

**AN UNDERGRADUATE THESIS**

**IMPROVING THE STUDENTS' SPEAKING PERFORMANCE  
THROUGH SLANT STRATEGY AT SMAN 1 BATANGHARI EAST  
LAMPUNG ACADEMIC YEAR OF 2019/2020**



**By:**

**EKA SETIAWATI**

**STUDENT NUMBER. 1501070047**

**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1441 H/2019 M**

**AN UNDERGRADUATE THESIS**

**IMPROVING THE STUDENTS' SPEAKING PERFORMANCE  
THROUGH THE SLANT STRATEGY AT SMAN 1 BATANGHARI EAST  
LAMPUNG ACADEMIC YEAR 2019/2020**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

**By:**

**EKA SETIAWATI**

**Student Number : 1501070047**

**Tarbiyah And Teacher Training Faculty  
English Education Department**

Sponsor : Dr. Dedi Irwansyah, M.Hum

Co Sponsor : Syahreni Siregar, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1441 H/2019 M**



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296;  
Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [lainmetro@metrouniv.ac.id](mailto:lainmetro@metrouniv.ac.id)

**APPROVAL PAGE**


The Title : IMPROVING THE STUDENTS' SPEAKING  
PERFORMANCE THROUGH THE SLANT STRATEGY AT  
SMAN 1 BATANGHARI EAST LAMPUNG ACADENIC  
YEAR 2019/2020.  
Name : EKA SETIAWATI  
St. Number : 1501070047  
Department : English Education  
Faculty : Tarbiyah


**APPROVED BY:**

To be examined munaqosahin Tarbiyah Faculty of State Institute of  
Islamic Studies (IAIN) of Metro.

Sponsor

Metro, July 2019  
Co- Sponsor

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

  
Svahreni Siregar, M.Hum  
NIP. 19760814200912 2 004

  
Head of English Education  
Department  
Amran Roza, M.Pd  
NIP. 19750610 200801 1 014



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296;  
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTA DINAS**

Number :  
Appendix :  
Matter : In order to hold the Munaqosa of Eka Setiawati

*Assalamu'alaikum, Wr. Wb*

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

Name : Eka Setiawati  
St. Number : 1501070047  
Department : English Education  
Faculty : Tarbiyah  
Title : Improving The Students' Speaking Performance Through  
The SLANT Strategy at SMAN 1 Batanghari East Lampung  
Academic Year 2019/2020.

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

*Wassalmu'alaikum Wr. Wb*

Sponsor

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

Metro, July 2019  
Co- Sponsor

**Svahreni Siregar, M.Hum**  
NIP. 19760814200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan Ki. Hejer Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47298;  
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTIFICATION LETTER**

Number : -  
Appendix : 1 (One) Bundle  
Matter : In order to hold the Munaqosyah of Eka Setiawati

To The Honorable,  
The Head of Tarbiyah Faculty  
State Institute of Islamic Studies  
(IAIN) of Metro

*Assalamua'alaikumWarahmatullahiWabarakatuh*

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

Name : Eka Setiawati  
Student Number : 1501070047  
Faculty : Tarbiyah  
Department : English Education  
Title : **Improving The Students' Speaking Performance Through The SLANT Strategy at SMAN 1 Batanghari East Lampung Academic Year 2019/2020.**


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

*Wassalamu'alaikumWarahmatullahiWabarakatuh*

Sponsor

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

Metro, July 2019  
Co-Sponsor

  
**Svahreni Siregar, M.Hum**  
NIP. 19760814200912 2 004



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

Jl. Ki Hajar Dewantara Kampus 16 A Iringmulo Kota Metro 34111  
M E T R O Telp. (0726) 4157, Fax (0726) 47296 Email: [stainmetro@yahoo.com](mailto:stainmetro@yahoo.com) website: [www.stain\\_metro.ac.id](http://www.stain_metro.ac.id)

**RATIFICATION PAGE**

No: B-3265/11-28.1/D/PP-00-8/10/2019

An undergraduate entitled: IMPROVING THE STUDENTS' SPEAKING PERFORMANCE THROUGH THE SLANT STRATEGY AT SMAN 1 BATANGHARI EAST LAMPUNG ACADEMIC YEAR 2019/2020. Written by Eka Setiawati, student Number.1501070047, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, September 26<sup>th</sup>, 2019 at 14.00-16.00 p.m

**BOARD OF EXAMINERS:**

Chairperson : Dr. Dedi Irwansyah, M.Hum .....  
Examiner I : Dr. Mahrus, As'ad, M.Ag .....  
Examiner II : Syahreni Siregar, M.Hum .....  
Secretary : Eka Yuniasih, M.Pd .....



The Dean of Tarbiyah and Teaching Training Faculty



**Dr. Akla, M.Pd.**  
NIP. 19691008 200003 2 005

**IMPROVING THE STUDENTS' SPEAKING PERFORMANCE  
THROUGH THE SLANT STRATEGY AT SMAN 1 BATANGHARI EAST  
LAMPUNG ACADEMIC YEAR OF 2019/2020**

**ABSTRACT  
BY :  
EKA SETIAWATI**

The aims of this research were to not only improve students speaking performance but also their learning activity at SMAN 1 Batanghari using *SLANT Strategy*. The researcher tried to investigated whether *SLANT Strategy* can be a strategy used to improve the students' speaking performance and their learning activity.

In this research, the researcher conducted a classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subjects of this research was 26 students in Eleventh graders of SMAN 1 Batanghari. In collecting data, the researcher used that include test pre-test, post test I and post test 2), observation and documentation. The research was conducted collaboratively with the English teacher of SMAN 1 Batanghari.

The result of this research show that *SLANT Strategy* have positive result in improving the students' speaking performance among the Eleventh graders of SMAN 1 Batanghari. It can be proven by the students average score from pre test to post test. The average score in pre-test was 26, post-test I was 70 and become 77 in post-test II. In addition, the students' learning activities were improved from the 52% in cycle 1 to 75% in cycle 2. It means that the using *SLANT Strategy* can improve the students' speaking performance.

**Keyword :** *SLANT Strategy, Speaking Performance, Classroom Action Research.*

**MENINGKATKAN KETERAMPILAN BERBICARA SISWA DENGAN  
MENGUNAKAN SLANT STRATEGY DI SMAN 1 BATANGHARI  
LAMPUNG TIMUR TAHUN PELAJARAN 2019/2020**

**ABSTRAK  
OLEH :  
EKA SETIAWATI**

Tujuan utama dari penelitian ini tidak hanya untuk meningkatkan keterampilan berbicara tetapi juga aktivitas pembelajaran di SMAN 1 Batanghari menggunakan strategi *SLANT*. Peneliti mencoba membuktikan bahwa strategi *SLANT* dapat menjadi salah satu metode pembelajaran untuk meningkatkan keterampilan berbicara siswa.

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 26 siswa di kelas XI SMAN 1 Batanghari. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris SMAN 1 Batanghari.

Hasil dari penelitian ini menunjukkan bahwa strategi *SLANT* sebagai hasil positif dalam meningkatkan keterampilan berbicara siswa kelas sebelas SMAN 1 Batanghari. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 26, post test I adalah 70 dan pada post test II menjadi 70. Ini berarti bahwa penggunaan strategi *SLANT* sebagai strategi yang dapat meningkatkan keterampilan berbicara siswa.

**Kata Kunci :** *Strategi SLANT, Keterampilan Berbicara, Penelitian Tindakan Kelas (PTK)*



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : EKA SETIAWATI  
Student Id : 1501070047  
Study Program : English Education Study Program (TBI)  
Faculty : Tarbiyah

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

Metro, September 2019  
The Researcher



*Eka Setiawati*  
**Eka Setiawati**  
1501070047

## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : Eka Setiawati  
NPM : 1501070047  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah

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

Metro, September 2019  
Yang Menyatakan,



Eka Setiawati  
1501070047

## MOTTO

فَإِنْ تَوَلَّوْا فَعَلَّ حَسْبِيَ اللَّهُ لَا إِلَهَ إِلَّا هُوَ عَلَيْهِ تَوَكَّلْتُ وَهُوَ رَبُّ الْعَرْشِ الْعَظِيمِ

Alloh is sufficient for us. Alloh is the best guardian, the most excellent protector,  
and the best helper

**(At-Taubah 9:129)**

## **DEDICATION PAGE**

*This piece of work is dedicated to:*

*My Beloved Parents*

*(Mr. Mujiyanto and Mrs. Juwariyah)*

*My Beloved Lectures Of English Education Study Program Of Institute Islamic  
Collage Of Metro*

*My Beloved Tarbun Friends*

*( Muliya Rahmawati, Mar'atuz Zahrani, Siti Maysaroh )*

*Absolute (A) Class of english Education Department and my Beloved Campus  
IAIN Metro*

## ACKNOWLEDGEMENT

Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research entitled “Improving the Students’ Speaking Performance Through The SLANT Strategy at SMAN 1 Batanghari East Lampung Academic Year 2019/2020”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Enizar, M.Ag, as the Head of IAIN Metro Lampung.
2. Dr. Akla, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Ahmad Subhan Roza, M.Pd, as the chief of English Education Department of IAIN Metro Lampung and the second advisor in thesis who has supported and guided in writing this thesis.
4. Dr. Dedi Irwansyah, M.Hum as the first advisor and Syahreni Siregar, M.Hum as the second advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Departmen of IAIN Metro Lampung who have given their thought and shared their experience to the reseacher.
6. Headmaster, Teacher, Staff of the SMAN 1 Batanghari who gives permission to the researcher conduct the research in this school.
7. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, September 2019

  
Eka Setiawati  
1501070047

## TABLE OF CONTENT

<b>COVER PAGE</b> .....	<b>i</b>
<b>TITLE PAGE</b> .....	<b>ii</b>
<b>APPROVAL PAGE</b> .....	<b>iii</b>
<b>NOTA DINAS</b> .....	<b>iv</b>
<b>NOTIFICATION LETTER</b> .....	<b>v</b>
<b>RATIFICATION PAGE</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>ABSTRAK</b> .....	<b>viii</b>
<b>STATEMENT ORIGINALITY</b> .....	<b>ix</b>
<b>ORISINILITAS PENELITIAN</b> .....	<b>x</b>
<b>MOTTO'S PAGE</b> .....	<b>xi</b>
<b>DEDICATION PAGE</b> .....	<b>xii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>xiii</b>
<b>TABLE OF CONTENT</b> .....	<b>xiv</b>
<b>LIST OF TABLES</b> .....	<b>xvii</b>
<b>LIST OF FIGURES</b> .....	<b>xviii</b>
<b>LIST OF APPENDICES</b> .....	<b>xix</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of Study .....	1
B. Problem Identification .....	4
C. Problem Limitation .....	5
D. Problem Formulation.....	5
E. Objective and Benefit of Study.....	6
F. Prior Research.....	6
<b>CHAPTER II THEORICAL REVIEW</b> .....	<b>9</b>

<b>A. The Concept of Speaking Performance .....</b>	<b>9</b>
1. The definiton of Speaking .....	9
2. Types of Classroom Speaking Performance .....	10
3. Testing of Speaking .....	12
4. Factors Affectiing to Speaking Performance .....	14
5. General Problem in Developing Speaking Performance .....	15
<b>B. SLANT STRATEGY .....</b>	<b>16</b>
a. The concept of SLANT Strategy .....	16
b. Advantages and Disadvantegs of SLANT Strategy .....	19
c. Teaching Speaking By Using SLANT STRATEGY .....	19
<b>C. Action Hypothesis.....</b>	<b>20</b>
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>21</b>
A. Variable And Definition Operatuinal Variable .....	21
B. Research Location.....	21
C. Subject and Object of Study .....	21
D. The Concept of Classroom Action Research .....	22
E. Data Collecting Technique .....	28
F. Data Analysis Technique .....	30
G. Criteria Of Success .....	31
<b>CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION</b>	
A. Result of the Research .....	32
1. description of the Location.....	32
2. description of the research .....	32
a. Cycle 1.....	35
b. Cycle 2.....	45
B. Interpretation.....	55
1. The Result of Students' Learning .....	55
2. The Result of Students' Learning Activities In Cycle 1 And Cycle II	
C. Discussion.....	62
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	64

B. Suggestion .....65

**BIBLIOGRAPHY**

**APPENDICES**

**CURRICULUM VITAE**



## LIST OF TABLES

Table 1 Data Pre-Survey .....	2
Table 2 The Data of Pre-survey Result Speaking Performance Grade.....	3
Table 3 Analytic Speaking Criteria .....	3
Table 4 Students’ Pre-Test Guide.....	33
Table 5 Note of Speaking Criteria Symbol .....	34
Table 6 Frequency of Students’ Grade in Pre-Test .....	34
Table 7 The Students’ Post-Test 1 Grade .....	37
Table 8 Frequency of Students’ Grade in Post-Test I.....	38
Table 9 The Students’ Learning Activity Observation in Cycle 1 .....	40
Table 10 The Frequency Students’ Activities in Cycle 1 .....	41
Table 11 The Comparison Between Pre-Test and Post-Test 1 Grade in Cycle 1	42
Table 12 The Comparison Student’Pre-Test and Post-Test 1 in Cycle 1 .....	43
Table 13 The Students’ Post Test II Grade .....	47
Table 14 The Frequency of Students Grade in Post Test II .....	48
Table 15 The Students’Activity Result in Cycle II .....	50
Table 16 The Frequency Students’ Activitiy in Cycle II .....	51
Table 17 The Comparison Between Post-Test 1 Grade and Post-Test II Grade...	52
Table 18 The Comparison of Students’ Grade in Post-Test I and Post-Test II.....	53
Table 19 The Comparison of Speaking Performance of Pre-Test, Post Test 1 in Cycle I and Post-Test II in Cycle II .....	57
Table 20 The Comparison of Students’ Pre-Test, Post Test 1 Grade in Cycle I and Post-Test II Grade in Cycle II .....	58
Table 21 The Percentage of Students’ activity in Cycle I and Cycle II.....	60

## LIST OF FIGURES

Figure 1 Adapted Zina O’leary Model.....	23
Figure 2 The Percentage of The Students’ Grade in Pre-Test.....	35
Figure 3 The Percentage of The Students’ Grade on Post-Test I .....	39
Figure 4 The Percentage of The Students’ Activities in Cycle I.....	41
Figure 5 The Comparison of Percentage of The Students’ Completness Grade on Pre-Test and Post-Test I.....	44
Figure 6 The Percentage of The Students’ Completness Grade on Post-Test II...49	
Figure 7 The Percentage of The Students’ Speaking Performance in Cycle II....51	
Figure 8 The Percentage of Comparison of Students’ Grade on Post-Test I and Post-Test II .....	54
Figure 9 The Comparison Grade of Students’ Speaking Performance in Pre-Test, Post-Test I in Cycle I, and Post Test II in Cycle I .....	59
Figure 10 Figure of Learning Activity in Cycle I and Cycle II.....	60

## **LIST OF APPENDICES**

### **APPENDICES I**

1. Syllabus
2. Lesson Plan
3. Students Score of Pre-Survey
4. The Observation Sheet of The Teacher's Activity I
5. The Observation Sheet of The Teacher's Activity II
6. The Observation Sheet of The Students' Activity I
7. The Observation Sheet of The Students' Activity II
8. The Result of Pre-Test
9. The Result of Post-Test I
10. The Result of Post Test II
11. The Instrument of SLANT Strategy
12. Documentation

### **APPENDICES II**

1. Surat Izin Survey
2. Surat Balasan Survey
3. Sk Bimbingan Skripsi
4. Surat Tugas
5. Surat Izin Research
6. Surat Balasan Research
7. Surat Keterangan Bebas Kaprodi
8. Surat Keterangan Bebas Pustaka
9. Kartu Konsultasi Bimbingan Skripsi
10. Curriculum Vitae

# CHAPTER I

## INTRODUCTION

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

Teaching English is one of the effective ways aimed at not only shifting English linguistics but also familiarizing language learners to use English in their daily lives, written or oral. English is an international language that plays an important role in the era of globalization. A qualified English instruction is very supportive for students to improve the quality of language usage in daily life because teaching English is the most important communication tool for communicating with others, for example, the use of English is used in the school environment. The existence of good English language teaching in the era of globalization in each country has a different language or the so-called lingua franca which means the language of instruction, for example English. Hence, for this reason, with the difference in language, the language used is English which is an international language.

