

AN UNDERGRADUATE THESIS

**THE EFFECT OF USING
CROSS CULTURE UNDERSTANDING (CCU) MATERIAL
ON THE STUDENT'S SPEAKING ABILITY
AT SMA NEGERI 1 TERUSAN NUNYAI
CENTRAL LAMPUNG**

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**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2019 M

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Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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ABSTRACT

**By:
HANDI PRASETYA**

The purposes of this research are to show that using Cross Culture Understanding Materials can be effect for the students' speaking ability and students' learning activities at the XI graders of SMA N 1 terusan Nunyai Central Lampung. The researcher had outlined the problem in this research that focused on speaking abilities. It is related on the problem identification that the students speaking ability is bad, they get the difficulties to speak well and they are also not interested about the learning method in the class. They always feel bored in speaking subject.

This research is quantitative, in the form of experiment research; the characteristic of the writer is correlated at XI graders of SMS Negeri 1 Terusan Nunyai. The sample of this research consist of 30 students, they are XI MIA 1 grade students. The research instruments are test, documentation and observation.

Finally, the result of data analysis from t-test formula illustrates that $t_{observed} = 10.12$ is higher than t_{table} with the significant level of 5% = 2.045 and 1% = 2.756. Thus, it means that there is a significant influence of using Cross Culture Understanding Materials on the students speaking ability at the XI graders of SMA Negeri 1 Terusan Nunyai Central Lampung. The conclusion of the research is Cross Culture Understanding Materials is one of the material can be used in learning speaking.

Keywords: *Speaking ability, Cross Culture Understanding Materials*

**PENGARUH PENGGUNAAN
MATERI PEMAHAMAN LINTAS BUDAYA
PADA KEMAMPUAN BERBICARA SISWA
DI SMA NEGERI 1 TERUSAN NUNYAI LAMPUNG TENGAH**

ABSTRAK

**Oleh:
HANDI PRASETYA**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan materi *Cross Culture Understanding (CCU)* dapat mempengaruhi kemampuan berbicara siswa dan aktifitas pembelajaran pada siswa tingkat XI SMA Negeri 1 Terusan Nunyai Lampung Tengah. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan berbicara siswa. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa masih lemah dalam kemampuan berbicara, mereka mengalami kesulitan untuk berbicara dengan baik, dan mereka juga tidak tertarik pada metode yang digunakan di kelas. Mereka selalu bosan pada materi mendengarkan bahasa Inggris.

Penelitian ini merupakan penelitian kuantitatif, yang berbentuk penelitian eksperimen dan bersifat hubungan antara variabel pada murid kelas XI SMA Negeri 1 Terusan Nunya. Populasi dalam penelitian ini jumlah 30 siswa. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas XI M1. Instrument penelitian yang digunakan yaitu test, dokumentasi, dan observasi.

Hasil analisa data dari rumus *t-test* menunjukkan bahwa $t_{\text{observasi}} = 10.12$ lebih tinggi dibandingkan dengan t_{table} dengan taraf signifikan 5% = 2.045 dan 1% = 2.756. Ini artinya bahwa ada pengaruh antara penggunaan Materi *Cross Culture Understanding* terhadap kemampuan berbicara siswa pada kelas XI MIA 1 di SMA Negeri 1 terusan nunyai Lampung Tengah. Kesimpulan bahwa Materi *Cross Culture Understanding* merupakan salah satu materi yang bisa di gunakan dalam pembelajaran *speaking*.

Kata Kunci : *Kemampuan Berbicara, Materi Cross Culture Understanding*



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Assalamu'alaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka skripsi yang disusun oleh :

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Sudah kami dapat persetujuan dan dapat diajukan untuk dimunaqosyah,
demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher
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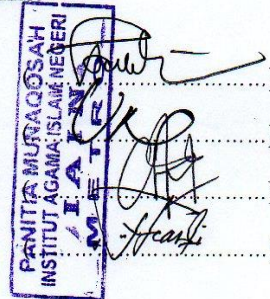
RATIFICATION PAGE

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An Undergraduate thesis entitled: THE EFFECT OF USING CROSS CULTURE UNDERSTANDING (CCU) MATERIAL ON THE STUDENT'S SPEAKING ABILITY AT SMA NEGERI 1 TERUSAN NUNYAI CENTRAL LAMPUNG, written by Handi Prasetya, student number 14121437, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 7th October 2019 at 15:00 - 17:00

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State that this undergraduate thesis is original except certain part of it quoted from bibliography mentioned.

Metro, October 2019



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ORISINILITAS PENELITIAN

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Nama : HANDI PRASETYA

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Metro, Oktober 2019



Handy Prasetya
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MOTTO

وَاسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّهَا لَكَبِيرَةٌ إِلَّا عَلَى الْخَاشِعِينَ ﴿٤٥﴾

Say, seek (allah's) help with patient perseverance and prayer: it is indeed hard, except to those who bring a lowly spirit – (Q.S Al Baqarah: 45)

Think Before You Speak

(Fran Lebowitz)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

*My beloved parents, you are my soul and inspiration.
(Mr. Anang Subono and Mrs. Kunmar setyawati)*

*My beloved sister
I love you
(Devani Dwi Safitri)*

*My beloved friends, Kontrakan Cangkir Hijau,
Always support me
(Erik, Habib, Elvan, Elman, Wepo, Anru, Irfan, Mahfud,
Amrul, Sukma, Husen)*

*My beloved Brother
(Aat, Way Kurni, Jamal, Ifan, Gelex, Sandi, Leo, Asrofi,
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All my group friends are Taqwa Shelter. the ability of warior

*MY Pejuang TUPO friends
(Bobby, Dian, Mamad, Zilong)*

*My beloved lectures of English Department of The State
Institute For Islamic of Metro Lampung*

My beloved almamater

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In closing, this article has benefits especially for the writer and generally for all of us.

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The Writer



Mandi Prasetya
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CHAPTER 1

INTRODUCTION

A. Background of the Study

Languages in the world play an important role in human's life. Using languages, human are allowed to communicate with other people to express the idea, to facilitate the thinking process and to recall the information.¹

English is one of the most important subjects learned in almost all schools in every country, including Indonesia. The important thing is that because English becoming an international language. Based on the curriculum, language learning goals at school is students are able to use language. Skills that includes four aspects: writing, reading, speaking and listening. Language skills are taught to the students to be able to listen, speak, read and write well.

Nowadays, students at school must be able using and applying an English language in their daily life and social life because the communications in the world becoming advance all the time. One of the strong motivations for studying English for modern students is the fact that English is the language of business and the language of international communication. Students now understand that the ability to speak English will be a great advantage in making their career and in international business communication.

¹ Klein, *Second Language Acquisition*. (Cambridge University press, 1991), p. 224

All job application will not be fulfilled without capability of English. English is widely used in mass media and oral communication as a means of exchanging information, including science, technology and culture. Harmer states that English has become a lingua franca.² It means that English is a means for people who have different language to communicate orally or written form. They use English to enable them to communicate and transfer information.

Most of students are difficult to speak out when they want to ask something or answer teacher's question because they never practice speaking in English regularly. So, most of the students become passive in the class. Teachers should help the students overcome this problem by motivating them to speak. For this reason, teacher should use effective teaching methods that encourage students to take part actively in the class. The teaching learning process has to involve not only teacher and students, but also the students and students. To help students solve these problems, the teacher should motivate them and create the most effective way to stimulate them, so they will be interested in practicing their speaking.

On the other hand, the teacher should use certain technique to stimulate students to practice their speaking, because good strategy will support them in achieving skill including English skill. Teachers have to teach the materials by using good method, good technique and organize teaching-learning process as good as possible, so teaching-learning process

² Harmer, Jeremy. *The Practice of English Language Teaching*. (Essex: Longman,2001), page 1

can run well, that can make students master English skill, especially in this case speaking ability successfully, because one of the teaching failures is caused by unsuitable method or strategy.

The goal of teaching speaking ability is to make the students communicate effectively. Students should be able to make themselves understood and use good communication with others. They should try to avoid confusion in the message due to the problems of pronunciation, grammar, or vocabulary. The students should know how to observe the social and cultural rules applied in each communication situation. Many teachers have already been very good at teaching vocabulary and grammar in order to translate texts and to prepare students for examinations. However, organizing lessons to practice speaking English can be a big challenge for both teachers and students.

The successful of communication requires not only foreign language skills, but also cross-cultural understanding. At the same time the students learn about language inevitably involve learning about culture. Only through understanding the culture of the target language, a language learner will be able to function properly in the language s/he is learning.

Indonesia, which consists of over 13.000 islands, with hundreds of ethnic groups and hundreds of different cultures, poses a special challenge for an English learner to learn the cultures of all the peoples coming from different parts of the country. All these parts of the country practice and share varied cultures. The implication is that, for the success of the language

teaching, on the one hand, the teachers need to have a good understanding of the varied cultures shared by the community, the Indonesian community.

This problem happened too when the writer did a pre-survey at 6 May 2018. There are many students are still shy to express in speaking ability, some of the students are passive in the class and in turn it makes them bored. So they put themselves only as hearers although they expect that they can speak English fluently. Of course the class does not give anything to their improvement. The fact shows that teaching speaking does not give satisfied result.

Teacher must have a strategy in order to their students can be learn in effectively and efficiently, achieve to the expected goal. So, it takes the right teaching method to achieve the goals. Although the teacher has used several methods that are considered appropriate to facilitate the process of teaching and learning activities and make it easier for students to understand the lesson, but in fact there are still many students who have difficulty receiving English language learning.

This condition can be seen from the student's score, students that got the score less than 70 are 121 students from 230 eleventh grader students. So, it can be concluded that there are many students that not yet reach the KKM (*Kriteria Ketuntasan Minimal*) from this school. The KKM of this school is 75.

Table 1. The score of daily test of English Speaking in XI MIA 1
SMA N 1 Terusan Nunyai

No	Students	Result of speaking	Category
	Names	Score	
1	AF	50	Adequate
2	AIF	50	Adequate
3	ARA	60	Good
4	AP	90	Excellent
5	AS	50	Adequate
6	CDP	70	Good
7	DAP	20	Fair
8	FND	70	Good
9	DN	40	Adequate
10	HW	40	Adequate
11	KK	40	Adequate
12	KM	50	Adequate
13	LBP	60	Good
14	LD	50	Adequate
15	LO	50	Adequate
16	MAF	70	Good
17	MO	60	Good
18	MAH	70	Good
19	MT	40	Adequate
20	MW	20	Fair
21	NA	70	Good
22	NIS	40	Adequate
23	NH	60	Good
24	RI	70	Good
25	RNH	60	Good
26	SM	30	Fair
27	SWP	90	Excellent
28	VD	80	Excellent
29	WS	70	Good
30	YKS	40	Adequate
Total		1660	--
Average		55,4	Fail
The Higher Score		90	--
The Low Score		20	--

Sources: The English Teacher of SMA N 1 Terusan Nunyai 2018

Table 2. Categories Excellent, good, adequate and fair

Score	Categories	Total amount
80-90	Excellent	3 Students
60- 79	Good	12 students
40- 59	Adequate	12 students
20-39	Fair	3 students

Based on the table categories above there are 3 students in the XI MIA 1 SMA N 1 Terusan Nunyai that got fair score, 12 students in adequate score, 12 students in good score and 3 students in excellent score. The writer can make a conclusion that speaking ability of students in this class needs to be increased.

The researcher wants to increase the student's Speaking Ability by using CCU Learning among the eleventh grades MIA 1 at SMA NEGERI 1 Terusan Nunyai.

