

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING COOPERATIVE SCRIPT TECHNIQUE  
ON THE STUDENTS' SPEAKING SKILL AMONG THE TENTH  
GRADERS AT MA MA'ARIF NU 5 SEKAMPUNG EAST  
LAMPUNG IN THE ACADEMIC YEAR OF 2019/ 2020**

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Tarbiyah and Teachers Training Faculty  
English Education Department

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H / 2019 M**

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The Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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**ABSTRACT**

**By:**

**Ema Afriani**

Speaking was one of the language skills that should be mastered by students after following a set of English instruction in the school. In teaching learning process, the teacher should be able to create or choose the suitable and good technique. Cooperative Script Technique was one of the technique that can be applied in the teaching English, especially teaching speaking skill. The objective of the study was to find out whether the use of Cooperative Script Technique will be able to influence the students speaking skill at MA Ma'arif NU 5 Sekampung East Lampung.

In this research conducted a quantitative research, the characteristic of the writer was correlated at tenth graders of MA Ma'arif NU 5 Sekampung. The sample of this research was 56 students divided into two classes. There was class XMIA1 as experimental class and XMIA2 as control class. The data collection method of this research was used test, recorder and documentation. Also, used SPSS to analyzed the data of the research.

The result of this research shows that Cooperative Script Technique as technique has positive result in students' speaking skill among the tenth graders at MA Ma'arif NU 5 Sekampung. It can be proven by the students' average score from pre-test and post test. The average score of the students in experimental class on pre-test is 43.5 and the average score in post-test is 72.2. While, The average score of the students in control class on pre-test is 32.1 and the average score in post-test is 51.6. It mean that using of Cooperative Script Technique gives the significant influence for the students speaking skill.

**Keywords:** *Speaking Skill, Cooperative Script Technique, quantitative research, MA Ma'arif NU 5 Sekampung.*

**PENGARUH PENGGUNAAN TEKNIK *COOPERATIVE SCRIPT*  
TERHADAP KEMAMPUAN BERBICARA SISWA PADA  
KELAS X MA MA'ARIF NU 5 SEKAMPUNG  
TAHUN AJARAN 2019 / 2020**

**ABSTRACT**

**By:**

**Ema Afriani**

Berbicara adalah salah satu dari keterampilan bahasa yang harus dikuasai oleh siswa setelah mengikuti seperangkat pengajaran bahasa Inggris di sekolah. Dalam proses belajar mengajar, guru harus bisa menciptakan atau memilih sebuah tehnik yang baik dan sesuai dengan keadaan siswa. *Cooperative Script Technique* merupakan salah satu tehnik yang bisa digunakan dalam pembelajaran bahasa inggris khususnya mengajarkan kemampuan berbicara siswa. Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan dari tehnik *Cooperative Script Technique* akan dapat mempengaruhi kemampuan berbicara di MA Ma'arif NU 5 Sekampung.

Penelitian ini merupakan penelitian kuantitatif, yang bersifat hubungan antara variabel pada murid kelas X MA Ma'arif NU 5 Sekampung. Sampel dalam penelitian ini berjumlah 56 siswa dibagi dalam dua kelas. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas X MIA 1 sebagai kelas experiment dan X MIA 2 sebagai kelas control. Instrument penelitian yang digunakan yaitu test, rekaman, dan dokumentasi. Serta menggunakan SPSS untuk menganalisis hasil penelitian.

Hasil dari penelitian ini menunjukkan bahwa *Cooperative Script Technique* sebagai tehnik memiliki hasil positif meningkatkan kemampuan berbicara siswa kelas X MA Ma'arif NU 5 Sekampung. Hal ini dapat dibuktikan berdasarkan nilai pre-test dan post-test. Nilai rata-rata pre test pada kelas ekperimental nilai rata-rata pre-test 43.5 dan nilai rata-rata post test 72.2. Sedangkan hasil nilai dari kelas control nilai rata-rata pre-test 32.1 dan nilai rata-rata post-test 51.6. Ini berarti bahwa penggunaan *Cooperative Script Technique* dapat mempengaruhi kemampuan berbicara siswa.

**Kata Kunci :** *Kemampuan berbicara, tehnik cooperative script. Penelitian kuantitatif, MA Ma'arif NU 5 Sekampung*



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**RATIFICATION PAGE**

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An Undergraduate thesis entitled: THE INFLUENCE OF USING COOPERATIVE SCRIPT TECHNIQUE ON THE STUDENTS' SPEAKING SKILL AMONG THE TENTH GRADERS AT MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG IN THE ACADEMIC YEAR OF 2019/ 2020, written by Ema Afriani, student number 1501070167, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on thursday, 26<sup>th</sup> December 2019 at 14.30 – 16.30 am.

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*Assalamu'alaikum Wr. Wb.*

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GRADERS OF SENIOR HIGH SCHOOL MA MA'ARIF NU 5  
SEKAMPUNG EAST LAMPUNG ACADENIC YEAR 2019/2020

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

*Wassalamu'alaikum Wr. Wb.*

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*Assalamu'alaikum Wr. Wb.*

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

*Wassalamu'alaikum Wr. Wb.*

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

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

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## MOTTO

الرَّحْمَنُ ( ١ ) عَلَّمَ الْقُرْآنَ ( ٢ ) خَلَقَ الْإِنْسَانَ ( ٣ ) عَلَّمَهُ الْبَيَانَ ( ٤ )

*(God) is the most merciful, who taught the Al-Qur'an, He creates human,  
taught them capable to speak.*

***(Q.S Ar Rahman: 1-4)***

## **DEDICATION PAGE**

This an undergraduate thesis is dedicated to:

My beloved family, especially my parents (Mr. Supriyanto and Mrs. Surtini) who always support me in every condition.

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Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the writer can finish this research. Realizing that this research would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish this research soon, and always pray for me to be a successful person someday (amin).

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6. Last, thanks for all of my beloved friends in IAIN Metro who always give me supports, so I can finish this research.

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

Metro, December 2019

The writer

A handwritten signature in black ink, appearing to read 'EMA AFRANI', with a large, sweeping flourish on the left side.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Language is a set of rules that can be used by human as a tool of their communication. In addition, language also has a very important role in the intellectual, social, and emotional development of people. Language learning can help someone to understand about themselves, their culture, and other cultures. One of the important things to master in English language is Speaking. Speaking is the ability of human to express their ideas, feeling, and thought. The students can use speaking in the communication to share knowledge, information, transaction, performance, and persuading other people. Moreover, speaking can be defined as a speech production that becomes a part of daily activities which involves interaction. It means that, if the students are able to communicate well he or she will be able to interact with the society, go to many places without having any problems.

In addition, there are primary components in order to develop education quality, such as teachers, students, methods, techniques and course materials. Teaching English in speaking class is not enough using the teachers instruction only. The teacher should choose a technique that can attract the students to study. Technique is a systematic procedure, formula, or a set of rules, that aims to achieve a specific and effective result so it can be used to handle the situation in the class. There are many technique that can be applied in teaching speaking especially cooperative script technique.

Cooperative Script Technique is a technique of learning process, where the teacher ask the students to work in pairs. Then, the teachers divide the students into group and determine who is involved as a speaker and who act as a listener. After that, the teacher gives the material and ask them to read, summarize, and speak up in front of the class.

Moreover, based on the pre-survey on March 14<sup>th</sup> 2019 at the tenth graders of MA Ma'arif NU 5 Sekampung, the writer found that there are many problems in speaking. The first problem is the students feel difficult to speak up or express their ideas. The second problems are the students feel difficult to understand about what the people said. The third problems are the students have lack of vocabulary and do not know how to pronounce the words well. Another problem are the students have less confidence in speaking english and did not interest with English learning. It can be seen from the table 1.

**Table 1. The pre-survey Data of Students' Speaking Skill Among The Tenth Graders at MA Ma'arif NU 5 Sekampung**

<b>No</b>	<b>Students</b>	<b>Score</b>
1	AR	60
2	AH	80
3	AF	40
4	AN	50
5	AA	40
6	BH	45
7	DI	50
8	DC	55
9	EP	60
10	EZ	70
11	FR	50
12	FA	30
13	FS	50
14	HF	70
15	IA	65
16	IP	65
17	LK	55
18	LE	65
19	MS	70
20	MK	75
21	MJ	30
22	MH	65
23	NS	75
24	RF	40
25	RB	70
26	RE	40
27	RS	80
28	SJ	65
<b>Total of score</b>		<b>1.640</b>
<b>Average</b>		<b>58,5</b>
<b>High Score</b>		<b>75</b>
<b>Low score</b>		<b>30</b>

The test was followed by 28 students. The highest score was 75 and the lowest score was 30 with total score 1640.

**Table 2. The result of Pre-survey At the Tenth graders of MA Ma'arif NU 5 Sekampung**

No	Score	Frequency	Precentage (%)	Criteria
1	$\geq 75$	2	7.1 %	Pass
2	$< 75$	26	92.9 %	Failed
<b>Total</b>		<b>28</b>	<b>100 %</b>	

The English standard score in this school is 75. Referring to the above table, it can be known that the students' Speaking result is low. It indicates 2 students (7.1%) of them pass the test and 26 students (92.9%) of them failed the test.

In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. One of the teachers' responsibilities is to help their students to study together using cooperative script technique.

Based on the explanation above, the writer is interested to conduct a research which apply cooperative script technique. Therefore, this research is entitled "The Influence of using Cooperative Script Technique on the Students' Speaking Skill".

## **B. Identification of The Problem**

Based on the background of problem above, the identification of the problems be identified as follows:

1. Students are difficult to speak up or express their ideas.
2. Students are difficult to understand about what the people said.

3. Students have lack of vocabulary and do not know how to pronounce the words well.
4. Students have less confidence in speaking English
5. The students do not interest with English learning.

#### **C. Limitation of the Study**

In this research the writer will be focus on Speaking Skill.

#### **D. Formulation of the Study**

Based on the problem identification above the Researcher try to solve the problems as follows:

“Is there any significant influence of using Cooperative Script Technique on the students’ speaking skill at the tenth graders of MA Ma’arif NU 5 Sekampung?”

#### **E. Objective of the Study**

The objective of the study is to know whether there is significant influence of using Cooperative Script Technique on the students’ speaking skill among the tenth graders at MA Ma’arif NU 5 Sekampung.

#### **F. Benefit of the Study**

The benefits of the study are:

- a. For the students

The students will be motivate and enthusiast in English learning especially speaking.



b. For the Teacher

The teacher will be easy to help students in solving the problems in speaking skill and to be an inspiration for the teacher to increase the students' speaking skill.

c. For the Other Researcher

Other Researcher more easy to enable the influence of Cooperative Script technique toward the students' speaking skill and hopefully be a positive contribution for the teaching of English speaking.

### **G. Prior Research**

The writer takes review of related researcher from other thesis as principle or comparative in this research. The first previous research was done by Polaswati, entitled "improving students' reading skill through cooperative script techniques at the first grade of MAN 1 Surakarta". The research design in this study was Action Classroom Research (CAR) design. Moreover, she discussed about how apply cooperative script, the result showed that study indicated to provide of cooperative script can improve the reading skill.<sup>1</sup>

The second previous research was done by Kartikowati entitled "The Improvement of Student's Activities through the Implementation Cooperative Script Model", the research design in this study was Action Classroom Research (CAR) design. This research focused on students' activities. Based on the finding and discussion of the research, the researcher drawn the result that the

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<sup>1</sup>Esti Polawasti, *Improving Students' Reading Skill Through Cooperative Script Techniques (A Classroom Action Research Of Xi Ips - 1 Grade Students Of Man I Surakarta In Academic Year Of 2014/2015)*

implementation of the model could improve student's activities and to be effective.<sup>2</sup>

The third, previous research was done by Muliadi "Cooperative Script Learning Model to Improving Student Listening Skills At Smp Negeri 1 Soropia, Southeast Sulawesi, Indonesia" the research design in this study was Action Classroom Research (CAR) design. This research focused on the students listening skills through Cooperative Script Based on the results of research and discussion, it is concluded that the results of student learning on the subject of the elements of children's stories can be improved through the application of cooperative script learning model in class VII SMPN 1 Soropia.<sup>3</sup>

The fourth, previous research was done by Pertiwi, entitled "The Implementation of Cooperative Script Technique in Teaching Reading Comprehension to The Students of Senior High School" This research was using quantitative method, the research design in this study was An Experimental Research. This research focused on narrative text as the material. Based on the finding and discussion of the research, the researcher drawn a conclusion that cooperative script could be a potentially useful technique in teaching reading for ESL learners.<sup>4</sup>

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<sup>2</sup>Rr Sri Kartikowati, *The Improvement of Student's Activities Through the Implementation Cooperative Script Model*, Faculty of Education, Riau University Pekanbaru 28293, Indonesia.

