AN UNDER GRADUATE THESIS

IMPROVING STUDENT'S SPEAKING ABILITY BY USING
DUBBING MOVIE TECHNIQUE AMONG THE ELEVENTH
GRADER OF MA MA'ARIF 06 PASIR SAKTI EAST
LAMPUNG IN ACADEMIC YEAR 2018/2019

By:
RESHA RINA NAVISHA
STUDENT NUMBER 14122017

TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H/ 2019 M

IMPROVING STUDENT'S SPEAKING ABILITY BY USING DUBBING MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER OF MA MA'ARIF 06 PASIR SAKTI EAST LAMPUNG IN ACADEMIC YEAR 2018/2019

Presented as a Partial Fulfillment of the Requirements

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in English Education Department

By:

RESHA RINA NAVISHA

STUDENT NUMBER 14122017

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor   : Ahmad Subhan Roza, M.Pd

Co-sponsor   : Syahreni Siregar, M.Hum

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2019 M

NOTA DINAS

Nomor   : -
Lampiran   :
Perihal   : **Mohon Dimunaqosahkan Skripsi**
             Saudari Resha Rina Navisha

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Asslamualaikum.Wr.Wb

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

Nama   : Resha Rina Navisha
NPM   : 14122017
Jurusan   : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul   : IMPROVING STUDENT'S SPEAKING ABILITY BY USING DUBBING MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER OF MA MA'ARIF 06 PASIR SAKTI EAST LAMPUNG IN ACADEMIC YEAR 2018/2019

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami dan atas perhatianya, kami ucapkan terimakasih.

Wassalammu'alaikum Wr. Wb.

Dosen Pembimbing I,

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

Metro, Juli 2019
Dosen Pembimbing II

Syahreni Siregar,M.Hum
NIP. 197608142009122004

APPROVAL PAGE

Title	: IMPROVING STUDENT'S SPEAKING ABILITY BY USING DUBBING MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER OF MA MA'ARIF 06 PASIR SAKTI EAST LAMPUNG IN ACADEMIC YEAR 2018/2019
Name	: Resha Rina Navisha
NPM	: 14122017
Departement	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:
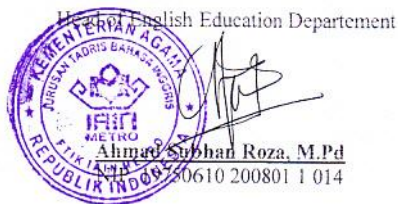
To be discussed in the thesis (Munaqosah) in Faculty of Tarbiyah and Teacher Training of State Institute for Islamic Studies (IAIN) Metro.

Metro, July 2019

Sponsor

Co-Sponsor

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

Syahreni Siregar, M.Hum
NIP. 197608142009122004

Head of English Education Departement

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

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.idE-mail iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : In Order to Hold the munaqosah
of Resha Rina Navisha

To:
The Honorable the Head of Tarbiyah Departement
of State Institute for Islamic Studies(IAIN) Metro

Assalamu'alaikum Wr. Wb

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

Name	: Resha Rina Navisha
St. Number	: 14122017
Faculty	: Tarbiyah and Teacher Training
Departement	: English Education
Title	: IMPROVING STUDENT'S SPEAKING ABILITY BY USING DUBBING MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER OF MA MA'ARIF 06 PASIR SAKTI EAST LAMPUNG IN ACADEMIC YEAR 2018/2019

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

Wassalamu'alaikum Wr.Wb

Metro,July 2019

Sponsor

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

Co-Sponsor

Syahreni Siregar,M.Hum
NIP. 197608142009122004

v

MENINGKATKAN KEMAMPUAN BERBICARA SISWA DENGAN MENGGUNAKAN DUBBING MOVIE PADA SISWA KELAS 11 MA MA'ARIF 06 PASIR SAKTI LAMPUNG TIMUR TAHUN AJARAN 2018/2019

ABSTRAK

Oleh :

RESHA RINA NAVISHA

Berbicara adalah sebuah aktivitas seseorang untuk berkomunikasi dengan orang lain. Kegiatan itu terjadi dimana-mana dan sudah menjadi bagian dari kegiatan kita sehari-hari. Ketika seseorang berbicara,mereka berinteraksi dan menggunakan bahasa untuk mengekspresikan ide-ide dan perasaan mereka. Mereka juga membagi informasi untuk orang lain dengan berkomunikasi.

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa tehnik mengisi suara film dapat meningkatkan kemampuan berbicara siswa dan untuk menunjukan seberapa jauh dapat meningkatkan kemampuan berbicara siswa dengan menggunakan tehnik mengisi suara film. Mengisi suara film atau mengisi suara video adalah salah satu tehnik untuk membuat orang lebih memahami tentang konten dalam video.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK),penelitian ini dilakukan dalam 2 siklus. Ada empat tahap dalam setiap siklus: perencanaan, tindakan, observasi, dan refleksi. Penulis memberikan satu pre-test sebelum tindakan, dua tindakan, dan dua post-test. Subjek penelitian adalah siswa kelas 11 MA Ma'arif 06 Pasir Sakti Lampung Timur. Penulis menggunakan observasi, tes (pre-test dan post-test), dokumentasi, dan catatan lapangan untuk mengumpulkan data. Sedangkan, untuk menganalisa data, penulis menggunakan nilai rata-rata siswa.

Hasil nilai dari pre-test dan post-test menunjukkan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-test adalah 73,5, post-test I adalah 77,25 kemudian, nilai rata-rata pada post-test II adalah 80.25. Berdasarkan hasil di atas, dapat dikatakan bahwa tehnik mengisi suara film dapat meningkatkan kemampuan berbicara siswa.

Kata kunci : kemampuan berbicara, mengisi suara film, Penelitian Tindakan Kelas(PTK)

IMPROVING STUDENT'S SPEAKING ABILITY BY USING DUBBING MOVIE TECHNIQUE AMONG ELEVENTH GRADER OF MA MA'ARIF 06 PASIR SAKTI EAST LAMPUNG IN ACADEMIC YEAR 2018/2019

ABSTRACT
By:
Resha Rina Navisha

Speaking is an activity used by someone to communicate with other. It takes place every where and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication.

The objective of this research is to show that Dubbing Movie Technique can improve student's speaking ability and to show how far increasing the student's speaking ability at MA Ma'arif 06 Pasir Sakti East Lampung by using Dubbing Movie Technique.Dubbing movie or video dubbing is one of technique to make people understanding more about the video content.

This research is Classroom Action Research (CAR) it was conducted by 2 cycles. There are four steps in each cycle: they are planning, action, observation, and reflection. The writer gives one pre-test before treatment, two treatments, and two post-test. The subject of this action research is the eleventh grader of Ma Ma'arif 06 Pasir Sakti East Lampung. The researcher used observation, test (pre-test and post-test), documentation, and field note to collecting data. While, to analyzing the data, the writer used students average score.

The average result score of the pre-test and post-test shows that there is progressing score. The average score at pre-test is 73,5, post-test I is 77,25 and then, the average score at post-test II is 80,25. Based on the result above, it can be said that Dubbing Movie Technique can improve students' Speaking Ability.

Key Word   : Speaking Ability,Dubbing Movie, Classroom Action Research.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Resha Rina Navisha
Student ID	: 14122017
Department	: English Education Program (TBI)
Faculty	: Tarbiyah

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, 3th July 2019

The Writer,

Resha Rina Navisha
NPM. 14122017

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Resha Rina Navisha

NPM   : 14122017

Jurusan   : Tadris Bahasa Inggris (TBI)

Fakultas   : Tarbiyah dan Ilmu Keguruan

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

Metro, 3 Juli 2019
Penulis,

Resha Rina Navisha
NPM. 14122017

MOTTO

فَبِأَيِّ MOTTO ءَالَآءِ رَبِّكُمَا تُكَذِّبَانِ ﴿١٣﴾ فَبِأَيِّ ءَالَآءِ رَبِّكُمَا تُكَذِّبَانِ ﴿١٣﴾

فَبِأَيِّ ءَالَآءِ رَبِّكُمَا تُكَذِّبَانِ ﴿١٣﴾

WHICTH IS IT,OF THE FAVOURSOF YOUR LORD,THAT YOU DENY?

DEDICATION PAGE

This undergraduate thesis highly dedicated to:

1. Almighty Allah SWT, thanks God all about the precious gift inside to me.

2. My beloved father & mother,Bapak Suhardi and Almh.Ibu Parinah who always support, protect, and advise me.

3. My beloved brothers, Irwan Budiana, Dwi Kindarto, Suherman and my beloved sisters Erna Wati,Sri Wahyuni, Risna Wati, and all my nephews who allways care and support me.

4. My beloved Sponsor, Ahmad Subhan Roza M.Pd, and Co-Sponsor Syahreni Siregar M.Hum who always guide me. Thanks for your help to finish this research.

5. All of my beloved friends who allways support me.

ACKNOWLEDGMENTS

In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that she could accomplish this Undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

In this occasion, the researcher would like to express her greatest appreciation, honor and gratitude to her beloved parent,brothers and sisters who have vigorously done everything for her. The biggest thanks go to them.

The researcher would like to express her sincere gratitude to her sponsor Mr. Ahmad Subhan Roza, M.Pd and co-sponsor Mam. Syahreni Siregar, M.Hum that have guided her give understanding and motivation in the process of completing this undergraduate thesis.

The researcher feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it

Metro, July 2019
The writer,

RESHA RINA NAVISHA
St.N 14122017

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CHAPTER I

INTRODUCTION

A. Background of study

English is global language, it has been taught in some levels of education in Indonesia, Such as elementary school, Junior High School, and senior High school in order to make young generations ready to face the globalization era. In this era Globalization, English Language is important for our lives. In fact , it is the second most spoken language in the world. Globalization made the use of English language more widen.

There are four skills in learning English, namely listening, speaking, writing, and reading. Actually, most of students faced some problems in speaking skill. They don't know how to pronoun the word in English correctlly. And the teacher's approach can't solve this problem effectively.

Speaking is one of four the skills in English, it is a process of communication by using oral form, Speaking is not only for reading or writing , but for expressing the ideas and opinions, speaking performance is extremely needed by the people to communicate with other people.

Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. In some situations, speaking is used to give instructions or to get things done, for example,

to describe things of someone, to complain about people's behavior, asking and giving services and others.

The ability to speak English property has been one essential benchmark skills in the professional world. Learning English in Senior High Schools are important not only for preparation of the globalization process but also as the provision of Senior High School students to continue higher education level.

The teacher in language teaching, especially the teaching of English. Teacher is responsible to educate the students from little knowledge to sufficient English speaking environment. Whole around the world recently, where the people encourage that English as their target or second language used based on whole interactions and communication holding the dominant role of every aspects of their life.

As one of the basic skill of English, speaking has an important role in language learning process. According to Fulcher that speaking is the verbal use of language to communicate with others. Maxom states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning.

Video Dubbing is not a new term in this time. Video Dubbing is one of technique to make people understand more about the video content. It can be used freely, it is simple and understandable operation in order to reach the goal of the speaking ability improvement, student involved in many activities of Video Dubbing. Based on the theory, The conclussion is that Video Dubbing is revoicing a video from the original voice to the other.

Based on the problems above, the researcher got the data of the students speaking ability which will show bellow:

Table 1

Pre survey Data of Students' English Speaking Score

NO	NAME	SCORE	Criteria
1	AHMAD KHOTIB F.S	72	FAILED
2	BAGAS ADE SAPUTRA	72	FAILED
3	EVIKA SARI DEVI	78	FAILED
4	FATIHATUN NIKMAH	75	FAILED
5	HASYIM ASY'ARI	70	FAILED
6	IRFAN PRAYOGI	65	FAILED
7	M.ANANG MA'RUF	**70**	FAILED
8	MUTIARA CANTIKA SARI	80	PASSED
9	MUHAMMAD ILHAMUDIN	75	FAILED
10	NINDI AYUNISTIA	82	PASSED
11	NASYA AMALIA AYU	80	PASSED
12	NADYA RMADHANTI	80	PASSED
13	NANDI SUNANDAR	82	PASSED
14	PRIHARYONO	75	FAILED
15	PIPIT MUTIASIH	70	FAILED
16	RAHMAD ANDRIANSYAH	75	FAILED

17	RAFI HIDAYAT	70	FAILED
18	ROIHATUL JANAH	80	PASSED
19	RANI RAHMAWATI	75	FAILED
20	UMI ZULAIKHA	85	PASSED

Table 2

Passing Grade Criteria

No	Category	Score Interval	Frequency	Presentation
1	PASSED	= <80	7	35 %
2	FAILED	>80	13	65 %
Total		20		100%

Based on the data above the writer found that the students are not able to reachable of 80 as the Minimum Mastery Criterion (MMC) yet. The students can be succesfull in achieving the material if 65% of the students in the class get at least 80. However, it is only 35% of students that were able to complete minimum mastery criterion. It is because there are only seven of twenty student able to achieve minimum.

B. Problem Identification

Based on the background of the problem described above, it can be identified several issues such as:

1. The student motivation is low in learning English

2. The English teacher has taught about speaking skill but the media is low.

3. The teaching technique is not appropriate on activities to practice speaking in English that's why the students have low speaking skill in English.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point of problem. In this case, the researcher focuses on the last point of the problems that The teaching methods is not appropriate on activities to practice speaking in English that's why the students have low speaking skill in English.

D. Formulation of the Problem

Based on the issues described in the background of the problem above, the writer formulates the problem as follows:

"Can Dubbing Movie technique improve students' speakings' Ability among eleventh graders of MA Ma'arif 06 Pasir Sakti?"

E. The Objective of the study

The objective of this research is to know wheter Dubbing movie technique can improve students' speaking Ability among Eleventh grader of MA MA'ARIF 06 Pasir Sakti East Lampung.

