           | 83      | 83    |
| 25 | SP                 | 83           | 83           | 83      | 83    |
| 26 | VS                 | 83           | 83           | 83      | 83    |
| 27 | VJ                 | 83           | 83           | 83      | 83    |
| 28 | YT                 | 75           | 75           | 75      | 75    |

Guru bahasa Inggris

  
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Mahasiswa

  
Santi Sartika  
Npm:1701070138

**KUIISIONER KEPUASAN SISWA TERHADAP METODE MENGAJAR DI SMA NEGERI 5  
METRO**

**Identitas Responden**

Nama: ABDI PRATAMA HAKIM

Kelas: XI IPS 4

Keterangan cara pengisian:

Berilah tanda X untuk setiap pernyataan pada kolom ini :

1.Sangat Tidak Puas 2. Tidak Puas 3.Puas 4. Sangat Puas

| No       | Pernyataan   | Penilaian |   |   |   |
|----------|--|-----------|---|---|---|
|          |  | 1         | 2 | 3 | 4 |
| <b>A</b> | <b>Aspek Tangibles (Penggunaan Sarana &amp; Prasarana)</b>   |           |   |   |   |
| 1        | Ruang kelas sudah bersih dan nyaman  |           |   |   | X |
| 2        | Sarana untuk parkir sudah tersedia dengan cukup, tertib, dan aman  |           |   |   | X |
| 3        | Fasilitas ruang kelas sudah lengkap  |           |   |   | X |
| 4        | Ruang poliklinik rapi, bersih, nyaman, dan aman  |           |   |   | X |
| <b>B</b> | <b>Aspek Reliability (Kehandalan guru dalam mengajar)</b>  |           |   |   |   |
| 5        | Ketepatan waktu guru dalam memulai mengajar  |           |   |   | X |
| 6        | Ketepatan waktu guru dalam mengakhiri mengajar   |           |   |   | X |
| 7        | Kejelasan guru menyampaikan rencana mengajar, aturan, dan evaluasi yang akan dilaksanakan pada pertemuan pertama |           |   |   | X |
| 8        | Pemberian bahan ajar oleh guru menggunakan metode guru dalam menyampaikan materi                                 |           |   |   | X |
| 9        | Jumlah pertemuan guru dalam menyampaikan materi mengajar (minimal 2 kali pertemuan)                              |           |   | X |   |
| <b>C</b> | <b>Aspek Responsiveness (Sikap tanggap guru)</b>   |           |   |   |   |
| 10       | Kecepatan guru dalam menanggapi pertanyaan/permasalahan siswa  |           |   |   | X |
| <b>D</b> | <b>Aspek Assurance (jaminan/perlakuan pada siswa)</b>  |           |   |   |   |
| 11       | Kemampuan guru dalam menggunakan metode mengajar   |           |   |   | X |
| 12       | Kemampuan guru dalam menyampaikan materi mengajar  |           |   |   | X |
| 13       | kemampuan guru dalam menggunakan media pembelajaran  |           |   |   | X |

**KUISIONER KEPUASAN SISWA TERHADAP METODE MENGAJAR DI SMA NEGERI 5  
METRO**

**Identitas Responden**

Nama: Muhammad Fadillah

Kelas: XI IPS 4

Keterangan cara pengisian:

Berilah tanda X untuk setiap pernyataan pada kolom ini :