<sup>3</sup>Muliadi, *Cooperative Script Learning Model to Improving Student Listening Skills At Smp Negeri 1 Soropia*, Teacher At Smp Negeri 1 Soropia, Southeast Sulawesi, Indonesia.

<sup>4</sup>Ananda Dian Pertiwi, *The Implementation Of Cooperative Script Technique In Teaching Reading Comprehension To The Students Of Senior High School*, English Department of FKIP Unswagati.

The fifth, previous research was done by Syafitri entitled “The Implementation Of Cooperative Script Learning Type To Increase Learning Process In Social Lesson At Class Iv b State Elementary School 146 Pekanbaru” the research design in this study was Action Classroom Research (CAR) design. This research focused on process in social. Based on the finding and discussion of the research, the researcher drawn a conclusion that the implementation learning through Cooperative Script increased learning process in social lesson of students IV B grade of State Elementary School 146 Pekanbaru.<sup>5</sup>

The last, from the above study, there are similarities and differences from the previous ones. The similiarities between the previous study and this study is use cooperative technique. Furthermore, the differences between the previous study and this study are: (1) the location and sample of the research, (2) the dependent variable, most of researchers use cooperative script to teach, listening, reading, vocabulary, but this study focus on Speaking.

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<sup>5</sup>Asri Cahya Syafitri, *The Implementation Of Cooperative Script Learning Type To Increase Learning Process In Social Lesson At Class I State Elemntary School 146 Pekanbaru*, Program Studi Pendidikan Guru Sekolah Dasar FKIP Universitas Riau, Pekanbaru.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### a. The Concept of Speaking Skill

##### 1. The Definition of Speaking Skill

There are some definitions of speaking from the experts, those are; according to Cameron, speaking is the active used of language to express meanings so that other people can make sense of them.<sup>6</sup>The other explanation is defined by Brown,Speaking is a productive skill that can be observed directly.<sup>7</sup> On the other hand, Sariluoma state, speaking is talk over in applied linguistics.<sup>8</sup>Next, Shiamaa defined that speaking is an interactive process which involves of producing and receiving information to serve both interactional and transactional.<sup>9</sup> Moreover, Nunan argued that speaking is an important role in communication in which every speech that has conveyed the meaning.<sup>10</sup> Therefore, Thornburry declares that speaking is a part of daily life that we take it for granted.<sup>11</sup>

Skill also has some definitions that are defined by the experts.According to oxford advance learner's dictionary, skill is "the ability to do something well."<sup>12</sup> In other words, it is an ability that is intended for an act that is useful and good. So it can be inferred that skill is an ability of person which acquire them in complex process for an act that is useful and good. Several source, mention the definition of

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<sup>6</sup>Layne Cameron. *Teaching Language to Young Learner*, (New York:Cambridge University Press, 2001), p.40

<sup>7</sup> Brown Doughless. *Language Assessment Principles and Classroom Practice*, Pearson Education. 2004. P.140

<sup>8</sup> Sariluoma, *assessing speaking*, combridge university press, 2005. P.9

<sup>9</sup> Iskandar Abdul Samad et all. *The Use of Podcast in improving student speaking skill*. Voll. 3, no. 2, 2017, p. 97

<sup>10</sup> Ibid. 2017, p.97

<sup>11</sup>Scott Thornburry,*How to Teach Speaking*,(New York: Longman, 2008), p.1

<sup>12</sup> A S Hornby, *Oxford Advanced Learner's Dictionary (8<sup>th</sup> Ed.)*, p.1255.

skill such as, skill is one of those social science words in common parlance with many meanings, numerous synonyms such as “ability”, “competence”, “knack”, “aptitude” “talent”, and varied imprecise translation in other language.<sup>13</sup>

Teaching and learning process in Speaking needs skill to help the students more interactive to speak. There are some definition from some experts, those are; According to Badrul, Speaking skill defined as oral communication that shows how well the speaker is able to arrange the words in order to express his thought and can be understood by the listener.<sup>14</sup> Moreover, Bahadorfar and Omidvar declare that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker.<sup>15</sup> It means that speaking skill is very important in human life. It is needed when they are talking conversation with other people in formal or informal situations.

From some definition above, the writer conclude that speaking is the ability of human to express their ideas, feeling, and thought meanwhile skill is something that gives us the ability to communicate effectively. So, Speaking Skill can be defined as the ability of the students to speak and share their idea by using speech production well.

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<sup>13</sup>Francis Green, *What is Skill? An Inter-Disciplinary Synthesis*, (Institute of Education University of London), p.4

<sup>14</sup>Faisal Badrul Kamal et al, *developing speaking skill through acoustic song*. vol 2. No 1, 2014. P.1

<sup>15</sup> Mukminatus zuhriyah, *story telling to improve student speaking skill*. Vol 10.No 1, 2017, P.122

## 2. The Important of Speaking

Firstly, according to Alexander Speaking is the special skill of English language. Speaking used to express our ideas and what you speak will determine the expressiveness in you.<sup>16</sup> Secondly, according to Widia, speaking is one of the four basic skill that are very important for the student to express their ideas, it is imposible for them to communicate without skill in speaking.<sup>17</sup> Next, Ur declare that speaking is the most important one from the language skill, such as listening, reading, and writing. Speaking helps the learners to develop their vocabulary, grammar, writing skill. So, the students can express their emotions, ideas, say stories, request, talk, discuss, and show the various functions of language by speaking.<sup>18</sup>

Based on above study the writer conclude that speaking are needed by most of students, because speaking is the ability to say words, express something, convey some ideas and feelings verbally to others. So that, Speaking is very importance, it can help you in all areas of life, and having a good speaking skill will support you in getting a good job, in business, at work, or at school, and have communicating well with each others.

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<sup>16</sup> Alexander, *The importance of four skills reading, speaking, writing, listening in a lessons hour*. Vol 1, no1, 2015, p.31

<sup>17</sup> Leni widia, *improving speaking skill through task based learning strategy*. Vol.4, no.1, 2014, p.5

<sup>18</sup> Leong. *An analysis of factor influencing learners english speaking skill*. International journal. 2017.p.35

### **3. The Aspects of Speaking**

According to Duong there are five important aspects of speaking, that are grammar, fluency, accuracy, vocabulary, and pronunciation.

#### 1). Grammar

Brown declares that, grammar is a set of rules that regulates word into a sentence. In addition, grammar is the study of how words combine to form sentences. By using grammar the students not only easy to arrange the correct meaning of sentences, but also it can be used to avoid misunderstanding in each communicator.

#### 2). Fluency

Yingjie said that fluency is the ability to speak up with an affectively and speedly, and produccing the right sentence without thinking for a long time. Perfect fluently will be seen whe the person express his ideas, and indirictly it will increase his ability to communicate.

#### 3). Accuracy

According to Kusnierek, accuracy is a word that can be understood and accordance with its truth, good in structure and is well in capturing the meaning of languange messages without error and no doubt in iteration. In addition, good accuracy will create an impression of how the person conveyed the message to others.

#### 4). Vocabulary

Vocabulary is a word that has a meaning in every function. Mastering vocabulary would determine someone's competence in understanding of language.

It means that by knowing many vocabulary someone will be easier to express their ideas, feeling and thoughts both in oral or written form.

#### 5). Pronunciation

pronunciation is the way for students to produce the utterance of words. Newton et.al said that pronunciation is an individual sound which involves good articulation, and it has features of sound such as aspiration, voicing, voice-setting, intonation, and stress. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar.<sup>19</sup>

### 4. Measurement of Speaking

Based on the professor Weir Cyril J. There are some indicators that be supposed the measure of speaking<sup>20</sup>.

**Table 3. Indicators of Speaking Measurement**

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
	3 (good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The students speak so little that no “fluent” speech can be said to occur.

<sup>19</sup>Iskandar Abdul Samad et.al. *The use of podcasts in improving students speaking skill*. Journal of English Language and Education. Vol.3, no.2, 2017.

<sup>20</sup>Weir, Cyril, *Language Testing and Validation*, (New York: Palgrave Macmillan, 2005), p. 195



Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent inappropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentence.
Interactional strategies	4 (excellent)	Interacts of interactively and readily participates and follow the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at time experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction interactive. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

From the text above, the writer views that there are some indicators of speaking skill measurement. They are fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies.

## **5. The Concept of Cooperative Script Technique**

### **1. The Definition of Cooperative Script Technique**

Cooperative Script is a technique which include in the cooperative learning. Mizuno define the cooperative learning as an effective approach as designing lessons which focuses on small-group discussions and whole class discussions for promoting learning through developing communication within a class and allowing students to learn from each other.<sup>21</sup> Next, Slavin said that, many students Cooperative Script is helpful to get together with classmates to discuss material they have read or heard in class.<sup>22</sup> Moreover, according to Lambiotte, Cooperative Script is a technique of learning where the students work in pairs and take turns verbally, to recapitulate portions of the material being studied.<sup>23</sup>

Based on the above statements it can be concluded that Cooperative Script technique is a learning process that requires collaboration between two people, which one is the speaker and the other one as a listener. Cooperative Script are effective for the students to achieve the confidence and positive relationships between one student and other student.

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<sup>21</sup>Ananda Dian Pertiwi. *the implementation of cooperative script technique teaching reading comprehension*. Vol. 5, No.2, 2017, p.88

<sup>22</sup>Nurhavani. *The effect of cooperative script toward students interest in reading*. Vol.4, No.2, 2016. P.85

<sup>23</sup>Ibid. 2017. P.89

## **2. The role of Cooperative Script Technique**

In cooperative learning type cooperative script technique there are several steps implementation of cooperative script technique. According to Hamid cooperative learning steps of the script are:

- 1). Teacher ask the students to make a group .
- 2). The teacher give the material of each student, and ask them to read and create summary.
- 3). The teacher and the student choose who the first speaker.
- 4). The teacher determine the listener
- 5). the speaker read the material as completely as possible listener listen to the main ideas that incomplete and help the speaker to memorize the main idea.
- 6). the student exchanging the character with their pairs and vice versa
- 7). make a conclusions.<sup>24</sup>

From the statements above it can be concluded that the role of cooperative script technique are the teacher divides the students into pairs. Then teacher shares the discourse or material of each student, and ask them to write a text and read and summarize. Next, Teacher and students define who first acts as a speaker and who acts as a listener. When the speaker reads the summary the listener must listen or complete the underlying basic idea and help to remember the main ideas by linking the previous material or with other materials. last, the students Exchanging roles and make a conclusions about the material.

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<sup>24</sup>ibid. 2017, p.99

### **3. The Advantages of Cooperative Script Technique**

There are some advantages of cooperative script technique in the classroom speaking activity, they are as follow:

- 1). Make students focus on hearing. It means that the student will focus on what the speaker said when the speaker read the material.
- 2). Every students getting understand. It means that every student have a chance to be speaker and listener. So, the students will understand about the material well.
- 3). To help the others student to know their mistake. It means that when the students who act as a speaker still read the material and he or she have a mistake in the material, the listener will help the speaker to memorize the material which the speaker mistake before.