Moreover, teaching English is very important, English is the knowledge that must be understood by students in Indonesia. English is a foreign language that is not achieved by some Indonesians. Thus, several countries with a majority of the population use International languages, namely English, including Malaysia and Singapore.

Furthermore, good teaching has factors that play a role in the effectiveness of English language learning, namely, teachers with students, teaching material, delivery of material, time, facilities and environment. In addition, the process of learning English certainly relates to four types of skills including speaking, reading, listening, and writing. One a factor that matters is speaking. Speaking is one of the productive language skills that deals with the speakers' performance to transfer the message to the listeners. Speaking is one activity used by someone to communicate with other.

Based on the result of pre-survey that had been conducted on November 26<sup>th</sup>, 2018 at SMAN1 Batanghari. It was investigated that the eleventh graders have insufficient speaking performance. The researcher got the result the students' mid-term test. As follows:

**Table 1**  
**The result of Pre- survey data on November 26,2018**  
**SMA N 1 BATANGHARI**

No.	Name	Final Score	Criteria
1	AEP	38	Failed
2	EAAP	38	Failed
3	AS	50	Failed
4	S	50	Failed
5	F	25	Failed
6	RR	38	Failed
7	MD	75	<b>Passed</b>
8	PRP	31	Failed
9	DAS	38	Failed
10	H	63	Failed
11	IA	63	Failed
12	MFA	25	Failed
13	KH	25	Failed
14	YNH	63	Failed
15	ILH	31	Failed

16	DF	31	Failed
17	MBS	31	Failed
18	APS	25	Failed
19	DS	31	Failed
20	RS	56	Failed
21	DAA	44	Failed
22	STA	38	Failed
23	DK	50	Failed
24	F	38	Failed
25	AYB	63	Failed
26	RD	75	<b>Passed</b>
<b>Total Score</b>		<b>1135</b>	
<b>Highest Score</b>		<b>75</b>	
<b>Lowest Score</b>		<b>38</b>	
<b>Average</b>		<b>44</b>	

**Table 2**  
**The Data of Pre- survey Result**  
**Speaking Performance of The Eleventh Grade at SMAN 1 Batanghari The**  
**Academic Year Of 2019**

No	Grade	Categories	Frequency	Precentage
1	$\geq 70$	Pass	2	8%
2	70	Failed	24	93%
<b>Total</b>				100%

Data Resources: The students' score of SMAN1 Batanghari

FromTable 1, it was investigated that students' speaking performance score is categorized into a low level. There are two students who passed and 24 students who failed from 26 students on 2 students or 8% who pass the standard minimum requirement (SMR) which the standard minimum requirement 70 for English.

There is a various problems faced by the student. The lack of vocabulary mastery is a classic factor that effects on the student. Not only vocabulary but also the student found difficulties to the word. The previous problem also affects them to evolve their mind.

One of the efforts to overcome the students' problems in speaking is by implementing an appropriate teaching strategy. SLANT is a strategy for speaking performance. The students use their idea to divide the information depending on the topic that has been given by the researcher. It is a simple strategy to encourage and remind students of being attentive and active in class. SLANT has many benefits. Every component of the SLANT strategy contributes to creating efficient learners and improving their performance.

It is obvious that the researcher wants to know whether the SLANT strategy used in teaching speaking skills of the eleventh grade students of SMAN 1 Batanghari can improve their speaking performance and their learning activity.

## **B. Problem Identification**

Based on the background above, the researcher identified the problems, as follows.

1. The students have inadequate vocabulary mastery.
2. The students are difficult to pronounce the word well.
3. The students have difficulty exploring their ideas.
4. The students have insufficient speaking performance.

## **C. Problem Limitation**

Based on the problem identification above, the researcher focuses on the students' insufficient speaking performance. Therefore, the researcher would like to conduct a research in the title of: "Improving the

Students' Speaking Performance through SLANT Strategy Action Research.

#### **D. Problem Formulation**

In line with the quotations above, the researcher has formulated the problem, as follows:

1. "Can the implementation of SLANT strategy improve the students' speaking performance at the eleventh grade of SMA N 1 Batanghari in the academic year of 2019/2020?"
2. "Can the implementation of SLANT strategy improve the students' learning activity at the eleventh grade of SMA N 1 Batanghari in the academic year of 2019/2020?"

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

##### **1. The Objective of the Research**

Based on the researcher, there are two objectives of this study, as follows:

- a. To investigate whether SLANT strategy can improve the students' speaking performance at the eleventh grade of SMAN 1 Batanghari in the academic year of 2018/2019 or not.
- b. To investigate whether SLANT strategy can improve the students' learning activity at the eleventh grade of SMAN 1 Batanghari in the academic year of 2018/2019 or not.



## **2. Benefit of The Research**

This study is formulated as an attempt to find some usefulness. The usefulness of this research are:

- a. For the researcher.

The result of this study can be useful as the information in teaching English speaking performance.

- b. For the teachers.

The result of this study can be applied in improving students English speaking performance and also improve their performance in the teaching process.

- c. For the students'

The result of this study as a preference to increase students' interest in English learning comfort and fun can be used to develop and improve their speaking performance.

## **F. Prior Research**

Regarding the importance of improving speaking performance using SLANT strategy, researchers will consider research with improved speaking performance by using SLANT strategy.

O'Brien reported SLANT strategy is one of the usefull learning strategies for ensuring succes of students with Learning Disabilities in the general educational classroom, suggest unique approaches to modifying learning strategies, and emphasize the essential nature of generalization of learning strategies to impact student performance in the general

curriculum.<sup>1</sup>The aim of the first prior research is SLANT strategy is a learning that uses a useful approach to student success in learning and makes it more independent.

Miranti found SLANT strategy These strategies can be applied in classroom in order to make learning process more effective and efficient. This is important in order the strategy will be affective to attain the learning. The teacher should guide the students during the listening and should be creative during the lesson to make students more interested and passion of the material taught.<sup>2</sup>Miranti stated that SLANT strategy is a learning process that will make students more active and creative in class.

Angraini conducted SLANT strategy is Combining of community circle and SLANT strategies is a speaking strategy in class discussion which the students must be active to show their ideas in speaking class. SLANT strategy is a strategy stands for S'sit up', L stands for 'lean forward', A stands for 'active your thinking N stands for 'name key information T stands for 'track the talker'.<sup>3</sup>Angraini stated that the SLANT strategy is an increase in speaking and motivated students by using two strategies, namely SLANT Strategy and community circle to be

---

<sup>1</sup>Chris O'Brien,"*Modifying Learning Strategies for Classroom Success*," TEACHING Exceptional; Children plus 1, no.3/January 2005.<http://escholarship.bc.edu/education/tecplus/voll/iss3/3://files.eric.ed.gov/fulltext/EJ966513.pdf>

<sup>2</sup>Miranti," *Teaching Listening Combining Slant and Tqlr Strategies to Improve Students Listening Ability at Senior High School*",Pendidikan Bahasa Inggris 2, No 2 (2013).<http://download.portalgaruda.org/>

<sup>3</sup>Desni Angraini," *Teaching Speaking ff Discussion Textb by Combining Community Circle and Slant (Sit Up, Lean Forward, Active Your Thinking, Name Key Information, Track the Talker Strategies at Third Grade of Senior High School*", Pendidikan Bahasa Inggris 4, No 2 (2014). [Http://p.Download.Portalgaruda.Org/ Ref=Browse&Mod= Viewartcle&Artcle=317298](http://p.Download.Portalgaruda.Org/Ref=Browse&Mod=Viewartcle&Artcle=317298).

more active and be able to express their opinions about the topic being discussed

Some researchers have tried to improve speaking performance apply interesting strategies for the research process. Most of these studies apply more than one teaching strategy in improving English performance. Howeverr in this case, the researcher will improve the speaking ability of students using only one strategy, namely by using SLANT strategy.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Speaking Performance

##### 1. The Definition of Speaking

Combleet and Carter report that speaking is activity that first speaker of all has produce sound by controlling the various aspects of the human anatomy and physiology involved in speech production.<sup>4</sup>

David, *at el.*, present speaking is the speaker usually choose when the speaker wants to ask a question, or give an analysis direct way from one mind to another and is the way.<sup>5</sup>In addition, Fedrizzi and Ellis hold that great speaking ability creates the speakers to plan and to expose their contentions and reaction. Articulation, pronunciation, quantity, rate, syntax, vocabulary, correct word usage, and gestures are all key elements to effective speaking.<sup>6</sup>

Furthermore, Torcky maintains that speaking is the methods through which students can speak with others to achieving goals or to show

---

<sup>4</sup>Sandra Combleet & Ronald Carter. *The Language of Speech and Writing*. (New York: Routledge, 2001), 17.

<sup>5</sup>David, Sarah, and Ana *Effective Speaking Communicating in Speech*, (Taylor & Francis e-Library, 2003), 9.

<sup>6</sup>Marian Fedrizzi and Randy Ellis, *Debate*, (South-Western: Cengage Learning, 2011), 14.

their assessments hopes, intentions and perspective one of the four language skills besides reading, writing, listening and speaking.<sup>7</sup>

Moreover, Richards states that the dominance of speaking is talent in English students continually assess their achievement in second language learning and in addition the ability of their English lesson based on the amount they believe they have enhanced in their talked in second language skill.<sup>8</sup>

From the quotations, it can be inferred that speaking is one of the language skills that have to be mastered as the way to cultivate an interactive through construction and sharing meaning of message through the use of verbal and non-verbal symbols.

## **2. Types of Classroom Speaking Performance**

There are a lot of available strategies and methods for teaching speaking skill. It is beneficial for the teacher to think in term of several types of classroom speaking performance. Expanding of speaking performance will increase the speaking skill of the students. Brown maintains that there are six types of speaking performance, as follows:<sup>9</sup>

---

<sup>7</sup>Shiamaa Abd EL Fattah Torky, *The Effective of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*. (Ain Shams University, 2006), 13.

<sup>8</sup>Jack C. Richards, *Teaching Listening and Speaking*, (New York: Avenue of the Americans, 2008), 19.

<sup>9</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition*, (California: San Fransisco State University, 2001), 271-274.

### 1. Imitative

In practicing speaking, an intonation form should be practiced by learners by trying to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some selective elements of language form.

### 2. Intensive.

Intensive speaking the students' trusty attempt to practice the analogical and linguistic constantly can act naturally started or it can even construct some part of some combine work action.

### 3. Responsive

Through speeches students in the class get responses from a teacher even though the speech is a beginner but has a good response, the response is called responsive. For example, how's life? Iam pretty good.

### 4. Transactional (dialogue)

Transactional dialogue,through responses that aim toexchange information.Arguments, for instance, may have a greater amount of negotiative nature to them than does responsive discussion.

### 5. Interpersonal (dialogue)

Interpersonal (dialogue) completed more to keep social connections than for the delivery of truth and data.

## 6. Extensive (monologue)

Extensive is the students at transitional to progress can give the monologs as oral reports, a short discourse type of the oral report or a synopsis. For instance, here theenroll is increasingly formal and deliberative. These monologs can be arranged or offhand.

From the several types of speaking performance, the writer deduces that imitative, intensive and responsive, interactional, monologue, and extensive are some from can't sequester each other to lesson speaking performance easier, there is related intercourse for the purpose. Hence, there is a skill that needs in speaking performance such as Fluency, Pronunciation, Vocabulary, Grammar, and Interactional transaction.

In this research, the researcher focus on the type of speaking performance such as imitative, intensive, responsive, transactional and interpersonal.

## 3. Testing of Speaking

Assesment of speaking performance is important to do to measure learners' speaking progress. Weir, classified into five analytic speaking performance as follows:

**Table 3.**  
**Analytic Speaking Criteria**<sup>10</sup>

Aspect	Category	Indicators
<b>Fluency</b>	4 (excellent)	For the most part, looking for fitting words/articulations, and not many stops when speaking.
	3 (good)	The students hesitate and repeat himself at times.
	2 (adequate)	Speech is slow and hesitant.
	1 (fair)	The student speaks so little that no 'fluent' speech.
<b>Pronunciation</b>	4 (excellent)	Rarely experience errors in pronouncing rhythm, intonation.
	3 (good)	Some pronunciation errors that sometimes lead to unclear understanding.
	2 (adequate)	Little understanding so often experiences errors in intonation and pronunciation.
	1 (fair)	Words cannot be understood.
<b>Vocabulary</b>	4 (excellent)	Effective use of vocabulary
	3 (good)	Inappropriate and ineffective vocabulary usage
	2 (adequate)	Limited use of vocabulary with frequent inappropriate.
	1 (fair)	Inaccurate and inappropriate vocabulary.
<b>Grammatical accuracy</b>	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in the use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	often experience mistakes in speaking.
	1 (fair)	Cannot compile understandable sentences.
<b>Interactional strategies</b>	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	The use of interactive strategies is generally adequate but sometimes has difficulty maintaining consistent interactions.
	2 (adequate)	effective Less interaction and rarely develop language.
	1 (fair)	Understanding and interaction minimal.