1.Sangat Tidak Puas 2. Tidak Puas 3.Puas 4. Sangat Puas

| No       | Pernyataan   | Penilaian |   |   |   |
|----------|--|-----------|---|---|---|
|          |  | 1         | 2 | 3 | 4 |
| <b>A</b> | <b>Aspek Tangibles (Penggunaan Sarana &amp; Prasarana)</b>   |           |   |   |   |
| 1        | Ruang kelas sudah bersih dan nyaman  |           |   |   | X |
| 2        | Sarana untuk parkir sudah tersedia dengan cukup, tertib, dan aman  |           |   |   | X |
| 3        | Fasilitas ruang kelas sudah lengkap  |           |   |   | X |
| 4        | Ruang poliklinik rapi, bersih, nyaman, dan aman  |           |   | X |   |
| <b>B</b> | <b>Aspek Reliability (Kehandalan guru dalam mengajar)</b>  |           |   |   |   |
| 5        | Ketepatan waktu guru dalam memulai mwengajar   |           |   |   | X |
| 6        | Ketepatan waktu guru dalam mengakhiri mengajar   |           |   |   | X |
| 7        | Kejelasan guru menyampaikan rencana mengajar, aturan, dan evaluasi yang akan dilaksanakan pada pertemuan pertama |           |   |   | X |
| 8        | Pemberian bahan ajar oleh guru menggunakan metode guru dalam menyampaikan materi                                 |           |   |   | X |
| 9        | Jumlah pertemuan guru dalam menyampaikan materi mengajar (minimal 2 kali pertemuan)                              |           |   |   | X |
| <b>C</b> | <b>Aspek Responsivenes (Sikap tanggap guru )</b>   |           |   |   |   |
| 10       | Kecepatan guru dalam menanggapi pertanyaan/permasalahan siswa  |           |   | X |   |
| <b>D</b> | <b>Aspek Assurance (jaminan/perlakuan pada siswa)</b>  |           |   |   |   |
| 11       | Kemampuan guru dalam menggunakan metode mengajar   |           |   |   | X |
| 12       | Kemampuan guru dalam menyampaikan materi mengajar  |           |   |   | X |
| 13       | kemampuan guru dalam menggggunakan media pembelajaran  |           |   |   | X |

**KUISIONER KEPUASAN SISWA TERHADAP METODE MENGAJAR DI SMA NEGERI 5  
METRO**

**Identitas Responden**

Nama: AKBAR AGUNG SASMITO

Kelas: XI IPS 4

Keterangan cara pengisian:

Berilah tanda X untuk setiap pernyataan pada kolom ini :

1.Sangat Tidak Puas 2. Tidak Puas 3.Puas 4. Sangat Puas

| No       | Pernyataan   | Penilaian |   |   |   |
|----------|--|-----------|---|---|---|
|          |  | 1         | 2 | 3 | 4 |
| <b>A</b> | <b>Aspek Tangibles (Penggunaan Sarana &amp; Prasarana)</b>   |           |   |   |   |
| 1        | Ruang kelas sudah bersih dan nyaman  |           |   |   | X |
| 2        | Sarana untuk parkir sudah tersedia dengan cukup, tertib, dan aman  |           |   |   | X |
| 3        | Fasilitas ruang kelas sudah lengkap  |           |   |   | X |
| 4        | Ruang poliklinik rapi, bersih, nyaman, dan aman  |           |   |   | X |
| <b>B</b> | <b>Aspek Reliability (Kehandalan guru dalam mengajar)</b>  |           |   |   |   |
| 5        | Ketepatan waktu guru dalam memulai mengajar  |           |   | X |   |
| 6        | Ketepatan waktu guru dalam mengakhiri mengajar   |           |   | X |   |
| 7        | Kejelasan guru menyampaikan rencana mengajar, aturan, dan evaluasi yang akan dilaksanakan pada pertemuan pertama |           |   | X |   |
| 8        | Pemberian bahan ajar oleh guru menggunakan metode guru dalam menyampaikan materi                                 |           |   |   | X |
| 9        | Jumlah pertemuan guru dalam menyampaikan materi mengajar (minimal 2 kali pertemuan)                              |           |   | X |   |
| <b>C</b> | <b>Aspek Responsiveness (Sikap tanggap guru)</b>   |           |   |   |   |
| 10       | Kecepatan guru dalam menanggapi pertanyaan/permasalahan siswa  |           |   |   | X |
| <b>D</b> | <b>Aspek Assurance (jaminan/perlakuan pada siswa)</b>  |           |   |   |   |
| 11       | Kemampuan guru dalam menggunakan metode mengajar   |           |   |   | X |
| 12       | Kemampuan guru dalam menyampaikan materi mengajar  |           |   |   | X |
| 13       | kemampuan guru dalam menggunakan media pembelajaran  |           |   |   | X |