From the above statements the writer conclude that cooperative script is a technique learning that have many advantage, by using cooperative script the student can grow new ideas, critical learning power, and develop the spirit of courage in conveying new things that are believed to be true.

### **4. The Disadvantages of Cooperative Script Technique**

Beside this technique have some advantages, there are several disadvantages implementing this technique as well, those are as follow:

- 1). cooperative script learning is only used for certain subject.
- 2). this technique only focus on two students who get the time to speak the material.<sup>25</sup>

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<sup>25</sup> ibid. 2017, p.99

From the above statements, the writer conclude that cooperative technique spend a lot of time and only focus on two students who get the time to speak the material.

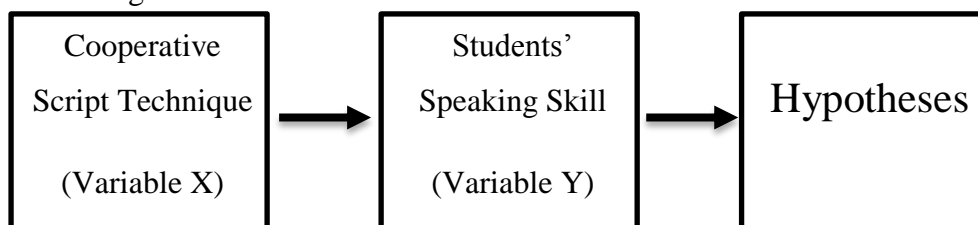
## 6. Theoretical framework and Paradigm

### 1. Theoretical Framework

A research must have theoretical framework as a concept for basic in research. Theoretical framework in this research is systematic thought to write some problem that gives the tentative proposition toward the problem. Therefore in this research, there are two variables, these all are independent variable (x) and dependent variable (y). Independent variable is cooperative script technique, and dependent variable is the students' speaking skill. By using cooperative script technique on teaching speaking, the students' speaking skill is the indication which becomes object of problem in the research.

### 1. Paradigm

Based on the theoretical framework above the writer illustrate the paradigm of the influence of cooperative script technique on students' speaking skill. It can be seen in the figure 1.



**Figure 1. The Influence of Cooperative Script Technique toward the Students' Speaking Skill<sup>26</sup>**

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<sup>26</sup>Sugiyono, *Metode Penelitian Pendidikan I: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, Maret, 2016) p.66

Based on the figure above, Cooperative Script Technique will give the influence for the Students' Speaking Skill. The writer will assume that there are positive and significant of using Cooperative Script Technique toward the students speaking skill.

## 2. Hypotheses

Two types of hypotheses which should be familiar are the null hypothesis ( $H_0$ ) and the alternate ( $H_a$ ) hypothesis. The null hypothesis always predicts that there will be no differences between the groups being studied. By contrast, the alternate hypothesis predicts that there will be a difference between the groups.<sup>27</sup>

From the assumption above, hypotheses of this research can be formulated as follows:

### 1. $H_0$ (Null Hypothesis):

There is no significant influence of using Cooperative Script Technique toward students' Speaking Skill at the tenth graders of MA Ma'arif NU 5 Sekampung.

### 2. $H_a$ (Alternative Hypothesis):

There is a significant influence of using Cooperative Script Technique toward students' Speaking Skill at the tenth graders of MA Ma'arif NU 5 Sekampung.

Based on the explanation above, the writer predict that there is a significant influence of using Cooperative Script Technique.

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<sup>27</sup>Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*, ( Canada: John Wiley & Sons, Inc., 2005), p.8-9.

## CHAPTER III

### RESEARCH METHODOLOGY

#### a. Research Design

The design of this research is Quasi Experimental Design. The researcher divides in two classes as experimental class and control class, and the researcher will do pre-test and post-test to both experimental class and control class.<sup>28</sup> Moreover, the quantitative research is doing a pre-test, giving a treatment and doing the post-test. The treatment will be conducted after pre-test. The pre-test will be intended to find out the students' prior knowledge of Speaking before giving the treatment, while the post-test will be intended to find out the significant influence of Students' Speaking Skill after the treatment has been given.

**Tabel 4. Research Design**

Pre-Test and Post-Test Control Group Design.<sup>29</sup>

	<b>Group</b>	<b>Pre-test</b>	<b>Dependent Variable</b>	<b>Post-test</b>
(R)	Experiment	O <sub>1</sub>	X	O <sub>2</sub>
(R)	Control	O <sub>1</sub>	-	O <sub>2</sub>

Note:

The results are compared (O<sub>1</sub>-O<sub>2</sub>) : (O<sub>3</sub>-O<sub>4</sub>)

The researcher will conduct the research at the tenth graders of MA Ma'arif NU 5 Sekampung.

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<sup>28</sup>Yuberti and AntomiSiregar, 'PengantarMetodologiPenelitian', *Pendidikan Matematika dan Sains*, (Bandar Lampung: AURA, Maret 2017), p. 53

<sup>29</sup>Juliansyah Noor, *MetodologyPenelitianSkripsi, Tesis, Disertasi, and KaryaIlmiah*, (Jakarta: KENCANA, Agustus 2016), p. 117

## **b. Population, Sample and Sampling Technique**

### **1. Population**

According to Geoffrey, David De Matteo and David Festinger, the population is all individuals of interest to the research.<sup>30</sup> In other words, population is a whole of groups that will be the subject of the research. The population of this research is the tenth graders of MA Ma'arif NU 5 Sekampung which consists of 140 students that divided in five classes. The classes are:

- a). X MIA 1 = 28 Students
- b). X MIA 2 = 28 Students
- c). X IIS 1 = 28 Students
- d). X IIS 2 = 28 Students
- e). X IAI = 28 Students

### **2. Sample**

Geoffrey defined Sample is a subset of the population.<sup>31</sup> The samples in this research were two classes, one as the experimental class and the other one as the control class. They were X.MIA 1 class consisting of 28 students and X.MIA 2 class which consist of 28 students. Therefore, there were 56 students in this sample.

### **3. Sampling Technique**

The researcher will use Cluster Sampling as a sampling technique in this research. In Cluster sampling, the sample units contain groups of elements instead

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<sup>30</sup>Geoffrey Marczyk, et. all, *Essential of Research Design and Methodology*, ( Canada: John Wiley & Sons, Inc., 2005),p.18

<sup>31</sup>*Ibid.*p.18



of individuals members or items in the population.<sup>32</sup> In addition, this technique is not about personalities but about the group or class. In order that each member of the population in this research has an opportunity to become a sample.

The step to use Cluster Sampling:<sup>33</sup>

- a. Choose the class that we can take as a subject of the research. In this research, the researcher choose tenth graders of MA Ma'arif NU 5 Sekampung.
- b. After choose the tenth graders, the researcher have to choose group of the subject research randomly. In this research, the researcher choose X.MIA 1 and X.MIA 2. X.MIA 1 as Experimental Class while X.MIA 2 as Control Class.

### **C. The Operational Definition of Variables**

An operational definition is a specific concept or way that can be used to the particular study.<sup>34</sup> Meanwhile, the variable is anything that can take on different values.<sup>35</sup> Based on the statement before, variables in this research consist of Cooperative Script Technique and Speaking Skill. The operational definition as follows:

#### **1. Independent Variable (Cooperative Script Technique)**

Independent variable is the factor that is manipulated or controlled by the researcher.<sup>36</sup> Independent variable (X) in this research is the Cooperative Script Technique. Cooperative Script is about the technique to teaching and learning in order to develop students' creative and more active in the learning process.

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<sup>32</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (NewDelhi: New Age International (P) Limited Publisher, 2006), p 89

<sup>33</sup>Ibid, Juliansyah Noor, p. 154

<sup>34</sup>Ibid, Geoffrey Marczyk, p. 36

<sup>35</sup>Ibid, Geoffrey Marczyk p. 42

<sup>36</sup>Ibid, Geoffrey Marczyk, p.42

This variable will be measured through questionnaire to determine the Influence of cooperative script technique on students' speaking skill. Moreover, based on the above explanation that was an indicator of the Influence of Cooperative Script Technique as follow:

- a. The students more active in teaching and learning Speaking when using Cooperative Script Technique.
- b. The students more confidence when standing in front of the class.
- c. The students more interested in teaching and learning speaking when using cooperative script technique.

## **2. Dependent Variable (Speaking Skill)**

The dependent variable is a measure of the effect of the independent variable.<sup>37</sup> The dependent variable is called dependent because it is influenced by the independent variable.<sup>38</sup> Dependent variable is the variable which is observed and measured to determine the influence of the independent variable. Dependent variable (Y) of this research is the Students' Speaking Skill.

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<sup>37</sup>*Ibid*, Geoffrey Marczyk, p.44

<sup>38</sup>*Ibid*, Geoffrey Marczyk, p.46

#### **d. Data Collection Method**

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

##### **a. Test**

Tests have been developed and these aim to measure a wide range of individuals' skills, aptitude, traits, and behaviors.<sup>39</sup> A test is used for getting data research result and students activities in teaching learning. There are two tests will use in this research as follows:

##### **1. Pretest**

The pretest will be given to the students before giving a treatment to measure prior knowledge of student's speaking skill. It will be given before the experimental treatments through using cooperative script technique. It will be done to know the students speaking skill, the researcher uses oral test. The students speak up about daily activity, dialogue or conversation about english.

##### **2. Posttest**

After giving the treatment, the writer will give the posttest to the students to find out the result of the treatment whether the use of cooperative script technique is effective or not to enrich students' speaking skill. The test in this research is speaking test, where the writer give the script and ask them to read and summarize and speak in front of the class about the main idea of the text.

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<sup>39</sup>David Scott and Marlene Morrison, *Key Ideas in Educational Research*, (New York: Continuum International Publishing Group, 2005), p. 245.

## **b. Documentation**

Documentation as the method which is used to get information from written language or documents (for examples: books, magazine, note, rule, and others). The instrument which will be used for documentation method is books, magazine, note, data from the internet, and others. The writer uses the documentation method to get some information about:

- a. The history of MA Ma'arif NU 5 Sekampung.
- b. The condition teachers of MA Ma'arif NU 5 Sekampung.
- c. Organization

## **Recorder**

Recorder is a machine that reproduces or records sounds. The writer used a recorder during a test (oral test) to save the students result of the test. So, it can be heard or seen again when the writer wants to get information about the result of the students test. It means that by recorder we can know and memorized some activity in the class with the students. Because, sometimes the writer still forgot about the students' activity in the class.

## **E. Instrument of Research**

According to Wilkinson and Birmingham, research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose.<sup>40</sup> Furthermore the writer will use an instrument to measure each two variables; independent variable (cooperative script technique) and dependent variable (Speaking Skill).

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<sup>40</sup> David Wilkinson and Peter Birmingham, *Using Research Instruments: A Guide for Researchers*, (Landon and New York, 2003), p.3

## **1)Instrument Blueprint**

Instrument blueprint is way to get the data or collect the information about the field. Research instrument that will be used in this research are:

- a.* The instrument which will be used for test, the technique is speaking test. The speaking test will give to the students to know their skill in speaking. The test will divide in two types, namely pre-test and post-test. The pre-test is the speaking test give before treatment, in this test; the student will ask to speak up about daily activity, dialogue or conversation about english.
- b.* The second test is post-test that is give after treatment. In this test, the students will ask to discuss the script about descriptive text.

## **2) Instrument Calibration**

Beside instrument blueprint, the writer uses instrument calibration. Instrument calibration is the scale of measurement to describe the instrument standard that will use. The writer compose the instrument based on the subject matter content that is researched. The test is speaking test.

Concerning of the test, a result data is valid if instrument tasted has good validity. Therefore, in order the result data and the instrument is trusted, the writer measure it use content validity. Content validity refer to the test accurately reflects the syllabus on which it is based. Therefore, the test will use in this research is relevant to objective of the study on English syllabus and materials of the tenth graders of Senior High School MA Ma'arif NU 5 Sekampung in the academic year of 2019/2020. Moreover the writer use test instrument to take the scale of instrument which the standard of the score speaking test.