#### 4. Factors Affecting To Speaking Performance

According to Nguyen, there are four factors that affect speaking performance as follows:<sup>11</sup>

<sup>10</sup>Cyril J. Weir, *language and validation*, (United States: Palgrave Macmillan, 2005), 195-196.

<sup>11</sup>Tuan H, Nguyen, *Factors Affecting Students' Speaking Performance at Le Thanh Hien High School*, Asian Journal of Educational Research, Vol. 3, No, 2015 ISSN 2311-608, 9.



### 3. Performance conditions

In speaking performance, there are factors that can influence speaking effectiveness, among there are time stress, plan the standard of performance and the result of supporter.

### 4. Affective factors

The greater part of those examinations analyzed the three classes: inspiration, self-assurance, and uneasiness assortment of emotional factors have been declared to be identified with the realization in the second dialect getting in research in the course of the most recent decade yet.

### 5. Listening ability

It implies that speaking is firmly identified with the hearer. Speaking, of course, there is a listener if the listener is not good then he will not understand what is being said, that speaking is very influential with the listener.

### 6. Topical knowledge

Topical learning is the speakers' learning of applicable topical data. The data that topical information furnishes enables students to utilize dialect with reference to the world in which they breathe.

## 5. General Problem in Developing Speaking Performance

The instruction always devises the difficulties or the problem in teaching English mainly in learning speaking. There are four problems in speaking activity.<sup>12</sup>

### 1. Inhibition

They are concerned to have mistakes if their speaking/discourse doesn't interest the audience. The students are often hindered to attempt in speaking English in the classroom.

### 2. Nothing to Say

The students have no motivation in speaking foreign languages. They have no consideration to say anything in English and they feel hesitation and lack of confidence. They have no motivation to declare themselves.

### 3. Low or Uneven Participation

Participant in the speaking class is part of importance. If students do not have a strong desire to participate in speaking English, their speaking looks bad. This problem is compounded by the tendency of some learners to dominate while others speak very little or not at all.

### 4. Mother Tongue Use

The students prefer to use mother tongue in the class so that there are easy to communicate with other. When they speak in a foreign

---

<sup>12</sup>Ur. Penny, *a course in language teaching practice and theory*, (Cambridge:1996), 121.

language, but they use mother tongue they sense free to show their competence.

**B. Sit Up, Lean Forward, Active Your Thinking, Name Key Information, Track The Talker(SLANT Strategy).**

**5. The Concept of SLANT Strategy**

According to Atkinson, SLANT stands *for sit up, lean, ask, nod, and track*. To use this strategy, students are taught to sit up straight, lean forward slightly, ask questions, nod their heads, and track the teacher. This strategy interests the students in the listening process at a variety of levels.<sup>13</sup>

Miller states that SLANT is an abbreviation which stands for as a reminder for students to be active in the class.<sup>14</sup>

Morris and Mather argue that SLANT Strategy stands to *Sit up straight, Lean forward, Attend to the speaker, Nod Think*. Through out the modeling, additional telling students what to pay attention to help students recognize what is most important. Though attention is critical, student engagement is more highly correlated to achievement.<sup>15</sup>

Boyle and Scanlon maintain that in an implementation of SLANT strategy students first *sit up* in an upright but relaxed position, students

---

<sup>13</sup>Rhonda Atkinson, *FTCE Elementary Education K-6* (Orlando: Florida 2017), 78

<sup>14</sup>Thomas W. Miller, *School Violence And Primary Prevention* (Belmont:: University of Kentucky, KY, 2008), 245-246

<sup>15</sup>Richard J.Morris, Nancy Mather,*Evidence-Based Interventions for Students With Learning and Behavioral Challenges* (Madison Ave: New York, NY 2008), 295.

then *lean forward* slightly in their chairs. The next step, *active your thinking*, reminds students to active the discussion by asking clarifying questions such as "what is this about?" as students are completing the step, they also need the answer their questions, and ask the teacher questions about what they do not understand. *The name key information* step cues students' answer the teacher' questions, share their ideas or comments, and add to other students statements. The last step, *track the talker* cues students to keep their eyes on the teacher as he or she speaks and to look at other students as they talk.<sup>16</sup>

Boyle and Scanlon urge that *Sit up, Lean forward, Active your thinking, Name key Information, Track the talker*, A teacher gives questions to students so there is feedback from teachers and students which is an effective technique to increase participation in the classroom.<sup>17</sup>

In implementation of SLANT strategy, a teacher might do the following:<sup>18</sup>

- d. The researcher introduces SLANT strategy to the students.
- e. The researcher asks the students to sit up upright posture but relaxed. Non examples head on desk, slouching in chair.

---

<sup>16</sup>Joseph Boyle and David Scanlon, *Method & Strategies for Teaching Students with High Incidence Disabilities* (Belmont: Cengage Learning, Inc 2010), 184.

<sup>17</sup>Joseph Boyle and David Scanlon, *Method & Strategies for Teaching Students with Mild Disabilities* (Belmont: Cengage Learning, 2010), 141.

<sup>18</sup>Joseph Boyle and David Scanlon, *Method & Strategies for Teaching Students with High Incidence Disabilities* (Belmont: Cengage Learning, Inc 2010), 184.

- f. The researcher asks students to lean forward leaning forward slightly non examples leaning backward, exaggerated forward lean.
- g. The researcher asks the students to activate their thinking by reminding students to achieve the discussion. Asking yourself questions: “what is this about?”
- h. The researcher asks the students to name key information by answering the teacher questions, sharing their ideas, and adding others students statements.
- i. The researcher asks the students to track the talker by keeping their eyes on the teacher and the other students in the speaking process.

By using SLANT strategy, the researcher supposes that the students can receive the information and improve their speaking performance in confidence and fun way. It is expected that the students don't feel bored in learning English. This strategy is really useful to build up speaking performance and to make them active in the class.

### **6. The Advantages and Disadvantages of SLANT strategy**

As a SLANT strategy has advantages and disadvantages.<sup>19</sup>

- a. The Advantages, those are:

---

<sup>19</sup>Joseph Boyle and David Scanlon, *Method & Strategies for Teaching Students with Mild Disabilities* (Belmont: Cengage Learning, 2010), 141-142

1) SLANT strategy enables students to interact effectively in class discussion.

2) SLANT strategy develops positive attitude about their speaking partners or enhances social interactions.

b. Disadvantages of SLANT strategy

1) SLANT strategy decreases social interaction between teacher and students.

2) SLANT strategy in instruction becomes less pleasant for teachers and less interesting for students.

**7. Teaching Speaking by Using SLANT Strategy**

The implementation of SLANT strategy in teaching speaking is explained by Boyle and Scanlon, as follows:<sup>20</sup>

1. The researcher introduces SLANT strategy to the students.
2. The researcher asks the students to sit up upright posture but relaxed. Non-examples: head on desk, slouching in chair.
3. The researcher asks the students to lean forward leaning forward slightly. Non-examples: leaning backward, exaggerated forward lean.

---

<sup>20</sup>*Ibid*, 141.

4. The researcher asks the students to Activate your thinking by reminding students to achieve the discussion. Asking yourself questions: “what is this about?”
5. The researcher asks the students Name key information by answering the teacher questions, sharing their ideas, and adding others students statements.
6. The researcher asks the students to Track the talker by keeping their eyes on the teacher and the other students in the speaking process.

### **C. Action Hypothesis**

In line with the quotations above, the researcher formulates the hypothesis as follows: “The implementation of SLANT strategy can improve speaking performance of the eleventh grader at SMAN 1 Batanghari in the academic year of 2019/2020”.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Variable and Definition Operational Variable**

Operational variable of this research consists of Independent and dependent variable. Independent variable of this research is SLANT Strategy that will be implemented to improve students' speaking performance in interesting way. It is expected that the students do not feel bored in learning English. This strategy is very useful to build up speaking performance and to make students active in the class.

Dependent variable of this research is speaking as one of the language skills that have to be mastered by the students in order to be able to communicate the message effectively.

#### **B. Research Location**

The researcher conducted the classroom action research at SMAN 1 Batanghari Lampung Timur. The school was built at 1993 and located at Jln. Kapten Harun 47 ANampirejo.

#### **C. Subject and Object of Study**

There are six classes in the eleventh grade. The subject of this present research are the students of the eleventh grade of SMAN 1 Batanghari. While the object of this research is the students' speaking performance at class XI MIA 2 of SMAN 1 Batanghari. SMAN 1



Batanghari is one of the oldest school in Lampung Timur, it has 592 students and 40 teachers.

#### **D. The Concept of Classroom Action Research**

According to Pelton, action research is activity that is explore in making the learning condition, communicating with the understudies, creating exercise designs, relegating homework, and nearly everything do in day by day schedule of instructing comprises the activity of activity inquire.<sup>21</sup>

Stringer, Christensen, and Baldwin state that action research as a procedure or instructor's guide sees, collects data, investigates, plans and implements and evaluates learning.<sup>22</sup> Moreover, McNiff and Whitehead, report that activity look into is a name given to a specific method for exploring your very own learning.<sup>23</sup>

Meanwhile, Henning and Kelly, hold that action research is research activities have four stages including plans, which regulate activities. Then collect data, which can include setting tests, as well as prominent meetings. After that examination, which can combine the perception of cooperation. And finally is recording which requires a method that combines information, and writing.<sup>24</sup>

---

<sup>21</sup>Robert P. Pelton, *Action Research For Teacher Candidates*, (US:New York, 2010), 4.

<sup>22</sup>Ernes T. Stinger, Lois McFadyen Christensen, Shelia C. Baldwin, *Integrating Teaching, Learning, And Action Research*, (Sage:London,2010), 1.

<sup>23</sup>Jean McNiff And Jack Whitehead, *Action Research:Principles And Practice*, (Routledge:Falmer, London, Second Adition 2002), 15.

<sup>24</sup>John E. Henning, Jody M. Stone, And James L. Kelly, *Using Action Research to Improve Instruction An Interactive Guide for Teachers*, (Routledge:Taylor & Francis, 2009), 8-10.

Moreover, Bell and Aldridge, indicate that action research Instructor activity investigate was viewed as the most fitting vehicle to help this type of expert learning as it offered a decent level of adaptability, as well as gave chances to coordinated effort and energized dynamic and supported interest. Activity investigate as a major aspect of their association in the exploration program, educator members were urged to utilize an activity look into process as the center proficient improvement action.<sup>25</sup>

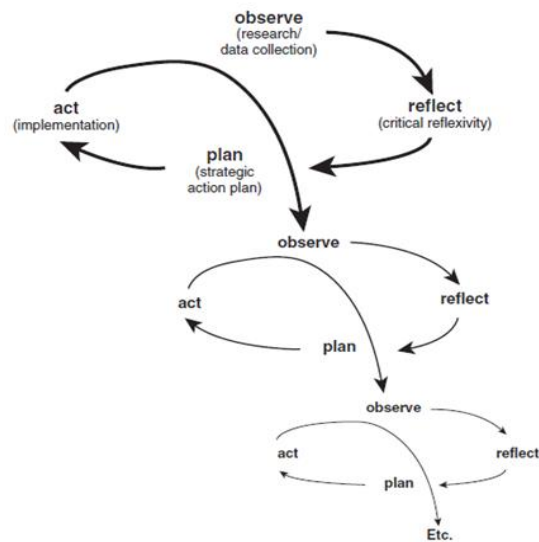
This research was conducted in two cycles in the classroom action research. Classroom action research (CAR) has various models but in this research, the researcher will use O'Leary research design. O'Leary report that action research is a cyclical process that takes shape as knowledge emerges. Cycles converge towards better situation understanding and improved action implementation and are based in evaluative practice that alters between action and critical reflection.<sup>26</sup>

---

<sup>25</sup>Lisa M. Bell and Jill M. Aldridge, *StudentVoice,Teacher Action Research And Classroom Improvement*, (Sense:Rotterdam,2014),13.

<sup>26</sup>Zina O'Leary, *The Essential Guide To Doing Research*, (Sage: London, 2004), 140.

**Figure 1**  
**Adapted Zina O’Leary Model.<sup>27</sup>**



This figure describes the sequence of the research that is preceded by preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The researcher makes a plan, how to stimulate the students by the technique and based the cycle.

In the classroom action research, the researcher conducted the research in multiple cycles. The steps were the follows: <sup>28</sup>

### 1. Cycle 1

#### 8. Planning

In this cycle, the researcher and the real teacher prepare some plans to conduct four steps such as planning, acting, observing, and reflecting in the classroom, they are the following:

<sup>27</sup>*Ibid.*141

<sup>28</sup>*Ibid.*140

6. The researcher prepare the lesson plan, procedure, media and material to be applied in the classroom.
7. The researcher prepared the learning source for the student.
8. The researcher and the collaborator made the criteria of success.

## **9. Acting**

This step is the implementation of the planning. This step must follow the plan that had been planned in the planning step. The second step in every cycle is acting in which the researcher put the plan into action through the following step:

### **j. Pre-teaching activity**

- a) The researcher started the lesson by greeting to the students.
- b) The researcher and students prayed together.
- c) The researcher checked student attendance.
- d) The researcher informed the students about the competence, the indicators, and objectives that should be achieved.

### **k. While teaching activity**

- a) The researcher asked the students to sit up.
- b) The researcher commant the students to lean forward.
- c) The researcher asked the student to achieve their thinking by reminding students to achieve the discussion.
- d) The researcher asked the students to name key information by answering the teacher questions, sharing their ideas, and adding others students statements.

- e) The researcher asked the students to track the talker by keeping their eyes on the teacher and the other students in the speaking process.

#### **1. Post Activity**

- a) The researcher asked the students to answer some question based on the material.
- b) The researcher gave the conclusion of the material and give motivation to active in the class in students speaking performance.
- c) The researcher gave the homework for students.

#### **10. Observing**

Observation was done to investigate the learning activity in this classroom action research. By the process of observation, the researcher knew the action achieves the aim of the researcher goals. The researcher observed them in every activity.

#### **11. Reflecting**

By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done.

## 2. Cycle 2

### 7. Re-Planning

When the researcher had found the problem in the first cycle, the researcher repaired the problem in the next cycle. It is explained as follows:

- c. The researcher studied the reflection result to obtain the problem-solving.
- d. The researcher created the material and revised the lesson plan including the media, and teaching procedure based on the problem that appears in cycle 1.
- e. The researcher observation format and also reformed the evaluation format to improve the planned indicators that had not been achieved yet in the previous cycle.

