

**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENTS' SPEAKING SKILL BY USING PAIRED  
VERBAL FLUENCY (PVF) STRATEGY AT THE EIGHTH GRADE  
OF SMP IT BINA INSANI METRO**

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1445 H/2023 M**

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**IMPROVING STUDENTS' SPEAKING SKILL BY USING PAIRED  
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OF SMP IT BINA INSANI METRO**

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

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**STATE ISLAMIC INSTITUTE OF METRO**

**1445 H / 2023 M**



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**APPROVAL PAGE**

Title : IMPROVING STUDENTS' SPEAKING SKILL BY USING  
PAIRED VERBAL FLUENCY (PVF) AT THE EIGHTH GRADE  
OF SMP IT BINA INSANI

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To be examined on Munaqosyah in Tarbiyah Faculty of State Institute of Islamic Studies of Metro.

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**NOTIFICATION LETTER**

Number :  
Appendix : 1 (one) Bundle  
Matter : **In order to hold the munaqosyah  
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To:  
The Honorable the Dean of Faculty of Tarbiyah and Teacher Training  
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*Assalamu'alaikum, Wr. Wb*

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

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Faculty : Tarbiyah and Teacher Training Faculty  
Title : **IMPROVING STUDENTS' SPEAKING SKILL BY USING PAIRED  
VERBAL FLUENCY (PVF) AT THE EIGHTH GRADE OF SMP IT  
BINA INSANI**

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

*Wassalamu'alaikumWr. Wb*

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*AssalamualaikumWr.Wb.*

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

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Judul Skripsi : IMPROVING STUDENTS' SPEAKING SKILL BY USING  
PAIRED VERBAL FLUENCY (PVF) AT THE EIGHTH GRADE  
OF SMP IT BINA INSANI

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

Metro, Desember 2023



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**RATIFICATION PAGE**

No. B-5007/In.28.1/D/PP.00.9/12/2023

The Undergraduate Thesis entitled: IMPROVING STUDENTS' SPEAKING SKILL BY USING PAIRED VERBAL FLUENCY AT THE EIGHTH GRADE OF SMP IT BINA INSANI METRO written by Dilla Viona Mahnara.S, student number 1901051020, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, *December 14<sup>th</sup> 2023 at 08.00 – 10.00 a.m.*

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**IMPROVING STUDENTS' SPEAKING SKILL BY USING PAIRED  
VERBAL FLUENCY (PVF) STRATEGY AT THE EIGHTH GRADE  
OF SMP IT BINA INSANI METRO**

**ABSTRACT**

**BY:**

**DILLA VIONA MAHNARA.S**

The objective of this study is in order to improve the students' speaking skill and their learning activity by using Paired Verbal Fluency (PVF) strategy at the eighth grade of SMP IT Bina Insani Metro. The method used in this study is classroom action research (CAR) which was carried out in two cycles. Each cycle consists of planning, action, observation and reflection. The researcher collected data using test, observation, documentation and field note.

The result of this research points out that there is the improvement in students' speaking skill and learning activity. The result of pre-test indicated that the students who passed the passing grade was 29%. The percentage of students who passed the passing grade in cycle 1 was 50% and in post-test 2 was 75%. In addition, the result of students' learning activities in cycle 1 is 40% and in cycle 2 is 75%. This can show that the Paired Verbal Fluency strategy can improve students' speaking skill and learning activities.

**Keyword:** *speaking skill, Paired Verbal Fluency (PVF) Strategy, Classroom Action Research (CAR)*

**MENINGKATKAN KETERAMPILAN BERBICARA SISWA DENGAN  
MENGUNAKAN STRATEGI PAIRED VERBAL FLUENCY (PVF)  
PADA KELAS DELAPAN SMP IT BINA INSANI METRO**

**ABSTRAK  
OLEH:  
DILLA VIONA MAHNARA.S**

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan berbicara siswa dan aktivitas belajar mereka dengan menggunakan strategi Paired Verbal Fluency (PVF) di kelas delapan SMP IT Bina Insani Metro. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Peneliti mengumpulkan data menggunakan tes, observasi, dokumentasi dan catatan lapangan.

Hasil penelitian ini menunjukkan bahwa terdapat peningkatan dalam keterampilan berbicara dan aktivitas belajar siswa. Hasil pre-test menunjukkan siswa yang lulus passing grade sebanyak 29%. Persentase siswa yang tuntas pada siklus 1 sebesar 50% dan pada post-test 2 sebesar 75%. Selain itu hasil aktivitas belajar siswa pada siklus 1 sebesar 40% dan pada siklus 2 sebesar 75%. Hal ini dapat menunjukkan bahwa strategi Paired Verbal Fluency dapat meningkatkan keterampilan berbicara dan aktivitas belajar siswa.

**Kata kunci:** *Keterampilan Berbicara, Strategi Paired Verbal Fluency (PVF), Penelitian Tindakan Kelas (PTK)*



## STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name : Dilla Viona Mahnara.S  
Std Number : 1901051020  
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State that this undergraduate thesis is originally the result of the research done by the researcher, in exception of the certain parts of which are excepted from the bibliography mentioned.

Metro, October 2023

The Writer,



**Dilla Viona Mahnara.S**

**St. Number. 1901051020**

## ORISINALITAS PENELITIAN

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Jurusan : Tadris Bahasa Inggris

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

Metro, Oktober 2023

penulis,



**Dilla Viona Mahnara.S**

**St. Number. 1901051020**

## MOTTO

إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِأَنْفُسِكُمْ وَإِنْ أَسَأْتُمْ فَلَهَا

Q.S Al-Isra (17) : 7

*” If you do good, you have done good for yourself. If you do evil, it comes back to yourself.”*

*” jika berbuat baik, (berarti) kamu telah berbuat baik untuk dirimu sendiri. Jika kamu berbuat jahat, (kerugian dan kejahatan) itu kembali kepada dirimu sendiri.”*

**“It takes two people to speak the truth: one to speak and the other to hear”  
(Henry David Thoreau)**

## **DEDICATION PAGE**

This an undergraduate-thesis is special dedicated to:

*My beloved parents Mr. Suwandi.M and Mrs. Rosnela who always support me  
with their endless love*

*My beloved sisters Feby Alreza Mahnara.S and Putri Citra Anggrainy.S  
who always give me motivation and support*

*My beloved lecturer of English Education Study Program of State Islamic  
Institute of Metro*

*My beloved almamater*

## ACKNOWLEDGEMENT

In the name of Allah SWT, the Most Gracious, and the Most Merciful, who always gives us everything we need and has taught people about what they did not know before. Allah has given His gift to the researcher so that she can complete this Undergraduate-thesis. May Shalawat and Greetings always be given to our prophet Muhammad SAW, who has taken us from darkness to light in the world.

The Undergraduate-thesis is entitled "Improving Students' Speaking skill by Using Paired Verbal Fluency (PVF) at the eighth grade of SMP IT Bina Insani Metro".

The researcher would like to express her sincere gratitude to sponsor, Dr. Widhiya Ninsiana, M.Hum. that have guided her give understanding and motivation in the process of completing this undergraduate thesis. Her gratitude also goes to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung;
2. Dr. Zuhairi, M.Pd, as the Decan of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung;
3. Dr. Much Deiniatur, M.Pd.B.I.as Chief of English Education Department of IAIN Metro Lampung;
4. All lecturer of the English Education Department of IAIN Metro Lampung who have given their thought and shared their experience to the researcher;

5. The Headmaster, Teachers, and Staff of SMP IT Bina Insani Metro who have given permission to the researcher to conduct the research in this school;
6. Mr. Suwandi.M, S.E and Mrs. Rosnela, my great parents who have given a lot of support in the form of love and affection;
7. All of my friends in IAIN Metro Lampung, thanks for everything in helping to finish this Undergraduate Thesis.