B. Problem Identification

Based on the background of the problem above, researcher finds the problems as follows:

1. Students do not quite understand about CCU learning in English class which is shown by a passive attitude when explaining the material.
2. The speaking ability of the students in English class is passive.
3. The teacher has not found the methods that are suitable for increasing the students speaking ability.
4. The involvement or activity of most students in learning is still less.

C. Limitation of the Problem

Based on the identification of the problems described above, this research is limited to the speaking ability of the students in English class is passive.

D. Problem Formulation

The problem formulation of the research is “is there any positive and significant effect of using Cross Culture Understanding (CCU) material on the students speaking Ability at SMA Negeri 1 Terusan Nunyai Central Lampung?”

E. Objective and Benefits of the Study

1. Objective of the Study

Based on the formulation of the problem above, the object of this research is: to know whether there is a positive and significant effect of using Cross Culture Understanding (CCU) material on the students Speaking Ability at SMA Negeri 1 Terusan Nunyai Central Lampung.

2. Benefits of the Study

1. Theoretical Use

Theoretically, this research is expected to provide an overview about the relationship and outcomes of using CCU (Cross Culture Understanding) material on the students Speaking Ability.

2. Practical Use

The results of this study will provide meaningful use to individuals or institutions, such as:

a. Student

By using CCU (Cross Culture Understanding), it is hoped to be a motivation in learning English, so their speaking ability will be developed especially about CCU learning.

b. English Teacher

The teacher has a broad view in teaching especially in develop creativity, so as way to create interesting learning for students, especially using CCU Material.

c. Headmaster

Hopefully, the result of this research can be used as the guide for the headmaster to manage the learning activities in the educational institution he/she lead.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Concept of Speaking Ability

1. The Concept of Speaking

a. The Definition of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Brown state that when someone can speak a language it means that he can carry on a conversation reasonably competently.³ In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

When someone talks to someone else, there will be a relationship. Relationship itself is known as communication. Furthermore, Wilson in Muhammad Syafiq⁴ defined speaking as the development of the relationship between speaker and listener. On the other hand, spoke to referred to as oral communication and speaking is one skill in learning English. That why teachers have a big challenge to allow their students

³ H. Douglas Brown, *Teaching by Principle: an Interactive approach to Language Pedagogy*, (New York:Longman, 2001), p. 267

⁴ Muhammad Syafiq, *Improving Speaking Ability by Using Brainstorming at SMA Negeri 7 Jambi City*, (Jambi: FKIP Universitas Jambi, 2016), p. 6

to master English very well, especially speaking English in the classroom or outside the classroom.

Kang Shumin in Richards and Renandya state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.⁵

Meanwhile Brown state that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.⁶

Brown and Yule in Nunan differentiate between two basic language functions, i.e. the transactional and the interactional functions.⁷ The former basically concerns the transfer of information. According to Nunan successful oral communication involves:⁸

- a. the ability to articulate phonological features of the language
comprehensibly
- b. mastery of stress, rhythm, intonation patterns

⁵ Kang Shumin in Richards & Renandya, *Methodology in Language Teaching: an Anthology of Current Practice*, (UK: Cambridge University, 2002), p. 204.

⁶ H. Douglas Brown, *Principles of Language* ,p.237

⁷ *ibid.*,p 26

⁸ *ibid.*, p.32.

- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

According to Bloom, there are three aspects of learning achievement namely cognitive, affective knowledge understanding, and psychomotor.⁹ Cognitive consist of knowledge, understanding, application, analysis, synthetic, and evaluation. Affective is the

⁹ L. Bloom, *Language*, (New York: Hat Reinehartand and Witson, 1996), p. 16

changing of behavior that affect someone lies to do something. Psychomotor, the skill to do something, ready to do it based on physic and emotion, self control and become habit.

According to Brown, there are five basic types of speaking; they are imitative, intensive, responsive, interactive, and extensive.¹⁰ From some definitions above, it can be concluded that speaking is always related to communication. Speaking is one way to communicate. The people can share information, knowledge or ideas. Speaking skill itself can be stated as the skill to use the language accurately and express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

b. The Concept of Teaching Learning Speaking

Therefore, it is important to record that language teachers have to pay high attention to the teaching speaking. In teaching speaking, it is good for the teacher to supply a rich atmosphere where valuable speaking occur is desired rather than guiding students to a pure memorization.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills

¹⁰ J.D.Brown, *Using Survey in Language Programs*, (Cambridge, UK: University Press, 2001), p. 141-142

have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), through how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of Approaches, ranging from direct approaches focusing on specific features of oral Interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group Work, task work, and other strategies.¹¹

1) Conversational routines

A marked feature of conversational discourse is the use of fixed expression, or “routines,” that often have specific functions in conversation and give conversational discourse the quality of naturalness.

In designing speaking activities or instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

¹¹ Jack, C. Richards, *Teaching Listening and Speaking: from Theory to practice*, (United States Of America: University Press, 2008), p.19

2) Style of speaking

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Consider the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences.

- a. Got the time?
- b. I guess it must be quite late now?
- c. What's the time?
- d. Do you have the time?
- e. Can I bother you for the time?
- f. You wouldn't have the time, would you?

Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate.

3) Functions of speaking

Numerous attempts have been made to classify the functions of speaking in human interaction.¹² Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

c. The Elements of Speaking

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process the information and language directly on the spot. Here are some elements of speaking¹³:

1. Language Feature

Among the elements necessary for spoken production, are follow:

a) Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. Here, the connected speech can be omitted and added. The use of expressive contribute to the ability to convey the meaning. They use the extra expression of emotion and intensity.

¹²*Ibid*, p.21

¹³ Jeremy Harmer, *The Practice of English Language Teaching Third edition*, (Cambridge: Longman, 2003), p. 269-271

b) Expressive devices

Native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.

c) Lexis and grammar

Speech is marked by the use of lexical phrases, especially in the performance of certain language function. Here, the teacher give some phrases for different function such as expressing surprise, agree, disagree, etc.

d) Negotiation language

Effective speaking will give benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

2. Mental/Social Processing

The success of speaker depends on the processing skill like:

a) Language processing

A good speaker is a speaker who able to process the language in their own head and can conveys the meaning of language.

b) Interacting with other

Most of speaking involves interaction with one or more participant. This means that effective speaking involves a good deal of listening and knowledge.

c) (On-the-Spot) Information processing

Here, we need to be able to process the information about something that they tell to us at the moment we get it. The longer it takes, the less we are as instant communicators.

So, the elements of speaking are very useful to help the students improve their speaking ability. This way how to be a process the information and language directly on the spot will affect their fluency in learning speaking.

2. The Concept of Speaking Ability

a. The Definition of Speaking Ability

As the definition of speaking above the researcher can be conclude that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some elements such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students.

Harmer¹⁴ states that the ability to speak fluently emphasizes not only on the knowledge of language features but also on how the ability to process information on the spot. It requires the ability to cooperate in

¹⁴ Harmer, J. 2001. *Practice of English Language Teaching*. Edinburgh Gate: Longman.p.269

the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation. Speaking is one of the four abilities in the language activities. It is important to convey in the communication.

According to Cameron¹⁵, speaking is the active use of language to express meaning so that other people can make sense of them. It means that speaking consists of producing systematic verbal utterances to convey meaning which make other people know what we are talking about clearly. Therefore, it is often spontaneous, open-ended, and evolving, but it is not completely unpredictable.

The word “ability” means skill or power.¹⁶ Ability is a present power to do something. In addition, Woodworth and Marqius in Suharto in Arini Isnaen Meilyaningsih¹⁷ argue that ability has also three distinct meanings; they are achievement (actual ability and can be measured directly by the use of the test, capacity (potential ability and can be inferred directly from the unequal achievement of individuals who have equally intensive training and experience), and aptitude (the predictable and can be measured by specially device test).

¹⁵ Cameron, Lynne.2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.p.40

¹⁶ Oxford learners pocket dictionary.1991. Oxford: oxford University press. P.1

¹⁷ Arini Isnaen Meilyaningsih. 2015. *Improving the Students Speaking Ability through the use of Role Playing Technique for Grade VIII Students of SMPN 1 Banguntapan in the Academic YEAR Oyear of 2013/2014*. Yogyakarta: Universitas Negeri Yogyakarta. p. 11

Actually, people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society. From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students.

Speaking, especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to be understood by other people who use a foreign language; everyone needs to pay attention to precise details of language. He needs to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately

b. The Characteristics of Speaking Ability

Students often think that the ability to speak a language is the product of language learning but speaking is also a crucial part of the language learning process. So, the teacher should teach students speaking strategies through the following characteristics of spoken language that can make oral performance easy as well as, in some cases, difficult. According to Brown, There are some characteristics of speaking, the explained that below¹⁸:

¹⁸Brown, Douglas H, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Francisco:Longman, 2001) , p. 270

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output cognitively and physically through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Students who do not learn colloquial contractions can develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause hesitate.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attribute of fluency.

7) Stress, Rhythm and Intonation

This is the most important characteristic. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to waves of language in a vacuum would rob speaking skill of its richest component: the creativity of conversational negotiation.¹⁹

Based on the characteristics of speaking above, the writer inferred that speaking has some characteristics that have to be understood. If all of characteristics above are completed, it will be produced speaking well.

c. The Measurement of Speaking Ability

To test speaking ability, there are some indicators that should be scored; Weir classified five criteria of speaking as follow²⁰

¹⁹*Ibid*, p. 271

²⁰Cyril J. Weir, *Language Testing and Validation*, (United States: Palgrave Macmillan, 2005), p. 195-196

Table 2. The Criteria of Speaking

Aspect	Score	Indicators
Fluency	4 (Excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (Good)	The students hesitate and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompt.
	2 (Adequate)	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	1 (Fair)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (Excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	3 (Good)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (Adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (Fair)	Words are unintelligible.

Vocabulary	4 (Excellent)	Effective use of vocabulary for the task with little inappropriacy.
	3 (Good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (Adequate)	Limited use of vocabulary with frequent inappropriacies.
	1 (Fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (Excellent)	Very few grammatical errors evident.
	3 (Good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (Adequate)	Speech is broken and distorted by frequent errors.
	1 (Fair)	Unable to connect comprehensible sentences.
Interactional Strategies	4 (Excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (Good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (Adequate)	Interaction ineffective. Can seldom develop an interaction.

	1 (Fair)	Understanding and interaction minimal.
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B. The Concept of CCU (Cross Cultural Understanding)

1. The Definition of Cross Cultural Understanding

Cross Cultural Understanding derived from three words that are cross, cultural and understanding. The three words have different meanings. The word “cross” have some meaning based on oxford dictionary, the researcher choose one meaning that “cross” is extend from one side to other of something.²¹ understanding of the cross in this research is cross culture, the culture between both countries that lasted through the mass media or through other means mutually influence each culture.

Marion Williams and Robert L. Burden argue that “the learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner”.²²

²¹ Oxford learners pocket dictionary.1991. Oxford: oxford University press. p. 99

²²Simona Elisabeta Catana. *Teaching Cross Cultural Communication Issues-a Way of Successfully Integrating into the Multicultural Knowledge Society*.Procedia-Social and Behavioral Sciences 18 (2014) 343-348. p. 345.