### 8. Acting

The researcher applied the same steps in the previous cycle with the collaborator, but the steps were revised in the plan such as lesson plan, material, and instrument for evaluation. The activities they are:

#### 7. Pre-teaching activity

- a) The researcher started the lesson by greeting to the students.
- b) The researcher and students prayed together.
- c) The researcher checked student attendance.
- d) The researcher informed the students about the competence, the indicators, and objectives that should be achieved.

### **7. While teaching activity**

- D. The researcher asked the students to sit up.
- E. The researcher commanded the students to lean forward.
- F. The researcher asked the student to achieve their thinking by reminding students to archive the discussion.
- G. The researcher asked the students name key information by answering the teacher questions, sharing their ideas, and adding others students statements.
- H. The researcher asked the students to track the talker by keeping their eyes on the teacher and the other students in the speaking process.

### **8. Post Activity**

- 5. The researcher asked the students to answer some question based on the material.
- 6. The researcher gave the conclusion of the material and give motivation to active in the class in students speaking performance.
- 7. The researcher gave the homework for students.

### **8. Observing**

In the third phase, the researcher observed students' activity, their participation, and took a note about the learning process.

## 9. Reflecting

After contrasting the score distribution of pre-test and post-test, the researcher reviewed and reflected on the view and teacher performance whether is positive or negative.

## E. Data Collecting Technique

In order collecting the data, the researcher used the following techniques:

### 2 Test

Brown maintains that a test, in plain words is a method of measuring a person's ability or knowledge in a given domain.<sup>29</sup> It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker.

#### a. Pre-test

In the first meeting, the researcher administrated pre-test of the researcher in order to find out the difference between the individual who has a similar level. The pre-test conducted in this research is in the form of speaking performance test. In order to know the student's speaking performance, the researcher gave oral test to the students. The researcher gave speaking topic that should be generated in a pair by describing something such as a friend of his bench.

---

<sup>29</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition,(California: San Fransisco State University, 2001), 384.



**b. Post-test**

After handling to know the influence of the technique it is able to improve the student's speaking performance. It was conducted after they have gotten the treatment. Both of prepare test and post-test are different. In order to know the student's speaking performance, the researcher uses in the form of question. It was administrated orally by the researcher. Post-test was done after the process of each cycle.

**3 Observation**

In this present research, observation was used to know the student speaking performance in learning activities.

**4 Documentation**

Documentation is the method which is used to get information from the written source or document. In this present researcher, the researcher also conducted documentation to know all data of SMAN 1 Batanghari.

**5 The Field Note**

The researcher used the field note. It is making the data analyzing simpler. In many professions, it is a matter of good practice to make 'field-notes' while actually engaged in

professional action.<sup>30</sup> This note has been prepared systematically and given interpretation by the research.

#### F. Data Analysis Technique

To find out how does the SLANT strategy can improve their speaking performance, the researcher administrated the speaking test before using SLANT strategy and after using SLANT strategy.

To analyze the data, the researcher computed the data of the average rates of pre-test and post-test by using SLANT strategy formula as follows:

$$\bar{X} = \frac{\sum X}{N}$$

—

$N$

$\bar{X}$ : Mean of average score

$\sum X$  : Total score

$N$ : Total Number Of Studeny<sup>31</sup>

Moreover, to know the result the researcher compared etween pre-test and post-test. The result was matched by the minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the researcher conducted cycle II.

---

<sup>30</sup>Michael]. Wallace, *Action Research For Language Teachers*, (Cambridge University Press, 1998), 57.

<sup>31</sup>Donald Ary, *Introduction To Research Education*, (USA: Wadmorth), 110

**G. Criteria of success.**

This research is declared successful if the percentage of students who achieve Minimum Mastery Criteria (MMC) of English subject at the Eleventh grade is 70 in their speaking performance and learning activity is 75%.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of The Research**

In this chapter, the researcher would like to present the result of this research that explains the answer of problem formulation.

#### **12. Description of The Research**

Before presenting the result of this research, the researcher describes SMAN 1 Batanghari that consists of:

##### **a. The History of SMAN 1 Batanghari**

SMAN 1 Batanghari was established in 1993, which was approved by the Minister of National Education led by Mr. Wardiman Jojonegoro. SMAN 1 Batanghari is located at the Kapten Harun 47/A Desa Nampi Rejo. This school has land area of 15.080 m<sup>2</sup> and building area of 3.460 m<sup>2</sup> with ownership status.

The vision and mission of the SMAN 1 Batanghari is as, Vision “Becoming a school that has achievement based on faith and piety”. Mission “Developing curriculum content according to school character, but with national standards”.

#### **B. Description of the Research**

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action,

observation and reflection. In this research, the researcher is as an English teacher and Mr. Murdiyanto,S.Pd as the collaborator.

**a. Pre-test activity**

The researcher conducted the pre-test on May, 21<sup>th</sup> 2019 at 09.00 until 10.30. All students have already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their speaking performance before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was speaking test that asked the students to describe “the advantage and disadvantage of handphone”. Then, the students’ pre-test result is illustrated on the table below:

**Table 4**  
**Students’ Pre-test Grade**

No	Name	P	G	V	F	TOTAL POINT	TOTAL GRADE
1	AEP	1	1	1	1	4	25
2	EAAP	1	1	2	1	5	31
3	AS	1	1	1	1	4	25
4	S	1	1	1	1	4	25
5	F	1	1	1	1	4	25
6	RR	1	1	1	1	4	25
7	MD	1	1	1	1	4	25
8	PRP	1	1	1	1	4	25
9	DAS	1	1	1	1	4	25
10	H	1	1	1	1	4	25
11	IA	1	1	2	2	6	38
12	MFA	1	1	1	1	4	25
13	KH	1	1	2	1	5	31

14	YNH	1	1	1	1	4	25
15	ILH	1	1	1	1	4	25
16	DF	1	1	1	1	4	25
17	MBS	1	1	1	1	4	25
18	APS	1	1	1	1	4	25
19	DS	1	1	1	1	4	25
20	RS	1	1	1	1	4	25
21	DAA	2	2	2	2	8	38
22	STA	1	1	1	1	4	50
23	DK	1	1	1	1	4	25
24	F	1	1	1	1	4	25
25	AYB	1	1	1	1	4	25
26	RD	1	1	1	1	4	25
<b>Total of all students' grade</b>							<b>682</b>
<b>Total all of the studets (n)</b>							<b>26</b>
<b>The highestgrade</b>							<b>50</b>
<b>The lowestgrade</b>							<b>25</b>
<b>Average</b>							<b>26</b>

Source: The result grade of Speaking pre-test at XI class of SMAN 1 Batanghari May21<sup>th</sup> 2019.

**Table 5**  
**Note of Speaking Criteria Symbol**

No	Symbol	Criteria
1	P	Pronunciation
2	G	Grammar
3	V	Vocabularry
4	F	Fluency

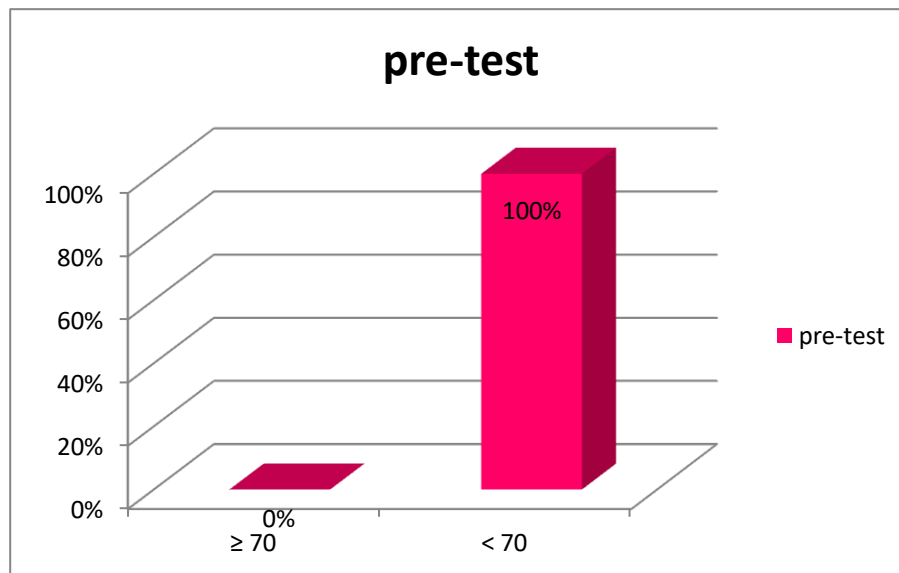
Source: Adopted from Weir's Speaking Rubric

**Table 6**  
**Frequency of students' grade in Pre-test**

No.	Grade	Frequencies	Precentage	Explanation
1	$\geq 70$	0	0%	Complete
2	$< 70$	26	100%	Incomplete
	<b>Total</b>	<b>26</b>	<b>100%</b>	

Source: The result grade of Speaking pre-test at XI class of SMAN 1 Batanghari May21<sup>th</sup> 2019.

**Figure 2**  
**The Percentage of the Students' Grade in Pre-test**



Based on the data above, it could be inferred that 26 students (100%) were not successful and 0 other students (0%) were not successful. The successful students were those who got the minimum mastery criteria of English subject at SMAN 1 Batangahariat at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 26, so the result was unsatisfied. Therefore, the researcher used SLANT strategy to improve the students' speaking performance.

#### **a. Cycle I**

##### **1) Planning**

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process

such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

## **2) Acting**

### **3. The first meeting**

The first meeting was conducted on May, 22<sup>nd</sup>2019 at 09.00 until 10.30 and followed by 26 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning, the researcher introduced SLANT strategy to the students. The researcher asked students to sit up upright posture but relaxed. The researcher asked students to lean forward leaning forward slightly. The researcher asked the students to activate students' thinking by reminding students to conduct the discussion of "advantage and disadvantage of social media" by asking themselves the question: "what is this



about?”. The researcher asked the students to name key information by answering the teacher questions, sharing their ideas, and adding others students statements. The researcher asked the students to track the talker by keeping their eyes on the teacher and the other students in the speaking process.

#### **b. The second meeting**

The second meeting was conducted on May,24<sup>th</sup> 2019 at 09.00 until 10.30. for 2x45 minutes after the students has been given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students’ condition. The activity was continued by givingplying the same steps of SLANT strategy used in meeting 1.

Furthermore, on May29, 2019the researchergave post test 1 conducted in cycle by administrating a speaking test. The kind of the test was speaking test that asked the students to describe “the advantage and disadvantage of gaming effects for teenagers”.The result of the students’ test in post test 1 was better than test in pre-test before.

**Table 7**  
**The Students’ Grade of Post-test 1**

<b>No</b>	<b>Name</b>	<b>P</b>	<b>G</b>	<b>V</b>	<b>F</b>	<b>TOTAL POINT</b>	<b>TOTAL SCORE</b>
1	AEP	3	2	3	2	10	63
2	EAAP	3	2	3	2	10	63
3	AS	3	2	3	2	10	63
4	S	2	2	3	3	10	63
5	F	2	2	3	3	10	63

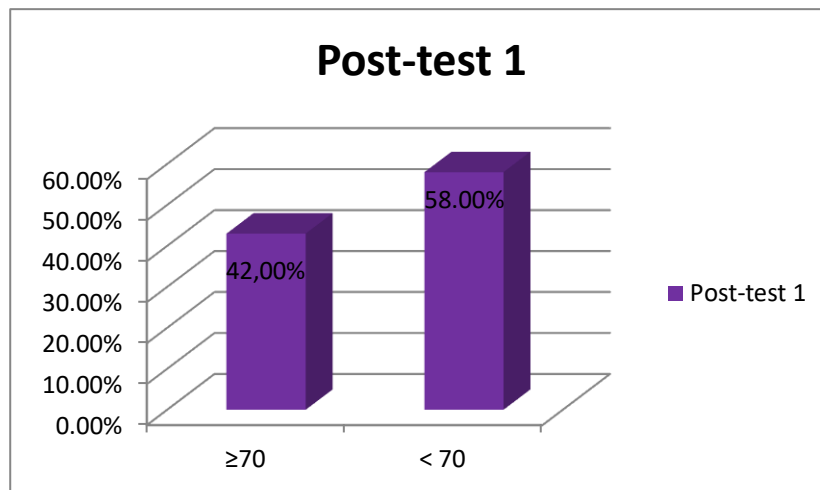
6	RR	2	2	3	3	10	63
7	MD	3	2	4	3	12	75
8	PRP	3	2	3	2	10	63
9	DAS	3	3	4	3	13	81
10	H	3	2	3	2	10	63
11	IA	3	2	3	3	11	69
12	MFA	3	3	3	3	12	75
13	KH	2	2	3	3	10	63
14	YNH	2	2	3	3	10	63
15	ILH	3	2	3	3	11	69
16	DF	3	3	4	3	13	81
17	MBS	3	2	4	3	12	75
18	APS	3	2	3	2	10	63
19	DS	2	3	3	3	12	75
20	RS	3	3	3	3	12	75
21	DAA	3	2	3	3	11	69
22	STA	3	3	3	3	12	75
23	DK	2	2	3	3	10	63
24	F	3	3	3	3	12	75
25	AYB	3	3	4	4	14	88
26	RD	3	3	3	3	12	75
<b>Total of all students' grade</b>							<b>1.813</b>
<b>Total all of the studets (n)</b>							<b>26</b>
<b>The highestgrade</b>							<b>88</b>
<b>The lowestgrade</b>							<b>63</b>
<b>Average</b>							<b>70</b>

**Table 8**  
**Frequency of students' grade in Post-test I**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	11	42%	Complete
2	$< 70$	15	58%	Incomplete
	Total	26	100%	

Source: The result grade of speaking Post-test I at XI class of SMAN 1 Batanghari May 29<sup>th</sup> 2019.