#### **D. Data Analysis Technique**

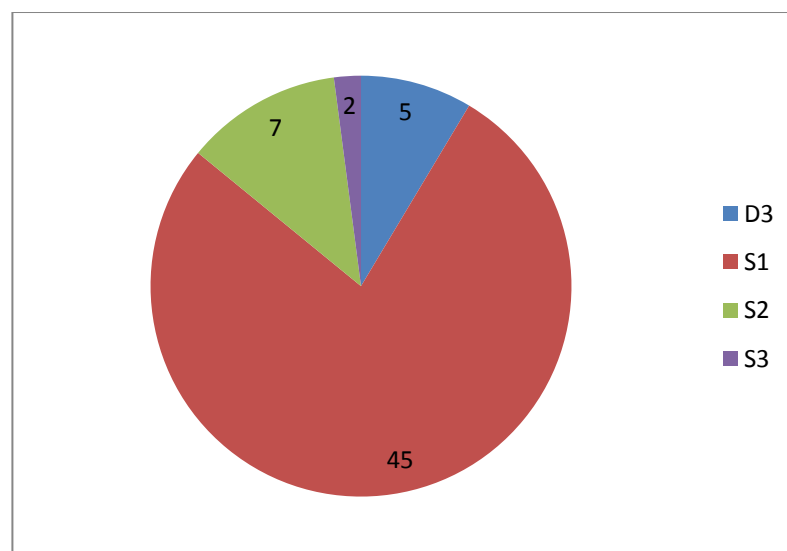
In applying experimental research to find out the differences between two samples and to investigate whether there is a significant influence of using Cooperative Script Technique towards Students' Speaking Skill at the tenth graders of MA Ma'arif NU 5 Sekampung, the researcher analyzes the data by using SPSS.

## CHAPTER IV

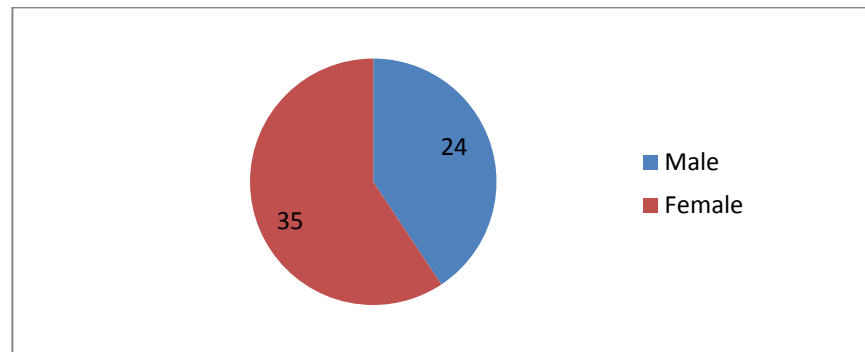
### RESULT OF THE RESEARCH AND DISCUSSION

#### A. Result of the Research

This reasearch was conducted at MA Ma'arif NU 5 Sekampung. The school is an Islamic based school, the vision of this school is create the school that has good quality, good achievement and good attitude. This school' mission include: first, doing teaching and guiding effectively to increase students achievement. Second, create students to get good attitude and to be creative. Third, create students' discipline and responsibility. Last, create healthty environment. There are 59 teacher and official employers in MA Ma'arif NU 5Sekampung, it can be seen in the table below:

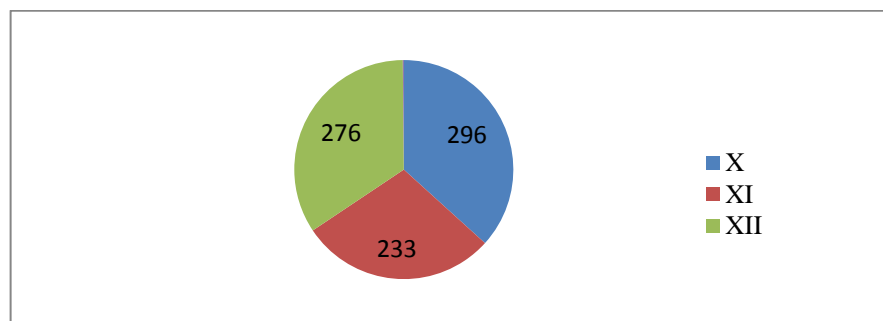


**Figure 2. The condition of Teachers and Official Employers**



**Figure 3. The Gender of Teachers and Official Employees**

Ma'arif NU 5 Sekampunghas 805 students. It divided into some classes that could identify as follow:



**Figure 4. The Total of The Students at MA Ma'arif NU 5 Sekampung**

## **2. Description of Research Data**

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

To measure the students' speaking skill the writer used the pre-test before giving the treatment. The writer 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.



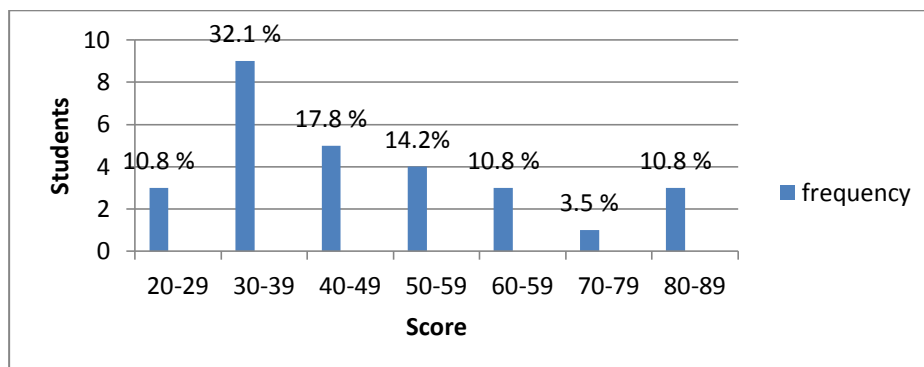
The result of pre-test can be identified in Table 5.

**Table 5. The Result of Pre-Test (Experimental Class)  
in Speaking Skill atMA Ma'arif NU 5 Sekampung**

No	Name of Students'	Score	Explanation
1	AN	30	Bad
2	AD	30	Bad
3	AR	40	Fair
4	AK	40	Fair
5	AF	30	Bad
6	AW	20	Bad
7	AA	30	Bad
8	DS	30	Bad
9	ES	50	Fair
10	EW	60	Good
11	ER	40	Fair
12	FM	20	Bad
13	FK	30	Bad
14	FA	80	Very Good
15	GM	60	Good
16	HF	60	Good
17	IY	20	Bad
18	IA	30	Bad
19	KA	70	Very Good
20	LS	30	I Bad
21	MA	50	Fair
22	MM	50	Fair
23	MF	80	Very Good
24	MY	80	Very Good
25	NN	40	Fair
26	PA	40	Fair
27	RM	30	Bad
28	RY	50	Fair
Total		1220	
Average		43,5	
The Highest Score		80	
The Lowest Score		10	

The test was followed by 28 students. The highest score 80 and the lowest score was 10 with the total score 1220.

Then total of class interval of this result pre-test was 10. It can be seen on the table of frequency distribution bellow :



**Figure 5. Frequency Distribution of Pre-Test Score**

Furthermore, based on the table of frequency distribution above, it could be inferred that from 28 students as the sample of the research, just 3 students who got the higher score, which is 80. The data revealed that 3 students got the score between 20-29 or as many as 10.8%. Next, there were 9 students got the score between 30-39 or as many as 32.10%. There were 5 students who got the score between 40-49 or in the other words, as many as 17.80%. Meanwhile, there were who 4 students got the score between 50-59 or as many as 14.2%. Next, there were 3 students who got the score between 60-69 or as many as 10.8%. Besides, there were 1 students who got the score between 70-79 or as many as 3.5%. The last, there were 3 students who got the score between 80-89 or as many as 10.8%.

**b. The result of post-test (Experimental Class)**

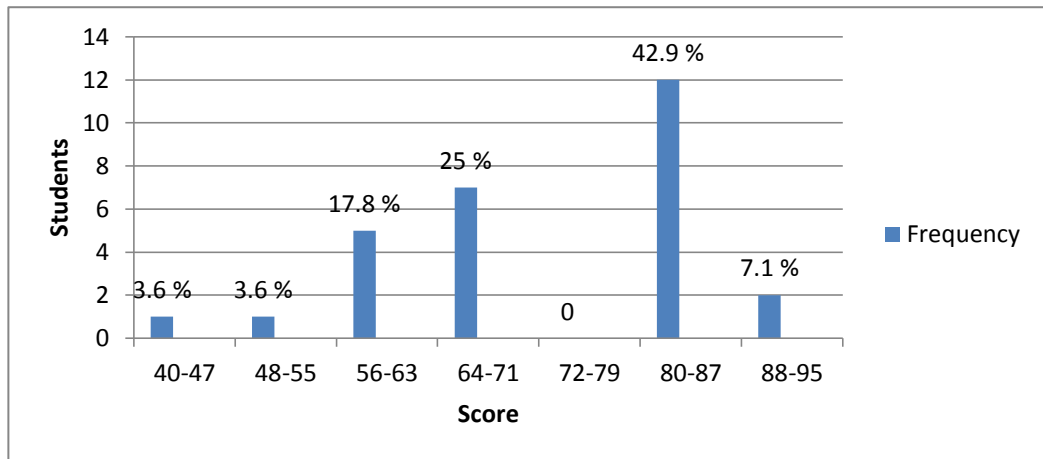
After analyzing the weaknes and understanding of students speaking skill, the writer conducted the treatment to help the students find the specific information or part of the text. After the students' has been given the treatment the

writer 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 skill after treatment. Then, the result of post-test can be seen in Table 7.

**Table 6. Post-test ( Experimental Class) at the Tenth  
Graders of MA Ma'arif NU 5 Sekampung**

No	Name Students'	Post-test	Explanation
1	AN	70	Very Good
2	AD	80	Very Good
3	AR	50	Fair
4	AK	60	Good
5	AF	80	Very Good
6	AW	80	Very Good
7	AA	70	Very Good
8	DS	80	Very Good
9	ES	60	Good
10	EW	80	Very Good
11	ER	88	Excellent
12	FM	70	Very Good
13	FK	70	Very Good
14	FA	88	Excellent
15	GM	80	Very Good
16	HF	70	Very Good
17	IY	80	Very Good
18	IA	60	Good
19	KA	70	Very Good
20	LS	80	Very Good
21	MA	80	Very Good
22	MM	80	Very Good
23	MF	60	Good
24	MY	40	Fair
25	NN	80	Very Good
26	PA	70	Very Good
27	RM	60	Good
28	RY	80	Very Good
<b>Total</b>		<b>2016</b>	
<b>The Highest Score</b>		<b>88</b>	
<b>The Lowest Score</b>		<b>40</b>	
<b>Average</b>		<b>72,2</b>	

The test was followed by 28 students. The highest score was 88 and the lowest score was 40 with total score 2016. The total of class interval of this result post-test was 8. It can be seen on the tabel of frequency distribution below:



**Figure 6. Frequency Distribution of Post-Test**

Furthermore, based on the table of frequency distribution above, it could be inferred that from 28 students as the sample of the research, just 2 students who got the higher score, which is 88. The data revealed that 1 students got the score between 40-47 or as many as 3.6%. Next, there were 1 students got the score between 48-55 or as many as 3.6%. There were 5 students who got the score between 56-63 or in the other words, as many as 17.8%. Meanwhile, there were who 7 students got the score between 64-71 or as many as 25%. Next, there was no students who got the score between 72-79. Besides, there were 12 students who got the score between 80-87 or as many as 42.9%. The last, there were 2 students who got the score between 88-95 or as many as 7.1%.