Edward Tylor stated that Culture is that complex whole which includes knowledge, beliefs, arts, morals, law, custom and any other capacities and habits acquired by man as a member of society.²³

Culture as described by Larson and Smalley is “blue print”.²⁴ It guides the behavior of people in a community and is developed in family life and helps us to know what we can do as individuals and what our responsibilities as a member of a group.

Based on the definition above, when we learn about language not only learns about grammar and the rules of system but also learn about social and cultural. In other word means that between human and culture are inseparable. Similarly, between the Indonesian and Indonesian culture. This is because human beings live alongside Indonesia in a unit area of ethnic communities, also live in a unity of the Republic of Indonesia. In this regard, they hold one culture, according to the conception of insight archipelago, Indonesia is the national culture.

For example, Chinese culture of Indonesia, and Javanese culture Based on this understanding, we can say that only human that has culture. This is due to living things is people who have sense and reason to generate culture.

²³ Umi Pujiyanti & Fatkhunaimah Rhina Zuliani. *CROSS CULTURAL UNDERSTANDING: A HANDBOOK TO UNDERSTAND OTHERS' CULTURES*. (Yogyakarta: CV. Hidayah). p.1

²⁴ *Ibid*. p.2

Grant and Lei claim that “Cultural differences are the main issues in cross-cultural education.”²⁵ Without recognizing differences in traditions and habits among people of different ethnics, religions, localities, regions, and countries or nations, confusion and misunderstanding will continually recur in communication with other communities. Cross-cultural understanding is needed in communication not only by people of different nationalities such as the Indonesians and the English or Americans, but also between the Indonesians coming from different localities and cultures (e.g., the Lampungnese and the Javanese).

Understanding interpersonal is the desire to understand others. It is the ability to listen and accurately understand the thought, feelings, and other people’s problems that cannot be uttered or not fully delivered. The competency measures complexity and depth of understanding other people, and also including cross-cultural sensitivity. Then we can conclude that the definitions of cross cultural understanding are: all human beings experience the same feeling plus they travel to or live in a different country or culture.²⁶

Sinagatullin states that the goal of training in cross-cultural understanding is to help students acquire attitudes, knowledge, and skills needed to successfully function within their own micro-culture,

²⁵ Grant, C. A. and J. L Lei, (eds), *Global Constructions of Multicultural Education: Theories And Realities*, (New Jersey: Lawrence Erlbaum Associates, Inc.,2001).p.10-11

²⁶ Obeg in tugasankampus000.blogspot.com, Taken on 19 July 2018

mainstream culture, and the global community.²⁷ This way students will be able to obtain adequate knowledge, internalize attitudes, and develop skills needed to function appropriately in the culture at all levels: local, national, and global. This plural culture-based education is a means to improve cultural awareness and cultural sensitivity in the practice of teaching and learning a foreign language, especially English.

2. Cross Cultural Competence

The following are the stages learners must go through to achieve this competence: c-c knowledge, c-c awareness, c-c sensitivity, c-c competence.²⁸

1. Cross-Cultural Knowledge (CCK) is a prerequisite for cross-cultural understanding. The inability to appreciate other cultures often stem from the absence of knowledge about them. Respect and appreciation of a culture will happen and grow if people are familiar with the respected characteristics, values, beliefs and behaviors in the culture.
2. With adequate CCK, people will develop Cross-Cultural Awareness (CCA), i.e. they will show understanding and appreciation, which may be accompanied by changes in behavior and attitudes towards the culture.

²⁷ I.M. Sinagatullin, *Constructing Multicultural Education in a Diverse Society*, (London: The Scarecrow Press, Inc, 2003), p. 114

²⁸ Tanaka , “*English and Multiculturalism—from the Language User’s Perspective* “, (RELC Journal, vol. 37, no 1, 2006) p. 47-66

3. Proper CCA will naturally produce Cross-Cultural Sensitivity (CCS), i.e. the ability to read into situations, contexts and behaviors that are culturally rooted and be able to react to them appropriately. A suitable response necessitates that people no longer carry their own culturally determined interpretations of the situation or behavior (i.e. good/bad, right/wrong) which can only be nurtured through both cross cultural knowledge and awareness.
4. Only through the possession of adequate CCK, CCA, and CCS will people achieve Cross-Cultural Competence (CCC). CCC is the final stage of cross cultural understanding and signifies the actor's ability to work effectively across cultures. In Ross and Thomson's words, it is the development of knowledge and skills through experience in cultural differences to create cultural synergy that leads to the development of cross-cultural competence.²⁹

Brown summarized the elements or visible attributes of culture as follows:³⁰

1. Artifacts: the physical things that are found that have particular symbolism for a culture, or they can also be more everyday objects, such as the bunch of flowers in reception. The main thing is that they have special meaning, at the very least for the people in the culture.

²⁹ K. G Ross & C. A Thomson, *Toward an Operational Definition of Cross-Cultural Competence from Interview Data*, (Florida: University of Central Florida, 2008), p. 5

³⁰ A. Brown, *Organizational Culture*, (London: Pitman, 1995), p. 11

2. Stories, histories, myths, legends, jokes, with a typical story to include a bad guy and a good guy (often the founder or a prototypical cultural member). There may also be an innocent and a guilty figure, etc. Sometimes the stories are true, at other times nobody knows.
3. Rituals, rites, ceremonies, celebrations (processes or sets of actions which are repeated in specific circumstances and with specific meaning). They may be associated with company events such as the release of a new event.
4. Heroes or named people who act as prototypes, or idealized examples, by which cultural members learn of the correct or 'perfect' behavior.
5. Symbols and symbolic action. Symbols, like artifacts, are things which act as triggers to remind people in the culture of its rules, beliefs, etc. They can also be used to indicate status within a culture. This includes clothing, office decor and so on.
6. Beliefs, assumptions and mental models. An organization and culture will often share beliefs and ways of understanding the world. This helps smooth communications and agreement, but can also become fatal blinkers that blind everyone to impending dangers. [Note: In the Indonesian context, this is particularly true in regard to the distinction between religion and culture. There are cultural practices all members of the communities participate (e.g., *syawalan*), but there are religious rituals exclusively for the adherers (e.g., *Ied* prayers)].

7. Attitudes (the external displays of underlying beliefs that people use to signal to other people of their membership).
8. Rules, norms, ethical codes, values. The norms and values of a culture are effectively the rules by which its members must abide, or risk rejection from the culture (which is one of the most feared sanctions known).

Cultural elements can be classified into three aspects:³¹ cultural knowledge, patterns of behavior, and artifacts. Thus learners of English have to understand the differences of cultural elements viewed from the point of knowledge (the do's and the don'ts in line with the norms adhered by the intended community), patterns of behavior (e.g. how a person gives something to another, should be with the right hand, should be with the left hand, or either one is equally acceptable), and objects of culture owned, recognized and respected or valued by the community (building design or architecture, clothing, furniture, household utensils, ornaments, souvenirs, etc.).

The examples of cross cultural understanding among countries is about do or don't. Do is what you should do when you meet people in different country and don't is what you should avoid.

Examples of do:

³¹ Bhaswara, R. in Sugirin, Ph.D, *CROSS-CULTURAL UNDERSTANDING: "What Every EFL Teacher Should Know"*, (Fakultas Bahasa dan Seni: Universitas Negeri Yogyakarta), p. 5. sugirin@uny.ac.id, taken on, 19 July 2018

- a. Say "Excuse me" to anticipate a possible misconduct. The expression Excuse me is used to anticipate possible misconducts before asking a question or to get attention before starting a speech. For example, a hotel guest may say: —Excuse me. Where is the toilet? or —Excuse me. Where is the washroom?
- b. Say “sorry” if something wrong has happened. For example, if someone asks you about the time while you do not have a watch or a mobile phone, you can say: —I’m sorry, I don’t have a watch with me.
- c. Say "thank you" as often as necessary. The expression —thank you or —thanks is heard very often in the market, in the store, in the public transport, in the hotel, and also in the classroom. Even when you do not get what you have expected from someone else you say —thank you. For instance, the teacher says: —Handy, do you an extra pencil that I can borrow? I say: —I’m sorry, Mum, I have only one and I’m using it now. The teacher will say: —Never mind. Thank you. Or —All right. Thank you.

Examples of don’t:

- a. Don’t ask questions, such as: "how much money do you earn?" "Why aren't you married?" or "how old are you?" (Except for identification purposes). These questions are not common in the English or American culture. Despite the good intention they may carry, they are considered violating privacy.

b. Don't stare at anyone in public. It's impolite. Privacy is highly regarded.

The Indonesian young generation should be a productive and polite generation. Sitting around at the crossroads and watching and harassing passers-by are primitive behaviors. These should be eradicated as it is against both religion and local wisdom.

Cross cultural understanding simply refers to the basic ability of people within business to recognize, interpret and correctly reach to people, incidences or situations that are open to misunderstanding due to cultural differences.

3. The Procedures of Teaching CCU

Before teaching the material of CCU teacher should give the reason why students must learn about CCU and what is CCU itself. Sugirin explain two modes of instruction to integrated culture in the class, there are explicit mode and implicit mode.³²

In the Explicit Mode, the researcher will prepare materials on knowledge, pattern of behavior, and artifacts or elements of culture mentioned above as parts of the instructional materials to introduce culture and also simultaneously to develop the language skills. The researcher will start the topic discussion about tradition, historical event, customs, and values of a country. This topic can be meaningful for the students and simultaneously develop the learners' understanding of the target language culture as well as those of other countries whose people communicate in

³² Sugirin . *CROSS-CULTURAL UNDERSTANDING: "What Every EFL Teacher Should Know"*, (Fakultas Bahasa dan Seni: Universitas Negeri Yogyakarta), p. 5. sugirin@uny.ac.id, taken on, 19 July 2018

English with people from other countries. The next discussion students will make a comparison, similarities and differentiate varied culture.

In the Implicit Mode, the researcher will use of any possible means to insert cultural aspects in the instruction (serving as a hidden syllabus). The researcher will insert about the time in instruction, such as good morning, good afternoon, good evening (used as greeting). The researcher inserts others expression in every instruction such as say excuses me, I am sorry, thank you and you're welcome (polite and politeness).

The researcher will attach a major importance to increasing the students' capacity to reflect on different cross-cultural instances of communication and behavior, to make comparisons between different types of communicative approaches including their own culture. Below are the guidelines of teaching CCU in the class:

1. Defining the concepts of "culture", "cultural identity", "multicultural" and "knowledge society".
2. A brief introduction about culture, tradition, historical event, customs, life, polite and politeness in the target language Country especially in England and USA.
3. The next discussion students will make a comparison, similarities and differentiate varied culture. Organized class discussion through group-work or pair work activities. This activities to enable the students to acknowledge and evaluate cultural differences, to empathize with other cultures, to enhance their motivation to learn and their ability to act in

line with the rules of the culture they will encounter in their social experience.