Hopefully this Undergraduate Thesis can be a meaningful benefit for the researcher especially and for our campus and all reader generally.

Metro, October 2023

The researcher



**DILLA VIONA MAHNARA.S**

St. Number 1901051020

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the study**

Speaking is language skill in expressing an opinion or idea orally. Language skill is one of the important things in our lives, because people can easily communicate with people around us. In general, speaking skill includes of four things, namely fluency, vocabulary, grammar and pronunciation.

There are so many benefits of speaking skill for our lives. Speaking skill can improve a person's self-confidence. With speaking skill people can also lead and influence others. In addition, people can also expand networking through speaking skill.

People can certainly realize the importance of mastering speaking skill in life. For example, by qualified speaking skill, people can improve their careers. A company or office certainly prefers prospective employees who have good speaking skill. Therefore, it is important for people to improve their speaking skill.

One of the things that affects a person's speaking skill is the application of appropriate teaching strategies. This is because teaching strategy is important form that is a way for teachers or educators to carry out treatment as an effort to optimize learning objectives, especially related speaking. Good teaching strategies have a character that can support everything needed by students to achieve good speaking.

During the pre-survey process, the researcher found problems that students had in the teaching and learning process in speaking class. Students have low self-confidence making it difficult for students to speak in English. Students also have a limited vocabulary so that is difficult to express their opinions in English. In addition, the lack of motivation that students have so that students become lazy to practice speaking English.

Based on the problems above, the researcher would to conduct Classroom Action Research to improve students learning activity, especially in speaking class. There are many strategies that can be used to improve the students learning activity, one of which is Paired Verbal Fluency strategy. PVF ensure both partners get a chance to share and begins with the establishment of learning partner and quick decision as to who becomes partner A and who become partner B. With this strategy the disciples is grouped, each group of two people. Each student gets their own role, they convey and summarize the information conveyed by their partner.

Paired Verbal Fluency (PVF) can be used to review or summarize previously learned information or concepts, accessing previous knowledge or thoughts about a concept or topic of study. This strategy allows students to build their own learning and listen to the ideas of others. With this strategy teachers can improve student participation in learning and help students to get along better with their classmates.

Paired Verbal Fluency can be used repeatedly throughout the year as it gets students interacting substantively with the topic. By using this

strategystudents learn through interaction with each other's friends. They talk, listen and also infer from what their friend said.

Below is data related the speaking scores of class 8c students at SMP IT Bina Insani Metro, which were obtained based on the teacher's documents when the researcher conducted a pre-survey on January 16 2023:

**Table I**  
**The pre-survey data related students' speaking scores of Eighth C grade of SMP IT Bina Insani Meto**

No.	Grade	Explanation	Frequency	Percentage
1.	$\geq 70$	Complete	6 Students	25%
2.	$<70$	Incomplete	18 students	75%
<b>Total</b>			<b>24 Student</b>	<b>100%</b>

Source: The Categorization Result of Complete and Incomplete Grade of Speaking skill that was taken on the Pre-survey at January, 16th 2023.

Based on the table 1 above, it is known that they are 18 students have score  $<70$  or 75% with criteria incomplete, and just 6 students have score  $>70$  and have percentage 25% with criteria complete. It is assumed that students still have low speaking skill.

Another supporting data, the researcher got the data from interview by the English teacher. It known that students have low self-confidence in speaking English. In addition, students have a limited vocabulary so they have difficulties to speak up in English; most students also feel less excited about learning English.

Based on the phenomenon above, the researcher conducted Classroom Action Research entitled "Improving Students' Speaking skill by Using Paired Verbal Fluency (PVF) at the eighth grade of SMP IT Bina Insani Metro".

## **B. Identification of the Problems**

The researcher identifies research problems which include, among others:

1. The students have low self-confidence in speaking English.
2. The students have limited vocabulary.
3. The students have lack motivation to speak up in English.

## **C. Problem Limitation**

Based on the problem identification, the researcher limits the problem of students have low self-confidence in speaking English. Therefore, the researcher use Paired Verbal Fluency (PVF) as a strategy in speaking skill of the eighth grades of SMP IT Bina Insani Metro.

## **D. Problem Formulation**

The problem formulation of this research is constructed as:  
Can Paired Verbal Fluency (PVF) improve the students' speaking skill and learning activity at the eighth grade of SMP IT Bina Insani Metro.



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

### **1. Objective of the Study**

The objective of this study is in order to improve the students' speaking skill and their learning activity by using Paired Verbal Fluency (PVF) at the eighth grade of SMP IT Bina Insani Metro.

### **2. Benefits of the Study**

#### **a. For the Students**

This research is expected to provide benefits for students, especially students at SMP IT Bina Insani Metro by involving them in learning speaking skill. Through this research, students are also expected to be able to improve their sense of confidence to speak in English. It is hoped that students' speaking skill is better and this strategy can help the process of learning English in class to be more enjoyable.

#### **b. For the Teachers**

This research is expected to provide benefits for teachers, especially English teachers in the eighth grade of SMPIT Bina Insani Metro by providing information related to students' speaking skill. In addition, teachers also get information related to the application of paired verbal fluency teaching strategy so that teachers can develop a learning process using this strategy.

### c. For the Reaserchers

This research is expected to benefit other the researcher by providing information related theories related paired verbal fluency strategy with speaking skill. In addition, this research not only provides information related these theories to other the researcher but also provides important information related practical procedures for the application of speaking skill research using the Paired Verbal Fluency strategy so that it is hoped that this research become one of the references for other the researcher who develop this topic into other forms of research.

## F. Prior Research

This research is carried out taking into account some relevant studies that have been carried out by several previous the researcher. The first relevant research was conducted by Dian Purnama Sari with the research title “The Effectiveness of Using Paired Verbal Fluency and Role Playing Strategy Toward Students' Speaking Achievement.”<sup>1</sup> The research method is Qualitative by examining science students of SMA Negeri 5 Solok Selatan grade 11. The purpose of the study is to see the influence of the use of Paired Verbal Fluency strategy and Role Playing Strategy in english language teaching, especially speaking. The relevant research provides the results of research that Paired Verbal Fluency Strategy and Role Playing Strategy are

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<sup>1</sup> Dian Purnama Sari, “The Effectiveness of Using Paired Verbal Fluency Strategy and Role Playing Strategy Toward Students' Speaking Achievment: A Comperative Study at the Grade XI IPA Students of SMA N 5 Solok Selatan,” *Pendidikan Bahasa Inggris STKIP PGRI Sumatera Selatan*” Volume 2, No.2 (2013): 5.

effective strategy in teaching English, but Paired Verbal Fluency Strategy has proven to be more effective than Role Playing Strategy.

The relevant research with this research has similarities and differences that can be taken for granted. The similarity lies in the similarity of the research topic, namely the application of Paired Verbal Fluency to students' mastery of speaking skill. While the difference lies in the research method, it is because the research method that the researcher uses is class action research while the research method is qualitative. Another difference lies in the purpose of the study, it is because the purpose of the relevant research is to find out the effectiveness of teaching speaking skill through Paired Verbal Fluency and the response of students to the application of these methods in the teaching of speaking skill. while the researcher's research objective is to improve speaking skill through the use of Paired Verbal Fluency Strategy.