**Figure 3**  
**The Percentage of the Students' Grade on Post-test 1**



Based on the result above, it could be seen that 11 students (42%) got grade up to the standard and 15 students (58%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

### 3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave speaking topic about "Benefit of extracurricular activity for students' by using SLANT strategy.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get

the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

**Table 9**  
**The Students' Learning Activity Observation in Cycle I**

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AEP	√	-	√	√
2.	APS	√	√	-	√
3.	AS	√	-	√	√
4.	AYP	√	√	-	-
5.	DAA	√	-	√	√
6.	DAS	-	-	√	-
7.	DF	√	-	-	√
8.	DK	√	√	-	√
9.	DS	-	-	√	-
10.	EAAP	√	-	-	√
11.	F	√	√	√	√
12.	F	-	-	√	-
13.	H	√	√	-	√
14.	IA	-	-	√	-
15.	ILH	√	-	-	√
16.	KH	-	√	-	-

17.	MA	-	-	√	√
18.	MBS	√	-	-	√
19.	MD	√	√	-	-
20.	PRP	√	-	√	√
21.	RD	-	-	-	√
22.	RR	√	-	-	-
23.	RS	-	-	√	√
24.	S	-	√	-	-
25.	STA	√	-	√	√
26.	YNH	-	√	-	√
→	TOTAL	16	9	12	17

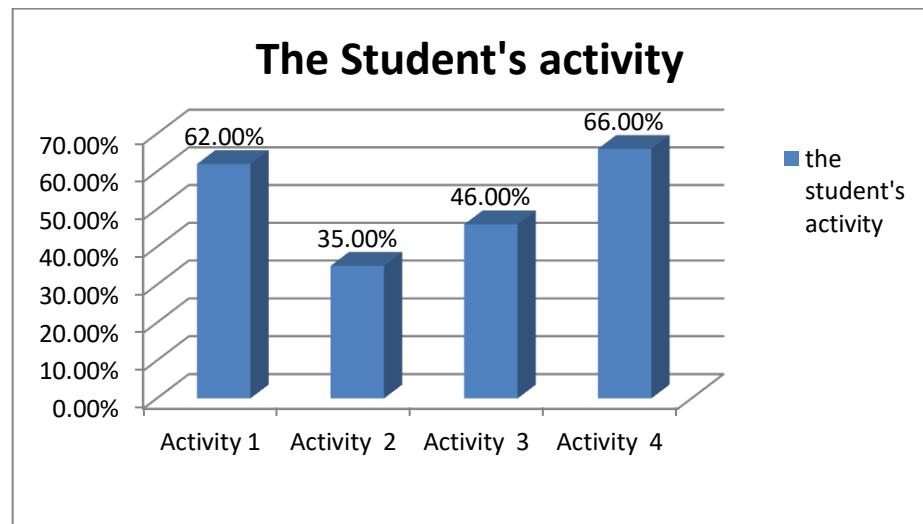
**Table 10**  
**The Frequency Students' Activities in Cycle I**

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	16	62%
2	The students' ask/answer question	9	35%
3	The students active in the class	12	46%
4	The students able do the task	17	66%
Total Students		26	

Source: The students' activity at the eleventh grade XI Class of SMAN 1 Batangharion May 24<sup>th</sup> 2019.

Figure 4

## The Percentage of Students Activities in Cycle I



The table showed that not all the students' were active in learning process. There were 16 students (62 %) who gave attention to the teacher explanation. 9 students (35%) who asked answered question, 12 students who were active in the class (46%) 17 students (66 %) who are able to do the task.

#### 4) Reflecting

From the result observation in learning process in cycle I, it is be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) that is 70 of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

**Table 11**  
**The Comparison Between Pre-test and Post-test I Grade in Cycle I**

<b>NO</b>	<b>Name Initial</b>	<b>Pre Test</b>	<b>Post Test I</b>	<b>Deviation</b>	<b>Explanation</b>
1.	AEP	25	63	38	Improved
2.	APS	31	63	32	Improved
3.	AS	25	63	38	Improved
4.	AYP	25	63	38	Improved
5.	DAA	25	63	38	Improved
6.	DAS	25	63	38	Improved
7.	DF	25	75	50	Improved
8.	DK	25	63	38	Improved
9.	DS	25	81	56	Improved
10.	EAAP	25	63	38	Improved
11.	F	38	69	31	Improved
12.	F	25	75	50	Improved
13.	H	31	63	32	Improved
14.	IA	25	63	38	Improved
15.	ILH	25	69	44	Improved
16.	KH	25	81	56	Improved
17.	MA	25	75	50	Improved
18.	MBS	25	63	38	Improved
19.	MD	25	75	50	Improved
20.	PRP	25	75	50	Improved
21.	RD	38	69	31	Improved
22.	RR	50	75	25	Improved
23.	RS	25	63	38	Improved
24.	S	25	75	50	Improved
25.	STA	25	88	63	Improved
26.	YNH	25	75	50	Improved
<b>Total</b>		682	1.813	1.138	
<b>Average</b>		26	70		
<b>The highest grade</b>		50	88		
<b>The lowest grade</b>		25	63		

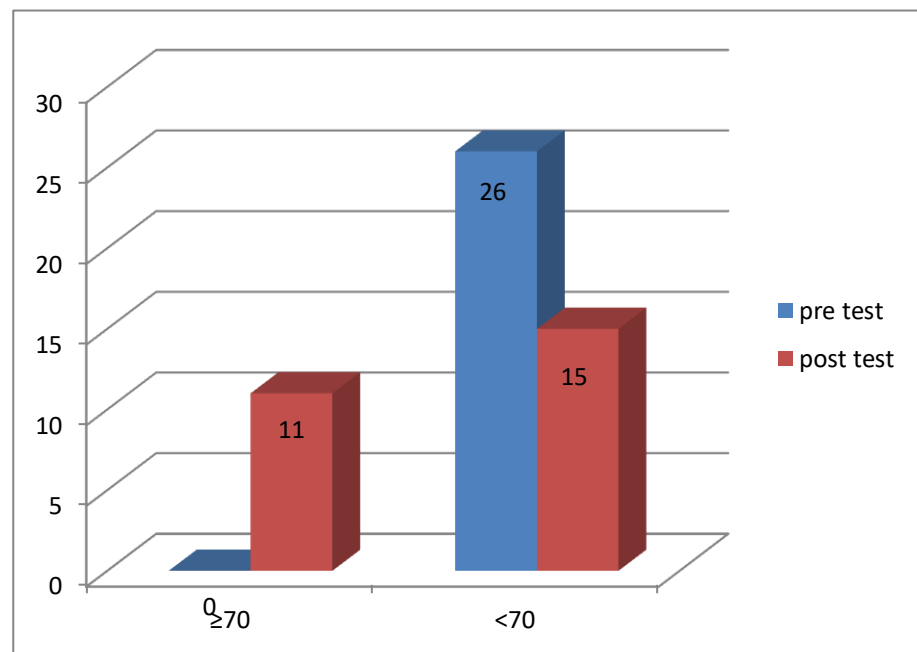
**Table 12**  
**The Comparison of Students' Pre-Test and Post-Test I in Cycle I**

Interval	Pre-Test	Post-Test I	Explanation
$\geq 70$	0	11	Complete
$< 70$	26	15	Incomplete
Total	26	26	

Then, the graph of comparison students' comparisons peaking performance of pre-test and post-test I grade in cycle I could be seen as follow:

**Figure 5**

**The Comparison of Percentage of the Students' Completeness Grade on Pre-test and post-test I**



The table and the graphic above, it could be inferred that 26 students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the



minimum mastery criteria at SMAN 1 Batanghari at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 26, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 11 students (42%) got grade up to the standard and 15 students (58%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

### **c. Cycle II**

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

#### **1) Planning**

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in speaking performance by the SLANT strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem,

and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

## **2) Acting**

### **a) The first meeting**

The first meeting was conducted on May 31<sup>th</sup> 2019 at 09.00 until 10.30 followed by 26 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, the speaking topic of this meeting is "the benefit of English songs for teenagers".

Next, the researcher gave the students benefit of English songs for teenagers and asked the students to speak. Then, the researcher asked the students to answer the question. The researcher asked students to sit up upright posture but relaxed. The researcher asked students to lean forward leaning forward slightly. The researcher ask students to activate students' thinking by reminding students to achieve the discussion of "advantage and disadvantage of social media" by asking themselves the question: "what is this about?". The researcher asked the students to name key information by answering the teacher questions, sharing their ideas, and adding others students statements. The researcher ask the students to track

the talker by keeping their eyes on the teacher and the other students in the speaking process. In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the researchergave the explanation to all of the students about the problem of speaking performance that often faced by the students through the effective strategy; SLANT strategy.

b) The second meeting

The second meeting was conducted on June 4<sup>th</sup> 2019. In this meeting the researcher implemented the steps of SLANT strategy in improving students'speaking performance.

Furthermore, on July 16 2019, the researcher gave post test to the students to the. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II provided in table 13. There were20of 26 students got the grade under the minimum mastery criteria in SMAN 1 batanghari.

**Table 13****The Students' Post Test II grade**

<b>No.</b>	<b>Students' Name</b>	<b>Grade</b>	<b>Note</b>
1.	AEP	88	COMPLETE
2.	APS	81	COMPLETE
3.	AS	75	COMPLETE
4.	AYP	75	COMPLETE
5.	DAA	69	UNCOMPLETE
6.	DAS	75	COMPLETE
7.	DF	69	UNCOMPLETE
8.	DK	88	COMPLETE
9.	DS	69	UNCOMPLETE
10.	EAAP	88	COMPLETE
11.	F	75	COMPLETE
12.	F	81	COMPLETE
13.	H	75	COMPLETE
14.	IA	88	COMPLETE
15.	ILH	81	COMPLETE
16.	KH	81	COMPLETE
17.	MA	81	COMPLETE
18.	MBS	69	UNCOMPLETE
19.	MD	75	COMPLETE
20.	PRP	75	COMPLETE

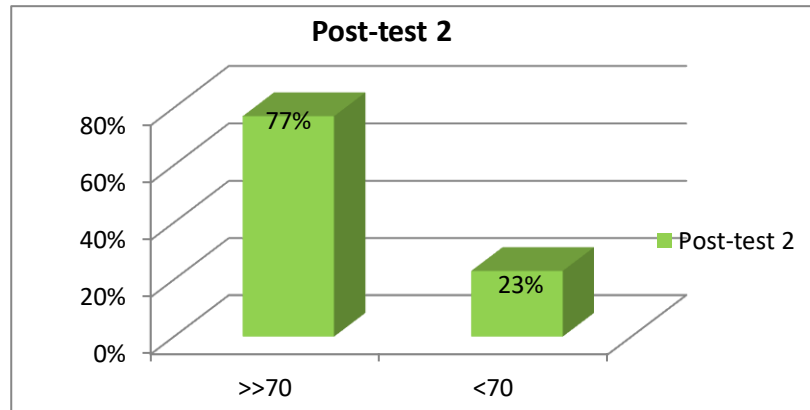
21.	RD	69	UNCOMPLETE
22.	RR	81	COMPLETE
23.	RS	75	COMPLETE
24.	S	69	UNCOMPLETE
25.	STA	75	COMPLETE
26.	YNH	81	COMPLETE
<b>Total of all students' grade</b>		2.008	
<b>Total all of the studets (n)</b>		26	
<b>The highest grade</b>		88	
<b>The lowest grade</b>		69	
<b>Average</b>		77	

Source: The result grade of speaking post test II at XI class of SMAN 1 Batanghari on July, 16<sup>th</sup> 2019.

**Table 14**  
**The Frequency of students' grade in Post-test II**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	20	77 %	Complete
2	$< 70$	6	23%	Uncomplete
	Total	30	100 %	

Source: The result grade of speaking post test II at XI class of SMAN 1 Batanghari on July, 16<sup>th</sup> 2019.

**Figure 6****The Percentage of the Students' Grade in Post-test II**

Based on the result above, it could be inferred that 20 students (77%) were successful and 6 other students (23%) were not successful. From the post test 2 results, the researcher got the average of 77 %. It was higher than post test 1 in cycle I.

**3) Observing**

In this step, the researcher presented the material by SLANT strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow:

**Table 15**  
**The Students' Activity Result in Cycle II**

No	Name	The observation Aspects			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AEP	√	√	√	√
2.	APS	√	-	√	√
3.	AS	√	√	√	√
4.	AYP	-	√	-	-
5.	DAA	√	√	√	√
6.	DAS	-	√	-	-
7.	DF	√	-	√	√
8.	DK	-	√	√	√
9.	DS	√	-	√	√
10.	EAAP	√	√	√	-
11.	F	√	√	-	√
12.	F	-	√	-	-
13.	H	√	√	√	√
14.	IA	√	√	√	√
15.	ILH	√	√	-	√
16.	KH	√	√	-	√
17.	MA	√	-	-	√

18.	MBS	√	√	√	√
19.	MD	√	√	-	√
20.	PRP	√	-	√	-
21.	RD	√	√	√	√
22.	RR	√	√	√	√
23.	RS	√	-	√	√
24.	S	√	√	-	-
25.	STA	√	√	√	√
26.	YNH	√	-	-	√
<b>Total</b>		22	20	16	20

**Table 16**  
**The Frequency Students' Activity in Cycle II**

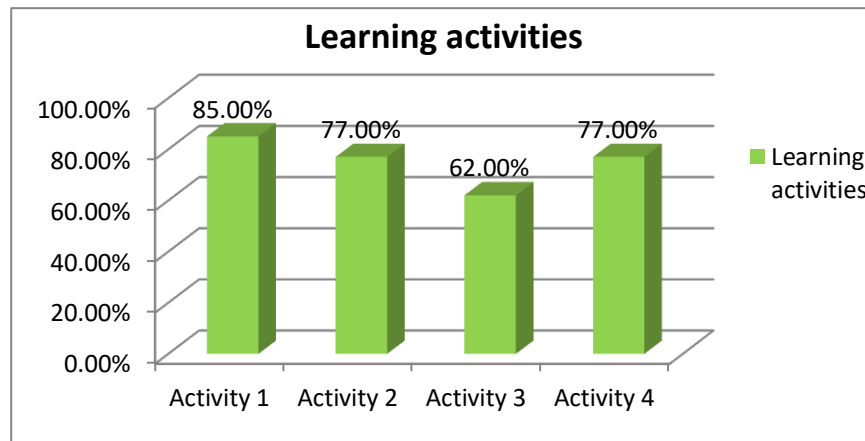
No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	22	85%
2	The students' ask/answer question	20	77%
3	The students active in the class	16	62%
4	The students able do the task	20	77%
<b>Total Students</b>		<b>26</b>	

Source: The students' speaking performance at the eleventh grade of XI class of SMAN 1 Batanghari on July 16<sup>nd</sup> 2019.

Furthermore, the graph of percentage students speaking performance in cycle II, as follow:



**Figure 7**  
**The Percentage of Students speaking performance in Cycle II**



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 85%, then, the students ask/answer the question from the teacher 77% and the students active in the class 62%, and the last the students able do the task 77%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage  $\geq 70\%$ .

#### **4) Reflecting**

From the result of learning process in cycle II the researcher analyzed that generally by using SLANT strategy, the students speaking performance would improve.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison

between students post test I grade and post-test II grade could be compared on the following table.