4. Focusing on vocabulary. Verbs and adjectives associated with relations in a multicultural environment.

C. Theoretical Framework and the Paradigm

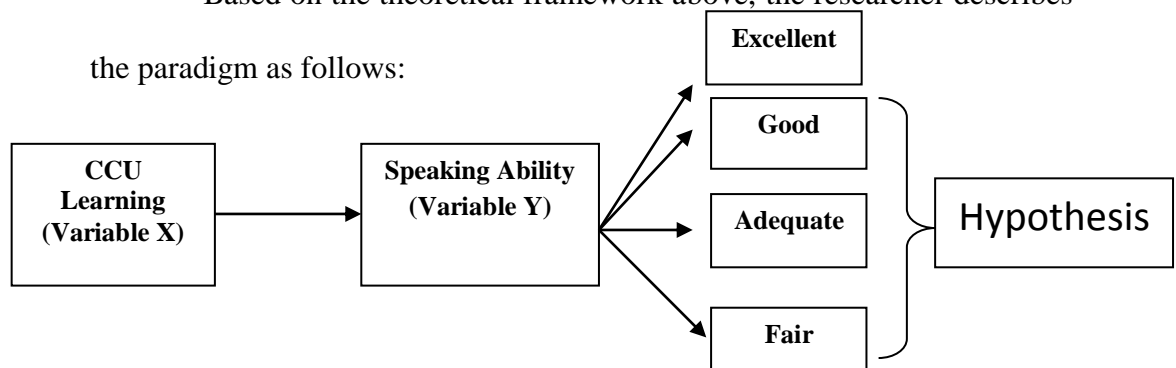
1. Theoretical Framework

This research is quantitative research. This research is aimed to knowing the influence between independent variable and dependent variable. There are two variables in this research; they are independent variable (X) and dependent variable (Y). The independent variable (X) is Using Cross Cultural Understanding (CCU) and dependent variable (Y) is speaking ability. In short CCU is a teaching material to improve speaking ability of the students.

The theoretical framework in this research is “if CCU material is applied perfectly in the English teaching and learning process, so the students’ speaking ability will be good. Whereas, if CCU material is not applied perfectly in the teaching and learning process, so the student’s speaking ability will be bad.

2. Paradigm

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



Based on the figure above, it can assume that using Cross Cultural Understanding is a good, the students speaking ability is also good. So there is positive and significant of using CCU toward the students speaking ability. However, if the using CCU is bad, the students speaking ability is also bad. So there is no positive influence of using CCU toward the students speaking ability.

D. Hypothesis

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

1. Hypothesis Formulation

a. H_a (Alternative Hypothesis):

There is positive and significant influence of using Cross Cultural Understanding toward the students' speaking ability at SMA N 1 Terusan Nunyai Centre Lampung.

b. H_0 (Null Hypothesis):

There is not positive and significant influence of using Cross Cultural Understanding toward the students' speaking ability at SMA N 1 Terusan Nunyai Centre Lampung.

2. Statistical Hypothesis

If $F_0 > F_t$, H_a is accepted and H_0 is rejected.

If $F_0 < F_t$, H_a is rejected and H_0 is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research is quantitative research. According to Creswell, in quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs. Describing a trend means that the research problem could be answered best by a study in which the researcher seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people.³³

In this research the writer divides the variables into two: they are independent variable and dependent variable. Independent variable is the major variable which researcher hopes to investigate. It is the variable which is selected, manipulated and measured by the researcher. Independent variable is variables that are antecedent to the dependent variable. In this case, the independent variable (X) is CCU material.

The dependent variable is the variable which the researcher observes and measure to determine the effect of independent variable. Dependent variable is variable that is a consequence of or dependent upon antecedent variables. In this case the dependent variable (Y) is the

³³John W. Creswell, *Educational Research Methodology: 4th Editionn*, (Boston: Pearson Education, 2011), p. 13.

student's speaking ability. In arranging the research, the researcher used pre-experimental design with one group pre-test and post-test.

Therefore, the researcher used one class, the research design is follows:

Class	Pretest	Treatment	Posttest
Exp. Class	T1	X	T2

T1 : The result before the treatment called *Pretest*

X : Treatment by using Cross Cultural Understanding

T2 : The result after treatment called *Posttest*.

The pre-test given before the teacher give them the treatment and the post-test carried out after the teacher give them the treatment. This research is intended to investigate whether there is a positive and significant effect of using Cross Cultural Understanding toward the students' speaking ability at the eleventh grader class MIA 3 of SMA Negeri 1 Terusan Nunyai Centre Lampung.

B. The Operational Definitions of Variables

John W. Creswell said that a variable refers to a characteristic attribute of individual or an organization that can be measured or observed

and that varies among the people or organization being studied.³⁴ Meanwhile, Variable can be defined a general class of objects, events, situations, characters and attributes that are of interest to the researcher.³⁵ There are two variables in this research which consist of using expansion drill technique and speaking ability. The operational definition of variables in this research as follows:

1. Independent variable

Independent variable was the major variable which could be understood as the factor that is measured, manipulated, selected or controlled by the researcher.³⁶ The independent variables are variable (probably) cause, influence or effect outcome. They are also called treatment. The variables examine are classified into independent and dependent variable. Independent variable of this research is Cross Cultural Understanding as the variable (X).

In this research, the researcher used test to know about the condition of the student, especially in the score of speaking subject and also to know the technique or method that uses by teacher when they are teaching speaking. Then, the researcher analyzed the data and write in the observation list, as the result of pre-survey data.

³⁴John W. Creswell, *Research Design* (Los Angeles : Sage,2009) p.235.

³⁵ Mark And Peter, *Introduction Quantitative Research Methods*, (New Delhi: Sage Publications, 2001), p. 46

³⁶Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International, 2006), p. 63

The researcher used the quantitative research, which pre-test and post-test design. In this design, the pre-test and post-test intended to investigate whether using CCU could be used to effect of speaking ability. Cross Cultural Understanding derived from three words that are cross, cultural and understanding. The three words have different meanings. The word “cross” have some meaning based on oxford dictionary, the researcher choose one meaning that “cross” is extend from one side to other of something.³⁷ understanding of the cross in this research is cross culture, the culture between both countries that lasted through the mass media or through other means mutually influence each culture..

The researcher used oral test to know about Cross Cultural Understanding. Moreover, the indicator of this variable as follows:

- 1) The students are understood about the concepts of “culture”, “cultural identity”, “multicultural” and “knowledge society”. .
- 2) The students are able to make a comparison, similarities and differentiate varied culture.
- 3) The students are able to master various vocabularies about culture.

2. Dependent Variable

According to Yogesh Kumar dependent variable was that factor which is observed and measured to determine the effect of the

³⁷ Oxford dictionary

independent variables.³⁸ Dependent Variable of this research was Students' Speaking ability (variable Y). Variable Y or dependent variable was measuring by an oral test.

In this research the student explored their ideas with a good speaking. This variable was measured by using oral test. The tests given two times, which are before the treatment or called as pre-test and after the treatment or called as post-test. According to Cyril J Weir³⁹, the students get the score of rubric measurement of speaking ability categories include fluency, pronunciation, vocabulary, grammatical accuracy and comprehension. And each categories has speaking score criteria include, good, fair, and bad. So the highest score is 100 as the total of the score speaking ability.

The indicators of oral test in speaking ability are:

- 1) The students are good in speaking. For oral communication, spelling correctly is needed know the meaning of word when they speak up.
- 2) The students are good in pronunciation. Pronunciation is the way for students' to produce clearer language when they speak, how sounds vary and pattern in a language.
- 3) The students are good in vocabulary. They cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary.

³⁸*Ibid*, p.63

³⁹Cyril J. Weir, *Language Testing and Validation*, (United States: Palgrave Macmillan, 2005), p. 195-196

- 4) The students are good in fluency. Fluency can be defined as the ability to speak fluently and accurately.

C. Population, Sample and Sampling Technique

1. Population

According to Donal Ari.et.al, Population is all member of any well-defined class of people, event or object.⁴⁰ From those quotations it can be concluded that populations is group of people that will be the research object.

The population of this research is eleventh graders in SMA Negeri 1 Terusan Nunyai Centre Lampung, the total of number of the students in XI grader are 406 students.

2. Sample

Sample is a small group that is observed.⁴¹ So, sample is number of individual which is represented population to research.

The sample of this research was take one class of the eleventh graders of MIA 1 which is 30 students. In addition, as to keep privacy of students they were given by researcher with initial name.

⁴⁰ Donald Ary, et.al., *Introduction to Research in Education: second edition*, (United States:Polit, Rincpart and Winston,Inc,1979), p.129

⁴¹ *ibid*

3. Sampling Technique

Marczyk *et. al* defined sample is as a subset of population.⁴² It means that sample is the part of population which represents that population will be researched. The researcher used cluster sampling technique in this research.

According to Donald Ary, cluster sampling is the unit chosen is not an individual but, rather, a group of individuals who are naturally together.⁴³ By using purposive cluster sampling, the researcher choose the eleventh graders of MIA 1 for doing this research.

D. Data Collecting Technique

1. Test

According to Creswell, a test was a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.⁴⁴ Anderson with Arsenault assumes that “instrument includes test and questionnaire, observation schedule and any other tool used to collect data”.⁴⁵ Moreover, the researcher used oral test as a data collection method to measure the dependent variable. It was oral test in this test, the researcher uses rating scale.

⁴²Geoffrey Marczyk *et. al.*, *Essential of Research Design and Methodology*, (New Jersey: John Willeyan Sons Inc., 2005), p. 84

⁴³ Donald Ary, *et al.*, *Introduction to Research in Education: 8th Edition*, p. 154.

⁴⁴*Ibid*, p. 201.

⁴⁵ Gary Anderson With Nancy Arsenault, *Fundamental Of Education Research*, (USA: Falmer Press, 2005), p. 94.

The researcher measured the used of CCU on the students' speaking ability by pre-test, and post-test:

a) Pre-test

To know whether the using on CCU can be effect the students' speaking ability, in this case, the researcher got the score of daily test of English speaking in XI MIA 1 SMA N 1 Terusan Nunyai can be called as pretest before the students get treatment. From this result, the researcher knows the students' level in answering an oral test of speaking test and the weakness of learning process.

b) Post-test

After get the score of English Speaking in XI MIA 1 SMA N 1 Terusan Nunyai, the researcher begin the treatment to the students by gives more explanation about the speaking and Cross Cultural Understanding until the students understands. Finally the researcher gives the post-test.

2. Documentation

Donald Ary state that "Documentation be of written or text-based artifacts (textbooks, novels, journals, etc.⁴⁶ Documentation is one of instruments to collect some data and informations in the form of written source or documenter such as book, encyclopedia, daily note, etc. In this research, the researcher recorded the students' name

⁴⁶ Donald Ary, et.al, p.442

at the eleventh graders in SMA Negeri 1 Terusan Nunyai Centre Lampung to know total of the students and took the data about description of research area included profiles of SMA Negeri 1 Terusan Nunyai Centre Lampung.

3. Observation

Observation is a data collection tool that was done by observing and recording systematically. This method is hoped that to get information about the learning.

4. Voice Recording

Voice recording used by the researcher to collect the data about speaking ability of the students. Having a record of each student's speaking means that the teacher can listen back to their work while preparing assessment.⁴⁷ Recording was done in one by one student, inside the classroom.

E. Research Instrument

The functional of using research instrument was also to get the data that useful when the researcher has done to collect information in the field. The research instruments are :

⁴⁷ Richard Whiteside. *Getting smart with speaking: voice recording in Language learning*. www.cambridge.org

1. Instrument Blueprint

The instrument blueprints which are used as follows:

To earn the data related to the research problems, the researcher design with indicators which have been decided. Moreover, the researcher used Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about speaking ability, so the research instrument which is used in present research is in the form of speaking ability test.

Here is the blue print, such as:

- a. The instrument used in test in this research, it included the pre – test and post – test about English learning result. The writer used the oral test that is monologue tests. It consist of 1 item.

Instrument blueprint in this research is an illustration of the test consist of the indicate of each variabel. They are Cross Cultural Understanding and speaking ability.