F. Benefit of the Study

The significance of the study will be useful for:

a. For the English teachers, the result of this research is expected to provide them with an alternative method to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.

b. For the students, the result of this research is expected to give them new experience in English learning, especially in learning speaking so they can be more motivated to develop their abilities.

c. For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for speaking.

G. Prior Research

Prior research is important to discuss as a guidance and comparison of the research. In this research, there are three prior researches as following:

The first prior research was conducted in 2013 by Nurul Yaqin from Universitas Muria Kudus entitled*"Dubbing Film To Improve Speaking Ability Of The Tenth Grade Student Of MA Mazro'atul Huda Karang Anyar Demak In A cademic Year 2012/2013".*[1]The research objective is to solve the student's problem in Speaking ability. The subject was 37 of class X A of MA Mazro'atul Huda.

The cycle I, the researcher used muted film to make dubbing the students. The cycle II, the researcher unmuted film to make students easier to dub the film. The cycle III, the researcher used unmuted film with subtitle as a technique to dub the film.

The oral test score in cycle I was 61.95, cycle II was 72.43, and cycle III was76.43. In questionnaire sheet, students showed positive responses to dubbing

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[1] Nurul Yaqin, *"Dubbing Film To Improve SpeakingAbility Of The Tenth Grade Student of MA Maazro'atul Huda Karang Anyar Demak In Academic 2012/2013"*, (University Muria Kudus, 2013), unpublished thesis

film as technique to teach speaking. Showing film to the students can offer a good way to increase the students' motivation in speaking. Based on the research result, it is showed that Dubbing Movie (Film) improved the students' ability in speaking.

The second prior research was in 2012 by Ahmad Azwar Hakim "*Implementing Animation Video Dubbing To Improve Speaking Ability For The Tenth Grade Students Of SMA 1Jekulo Kudus In Academic Year 2011/2012*"[2]

The present study is a Classroom Action Research (CAR). Its prime objective is to reveal the way to improve the speaking ability of the tenth grade students of SMA 1 Jekulo Kudus by implementation of animation video dubbing as technique of teaching speaking. Besides, this research aims at knowing the students' responses to the implementation animation video dubbing.

This action research project was undertaken in the students of X.5 in the second semester of 2011/2012 academic year. The researcher implemented animation video dubbing within three cycles which lasted a total of one month. The instruments were oral tests which were given in each cycle after taught by using animation video dubbing, observation sheet, and questioner which was given in the post cycle.

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[2] Ahmad Azwar Hakim,"*Implementing Animation Video Dubbing To Improve Speaking Ability For The Tenth Grade Students Of SMA 1Jekulo Kudus In Academic Year 2011/2012*",(*University Muria Kudus, 2012), unpublished thesis*

The third prior research in 2018 by Rizki Nur Rokani "*The Effectiveness Of Dubbing Movie Strategies On Student's Speaking Ability At The Second Grade Of MA At Tohiriyah Ngantru "*.

Method of research used quasi experimental research with quantitative approach. Population and sample was the second grade IPS at MA At Thohiriyah Tulung agung that contains 43 children This study used quas experimental design in the form of two group pre test pos test design with quantitative approach.[3]

In this research the researcher focus to Improving Students Speaking Ability Through Dubbing Movie At The Eleventh Grade Of Ma Ma'arif 06 Pasir Sakti In Academic Year 2018/2019.Population and sample was The Eleventh Grade Of Ma Ma'arif 06 Pasir Sakti that contains 20 children with Class Action Research approach.

Differences of this research with prior research are, in first prior research The research objective is to solve the students' problem in Speaking ability, in second research the research aims is to knowing the students' responses to the implementation animation video dubbing, in the last prior research focus is to knowing the effectiveness of dubbing movie strategies on student's speaking ability.

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[3]Rizki Nur Rokani,"*The Effectiveness Of Dubbing Movie Strategies On Student's Speaking Ability At The Second Grade Of MA At Tohiriyah Ngantru "*.(IAIN Tulung Agung,2018), unpublished thesis

CHAPTER II

THEORITICAL REVIEW

Based on the discussion in chapter I, in this chapter, the researcher describes some theories related to the speaking ability, Dubbing Movie Method, and conceptual framework.

A. The Concept Of Speaking

1. The Definition of Speaking

Many definitions about speaking have been proposed by language. According to Brown, "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers' listening skill".[4]

In additional, Scott stated that speaking is so much a part of daily life that we take it or granted. The average person tens of thousands of words a day, although some people-like auctioneers-may produce even more than that.[5]Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other

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[4]H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Longman, 2001), p.140.

[5]Scott Thornbury, *How to Teach Speaking,* (New York: Pearson Education Limited, 2005), p.1.

than our own is anything but simple.[6]Some learners can't quite see the point of doing something in the classroom that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.

Ability is possession of the qualities required to do something or get something done. Ability is mainfested in action, while capasity does not imply action, as when we speak of capacity for virtue. Capacity is the gift of nature. Ability is partly the result of education or opportunity.

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time to detailed planning. Therefore, the fluency is required to reach the goal of the conversation.

Cameron states that it is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

From the explanation above, the researcher concludes that speaking is approach to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronounciation, accuracy and fluency. Students need to

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[6]David Nunan, *Practical English Language Teaching,* (New York: McGraw-HillCompanies, Inc., (2003), p.48

master all of those elements. Speaking, especially in a foreign language, is every necessary activity for all ages of learners because from this activity people can understood what the other said who use a foreign language too.

It means that 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.

2. Students Speaking Achievement

The students use achievement in speaking when they wish to express themselves but have problems because they lack the knowledge of the elements of language to communicate. The students try to overcome this lack of knowledge by finding ways around the problem. The term "Speaking Achievement" here means the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purposes. Speaking achievement within these purpose: the ability to understand English dealing with every subjects and spoken at normal speed, to answer questions which requires short and extended answers, to use orally the substance of passage of English after having hear it several times and read it, to conduct a simple conversation on every subjects and to give a short talk and etc.

Based on the explanation, writer can summarize that speaking achievement to achieve the language appropriately in social interactions. Diversity in interactions here involves not only verbal communication but also paralinguistic components of speech such as pronunciation, vocabulary, accuracy

and fluency for Junior High School students. It puts on how students can use their English knowledge in their daily conversation in order to be good in speaking.

3. The Function of Speaking Ability

The mastery of speaking Ability in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking. "three part version of Brown and Yule'sframework: talks as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.[7]

a. **Speaking as interaction**

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focuses more on the speaker and how they wish to presents themselves to each other.

b. **Speaking as performance**

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and

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[7]Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*.(New York: Cambridge University Press.2008). p.21

speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

c. Speaking as transaction.

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

B. Suggestion

1. Definition Of Suggestion

Suggestion is abstract and can be in from of solutions, advice, plan, and idea. It can be accepted or refuse. Suggest means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration. Suggestion is a way to give an advice to tell what should someone do in order to face a problem.[8]

2. Function Of Suggestion

a. To help someone who needs any advice by giving our personal opinion

b. To help in deciding something

c. To help someone's problem

3. Expression/gambits

a. let's.....

b. why don't we ......?

c. we could .....

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[8] Kementrian pendidikan dan kebudayaan RI,*Bahasa Inggris*,(Balitbang:pusat kurikulum dan pembukuan Kemendikbud, 2017.),p.4

d.   what about .....?

e.   how about ....?

f.   you might want to change ......

Table : 3

Formula Of Suggession

Formula	Contoh Kalimat Making Suggestions (Memberi Saran)
How/What about + -ing?	How about going to the cinema tonight? (Bagaimana kalau pergi ke bioskop malam ini?)
How about + noun phrase (memberi saran tentang makanan atau minuman)	How about a cup of coffee before we get to work? (Bagaimana dengan segelas kopi sebelum kita mulai bekerja?)
How about + simple present?	How about I send you a copy of their catalogue? (Bagaimana dengan saya mengirimimu kopi katalog mereka?)
Why not … ? Why don't … ? Why doesn't … ? (untuk membuat general suggestions)	Why not take time to stop and look at how you view yourself? (Mengapa tidak ambil waktu untuk berhenti sejenak dan melihat bagaimana kamu memandang dirimu sendiri?)
	Why don't we meet more often? (Mengapa kita tidak bertemu lebih sering?)
	Why don't you tell me what's going on? (Mengapa kamu tidak mengatakan pada saya apa yang sedang terjadi?)

C. Dubbing Movie Technique

1. Definition of Dubbing Movie Technique

Dubbing is the term used to describe the technique through which the original dialogues of feature films or television programer are replaced by new

dialogues, translated and adapted for the purpose of enabling viewers to understand audiovisual material produced in foreign languages[9]

Video Dubbing is one of modern teaching technique. Traditional and modern teaching methods are two different terms. In modern one, teacher should be creative and innovative. The method of film dubbing offers a unique opportunity for the imitation of English pronunciation and intonation with in a contextualized scenario.

The research aimed to identify:

a. whether and to what extent the use of VD improve students' speaking skill

b. The strengths and the weaknesses of VD when implemented in this research.

Video dubbing is not a new term in this time. Video dubbing is one of methods to make people understanding more about the video content. It can be used freely in this time since its simplicity and understandable operation through Windows Movie Maker. In order to reach the goal of the speaking skill improvement, students are involved in many activities of Video Dubbing.

Film dubbing utilizes authentic film clips, with which learners dub the voices of muted characters. The more modest activity of video dubbing, that is, the simple substitution of the soundtrack of an existing video, offers essentially the same pedagogical benefits of full video production with substantially less investment of time and effort. At its simplest, it need only involve substituting student voices for an existing soundtrack.

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[9] Alison Duguan,etc,. *Gentle Obsessions Literature,Linguistics And Learning In Honour Of John Morley*, (Roma : Artemide,2015), p.251

Dubbing in film making, is process of adding new dialouge or other sounds to the sound track of a motion picture that has already been shot. Dubbing is most familiar to audiences a means of translating foreign – language into the audience's language. When a foreign language is dubbed, the translated of the original dialogue is carefully matched to the lip movement to the actors in the film. Based on the theory, I could make a construct that Video Dubbing is revoicing a video from the original voice to the other one.

2. The Dubbing Process

The process of dubbing begins when a TV channel or a movie house decides to buy (the exhibition rights of) a foreign film in a foreign language in order to offer it in the local language. Then the TV channel or movie house commissions the translation and the dubbing process to a dubbing studio. In the studio, a dubbing director selects the voices (professional dubbing actors and actresses) that will give life to the translation, and stimulates and instructs the actors to put on the most adequate and accurate acting performances.[10]

At the same time, the studio commissions the translation to a professional translator. The translation brief usually consists of a literal translation that reflects all the idiosyncrasies of the source text and culture – theso -called rough translation. Then a dialog writer rewrites the translation (sometimes this is also done by the same translator), making it sound like natural speech and taking care of the three kinds of synchronization described below. This text is then passed

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[10]F Chaume-Varela,"Dubbing",(Universitat Jaume I, Castello´ de laPlana, Spain),hal: 6.

onto the dubbing actors and actresses who, under the supervision of the dubbing director, will utter and fit

all sentences into the mouth of the original source actors and actresses of the film. A sound technicianor engineer will then record the target dialogs on a6 Duan Yucai (1735–1815)blank track of the original copy of the film, which will be ultimately mixed with the original tracks so that the film also can be exhibited and heard in the target language.

3. Synchronization

Synchronization (or lip-sync) is one of the key factor sat stake in dubbing. It is commonly considered as the differentiating feature of dubbing, although, in fact, it only represents one important area, together with others such as the need to produce a translation reflecting oral unlabored dialog (a written text to be spoken as if not written), or the effect of the interaction between image and word on translation solutions.[11]

Synchronization undeniably has a direct impact on the translation process and product, and, as such, it should be given due consideration in the study of Audiovisual Translation. Synchronization obliges the translator to put into practice his or her creative skills and move away from literal concept translation to focus on the function of the text and on the viewer, one of the essential features of Audiovisual Translation.

When a film is dubbed, the original soundtrack is replaced by a translated soundtrack. Gottlieb therefore states that dubbing creates the perfect illusion – that

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[11]*Ibid.*, p.7.

the translation is actually an original. Dubbing can be both intra- and inter lingual, the former being the more commonly used, while the latter is more obvious. Intra lingual dubbing is done by replacing the original soundtrack with an identical soundtrack done recorded in a studio rather than on set. This is done for sound quality purposes only, mostly when outdoor sets are in question.

On the other hand, there are some constraints of dubbing which need to be taken into account. The most obvious is probably lip-synching, which needs to be taken into account especially considering close-up scenes, where mismatching vowels and consonants would be more visible to the viewer. Another constraint is synchrony, which concerns the length and speed of the utterance. Lastly, kinetic synchrony matches the movements and gestures of the actors with the spoken words. It is not uncommon that these constraints have priority over the translation, although dubbing does require less textual reduction than subtitling.