The second relevant research conducted by Maria Rossana Ramirez-Avila with the research title "EFL Speaking Fluency through Authentic Oral Production."<sup>2</sup>The research method used is action-research with the analysis of quantitative and qualitative data by researching 24 students from a public school in Guayaquil, Ecuador. The describes the development of speaking fluency through authentic oral production. The result of the relevant research showed that students improve speaking fluency in terms of speed, and reduction of pauses, word repetition, and corrections.

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<sup>2</sup>Maria Rossana Ramirez-Avila, "EFL Speaking Fluency through Authentic Oral Production," *Journal of Foreign Language Teaching and Learning* Volume 6, No.1 (2021): 41.

The relevant research and this research has some similarities and differences. The first similarity, the relevant research and this research equally researched about speaking fluency. The second, the relevant research and the researcher both used 24 students as research objects. The last, relevant research and the researcher both use an action-research. The difference in this study lies in the strategy used, where the relevant the researcher use vlogging and the researcher use Paired Verbal Fluency.

## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Speaking skill

##### 1. Definition of Speaking skill

Rebecca Hedges argues that speaking is fundamentally an interactive process and is defined by interactivity and more fundamentally linked to the individual who produces it than the written form is.<sup>1</sup>

According to H. Douglas 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-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>2</sup>

While according to Widhiya Ninsiana, speaking is an interactive communicative process involving both speaker and listener.<sup>3</sup> When someone speaks a conversation, there must be a listener who listens and pays attention to the content and message. So the conversation must be understandable and comprehensible to the speaker partner.

Speaking skill is an essential skill for all learners who wish to learn English to enhance their career, improve business, build confidence levels,

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<sup>1</sup>Rebecca Hedges, *Teaching and Researching Speaking* (Edinburgh: Pearson Education, 2011), 153.

<sup>2</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2004), 140.

<sup>3</sup>Widhiya Ninsiana, *Pembelajaran Berbicara Bahasa Inggris dengan Moodle* (Sleman: Sulu Pustaka, 2021), 30.

get better job opportunities, make public speeches, attend interview, participate in debates and group discussions, give presentations and so on.<sup>4</sup>

From these three opinions, it can be concluded that speaking is a person's skill in expressing an opinion or idea orally. Language skill is one of the important things in our lives, because we can easily communicate with people around us. In general speaking skill include four things, namely fluency, vocabulary, grammar and pronunciation.

## 2. Fuction of speaking skill

There are three functions of speaking skill, including:<sup>5</sup>

### a. Talk as Interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others.

### b. Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

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<sup>4</sup>Parupalli Srinivas Rao, “The Importance of Speaking Sliklls in English Classrooms,” *Alford Council of International English & Literature Journal (ACIELJ)*, vol.2 (2019): 9-10.

<sup>5</sup>Jack C. Richard, *Teaching Listening and Speaking From Theory to Practice* (New York: Cambridge University Press, 2008), 21-27.

c. Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Speaking skill has three functions that are very useful for every day life. It serves to interact and communicate with others in social relationships. In addition, it also has a transaction function so that others can understand what we are conveying. And the last one as a performance like when we are making speeches, presentations and others.

### 3. Types of Speaking

There are several types of speaking, including:<sup>6</sup>

a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal,

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<sup>6</sup>H.Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2004), 141-142.

lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d. Interactive

The difference between responsive and interactive" speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

e. Extensive

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Speaking appears in the types of speaking carried out by the speaker based on the purpose of achieving communication. If the communication carried out is one-way to convey information, the type of speaking used does not require interactivity, Because it only conveys the message in the same direction. Meanwhile, if the purpose of communication is to get a response from the opponent speaking, interactiveness is needed.



#### 4. Principles for Designing Speaking Strategies

There are some principles for designing speaking strategies:<sup>7</sup>

- a. In determining speaking strategies in the learning process, it is necessary to analyze the needs of students so that speaking learning can effectively improve the student's speaking skill. Thus the quality of speaking not only conveys information from the speaker to the recipient, but also the quality of the speech contains the right content, the right vocabulary and the right grammatical.
- b. In determining the strategy of teaching speech skills, teachers need to make efforts to sort out teaching strategies that can arouse students' interest and motivation in the speaking process because speaking activities are activities that must be carried out on an ongoing basis.
- c. In speaking learning, there needs to be an effort to sort out authentic speaking learning resources such as the use of speaking model examples from native sound according to speaking contexts.
- d. For speaking teaching, teachers need to provide feedback and corrections to student learning outcomes in practicing speaking, it is because there is an improvisation of the mistakes made by students.
- e. In the teaching process of speaking English the teacher should also emphasize the process of listening in as the basis of the speaking process. This is because input is the main factor that determines the

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<sup>7</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (London: Longman, 2001), 275-276.

quality of speech, the better the input heard, the better the quality of a person's speech.

- f. To help students have good speaking qualities, teachers must provide opportunities for students to practice speaking intensively both when it can be done in the classroom and outside the classroom with high intensity so that the quality of students' speech becomes better.
- g. The process of learning speaking skill must be accompanied by the application of varied strategy and support the achievement of speaking learning objectives. Therefore, efforts are needed so that the right teaching strategy is in accordance with the conditions of students and the needs of students to achieve good quality of speech.

### 5. Assessment of Speaking skill

In evaluating speaking skill, there are several aspects including:<sup>8</sup>

**Table II**  
**The Speaking Rubric**

Aspects of Speaking	Score	Indicators
Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3	The students hesitates and repeats himself at times but can generally maintain a flow of

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<sup>8</sup>Cyril J. Weir, *Language Testing and Validation* (Basingstoke: Palgrave Macmillan, 2005), 195-196.

		speech, although s/he may need an occasional prompt.
	2	Speech is slow hesitant. Maintains speech in a passive manner and needs regular prompt.
	1	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1	Words are unintelligible.
Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
	3	For the most part, effective use of vocabulary for the task with some example of inappropriacy.
	2	Limited use of vocabulary with frequent inappropriacies.

	1	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4	Very few grammatical errors evident.
	3	Some errors in use sentence structures and grammatical forms but these do not interfere with comprehension.
	2	Speech is broken and distorted by frequent errors.
	1	Unable to construct comprehensible sentences.
Interactional Strategy	4	Interact effectively and readily participaties and follows the discussion.
	3	Use of interactive strategy in generally adequate but at time experiences some difficult in maintaining interaction consistenly.
	2	Interaction ineffective. Can seldom develop an interaction.
	1	Understanding and interaction minimal.

## B. Concept of Paired Verbal Fluency

### 1. Definition of Paired Verbal Fluency

Paired Verbal Fluency is similar strategy that provides practice in summing up what has been read or learned.<sup>9</sup>Students take turns speaking to convey something they have gained from the learning medium. When one

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<sup>9</sup>Dough Buehl, *Classroom Strategy for Interactive Learning* (Newark: Stenhouse Publisher and International Literacy Association, 2017), 152.

of the couples speaks about it, his teammates listen to the information and then they swap roles.

Meanwhile, Rick Wormeli argue that Partner A and B, a strategy also known as “Paired Verbal Fluency,” can be considered a type of “brain dump,” similar to backing up up computer work to a disk.<sup>10</sup>PVF is seriously fun strategy that focus on listening and speaking since the students are guided in pairs to listen and to communicate the learning content.<sup>11</sup>This can be one way to prepare the brains of the students to receive lessons afterwards.

PVF is a structured strategy that ensures both partner to get a change in the objective establishment of learning topic.<sup>12</sup> Students who have paired are expected to be able to focus and receive all the information they have received and be able to say it back to their partner.

Based on the above opinion, it can be concluded that Paired Verbal Fluency are a strategy that can be used to improve students’ ability to speak. In addition, Paired Verbal Fluency can also help students to be more focused on learning.