Table 3

The instrument grilles test for Speaking Ability

No	Variable	Indicator	Form of test	Items
1	Independent variable (CCU)	1. The students are understood about the concepts of “culture”, “cultural identity”, “multicultural” and “knowledge society”. .	Oral test (speech)	1

		<p>2. The students are able to make a comparison, similarities and differentiate varied culture.</p> <p>3. The students are able to master various vocabularies about culture</p>		
2	Dependent variable (Speaking Ability)	<p>1. The student must be able to understand about the topic.</p> <p>2. The student must be able to speak a short monologue about the words.</p>	Oral test (speech)	1

2. Instrument Calibration

Instrument calibration was the scale of measurement which will be used to decide the instrument standard which will be used. Moreover, the researcher used the standard for test instrument as following:

- a) The instrument used in documentation method was documentation guidance, as follow; 1) Documentation about condition of the teachers and officials in the SMA Negeri 1 Terusan Nunyai Centre Lampung ; 2) Documentation about the students of SMA Negeri 1 Terusan Nunyai Centre Lampung ; 3). Documentation about the organization structure of SMA Negeri 1 Terusan Nunyai Centre Lampung.
- b) The instrument used in observation method was observation guidance, as follow; Observation of the

strategy that is used by the teacher in teaching speaking process, Observation the location sketch, Observation the establishment, Observation about building of SMA Negeri 1 Terusan Nunyai Centre Lampung.

F. Data Analysis Technique

To investigate whether there is the effect of CCU towards students' speaking ability at the eleventh graders of SMA Negeri 1 Terusan Nunyai Centre Lampung. The researcher used one class that compared between pre test and post test. Here, the researcher analyzes the data by using Chi-Square and T-test (Paired-Sample-Test) with using SPSS. According Donal Ary the formulation of t-test as follows:⁴⁸

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

Where:

χ^2 : Chi-Square

F_o : An observed frequency

F_e : An expected frequency.

⁴⁸Donal Ary *et.al*, *Introduction to Research.*, p. 177

$$t = \frac{\bar{D}}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notes :

t = t value for correlation sample

D = (difference), difference between pre-test score with post-test score.

D² = Square of D

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. General Description

1. Description of the Research Location

a. History of SMA Negeri 1 Terusan Nunyai

SMA Negeri 1 Terusan Nunyai was established on May 5, 1992, based on the decision of The Ministry of Education and Culture of RI by number 0216/O/1992. SMA Negeri 1 Terusan Nunyai located at Jl. Negara KM.84 Bandar Agung, Kecamatan Terusan Nunyai, Kabupaten Lampung Tengah, Lampung.

In 1992, the principle of SMAN 1 Terusan Nunyai Mr. Drs. M. Ilyas Effendi, takes a decision to open two classes/group of learning that are IPA and IPS with the total of the students \pm 70. In 1993, its school already have 5 classes, then in 1994 becomes 8 classes, in 1995 becomes 11 classes, and 1996 becomes 14 classes with the two major there are IPA and IPS.

b. The Profil of SMA Negeri 1 Terusan Nunyai

- | | |
|----------------------------------|---|
| 1. Name of School | : SMA Negeri 1 Terusan Nunyai |
| 2. Address | : Jl. Negara KM.84 Bandar Agung,
Kecamatan Terusan Nunyai,
Kabupaten Lampung Tengah,
Lampung |
| 3. Number and Date of SKP/Piagam | : 0216/O/1992 |
| 4. Name of Management | : Sekolah Menengah Atas Negeri |

- 5. Study Time : Pagi mulai 07.30 s/d 14.30 WIB
- 6. The Curriculum : Kurikulum 2013
- 7. Name of the Principle : Andreas Sinaga
 - a. Gender : Man
 - b. Employment Status : PNS
 - c. Educational Background : S2
 - d. Pangkat/Golongan : Pembina / IV/a

c. Vision and Mission of SMAN 1 Terusan Nunyai

1) Vision

“Work together to build all the students to be outstanding and noble character”.

2) Mission

- a) Doing the learning and guidance effectively.
- b) Bring everyone to take part teachers and educators in coaching of upgrading education quality.
- c) Increasing the enthusiasm accomplishment intensive all member of school.
- d) Increasing the comprehension and implementing of religion.
- e) Developing the potential yourself in optimum.

3) Indicators

- a) Excellent of increasing achievement in UN.
- b) Excellent of sport activity.
- c) Excellent of extracurricular activity.
- d) Excellent and accomplishment in area religion activity.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMAN 1 Terusan Nunyai is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum.

d. Condition of the Teachers and Employers

The condition of the teachers and employers in SMAN 1 Terusan Nunyai there are 52 teachers and 21 staff.

e. Condition of Students

The condition of students in SMAN 1 Terusan Nunyai is stated as follows:

1. Number of the students (for 5 years)

Tahun	Class X			Class XI			Class XII		
	L	P	Jm l	L	P	Jm l	L	P	Jm l
2014/2015	76	167	243	86	142	228	73	126	199
2015/2016	112	204	316	76	168	244	86	142	228
2016/2017	138	223	361	110	198	308	76	159	235
2017/2018	153	272	425	139	221	360	109	195	304
2018/2019	143	271	414	145	261	406	138	217	355

Source: documentation of SMAN 1 Terusan Nunyai on 11th, May 2019/2020

g. Condition of Facilities

The condition of facilities in SMAN 1 Terusan Nunyai can be seen on the appendices page 21.

2. The Description of Research Data

a. Pre-test Result

The researcher conducted pre-test on 25th, May 2019. It was done to find out the students' basic knowledge towards speaking ability in oral test before giving treatment. The result of preliminary test could be seen as follows:

Table 7.
The Students' Pre-Test Result Towards Speaking Ability
At The eleventh Graders Of SMAN 1 Terusan Nunyai

NO	Students' Name	Criteria of The Score					Score	Total Score
		P	F	G	V	IS		
1.	AF	2	2	2	3	2	11	55
2.	AIF	2	2	3	3	3	13	65
3.	ARA	3	3	3	3	3	15	75
4.	AP	2	2	2	3	2	11	55
5.	AS	2	2	3	2	3	12	60
6.	CDP	2	2	2	2	3	11	60
7.	DAP	3	2	3	3	3	14	70
8.	FND	3	3	3	3	3	15	75
9.	DN	2	2	2	3	2	11	55
10.	HW	3	4	3	3	3	16	80
11.	KK	2	2	2	3	3	12	60
12.	KM	2	2	2	3	2	11	55
13.	LBP	2	2	2	2	3	11	55
14.	LD	3	3	3	4	4	17	85
15.	LO	3	2	2	2	3	12	60
16.	MAF	2	2	2	2	3	11	55
17.	MO	2	2	3	2	2	11	55
18.	MAH	2	2	3	2	3	12	60
19.	MT	2	2	2	2	3	11	55
20.	MW	2	2	2	2	3	11	55
21.	NA	3	2	3	2	3	13	65

22.	NIS	2	2	2	2	3	11	55
23.	NH	2	2	3	2	3	12	60
24.	RI	2	2	3	2	3	12	60
25.	RNH	2	2	3	2	3	12	60
26.	SM	2	2	2	3	3	12	60
27.	SWP	2	2	3	2	2	11	55
28.	VD	3	3	4	3	3	16	80
29.	WS	2	2	2	2	3	11	55
30.	YKS	2	2	2	2	3	11	55
TOTAL								1850
HIGHEST SCORE								85
LOWEST SCORE								55
AVERAGE								61,67

Noted:

P: Pronunciation

F: Fluency

G: Grammar

V: Vocabulary

IS: Interactional Strategy

Total Score= Score x 5

The test was followed by 30 students. Based on the table above, the writer measured the class interval by using formulation as follows :

R = The highest score – the lowest score

$$R = 85 - 55$$

$$= 30$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 4,87 (5)$$

$$= 6$$

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

$$I = \frac{30}{6}$$

$$I = 5$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

The total of class interval (K) for pretest was 5. After knowing the interval class, then the researcher put the data on the table level category, as follows:

Table 8.
Student's level category of pre-test

NO	Class Interval	Frequency	Percentage
1.	80-85	3	10%
2.	75-79	2	3,33%
3.	70-74	1	3,33%
4.	65-69	2	6,67%
5.	60-64	9	30%
6.	55-59	13	43,33%
Total		30	100%

Based on the table above, it can be inferred that from 30 students as the research samples can be divided to: 1. For the class interval 80-85, there were 3 students or 10 % 2. For the class interval 75-79, there were 2 students or 6,67 % 3. For the class interval 70-74, there was 1 student or 3,33 % 4. For the class interval 65-69, there were 2 students or 6,67 % 5.

For the class interval 60-64, there were 9 students or 30 % 6. For the class interval 55-59, there were 13 students or 43,33 % Based on the table above , it can be seen that the students who failed the test was the students who got score under 70.

From the result of pre-test above, the researcher can be conclude that the students' problem was in understanding the materials of speaking in teaching learning process. As a result, most of the students got the low scores in speaking ability.

b. Post-test Result

After doing the pre-test of speaking ability in oral test, the researcher conducted the treatment of CCU material to help the students getting better understanding of speaking ability. Beware of that, the researcher identified the students' difficulty in oral test speaking ability and offered concept CCU material to know if there was positive and significant influence of it.

Furthermore, after the students in this class had been given the treatment of concept CCU material and they had understood already, the researcher gave the post-test to measure their speaking ability in oral test. The result of post-test could be seen below:

Table 10.
The Students' Post-Test Result towards Speaking Ability at the eleventh
Graders of SMAN 1 Terusan Nunyai

NO	Students' Name	Criteria of The Score					Score	Total Score
		P	F	G	V	IS		
1.	AF	3	3	2	3	3	14	70
2.	AIF	3	2	3	4	3	15	75
3.	ARA	3	3	3	3	4	16	80
4.	AP	3	3	3	3	2	14	70
5.	AS	2	3	3	2	4	14	70
6.	CDP	2	4	3	4	3	16	80
7.	DAP	3	3	3	3	4	16	80
8.	FND	3	2	4	3	4	16	80
9.	DN	3	3	3	3	3	15	75
10.	HW	3	3	4	4	4	18	90
11.	KK	2	2	3	3	3	13	65
12.	KM	3	4	3	4	3	17	85
13.	LBP	3	3	3	3	3	15	75
14.	LD	4	3	3	4	4	18	90
15.	LO	3	3	4	3	4	17	85
16.	MAF	3	3	4	3	4	17	85
17.	MO	3	3	3	3	3	15	75
18.	MAH	3	3	3	4	4	17	85
19.	MT	3	2	3	4	3	15	75
20.	MW	3	3	3	3	3	15	75
21.	NA	3	3	3	4	4	17	85
22.	NIS	3	3	3	2	3	14	70
23.	NH	2	3	3	3	3	14	70
24.	RI	3	2	3	3	4	15	75
25.	RNH	3	3	4	3	3	16	80
26.	SM	3	2	3	3	3	14	70
27.	SWP	3	2	2	3	2	12	60
28.	VD	3	3	4	4	3	17	85
29.	WS	4	4	3	3	4	18	90
30.	YKS	2	2	3	3	2	12	60
TOTAL								2310
HIGHEST SCORE								90
LOWEST SCORE								60
AVERAGE								77

Source: documentation of post-test result of speaking ability in oral test on 29th, May 2019.