The dubbing process can be divided into three basic phases. Firstly, during the pre-production stage, an original script of a film or other audiovisual product that has been commissioned by a film distributor is viewed, analysed, translated and adapted before any actual dubbing activity starts. [12]

4.   Procedure Of Dubbing

Here are the typical steps involved in the creation of a good alternate language track (or "dub") for your film or video:

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[12]Alison Duguan,etc,. *Gentle Obsessions* ., p.251

a. A video master is sent to the localization provider, including a script, the video, and an M&E (either stereo or 5.1 and stereo).

b. A dubbing stem script is created. It is analyzed frame-by-frame, with every pause in the dialogue; taking into account tonal inflections and general tenor to ensure the nuance of the performance is transmitted to the translators.

c. A low resolution reference of your video and master script sent to the target language team who may reside in house but often work off-site.

d. Specialized translators then work with the dubbing script to translate it and adapt it by matching the length of each line of dialogue to the original script.

e. Voice-casting usually occurs while translators tackle the script.

f. QC editors work with the dialogue in the target language to ensure the lip-syncing to the video is accurate and well timed.

g. In some instances, selective technical adjustments are made to imperceptibly slow down or speed up the video in order to improve upon the lip sync of the dub. This will ensure that the actors' voice-over recordings match the mouth movements exactly. It takes patience and a meticulous eye but will make all the difference in the final product.

h. Following the thorough preparation of the script, the voice talent and directors go into the recording studio. Directors work closely with translators and will, at this stage, have combed through the script for subtle

nuances. They guide the actors to tonal, intonation, linguistic accuracy and expressive excellence.

i. Finally, sound engineers create a mix that incorporates the M&E tracks and is "laid back" to the original video. [13]

D. **Teaching Speaking Using Video Dubbing**

In contrast with the traditional approach to pronunciation instruction, film dubbing is a supplementary method whereby EFL learners acquire English pronunciation. Approaches to film dubbing projects have been outlined by several researchers for application in an EFL context. The method of film dubbing offers a unique opportunity for Imitation of English pronunciation and intonation with in a contextualized Scenario.

There must be some procedures in the video dubbing activities in general. The management of a video dubbing project involves several stages: video selection, scene cropping and muting, initial class presentation of the target video, group listening comprehension or scenario creation activities, individual and group practice, and soundtrack dubbing.

New steps of conducting video dubbing in the classroom:

1) Video Watching Session

In this session, teacher plays the video. Students watch the video carefully. Teacher can pause in some important parts in the video to give emphasis. This session give students big chance to practice like a native while they are watching the video.

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[13]https://blog.cminyla.com/blog/dubbing-works-video-dubbing-process-best-practices diunduh pada 8 November 2018

2) Video Discussion

Researcher give the script of the scene and ask the student to learn how to pronoun the script correctly, the researcher allows the student to use voice dictionary.

3) Video Recording Session (Post test)

The last stage, students are asked to record their voice through headset into the computer. The software use is Windows Movie Maker. The result of the dubbing used as post test score.

Advantages And Disadvantages Dubbing Movie Method

1. Advantages

   a. Grab students' attention

   b. Focus students' concentration

   c. Draw on students" imagination

   d. Build a connection with other students and instructor

   e. Increase memory of content;

   f. Increase understanding

   g. Foster creativity

   h. Make learning fun.

2. Disadvantages

   a. Need more time

   b. Use many media

E. Pronounciation

1. Definition Of Pronounciation

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual.[14]

2. Why is pronunciation important?

The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect! Such learners may avoid speaking in English, and thus experience social isolation, employment difficulties and limited opportunities for further study, which may affect their settlement in Australia. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation.

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[14] AMEP Research, *Adult Migrant English Program Research Cente*, 2002. P.1

CHAPTER III

RESEARCH MEHODOLOGY

A. Research Setting

The researcher will conduct the research in the eleventh grades students of MA Ma'arif Pasir Sakti. The writer will take one of the classes in which the student has the lowest average score. Based on the teacher's experience during teaching and learning process of speaking skill, the researcher has found problems such as incapability of the students in speaking. The solution is implement the dubbing movie method.

This research is the Classroom Action Research type, and will be conducted at eleventh grades of students MA Ma'arif 06 Pasir Sakti.the location is in Pasir Sakti East Lampung in academic year of 2018/2019.

B. Object of The Study

The object of Classroom Action research is the students of class XI of MA Ma'arif 06 Pasir Sakti. The writer chooses the class because most of the students have low on speaking ability.

C. Action Plan

In this research, the writer employed classroom action research. The write could encourage the student's to participate in the process of learning activities and improve the speaking learning process by using Dubbing Movie method.

Action research is a systematic process of solving educational problems and making improvements. [15].AR is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice' and 'the teacher as researcher'.[16] It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

Action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Those involved in action research generally want to solve some kind of day-to-day immediate problem, such a show to decrease absenteeism or incidents of vandalism among the student body, motivate apathetic students, figure is out ways to use technology to improve the teaching of mathematics, or increase funding.[17].It means that classroom action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class. In addition, Yogesh Kumar states that action research is a method for improving and modifying the working system of a classroom in school.

From the explanation above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

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[15]Daniel R. Tomal, *Action Research For Educators, (*Lanham,Maryland,and Oxford :The Scarecrow Press, Inc., 2003), p.5

[16] Anne Burns, *Doing Action Research in English Language Teaching*,(New York,Routledge 2010, p.2

[17]J.R. Fraenkel,NormanE. Wallen, *How To Design And Evaluate Research In Education,(*New York: McGraw-Hill, 2009), p.589

The main aims of AR is to identify a 'problematic' situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically.

The aim of the research is to find the problem solving. In this research the writer needs a collaborator to help her in this action research it is caused as a new writer. Arikunto defines collaboration research is a research which be done together by helping a friend. The writer asks the English teacher at the seventh class, she is MrsNailul as a collaborator.

The aims of action research are:

1.   To get a new innovation in learning

2.   To develop the curriculum regional/national

3.   To improve the education professionalism

Action research is a form of *collective self-reflective* enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or education practices, as well as their understanding of these practices and the situations in which these practices are carried out[18]. It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

It is normal for a project to go through two or more cycles in an interactive process; the improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycles

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[18]McNiff, Jean Whitehead,*Action Research: Principles and Practice*, Second Edition, London and New York, 2002,*.,* p.24

Here is step of classroom action research design:

	Planning	
Reflecting	Cycle I	Acting
	Observing	

	Planning	
Reflecting	Cycle II	Acting
	Observing	

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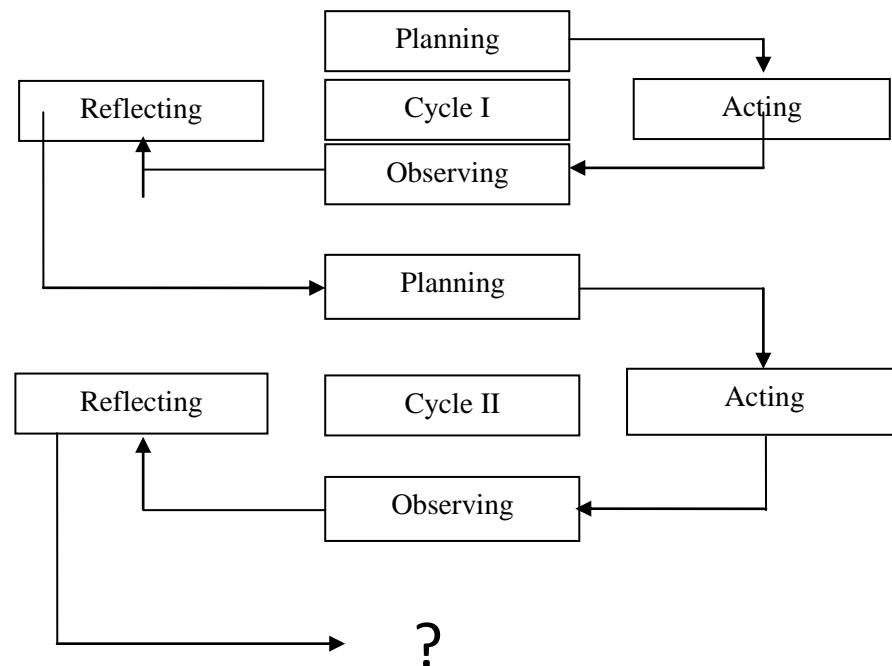
Figure 1. Spiral Classroom Action Research[19]

Class Action Research (CAR) are?

1. **Cycle 1**

   a. **Planning**

   Planning is the first step in every activity, Writer explains about what, why, when, where, who and how the action is done.[20]Without planning, the writer's activity will not focus. The planning will be reference in doing action. Here is the step that the writer can make in planning:

   1) The writer identifies the problem causes and finds the problem solving

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[19] Suharsini Arikunto, *Penelitian Tindakan Kelas* ,(Jakarta; Bumi Aksara,2012),p.16
[20]*Ibid,* p.16

2) The writer makes a lesson plan

3) The writer prepares the material, approach and technique of teaching

4) The writer prepares the source of learning

5) The writer prepares format to observe

6) The writer prepares format to evaluate the students' activities after teaching learning process.

b. Acting

Doing action is the second step in activity. It is the realization from the planning the writer has made. Without the action the planning just imagination that never can be real. There are the steps that the writer does in the action:

1) The teacher applies the lesson plan

2) The teacher explains the advantages of using dubbing movie in learning process

3) The teacher explains the strategies of learning process by dubbing movie

4) The teacher guides the students in teaching learning process based on the lesson plan.

c. Observing

Observing is the activity of recording the even and action. Based on the observation, the writer can determine whether there is anything that the writer has to be improved soon in order that the action can achieve the

aim of writer wants. The observation is doing in teaching learning process. In this step, the writer observes the process of teaching learning by using form of observation.

d. Reflecting

The reflecting is the fourth steps that writer is done. The writer will try to see and amuse again something that writer has done. It is also know whether there is effect to the students' learning process. By reflection, the writer and teacher will know the strength and weakness from action that the writer and teacher have done. The writer decides that the next cycle focused on the weakness in preview cycle.

2. Cycle II

a. Planning

1) The writer identifies the problem and finds the problem from the first cycle

2) The writer makes a lesson plan

3) The writer prepares the material, method and strategy of teaching

4) The writer prepares the source of learning

5) The writer prepares format to observe

6) The writer prepares format to evaluate the student's activities after teaching learning process.

b. Acting

The writer applies the action plan II.

c. Observing

In this step, the writer observes the process of teaching learning by using format of observation to collect the data in action plan II.

d. Reflecting

In this step, the writer will compare the score of pre-test and post test. The writer reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

D. Data Collecting Method

Bellow some technique to collect the data:

1. Observation

   Is a monitoring and recording systematically to the phenomenon that is investigated. Moreover, the research used activities given and whether they get bored or not with that activities given. These students and the teacher's activities are observed and noticed by the observer.

2. Test

   To collect the data, the writer used the test in order to know the student's ability in understanding the material given by the teacher.

   a. Pre test

      After observing the activities, the writer will give pretest to know how far the students' ability to speaking english before giving treatments. This will be done to determine the readiness for

instructional program and to diagnose individual specific strengths and weakness in ability to speaking English.

    b. Post test

        After treatments the writer will be give them posttest. It will be done to know the students' result in learning to speaking English by using dubbing movie method after giving twice treatment.

3. Documentation

        Documentation is method that is used to get information from written sources of documents like books, magazines, regulation, notes of meeting and daily report. The research will use the documentation technique to get the data of the research setting, the students'argumentative writing and the result of interview. It is aimed be the evidences of the research.

4. Interview

        researcher will use semi-structure interview. It is in-depth interview. The question type of the interview related to the students' and the teachers' opinion. The aim is to find out the students' problem in speaking. There are20 students which become the participants.

E. Data Analysis Method

1. To analysis of the study result

        To analysis of the study result the researcher use the formula as follow:

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

Note:

M $\quad$ = the average score

$\sum$x $\quad$ = Total of the score every cycle

N $\quad$ = Total of the students that follow the test

Then the average score of the pretest were compared to know whether the students get any progress the researcher used the following formula:

$I = M_2 - M_1$

Note:

I = the increasing of students' ability

$\qquad$ M_1 = oral the average score of post-test

$\qquad$ M_2 = the average score of the pre test

2. Indicator of Success

To analysis of the class completeness, the researcher use the formula as follow: The completeness level $= \frac{the\,students\,that\,get\,score \geq 75 x 100\%}{total\,students}$

The writer will compare between pretest and posttest to know the result. The writer will use minimum standard (KKM) at the school at least 80 as the filter of the result. If from the cycle I, the writer finds some students who have the score under minimum standard, cycle 2 will be conducted. The minimum cycle in classroom action research is two cycles. Writer does not need to continue to the next cycle if all of the students pass through the filter or minimum standard.

F. Data Analysis Technique

The researcher will compare between pre-test and post-test. Then, the result is matched by the minimum standart score in this school at least 80. If from the cycle 1 there some student not successful, the researcher must conduct cycle 2. The minimum cycle in classroom action research is two cycles.

So, if in the cycle 2 all of the students are successful. It is not continue to other cycle. Burhan arrages the formula to get the average of pre-test and post-test as follows :[21]

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

Note:

$\bar{x}$ = Average score

$\sum x$ = The total number of student's score

N   = Total of Students

G. Validity of Research

Validity is the extent to which the precision and accuracy of an instrument in performing the function of measuring[22]. There are four validities is use in doing this research. Such as:

1. democratize validity; while the researcher is given a chance collaborate and review suggestion from related parties. Democratize validity is openness from the teacher as implementer of classroom action research;

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[21]BurhanNurgiyanto, GunawandanMarzuki, *StatistikTerapanuntukPenelitianIlmu-IlmuSosial*, (Yogyakarta: Gajah Mada University Press, 2004), P.64

[22]*Ibid*, p. 106

2. content validity, it is asking how to relation between instrument with the purpose and the description of the materials that will be learned;

3. construct validity, refers to whether the instrument actually reflect the true theoretical meaning of a concept;

4. dialogic validity, where the researcher and collaborator discuss about the action that they do.[23] The researcher uses all research validity.

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[23]*Ibid.,* P.41

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEACH

1. Description of School

This classroom action research was done at MA Ma'arif 06 Pasir Sakti which is located on Jl. Kihajar Dewantara Pasir Sakti, East Lampung. It was established on 1995. The school got the permission operations on 2007, H.M. Amin Thohari, S.Pd.I as a principle. NSM/NPSN of MA Ma'arif 06 Pasir Sakti is 131218070023/10816313 and E-mail of MA Ma'arif 06 Pasir Sakti is ma.maarif06pasirsakti@gmail.com The head masterMA Ma'arif 06 Pasir Saktir is Drs.H.Syaifuddin.