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<sup>10</sup>Rick Wormeli, *Summarization in Any Subject: 50 Strategy to Improve Student Learning* (Alexandria: Association for Supervision and Curriculum Development, 2005), 127.

<sup>11</sup>Carolyn Hirst-Loucks and Kim P. Louks, *Serious Fun: Practical Strategy to Motivate and Engage Students* (New York: Routledge, 2014), 79.

<sup>12</sup>Ron Nash, *The Active Classroom (Second Edition)* (Thousand Oaks: Corwin, 2014), 44.

## 2. Benefits of Paired Verbal Fluency

Paired Verbal Fluency (PVF) has some great benefits, as follow:<sup>13</sup>

- a. PVF can provide a chance for students to record their thinking and learning, reflecting on both the process and the content.
- b. PVF can activate both of teacher and students since the teacher moves around the room, listening to the exchanges and learning what the students know. The information gained by the teacher can be used as data for planning purposes.

Based on the benefits above, it can be concluded that Paired Verbal Fluency is not only useful for improving students' speaking skill. It is also useful in making teacher and students more active in classroom learning. In addition, teacher can get information that can be used as data for planning purposes.

## 3. Teaching Steps Using Paired Verbal Fluency

Steps for presenting Paired Verbal Fluency:<sup>14</sup>

- a. Pair students as Partner A and Partner B. Partner A begins by recounting something memorable or interesting in the material and talks steadily for 60 seconds while Partner B listens. Then, tell the partners to switch and change roles. Partner B starts talking and cannot repeat anything recalled by Partner A.

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<sup>13</sup>Ron Nash, *he Active Workshop: Practical Strategies for Facilitating Professional Learning* (Thousand Oaks: Corwin, 2010), 70.

<sup>14</sup>Dough Buehl, *Classroom Strategy for Interactive Learning* (Newark: Stenhouse Publisher and International Literacy Association, 2017), 152.

- b. Partner B for 60 seconds, the partners to switch again. Now, Partner A has 40 seconds to continue the review. Again, stipulate that nothing stated by either partner can be repeated. Announce another switch in which Partner B gets a 40 second turn.
- c. Follow the same pattern, allowing each partner 20 seconds to recap. This strategy is a fast-paced way for students to summarize their learning. The no-repeat rule forces partners to dig deeper into the information and listen carefully during the review rather than mentally rehearsing what to say when roles switch. The lengths of each time period can be adjusted to fit the needs of the students, and when the activity is completed, confusions or questions that surfaced during the review can be addressed. Allowing students access to their notes or textbook during the review is optional.

### **C. Action Hypothesis**

The action hypothesis of this research is pointed out that Paired Verbal Fluency (PVF) can improve the students' speaking skill and their learning activity at the eighth grade of SMP IT Bina Insani Metro.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Operational Definition of Variable**

According to Donald Ary Variable is anconstruct or a characteristic that can take on different values or score.<sup>1</sup>This research consist of two variables. They are indepent variables and dependent variables. The two variables can be explained as follows:

##### **1. Dependent Variable**

Dependent Variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the students' speaking skill. To measure students'speaking skill, the researcheruse an oral test. In scoring the results of the speaking test, the researcher used a speaking rubric consisting of fluency, vocabulary, pronunciation, grammar accurancy and interaction to find out whether students' speaking skill improved or not.

##### **2. Independent Variable**

Independent variable is a variable wich functions to influence the others variable. The independent variable in this research is Paired Verbal Fluency. The independent variable indicators in the Paired Verbal Fluency strategy are as follows:

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<sup>1</sup>Donald Ary, et.al. *Instruction to Research in Education*, (Canada: Wadsworth, 2006), 37.



- a. Students are able to be actively involved in speaking learning activities in pairs.
- b. The students are able to convey what they have previously understood orally without repeating the words that their partner has already conveyed.
- c. The students are able to give a conclusion orally to what they have conveyed.

### **B. Setting of Study**

This research was conducted at the eighth grade of SMP IT Bina Insani Metro which consist of 24 students.

The researcher choose this class because most of students have low in speaking English.

### **C. Subject of Study**

The subject of the study in classroom action research are 24 students of the eighth grade of SMP IT Bina Insani Metro. Below the subject of the research:

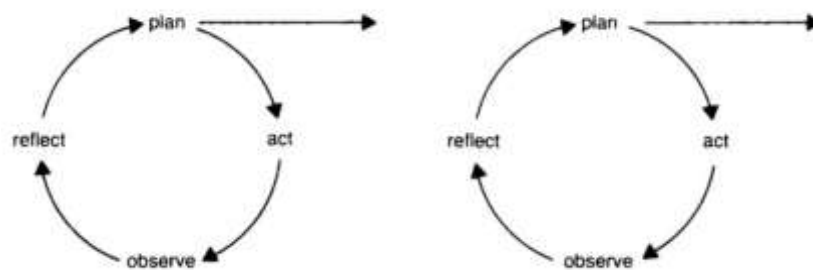
**Table 3**  
**The subject of the Research**

Class	Sex		Total
	Male	Female	
C Class	14	10	24

#### D. Action Plan

The kind of this research is Classroom Action Research (CAR). Jean McNiff states that, Action Research is form of practice which involves data gathering, reflection on the action as it is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn from validated evidence.<sup>2</sup>Asrori also talked that classroom action research is a reflective study which is done by doing particular treatments to improve the teaching and learning process in class to be better so that students could have good achievement in learning.<sup>3</sup>

**Figure 1**



Sequences of Action-Reflection Cycles.<sup>4</sup>

The research was conducted based on pre-test and post-test. The researcher took one class in the eighth grade where the students are given the materials. In additions, they are also given a post-test after being given treatment. In this classroom action research, the researcher conducted research in two cycles.

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<sup>2</sup>Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice (Second Edition)*, (Milton Park: Taylor & Francis e-Library, 2002), 16.

<sup>3</sup>Asrori and Rusman, *Classroom Action Research: Pengembangan Kompetensi Guru* (Purwokerto Selatan: CV. Pena Persada, 2020), 3.

<sup>4</sup>Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice (Second Edition)*, (Milton Park: Taylor & Francis e-Library, 2002), 41.

There is a relationship between one and another. If the first cycles fails, the cycle is repeated again in the second cycle and so on. This can be illustrated as follow:

## **1. Cycle 1**

### **a. Planning**

The first step of this classroom action research is planning, preparation before the researcher takes action. In this step, the researcherprepared the material that related the teaching and learning process. Here are the steps that the researcheris make in planning:

- 1) The researcher prepares the lesson plan in the teaching learning process.
- 2) The researcher prepares the material of the subject.
- 3) The researcher prepares the instrument of oral test before and after classroomaction research.
- 4) The researcherprepares some media to support the implementation this strategy.

### **b. Acting**

This stage is the implementation of strategy that has been made before. This acting was carried out in the classroom. Below the stages of acting:

**1) Pre-Teaching Activity**

- a) Prayed and greeted the student.
- b) The researcher checks the student's attendance list.
- c) The researcher informs the students about the competence, indicator and the objectives that should be achieved.

**2) While teaching process**

- a) The researcher applies the lesson plan.
- b) The researcher explained about Paired Verbal Fluency strategy.
- c) The researcher pairs the students in the classroom.
- d) The researcher gives the material to the student.
- e) The student who becomes partner A talk about the instrument given for 60 seconds to partner B, and vice versa without repeating what partner A has said.
- f) partner A continues his explanation without repeating what their and partner B have said before for 40 seconds.
- g) Follow the same pattern, the researcher gives all partners A and B as much as 20 seconds to conclude or add information that has not been delivered.