Noted:

P: Pronunciation

F: Fluency

G: Grammar

V: Vocabulary

IS: Interactional Strategy

Total Score= Score x 5

The test was followed by 30 students. Based on the table above, the writer measured the class interval by using formulation as follows :

R = The highest score – the lowest score

$$R = 90 - 60$$

$$= 30$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 4,87 (5) = 6$$

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

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

$$P = 6$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

P = length of interval class (total of interval class)

N = total participants/students

The total of class interval (K) for pretest was 5. After knowing the interval class, then the researcher put the data on the table level category, as follows:

Table 11.
Student's level category of post-test

NO	Class Interval	Frequency	Percentage
1.	85-90	9	30%
2.	80-84	5	17%
3.	75-79	7	23%
4.	70-74	6	20%
5.	65-69	1	3%
6.	60-64	2	7%
Total		30	100%

Based on the table above, it can be inferred that from 30 students as the research samples can be divided to: 7. For the class interval 85-90, there were 9 students or 30 % 8. For the class interval 80-84, there were 4 students or 13 % 9. For the class interval 75-79, there was 7 student or 23 % 10. For the class interval 70-74, there were 7 students or 23 % 11. For the class interval 65-69, there was 1 students or 3 % 12. For the class interval 60-64, there were 2 students or 7 % Based on the table above , it can be seen that the students who failed the test was the students who got score under 70. From the explanations above, It can be inferred that the student's speaking ability in post-test was improved.

B. Hypothesis Testing

After applying CCU material, the researcher analyzed the data by using t-test in order to prove whether there was a positive and significant influence of using CCU material on the students' speaking ability at the eleventh graders of SMAN 1 Terusan Nunyai in academic 2017/2018, as follow (Ha) is accepted, if there was a positive and significant of using Cross Cultural Understanding toward the students' speaking ability at SMA N 1 Terusan Nunyai Centre Lampung. And (Ho) was rejected, if there was no positive and significant effect of using Cross Cultural Understanding toward the students' speaking ability at SMA N 1 Terusan Nunyai Centre Lampung.

1. Putting the data into the formula Chi-Square (χ^2)

The Formulation of Chi-Square as follow:

$$\chi^2 = \sum \left[\frac{f_o - f_e}{f_e} \right]^2$$

Table 13.
The Contingency Table Of The Expected Frequency
At The Result Of Student Speaking Ability In Pre-Test And Post-Test

Variable	Category			Total
	Good	Fair	Bad	
Pre-test	3	3	24	R _n = 30
Post-test	14	13	3	R _n = 30
Total	C _n = 17	C _n = 16	C _n =27	N= 60

Hypothesis testing by using Chi-Square analysed as follow:

Table 14.
Testing of The Data

	Fo	$Fe = \frac{Cn \times Rn}{N}$	Fo-Fe	$(Fo-Fe)^2$	$\frac{(Fo - Fe)^2}{Fe}$
1	3	$\frac{17 \times 30}{60} = 8.5$	-5.5	30.25	3.56
2	3	$\frac{16 \times 30}{60} = 8$	-5	25	3.13
3	24	$\frac{27 \times 30}{60} = 13.5$	10.5	110.25	8.17
4	14	$\frac{17 \times 30}{60} = 8.5$	5.5	30.25	3.56
5	13	$\frac{16 \times 30}{60} = 8$	5	25	3.13
6	3	$\frac{27 \times 30}{60} = 13.5$	10.5	110.25	8.17
Total					$\chi^2 = \sum \left[\frac{f_o - f_e}{f_e} \right]^2$ $= 29.72$

From the data above, the value of chi-square is 29,72. Then to know the critical value of chi-square, the researcher firstly counted the df or degree of freedom. The formulation of df is:

$$df = (c-1)(r-1)$$

df= Degree of freedom

c = column

r = row

$$df = (3-1)(2-1) = 2$$

Level of significant	5%	1%
df 2	5,991	9,210

The degree of freedom for level of significant 5% for df 2 is 5,991 and for level of significant 1% is 9,210. it means that $x^2_{observed}$ is higher than x^2_{table} . It can be written as $5,991 < 29,72 > 9,210$. so, it can be inferred that (H_a) is accepted and (H_o) is rejected.

2. Getting the Data into the Formula of T-Test

To find whether there was positive and significant influence of CCU material toward the students' speaking ability at the eleventh graders of SMAN 1 Terusan Nunyai. The researcher used the t-test formula. The researcher prepared the table and put the data into the formula of t-test below to get $t_{observed}$.

Table 15
The Scores Of Pre-Test And Post-Test Result Of Speaking Ability
At The Eleventh Graders of SMAN 1 Terusan Nunyai

NO.	Students' Initial	Pre-test (X_1)	Post-test (X_2)	D ($X_2 - X_1$)	D^2 ($X_2 - X_1$) ²
1.	AF	55	70	15	225
2.	AIF	65	75	10	100
3.	ARA	75	80	5	25
4.	AP	55	70	15	225
5.	AS	60	70	10	100
6.	CDP	60	80	20	400
7.	DAP	70	80	10	100
8.	FND	75	80	5	25

9.	DN	55	75	25	625
10.	HW	80	90	10	100
11.	KK	60	65	5	25
12.	KM	55	85	30	900
13.	LBP	55	75	20	400
14.	LD	85	90	5	25
15.	LO	60	85	25	625
16.	MAF	55	85	30	900
17.	MO	55	75	20	400
18.	MAH	60	85	25	625
19.	MT	55	75	20	400
20.	MW	55	75	20	400
21.	NA	65	85	20	400
22.	NIS	55	70	15	225
23.	NH	60	70	10	100
24.	RI	60	75	15	225
25.	RNH	60	80	20	400
26.	SM	60	70	10	100
27.	SWP	55	60	10	100
28.	VD	80	85	5	25
29.	WS	55	90	35	1225
30.	YKS	55	60	5	25
TOTAL		$\sum X_1 = 1850$	$\sum X_2 = 2310$	$\sum D = 470$	$\sum D^2 = 9450$

And then the data was put into the formula of t-test then calculated it by

using the formula below:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(D)^2}{N}}{N(N-1)}}$$

$$t = \frac{470}{\sqrt{\frac{(30.9450)-(470)^2}{29}}}$$

$$t = \frac{470}{\sqrt{\frac{(283500)-(220900)}{29}}}$$

$$t = \frac{470}{\sqrt{2158.62}}$$

$$t = \frac{470}{46.46}$$

$$t = 10.12$$

Therefore, $t_{observed}$ is 10,12 as the result of the counting by using t-test formula above.

To know critical value of t-test ($t_{observed}$), the researcher firstly counted df (degree of freedom). The formulation of $df = N-1 = 30-1 = 29$. So it the result is:

Level of significant	5%	1%
df 29	2,045	2,756

1. The critical value of t-test (t-table) for 5% level is 2,045.
2. The critical value of t-test (t-table) for the 1% level is 2,756.

From all the data analysis above, it can be concluded that:

- 1) " $t_{observed}$ " = 10,12
- 2) " t_{table} " = 5% (2,045) and 1% (2,756)

It means that “t observed” is higher than “t-table”. Therefore, it can be inferred that alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

C. Interpretation

1. Interpretation of χ^2_{observed}

- a. If $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, Ha is accepted and Ho is rejected.
- b. If $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, Ha is rejected and Ho is accepted.

The critical value of χ^2_{observed} was 10.12 which meant that Ha was accepted and Ho was rejected. To conclude, the use of CCU material could effective speaking ability at the eleventh graders of SMAN 1 Terusan Nunyai.

2. Interpretation of t_{observed}

- a. If $t_{\text{observed}} > t_{\text{table}}$, Ha is accepted and Ho is rejected.
- b. If $t_{\text{observed}} < t_{\text{table}}$, Ha is rejected and Ho is accepted.

Finally, the data confirmed that $t_{\text{observed}} = 10.12$ was higher than t_{table} 2.045 in the level of 5% and 2.756 in the level of 1%. It meant that Ha was accepted and Ho was rejected. Therefore, it could be concluded that “there was a positive and significant effect of using CCU material toward the students’ speaking ability at the eleventh grader of SMAN 1 Terusan Nunyai”.

D. Discussion

In this research, there were two variables there are independent variable and dependent variable. Independent variable (X) was CCU material and dependent variable (Y) was the students' speaking ability. Based on the data analysis, the researcher concluded that CCU material was an alternative material that had influence on the students' speaking ability. By information this, it could be seen by the result of pre-test and post-test. Students of the eleventh graders of SMAN 1 Terusan Nunyai, particularly XI MIA.1 had done pre-test and post-test where by before holding the post-test, the researcher gave them certain treatment that consisted of Cross Cultural Understanding Material.

Before conducting the research, the researcher gave pre-test in order to find out the students' speaking ability before the treatment. The result showed that the highest score was 85 and the lowest score was 55 with the average 59,8. After finishing the treatment, the researcher gave post-test. The result showed that the highest score was 90 and the lowest score was 60 and the average was 77. In conclusion, the result of this research was $t_{\text{observed}} > t_{\text{table}}$ which revealed that H_a was accepted and H_o was rejected. In other words, there was a positive and significant effect of using CCU material on the students' speaking ability at the eleventh graders of SMAN 1 Terusan Nunyai.

By using CCU material as an alternative technique, the students learnt such make speaking ability in learning English. And more, there is a positive and significant effect of using CCU material on the students' speaking ability

after treatment. The fact showed that there was a change at the amount of the students who got lower scores. At the end, they were able to implement their result of speaking ability.

CCU material could be a solution for teaching learning process especially in speaking because it made the students more active while learning. Too, they were given much more opportunities to explore all their ideas. By using this material, teaching and learning process was more interesting, enjoyable and fun because the material included culture topic around their daily live and their environment so that the students might active during learning process.

E. Limitation

This research was conducted only at the eleventh graders of SMAN 1 Terusan Nunyai with the purpose to see whether there was any positive and significant effect of using CCU material on the students' speaking ability. In other words, the result of this research could not be generalized. Consequently, the result might be different if it was conducted in any other circumstances.

CHAPTER V

CONCLUSION

A. Conclusion

Cross Cultural Understanding (CCU) is one of the materials in learning speaking to improve speaking ability. Based on the analysis and result of the research, the researcher can conclude that the CCU material has a positive effect on the students speaking ability. It can be used as the technique in learning speaking ability and it can improve the learning speaking ability. It can be seen from the result of critical value “ t_{observed} ” is 10.12 and “ t_{table} ” is 2.045. The data confirmed that “ t_{observed} ” is higher than “ t_{table} ”. Therefore, it can be concluded that H_a is accepted and H_o is rejected. So, there is an effect of CCU material toward the students’ speaking ability at the eleventh grader of SMAN 1 Terusan Nunyai.

B. Suggestion

Based on the conclusions above, the researcher would like to give some suggestion for the teacher and for the students.

a. For the teacher

The teachers should be able to use interesting material teaching learning based on the subject in order to make students speak more. It’s better for the teacher uses CCU material in

teaching speaking. The reason is because CCU material is effective to open the students mind to explore their ideas. The teachers recommended choose and use this material precisely as one alternative of learning technique to apply in learning process in order to the students are able to speak English well and the reaching of target study.

b. For the students

The student should be confidence to speak more, in order to improve the students' speaking fluently. They must to practice speaking English every day, not only at the teaching learning process in the class, but also wherever places.

c. For the Another Researcher

This research can be starting point to develop Cross Cultural Understanding material to improve students' speaking ability.