## PREREQUISITE TEST

### 1. Normality Test

#### One-Sample Kolmogorov-Smirnov Test

|                                  |                   | Unstandardized Residual |
|----------------------------------|-------------------|-------------------------|
| N                                |                   | 28                      |
| Normal Parameters <sup>a,b</sup> | Mean              | 0E-7                    |
|                                  | Std. Deviation    | 6,43207887              |
| Most Extreme Differences         | Absolute Positive | ,156                    |
|                                  | Negative          | -,156                   |
| Kolmogorov-Smirnov Z             |                   | ,826                    |
| Asymp. Sig. (2-tailed)           |                   | ,503                    |

a. Test distribution is Normal.

b. Calculated from data.

#### Variables Entered/Removed<sup>a</sup>

| Mode | Variables Entered                          | Variables Removed | Method |
|------|--|-------------------|--------|
| 1    | Classroom Management Strategy <sup>b</sup> | .                 | Enter  |

a. Dependent Variable: Speaking Ability

b. All requested variables entered.

#### Model Summary<sup>b</sup>

| Mode | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|------|-------------------|----------|-------------------|----------------------------|
| 1    | ,288 <sup>a</sup> | ,083     | ,048              | 6,55461                    |

a. Predictors: (Constant), Classroom Management Strategy

b. Dependent Variable: Speaking Ability

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | Df | Mean Square | F     | Sig.              |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1     | Regression | 101,073        | 1  | 101,073     | 2,353 | ,137 <sup>b</sup> |
|       | Residual   | 1117,034       | 26 | 42,963      |       |                   |
|       | Total      | 1218,107       | 27 |             |       |                   |

a. Dependent Variable: Speaking Ability

b. Predictors: (Constant), Classroom Management Strategy

**2. Homogeneity Test**

**Test of Homogeneity of Variances**

hasil speaking class

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 3,275            | 1   | 54  | ,076 |

**3. Hypothesis testing**

**Group Statistics**

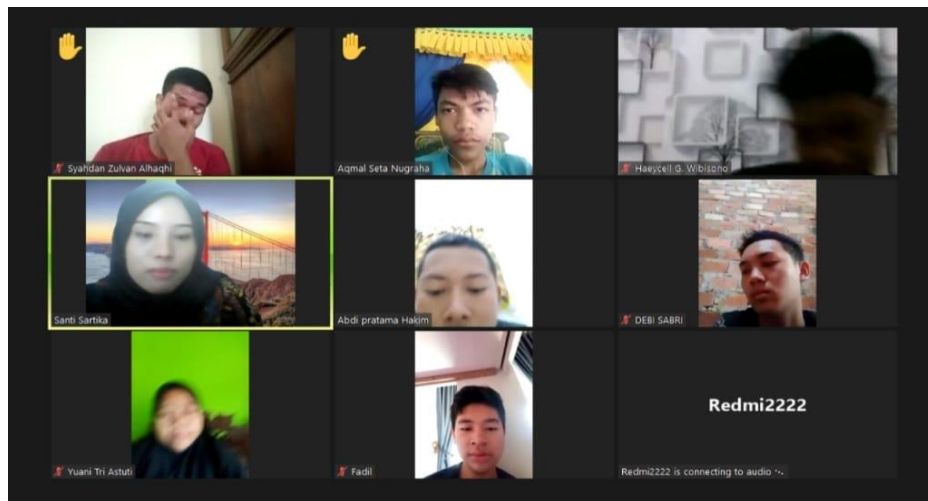
|                | Kelas       | N  | Mean    | Std. Deviation | Std. Error Mean |
|----------------|-------------|----|---------|----------------|-----------------|
| hasil speaking | kelas ips 3 | 28 | 77,6071 | 6,04513        | 1,14242         |
|                | kelas ips 4 | 28 | 83,6071 | 4,96908        | ,93907          |