**Table 17**  
**The Comparison Between Post-Test I Grade and Post-Test II Grade**

<b>NO</b>	<b>Name Initial</b>	<b>Post-Test I Grade</b>	<b>Post-Test II Grade</b>	<b>Deviation</b>	<b>Explanation</b>
1.	AEP	63	88	25	Improved
2.	APS	63	81	18	Improved
3.	AS	63	75	12	Improved
4.	AYP	63	75	12	Improved
5.	DAA	63	69	6	Improved
6.	DAS	63	75	12	Improved
7.	DF	75	69	-6	Declined
8.	DK	63	88	25	Improved
9.	DS	81	69	12	Improved
10.	EAAP	63	88	25	Improved
11.	F	69	75	6	Improved
12.	F	75	81	6	Improved
13.	H	63	75	12	Improved
14.	IA	63	88	25	Improved
15.	ILH	69	81	12	Improved
16.	KH	81	81	0	Constant
17.	MA	75	81	6	Improved
18.	MBS	63	69	6	Improved
19.	MD	75	75	0	Constant
20.	PRP	75	75	0	Constant
21.	RD	69	69	0	Constant
22.	RR	75	81	6	Improved
23.	RS	63	75	12	Improved
24.	S	75	69	-6	Declined
25.	STA	88	75	13	Improved
26.	YNH	75	81	6	Improved
<b>Total</b>		<b>1.813</b>	<b>2.008</b>	<b>245</b>	
<b>Average</b>		<b>70</b>	<b>77</b>		
<b>The highest grade</b>		<b>88</b>	<b>88</b>		
<b>The lowest grade</b>		<b>63</b>	<b>69</b>		

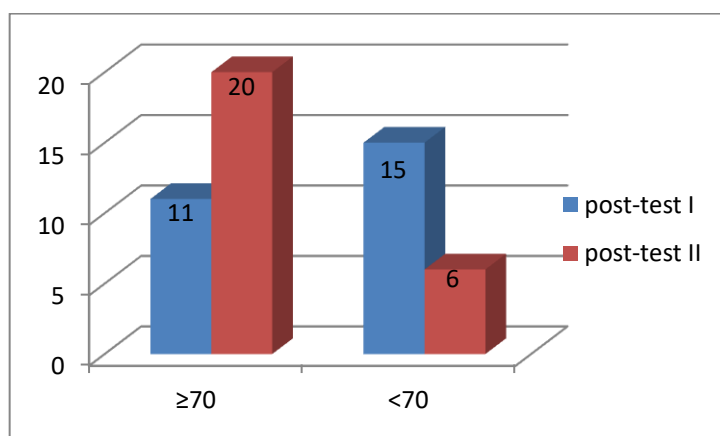
**Table 18**  
**The Comparison of Students' Grade in Post-test I**  
**and Post-Test II**

Interval	Post-Test I	Post-Test II
$\geq 70$	11	20
$< 70$	15	6
<b>Total</b>	<b>26</b>	<b>26</b>

Then, the graph of students speaking performance post-test

I and post-test II grade in cycle II could be seen as follow:

**Figure 8**  
**The Percentage of Comparison of Students' grade on**  
**Post-test I and Post-test II**



From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 11 students (42%) were successful and 19 other students (58%) were not successful. From the post test 2 results, the researcher got the average of 73 %. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was  $\geq 75\%$  students got grade 70. It indicated that the students' speaking performance was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that SLANT strategy improve the students' speaking performance.

### **C. INTERPRETATION**

Speaking would be easier to understanding when it is supported by the appropriate teaching strategy because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching speaking performance by using SLANT strategy can improve students' speaking performance. SLANT is complex activity that requires comprehension and selection of information and written production process. When SLANT is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. Therefore, it has proved that SLANT strategy could be an interesting strategy to teaching speaking performance.

#### **1. Result of Students Learning**

##### **a. Result of students Pre- Test Grade**

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment.

The researcher obtained the data through test in the form of multiple choice which completed for 60 minutes. It was done on May 21<sup>st</sup>, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 26 students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the minimum mastery criteria at SMAN 1 Batanghari at least 70.

b. Result of Students Post- Test 1 Grade

In this research, to know the students speaking performance after implementing the treatment the researcher conducted the post-test I. It was done on May, 29<sup>nd</sup> 2019. based on the result of post-test 1, it could be seen that 11 students (42%) got grade up to the standard and 15 students (58%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

c. Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 58% passed the MMC. The researcher presented the post-

test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the from of speaking test which completed for 60 minutes. it could be seen that the grade of the students in post-test II was various. It could be inferred that 20 students (77%) were successful and 6 other students (23%) were not successful. From the post test 2 results, the researcher got the average of 77. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was  $\geq 75\%$  students got grade 70. It indicated that the students' speaking performance was improved.

**d. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.**

English learning process was successfully in cycle I but the students' average grade was low. While. The grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. the following was the table of illustration grade in cycle I and cycle II.

**Table 19**  
**The Comparison of Speaking performance of**  
**Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II**

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	25	63	88
2.	31	63	81
3.	25	63	75
4.	25	63	75
5.	25	63	69

6.	25	63	75
7.	25	75	69
8.	25	63	88
9.	25	81	69
10.	25	63	88
11.	38	69	75
12.	25	75	81
13.	31	63	75
14.	25	63	88
15.	25	69	81
16.	25	81	81
17.	25	75	81
18.	25	63	69
19.	25	75	75
20.	25	75	75
21.	38	69	69
22.	50	75	81
23.	25	63	75
24.	25	75	69
25.	25	88	75
26.	25	75	81
<b>Total</b>	<b>682</b>	<b>1.813</b>	<b>2.008</b>
<b>Average</b>	<b>26</b>	<b>70</b>	<b>77</b>

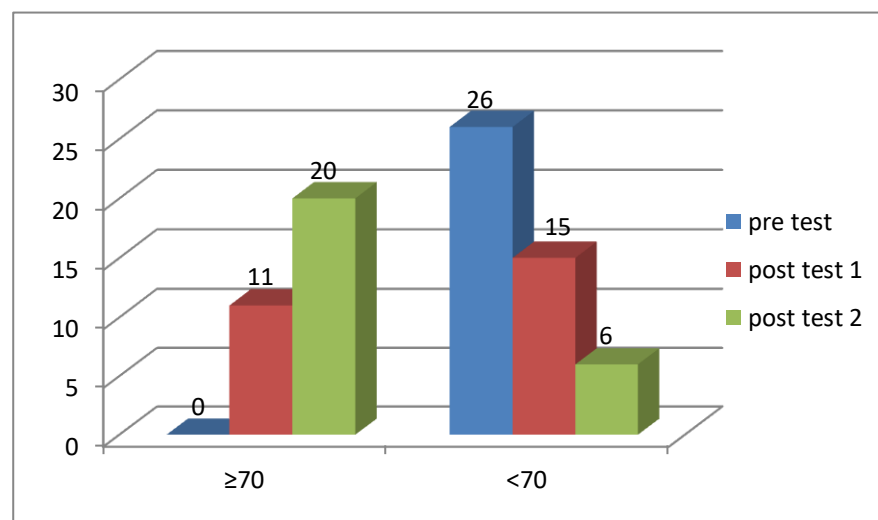
Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' grade. It could be seen from the students get grade 70 from 0 to 11 became 20. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

**Table 20**  
**The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II**

<b>Interval</b>	<b>Pre-Test</b>	<b>Post-Test I</b>	<b>Post-Test II</b>	<b>Explanation</b>
$\geq 70$	0	11	20	Completed
$< 70$	26	15	6	Uncompleted
<b>Total</b>	<b>26</b>	<b>26</b>	<b>26</b>	

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

**Figure 11**  
**The Comparison Grade of Students Speaking performance in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I**



Based on the graph above, it could be inferred that SLANT strategy could improve the students' speaking performance. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

## 2. The Result of Students' Learning Activities in Cycle I and Cycle II

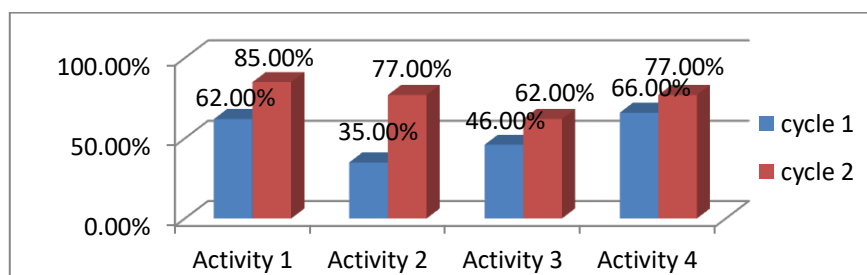
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement is as follows:



**Table 21**  
**The Presentage of Students Activities in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II		Average
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	16	62%	22	85%	74%
2	The students' ask/answer question	9	35%	20	77 %	56%
3	The students active in the class	12	46%	16	62 %	54%
4	The students able do the task	17	66%	20	77%	72%
<b>Average</b>			<b>52%</b>	-	<b>75%</b>	-

**Figure 10**  
**Figure of Learning Activity in Cycle I and Cycle II**



Based on the data had gotten, it can be explained as follow:

**a) The Students' pay attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I it was only 62% and in cycle II 85%, it is improved 23%.

**b) The students ask/answer question from the teacher**

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 42%, from cycle I 35% and cycle II 77%.

**c) The students' activeness in the class**

The active students in class were improved. It could be seen on the cycle I 46% and cycle II also 62%, it improved 16%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in speaking performance when SLANT strategy was applied in learning process from cycle I up to cycle II.

**d) The students' ability in doing the task**

The students who had done the task were increased. It could be seen on the cycle I 66% and cycle II 77%, it increased 11%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of SLANT strategy improve the students' in speaking performance. There was progress average grade from 25 to 70 and to 77.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 26 students' did not achieve the criteria (100%).

Moreover, in the post-test I there was 11 students or (42%) passed the test the indicator students get grade  $\geq 70$  with average 70. Meanwhile, in the post-test II there was 20 students or (77%) passed the test the indicator students get grade  $\geq 70$  with average 77. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got grade 70 was achieved.

#### **D. DISCUSSION**

In teaching speaking performance to the students' of SMAN 1 Batanghari especially in students of XI class, based on the pre survey there are some problems like some students have inadequate vocabulary mastery and explored their ideas in speaking performance. The researcher choose SLANT strategy to improve the students' speaking performance.

The researcher used this strategy to organize students' idea and made students more active in speaking performance in learning English. Therefore, it is proved that the implementation of SLANT strategy improve the students' learning activities using SLANT. Therefore, SLANT hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of SLANT strategy could improve the students' in speaking performance. There is progress from the students getsgrade $\geq$ 70 from pre-test 100% or 0 students, post-test I 42% or 11 students and post-test II become 77% or 20 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade $\geq$ 70 are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay' attention of the teacher' explanation from 62% become 85%, the students' ask/answer question from 35% become 77%, the students' activeness in the class from 46% become 62%, the students' able do the task from 66% become 77%. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the speaking performance could be improved through SLANT strategy at the eleventh graders of SMAN 1 Batanghari, as follows:

- a. SLANT strategy can improve speaking performance at the eleventh graders of SMAN 1 Batanghari. It can be seen on the progress from pre-test to cycle I and cycle II. The average grade from pre test 26 to post test 70 became 77 in post test II. In cycle I, there were 11 students passed the test. Moreover, in cycle II there were 20 students who get grade  $\geq 70$ . It means that result of cycle II had already achieved the indicator of success that was 75 % of the students achieve the minimum mastery criteria (MMC).
- b. SLANT strategy can improve students' learning activity at the eleventh graders of SMAN 1 Batanghari. The student's activity in the implementation of cycle I and cycle II is very active and confidence.

Therefore, it is concluded that SLANT strategy can improve the students' speaking performance and learning activity. The students' speaking performance and learning activity in cycle I and cycle II could be improved significantly

## B. Suggestion

Based on the conclusion above, there are some suggestions intended to the improvement of teaching and learning process, as follows:

### 1. For English Teacher

- a. The teacher is suggested to prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media.
- b. It is better for the teacher to use SLANT strategy in English learning especially in speaking because it can improve students' speaking performance

The teacher is suggested motivation to the students in order to be active in learning process.

### c. For the Students

It is suggested to the students to be more active in learning process in the class and improve their ability in speaking performance so they can be successful in English learning.

### d. For Headmaster

To support the English teacher to use SLANT strategy in learning process, because SLANT strategy is so helpfull.

## BIBLIOGRAPHY

- Angraini, Desni."Teaching Speaking ff Discussion Textb by Combining Community Circle and Slant (Sit Up. Lean Forward. Active Your Thinking. Name Key Information. Track the Talker Strategies at Third Grade of Senior High School". Pendidikan Bahasa Inggris 4. No 2 (2014)
- Ary, Donald *Introduction To Research Education*. Belmont: Wadsworth, 2010
- Atkinson, Rhonda.*FTCE Elementary Education K-6*. Orlando: Florida ,2017.
- Bell, Lisa M. and Jill M. Aldridge. *StudentVoice.Teacher Action Research And Classroom Improvement*.Sense: Rotterdam, 2014.
- Boyle, Joseph and David Scanlon.*Method & Strategies for Teaching Students with High Incidence Disabilities* Belmont: Wadsworth, 2010.
- Boyle, Joseph and David Scanlon.*Method & Strategies for Teaching Students with Mild Disabilities* Belmont: Wadsworth, 2010.
- Brown, H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy. Second Edition*.California: San Fransisco State University. 2001.
- Combleet, Sandra & Ronald Carter. *The Language of Speech and Writing*. New York: Routledge, 2001.
- Fedrizzi, Marian and Randy Ellis. *Debate*.South-Western: Cengage Learning. 2011.
- Henning, John E., Jody M. Stone. And James L. Kelly *Using Action Research to Improve Instruction An Interactive Guide for Teachers*. New York: Taylor & Francis. 2009.
- McNiff, Jean, and Jack Whitehead.*Action Research: Principles And Practice*. Falmer London: Routledge. Second Adition, 2002.
- Miller, Thomas W.*School Violence And Primary Prevention* Belmont: University of Kentucky. KY 2008.
- Miranti." Teaching Listening Combining Slant and Tqlr Strategies to Improve Students Listening Ability at Senior High School". Pendidikan Bahasa Inggris 2. No 2 ,2013.