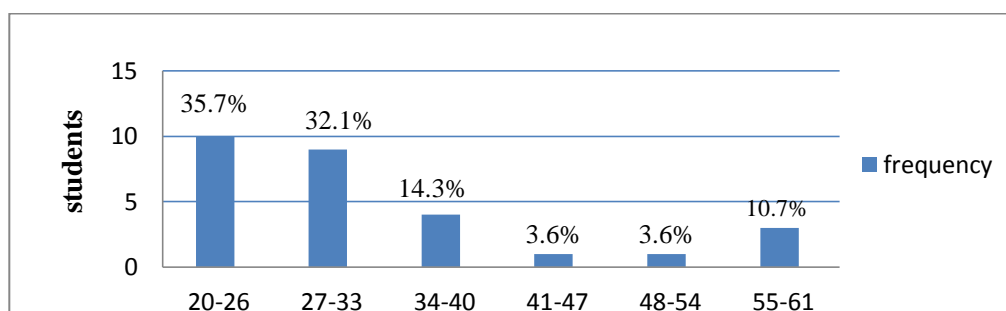
**c. The Result of Pre-Test (Control Class)**

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

**Table 7. The Result of Pre-Test (Control Class) in Speaking Skill at MA Ma'arif NU 05 Sekampung.**

<b>no</b>	<b>Name of Students'</b>	<b>Score</b>	<b>Explanation</b>
1	AR	20	Bad
2	AH	32	Bad
3	AF	20	Bad
4	AN	36	Fair
5	AY	20	Bad
6	BH	24	Bad
7	DI	32	Bad
8	DC	28	Bad
9	EP	20	Bad
10	EZ	56	Good
11	FR	24	Bad
12	FA	20	Bad
13	FS	48	Fair
14	HF	28	Bad
15	IA	32	Bad
16	IP	36	Fair
17	LK	20	Bad
18	LE	24	Bad
19	MS	60	Good
20	MA	32	Bad
21	MJ	20	Bad
22	MH	44	Fair
23	NS	40	Fair
24	RF	60	Good
25	RB	36	Fair
26	RE	28	Bad
27	RS	32	Bad
28	SJ	28	Bad
<b>Total</b>		<b>900</b>	
<b>Average</b>		<b>32,14</b>	
<b>The Highest Score</b>		<b>60</b>	
<b>The Lowest Score</b>		<b>20</b>	

The test was followed by 28 students. The highest score 60 and the lowest score was 20 with the total score 900. Based on the data, the writer measured the class interval was 7. After knowing the class interval, the data was put on the table of frequency distribution as follows :



**Figure 7. Frequency Distribution of Pre-test Score**

Furthermore, based on the table of frequency distribution above, it could be inferred that from 28 students as the sample of the research, just 3 students who got the higher score, which is 60. The data revealed that 10 students got the score between 20-26 or as many as 35.7%. Next, there were 9 students got the score between 27-33 or as many as 32.1%. In other words, there were 4 students who got the score between 41-47 or as many as 3.6%. Meanwhile, there were 1 students who got the score between 48-54 or as many as 3.6%. The last, there were 3 students who got the score between 60-61 or as many as 10.7%. It can be concluded that only 14% (4 students) got a good score, than 86% (24 students) got a bad score. While the standard minimum for English lesson in MA Ma'arif NU 5 Sekampung at least 70. It was the lowest score from standard score. That is the reason, why the writer chosed cooperative script technique toward the students speaking skill in MA Ma'arif NU 5 Sekampung East Lampung.

**d. The result of Post-Test Score (Control Class)**

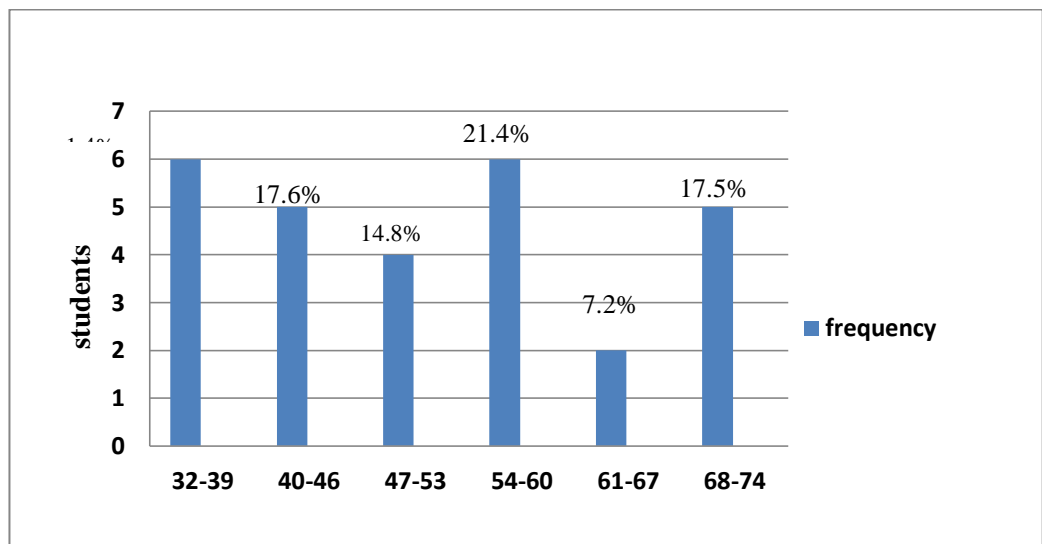
After the students has been understood, then the researcher gave the post-test to measure their knowing of speaking skill with different test and topic.

**Table 8. Post-test (Control Class) in Speaking**

**Skill at MA Ma'arif NU 05 Sekampung**

<b>No</b>	<b>Name Students'</b>	<b>Post-test</b>	<b>Explanation</b>
1	AR	40	Fair
2	AH	60	Good
3	AF	44	Fair
4	AN	56	Good
5	AY	36	Fair
6	BH	40	Fair
7	DI	60	Good
8	DC	32	Bad
9	EP	32	Bad
10	EZ	72	Very Good
11	FR	44	Fair
12	FA	48	Fair
13	FS	64	Good
14	HF	48	Fair
15	IA	40	Fair
16	IP	60	Good
17	LK	32	Bad
18	LE	48	Fair
19	MS	72	Very Good
20	MA	48	Fair
21	MI	36	Fair
22	MH	68	Very Good
23	NS	68	Very Good
24	RF	72	Very Good
25	RB	60	Good
26	RE	56	Good
27	RS	64	Good
28	SJ	32	Fair
<b>Total</b>		<b>1432</b>	
<b>The Highest Score</b>		<b>72</b>	
<b>The Lowest Score</b>		<b>32</b>	
<b>Average</b>		<b>51.57</b>	

The test was followed by 28 students. The highest score was 72 and the lowest score was 32 with total score 1432. Based on the table above, the writer measured by class interval was 8. After knowing the class interval, the data was put on the graph was :



**Figure 8. Frequency Distribution of Post-test Score**

Furthermore, based on the table of frequency distribution above, it could be inferred that from 28 students as the sample of the research, just 3 students who got the higher score, which is 72. The data revealed that 6 students got the score between 32-39 or as many as 21.4%. Next, there were 5 students got the score between 40-46 or as many as 17.6%. There were 4 students who got the score between 47-53 as many as 14.8%. In the other words, there were 6 students who got the score between 54-60 or as many as 21.4%. Meanwhile, there were who 2 students got the score between 61-67 or as many as 7.2%. The last, there were 5 students who got the score between 68-74 or as many as 17.6%.



From the explanation above, can be concluded that the result of the students post test was better than the student pre test. The student result in post test 68% (22 students) got a good score and 39% (6 students) got a bad score. While the result of the students in pre test only 14% (4 students) got a good score, and 86% (24 students) got a bad score.

## **B. The Influence of Using Cooperative Script Technique on The Students' Speaking Skill At MA Ma'arif NU 5 Sekampung East Lampung**

After applying Cooperative Script Technique, the writer analyzed the data by using SPSS in order to prove whether there was a positive and significant influence of Cooperative Script Technique on The Students' speaking skill at MA Ma'arif NU 5 Sekampung East Lampung, as follow ( $H_a$ ) is accepted, if there was a positive and significant effect of using Cooperative Script Technique on the students' Speaking Skill. And ( $H_o$ ) was rejected, if there was no positive and significant effect of using Cooperative Script Technique on the students' Speaking Skill.

### **1. Prerequisite Test**

#### **a. Normality Test**

Normality test is a test which doing to determine the data that normal distribution. Statistic test that used to this test is kolmogrov and smirnov formula which is helped by SPSS application.

$H_o$  : data comes from does not a normally population.

$H_a$  : data comes from a normally distributed population.

**Tabel 9. The Result of Normality Test By Using SPSS**

**Tests of Normality**

	Code	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
result	pretest experimental class	.199	8	.2006	.889	8	.2007
	posttest experimental class	.250	8	.2017	.881	8	.2004
	pretest control class	.183	8	.2000*	.859	8	.2001
	posttest control class	.135	8	.200	.923	8	.2040

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

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

1) **Kolmogorov-Smirnov**

- a) Pretest experimental class sig = 0.06 > 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is not normaly distributed.
- b) Posttest experimental class sig = 0.17 > 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normally distributed.
- c) Pretest control class sig = 0.00 < 0.05, so Ha is rejected and Ho is accepted. It means the data that has been collected is not normaly distributed.

d) Posttest control class sig = 0.20 > 0.05, so Ha is accepted and Ho is rejected.

It means the data that has been collected is normally distributed.

## 2) Shapiro-Wilk

a) A Pretest experimental class sig = 0.07 > 0.05, so Ha is rejected and Ho is accepted. It means the data that has been collected is normally distributed.

b) Posttest experimental class sig = 0.04 < 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is not normally distributed.

c) Pretest control class sig = 0.01 < 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is not normally distributed.

d) Posttest control class sig = 0.40 > 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 application.

Ho : data homogenous

Ha : data does not homogenous

**Tabel 10. The Result of Homogeneity Test by Using SPSS**

**Test of Homogeneity of Variances**

result

Levene Statistic	d f1	d f2	Sig.
3.605	3	98	.460

Based on the table above it can be concluded that sig. 0.460 > 0.05, Ha is accepted. It mean that the data is homogeny.

**Table 11. The Result of Mann-Whitney Test**

**Test Statistics<sup>a</sup>**

	Kelas
Mann-Whitney U	75.500 <sup>8</sup>
Wilcoxon W	471.500 <sup>2</sup>
Z	4.045 <sup>-</sup>
Asymp. Sig. (2-tailed)	.000 <sup>.0</sup>

a. Grouping Variable:  
kode

Based on the table above. Can be conclude that sig.(2-tailed) is 0,00 < 0.05, so Ha is rejected and Ho is accepted. It means that there was positive and

significant effect of using cooperative script technique on the students' speaking skill,

### **C. Discussion**

This research observes students' among the tenth graders of MA Ma'arif NU 05 Sekampung. The writer uses this class because see the students difficult to speak up in front of the class and are not confident to share their idea. So, based on the problem the writer apply cooperative script technique to help the students' in learning English especially to make the students feel enjoy and happy to speak english. The writer says that, cooperative script technique have a lot of advantage.

The advantage of this technique is the students can learn from each other and get more practice with the target language by working in cooperative script technique. Also, cooperative script technique motivate students to think that learning how to speak english is as not hard as people said and make the students feel enjoy and happy to speak english with their partner. This can lead to the development of a community among class members. The writer recommend this technique for the teacher in order cooperative script technique can be use as an alternative technique in process teaching learning. Because by using cooperative script technique the students can learn more from each other and get easier way to find specific information and understand the material. Before conducting the research, the writer apply pre-test in order to find out the basic performance of the students before treatment. The result show that the highest score is 80 while the lowest is 10 and the average score is 43.5. Then, after finishing the treatment, the

writer apply post-test. The result of the post-test show that the higher score is 88 while the lowest score is 40 and the average score is 72.2.