**3) Post Teaching Activity**

- a) The researcher asks students to discuss the difficulties of the lesson.
- b) The researcher and students conclude the material together.
- c) The researcher gave the score for students.

d) The researcher closed the lesson by praying.

**c. Observing**

In this phase, the researcher conducted some activities as follows:

- 1) The real teacher observes teaching learning activity in classroom, refers to situation in classroom, personal students feedback response for receiving for the material in teaching learning process.
- 2) The researcher identifies the students' achievement in learning speaking skill by giving the test after CAR in cycle 1.
- 3) The researcher calculates students' improvement score from test before CAR in cycle 1, improving or no.

**d. Reflecting**

Reflection is an attempt to examine what has happened during the process of action. At this stage, the researcher and the English teacher analyze the results of observations in cycle I. In the process of reflection, several components can be found, such as analysis, meaning, explanation, preparation, conclusion, and follow-up identification. This stage is carried out in order to plan the actions of cycle II.

**2. Cycle 2**

**a. Planning**

- 1) The researcher identifies problems from cycle 1.
- 2) The researcher prepares lesson plans.
- 3) The researcher determines the object of matter.
- 4) The researcher prepares learning resources.

5) The researcher evaluates students' learning activity after the learning process

**b. Acting**

The researcher applies the action research plan II.

**c. Observing**

In this stage, the researcher observes the teaching and learning process to collect data on action plan II.

**d. Reflecting**

In this stage the researcher compared the results of the pre-test and post-test grade. This was done to find out whether the next cycle was carried out or not.

**E. Data Collection Technique**

to collect data the researcher uses the strategy as follow:

**1. Test**

Test is the sequence of question or statement that is used to measurement skill, knowledge, intelligence, ability, that have by individual or group. The material in pre-test or post-test are different but have same difficulties. The type of the test is oral test. The test consist of pre-test and post test.

**a. Pre-test**

Pre-test of this research is done to measure students' speaking skill. The speaking test in the form of dialog about daily conversation.

**b. Post-test**

Post-test given in the last meeting after doing treatment to find out whether the treatments give any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test.

**2. Observation**

Observation is the election modification, registration, and coding combination in behavior on list of personal achievement or individual activity refer to observation sheet observed from activities students. The purpose of observation is to explain the situation being investigated, activities, people or individual are involved in data collecting strategy in which the activities of subject are visually examined.

**3. Documentation**

Documentation is particularly useful when reporting an action research study involving organizational change. It can provide evidence that the account of the researcher is an accurate report.<sup>5</sup> Documentation can be the state of the school, teachers, students, teaching and learning activities or pictures when conducting research. In this study, the researcher documented data in the form of the state of the school environment, teachers, learning activities and student activity results.

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<sup>5</sup>David Kember, *Action Learning and action Research: Improving the Quality of Teaching Learning*, (London: Kogan Page, 2005), 45.

#### **4. Field Note**

Field note is the data collection strategy used to find out the actual conditions that occur in the classroom and to collect research data. By using field notes, the researcher cooperated with the collaborator to note English learning activities related speaking skill by using field note sheets.

#### **F. Data Collection Instrument**

Data collection instrument is a tool used by the researcher to collect data. In this study, the instruments as follows:

##### **1. Test**

The test is a test instrument given to students to assess their level of understanding. The researcher applied speaking test that consist of pre-test and post-test. The students must doing conversation about family activities to assess their speaking skill.

##### **2. Observation Sheet**

Observation sheets are records of observations in the field. This observation sheet contains records of the learning process including teacher activities, student activities and environmental conditions in the learning process.

##### **3. Field Note**

Field note is used to record or describe the behavior and activities of teachers and students during the learning process.



#### **4. Documentation**

Documentation is a tool used to collect data and documentation photos archives. In this study, the documentation attached is in the form of in each cycle.

#### **G. Validity and Reliability**

##### **1. Validity**

The instrument validity test in this research is used to test the instrument that is later used in the speaking skill test. According to Suwarsih Madya, there are five validity criteria that are considered the most appropriate to be applied to transformative classroom action research. These criteria include:<sup>6</sup>

##### **a. Democratic Validity**

Democratic validity is validity relating to the constancy of the role given to each group involved as well as various suggestions and considerations given by the group relating to the treatment or actions carried out by the researcher, namely the teacher himself and the effects it causes. One of the conditions for emergence of democratic validity is the openness of teachers as implement of CAR. Teachers need to receive input and suggestions from everyone involved.

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<sup>6</sup>Suwarsih Madya, *Teori dan Praktik Penelitian Tindakan Kelas: Action Research (third edition)*, (Bandung: Alfabeta, 2009), 41.

**b. Result Validity**

Result validity relates to the satisfaction of all parties about the research results. CAR is research that firms a cycle. Therefore, the result validity is also marked by the emergence of new problems after solving a problem that is the focus of research.

**c. Process Validity**

Process validity relates to the action process carried out by the teacher. Before taking action the teacher needs to examine concepts both theoretically and practically related alternative actions. In addition, process validity is also related to the teacher's ability in the process of collecting and analyzing data, for example the ability to make observations, the ability to make field notes, the ability to describe and map the data collected. This ability can affect the process and quality of research.

**d. Catalytic Validity**

This validity relates to new ways and roles in accordance with the actions taken to solve the problem. Catalytic validity is determined by everyone involved to continuously deepen their understanding both theoretically and practically relating to the actions taken by the teacher or the researcher.

**e. Dialogical Validity**

This validity relates to efforts to minimize the element of subjectivity both in the process and in the results of the research. Dialogical validity is carried out by asking colleagues to assess and provide views on the

actions taken by the teacher to improve the learning process. Dialogical validity is the researcher to carry out critical dialogue, especially with colleagues to provide criticism of what they have done.

## 2. Reliability

Reliability is the extent to which measurements of a test have the same results even though they are repeated on subjects and under the same conditions. Measuring instruments are considered reliable if they provide consistent results for the same measurement and cannot be relied upon if repeated measurements give different results. Instrument reliability testing to obtain reliable results can be done with various statistical methods.

## H. Data Analysis Strategy

The researcher collected and analyzed all the data by taking the average between pre-test and post-test students' speaking performance per action in each cycle. Below is the formula to find out the average between pre-test and post-test:<sup>7</sup>

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

$\bar{X}$  = Mean

$\Sigma X$  = Sum of the Scores

$N$  = Number of Scores

To find out the results and improvements, The researcher compared the scores obtained between the pre-test and the post-test by comparing the

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<sup>7</sup>Donald Ary, et.al. *Instruction to Research in Education*, (Canada: Wadsworth, 2006), 110.

Minimum Standard Criteria in this school at least 70. if in the first cycle the student does not reach the Minimum Standard Criteria, the researcher carried out the second cycle. The minimum cycle in this class of research is two cycles. if in the second cycle 70% of students pass the Minimum Standard Criteria then no subsequent cycle is required. here is the formula to find out the percentage of students who pass the Minimum Standard Criteria in each cycle:

$$P = \frac{F}{N} \times 100$$

**P** = Percentage

**F** = Frequency

**N** = Total Number of Student

### **I. Indicator of Success**

This research can be said to be successful if 70% of students get a Passing grade Score above 70. This means that Paired Verbal Fluency strategy can improve students' speaking skill and their learning activity in the eighth grade of SMP IT Bina Insani Metro.