The vision and the mission of MA Ma'arif 06 Pasir Sakti as follow:

Vision: *"mengembangkan potensi pe*

serta didik agar menjadi manusia yang beriman dan bertaqwa kepada tuhan yang Maha Esa,beakhlak mulia,sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis dan bertanggung jawab dalam mencerdaskan bangsa".

Mission:

a. To organize the learning process by developing learning tools, learning methods and strategies, learning resources and tools and assessment systems.

b. To organize the competence and professionalism of education and education personnel.

c. To formulate RKS and RKAS in a participative and democratic manner.

d. To implement MBS that is independent, transparent, table account, participatory, flexible, and sustainable.

e. To develop and implement national character and cultural education values.

f. To improve the quality and quantity of school facilities and infrastructure.

g. To gather participation and cooperation with the community, especially the school committee.

h. To utilize the potential and environment of the school.

Purpose :

a. To Increase standard learning Process

b. To increase the scoring system which is objective and educative

c. To increase the average of minimum standard criteria of all lessons

d. To increase the scoring of national examination

e. To increase the quality and percentage of graduates.

B. Description of Research

This research was classroom action research whose had purpose to increase the students' speaking ability and it was conducted at the Eleventh Grader of MA Ma'arif 06 Pasir Sakti East Lampung in academic year 2018/2019. This research was conducted in two cycles. The researcher using Dubbing Movie to increase students' speaking skill. The researcher was conducted pre-test on Saturday, Mei 16th 2019 at 10.30 a.m until 11.45 a.m.

In this meeting the researcher was being an observer and the collaborator was being a teacher. The researcher told the students that the researcher would conduct the research in their class in order to know their speaking skill before doing the action of the classroom action research. The researcher gave oral test that related with their materials, to know the students' speaking skill before researcher giving treatment. The result of pre test could be seen on the table below:

Table : 4

Scoring Of Student's Pre-Test

NO	NAME	CRITERIA					TOTAL	SCORE	NOTE ≥80
		F	P	V	GA	IS			
1	AK	3	2	3	3	3	14	70	Failed
2	BAD	3	3	3	3	2	14	70	Failed
3	ESD	4	3	3	2	3	15	80	Failed
4	FN	3	3	2	3	3	14	70	Failed
5	HA	3	3	3	3	2	14	70	Failed
6	IP	3	3	2	2	3	13	65	Failed
7	MAM	3	3	3	2	3	14	70	Failed
8	MCS	3	3	3	4	3	16	80	Passed
9	MI	4	3	3	3	2	15	75	Failed
10	NA	4	3	3	3	3	16	80	Passed

11	NAA	3	3	4	3	3	16	75	Passed
12	NR	4	2	3	3	4	16	80	Passed
13	NS	4	3	3	3	3	16	75	Passed
14	PH	3	2	3	3	4	15	70	Failed
15	PM	3	3	2	4	3	15	70	Failed
16	RA	3	2	3	3	4	15	70	Failed
17	RH	3	4	3	2	3	15	70	Failed
18	RJ	3	3	3	4	3	16	80	Passed
19	RR	3	2	3	4	3	15	70	Failed
20	UZ	3	3	4	3	4	17	80	Passed
High Score								80	
Lowest Score								65	
Total								1470	
Average								73,5	

Based on the table above, it could be analyzed that the score of students who passed for the pre-test there were 6 students or 30% and 14 students or 70% who failed the pre-test. The highest score in pre-test was 80 and the lowest score was 65 ,the average score was 73,5 ,with the minimum standard criteria for English subject is 80 in MA Ma'arif 06 Pasir Sakti East Lampung. It indicated that the result of students'speaking skill was low. It was the reason why the researcher used Dubbing Movie to increase students'speaking skill:

Table : 5

Percentage of Students'Speaking Skill Score

No	Grade	Explanation	Total of Students	Presentase
1	≥80	Pass	6	30%
2	≤80	Fail	14	70%
Total			20	100%

Figure 2

The chart of percentage Students'Speaking Skill Score pre-test score could be

seen as follow:
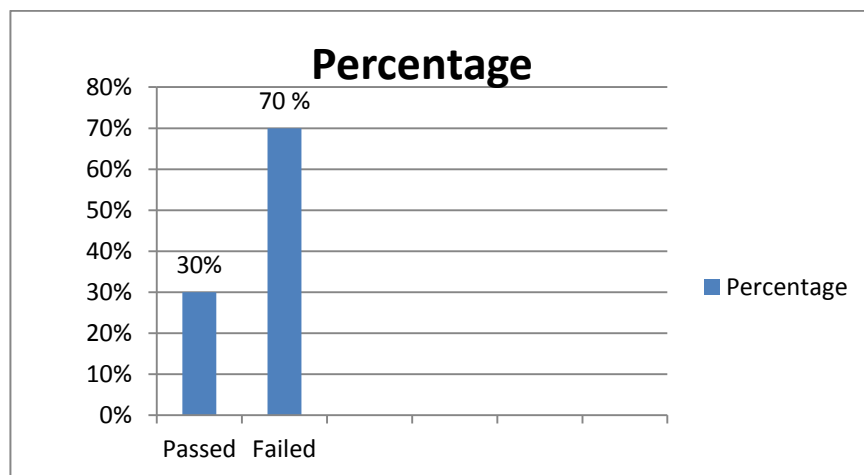
Table and chart show that students had low in speaking skill, because 70% or 14 students were in failed category and 30% or 6 students were in passed category. It means that students were failed to got minimum standard criteria.

1. Cycle 1

Cycle 1 consist of planning, action, observation and reflection. The researcher conducted pre-test to know the students speaking skill before giving the treatment and it used as the comparison score with post-test. The sequence of those steps as follows:

a. Planning

The first meeting was conducted on May 16th 2019 . In this section the researcher and the collaborator prepared some plans for the action based upon the problems that showed by the students. The researcher prepared plans that would be used in teaching and learning process there were lesson plan, learning material, media, observation sheet that containt list of students' names and activity, and instrument.

b. Acting

The second meeting was treatment. The researcher was conducted on May 17th 2019. The meeting started with praying, greeting, checking student attendance list and asking their condition. After that, the researcher showed video of movie scenes which consist the explanation material that relevant with giving suggestion, after that the researcher selects the scenes with suggestion dialogs. the researcher can pause in some important part in the video to give emphasis. This session gave students big chance to practice like a native while they are watching the video. Next, the researcher gave the script of the scene and ask the student to learn how to pronount the script correctly, the researcher allowed the students to use voice dictionary . Last, in the end of meeting , the researcher gave a feedback.

After did a treatment, the researcher continued the third meeting that was conducted on May 18th 2018. It was started by praying and greeting, checking the students' attendance list, and asking their condition. Then, the researcher gave post-test to measure their skill.The result of post-test I could be seen on the table below

Table : 6

Scoring Of Student's Post-Test I

NO	NAME	CRITERIA					TOTAL	SCORE	NOTE ≥80
		F	P	V	GA	IS			
1	AK	4	2	3	3	3	15	75	Failed
2	BAD	4	3	3	3	2	15	75	Failed
3	ESD	4	3	3	2	4	16	80	Passed
4	FN	3	3	4	3	3	16	80	Passed
5	HA	3	3	3	3	3	15	75	Failed
6	IP	3	3	3	2	3	14	70	Failed
7	MAM	3	3	3	2	3	14	70	Failed
8	MCS	3	3	3	4	3	16	80	Passed
9	MI	4	3	3	3	3	16	80	Passed
10	NA	4	3	3	4	3	17	85	Passed
11	NAA	3	3	2	3	3	16	80	Passed
12	NR	4	2	3	3	4	16	80	Passed
13	NS	4	3	3	3	3	16	80	Passed
14	PH	3	2	3	3	4	15	75	Failed
15	PM	3	3	2	4	3	15	75	Failed
16	RA	3	2	3	3	4	15	75	Failed
17	RH	3	4	3	2	3	15	70	Failed
18	RJ	3	3	3	4	3	16	80	Passed
19	RR	3	2	3	3	3	14	75	Failed
20	UZ	3	3	4	3	4	17	85	Passed
High Score								85	
Lowest Score								70	
Tota2l								1545	
Average								77,25	

Based on the table above, it could be analyzed that the students' average score was 77,25. The highest score was 85 and the lowest score was 70 . Based on minimum standard criteria , 10 students were passed on post-test 1 or got score >80 and 10 students were failed on post test I or got score <80.

Table :7

Percentage of Students' Score in Post-Test I

No	Grade	Explanation	Total of Students	Presentase
1	≥80	Pass	10	50%
2	≤80	Pass	10	50%
Total			**20**	**100%**

Figure 3

The chart of percentage Students'Speaking Skill Score of post-test I could be seen as follow:
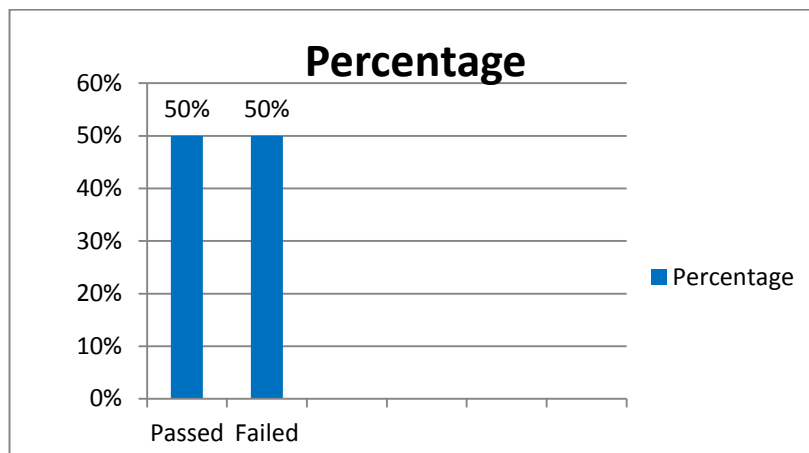
Based on the table and chart above, the students' had increased score than the pre-test before, but viewed from the indicator of success of

this research that 70% of the total students must pass the Minimum Standard Criteria. It means that the result of post-test I was unsuccessful based on the indicator of success.

c. Observation

The observation was done by researcher during learning process. There was observation that had been done such as; observation of student activities. The indicators of student activities as follows:

1) The students pay attention to the teacher explanation.

2) The students ask the teacher about the material.

3) The students can following the learning process.

4) The students respond the teacher questions.

5) The students result activity.

The observation result of students' learning activities on the first cycle could be seen on the table below:

Table : 8
Student's Learning Activities in Cycle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AK		√	√	√		3
2	BAD		√	√	√	√	4
3	ESD	√		√	√		3
4	FN		√		√	√	3
5	HA	√	√	√		√	4
6	IP		√				1
7	MAM	√			√	√	3
8	MCS	√		√		√	3
9	MI		√	√		√	3

No	Name	1	2	3	4	5	Total
10	NA	√	√	√	√		4
11	NAA	√	√	√		√	4
12	NR	√			√	√	3
13	NS	√	√			√	3
14	PH	√		√	√	√	4
15	PM		√		√		2
16	RA	√		√	√		3
17	RH		√		√	√	3
18	RJ	√		√	√		3
19	RR	√	√	√	√		4
20	UZ	√	√	√		√	4
	Total	13	14	13	13	12	
	Percentage	65 %	65 %	65 %	65 %	60 %	

Note :
1   : The students pay attention to the teacher explanation.
2   : The students ask the teacher about the material.
3   : The students can following the learning process.
4   : The students respond the teacher question.
5   : The students result activity.

Table 9
The Percentage of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I
1	Paying Attention to the Teacher's Explanation	65%
2	Asking the teacher	65%
3	Following the learning process	65%
4	The students respond	65%
5	The result activity	60%

The table above showed that not all of the students were active

in learning process. Based on the result above, it could be conclude

that the learning process was not successful related with the indicator of success at least 70 % passed the criteria.

d. Field Note

At this step the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used macromedia Dubbing Movie . Most of students still seemed confused in the class, most of students who difficulty to speak fluency, and most of students were not active in learning process.

e. Reflection

From the result observation in learning process in cycle 1, it can be concluded that in the learning process it has not achieved the Minimum Standard Criteria of the research yet. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score and the result of student's post-test 1 score. The comparison between pre test score and post-test 1 score as follows:

Table : 10

The Comparison Between Pre-Test And Post-Test I Score

NO	NAME	Pre-Test IScore	Post-Test I Score	Note
1	AK	70	75	Increase
2	BAD	70	75	Increase
3	ESD	80	80	Constant
4	FN	70	80	Increase
5	HA	70	75	Increase
6	IP	65	70	Increase
7	MAM	70	70	Constant
8	MCS	80	80	Constant
9	MI	75	80	Increase
10	NA	80	85	Increase
11	NAA	75	80	Increase
12	NR	80	80	Constant
13	NS	75	80	Constant
14	PH	70	75	Increase
15	PM	70	75	Increase
16	RA	70	75	Increase
17	RH	70	70	Constant
18	RJ	80	80	Constant
19	RR	70	75	Increase
20	UZ	80	85	Increase

Pre-test and post test was done individually. The purpose was to know students' speaking skill before and after used treatment. According to the result of student's pre-test and post-test I score ,there were an increased from the students'

result score. The table above showed that the average score of pre-test score was 73,5 and average score of post-test I was 77,25. There was increase between pre-test and post-test 1 but can be concluded that cycle I was not succesful because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria. Therefore, this research would be continued in the next cycle.