As a solution in teaching English especially in find specific information in part of text the teacher give some methods to make the students interest and pay attention in order they do not bored to catch the material. After the students interest with the material that given by the researcher the students' will be understand the material more easily.

Based on the discussion above, the writer take a conclusion that the students' speaking skill build up after they were taught with cooperative script technique. It means that there is a significant influence in speaking skill between the students who are taught by using cooperative script technique in experimental class, and the students who are not taught with cooperative script technique in control class.

#### **D. Limitation**

This research conducts in the tenth graders of MA Ma'arif NU 5 Sekampung. The subject of the reserach is the tenth graders in the academic year of 2019/2020. The choice of subject is speaking skill with the cooperative script technique. The result of this research do not discuss all of the problems that learn by the students. Therefore, after conducting the reserach and getting the data test and documentation, the writer find some limitation such as some of the students understood about the material that explained by the teacher and some others have

not understood. Then, the teacher seldom used English in learning process so they look difficult when the teacher explained the material.

Finally, the result of this research explains that theory of cooperative script technique toward students' speaking skill at the tenth graders of MA Ma'arif NU 05 Sekampung East Lampung.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the researcher concludes that Cooperative Script Technique helps students in speaking. The students got low score in pre-test, after the treatment given, the students can speak easily by using Cooperative Script Technique. It is proved by result of pre test and post test of the students.

The students' post test scores are higher than their pre test scores. It can be seen by the result of Mann-Whitney Test. Sig.(2-tailed) of post test is  $0.00 < 0.05$ . It means that there is a positive and significant influence of using Cooperative Script Technique towards the students' speaking skill at the tenth grader of MA Ma'arif NU 5 Sekampung.

#### B. Suggestion

Based on the result of the reserach, the writer proposes some suggestions as follows: The first, it is suggested that the Teacher to have various technique like cooperative script technique as the teaching learning process in order to increas the students' speaking skill. The second, it is suggested that the Students' to be active in learning process in order they can understand the material in English class. The last, it is suggested that the Headmaster to give more facilities to the students in order to the students can be more excite in English learning.



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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-0089/In.28.1/J/TL.00/01/2019  
 Lampiran : -  
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
 KEPALA MA MA'ARIF NU 5 SEKAMPUNG  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama	: <b>EMA AFRIANI</b>
NPM	: 1501070167
Semester	: 7 (Tujuh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE INFLUENCE OF USING COOPERATIVE SCRIPT TECHNIQUE TOWARD STUDENTS' SPEAKING SKILL AT THE TENTH GRADER OF SENIOR HIGH SCHOOL MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG ACADEMIC YEAR 2018/2019


untuk melakukan *pra-survey* di MA MA'ARIF NU 5 SEKAMPUNG.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 07 Januari 2019

Ketua Jurusan  
 Tadris Bahasa Inggris

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



**LEMBAGA PENDIDIKAN MA'ARIF NU  
MADRASAH ALIYAH MA'ARIF NU 5**

STATUS : TERAKREDITASI.A NOMOR : 077a/BAP-SM/12LPG/RKO/2013  
NSM : 131218070009 / NPSN : 10816318

Alamat : Jl. Kampus Sumbergede 56 A, Sekampung Lampung Timur 34182 Telp. 0725 - 7850794

**SURAT IZIN PRA-SURVEY**

Nomor: 223/421.3-MAMNU.5/III/2019

Berdasarkan surat dari Institut Agama Islam Negeri (IAIN) Metro, tanggal 31 Desember 2019 Nomor : B-0089/In.28.1/J/TL.00/12/2019 tentang Izin Pra-Survey, dengan ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung Lampung Timur memberikan izin kepada:

Nama : EMA AFRIANI  
NPM : 1501070167  
Program Studi : Pendidikan Bahasa Inggris

Untuk melaksanakan Pra - Survey di MA Ma'arif NU 5 Sekampung, Lampung Timur, Tanggal 14 Maret 2019 dalam rangka penulisan Proposal penelitian dengan judul :

"THE INFLUENCE OF USING COOPERATIVE SCRIPT TECHNIQUE TOWARD STUDENTS SPEAKING SKILL AT THE TENTH GRADER OF SENIOR HIGH SCHOOL MA MA'ARIF N 5 SEKAMPUNG EAST LAMPUNG ACADEMIC YEAR 2018/2019"

Demikian surat izin Pra - Survey ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Sekampung  
Tanggal : 14 Maret 2019

Kepala Madrasah





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
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Nomor : B-3064 /In.28.1/J/PP 00.9/9/2019  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI**

30 September 2019

Kepada Yth:

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama	: Ema Afriani
NPM	: 1501070167
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: The Influence Of Using Cooperative Script Technique Towards The Students' Speaking Skil At The Tenth Graders Of Senior High School MA Ma'arif NU 5 Sekampung East Lampung Academic Year 2019/2020

Dengan ketentuan sebagai berikut:

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

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

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TEI

**A. Subhan Roza, M.Pd**  
 NIP. 19750610 2008011049



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

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

**SURAT TUGAS**

Nomor: B-3429/In.28/D.1/TL.01/10/2019

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

Nama : **EMA AFRIANI**  
NPM : 1501070167  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MA'ARIF NU 5 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING COOPERATIVE SCRIPT TECHNIQUE TOWARDS THE STUDENTS' SPEAKING SKILL AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG ACADEMIC YEAR 2019/2020".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro  
Pada Tanggal : 23 Oktober 2019

Wakil Dekan I,

Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003





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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo 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-3430/In.28/D.1/TL.00/10/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA MA'ARIF NU 5  
SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3429/In.28/D.1/TL.01/10/2019, tanggal 23 Oktober 2019 atas nama saudara:

Nama : **EMA AFRIANI**  
NPM : 1501070167  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MA'ARIF NU 5 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING COOPERATIVE SCRIPT TECHNIQUE TOWARDS THE STUDENTS' SPEAKING SKILL AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG ACADEMIC YEAR 2019/2020".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Oktober 2019  
Wakil Dekan I,

**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 0031





**LEMBAGA PENDIDIKAN MA'ARIF NU**  
**MADRASAH ALIYAH MA'ARIF NU 5**

STATUS : TERAKREDITASI A NOMOR : 580/BAN-SM/SK/2019

NSM/NPSN: 131218070009/10816318

Alamat: Jl. Kampus Ma'arif Sumbergede 56 A, Kec. Sekampung, Kab. Lampung Timur (34182), Telp. 0725-7850794

**SURAT IZIN RESEARCH**

Nomor: 056/421.3-MAMNU.5/XI/2019

Berdasarkan surat dari Institut Agama Islam Negeri Metro, Tanggal 10 Oktober 2019 Nomor : B-3430/In.28.1/TL.00/10/2019 tentang Izin Research, dengan ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung Lampung Timur menerangkan bahwa:

Nama : EMA AFRIANI  
 Npm : 1501070167  
 Fakultas/Jurusan : Pendidikan Bahasa Inggris

Telah mengadakan Research dari Tanggal 24 Oktober s.d 07 November 2019 dalam rangka pembuatan skripsi dengan judul :

"THE INFLUENCE OF USING COOPERATIVE SCRIPT TECHNIQUE TOWARDS THE STUDENTS' SPEAKING SKILL AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG ACADEMIC YEAR 2019/2020"

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

Dikeluarkan di  
 Tanggal  
 Kepala Madrasah

: Sekampung  
 : 07 November 2019



**HERYANTO, S.Ag**



**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

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

Nama : Ema Afriani  
NPM : 1501070167

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 15/11-19		✓	Revise ch. 1 & 2	
2	Jumat 22/11-19		✓	Revise figure 3.	
3.	Jumat 29/11-19		✓	Elaborate more the result of the research.	
4.	Jumat 6/12-19		✓	Acc ch. 1 & 2	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004



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

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

Nama : Ema Afriani  
NPM : 1501070167

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	14/12/2019			Chapter IV - Tables, Figures - Tenses - Language	
	16/12/2019			Chapter IV Ace Chapter V please revise accordingly	
	17/12/2019			Add pages to appendices.	
	18/12/2019			Ace for Murningsyah	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Dedi Irwansyah, M.Hum**  
NIP. 19791223 200604 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
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 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@iainmetrooviv.ac.id website: www.tarbiyah.metrooviv.ac.id

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

Nama : EMA AFRIANI

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070167

Semester/TA : X1/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 7/10/19		✓	Revisi LPD	
	Selasa 15/10-19		✓	Acc LPD	

Mengetahui :  
 Ketua Jurusan TBI

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

Dosen Pembimbing II

**Trisna Dinillah Harva, M.Pd**  
 NIP. 198305112009122004



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

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

Nama : EMA AFRIANI

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070167

Semester/TA : XI / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	16/10/2019			Please Understand the rubric well.	
	21/10/2019			Research Argument Ace	

Mengetahui :  
 Ketua Jurusan TBI

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

Dosen Pembimbing I

**Dr. Dedi Irwansyah, M.Hum**  
 NIP. 197912232006041001



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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: diglib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-900/In.28/S/OT.01/11/2019**

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

Nama : EMA AFRIANI  
NPM : 1501070167  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris  
Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070167.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Nopember 2019  
Kepala Perpustakaan

Drs. Mokhtarudi Sudin, M.Pd.  
NIP. 195806311981031001 7

**SURAT KETERANGAN**

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Ema Afriani

NPM : 1501070167

Fakultas : Tartiyah

Angkatan : 2015

Telah menyerahkan buku berjudul: *Literary Theory, The Pocket essential.*



**SURAT KETERANGAN**

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Ema Afriani

NPM : 1501070167

Fakultas : Tartiyah

Angkatan : 2015

Telah menyerahkan buku berjudul: *Literary Theory, The Pocket essential.*

Metro,  
Ketua Jurusan TBI

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

**Satuan Pendidikan : SMA/MA**

**Mata Pelajaran : Bahasa Inggris**

**Kelas : X (Sepuluh)**

### **Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

<b>Kompetensi</b>	<b>Materi</b>	<b>Kegiatan</b>	<b>Penilaian</b>	<b>Alokasi</b>	<b>Sumber</b>
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Dasar	Pembelajaran	Pembelajaran		Waktu	Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin,</p>		<p>Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4</p>	<p>Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri oleh peserta didik, penilaian teman sejawat, dan jurnal</p>		