## **CHAPTER IV**

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

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

##### **1 Description of Reseach Location**

###### **a. History of SMP IT Bina Insani Metro**

SMP IT Bina Insani Metro is established in Metro city since April 1th 2011. It is the first integrated Islamic Junior School in Metro which is established by the Para Juara Lampung Foundation. Then, it has motto “The school of champion and the hunter students become people who have capability in each field and bring the benefit for people’s life”. The first head master who lead the school is Ismanto,S.Pd, the second head master is Intan Caria, S.Pd.I.,Gr. and now headmaster is Suwanda, SE.Sy.

###### **b. Vision and Mission of SMP IT Bina Insani Metro**

###### **1) Vision**

To create human resources that “Pious, Leaders, Professionals and Love the Qur’an”.

The purpose of this vission was to make the students to be the generation of faith and piety to Allah SWT, have good intelligence and master at technology and information, has a noble morality in dealing and communication technology and able to turn challenge into opportunities.

## 2) Mission

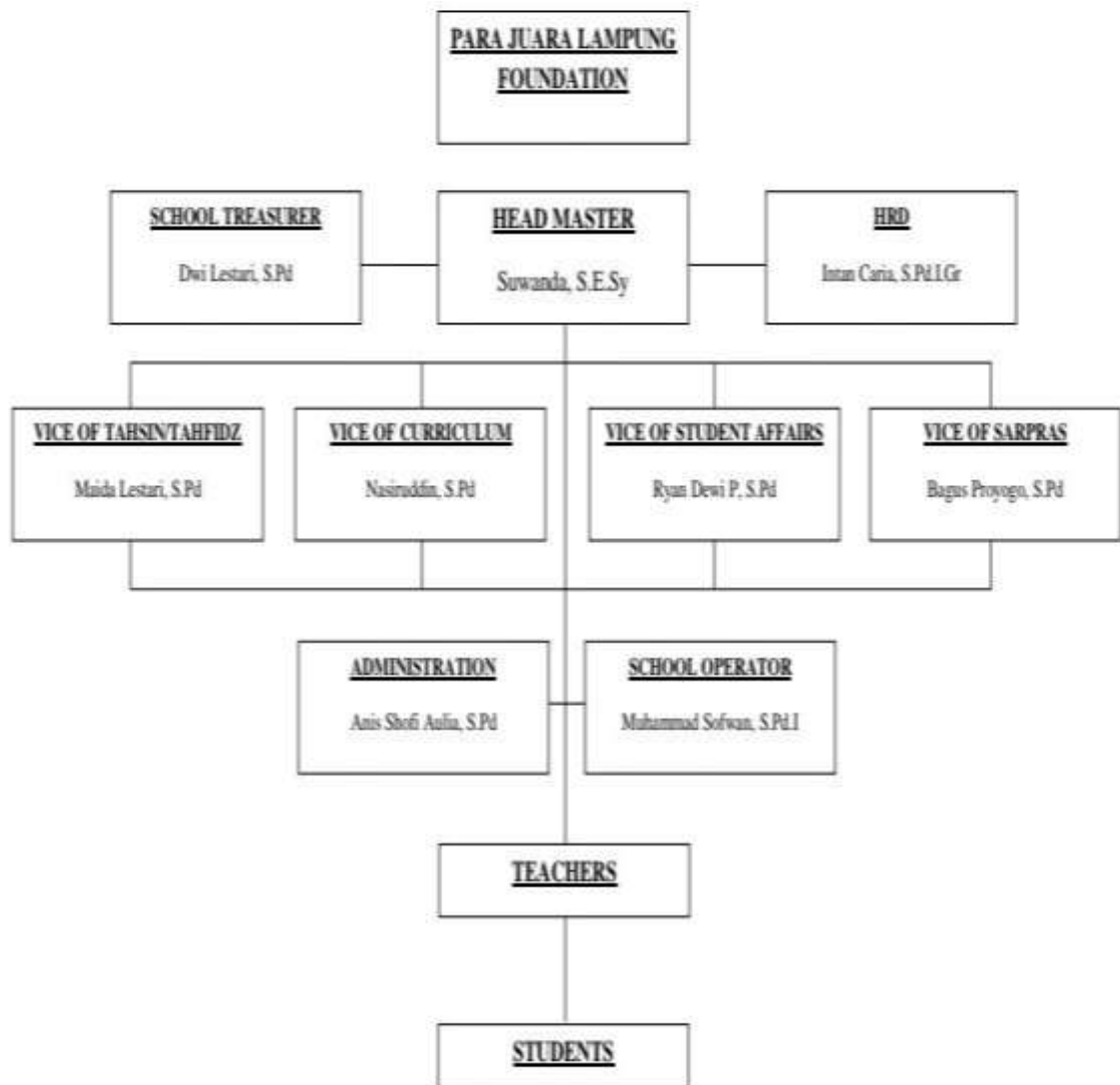
- a) Providing a conducive, competitive and fun in condition in learning and memorizing Al-qur'an.
- b) Providing chance and facilitation for the school members in habituate worshipping.
- c) Providing training for teachers on a regular and continuous basis in the field of teaching skills and deepening in concept of any subject matter.
- d) Implementing active learning, innovative, creative, effective and fun.
- e) Nurturing a culture of fair competition in the development of character, potential and competence of every member of the school.
- f) Training educates students to dare to complete and dare to express opinions in class and in public.
- g) Having polite habits manners and morals in everyday life.
- h) Encouraging every member of the school produce work and appreciate each work.
- i) Facilitating activities that can improve mental attitude and entrepreneurial every school community.

### c. Organization Structure of SMP IT Bina Insani Metro

The organizational structure at SMP IT Bina Insani Metro is as follow:

#### The Organization Structure of SMP IT Bina Insani Metro

Figure 2



**d. Teacher and Employers of SMP IT Bina Insani Metro**

Condition of teachers in SMP IT Bina Insani Metro deals with the numbers of teachers and official employers in SMPIT Bina Insani Metro that could be identified as follows:

**Table 4**  
**The Condition of the Teacher and Employers at SMP IT Bina Insani Metro**

No.	Name	Sex	Position
1	SUWANDA, S.E.Sy	F	Head Master
2	NASIRUDDIN, S.Pd	M	Vice of Curriculum
3	RYAN DEWI PUSPARINGGA, S.Pd	F	Vice of Student Affairs
4	INTAN CARIA, S.Pd.I.Gr	M	PSDM
5	BAGUS PROYOGO, S.Pd	M	Vice of Sarpras
6	MUHAMMAD SOFWAN, S.Pd.I	M	School Operator
7	MAIDA LESTARI, S.Pd	F	Tahsin Tahfidz Coordinator
8	DWI LESTARI, S.Pd	F	School Treasurer
9	ANIS SHOFI AULIA, S.Pd	F	Administration
10	FADHILATUL LAILI KURNIASIH, S.Sos	F	Public Relations
11	ILLA IMELDA UTAMI, S.Sos	F	Library Coordinator
12	NUR APRIYANI SAPUTRI, M.Pd	F	Homeroom Teacher
13	AHMAD ZUHAIRI, S.Pd	M	Homeroom Teacher
14	DEDI SETIAWAN, S.Pd	M	Homeroom Teacher