- Morris, Richard J. and Nancy Mather. *Evidence-Based Interventions for Students With Learning and Behavioral Challenges*. New York: Taylor & Francis, 2008.
- Nguyen, Tuan H. "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School". *Asian Journal of Educational Research*. Vol. 3. No. 2015 ISSN 2311-608.
- O'Leary, Zina. *The Essential Guide To Doing Research*. London: Sage, 2004.
- O'Brien, Chris. "Modifying Learning Strategies for Classroom Success." *TEACHING Exceptional Children plus* vol 1. issue 3 January 2005.
- Pelton, Robert P. *Action Research For Teacher Candidates*. US: New York, 2010.
- Penny, Ur. *a course in language teaching practice and theory*. (Cambridge:1996)
- Richards, Jack C. *Teaching Listening and Speaking*. New York: Avenue of the Americans. 2008.
- Sarah, David, and Ana. *Effective Speaking Communicating in Speech*. (Taylor & Francis e-Library. 2003)
- Stinger, Ernes T, Lois McFadyen Christensen, Shelia C. Baldwin. *Integrating Teaching. Learning. And Action Research*. London: Sage, 2010.
- Torky, Shiamaa Abd EL Fattah. "The Effective of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students". Ain Shams University, 2006.
- Wallace, Michael. *Action Research for Language Teachers*. Cambridge University Press : 1998.
- Weir, Cyril J. *language and validation*. United States: Palgrave Macmillan. 2005.



SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru</p>	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p>Fungsi Sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p>Terbiasa menggunakan ungkapan memberi saran</p>	<p>Mengamati</p> <p>Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli.</p> <p>Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan.</p> <p>Siswa belajar mengambil giliran dalam melakukan tindak komunikasi</p>	<p>Kriteria Penilaian:</p> <p>Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya</p> <p>Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya</p> <p>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa</p>	2 x 2jp	<p>CD/ Audio/ VCD</p> <p>Koran/ majalah berbahasa Inggris</p> <p>Sumber dari internet:</p> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/ae">http://americanenglish.state.gov/files/ae</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan tawaran dan meresponnya</p> <p>Ungkapan</p> <p>Saran dan tawaran:</p> <p>Why don't you...</p> <p>What about ...?</p> <p>You should ...</p> <p>You can ....</p> <p>Do you need ....?</p> <p>Unsur kebahasaan</p> <p>Ucapan, tekanan kata, intonasi,</p> <p>Rujukan kata</p> <p>Topik</p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<p>Mempertanyakan (questioning)</p> <p>Dengan pertanyaan pengarah dari guru, siswa mempertanyakan:</p> <p>Fungsi sosial</p> <p>Ungkapan yang digunakan untuk memberi saran dan tawaran</p> <p>Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.</p> <p>Mengeksplorasi</p> <p>Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya</p> <p>Siswa berlatih menggunakan ungkapan tersebut</p> <p>Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi</p> <p>Mengasosiasi</p> <p>Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan.</p> <p>Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan,</p>	<p>kata, ucapan, tekanan kata, intonasi</p> <p>Kesesuaian format penulisan/ penyampaian</p> <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <p>Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya .</p> <p>Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya</p> <p>Pengamatan (observations):</p> <p>Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan.</p> <p>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</p>		<p><a href="#">/resource_files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sesuai konteks penggunaannya.</p> <p>Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <p>Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain</p> <p>Mengkomunikasikan</p> <p>Siswa bermain peran memberi saran dan tawaran serta responnya</p> <p>Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.</p> <p>Siswa membuat 'learning journal'</p>	<p>Kesantunan dan kepedulian dalam melaksanakan komunikasi</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p> <p>2.2. Mengembangkan</p>	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p>Fungsi Sosial</p>	<p>Mengamati</p> <p>Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya</p> <p>Siswa mengikuti interaksi menyatakan pendapat dan</p>	<p>Kriteria Penilaian:</p> <p>Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran</p> <p>Tingkat kelengkapan dan</p>	<p>2 x 2 JP</p>	<p>CD/ Audio/ VCD</p> <p>Koran/ majalah berbahasa Inggris</p> <p>Sumber dari</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>	<p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p>Ungkapan</p> <p>menyatakan pendapat/pikiran</p> <p>I think ...</p> <p>I suppose...</p> <p>In my opinion ...</p> <p>Unsur Kebahasaan</p> <p>Ucapan, tekanan kata, intonasi</p>	<p>pikiran</p> <p>Siswa menirukan model interaksi menyatakan pendapat dan pikiran</p> <p>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <p>Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain.</p> <p>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</p> <p>Mengkomunikasikan</p>	<p>keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran</p> <p>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</p> <p>Kesesuaian format penulisan/ penyampaian</p> <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <p>Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran.</p> <p>Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya</p> <p>Pengamatan (observations):</p> <p>Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul</p>		<p>internet:</p> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/americanenglish/resource_files">http://americanenglish.state.gov/files/americanenglish/resource_files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas.</p> <p>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (learning journal).</p>	<p>kesempatan.</p> <p>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</p> <p>Kesantunan dan kepedulian dalam melaksanakan komunikasi</p> <p>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</p>		

Table 1

The result of Pre- survey data on November 26<sup>th</sup>2018

SMA NI BATANGHARI

No	Name	Final score	Criteria
1	AEP	38	Failed
2	EAAP	38	Failed
3	AS	50	Failed
4	S	50	Failed
5	F	25	Failed
6	RR	38	Failed
7	MD	75	Passed
8	PRP	31	Failed
9	DAS	38	Failed
10	H	63	Failed
11	IA	63	Failed
12	MFA	25	Failed
13	KH	25	Failed
14	YNH	63	Failed
15	ILH	31	Failed
16	DF	31	Failed
17	MBS	31	Failed
18	APS	25	Failed
19	DS	31	Failed
20	RS	56	Failed
21	DAA	44	Failed
22	STA	38	Failed
23	DK	50	Failed
24	F	38	Failed
25	AYB	63	Failed
26	RD	75	Passed
	<b>Total Score</b>	<b>1.135</b>	
	<b>Highest Score</b>	<b>75</b>	
	<b>Lowest Score</b>	<b>38</b>	
	<b>Average</b>	<b>44</b>	

**OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES**

**CYCLE I**

<b>Researcher Activities</b>	<b>Good</b>	<b>Enough</b>	<b>Low</b>
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	✓		
2. While-teaching a. Informing the objective of learning b. Explaining the material used SLANT strategy c. Guiding the students to follow the lesson	✓		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	✓		
Tick (✓) for each positive effect	3		

Metro, May 2019

Collaborator



Murdiyanto, S.pd

NIP. 196903172007011028

**OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES**  
**CYCLE 2**

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	✓		
2. While-teaching a. Informing the objective of learning b. Explaining the material used SLANT strategy c. Guiding the students to follow the lesson	✓		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	✓		
Tick (✓) for each positive effect	3		

Metro, May 2019  
Collaborator



**Murdiyanto, S.pd**  
**NIP. 196903172007011028**



**OBSERVATION SHEET OF STUDENTS' ACTIVITIES**

**CYCLE 1**

**Subject** : SMAN 1 Batanghari

**Class/semester** : XI/Ganjil

**Subject** : English

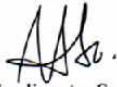
*teaching* : 2

No	Student's Name	The Aspects that Observed			
		The students pay attention of teacher's explanation	The students ask answer question	The students were active in class	The students able do the task
1	AEP	✓	-	✓	✓
2	APS	✓	✓	-	✓
3	AS	✓	-	✓	✓
4	AYB	✓	✓	-	✓
5	DAA	✓	-	✓	✓
6	DAS	-	-	✓	-
7	DF	✓	-	-	✓
8	DK	✓	✓	-	✓
9	DS	-	-	✓	-
10	EAAP	✓	-	-	✓
11	F	✓	✓	✓	✓
12	F	-	-	✓	✓
13	H	✓	✓	-	✓
14	IA	-	-	✓	✓
15	ILH	✓	-	✓	✓
16	KH	-	✓	-	-
17	MA	-	-	✓	✓
18	MBS	✓	-	-	✓
19	MD	✓	✓	-	-
20	PRP	✓	-	✓	✓
21	RD	✓	-	-	✓
22	RR	✓	-	✓	-
23	RS	-	-	✓	✓
24	S	-	-	✓	✓
25	STA	✓	-	✓	✓
26	YNH	-	✓	-	✓
<b>TOTAL</b>		16	9	12	17

**Note:**

- Tick (√) for each positive activity
- Percentage of student's activities
  1. The students pay attention of teacher's explanation=
  2. The students askanswer question=
  3. The students were active in class=
  4. The students able do the task=

Collaborator



Murdiyanto, S.pd  
NIP. 196903172007011028

Metro, May 2019

The writer



Eka Setiawati  
NPM: 1501070047

**OBSERVATION SHEET OF STUDENTS' ACTIVITIES**

**CYCLE 2**

**Subject** : SMAN 1 Batanghari

**Class/semester** : X1/Ganjil

**Subject** : English

No	Student's Name	The Aspects that Observed			
		The students pay attention of teacher's explanation	The students askanswer question	The students were active in class	The students able do the task
1	AEP	✓	✓	✓	✓
2	APS	✓	-	✓	✓
3	AS	✓	✓	✓	✓
4	AYB	-	✓	-	-
5	DAA	✓	✓	✓	✓
6	DAS	-	✓	-	-
7	DF	✓	-	✓	✓
8	DK	-	✓	✓	✓
9	DS	✓	-	✓	✓
10	EAAP	✓	✓	✓	-
11	F	✓	✓	-	✓
12	F	-	✓	-	-
13	H	✓	✓	✓	✓
14	IA	✓	✓	✓	✓
15	ILH	✓	✓	-	✓
16	KH	✓	✓	-	✓
17	MA	✓	-	-	✓
18	MBS	✓	✓	✓	✓
19	MD	✓	✓	-	✓
20	PRP	✓	-	✓	-
21	RD	✓	✓	✓	✓
22	RR	✓	✓	✓	✓
23	RS	✓	-	✓	✓
24	S	✓	✓	-	-
25	STA	✓	✓	✓	✓
26	YNH	✓	-	-	✓
<b>TOTAL</b>		22	20	16	20

**Note:**

- Tick (√) for each positive activity
- Percentage of student's activities
  1. The students pay attention of teacher's explanation=
  2. The students askanswer question=
  3. The students were active in class=
  4. The students able do the task=

Collaborator



Murdiyanto, S.pd  
NIP. 196903172007011028

Metro, May 2019  
The writer



Eka Setiawati  
NPM: 1501070047

Students' Pre-test Grade

No	Name	P	G	V	F	TOTAL POINT	TOTAL GRADE
1	AEP	1	1	1	1	4	25
2	EAAP	1	1	2	1	5	25
3	AS	1	1	1	1	4	25
4	S	1	1	1	1	4	25
5	F	1	1	1	1	4	25
6	RR	1	1	1	1	4	25
7	MD	1	1	1	1	4	25
8	PRP	1	1	1	1	4	25
9	DAS	1	1	1	1	4	25
10	H	1	1	1	1	4	25
11	IA	1	1	2	2	6	38
12	MFA	1	1	1	1	4	25
13	KH	2	1	1	1	5	31
14	YNH	1	1	1	1	4	25
15	ILH	1	1	1	1	4	25
16	DF	1	1	1	1	4	25
17	MBS	1	1	1	1	4	25
18	APS	1	1	1	1	4	25
19	DS	1	1	1	1	4	25
20	RS	1	1	1	1	4	25
21	DAA	1	2	2	1	6	38
22	STA	2	2	2	2	8	50
23	DK	1	1	1	1	4	25
24	F	1	1	1	1	4	25
25	AYB	1	1	1	1	4	25
26	RD	1	1	1	1	4	25
<b>Total all of students' grade</b>							<b>682</b>
<b>Total all of students' (n)</b>							<b>26</b>
<b>The highest grade</b>							<b>50</b>
<b>The lowest grade</b>							<b>25</b>
<b>Average</b>							<b>26</b>

**TABLE OF TEST SPECIFICATION**

**PRE-TEST**

**Speaking Test**

<b>Basic Competence</b>	<b>Performance Goal</b>	<b>Oral Test Items of Speaking</b>
4.2. Arrange oral and written texts to express and respond to expressions of opinion and thought, taking into account social functions, the structure of the text, and elements of language, correct and in context.	Students are able to compose oral and written texts to express and respond to expressions of opinions and thoughts, taking into account social functions, the structure of the text, and elements of language, correct and in context.	1. Discuss the following speaking topics orally by supporting the opinion with reasons! a. Advantages and Disadvantages of Handphone

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMAN 1 Batanghari

**Pre-Test**

1. Discuss one of the following speaking topics orally with by supporting the opinion with reasons!

**a. What is the advantage and disadvantages of handphone?**

Students' Post-test I Grade

No	Name	P	G	V	F	TOTAL POINT	TOTAL GRADE
1	AEP	3	2	3	2	10	63
2	EAAP	3	2	3	2	10	63
3	AS	3	2	2	2	10	63
4	S	2	2	3	3	10	63
5	F	2	2	3	3	10	63
6	RR	2	2	3	3	10	63
7	MD	3	2	4	3	12	75
8	PRP	3	2	3	2	10	63
9	DAS	3	3	4	3	13	81
10	H	3	2	3	2	10	63
11	IA	3	2	3	3	11	69
12	MFA	3	3	3	3	12	75
13	KH	3	2	3	3	10	63
14	YNH	2	2	3	3	10	63
15	ILH	3	2	3	3	11	69
16	DF	3	3	4	3	13	81
17	MBS	3	2	4	3	12	75
18	APS	3	2	3	2	10	63
19	DS	2	2	3	3	10	63
20	RS	3	3	3	3	12	75
21	DAA	3	2	3	3	11	69
22	STA	3	3	3	3	12	75
23	DK	2	2	3	3	10	63
24	F	3	3	3	3	12	75
25	AYB	3	2	4	4	14	88
26	RD	3	3	3	3	12	75
<b>Total all of students' grade</b>							1.813
<b>Total all of students' (n)</b>							26
<b>The highest grade</b>							88
<b>The lowest grade</b>							63
<b>Average</b>							70



**TABLE OF TEST SPECIFICATION**

**POST-TEST1**

**Speaking Test**

<b>Basic Competence</b>	<b>Performance Goal</b>	<b>Oral Test Items of Speaking</b>
4.2. Arrange oral and written texts to express and respond to expressions of opinion and thought, taking into account social functions, the structure of the text, and elements of language, correct and in context.	Students are able to compose oral and written texts to express and respond to expressions of opinions and thoughts, taking into account social functions, the structure of the text, and elements of language, correct and in context.	<ol style="list-style-type: none"> <li>1. Discuss following speaking topics by supporting the opinion with reasons!               <ol style="list-style-type: none"> <li>a. Advantages and disadvantages of social media</li> </ol> </li> </ol>