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APPENDICES

DOCUMENTATION GUIDANCE

1. Documentation about establishment history of SMA N 1 Terusan Nunyai Centre Lampung
2. Documentation about organization structure of SMA N 1 Terusan Nunyai Centre Lampung
3. Documentation about condition of the teachers, officials, and students of SMA N 1 Terusan Nunyai Centre Lampung
4. Documentation about the location sketch of SMA N 1 Terusan Nunyai Centre Lampung
5. Documentation about the student's speaking ability result of SMA N 1 Terusan Nunyai Centre Lampung
6. Documentation about the learning facilities of SMA N 1 Terusan Nunyai Centre Lampung

OBSERVATION GUIDANCE

1. Observation about teaching learning process of SMA N 1 Terusan Nunyai Centre Lampung
2. Observation about using CCU material in learning English in the class of SMA N 1 Terusan Nunyai Centre Lampung

1. SPEAKING ABILITY TEST (POST-TEST)

2. DIRECTIONS:

- Take turns with your teacher in answering the questions!
- This is free conversation test.
- Answer the questions based on your knowledge!

3. QUESTIONS:

1. What do you know about “culture”, “cultural identity”, “multicultural” and “knowledge society”?

2. Please give a comparison, similarities and differentiate between Indonesian culture and western culture!

3. Would you like to visit or learn more about Indonesia? Why?

4. Could you give a short explanation about tradition, historical event, customs, life, polite and politeness in western life? (England/USA)

5. What do you think are the advantages of a multicultural state? What about the disadvantages?

THE SCORE OF ORAL SHEET POST-TEST

NO	Students' Name	Criteria of The Score					Score	Total Score
		P	F	G	V	IS		
1.	AF	3	3	2	3	3	14	70
2.	AIF	3	2	3	4	3	15	75
3.	ARA	3	3	3	3	4	16	80
4.	AP	3	3	3	3	2	14	70
5.	AS	2	3	3	2	4	14	70
6.	CDP	2	4	3	4	3	16	80
7.	DAP	3	3	3	3	4	16	80
8.	FND	3	2	4	3	4	16	80
9.	DN	3	3	3	3	3	15	75
10.	HW	3	3	4	4	4	18	90
11.	KK	2	2	3	3	3	13	65
12.	KM	3	4	3	4	3	17	85
13.	LBP	3	3	3	3	3	15	75
14.	LD	4	3	3	4	4	18	90
15.	LO	3	3	4	3	4	17	85
16.	MAF	3	3	4	3	4	17	85
17.	MO	3	3	3	3	3	15	75
18.	MAH	3	3	3	4	4	17	85
19.	MT	3	2	3	4	3	15	75

20.	MW	3	3	3	3	3	15	75
21.	NA	3	3	3	4	4	17	85
22.	NIS	3	3	3	2	3	14	70
23.	NH	2	3	3	3	3	14	70
24.	RI	3	2	3	3	4	15	75
25.	RNH	3	3	4	3	3	16	80
26.	SM	3	2	3	3	3	14	70
27.	SWP	3	2	2	3	2	12	60
28.	VD	3	3	4	4	3	17	85
29.	WS	4	4	3	3	4	18	90
30.	YKS	2	2	3	3	2	12	60
TOTAL								2310
HIGHEST SCORE								90
LOWEST SCORE								60
AVERAGE								77

Students' Level Category of Post-Test

NO	Class Interval	Frequency	Percentage
1.	85-90	9	30%
2.	80-84	5	17%
3.	75-79	7	23%
4.	70-74	6	20%
5.	65-69	1	3%
6.	60-64	2	7%
Total		30	100%

1. SPEAKING ABILITY TEST (PRE-TEST)

2. DIRECTIONS:

- Take turns with your teacher in answering the questions!
- Answer the questions based on your knowledge!

3. QUESTIONS:

1. What do you think about selamatan?
2. Do you have or know any events or traditions that are exclusive to only one gender (female or male)?
3. Would you like to visit or learn more about Indonesia? Why?
4. Would you like to take part in a harvest festival? Why or why not?
5. What do you think are the advantages of a multicultural state? What about the disadvantages?

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: SMA N 1 Terusan Nunyai Centre Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/2
Materi Pokok	: konsep tentang “ <i>culture</i> ”, “ <i>cultural identity</i> ”, “ <i>multicultural</i> ” dan “ <i>knowledge society</i> ”, memperkenalkan tentang <i>culture, tradition, historical event, customs, life, polite and politeness</i> dalam bahasa target terutama Inggris dan USA.
Alokasi Waktu	: 2 x 40 menit

A. KOMPETENSI INTI

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

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi dasar	Indikator
<p>1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	<p>1. Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi.</p> <p>2. Santun dan peduli dalam berkomunikasi interpersonal dengan guru</p>
<p>4. Memahami tentang konsep budaya, identitas budaya, keanekaragaman budaya dan pengetahuan bermasyarakat.</p> <p>5. Mampu memahami perbedaan, persamaan dan kemiripan antar kebudayaan/budaya (local ataupun international)</p> <p>6. memahami berbagai macam kosakata berkaitan dengan budaya dan kebudayaan.</p>	<p>3. Menyadari pentingnya konsep budaya, identitas budaya, keanekaragaman budaya dan pengetahuan bermasyarakat untuk mengelola kehidupan manusia</p> <p>4. Mampu menjelaskan perbedaan, persamaan dan kemiripan antar kebudayaan/budaya (local ataupun international).</p> <p>5. Dengan bimbingan dan arahan guru, siswa mengidentifikasi berbagai macam kosakata berkaitan dengan budaya dan kebudayaan.</p>

C. MATERI PEMBELAJARAN

The concepts of “culture”, “cultural identity”, “multicultural” and “knowledge society” A brief introduction about culture, tradition, historical event, customs, life, polite and politeness in the target language Country especially in England and USA.

Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman.

Struktur teks

Unsur kebahasaan

- (1) Kosakata: Verbs and adjectives yang masih berkaitan dengan sekitar kebudayaan.
- (2) Ekspresi : *"excuses me", "I am sorry", "thank you" and "you're welcome" (polite and politeness). "good morning", "good evening", "good afternoon" dan "good night" (greetings).*

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku sopan santun dalam bermasyarakat. Topik diskusi tentang *tradition, historical event, customs, and values of a country.*

Percakapan/dialog dan pernyataan yang memuat ungkapan – ungkapan berikut :

Examples of do:

Say "Excuse me" to anticipate a possible misconduct. The expression Excuse me is used to anticipate possible misconducts before asking a question or to get attention before starting a speech. For example, a hotel guest may say: —Excuse me. Where is the toilet? or —Excuse me. Where is the washroom?

Examples of don't:

Don't ask questions, such as: "how much money do you earn?" "Why aren't you married?" or "how old are you?" (Except for identification purposes). These questions are not common in the English or American culture. Despite the good intention they may carry, they are considered violating privacy.

D. KEGIATAN PEMBELAJARAN

1. Model Pembelajaran : Speech

2. Kegiatan Pembelajaran : Discussion

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">- Mengucapkan salam dan berdoa- Social Chat : Menanyakan kabar, keadaan, dan aktifitas yang berhubungan dengan topik.	10 menit
Inti	<p>Diskusi</p> <ul style="list-style-type: none">• Membuat diskusi berkelompok• Bahan diskusi berkaitan dengan istilah budaya, keanekaragaman budaya, identitas budaya dan perbedaan, persamaan dan kemiripan antar kebudayaan/budaya (local ataupun international) <p>Menanya</p> <ul style="list-style-type: none">• Dengan bimbingan dan arahan guru, setelah mengamati siswa bertanya tentang arti dari kata-kata baru yang mereka temukan.• Guru menjelaskan tentang materi yang telah siswa pelajari <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none">• Siswa mendengarkan penjelasan guru tentang budaya, keanekaragaman budaya, identitas budaya dan perbedaan, persamaan dan kemiripan antar	

	<p>kebudayaan/budaya (local ataupun international)</p> <ul style="list-style-type: none"> • Siswa membaca secara lebih cermat semua istilah budaya, keanekaragaman budaya, identitas budaya dan perbedaan, persamaan dan kemiripan antar kebudayaan/budaya (local ataupun international) untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa berdiskusi tentang perbedaan, persamaan dan kemiripan antar kebudayaan/budaya (local ataupun international) • Siswa memperoleh umpan balik (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mengidentifikasi kosakata berkaitan dengan budaya dan keanekaragaman budaya • Siswa dapat menjelaskan perbedaan, persamaan dan kemiripan antar kebudayaan/budaya (local ataupun 	
--	--	--

	international)	
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik membuat rangkuman/simpulan pelajaran. • Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Mengucapkan Salam dan doa. 	

E. METODE PEMBELAJARAN

1. Pendekatan : Explanation
2. Teknik : Cross Cultural Understanding

F. MEDIA DAN ALAT PEMBELAJARAN

Media Pembelajaran

1. Sumber: Silabus dan materi buatan guru
2. Media: Laptop, recorder, and list Vocabularies

Sumber Belajar

Materi buatan Guru berdasarkan adaptasi silabus dan materi pelajaran bahasa Inggris kelas XI.

G. PENILAIAN HASIL PEMBELAJARAN

KRITERIA PENILAIAN

- Tingkat ketercapaian fungsi sosial bagaimana menyatakantindakan/ kejadian yang sedang dilakukan/berlangsung saat ini
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.

- Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyatakan tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini.

CARA PENILAIAN:

- **Penilaian keberhasilan pembelajaran siswa melalui speaking test**

Photos at doing treatment



1. Researcher giving the explanation Cross Cultural Understanding to the students



2. Researcher waiting for the feedback and questions from the students after explaining the material



3. Researcher giving oral questions to the students related to the material



4. Students pay attention to the researcher's explanations



5. Researcher listened to the question from student



6. waiting for feedback from the students

Table.
Recapitulation Facilities in SMA Negeri 1 Terusan Nunyai

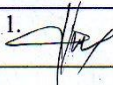

















NO	FACILITIES	QUANTITY
1	Classroom	30
2	Headmaster Room	1
3	Teacher Room	1
4	TU Room	1
5	Counseling Room	1
6	Library	1
7	OSIS Room	1
8	Mosque	1
9	Warehouse	1
10	Parking Area	1
11	Teacher Toilet	1
12	Student Toilet	6
13	Canteen	4
14	The Locker Room	1
15	Sciences Laboratory	5

Source: documentation of SMAN 1 Terusan Nunyai on 11th, May 2019

STUDENTS ATTENDANCE LIST (POST-TEST)**Of SMA N 1 Terusan Nunyai Centre Lampung**

Class :

Date :


No	Name	Keterangan
1	Ardi Basar	1. 
2	Alfi Nur Ummah	2. 
3	Ananta Sumarni	3. 
4	Anis Kinanti Salmah	4. 
5	Ayu Adinda	5. 
6	Ayu Melia	6. 
7	Ayu Putri juwariyah	7. 
8	Bintang Ramadhan	8. 
9	Brian Bhimasakti	9. 
10	Feri Kusnandar	10. 
11	Henry Subekti	11. 
12	Kinan Rizki Safitri	12. 
13	L ulu Aulia Ahmadi	13. 
14	M . Ananta Ridwan	14. 
15	M. Farid Yahya	15. 
16	M. Niko Rahadian	16. 
17	M. Raihan	17. 
18	Muslifah Syarifah	18. 

19	Muhammad Abid	19	
20	Nabila Putri Pratama	20.	
21	Nadia Kamila	21.	
22	Niki Bintang	22.	
23	Rahmat Setiawan	23.	
24	Ricky Adi Djatmiko	24.	
25	Rizkiya Ananda Daniati	25.	
26	Salwa Nur Fadillah	26.	
27	Tiara Indriana Sari	27.	
28	Zaidan Sueb	28.	
29	Zahra Azizah	29.	
30	Zulha nur azahra	30.	