2. Cycle II

Cycle II was similiar with cycle I. Cycle II also divided into planning, action, observation and reflection. It would be explained more as follows:

a. Planning

Based on the observation and reflection in cycle I, it showed that cycle I was not succesfully yet. So, the researcher and collaborator try to revised the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward speaking skill. In this stage the researcher and collaborator made the planning that would use in teaching learning process that was preparing the lesson plan, material, media, observation sheet of the students' activity and post test II.

b. Acting

The action of cycle II consisted of two meeting. The first meeting in cycle II was conducted on May 18th 2019. The

meeting started with praying, greeting, checking students attendance list and asking their condition. After that, the researcher reviewed the material in the last meeting. The researcher reviewed explanation the material of giving suggession and explain about video dubbing, and then, the researcher divided the students into 4 groups based on the theme to discussed the video and how to speak the dialogs, researcher allowed the students to use voice dictionary. Then, the researcher ask the students to dubb the video and record it use DUrecord appliction .

After giving the second treatment in cycle II, the researcher conducted post test II on June 22th 2019.

The result of post-test II could be seen on the table below:

Table : 11

Scoring Of Student's Post-Test II

NO	NAME	CRITERIA					TOTAL	SCORE	NOTE ≥73
		F	P	V	GA	IS			
1	AK	4	2	3	3	4	16	80	Passed
2	BAD	4	3	3	3	2	15	75	Failed
3	ESD	4	3	3	3	4	17	85	Passed
4	FN	3	3	4	3	3	16	80	Passed
5	HA	3	3	4	3	3	16	80	Passed
6	IP	3	3	3	3	3	15	75	Failed
7	MAM	3	3	3	3	3	15	75	Failed
8	MCS	3	3	3	4	4	17	85	Passed
9	MI	4	4	3	3	3	17	85	Passed
10	NA	4	3	3	4	3	17	85	Passed
11	NAA	3	3	4	3	3	16	80	Passed

12	NR	4	3	3	3	4	17	85	Passed
13	NS	4	3	3	3	3	16	80	Passed
14	PH	3	2	3	3	4	15	75	Failed
15	PM	3	3	3	4	3	16	80	Passed
16	RA	3	2	3	3	4	15	75	Failed
17	RH	3	4	3	3	3	16	80	Passed
18	RJ	3	4	3	4	3	17	85	Passed
19	RR	3	3	3	3	3	15	75	Failed
20	UZ	3	3	4	3	4	17	85	Passed
High Score								85	
Lowest Score								75	
Total								1605	
Average								80,25	

Based on the table above, it could be analyzed that the students'

average score was 80,25. The highest score was 85 and the lowest score

was 75. Its means there were increased score in post-test II.

Table 12

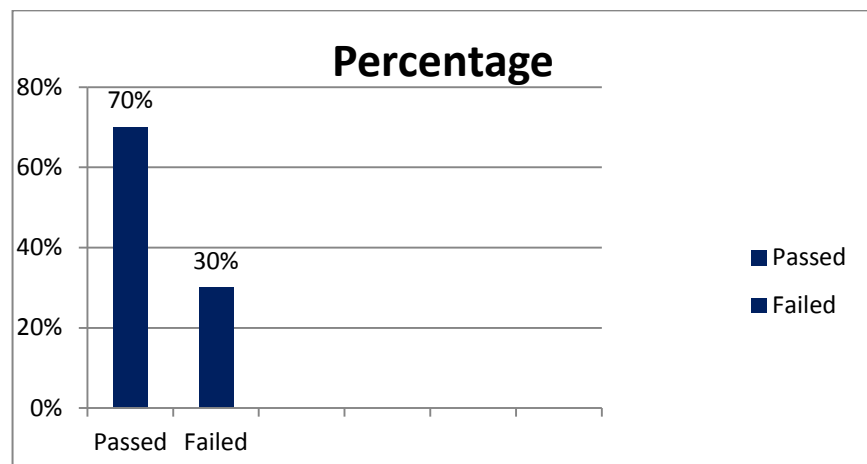Percentage of Students' Score in Post-Test II

No	Grade	Explanation	Total of Students	Presentase
1	≥80	Pass	14	70%
2	≤80	Fail	6	30%
Total			**20**	**100%**

Figure 4

The chart of percentage Students'Speaking Skill Score post test II

Based on the table and chart above, there were increased students' grade of post-test .There were 70% or 14 students who passed minimum standard criteria. Its means that in cycle II was succesfull. Because viewed from the indicator of success was achieve that if 70% of the total students passed the test.

c. Observing

The researcher presented the material by using macromedia flash animation . In the learning process has similar step with the previous cycle. There were also used activities during the learning process were also being observed by the observer. The observation result of students' activities on the second cycle could be seen on the following table:

Table 13
Student's Learning Activities in Cycle II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AK	√	√	√	√		4
2	BAD		√	√	√	√	4
3	ESD	√		√	√	√	4
4	FN		√		√	√	3
5	HA	√	√	√		√	4
6	IP		√	√	√	√	4
7	MAM	√			√	√	3
8	MCS	√	√	√		√	4
9	MI		√	√		√	3
10	NA	√	√	√	√		4
11	NAA	√	√	√		√	4
12	NR	√	√		√	√	4
13	NS	√	√		√	√	4
14	PH	√		√	√	√	4
15	PM		√	√	√	√	4
16	RA	√		√	√		3
17	RH	√	√		√	√	4
18	RJ	√		√	√		3
19	RR	√	√	√	√		4
20	UZ	√	√	√	√	√	5
Total		15	15	15	16	15	
Percentage		75 %	75 %	75 %	80 %	75 %	

Note :
1 : The students pay attention the teacher explanation.
2 : The students ask to the teacher about the material.
3 : The students can following the learning process.
4 : The students respond the teacher question.
5 : The students result activity.

Table 14
The Percentageof Student's Learning Activities at Cycle II

No	Students Activities	Cycle II
1	Paying Attention to the Teacher's Explanation	75%
2	Asking the teacher	75%
3	Following the learning process	75%
4	The students respond	80%
5	The result activity	75%

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

d. Field Note

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

e. Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post-test I score and post-test II score could be compared on the following table

Table :15

The Comparison Between Post-Test I and Post-Test II Scores

NO	NAME	Post-Test I Score	Post-Test II Score	Note
1	AK	75	80	Increase
2	BAD	75	75	Constant
3	ESD	80	85	Increase
4	FN	80	80	Constant
5	HA	75	80	Increase
6	IP	70	75	Increase
7	MAM	70	75	Increase
8	MCS	80	85	Increase
9	MI	80	85	Increase
10	NA	85	85	Constant
11	NAA	80	80	Constant
12	NR	80	85	Increase
13	NS	80	80	Constant
14	PH	75	75	Constant
15	PM	75	80	Increase
16	RA	75	75	Constant
17	RH	70	80	Increase
18	RJ	80	85	Increase
19	RR	75	75	Constant
20	UZ	85	85	Constant

From the table above, it could be seen that the score of the students in post-test II was various. The highest score is 85 and the lowest score is 70. The average score of post-test I was 77, 25 and average score of post-test II was 80,25. Besides, the percentage of students' successfulness of post-test II score was 70% or 14 students of the total students passed the minimum standard criteria and 30%

or 6 students did not pass the minimum standard criteria at least 80. It means that the indicator of success of this research had been achieved that was ≥ 70% students was gotten score 80. It indicated that the students' speaking skill was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that Dubbing Movie could increase students speaking skill.

B. Interpretation

   1. Cycle I

      In this action, the researcher gave students' the pre-test individually to measure the student's speaking skill before implementing the treatment. In pre-test there were 7 students or 35% who passed the test and 13 students or 65% who failed the pre-test. The highest score in pre-test was 85 and the lowest score was 65, the average score was 75,5,with the minimum standard criteria for English subject is 80.

      After conducted the pre-test, the researcher gave the treatment to the students' in cycle I. The treatment was implemented by using Dubbing Movie in teaching process. Furthermore, the

researcher gave the students post-test in the next meeting. The post-test called post-test I.

Afterwards , with analyzed the result of post test I. The researcher concluded that the students' average score was 77,5. The highest score was 80 and the lowest score was 70. Based on minimum standard criteria , 10 students were passed on post-test 1 or got score $\geq$ 80 and 10 students were failed on post test I or got score ≤ 80.

Based on the result of pre-test and post-test I, the students' had increas score than the pre-test before, but viewed from the indicator of success of this research that 70% of the total students must pass the Minimum Standard Criteria. It means that the result of post-test I was unsuccessful based on the indicator of success.

2. Cycle II

After analyzed the students score in the post test I in cycle I. The researcher had to conduct next cycle because only 50% or 10 students were passed on post test I and got score $\geq$ 80.

In the next cycle, the researcher gave the second treatment and than conducted post test II. Afterwards, the researcher analyzed the result of post test II and conclude that were 70% or 14 students of the total students passed the minimum standard criteria and 30% or 6 students did not pass the minimum standard criteria at least 80. It means that the indicator of success of this research

had been achieved that was $\geq 70\%$ students was gotten score 80. It indicated that the students' speaking skill was increased.

The increased score could be seen on the average score. The average score in post test I and post test II were 77,5 and 79,25. In the pre test,post test I and post test II , the total students who got score ≥ 80 were 7,10 and 14. Because the achievement of students had increased enough and indicator of succes was reached. The research was succesful and could be stopped in cycle II.

3. Comparison the Scores in Pre-Test, Post-Test I and Post-Test II

The scores from the implementation of the cycle I and II can be seen in the following table:

Table : 16

The Comparison Between Pre-Test, Post-Test I, Post-Test II SCORES

NO	NAME	Pre-Test	Post-Test I Score	Post-Test II Score	Note
1	AK	70	75	80	Increase
2	BAD	70	75	75	Increase
3	ESD	75	80	85	Increase
4	FN	75	80	80	Increase
5	HA	70	75	80	Increase
6	IP	65	70	75	Increase
7	MAM	70	70	75	Increase
8	MCS	80	80	85	Increase
9	MI	75	80	85	Increase
10	NA	80	85	85	Increase
11	NAA	75	80	80	Increase
12	NR	80	80	85	Increase
13	NS	75	80	80	Increase
14	PH	70	75	75	Increase
15	PM	70	75	80	Increase
16	RA	70	75	75	Increase
17	RH	70	70	80	Increase
18	RJ	80	80	85	Increase
19	RR	70	75	75	Increase
20	UZ	80	85	85	Increase

Based on the table above, it can be describe in the charts as follow:

Figure 5
The Average Score of Students Speaking Skill in Pre-Test, Post-
Test I, and Post-Test II
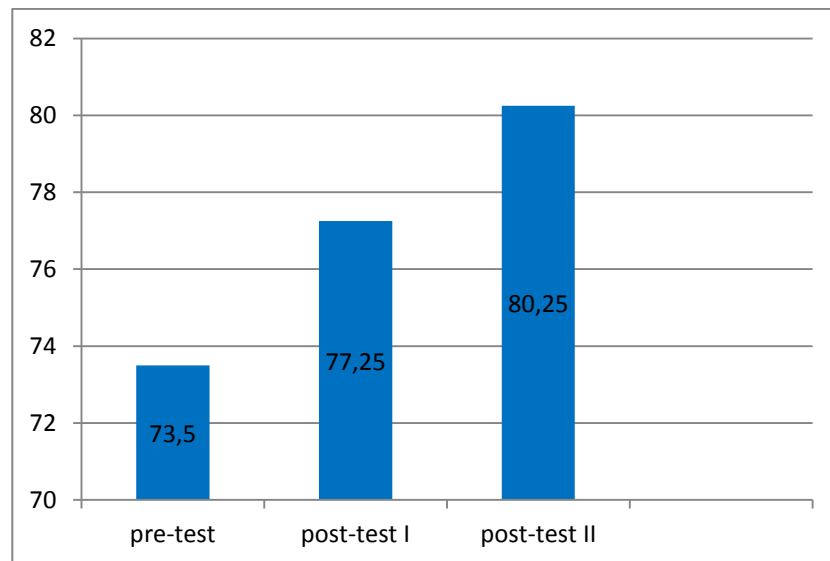
Based on the table and the charts above, in the cycle I from the pre-test to the post-test have progress average score from 73,5 to 77,25. There is increas about 3,75 point. Then from the cycle II have progress average score from 77,25 to 80,25, there is increasing about 3 point. It can be concluded that Dubbing Movie could increase students' speaking skill and the students were passed minimum standard criteria score at least 80.

1. Result of Students Learning Activities

    This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity in cycle I and cycle II could be seen in the table below:

Table 17

The Result of Students' Activities at Cycle I and Cycle II

No	Students' Activity	Cycle I	Cycle II	Increasing
1	Paying Attention to the Teacher's Explanation	65%	75%	10%
2	Asking the teacher	65%	75%	10%
3	Following the learning process	65%	75%	10%
4	The studetns respond	65%	80%	15%
5	The result activity	60%	75%	15%

Based on the table and above , it can be explained as follows:

a) The students' activity to pay attention towards teacher's explanation from cycle I to cycle II increased by the percentage at least 65% in cycle I become 75% in cycle II and the increasing percentage was 10%.

b) Then the students' participation to ask the teacher about the material increased from the cycle I up to cycle II. The percentage of this activity in cycle I was 65% and in cycle II 75% by the increasing percentage was 10%.

c) The student's participation in learning process increased significantly. The percentage of this activity in cycle I was 65% and at cycle II was 75% by the increasing percentage was 10%.

d) The percentage of the students'respond in cycle I was 65% and in cycle II was 80% by the increasing percentage was 15%.

e) The students' present their result in learning process also increased. It could be seen in cycle I in which the percentage of this activity was 60% and in cycle II was 75% by the increasing percentage was 15%.

Regarding to the data above, the students' active and enthusiasm to follow teaching and learning process showed significant increase by using Dubbing Movie in teaching speaking.