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMAN 1 Batanghari

**Post-Test 1**

1. Discuss one of the following speaking topics orally by supporting the opinion with reasons!

**a. What is the Advantages and disadvantages of social media?**

Students' Post-test 2 Grade

No	Name	P	G	V	F	TOTAL POINT	TOTAL GRADE
1	AEP	3	3	4	4	14	88
2	EAAP	3	3	4	3	13	81
3	AS	3	3	3	3	12	75
4	S	3	3	3	3	12	75
5	F	3	3	3	3	11	69
6	RR	3	2	3	4	12	75
7	MD	3	3	2	3	11	69
8	PRP	3	4	4	3	14	88
9	DAS	3	2	3	3	11	69
10	H	3	3	4	4	14	88
11	IA	3	3	3	3	12	75
12	MFA	3	3	4	3	13	81
13	KH	3	2	3	4	12	75
14	YNH	3	4	4	3	14	88
15	ILH	3	3	4	3	13	81
16	DF	3	3	4	3	13	81
17	MBS	3	3	4	3	13	81
18	APS	3	2	3	3	11	69
19	DS	3	2	3	4	12	75
20	RS	3	2	3	4	12	75
21	DAA	3	3	2	3	11	69
22	STA	3	3	4	3	13	81
23	DK	3	3	3	3	12	75
24	F	3	3	3	3	11	69
25	AYB	3	3	3	3	12	75
26	RD	3	3	4	3	13	81
Total all of students' grade							2008
Total all of students' (n)							26
The highest grade							88
The lowest grade							69
Average							77

**TABLE OF TEST SPECIFICATION**

**POST TEST 2**

**Speaking Test**

<b>Basic Competence</b>	<b>Performance Goal</b>	<b>Oral Test Items of Speaking</b>
4.2. Arrange oral and written texts to express and respond to expressions of opinion and thought, taking into account social functions, the structure of the text, and elements of language, correct and in context.	Students are able to compose oral and written texts to express and respond to expressions of opinions and thoughts, taking into account social functions, the structure of the text, and elements of language, correct and in context.	1. Discuss following speaking topics supporting the opinion with reasons! a. The benefit English songs for teenagers

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMAN 1 Batanghari

**Post-Test 2**

I. Discuss one of the following speaking topics orally by supporting the opinion with reasons!

**a. What is the benefit of English songs for teenagers?**

**OBSERVATION SHEET OF RESEARCHER ACTIVITIES**

Date :

School: SMANI BATANGHARI

**Instructions**

Give a score on the points of learning implementation by making (x/√) the numbers in the score column (1, 2, 3, 4, 5) according to the following criteria. 1 = very bad; 2 = bad; 3 = not good; 4 = good; 5 = very good

No	OBSERVED INDICATORS / ASPECTS	Score				
<b>PRE – TEACHING</b>						
1	Conditioning the students to study	1	2	3	4	5
2	Conducting apperception	1	2	3	4	5
<b>II LEARNING CORE ACTIVITIES</b>						
<b>A Mastery of subject</b>						
3	Demonstrating mastery of learning materials	1	2	3	4	5
4	Linking material to other relevant knowledge	1	2	3	4	5
5	Delivering the materials clearly, according to the learning hierarchy and characteristics of students'	1	2	3	4	5
6	Linking the materials to the reality of life	1	2	3	4	5
<b>B Approach/ learning strategy</b>						
7	Doing learning in accordance with the competencies (objectives) to be achieved and students' characteristic	1	2	3	4	5
8	Doing out coherent learning	1	2	3	4	5
9	Mastering the class	1	2	3	4	5
10	Implementing SLANT strategy	1	2	3	4	5
	a. Introducing SLANT strategy to the students	1	2	3	4	5
	b. Asking students to Sit up upright posture but relaxed. Non examples head on desk, slouching in chair	1	2	3	4	5
	c. Asking students to Lean forward leaning forward slightly non examples leaning backward, exaggerated forward lean.	1	2	3	4	5
	d. Asking students to Activate your thinking by reminding students to achive the discussion. Asking yourself questions: "what is this about?"	1	2	3	4	5
	e. Asking students to name key information by answering the teacher questions, sharing their ideas, and adding others students statements.	1	2	3	4	5
	f. Asking students to Track the talker by keeping their eyes on the teacher and the other students in the speaking process.	1	2	3	4	5
11	Doing instruction that allows positive habits to grow	1	2	3	4	5
12	Doing instruction in accordance with the planned time allocation	1	2	3	4	5

<b>C</b>	<b>Learning media</b>					
13	Using media effectively and efficiently	1	2	3	4	5
14	Delivering interesting messages	1	2	3	4	5
15	Involving the students using media	1	2	3	4	5
<b>D</b>	<b>Learning that triggers and nurtures student involvement</b>					
16	Growing active participation of students in learning	1	2	3	4	5
17	Demonstrating an open attitude towards student responses	1	2	3	4	5
18	Growing the joy and antusism of students in learning	1	2	3	4	5
D	Assessmenting of learning processes and results	1	2	3	4	5
19	Monitor learning progress during the process	1	2	3	4	5
20	Conducting a final assessment in accordance with the competencies (objectives)	1	2	3	4	5
<b>E</b>	<b>Using of language</b>					
21	Using spoken and written language which is gramatically and semantically correct	1	2	3	4	5
22	Delivering the message in the appropriate style	1	2	3	4	5
<b>III CLOSING</b>						
23	Reflecting summarizing by involving students'	1	2	3	4	5
24	Doing follow-up by providing direction, or activities, or assignments as part of remedies/enrichments	1	2	3	4	5

Metro, July 2019

Collaborator

**Murdiyanto, S.Pd**  
**NIP. 196903172007011028**

The Researcher

**Eka Setiawati**  
**NPM: 1501070047**

Field Note Table

No.	Date	Field Note Result
1.	May 21 2019 09:00-10:30	The students' don't say anything in English. The students have motivation to learn
2.	May 22 2019 09:00-10:30	The student have a progress can speak english but not all student.
3.	May 23 2019 09:00-10:30	The students more active to speaking performance.
4.	May 29 2019 09:00-10:30	The student have difficulties in their ideas.
5.	May 31 2019 09:00-10:30	The student difficult in pronunciation
6.	June 9 2019 09:00-10:30	The student more active and they can speak english well.
7.	July 16 2019 09:00-10:30	The student have more knowledge and they can increase their speaking and mention many vocabulary.



NO	NAMA	1	2	3	4	5	6	7
1	PUTSEL YA EKA PRATAMA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
2	BCA AJENG ADELIANO PUTRI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
3	AJENG SELASIH	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
4	SULLANA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
5	FARAH	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
6	RIYA RAHMAWATI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
7	MARISTA DEWI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
8	PUJA ROSIYADI PUTRI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
9	DAH AYU SAFITRI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
10	HANIFAH	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
11	IREAN ALFIANTO	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
12	MEKIRI AFRIZAL	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
13	KHOLIFATUN HASANAH	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
14	YULIA NUR HAVIA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
15	INTANA LELY HARTANTI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
16	DITA FARADIA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
17	MELINDA BELA SAFITRI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
18	AUMMA RUMPA SULTRI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
19	DELA SAFITRI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
20	PATNA SABI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
21	DWI AYU ANGGRAINI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
22	SYAM TRI ASTUTI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
23	DANI KRISTIAWAN	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
24	ANGGA YUSUF ARAFI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
25	RENDI DARMAWAN	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>



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

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

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

Nomor : B-3378/In.28.1/J/TL.00/10/2018  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA SMAN 1 BATANGHARI  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*


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

Nama : **EKA SETIAWATI**  
NPM : 1501070047  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : IMPROVING THE STUDENTS' SPEAKING PERFORMANCE  
THROUGH THE SLANT STRATEGY ( A CASE STUDY AT SMAN 1  
BATANGHARI ACADEMIC YEAR OF 2018/2019)

untuk melakukan *pra-survey* di SMAN 1 BATANGHARI.

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, 29 Oktober 2018  
Ketua Jurusan  
Tadris Bahasa Inggris  
  
**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014





PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 1 BATANGHARI  
"TERAKREDITASI B"

Jln. Kapten Harun 47 A Nempirejo Kec. Batanghari Kab.Lampung Timur 34181 email: sman01batanghari@gmail.com

**SURAT KETERANGAN**

Nomor: PL/484/V.01/SMA.01/2018

Berdasarkan Surat Ketua Jurusan Tardis Bahasa Inggris Institut Agama Islam Negeri Metro Nomor: B-3378/In.28.1/J/TL.00/11/2018 Tanggal 29 Oktober 2018 dalam hal permohonan izin Pra-survey.

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : EKA SETIAWATI  
NPM : 1501070047  
Program studi : Pendidikan Bahasa Inggris  
Judul Skripsi : " IMPROVING THE STUDENS SPEAKING PERFORMANCE THROUGH THE SLANT STRATEGY (A CASE STUDY AT SMAN 1 BATANGHARI ACADEMIC YEAR OF 2018/2019)".

Telah melaksanakan Pra-survey di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada Tanggal 26 November 2018.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari, 5 Desember 2018  
Kepala Sekolah,

**SURIPTO,S.Pd**  
NIP. 19610103 198301 1 003

121



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  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iain@metrouniv.ac.id](mailto:iain@metrouniv.ac.id)

Nomor : B-1226 /In.28.1/J/PP.00.9/5/2019

06 Mei 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (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 : Eka Setiawati  
NPM : 1501070047  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : Improving The Student' Speaking Performance Through Slant Strategy  
At SMAN 1 Batanghari 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  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

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

*Wassalamu'alaikum Wr. Wb.*



Dean, M.Pd  
NIP. 196102008011014



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

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

**SURAT TUGAS**

Nomor: B-1516/In.28/D.1/TL.01/05/2019


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

Nama : EKA SETIAWATI  
NPM : 1501070047  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH THE SLANT STRATEGY AT SMAN 1 BATANGHARI EAST LAMPUNG ACADEMIC YEAR OF 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 : 20 Mei 2019

Mn. Mengetahui,  
Pejabat Setempat  
  
Dr. Giryanto.  
NIP. 196509061991031014

Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 196705311993032003



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.metrouiniv.ac.id; e-mail: tarbiyah.iain@metrouiniv.ac.id

Nomor : B-1517/In.28/D.1/TL.00/05/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMAN 1 BATANGHARI  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1516/In.28/D.1/TL.01/05/2019, tanggal 20 Mei 2019 atas nama saudara:

Nama : **EKA SETIAWATI**  
NPM : 1501070047  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH THE SLANT STRATEGY AT SMAN 1 BATANGHARI EAST LAMPUNG ACADEMIC YEAR OF 2019/2020".

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

*Wassalamu'alaikum Wr. Wb.*



20 Mei 2019

Wakil Dekan I,

Fatonah MA

9670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 1 BATANGHARI  
"TERAKREDITASI B"

Jln. Kapten Harun 47 A Nampirejo Kec. Batanghari Kab. Lampung Timur 34181 email: sman01batanghari@gmail.com

**SURAT KETERANGAN**

Nomor: PL/236/V.01/SMA.01/2019

Berdasarkan Surat Wakil Dekan I Fakultas Tarbiyah dan Ilmu Pendidikan Institut Agama Islam Negeri Metro Nomor: B-1517/In.28/D.1/TL.00/05/2019 Tanggal 20 Mei 2019 dalam hal permohonan izin Research.

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : EKA SETIAWATI  
NPM : 1501070047  
Program studi : Pendidikan Bahasa Inggris  
Judul Skripsi : "IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH THE SLANT STRATEGY AT SMAN 1 BATANGHARI EAST LAMPUNG ACADEMIC YEAR OF 2019/2020)".

Telah melaksanakan Penelitian di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada Tanggal 21 Mei s.d 19 Juli 2019.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari, 18 Juli 2019  
Kepala Sekolah,



**SURIPTO S.Pd**  
NIP. 19610103 198301 1 003

125

**SURAT KETERANGAN**

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Eka Setiawati

NPM : 1501070097

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2015

Telah menyerahkan buku berjudul : *Who governs our Schools?*



**SURAT KETERANGAN**

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Eka Setiawati

NPM : 1501070097

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2015

Telah menyerahkan buku berjudul : *Who governs our Schools?*

Metro,  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.  
NIP. 197506102008011014





**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: digilib.metrouniv.ac.id, pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-678/In.28/S/OT.01/07/2019**

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

Nama : EKA SETIAWATI  
NPM : 1501070047  
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 1501070047.

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, 19 Juli 2019  
Kepala Perpustakaan

  
Drs. Mokhtarid/ Sudin, M.Pd.  
NIP. 195808311981031001



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


Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Eka Setiawati Fakultas/Jurusan : FTIK /TBI  
NPM : 1501070047 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
1	23/07/2019	✓	- Revise Chapter IV (table, data + the explanation)  - Chapter V (suggestion) - Revise your abstract	
2	Thursday 25/07/2019	✓	Acc and Continue to the first sponsor	

Diketahui :  
Kepala Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd.**  
NIP: 19750610 200801 1 0114

Dosen Pembimbing 2

  
**Syahreni Siregar, M. Hum**  
NIP: 19760814200912 2 004



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


Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Eka Setiawati Fakultas/Jurusan : FTIK /TBI  
NPM : 1501070047 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
1	23/07/2019	✓	- Revise Chapter IV (table, data + the explanation)  - Chapter V (suggestion) - Revise your abstract	
2	Thursday 25/07/2019	✓	Acc and Continue to the first sponsor	

Diketahui :  
Kepala Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd.**  
NIP: 19750610 200801 1 0114

Dosen Pembimbing 2

  
**Syahreni Siregar, M. Hum**  
NIP: 19760814200912 2 004

## DOCUMENTATION



**The Researcher introduces SLANT Strategy**



**The Researcher asked the students' to Sit up upright posture and relaxed.**



**The researcher asked the students' to lean forward**



**The researcher asked the students to active your thingking by reminding students to achive the discussion. asking the questions “What is this”**



**The researcher asked the students name key information by answering the teacehr questions, sharing their ideas, and adding others students statements.**



**The researcher asked the students' to track the talker by keeping their eyes on the teacehr and the other students in their speaking process.**

## CURRICULUM VITAE



Eka Setiawati was born in Negara Batin 1, Lampung Utara on October 10<sup>th</sup> 1997. She is one and only from happy couple namely Mr. Mujianto and Mrs. Juwariyah.

She took her elementary school at Elementary School for 6 years at MI Muhajirin Kota Negara, from 2006-2011. She continued her study in SMPN 3 for 3 years at Kota Negara, from 2011-2013. In line with her focus on the study, she decided to continue her study in Senior High School for 3 years at Kartikatama Metro from 2013-2015. Then, she was enrolled as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2015-2019. Many things she has gotten in the classroom and she hoped get job soon after graduate.