15	IKA AGUSTINA PRATIWI, S.Pd	F	Homeroom Teacher
16	RINANTO, S.Pd.I	M	Homeroom Teacher
17	WIWIK NURYANTI, S.Pd	F	Homeroom Teacher
18	NURUL KHUSAINI, S.Pd	F	Homeroom Teacher
19	AGUS SAPUTRA, S.Pd	M	Homeroom Teacher
20	HABTHIN MASRIJAH, S.Pd	F	Subject Teacher
21	DIKI MANDELA, S.Pd	M	Subject Teacher
22	AGUS KHOLIDIN. M.Pd	M	Subject Teacher
23	YULIANI, S.Pd	F	Subject Teacher
24	RIZKI AKDES CHAIRUNI, S.Si	M	Subject Teacher
25	LUCI INTAN SARI, S.Ag	F	Subject Teacher
26	MUHAMMAD IKHLASUL AMAL	M	Subject Teacher
27	MUAMAR KHADAFFI, S.E	M	Subject Teacher
28	JESI ELVA WIDODO	F	Subject Teacher
29	ANHA AMILDA	F	Subject Teacher
30	NUR KHASANAH	F	Subject Teacher
31	MAHMUDIN KADIR, S.H	M	Subject Teacher
32	MUHAMMAD FARIS SABILI	M	Subject Teacher
33	PANCA AJI SAKTI PAMUNGKAS	M	Security
34	SUTIKNO	M	School Guard
35	INA INDAR WATI	F	Cleaning Servis
36	BUKHORI	M	Gardener

**e. The Quantity of the Students at SMP IT Bina Insani Metro**

The quantities of the students in SMP IT Bina Insani Metro are 203 students that can be identified as follows:

**Table 5**

**The Quantity of Students in SMP IT Bina Insani Metro**

No.	Class	Male	Female	Amount
1	VII	39	22	61
2	VIII	44	38	82
3	IX	27	33	60
<b>Total</b>			<b>203 students</b>	

Source: Documentation of SMP IT Bina Insani was taken on May,2023.

**f. The building Condition and Facilities in SMP IT Bina Insani Metro**

SMP IT Bina Insani Metro is located in Dr.Soetomo street number 28 Purwoasri, Metro Utarawith lands 7058 m<sup>2</sup>. The building at SMP IT Bina Insani Metro could be shown in the table as follows:

**Table 6**

**The Building of SMP IT Bina Insani Metro**

No.	Kinds of Room	Total
1	Head master Office	1
2	Teacher's Office	1
3	Class	9
4	Mosque	1
5	Canteen	1

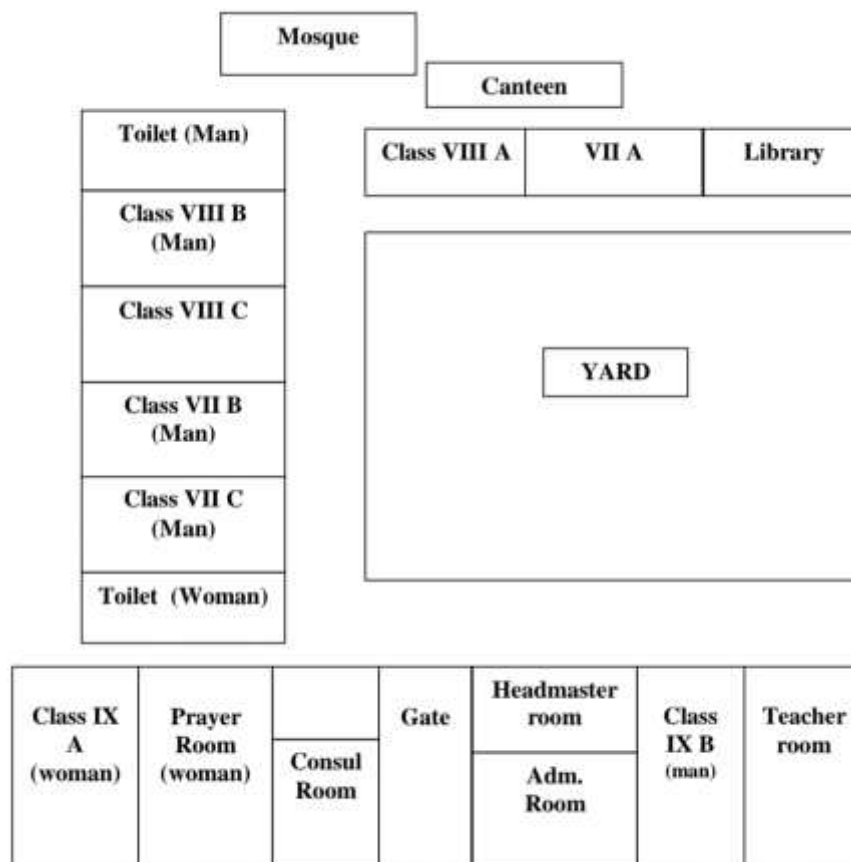
6	Toilet	2
7	Library	1
8	Administration Room	1
9	Consultation Room	1
10	School Medical Room	1

Source: Documentation of SMP IT Bina Insani was taken on May, 2023.

### g. Location Scetch of SMP IT Bina Insani Metro

**Figure 3**

#### **The Location Sketch of SMP IT Bina Insani Metro**



Source: Adapted from the location sketch of SMP IT Bina Insani Metro.

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

The researcher used classroom action research method conducted in two cycles consisting of cycle I and cycle II. Each cycle consists of two meetings that take 2x30 minutes. Each cycle includes planning, action, observation, and reflection. In this study, the researcher made lesson plans for classroom management based on the syllabus used by the class teacher. This research action used Paired Verbal Fluency (PVF) strategy to improve students' speaking skill.

### **a. Pre-Test Activity**

The researcher conducted the pre-test on Monday, September 18th 2023 at 13.00 to 14.30. When the researcher entered the classroom, the students were already in the classroom after performing Dzuhur prayers. The researcher greeted the students and provided information that the researcher would conduct a pre-test in their class to measure their speaking skill. Students had to do the pre-test in pairs, where the type of test used is an oral test. In this pre-test, the researcher showed two pictures, each picture consisting of two different animals. The students were asked to choose one of the picture, make a short conversation directly in English, and practice it. Moreover, the students' pre-test results are presented on the following table:

**Table 7**  
**Students' Pre-Test Grade**

<b>No</b>	<b>Name</b>	<b>Grade</b>	<b>Category</b>
1.	ACSK	65	Incomplete
2.	ANI	55	Incomplete
3.	BMN	55	Incomplete
4.	CHA	70	Complete
5.	DEPH	50	Incomplete
6.	FA	70	Complete
7.	FAA	70	Complete
8.	GA	60	Incomplete
9.	KNA	40	Incomplete
10.	KZR	45	Incomplete
11.	MAF	45	Incomplete
12.	MAN	40	Incomplete
13.	MHA	60	Incomplete
14.	MHPW	70	Complete
15.	MNSR	50	Incomplete
16.	MZ	50	Incomplete
17.	NMH	60	Incomplete
18.	NS	70	Complete
19.	RA	55	Incomplete
20.	RA	55	Incomplete
21.	RD	35	Incomplete

22.	SR	70	Complete
23.	VAA	70	Complete
24.	WMA	45	Incomplete
<b>Total</b>		<b>1.355</b>	
<b>Average</b>		<b>56,4</b>	

Source: The grade result of speaking pre-test on September 18th, 2023.