This research can be concluded that using Dubbing Movie can increase students' speaking skill at the eighth grade of MA Ma'arif 06 Pasir Sakti East Lampung in the academic year of 2018/2019 and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was 70% from total students was gotten score at least 80 and the students become more active and enthusiastic in teaching learning process end then there was significant increasing of students learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and interpretation, the researcher would like to point out the conclusions as follows:

Dubbing Movie can be effective technique to increase the students' speaking skill, because Dubbing Movie is easy to be understood by the students and the implementation of the Video Movie help the students to visualize the learning materials and made the students become more curious, active and enthusiastic during teaching learning process.

Students' speaking skill can be increased by using Dubbing Movie from the result of pre-test up to the post-test II. It could be seen in pre-test which the average was 73,5, in post-test I the average score was 77,25 and then the post-test II the average score was 80,25. Many students' passed in each test, it could be seen in pre-test only 6 students' (30%) and post-test I there were 10 students(50%) ,then post-test II increased until 14 students (70%).

This research was successful viewed from indicator of success, because of 70% or 14 of the total students already passed the criteria by the minimum standard criteria score at least 80. As a result the cycle could not be conducted in the next cycle.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestions as follows :

1. The students are suggested to increase their speaking skill and more active in learning speaking by using Audio Visual especially Dubbing Movie.

2. It is suggested for English teacher to use Dubbing Movie as a technique in learning speaking process which make students more easier in understanding the material.

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APPENDICES

Mata Pelajaran   **: BAHASA INGGRIS-WAJIB**

Kelas   **: XI**

Kompetensi Inti   **:**

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

	Materi Pokok	Pembelajaran
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan	**Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya** *Fungsi Sosial* • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain • Terbiasa	**Mengamati** • Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. • Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. • Siswa belajar mengambil giliran dalam melakukan tindak komunikasi **Mempertanyakan (questioning)**

	Materi Pokok	**Pembelajaran**

komunikasi interpersonal dengan guru dan teman.
 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya
 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
	menggunakan ungkapan memberi saran dan tawaran dan meresponnya
	 Ungkapan
	 Saran dan tawaran:
	 Why don't you…
	 What about …?
	 You should …
	 You can ….
	 Do you need ….?
	 Unsur kebahasaan
	 (1) Ucapan, tekanan kata, intonasi,
	 (2) Rujukan kata
	
	 Topik
	 Keteladanan tentang perilaku peduli, kerjasama, dan proaktif
		• Dengan pertanyaan pengarah dari guru, siswa mempertanyakan:
		   - Fungsi sosial
		   - Ungkapan yang digunakan untuk memberi saran dan tawaran
		   - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.
		
		 Mengeksplorasi
		 • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya
		 • Siswa berlatih menggunakan ungkapan tersebut
		 • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi
		
		 Mengasosiasi
		 • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan.
		 • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya.
		 • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.
		 • Siswa membandingkan cara mengambil giliran dan merespon

	Materi Pokok	Pembelajaran
		dengan yang diperoleh dari sumber lain
		Mengkomunikasikan
		• Siswa bermain peran memberi saran dan tawaran serta responnya
		• Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas,dalam bentuk percakapan/simulasi dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.
		• Siswa membuat 'learning journal'

Pasir Sakti, April 2019

Mengetahui,

Kepala MA Maarif 06 Pasir Sakti   Mata Pelajaran

Drs. H Syaifudin   Helmi Wijayanti, S.Pd

NIP. 19600909 198602 1 007   NIP. 19730618 200701 2
014

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

a.	**Identitas Sekolah**	:	Madrasah Aliyah MA'ARIF 06 Pasir Sakti Lampung Timur
b.	**Identitas Mata Pelajaran**	:	Bahasa Inggris
c.	**Kelas/Semester**	:	XI / 1
d.	**Materi Pokok**	:	Penggunaan offer and suggestion dalam dialog
e.	**Alokasi Waktu**	:	6 JP

f. Tujuan Pembelajaran

(Pengetahuan)

3.3.1. Siswa dapat mengidentifikasi ungkapan memberi saran dan tawaran dan responnya.

3.3.2. Siswa dapat m engidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya

3.3.3. Siswa dapat menirukan pengucapannya dan menuliskan ungkapan memberi saran dan tawaran dan responnya

3.3.4. Siswa dapat membandingkan perbedaan perbedaan antara berbagai ungkapan memberi saran dan tawaran dan responnya dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia

3.3.5. Siswa dapat mengidentifikasi pengucapan dan isi teks yang berisi ungkapan memberi saran dan tawaran dan responnya

3.3.6. Siswa dapat menemukan berbagai macam teks ungkapan memberi saran dan tawaran dan responnya dari berbagai sumber dalam konteks yang berbeda-beda (K3)

3.3.7. Siswa dapat menganalisis ungkapan ungkapan memberi saran dan tawaran dan responnya dengan mengelompokannya berdasarkan penggunaan.

(Penerapan)

4.4.1. Siswa dapat menyusun teks ungkapan memberi saran dan tawaran dan responnya secara lisan dan tertulis berdasarkan konteks/situasi (simulasi, role play, dan kegiatan lain yang terstruktur.(P3)

4.4.2. Siswa dapat melakukan percakapan dan menulis teks ungkapan memberi saran dan tawaran dan responnya secara lisan dan tertulis dengan meniru model/contoh yang telah diberikan /dipelajari. (P4)

g. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan

4.1 konteks penggunaannya.

Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi

- Mengidentifikasi ungkapan memberi saran dan tawaran dan responnya.
- Mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya.
- Menirukan pengucapannya dan menuliskan ungkapan memberi saran dan tawaran dan responnya.
- Membandingkan perbedaan antara berbagai ungkapan memberi saran dan tawaran dan responnya dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.
- Mengidentifikasi pengucapan dan isi teks yang berisi ungkapan memberi saran dan tawaran dan responnya.
- Menemukan berbagai macam teks ungkapan memberi saran dan tawaran dan responnya dari berbagai sumber dalam konteks yang berbeda-beda
- Menyusun teks ungkapan memberi saran dan tawaran dan responnya secara lisan dan tertulis berdasarkan konteks/situasi (simulasi, role play, dan kegiatan lain yang terstruktur.
- Melakukan percakapan dan menulis teks ungkapan memberi saran dan tawaran dan responnya secara lisan dan tertulis dengan meniru model/contoh yang telah diberikan /dipelajari.

h. Materi Pembelajaran

Fakta

- Bahasa Inggris merupakan bahasa Internasional.
- Penggunaan offer and suggestion dalam percakapan sehari-hari merupakan salah satu materi bahasa Inggris kelas XI semester 1.

Konsep

- Penggunaan offer and suggestion dalam dialog dan ungkapan
  Penggunaan Suggestions

  Suggestions dapat digunakan dalam bentuk solutions, saran, rencana dan idea. Misalnya teman anda sedang dalam masalah tidak bisa mata pelajaran bahasa

Inggris maka anda dapat menyarankannya untuk mengikuti kursus bahasa inggris

Expressions of giving suggestions

Expresi dibawah ini sering digunakan untuk membuat saran

Let's ………
Why don't we ………
We could ………
What about ………
How about ………
I suggest that ………
You might want to change ………
I think ………
I don't think ………

Responding Suggestions

Yes, it's a great idea.
I agree.
It sounds great.
Yes, let's do that/it.
Super! OK! All right!

Responding and declining suggestions examples

1. Let's watch football at the stadium
Accepting : yes, Let's go
Declining : No, thank you I have other schedule, I must clean the house now
2. Why you don't have breakfast before go to school ?
Accepting : that is a good idea
Declining : I think I will be late, so I will have a breakfast at school
3. How about go to the movie ?
Accepting : O. K it is sound great
Declining : No, I do not have money to buy the ticket
4. I think you should do your homework now

Accepting : yes, you are right
Declining; take it easy my friend, I still have so much time

Contoh 1
Ani   :   hi alda, where have you been ?

Alda : I'm from the canteen. What is it ?
Ani : do you finished have your mathematics homework ?
Alda : not yet. How about you ?
Ani : not yet. I still don't quite understand the discussion yesterday
Alda : *what if we learn together* ?
Ani : *ok*. But, when ?
Alda : tomorrow, in my home. Do you have a time ?
Ani : yes, I have.
Alda : well then, *let's go to the library*. *Borrow a book of mathematics*.
Ani : *good idea*. Let's go !

Prinsip
- Bahasa Inggris sebagai ilmu pengetahuan.
- Penggunaan offer and suggestion dalam dialogmerupakan materi yang harus diajarkan pada siswa sebagai generasi penerus bangsa.

Prosedur
- Prosedur mempelajari penggunaan offer and suggestion dalam dialog secara baik dan benar.

i. Metode Pembelajaran
1. Saintifik
2. Pembelajaran kooperatif
3. Diskusi
4. Ceramah
5. Resitasi

j. Media Pembelajaran
- Gambar yang terkait penggunaan offer and suggestion dalam dialog, misalnya:

- Laptop, Computer, LCD, Rekaman untuk Listening, Loud Speaker, Film/gambar, Power Point Presentation

k. Sumber Belajar
- Utami Widiati, (2015) *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI*, Kementerian Pendidikan dan Kebudayaan, Jakarta.

- Th. M. Sudarwati, (2015) *Pathway to English for Senior High School Grade XI General Program*, Erlangga, Jakarta.
  - Internet http://www.nurdiono.com/asking-and-giving-suggestion-or-advice.html

l. Langkah-Langkah Pembelajaran

Kegiatan Awal (10 menit)

- Mengamati dan mengarahkan sikap siswa agar lebih fokus dan siap memulai pelajaran.
- Mengawali pembelajaran dengan mengucapkan salam, berdoa dan sapaan lainnya.
- Menguraikan secara singkat dan jelas tentang tujuan pembelajaran yang akan dicapai.

Kegiatan Inti (70 menit)

Mengamati

- Mengamati gambar yang berhubungan dengan penggunaan offer and suggestion dalam dialog.
- Menyimak penjelasan singkat dari guru tentang penggunaan offer and suggestion dalam dialog.

Menanya

- Siswa menanyakan mengenai penggunaan offer and suggestion dalam dialog.
- Siswa lainnya memberi tanggapan atas pertanyaan yang muncul terkait penggunaan offer and suggestion dalam dialog.
- Guru memberi apresiasi atau tanggapan terhadap pertanyaan yang muncul serta terhadap tanggapan dari siswa lainnya terkait penggunaan offer and suggestion dalam dialog.

Mengeksplorasi

- Menentukan sumber informasi berkaitan dengan penggunaan offer and suggestion dalam dialog.
- Mengumpulkan informasi dari berbagai sumber termasuk media cetak dan elektronik tentang penggunaan offer and suggestion dalam dialog.

Mengasosiasikan

- Merumuskan kembali hasil temuan dari beberapa sumber belajar mengenai penggunaan offer and suggestion dalam dialog.
- Menganalisis hasil temuannya berkaitan dengan penggunaan offer and suggestion dalam dialog.

Mengkomunikasikan

- Mempresentasikan kesimpulan berdasarkan hasil temuan penggaliannya dari beberapa sumber belajar terkait penggunaan offer and suggestion dalam dialog.
- Menyampaikan hasil belajar atau hasil temuan tentang penggunaan offer and suggestion dalam dialogdi depan kelas.
- Membuat laporan tertulis terkait penggunaan offer and suggestion dalam dialog.

Kegiatan Akhir (10 menit)

- Menyimpulkan materi ajar yang sudah dipelajari bersama-sama untuk memberikan penguatan.
- Pembagian tugas mandiri individu untuk dikerjakan diluar pembelajaran.
- Memberikan nasehat, saran dan petunjuk yang dapat memotivasi belajar siswa.

m. Penilaian Hasil Pembelajaran

Tugas
- Mengumpulkan bahan/informasi dari berbagai sumber tentang penggunaan offer and suggestion dalam dialog.
- Diskusi kelompok membahas hasil penggaliannya tentang penggunaan offer and suggestion dalam dialog.
- Mempresentasikan laporan hasil diskusi tentang penggunaan offer and suggestion dalam dialog.

Observasi
- Menilai keaktifan siswa dalam mengikuti proses pembelajaran di dalam kelas atau saat mengerjakan tugas terkait penggunaan offer and suggestion dalam dialog.

Portofolio
- Menilai hasil pekerjaan individu maupun kelompok tentang penggunaan offer and suggestion dalam dialog.
- Menyusun dan membuat laporan dalam bentuk makalah terkait penggunaan offer and suggestion dalam dialog.