Metro, 19 June 2019

English Teacher

Researcher


Sunarni


Handy Prasetya

NIP.197111102003122004

NPM. 14121437



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

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

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

Nomor : B-1444/In.28.1/J/TL.00/04/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMA NEGERI 1 TERUSAN NUNYAI CENTER LAMPUNG
di-
Tempat:

Assalamu'alaikum Wr. Wb.

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


Nama : **HANDI PRASETYA**
NPM : 14121437
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **THE EFFECT OF BRAINSTORMING METHOD TO INCREASE
CCU (CROSS CULTURE UNDERSTANDING) LEARNING OF
SPEAKING ABILITY AT SMA NEGERI 1 TERUSAN NUNYAI
CENTER LAMPUNG IN ACADEMIC YEAR 2017/2018**

untuk melakukan *pra-survey* di SMA NEGERI 1 TERUSAN NUNYAI CENTER LAMPUNG.

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, 27 April 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 TERUSAN NUNYAI
LAMPUNG TENGAH**



NSS : 301120113039

NPSN : 10802065

Jl. Negara Km. B4 Bandar Agung Kec. Terusan Nunyai Tlp. (0725) 7572326, Lampung Tengah 34164

SURAT IZIN PRASURVEY

Nomor : 421.3 / 067 / v.01 / SMA.1 / 2018

Berdasarkan surat dari Institut Agama Islam Negeri (IAIN) Metro, tanggal 27 April 2018 Nomor B-1444/In.28.1/J/TL.00/04/2018 tentang izin Pra-Survey, dengan ini kepala sekolah SMA Negeri 1 Terusan Nunyai Lampung Tengah memberikan izin kepada :

Nama : Handi Prasetya
NPM : 14121437
Program studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE EFFECT OF BRANISTROMING METHOD TO INCREASE CCU (CROSS CULTURE UNDERSTANDING) LEARNING OF SPEAKING ABILITY AT SMA NEGERI 1 TERUSAN NUNYAI CENTER LAMPUNG IN ACADEMIC YEAR 2017/2018

Untuk melaksanakan Pra-Survey di SMA Negeri 1 Terusan Nunyai Lampung Tengah.

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

Terusan Nunyai, 8 Mei 2018
Kepala Sekolah



Drs. Andreas Sinaga, MM.
NIP:19601029 198603 1 005



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 E-mail: iainmetro@metrouniv.ac.id

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

Nama : Handi Prasetya
NPM : 14121437

Jurusan/Fakultas : TBI/FTIK
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at / 10 12 / 2018		✓	1. Revisi cover 2. Revisi C.H. I 3. Revisi C.H. II 4. Revisi C.H. III	
2.	Jum'at / 10 26 / 2018		✓	1. Revisi C.H. I • give the students problem. • and give a data. 2. Revisi C.H. II 3. Revisi C.H. III	
3.	Jum'at / 4 9 / 2018		✓	1. Revisi C.H. I • Choose one class only 2. Revisi C.H. II • Footnote.	
4.	Jum'at / 11 30 / 2018		✓	M. Sumiara	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Handi Prasetya
NPM : 14121437

Jurusan/Fakultas : TBI/FTIK
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	12/12/2018	✓		Revisi Footnote and Bibliography CH I	
2	19/12/2018	✓		1. Footnote. 2. Give Table II a. good b. fact c. fact. 3. choose one of the problem Identification 4. choose focus of the problem to be problem Limitation. 5. Delete the prior research. CH II	
3	22/12/2018	✓		Revisi Chapter II - Give the concept speaking ability. - Give the concept (CCU) - Give transitional phrase work and definition	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd.
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Handi Prasetya
NPM : 14121017

Jurusan/Fakultas : TBI/FTIK
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4	7/02 2019	✓		Revisi Chapter III • explain each variabels • give data - Post - pascawaktu - obesitas	
5	20/02 2019	✓		AEC Seminar	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd.
NIP. 19620215 199503 1 001



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

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrounivac.id, e-mail: iain@metrounivac.id

**Jadwal Seminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro Semester Genap TA.2018/2019**

Pengumuman/Penunjukan

No :B-0974/In.28.1/J/PP.00.9/04/2019

Nama / NPM : **Handi Prasetya / 14121437**
Hari / Tanggal : **Selasa/23 april 2019**
Waktu : **13.00 - 14.30 WIB**
Tempat : **Gedung Dosen Lt. III A**
Judul : **The effect of using cross culture understanding (CCU) on students speaking ability at SMA NEGERI 1 Terusan Nunyai center Lampung**

Ketua / Moderator	Pembahas	Sekretaris	Petugas
Drs. Kuryani, M.Pd	1. Dr. Dedi Irwansyah, M.Hum 2. Ahmad Subhan Roza, M.Pd	Much Deniatur, M.Pd.B.I	Eka Yuniasih, M.Pd

Metro, 15 April 2019

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Tembusan disampaikan Kepada Yth:

1. Kasubbag Adm.Umum dan Keuangan
2. Mahasiswa Ybs. (Papan Pengumuman)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Handi Prasetya
NPM : 14121437

Jurusan/Fakultas : TBI/FTIK
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jumat 10/2019 /5		✓	ku Antruned's	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

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

Nama : Handi Prasetya
NPM : 14121437

Jurusan/Fakultas : TBI/FTIK
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	15/5 2019	✓		Soal Pre Test	
2	17/5 2019	✓		Acc IPD.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani, MPd
NIP. 19620215 199503 1 001



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

SURAT TUGAS

Nomor: B-1603/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 : **HANDI PRASETYA**
NPM : 14121437
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 TERUSAN NUNYAI CENTRAL LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING CROSS CULTURE UNDERSTANDING ON THE STUDENTS' SPEAKING ABILITY AT SMA NEGERI 1 TERUSAN NUNYAI CENTRAL LAMPUNG".
 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 : 22 Mei 2019



Mengetahui,
Pejabat Setempat
Kepala SMA Negeri 1 Terusan Nunyai
DR. HAZAS SINDA, MM.



Wakil Dekan I,
[Signature]
Dra. Isti Fatonah MA
No. 19670531 199303 2 003



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

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

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

Nomor : B-1604/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1 TERUSAN
NUNYAI CENTRAL LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1603/In.28/D.1/TL.01/05/2019,
tanggal 22 Mei 2019 atas nama saudara:

Nama : **HANDI PRASETYA**
NPM : 14121437
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 TERUSAN NUNYAI CENTRAL LAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING CROSS CULTURE UNDERSTANDING ON THE STUDENTS SPEAKING ABILITY AT SMA NEGERI 1 TERUSAN NUNYAI CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Mei 2019

Wakil Dekan I,



Dra. Isti Fatonah MA

NIR: 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 TERUSAN NUNYAI
LAMPUNG TENGAH

NSS : 301120213039 NPSN : 10802065
Jl. Negara Km. 84 Bandar Agung Kec. Terusan Nunyai. Tlp. (0726) 7572326, Lampung Tengah 34163



Nomor : 421.3 / 304 / V.01 / SMA.1 / 2019
Lampiran : -
Perihal : Izin Melaksanakan Penelitian

Kepada
Yth : Kepala Institut Agama Islam Negeri Metro
di
Metro

Dengan hormat,

Sehubungan dengan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-1604/In.28/D.1/TL.00/05/2019 perihal : Izin Research.

Maka dengan ini kami memberikan izin penelitian kepada :

Nama : **HANDI PRASETYA**
NPM : 14121437
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Untuk mengadakan penelitian dan pengumpulan data di SMA Negeri 1 Terusan Nunyai.

Demikian Surat izin ini kami buat untuk dapat dipergunakan sebagaimana mestinya.



Terusan Nunyai, 28 Mei 2018
Kepala Sekolah,

Drs. ANDREAS SINAGA, MM.
NIP 19601029 198603 1 005

Tembusan :
1. Mahasiswa Ybs
2. Arsip.



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 E-mail: iainmetro@metrouniv.ac.id

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

Nama : Handi Prasetya
NPM : 14121437

Jurusan/Fakultas : TBI/FTIK
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	2/2019 /6 Jumat		✓	Revise CH. IV • Give the table 3 The instrument Barilles fest for speaking Ability. • Give the table of Students' level category of the Test. Revise CH. V • Conclusion. Revise Abstract Revise CH I • Foot note Revise CH II • Parallelism.	
2	Selasa 25/2019 /6		✓	Revise CH I • Foot note Revise CH II • Parallelism.	
3	Kamis 4/2019 /7		✓		

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Handi Prasetya
NPM : 14121437

Jurusan/Fakultas : TBI/FTIK
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	09/03/2019	✓		Foto & video karya Striban	
2	22/7/2019	✓		Video spray Pencelisan apa ki sementah di teori	
3	15/8/2019	✓		Ace Kumpul	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kurvani, MPd
NIP. 19620215 199503 1 001

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

Jl. Ki. Hejar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax (0725) 47296 Website: www.metrouniv.ac.id e-mail: iain@metrouniv.ac.id



PENUNJUKAN TIM UJIAN SKRIPSI

No: B-3058/In.28.1/J/PP.00.9/10/2019

Nama/NPM : Handi Prasetya/14121437
Jurusan : TBI
Tempat : Gedung Dosen Lt. III A
Judul Skripsi : THE EFFECT OF USING CROSS CULTURE UNDERSTANDING (CCU) MATERIALS ON THE STUDENTS SPEAKING ABILITY AT SMA NEGERI 1 TERUSAN NUNYAI CENTRAL LAMPUNG

Hari / Tanggal	Waktu	Ketua/ Moderator	Penguji	Sekretaris	Petugas
Senin, 07 Oktober 2019	15.00 - 17.00 WIB	Drs. Kuryani, M.Pd	1. Dr. Umi Yawisah, M.Hum 2. Ahmad Subhan Roza, M.Pd	Yeasy Agustina, M.Pd	Eka Yuniasih, M.Pd

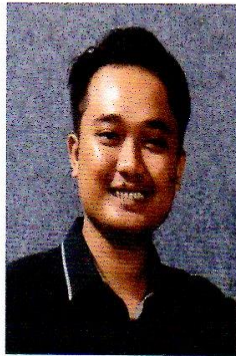
ALOKASI WAKTU		ASPEK YANG DIUJI/PENILAIAN	
Ketua	Maks. 30 Menit	Ketua	Penampilan dan Pembelaan, Ketekunan Dalam Proses Bimbingan
Penguji 1	Maks. 50 Menit	Penguji 1	Metode, Relevansi & Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan
Penguji 2	Maks. 40 Menit	Penguji 2	Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan

Tembusan disampaikan Kepada Yth:

1. Kasubbag. Umum
2. Mahasiswa Ybs. (Papan Pengumuman)



CURRICULUM VITAE



The name of the researcher is Handi Prasetya. he was born in Metro, on may 10th 1995. he is the first daughter of Mr. Anang Subono and Mrs. Kunmar Setyawati. he have one little sister. Her Name Devani Dwi Safitri, he is first son. His parents live in Kecubung Terbanggi Besar Central Lampung.

He was enrolled her study at SD IT Bustanul Ulum on 2001 until 2006. In line with her focus on the study, she continued his study at SMP IT Bustanul Ulum on 2007 and graduated on 2009. He decided to continue her study SMA Negeri 1 Terusan Nunyai central Lampung Then, at the same year, he was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.