**Independent Samples Test**

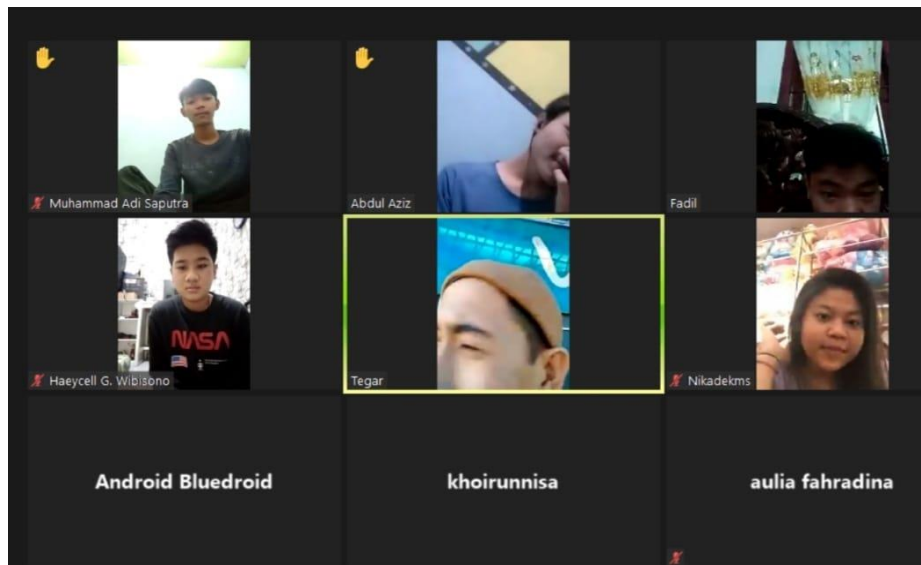
|                | Levene's Test for Equality of Variances |       | t-test for Equality of Means |        |                 |                 |                       |   |         |         |
|----------------|---|-------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|---------|
|                | F                                       | Sig.  | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |         |
|                |   |       |                              |        |                 |                 |                       | Lower                                     | Upper   |         |
| hasil speaking | Equal variances assumed                 | 3,275 | ,076                         | -4,057 | 54              | ,000            | -6,00000              | 1,47884                                   | 8,96490 | 3,03510 |
|                | Equal variances not assumed             |       |                              | -4,057 | 52,050          | ,000            | -6,00000              | 1,47884                                   | 8,96745 | 3,03255 |

## Documentation of Research

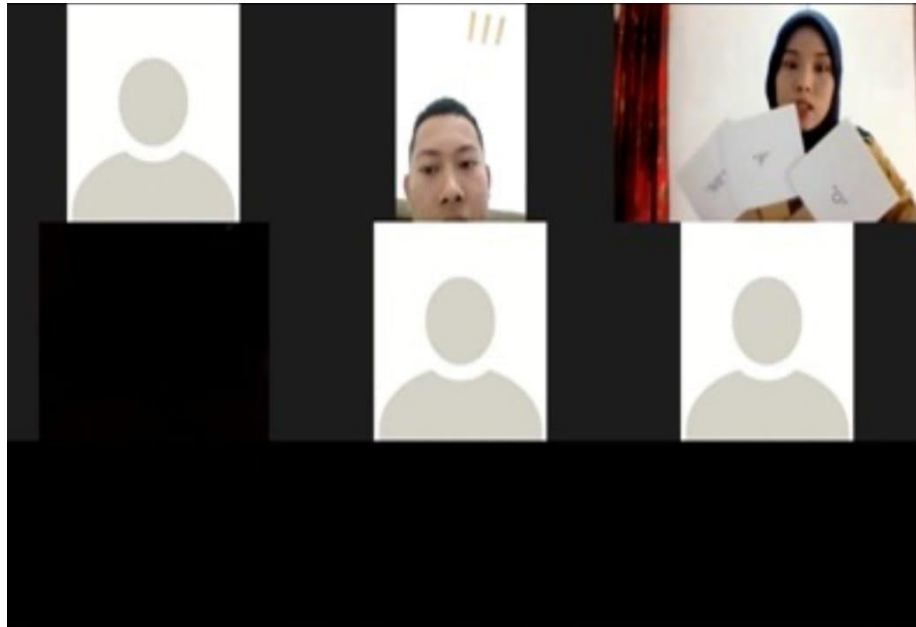
a. The researcher explain the material in class ips 4