Tes Tulis/Lisan
- Menilai proses dan hasil belajar secara individu tentang penggunaan offer and suggestion dalam dialog.
- Tes tertulis dalam bentuk uraian dan pilihan ganda terkait penggunaan offer and suggestion dalam dialog.
- Tes lisan terkait penggunaan offer and suggestion dalam dialog.
  - **. PENILAIAN HASIL BELAJAR**
  - 1. Teknik Penilaian   : Unjuk kerja
  - 2. Bentuk   : Tes Lisan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini.
  - 3. Instrumen   : *Work in pairs, then fo the guessing Game ! One if you talk about the activities, Then the other act them out*

- **RubrikPenilaianAspekKeterampilanBerbicara**

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

- **RubrikPenilaianAspekSikap**

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjukan sikap santun Sering menunjukan sikap santun Beberapa kali menunjukan sikap santun Pernah menunjukan sikap santun Tidak pernah menunjukan sikap santun	5 4 3 2 1
2	Bertanggung jawab (responsible)	Sangat sering menunjukan sikap bertangung jawab Sering menunjukan sikap bertanggung jawab Beberapa kali menunjukan sikap bertanggung jawab Pernah menunjukan sikap bertanggung jawab Tidak pernah menunjukan sikap bertanggung	5 4 3 2 1
3	Jujur (honest)	Sangat sering menunjukan sikap kerjasama Sering menunjukan sikap kerjasama Beberapa kali menunjukan sikap kerjasama Pernah menunjukan sikap kerjasama Tidak pernah menunjukan sikap kerjasama	5 4 3 2 1

4	Disiplin (discipline)	Sangat sering menunjukan sikap disiplin	5
		Sering menunjukan sikap disiplin	4
		Beberapa kali menunjukan sikap disiplin	3
		Pernah menunjukan sikap disiplin	2
		Tidak pernah menunjukan sikap disiplin	1
5	Percayadiri (confidence)	Sangat sering menunjukan sikap percayadiri	5
		Sering menunjukan sikap percayadiri	4
		Beberapa kali menunjukan sikap percayadiri	3
		Pernah menunjukan sikap percayadiri	2
		Tidak pernah menunjukan sikap percayadiri	1

Punggur,   November 2018

Collaborator   **Researcher**

Helmi Wijayanti, S.Pd   **Nur Rahmawati**
NIP. 19730618 200701 2 014   NPM: 14127777

RENCANA PELAKSANAAN PEMBELAJARAN(R P P)

Satuan Pendidikan	:	**MA Ma'arif Pasir Sakti 06 Lampung Timur**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas / Semester	:	**XI/ 11**
Pokok Bahasan	:	**Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya**
Alokasi Waktu	:	**4 x 2 JP**

A. KOMPETENSI INTI (KI)

B. KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

B. KOMPETENSI DASAR (KD)

g.   Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar

3.1   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan

4.1   konteks penggunaannya.

Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang

benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

- Mengidentifikasi ungkapan memberi saran dan tawaran dan responnya.
- Mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya.
- Menirukan pengucapannya dan menuliskan ungkapan memberi saran dan tawaran dan responnya.
- Membandingkan perbedaan antara berbagai ungkapan memberi saran dan tawaran dan responnya dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.
- Mengidentifikasi pengucapan dan isi teks yang berisi ungkapan memberi saran dan tawaran dan responnya.
- Menemukan berbagai macam teks ungkapan memberi saran dan tawaran dan responnya dari berbagai sumber dalam konteks yang berbeda-beda
- Menyusun teks ungkapan memberi saran dan tawaran dan responnya secara lisan dan tertulis berdasarkan konteks/situasi (simulasi, role play, dan kegiatan lain yang terstruktur.
- Melakukan percakapan dan menulis teks ungkapan memberi saran dan tawaran dan responnya secara lisan dan tertulis dengan meniru model/contoh yang telah diberikan /dipelajari.

D. MATERI PEMBELAJARAN

Fakta

- Bahasa Inggris merupakan bahasa Internasional.
- Penggunaan offer and suggestion dalam percakapan sehari-hari merupakan salah satu materi bahasa Inggris kelas XI semester 1.

Konsep

- Penggunaan offer and suggestion dalam dialog dan ungkapan
  Penggunaan Suggestions

  Suggestions dapat digunakan dalam bentuk solutions, saran, rencana dan idea. Misalnya teman anda sedang dalam masalah tidak bisa mata pelajaran bahasa Inggris maka anda dapat menyarankannya untuk mengikuti kursus bahasa inggris

Expressions of giving suggestions

Expresi dibawah ini sering digunakan untuk membuat saran

Let's ………

Why don't we ………

We could ………

What about ………

How about ………

I suggest that ………

You might want to change ………

I think ………

I don't think ………

Responding Suggestions

Yes, it's a great idea.

I agree.

It sounds great.

Yes, let's do that/it.

Super! OK! All right!

Responding and declining suggestions examples

1. Let's watch football at the stadium

Accepting : yes, Let's go

Declining : No, thank you I have other schedule, I must clean the house now

2. Why you don't have breakfast before go to school ?

Accepting : that is a good idea

Declining : I think I will be late, so I will have a breakfast at school

3. How about go to the movie ?

Accepting : O. K it is sound great

Declining : No, I do not have money to buy the ticket

4. I think you should do your homework now

Accepting : yes, you are right

Declining; take it easy my friend, I still have so much time

Contoh 1

Ani   :   hi alda, where have you been ?

Alda :   I'm from the canteen. What is it ?

Ani   :   do you finished have your mathematics homework ?

Alda :   not yet. How about you ?

Ani   :   not yet. I still don't quite understand the discussion yesterday

Alda :   *what if we learn together* ?

Ani   :   *ok*. But, when ?

Alda :   tomorrow, in my home. Do you have a time ?

Ani   :   yes, I have.

Alda :   well then, *let's go to the library. Borrow a book of mathematics.*

Ani   :   *good idea*. Let's go !

Prinsip
- Bahasa Inggris sebagai ilmu pengetahuan.
- Penggunaan offer and suggestion dalam dialogmerupakan materi yang harus diajarkan pada siswa sebagai generasi penerus bangsa.

Prosedur
- Prosedur mempelajari penggunaan offer and suggestion dalam dialog secara baik dan benar.

i. Metode Pembelajaran
1. Saintifik
2. Pembelajaran kooperatif
3. Diskusi
4. Ceramah
5. Resitasi

j. Media Pembelajaran
- Teks yang terkait penggunaan offer and suggestion dalam dialog
- Laptop, Computer, LCD, Rekaman untuk Listening, Loud Speaker, Film/gambar, Power Point Presentation

E. METODE PEMBELAJARAN
1. Metode Scientific
2. Model Pembelajaran Role Play

F. MEDIA ALAT DAN SUMBER BELAJAR
1) Media / Alat
   - Video pembelajaran tentang dialog yang membicarakan tentang kegiatan yang sedang dilakukan.
   - Laptop, Speaker, & LCD
2) Sumber Belajar

- Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings a Bell,* Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014
- Internet, youtube
- Kamus Bahasa Inggris

G. LANGKAH – LANGKAH PEMBELAJARAN
PERTEMUAN KE-2
l. Langkah-Langkah Pembelajaran

Kegiatan Awal (10 menit)

- Mengamati dan mengarahkan sikap siswa agar lebih fokus dan siap memulai pelajaran.
- Mengawali pembelajaran dengan mengucapkan salam, berdoa dan sapaan lainnya.
- Menguraikan secara singkat dan jelas tentang tujuan pembelajaran yang akan dicapai.

Kegiatan Inti (70 menit)

Mengamati

- Mengamati video yang berhubungan dengan penggunaan offer and suggestion dalam dialog.
- Menyimak penjelasan singkat dari guru tentang penggunaan offer and suggestion dalam dialog dan pengucapanya.

Menanya

- Siswa menanyakan mengenai pengucapan dalam penggunaan offer and suggestion dalam dialog.
- Siswa lainnya memberi tanggapan atas pertanyaan yang muncul terkait penggunaan offer and suggestion dalam dialog.
- Guru memberi apresiasi atau tanggapan terhadap pertanyaan yang muncul serta terhadap tanggapan dari siswa lainnya terkait penggunaan offer and suggestion dalam dialog.

Mengeksplorasi

Mengasosiasikan

- Merumuskan kembali hasil temuan dari beberapa sumber belajar mengenai penggunaan offer and suggestion dalam dialog.
- Menganalisis hasil temuannya berkaitan dengan penggunaan offer and suggestion dalam dialog.

Mengkomunikasikan

- Mempresentasikan kesimpulan berdasarkan hasil temuan penggaliannya dari beberapa sumber belajar terkait penggunaan offer and suggestion dalam dialog.

- Menyampaikan hasil belajar atau hasil temuan tentang penggunaan offer and suggestion dalam dialogdi depan kelas.
- Membuat laporan tertulis terkait penggunaan offer and suggestion dalam dialog.

Kegiatan Akhir (10 menit)

- Menyimpulkan materi ajar yang sudah dipelajari bersama-sama untuk memberikan penguatan.
- Pembagian tugas mandiri individu berupa video untuk dikerjakan diluar pembelajaran.
- Memberikan nasehat, saran dan petunjuk yang dapat memotivasi belajar siswa.

H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian   : Unjuk kerja
2. Bentuk   : Tes Lisan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini.
3. Instrumen   : *Work in pairs, then fo the guessing Game ! One if you talk about the activities, Then the other act them out*

RubrikPenilaianAspekKeterampilanBerbicara

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent Good Fair Poor	4 3 2 1
2	Intonasi	Excellent Good Fair Poor	4 3 2 1
3	Ketelitian	Excellent Good Fair Poor	4 3 2 1
4	Kelancaran	Excellent Good Fair Poor	4 3 2 1
5	Action	Excellent Good Fair	4 3 2

		Poor	1
		Total Score	20

RubrikPenilaianAspekSikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjukan sikap santun Sering menunjukan sikap santun Beberapa kali menunjukan sikap santun Pernah menunjukan sikap santun Tidak pernah menunjukan sikap santun	5 4 3 2 1
2	Bertanggung jawab (responsible)	Sangat sering menunjukan sikap bertangung jawab Sering menunjukan sikap bertanggung jawab Beberapa kali menunjukan sikap bertanggung jawab Pernah menunjukan sikap bertanggung jawab Tidak pernah menunjukan sikap bertanggung	5 4 3 2 1
3	Jujur (honest)	Sangat sering menunjukan sikap kerjasama Sering menunjukan sikap kerjasama Beberapa kali menunjukan sikap kerjasama Pernah menunjukan sikap kerjasama Tidak pernah menunjukan sikap kerjasama	5 4 3 2 1
4	Disiplin (discipline)	Sangat sering menunjukan sikap disiplin Sering menunjukan sikap disiplin Beberapa kali menunjukan sikap disiplin Pernah menunjukan sikap disiplin	5 4 3 2 1

		Tidak pernah menunjukan sikap disiplin	
5	Percayadiri (confidence)	Sangat sering menunjukan sikap percayadiri	5
		Sering menunjukan sikap percayadiri	4
		Beberapa kali menunjukan sikap percayadiri	3
		Pernah menunjukan sikap percayadiri	2
		Tidak pernah menunjukan sikap percayadiri	1

Pasir Sakti,   April 2019
Researcher

Resha Rina Navisha
NPM: 14122017

Scoring Of Students' Speaking Skill Of Pre-Test

No	Name	Criteria					Total	Score
		F	P	V	Ga	Is		
1	Ahmad Khotib F.S							
2	Bagas Ade Saputra							
3	Evika Sari Devi							
4	Fatihatun Nikmah							
5	Hasyim Asy'ari							
6	Irfan Prayogi							
7	M.Anang Ma'ruf							
8	Mutiara Cantika S							
9	M Ilhamudin							
10	Nindi Ayunistia							
11	Nasya Amalia Ayu							
12	Nadya Rmadhanti							
13	Nandi Sunandar							
14	Priharyono							
15	Pipit Mutiasih							
16	Rahmad Andrian							
17	Rafi Hidayat							
18	Roihatul Janah							
19	Rani Rahmawati							
20	Umi Zulaikha							
	High Score							
	Lowest Score							
	Average							

Scoring Of Students' Speaking Skill Of Post Test I

No	Name	Criteria					Total	Score
		F	P	V	Ga	Is		
1	Ahmad Khotib F.S							
2	Bagas Ade Saputra							
3	Evika Sari Devi							
4	Fatihatun Nikmah							
5	Hasyim Asy'ari							
6	Irfan Prayogi							
7	M.Anang Ma'ruf							
8	Mutiara Cantika S							
9	M Ilhamudin							
10	Nindi Ayunistia							
11	Nasya Amalia Ayu							
12	Nadya Rmadhanti							
13	Nandi Sunandar							
14	Priharyono							
15	Pipit Mutiasih							
16	Rahmad Andrian							
17	Rafi Hidayat							
18	Roihatul Janah							
19	Rani Rahmawati							
20	Umi Zulaikha							
						High Score		
						Lowest Score		
						Average		

Scoring Of Students' Speaking Skill Of Post Test II

No	Name	Criteria					Total	Score
		F	P	V	Ga	Is		
1	Ahmad Khotib F.S							
2	Bagas Ade Saputra							
3	Evika Sari Devi							
4	Fatihatun Nikmah							
5	Hasyim Asy'ari							
6	Irfan Prayogi							
7	M.Anang Ma'ruf							
8	Mutiara Cantika S							
9	M Ilhamudin							
10	Nindi Ayunistia							
11	Nasya Amalia Ayu							
12	Nadya Rmadhanti							
13	Nandi Sunandar							
14	Priharyono							
15	Pipit Mutiasih							
16	Rahmad Andrian							
17	Rafi Hidayat							
18	Roihatul Janah							
19	Rani Rahmawati							
20	Umi Zulaikha							
						High Score		
						Lowest Score		
						Average		

Note :

> **F** :Fluency
>
> **P** :Pronunciation
>
> **V** :Vocabulary
>
> **Ga** :Grammatical Accuracy
>
> **Is** :Interactional Strategies

$$\frac{\square\square\square\square\square\ \square\square\square\square\square}{20}X100$$

> a. Excellent : 4 Point
> b. Good : 3 Point
> c. Fair : 2 Point
> d. Poor : 1 Point

Note :

> *1. Sum Of Values Students* : *Sum Of Scores Obtaint By Students Of The Criteria 1- Up To 5*
>
> *2. The Maximum Score* : *The Result Of Mutliplaying The Highest Score (4) With A Number Criteria Set (There Are 5 Criteria)*

THE STUDENTS' ACTIVITIES OBSERVATION SHEET IN CYCLE I

Day/Date   :
School   :
Class   :

No	Name	Students activities					Total
		1	**2**	**3**	**4**	**5**	
1	Ahmad Khotib F.S						
2	Bagas Ade Saputra						
3	Evika Sari Devi						
4	Fatihatun Nikmah						
5	Hasyim Asy'ari						
6	Irfan Prayogi						
7	M.Anang Ma'ruf						
8	Mutiara Cantika S						
9	M Ilhamudin						
10	Nindi Ayunistia						
11	Nasya Amalia Ayu						
12	Nadya Rmadhanti						
13	Nandi Sunandar						
14	Priharyono						
15	Pipit Mutiasih						
16	Rahmad Andrian						
17	Rafi Hidayat						
18	Roihatul Janah						
19	Rani Rahmawati						
20	Umi Zulaikha						
	Total						
	Percentage (%)						

Notes:
- **T**ick (√) for each positive activity
- **The students' activities that observed are:**
  1   : The students pay attention the teacher explanation.
  2   : The students ask to the teacher about the material.
  3   : The students can following the learning process.
  4   : The students respond the teacher question.
  5   : The students result activity.