<p>percaya diri, dan bertanggung jawab dalam melaksana n komunikasi transaksional dengan guru dan teman.</p> <p>2.3.Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksana n komunikasi fungsional.</p>					
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<p>3.4 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.4 Menangkap makna</p>	<p>Teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal.</p> <ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i> Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> <li>• <i>Struktur text</i> (gagasan utama dan informasi rinci)       <ol style="list-style-type: none"> <li>a. Mengetahui teks deskriptif sesuai dengan fungsi sosial dan struktur teks.</li> <li>b. Menyebutkan tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia.</li> </ol> </li> <li>• <i>Unsur kebahasaan</i></li> </ul>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>• Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia dengan menggunakan ejaan dan tanda baca yang benar.</li> <li>• Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>• Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</li> </ul> <p>Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi sosial teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia.</li> <li>• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia</li> </ul>	<p>JP</p>	<ul style="list-style-type: none"> <li>• Buku Teks wajib (LKS)</li> <li>• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>• Contoh teks dari sumber otentik</li> <li>• Sumber dari</li> </ul>
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<p>secara kontekstual terkait fungsi sosial, struktur teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.5 Menyusun teks deskriptif lisan</p>	<p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(2) Kata ganti <i>I</i>, <i>you</i>, <i>we</i>, <i>they</i>, <i>she</i>, <i>he</i>, <i>it</i>, dst.; <i>my</i>, <i>your</i>, <i>our</i>, <i>their</i>, <i>her</i>, <i>his</i>, dst.</p> <p>(3) Kata sifat terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>(4) Frasa nominal seperti <i>beautiful place</i>, <i>amazing place</i>.</p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan</p>	<p>setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>• Membaca rujukan dari berbagai sumber, termasuk buku, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia.</li> <li>• Membaca semua teks</li> </ul>	<p>dan di seluruh dunia dalam teks derkriptif.</p> <ul style="list-style-type: none"> <li>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</li> <li>• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan</li> </ul>	<p>interne t tentang deskriptif teks.</p>
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<p>dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai</p>	<p>lampau dalam bentuk past tense: <i>build, got, took, dst.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, that, these, those, dst.</i>, secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p><i>Topik</i></p> <p>Tempat-tempat wisata dan bangunan bersejarah terkenal</p>	<p>deskriptif terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia, secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- struktur teks yang terdapat pada teks yang dideskripsikan</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> <ul style="list-style-type: none"> <li>• Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di</li> </ul>	<p>n dan menanyakan terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia, dalam teks deskriptif.</p> <p>CARA PENILAIAN: SIKAP</p> <ul style="list-style-type: none"> <li>• Observasi</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi</li> </ul>		
--	---	--	---	--	--

konteks.	di Indonesia dan di seluruh dunia.	<p>seluruh dunia untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> <li>• Membandingkan fungsi sosial, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal. yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka</li> </ul>	<p>terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>• Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif terkait tempat wisata dan bangunan</li> </ul>		
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		<p>hasilkan.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> <li>• Membuat beberapa teks deskriptif sangat pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</li> <li>• Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	<p>bersejarah terkenal di Indonesia dan di seluruh dunia termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN</p> <ul style="list-style-type: none"> <li>• Tes tertulis</li> </ul> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia.</p>	
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		<ul style="list-style-type: none"> <li>• Membicarakan teks terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia secara kooperatif di depan kelas.</li> </ul>	<ul style="list-style-type: none"> <li>• Portofolio Menilai penggunaan fungsi sosial, unsur kebahasaan, dan struktur teks melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia yang telah dibuat.</li> </ul> <p style="text-align: center;">KETERA MPILAN.</p> <ul style="list-style-type: none"> <li>• Unjuk kerja Simulasi dan/atau</li> </ul>		
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			<p>bermain game dalam bentuk interaksi dengan menyebutkan dan menanyakan terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia.</p> <ul style="list-style-type: none"><li>• Portofolio</li></ul> <p>Penilaian melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan</p>	
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			<p>di seluruh dunia yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"><li>• Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</li></ul> <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi</p>	
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			terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia dan di seluruh dunia, ketika muncul kesempatan, di dalam dan di luar kelas.		
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## LESSON PLANS

School : MA MA'ARIF NU 5 SEKAMPUNG  
 Subjects : English  
 Class / Semester : X / 1  
 Material : Ecotourism Objects in Indonesia  
 Academic Year : 2019/2020  
 Time Allocation : 1 Meeting (2 JP)

### A. Main Competence

KI 1: Appreciate and live the teachings of the religion they hold.

KI 2: Respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence.

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events seen in the eye.

KI 4: Trying, processing, and presenting in the realm of concrete (using, unraveling, composing, modifying, and making) and abstract domains (reading, composing, writing, and speaking) in accordance with what is learned in school and other sources in the same perspective from theory.

### B. Basic Competence and Indicator

o	Basic Competence	Indicator
	3.4 Distinguish social functions, text structure and linguistic elements of several oral and written descriptive texts by giving and requesting	3.4.1 Identify the social function of descriptive texts. 3.4.2 Identify the structure of the text and linguistic elements in descriptive oral and written texts related to tourist attractions and famous historic buildings in Indonesia

	information regarding tourist attractions and famous historic buildings.	<p>3.4.3 Identify meanings in descriptive oral and written texts, short and simple</p> <p>3.4.4 Identify the structure of the text and linguistic elements in descriptive oral and written texts related to tourist attractions and famous historic buildings in Indonesia (Gunung Tujuh Lake) with the context of their use.</p>
	4.4 Capture contextual meaning related to social functions, descriptive, verbal and written text structures, short and simple related to tourist attractions and famous historic buildings.	<p>4.4.1 Understanding the vocabulary meaning of objects (nouns) and adjectives (adjectives).</p> <p>4.4.2 Learn new vocabulary related to tourist attractions and famous historical buildings in Indonesia (Gunung Tujuh Lake) in descriptive text</p>
	4.5 Arrange descriptive texts oral and written, short and simple, related to tourist attractions and famous historic buildings, taking into account social functions, text structures, and language elements, correctly and in context.	4.5.1 Arrange descriptive text oral and written very short and simple, related to tourist attractions and famous historic buildings in Indonesia (Gunung Tujuh Lake) with attention to social functions, text structure, and linguistic elements, correctly and in context.

### C. The Goal of the Study

Students are able to understand and identify descriptive texts related to tourist attractions and famous historic buildings in Indonesia (Gunung Tujuh

Lake) by paying attention to social functions, text structures, and language structures properly and correctly in accordance with the context of their use.

#### **D. The Material of the Study**

##### **THE DESCRIPTIVE TEXT**

###### **The Definition of Descriptive Text:**

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

###### **The Generic Structure of Descriptive Text:**

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

###### **The Example of Descriptive Text:**

“Pandawa Beach”



Pandawa beach is one of the tourism object in Bali. It's located in Bali island of Indonesia.

Pandawa beach is a beautiful beach. Pandawa beach located in South Bali, precisely in the Village Kutuh, District of South Ticks, Bandung regency, Bali. The road to the beach is a former coal mining Pandawa. The entrance to the Pandawa beach flanked by two stone cliffs make this beach is also known as the secret beach. On one side of the cliff sculptures chiseled five Pandawa and

Kunti. The sixth statue secarara sequentially from the highest position briefed the name of Kunti, Dharma Wangsa, Bhima, Arjuna, Nakula, and Sahadewa.

When they arrived at the coast we will increasingly be amazed at God's creation. Fine grain white colored sand beaches, crystal clear blue sea, and the waves and the winds were so strong, make us spellbound. Unfortunately, at the edge of the beach there are many sea urchins. When the daytime there are many tourists who were sunbathing.

### **E. The Method of the Study**

Cooperative Script Technique

### **F. Media, Tool, dan Resources of the Study**

#### **1. Media**

The Picture of Prambanan Temple, Gunung Tujuh Lake, dan Komodo Island

#### **2. Tool**

Blackboard, board marker, and laptop

#### **3. resources**

LKS: Modul Pengayaan Bahasa Inggris untuk SMA/MA Semester 1

### **G. The Step of the Implementation**

<b>1. First Meeting ( 2x45 minutes)</b>	<b>Time</b>
<p><b>A. Opening</b></p> <ol style="list-style-type: none"> <li>1. The teacher prepares students psychologically and physically to follow the learning process by greeting, inviting students to tidy up their class and appearance, inviting students to start activities by praying, and checking the attendance of students. The teacher gives an overview of the benefits of learning the lesson to be learned</li> <li>2. The teacher gives an overview of the benefits of learning the lesson to be learner.</li> <li>3. The teacher asks questions about English material that is learned or has been known before.</li> </ol>	<b>10 Minutes</b>

<p>4. The teacher conveys the learning objectives or basic competencies to be achieved.</p> <p>5. The teacher conveys the scope of material and the description of activities according to the lesson plan</p> <p><b>B. Main</b></p> <p><b>1. Observing</b></p> <p>a. Students are given motivation or stimulation to focus attention on the topic.</p> <p>b. Learners write adjectives that have been read from the textbook.</p> <p><b>2. Questioning</b></p> <p>a. With the guidance of the teacher the students ask and question about the social function, structure of the text, and linguistic elements of each text.</p> <p>b. With the guidance of the teacher formulating questions about adjectives</p> <p>c. With the guidance of the teacher the students formulate questions about how to describe things.</p> <p><b>3. Collecting</b></p> <p>a. Read text references from various sources, including the LKS book, to find out social functions, text structures, and linguistic elements from descriptive texts related to tourist attractions and historic buildings in Indonesia (Gunung Tujuh Lake).</p> <p>b. Read all descriptive texts related to tourist attractions and historic buildings in Indonesia (Gunung Tujuh Lake) more carefully by identifying and mentioning the social function of each text described, vocabulary and grammar, speech, emphasis, spelling, and signs used.</p>	<p><b>70 Minutes</b></p>
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## PRE-TEST

### INSTRUMENT OF STUDENTS' SPEAKING SKILL

#### Direction:

1. Choose one of the topic bellow
2. Make the sentences based your knowledge
3. Perform in front of class orally

#### Instructions:

- write your opinion minimal 5 sentences
- One person choose one topic

1. Candi Prambanan
2. Danau Toba
3. Candi Borobudur

#### Example:

1. Topic : prambanan

Prambanan is one of the Ecotourism Objects in Indonesia. It is located in Yogyakarta. In this part of the test, I will ask you to describe about Prambanan Temple based on your knowledge!



## TREATMENT

### INSTRUMENT OF STUDENTS' SPEAKING SKILL

#### Instruction:

- Please find the main idea from this text after that please retell to your friends in front of the class!

#### “Gunung Tujuh Lake”



Gunung Tujuh Lake is one of the many lakes in kabupaten Kerinci in Jambi province. It is an amazing tourist place to visit.

The location of Gunung Tujuh Lake is in kecamatan Kayu Aro. It is about 50 km from Sungai Penuh to Pelompek Village by prabik transport. Then, people claim and work for another 4 km or for 2,5 hours. The lake is surrounded by step forest sloppest and seven mountain. The highest peak of Gunung Tujuh Lake 1.950 m above sea level. The length of the lake is 4,5 km and the width is 3 km. It is a volcanic lake and the highest in Southeast Asia. The temperature around the lake is very cold. Besides waterfalls you can also find animal such as siamang, elephant, and birds.

**POST-TEST**  
**INSTRUMENT OF SPEAKING SKILL**

**Directions:**

1. Make a group consist of 2 person each group.
2. Find the main idea of the text
3. Perform in front of class orally

**Instruction :**

- Please find the main idea from this text after that please retell to your friends in front of the class!

“Komodo Island”



Komodo island is one of the 17, 508 islands in the republic in Indonesia. It is part of the East Nusa Tenggara province. Komodo Island has a surface area of 390 km<sup>2</sup> and permanent population of over 2,000. The most populations are Islam but there are also Christian and Hindu. In addition, the islands is a popular destination for diving. On November 11, 2011, The Komodo Island is included to New 7 Wonders of Nature list.

There are some unique fauna that live on Komodo Island. One of those is the Komodo Dragon, the largest lizard in the earth, takes is name from the island. Komodo is a type of monitor lizard which inhabit the island and the other animals include buffalo, civets, and cockatoo.

Komodo Island also contains a beach with pink sand. There are only seventh beaches which have pink sand in the world. The sand becomes pink because it is a mixture of white sand and red sand.