b. The condition of students having conversations in class ips 4



- c. The researcher explain the material with classroom management strategy in class ips 4



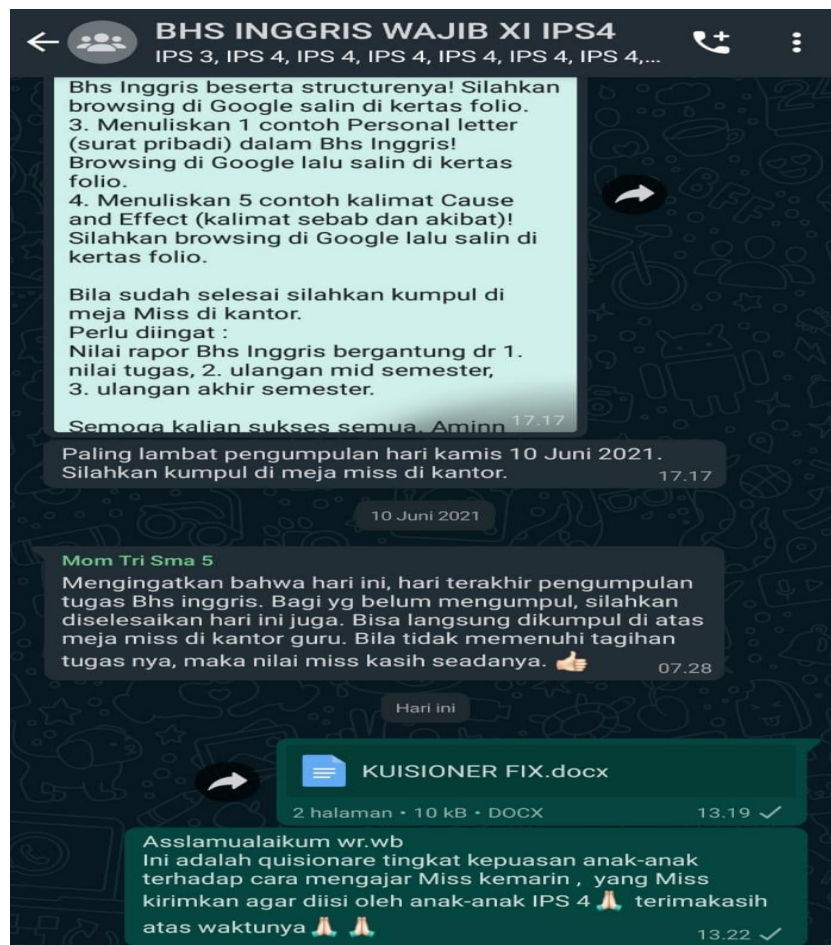
- d. The researcher explain the material in class ips 3



e. The condition of students having conversations in class ips 3



f. Giving questionnaire data in ips 4



## **CURRICULUM VITAE**



The author's name is Santi Sartika, born in Way Kanan, December 14, 1998. She is the second of the three children. children of the couple, Mr. Zainal and Mrs. Suryati.

In 2010, her graduated from SDN 2 Metro. At that time, her graduated from SMPN 3 Metro. Then, her continued his studies at SMAN 2 Muhamadiyah Metro and graduated in 2016. In 2017 she continued her study at the English Department of IAIN Metro (State Institute for the Islamic Studies of Metro).