Pasir Sakti, April 2019

Researcher

 Resha Rina Navisha
14122017

Observation Sheet of the Teacher's Activities in Cycle I

Day/Date   :
School   :
Class   :

Teacher's Activity	Good	Enough	Less
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will be given c. Ability in opening the learning process			
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide the students follow the lesson d. Motivate the students e. Guide the students to practice the material			
3. Post teaching a. Conclude the result Learning b. Close the learning activity			

Tick (√) for each positive activity.

Pasir sakti, april 2019
Researcher

Resha Rina Navisha
NPM: 14127777

THE STUDENTS' ACTIVITIES OBSERVATION SHEET IN CYCLE 2

Day/Date :
School :
Class :

No	Name	Students activities					Total
		1	2	3	4	5	
1	Ahmad Khotib F.S						
2	Bagas Ade Saputra						
3	Evika Sari Devi						
4	Fatihatun Nikmah						
5	Hasyim Asy'ari						
6	Irfan Prayogi						
7	M.Anang Ma'ruf						
8	Mutiara Cantika S						
9	M Ilhamudin						
10	Nindi Ayunistia						
11	Nasya Amalia Ayu						
12	Nadya Rmadhanti						
13	Nandi Sunandar						
14	Priharyono						
15	Pipit Mutiasih						
16	Rahmad Andrian						
17	Rafi Hidayat						
18	Roihatul Janah						
19	Rani Rahmawati						
20	Umi Zulaikha						
	Total						
	Percentage (%)						

Notes:
- **Tick (√) for each positive activity**
- **The students' activities that observed are:**
    1   : The students pay attention the teacher explanation.
    2   : The students ask to the teacher about the material.
    3   : The students can following the learning process.
    4   : The students respond the teacher question.
    5   : The students result activity.

Pasir Sakti, April 2019

Researcher

 Resha Rina Navisha
14122017

Observation Sheet of the Teacher's Activities in Cycle II

Day/Date   :
School   :
Class   :

Teacher's Activity	Good	Enough	Less
4. Pre Teaching d. Prepare the lesson plan e. Prepare the material that will be given f. Ability in opening the learning process			
5. While teaching f. Inform the objective of learning g. Explain the material chronological h. Guide the students follow the lesson i. Motivate the students j. Guide the students to practice the material			
6. Post teaching c. Conclude the result Learning d. Close the learning activity			

Tick (√) for each positive activity.

Pasir sakti, april 2019

Researcher

Resha Rina Navisha
14122017

Field Notes

Cycle		Note Students' Attitude
Cycle I	1st Meeting (may 16 2019)	1. Most of the students still confused in learning English process. 2. Most of the students were not confidence about their answer when the teacher give a question. 3. Most of the students were not confidence to show up their ideas while teaching-learning in process. 4. Some of the students did not giving attention while giving the treatment.
	2nd Meeting (May 17 2019)	1. Some of the students began interested in learning English but still less enthusiatic. 2. Some of the studens were explained about their answer. 3. Some of the students were confidence in sharing ideas while the teaching-learning process. 4. Some of the students could give the attention while giving the treatment.
Cycle 2	1st Meeting (May 18 2019)	1. Some of the students were enjoyed in learning English process and active in the classroom. 2. Most of the studens were explained about their answer. 3. The students could be more confidence in sharing ideas while the teaching-learning process. 4. Most of the students could give the attention and enthusiatic about the technique that the reseracher used.
	2nd Meeting (June 22nd 2019)	1. Most of the students were active in learning English process individually. 2. Most of the students enjoyed the new learning technique. 3. Most of the studens could be more express about their answer. 4. Most of the students were confidence in sharing ideas while the teaching-learning process to the other. 5. Most of the students enthusiatic to applied technique in learning speaking.

Nomor : B-1197 /In.28.1/J/PP.00.9/5/2019   03 Mei 2019
Lamp : -
Hal   : BIMBINGAN SKRIPSI

Kepada Yth:
1. Ahmad Subhan Roza, M.Pd (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
     Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	Resha Rina Navisha
NPM	:	14122017
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	Improving Students' Suggestion Ability By Using Dubbing Movie Technique Among The Eleventh Grader Of MA Ma'arif 06 Pasir Sakti East Lampung In Academic Year 2018/2019

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

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

Wassalamu'alaikum Wr, Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1081/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA MA MA`ARIF PASIR SAKTI
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	RESHA RINA NAVISHA
NPM	:	14122017
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	IMPROVING STUDENT`S SPEAKING ABILITY THROUGH DUBBING MOVIE AT ELEVENTH GRADE OF MA MA`ARIF PASIR SAKTI ACADEMIC YEAR 2018/2019

untuk melakukan *pra-survey* di MA MA`ARIF PASIR SAKTI.

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, 28 Maret 2018
Ketua Jurusan
Tadris Bahasa Inggris

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

Nomor :	618 / MAM.06 / PS.LT / VII / 2018		Kepada Yth,
Lampiran	: -		Ketua Jurusan Tadris Bahasa Inggris
Perihal	: **Balasan Izin Pra – Survey**		Di - Tempat

Assalamu'alaikum Wr. Wb

Yang bertanda tangan di bawah ini :

Nama	: **Drs. H. SYAIFUDDIN**
Jabatan	: Kepala Madrasah

Menerangkan bahwa :

Nama	: **RESHA RINA NAVISHA**
NPM	: 14122017
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah Dan Ilmu Krguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: **IMPROVING STUDENT'S SPEAKING ABILITY THROUGH DUBBING MOVIE AT ELEVENTH GRADE OF MA MA'ARIF PASIR SAKTI ACADEMIC YEAR 2018/2019.**

Telah kami izinkan untuk melakukan Pra – Survey pada madrasah yang kami pimpin.

Demikian surat balasan ini kami buat untuk digunakan sebagai mana mestinya.

Wassalamu'alaikum Wr. Wb.

Pasir Sakti, 23 Juli 2018

Kepala Madrasah,

Drs. H. SYAIFUDDIN

SURAT TUGAS

Nomor: B-1432/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	:	**RESHA RINA NAVISHA**
NPM	:	14122017
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MA MA`ARIF 06 PASIR SAKTI LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENT`S SPEAKING ABILITY BY USING DUBBING MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER OF MA MA`ARIF 06 PASIR SAKTI LAMPUNG IN ACADEMIC YEAR 2018/2019".

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 : 15 Mei 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-1433/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MA MA`ARIF 06 PASIR
SAKTI LAMPUNG TIMUR
di-
        Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1432/In.28/D.1/TL.01/05/2019, tanggal 15 Mei 2019 atas nama saudara:

Nama	:	RESHA RINA NAVISHA
NPM	:	14122017
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MA`ARIF 06 PASIR SAKTI LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENT`S SPEAKING ABILITY BY USING DUBBING MOVIE TECHNIQUE AMONG THE ELEVENTH GRADER OF MA MA`ARIF 06 PASIR SAKTI LAMPUNG IN ACADEMIC YEAR 2018/2019".

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

Wassalamu'alaikum Wr. Wb.

Metro, 15 Mei 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

NOMOR   :618 /MAM.06 /PS.LT/VII/2019   Kepada Yth,

LAMPIRAN :-   Ketua Jurusan Tadris Bahasa Inggris

PERIHAL   : Balasan izin research   Di Tempat

Assalamu'alaikum Wr.Wb

Yang bertanda tangan dibawah ini :

Nama   : Drs.H.Syaifuddin

Jabatan   : Kepala Madrasah

Menerangkan bahwa :

Nama   : Resha Rina Navisha

NPM   : 14122017

Semester   : 10

Fakultas   : Tarbiyah Dan Ilmu Keguruan

Jurusan   : Pendidikan Bahasa Inggris

Judul   : IMPROVING STUDENT'S SPEAKING ABILITY BY USING DUBBING
                     MOVIE TECHNIQUE AMONG ELEVENTH GRADER OF MA MA'ARIF 06
                     PASIR SAKTI EAST LAMPUNG IN ACADEMIC YEAR 2018/2019

Telah kami izinkan untuk melakukan research pada madrasah yang kami pimpin. Demikian surat balasan ini kami buat untuk digunakan sebagai mana mestiya.

Wassalamu'alaikum Wr. Wb

Pasir Sakti 16 Mei 2019
Kepala Madrasah,

Drs. H. SYAIFUDDIN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-555/In.28/S/OT.01/07/2019

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

Nama	: Resha Rina Navisha
NPM	: 14122017
Fakultas / Jurusan	:Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14122017.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Juli 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : RESHA RINA NAVISHA

NPM   : 1412201?

Fakultas   : FTIK /TBI

Angkatan   :

Telah menyerahkan buku berjudul : key Ideas In linguistics & the Philosopy of language

Metro,

Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : RESHA RINA NAVISHA

NPM   : 1412201?

Fakultas   : FTIK /TBI

Angkatan   :

Telah menyerahkan buku berjudul : key Ideas In linguistics & the Philosopy of language

Metro,

Ketua Jurusan TBI

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

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

Nama : Resha Rina Navisha   Jurusan/Prodi : Tarbiyah/TBI
NPM :14122017   Semester/TA : X/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikosultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 18/07/19	✓		- Revise Abstract	
2.	Friday 19/07/19	✓		- Revise table chapter IV	
3.	Monday 21/07/19	✓		- Revise conclusion	

Diketahui
Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

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

Jalan Ki HajarDewantaraKampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp(0725)41507, Faxmail(0725)47296;
Website:www.metrouniv.ac.id,Email:iainmetro@metrouniv.ac.id

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

Nama : Resha Rinanavisha   Jurusan : FTIK/ TBI
NPM : 14122017   Semester : IX

NO	Hari/ Tanggal	Pembimbing		Materi yang di konsultasikan	TandaTangan mahasiswa
		I	II		
1	Thursday 20/09/18		✓	- Kevise chapter I-IV - Keference ? - add the theory .	
2	Thursday 11/10/18		✓	Show Reference	
3	Thursday 01/11/18		✓	Kevise chapter II - your typing - Quotation - theory	
4	Thursday 15/11/18		✓	Accand continue to the first Sponsor	

Diketahui
Ketua JurusanTBI

Ahmad Subhan Roza, M.pd
NIP. 19620424 199903 2 001

Pembimbing II

Syahreni Siregar,M.Hum
NIP. 197608142009122004

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

Jalan Ki HajarDewantaraKampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp(0725)41507, Faxmail(0725)47296;
Website:www.metrouniv.ac.id,Email:iainmetro@metrouniv.ac.id

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

Nama : Resha Rina navisha
NPM   : 14122017

Jurusan   : FTIK/ TBI
Semester   : IX

NO	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang di konsultasikan	TandaTangan mahasiswa
1.	Monday 26/11/18	✓		- Revice cover - Revice Footnote - Revice Space	
2	Thursday 29/11/18	✓		- Revice Page II	
3	Monday 11/12/18			Aku Seminar	

Diketahui
Ketua JurusanTBI

Ahmad Subhan Roza, M.pd
NIP. 19620424 199903 2 001

Pembimbing I

Ahmad Subhan Roza, M.pd
NIP. 19620424 199903 2 001

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

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

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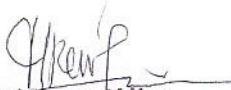**IAIN METRO**

Nama : Resha Rina Navisha   Jurusan/Prodi : Tarbiyah/TBI
NPM :14122017   Semester/TA : X/2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikosultasikan	Tanda Tangan Mahasiswa
1	Thursday 04/07/19		√	- Revise your abstract - Revise chapter IV (your data, table, & typing) - Revise your Conclusion	
2	Thursday 18/07/2019		√	Acc and continue to the first Sponsor	

Diketahui
Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 197608142009122004

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

Nama : Resha Rina Navisha   Jurusan/Prodi : Tarbiyah/TBI
NPM : 14122017   Semester   : X

No	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
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Mengetahui,
Ketua Jurusan Tadris Bahasa Inggris

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

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NIP. 197506102008011014

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Resha Rinanavisha   Jurusan : FTIK/ TBI

NPM : 14122017   Semester : IX

NO	Hari/ Tanggal	Pembimbing		Materi yang di konsultasikan	TandaTangan mahasiswa
		I	II		
1	Thursday 09/05/2019		√	Acc Research instrument	

Diketahui
Ketua JurusanTBI

Pembimbing II

Ahmad Subhan Roza, M.pd
NIP. 19620424 199903 2 001

Syahreni Siregar,M.Hum
NIP. 197608142009122004

BIOGRAPHY

The name of the researcher is Resha Rina Navisha. She was born on July, 27th 1994 at Pasir Sakti, Lampung Timur, Lampung. She is the younggest child of Mr. Suhardi and Mrs. Parinah. She has two sisters and one brothers.

She was enrolled her study at MITA Pasir Sakti, Pasir Sakti, Lampung Timur on 2001 untill 2007. In line with her focus on the study, she continued her study at MTS Ma'arif 18 RU Pasir Sakti Lampung Timur on 2007 and graduated on 2010. She decided to continue her study at MAN 1 Lampung Timur, and took Science Program on 2010 until 2012. Then, at 2014, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.