### Instrument Blueprint of Speaking

No	Aspect	Indicator	Item test	References
1	Vocabulary	The students are able to express the content of ideas to avoid confusion in communication	Oral test	Iskandar Abdul Samad, at.all
2	Grammar	The students are able to combine units of language	Oral test	Iskandar Abdul Samad, at.all
3	Pronunciation	The students are able to involves good articulation, stress, and intonation	Oral test	Iskandar Abdul Samad, at.all
4	Fluency	The students are able to speak smoothly and produce the right word without thinking too much	Oral test	Iskandar Abdul Samad, at.all
5	Accuracy	The students are able to understanding word, right in structures, and better in catching the meaning of messages of language	Oral test	Iskandar Abdul Samad, at.all

**Student Pre-Test Score (Experimental Class)**

<b>No</b>	<b>Name of Students'</b>	<b>Score</b>
1	ANA NABILA SAFITRI	30
2	ANNISA DWI ASTUTI	30
3	ANNISA RAHMAWATI	40
4	APRILIA DWI KARTIKA	40
5	AWALIA FELAWATI	30
6	AZHAR WAHYU CAHYADI	20
7	AZI ANJANI	30
8	DANNU SAPUTRA	30
9	ENDANG SAPUTRI	50
10	ENDANG SUSILOWATI	60
11	ERNI SABILA ROZZA	40
12	FATONI MUSTOFA	20
13	FAUZI KURNIAWAN	30
14	FAZILAH ANAS	80
15	GALIH MISBAKHUL MUNIR	60
16	HANUM FAUZIYAH	60
17	IBNU YUDI	20
18	IRHAM NIL ABIDIN	30
19	KHOIRUL ARDIYANTO	70
20	LILIS LESTIANA	30
21	MIRATUL ASHFIAH	50
22	MISBAHUL MUNIR	50
23	MUHAMMAD FIRMANSYAH	80
24	MUHAMMAD YUSUF	80
25	NOVA NUR SALIM	40
26	PRISADE ALDI SUKOCO	40
27	RENI MARLENA	30
28	RIDO YUWONO	50

**The Students Post-Test Score (Experimental Class)**

<b>No</b>	<b>Name Students'</b>	<b>Post-test</b>
1	ANA NABILA SAFITRI	70
2	ANNISA DWI ASTUTI	80
3	ANNISA RAHMAWATI	50
4	APRILIA DWI KARTIKA	60
5	AWALIA FELAWATI	80
6	AZHAR WAHYU CAHYADI	80
7	AZI ANJANI	70
8	DANNU SAPUTRA	80
9	ENDANG SAPUTRI	60
10	ENDANG SUSILOWATI	80
11	ERNI SABILA ROZZA	88
12	FATONI MUSTOFA	70
13	FAUZI KURNIAWAN	70
14	FAZILAH ANAS	88
15	GALIH MISBAKHUL MUNIR	80
16	HANUM FAUZIYAH	70
17	IBNU YUDI	80
18	IRHAM NIL ABIDIN	60
19	KHOIRUL ARDIYANTO	70
20	LILIS LESTIANA	80
21	MIRATUL ASHFIAH	80
22	MISBAHUL MUNIR	80
23	MUHAMMAD FIRMANSYAH	60
24	MUHAMMAD YUSUF	40
25	NOVA NUR SALIM	80
26	PRISADE ALDI SUKOCO	70
27	RENI MARLENA	60
28	RIDO YUWONO	80

**The Students Pre-Test Score (Control Class)**

<b>No</b>	<b>Name of Students'</b>	<b>Score</b>
1	AHMAD REZA MAULANA	20
2	ALVI HABIBATURRAHMAH	32
3	ANANG FAHRUR RIZA	20
4	ANISA NUR UMAMI	36
5	A'YUNUL AHYA	20
6	BANGKIT HASTA SANJAYA	24
7	DEVI INTAN FITRIANI	32
8	DIMAS CATUR JULIANTO	28
9	ERIK PRAYOGA	20
10	ERNI ZULAIHA	56
11	FAKHRUR ROZI	24
12	FARHAN AJI SAPUTRA	20
13	FARKHOLID AHMAD SYAFI'I	48
14	HANDI FIRMANTO	28
15	IBNU AZIZ	32
16	INDAH PUSPITA SARI	36
17	LAILA KHOLIZAH	20
18	LIANA EKA SAWITRI	24
19	M. SAHRAL	60
20	M. AFU'UNG KARIM	32
21	M. IRFA' JAMALUDIN	20
22	MIFTAHUL HUDA	44
23	NADIYA SHUFINNAFSIYA	40
24	RANGGA FIRMANSYAH	60
25	RIO BUDI HARDIONO	36
26	RIYAN EFENDI	28
27	ROFIQOTUS SA'DIYAH	32
28	SANTOSO JOYO BINANGUN	28




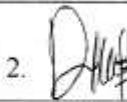
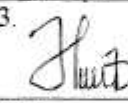



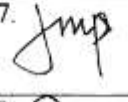
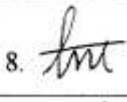


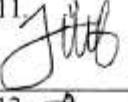
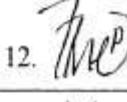
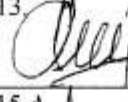
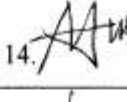
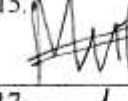
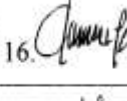
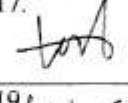
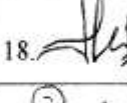
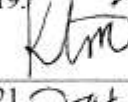
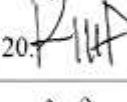
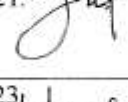
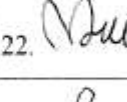
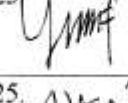
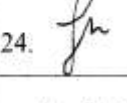

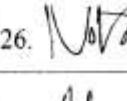
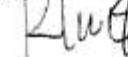

**The Students Post-Test Score (Control Class)**

<b>No</b>	<b>Name Students'</b>	<b>Post-test</b>
1	AHMAD REZA MAULANA	40
2	ALVI HABIBATURRAHMAH	60
3	ANANG FAHRUR RIZA	44
4	ANISA NUR UMAMI	56
5	A'YUNUL AHYA	36
6	BANGKIT HASTA SANJAYA	40
7	DEVI INTAN FITRIANI	60
8	DIMAS CATUR JULIANTO	32
9	ERIK PRAYOGA	32
10	ERNI ZULAIHA	72
11	FAKHRUR ROZI	44
12	FARHAN AJI SAPUTRA	48
13	FARKHOLID AHMAD SYAFI'I	64
14	HANDI FIRMANTO	48
15	IBNU AZIZ	40
16	INDAH PUSPITA SARI	60
17	LAILA KHOLIZAH	32
18	LIANA EKA SAWITRI	48
19	M. SAHRAL	72
20	M. AFU'UNG KARIM	48
21	M. IRFA' JAMALUDIN	36
22	MIFTAHUL HUDA	68
23	NADIYA SHUFINNAFSIYA	68
24	RANGGA FIRMANSYAH	72
25	RIO BUDI HARDIONO	60
26	RIYAN EFENDI	56
27	ROFIQOTUS SA'DIYAH	64
28	SANTOSO JOYO BINANGUN	32

### ATTENDANCE LIST OF STUDENTS

Class : X MIA 1




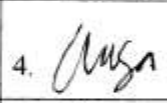


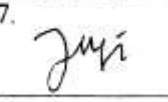


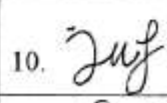

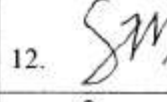
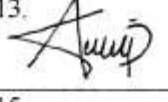
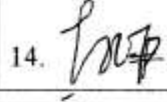
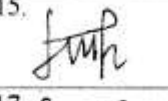
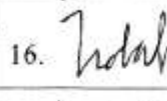

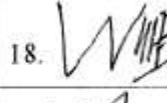

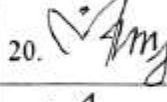


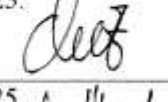
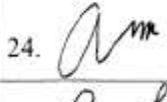
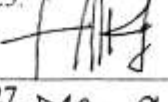
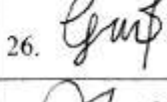


Date : .....

NO	NAME	SIGNATURE	
1.	ANA NABILA SAFITRI	1. 	2. 
2.	ANNISA DWI ASTUTI		
3.	ANNISA RAHMAWATI	3. 	4. 
4.	APRILIA DWI KARTIKA		
5.	AWALIA FELAWATI	5. 	6. 
6.	AZHAR WAHYU CAHYADI		
7.	AZI ANJANI	7. 	8. 
8.	DANNU SAPUTRA		
9.	ENDANG SAPUTRI	9. 	10. 
10.	ENDANG SUSIOWATI		
11.	ERNI SABILA ROZZA	11. 	12. 
12.	FATONI MUSTOFA		
13.	FAUZI KURNIAWAN	13. 	14. 
14.	FAZILAH ANAS		
15.	GALIH MISBAKHUL MUNIR	15. 	16. 
16.	HANUM FAUZIYAH		
17.	IBNU YUDI	17. 	18. 
18.	IRHAM NIL ABIDIN		
19.	KHOIRUL ARDIYANTO	19. 	20. 
20.	LILIS LESTIANA		
21.	MIRATUL ASHFIAH	21. 	22. 
22.	MISBAHUL MUNIR		
23.	MUHAMMAD FIRMANSYAH	23. 	24. 
24.	MUHAMMAD YUSUF		
25.	NOVA NUR SALIM	25. 	26. 
26.	PRISADE ALDI SUKOCO		
27.	RENI MARLENA	27. 	28. 
28.	RIDO YUWONO		

### ATTENDANCE LIST OF STUDENTS

Class : X MIA II

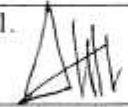









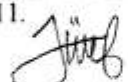






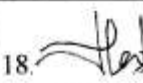

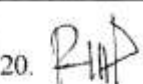

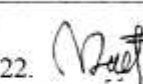
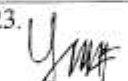

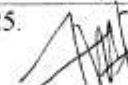
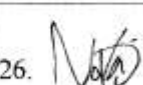

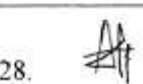
Date : .....

NO	NAME	SIGNATURE	
1.	AHMAD REZA MAULANA	1.	
2.	ALVI HABIBATURRAHMAH	2.	
3.	ANANG FAHRUR RIZA	3.	
4.	ANISA NUR UMAMI	4.	
5.	A'YUNUL AHYA	5.	
6.	BANGKIT HASTA SANJAYA	6.	
7.	DEVI INTAN FITRIANI	7.	
8.	DIMAS CATUR JULIANTO	8.	
9.	ERIK PRAYOGA	9.	
10.	ERNI ZULAIHA	10.	
11.	FAKHRUR ROZI	11.	
12.	FARHAN AJI SAPUTRA	12.	
13.	FARKHOLID AHMAD SYAFI'I	13.	
14.	HANDI FIRMANTO	14.	
15.	IBNU AZIZ	15.	
16.	INDAH PUSPITA SARI	16.	
17.	LAILA KHOLIZAH	17.	
18.	LIANA EKA SAWITRI	18.	
19.	M. SAHRAL	19.	
20.	M. AFU'UNG KARIM	20.	
21.	M. IRFA' JAMALUDIN	21.	
22.	MIFTAHUL HUDA	22.	
23.	NADIYA SHUFINNAFSIYA	23.	
24.	RANGGA FIRMANSYAH	24.	
25.	RIO BUDI HARDIONO	25.	
26.	RIYAN EFENDI	26.	
27.	ROFIQOTUS SA'DIYAH	27.	
28.	SANTOSO JOYO BINANGUN	28.	

### ATTENDANCE LIST OF STUDENTS

Class : X MIA 1

Date : .....

NO	NAME	SIGNATURE	
1.	ANA NABILA SAFITRI	1. 	2. 
2.	ANNISA DWI ASTUTI		
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26.	PRISADE ALDI SUKOCO		
27.	RENI MARLENA	27. 	28. 
28.	RIDO YUWONO		

## Documentation of Research

- a. The condition of the researcher is giving a pretest



- b. The condition of the researcher is giving a treatment



- c. The researcher explains the material about descriptive text



- d. The condition of the researcher is doing a post-test



- e. The researcher ask the students to make a group and find the main idea of the text



- f. The students are speak up infront of the class with their partner



## CURRICULUM VITAE



The name of writer is Ema Afriani she was born in Kurnia Agung, on September 13, 1997. She is the first child of happy couple, Supriyanto and Surtini.

In 2009, she graduated from SDN 01 Kurnia Agung, East Lampung. In 2012, she graduated from SMP N 1 Rawajitu Selatan. Then, she continued her study to SMA Integral Minhajuth Thullab Way Jepara and graduated in 2015. In 2015, she entered S1 English Education Program of States Islamic Studies of Metro (IAIN Metro).