**Table 8**

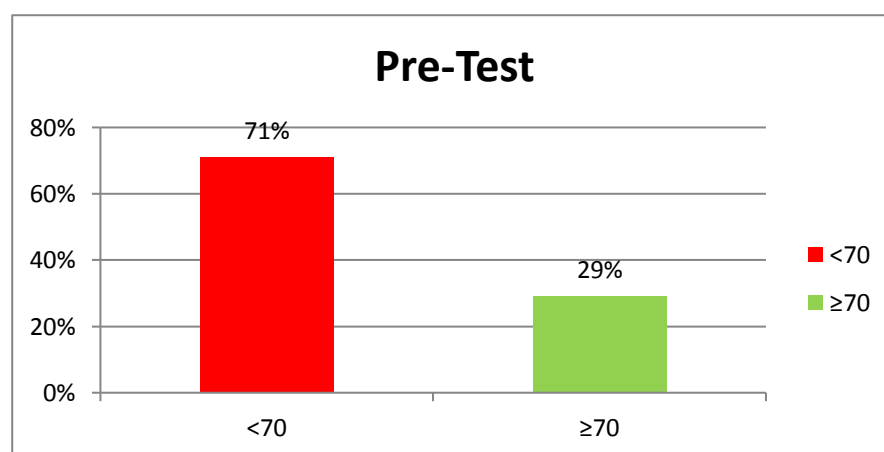
**Frequency of Students' Grade Completeness on Pre-test**

No	Grade	Frequency	Percentage	Criteria
1.	≥70	7 Students	29%	Complete
2.	<70	17 Students	71%	Inomplete
<b>Total</b>		<b>24 Students</b>	<b>100%</b>	

Source: The grade result of speaking pre-test on September 18th, 2023.

**Figure 4**

**The Percentage of the Students' Completeness Grade on Pre-test**



Based on the data of pre-test above, it was known that 71% of students are not successful and 29% of students are successful. The successful students were those who got the Passing grade of English

Subject at SMP IT Bina Insani Metro at least 70. The successful students are fewer than those unsuccessful students, so the result was unsatisfied. Therefore, the researcher used Paired Verbal Fluency Strategy to improve the students' speaking skill.

## **b. Cycle I**

### **1) Planning**

In this stage, the researcher and the collaborator prepared several things related the teaching and learning process. The things are prepared such as lesson plan, instrument for the post-test in the cycle I, the material, the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give an evaluation to measure the students' mastery of the given materials.

### **2) Acting**

#### **a) First Meeting**

The first meeting was conducted on Tuesday, September 19th 2023 at 13:00 to 14:30 and followed by twenty four students. The meeting was started by praying, greeting and checking the attendance list. At this stage, the classroom conditions are less effective because the students feel tired and sleepy. However, after paying attention by listening to their stories while playing during the break time, classroom

conditions became effective and students were ready to start learning.

For the beginning, the researcher prepared a projector for the leaning video that had been provided. But because there was no loudspeakers, the researcher did not use the projector. Before starting to explain the material, the researcher asked about the students' opinions regarding the material to be studied "what do you think is a degree of comparison?". Then the students gave different answers, some answered "sentences to compare", some answered "compare two things" and some just silently did not answer. The researcher said, "Good answer, your answer all are correct but not quite right. So we discuss and find out what is a degree of comparison, okay?" the students compactly replied "okay!"

Next, the researcher explained the material about degree of comparison (positive degree) which has been summarized from learning video. The researcher also provide some examples of positive degree sentences so that students understand better. Then the researcher asked several students to name a positive degree sentence and translate it into English together. After that, the researcher began to apply the Paired Verbal Fluency strategy with the following steps: first, the researcher explained what the Paired Verbal Fluency strategy to the students. Second, the



researcher asked the students to pair up. Third, the researcher and the students tried to apply the Paired Verbal Fluency strategy together.

At this stage, students still feel confused and have difficulty in implementing the Paired Verbal Fluency strategy because this is a new way of learning English for them and also many of the students still find it difficult to speak English. But the researcher tried to help them and re-explain the steps of the Paired Verbal Fluency strategy.

#### **b) Second Meeting**

The second meeting was conducted on Tuesday, October 3rd 2023 at 13:00 to 14:30. In this stage, the researcher began the class by greeting, and checking students' attendance list. Then the researcher asked several questions related the material in the previous meeting and explained the material to be discussed in the second meeting.

The researcher continued the activity by providing material that connected the first meeting material, namely about comparative degree material. The researcher provided this material by adjusting the syllabus used by English teachers. After giving the material, the researcher invited the students to practicing Paired Verbal Fluency strategy together.

In this stage, the students seem more excited than in previous meetings because the researcher give snacks to then students before starting the lesson. In addition, they also began to understand the steps of applying Paired Verbal Fluency strategyso that students are more focus and the learning process is more conducive.

### c) Post-Test 1 Activity

On Monday, October 9th 2023 at 13:00 to 14:30, the researcher conducted post-test 1 on the students. The type of test used is an oral test, this test must be completed by students in pairs. The researcher showed two pictures to the students, each picture consisting of two different animals. The students should make short conversations directly and practice using their best speaking skill. The result of the students' test in post-test 1 was better than test in pre-test before.

**Table 9**  
**Students' Post-test 1 Grade**

No	Name	Grade	Category
1	ACSK	75	Complete
2	ANI	65	Incomplete
3	BMN	70	Complete
4	CHA	75	Complete
5	DEPH	65	Incomplete
6	FA	75	Complete
7	FAA	75	Complete
8	GA	70	Complete
9	KNA	50	Incomplete
10	KZR	55	Incomplete
11	MAF	60	Incomplete
12	MAN	50	Incomplete

No	Name	Grade	Category
13	MHA	70	Complete
14	MHPW	80	Complete
15	MNSR	65	Incomplete
16	MZ	55	Incomplete
17	NMH	70	Complete
18	NS	75	Complete
19	RA	65	Incomplete
20	RA	65	Incomplete
21	RD	45	Incomplete
22	SR	75	Complete
23	VAA	75	Complete
24	WMA	55	Incomplete
Total		1.580	
Average		65,8	

Source: The grade result of speaking post-test 1 on October 9th, 2023.

Based on the data above, it could be seen that the grade of the students in post-test 1 was various. The highest grade was 80 and the lowest grade was 45. The average grade of post-test 1 was 65,8.

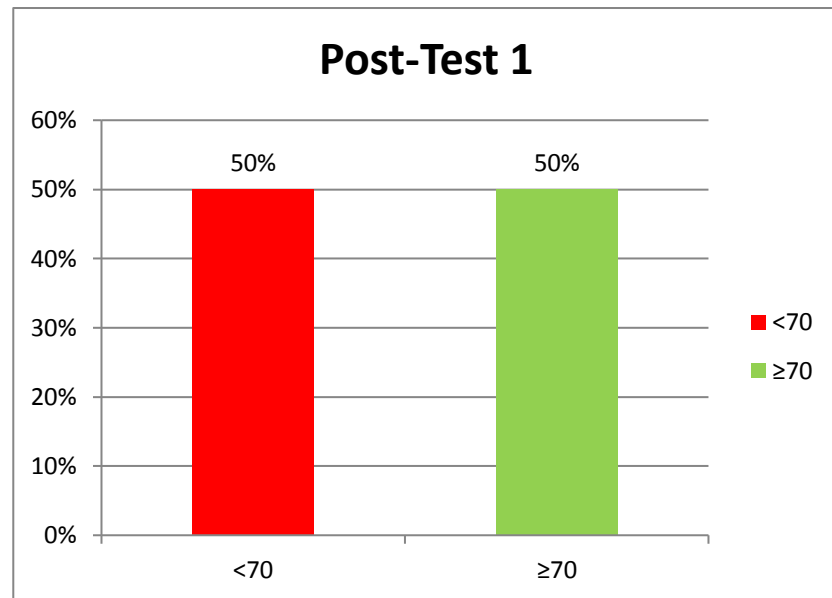
**Table 10**

**Frequency of Students Grade Completeness on Post-test 1**

No	Grade	Frequency	Percentage	Criteria
1.	$\geq 70$	12	50%	Complete
2.	$< 70$	12	50%	Incomplete
<b>Total</b>		<b>24</b>	<b>100%</b>	

Source: The grade result of speaking post-test 1 on October 9th, 2023.

**Figure 5**  
**The Percentage of Students' Completeness Grade on Post-test 1**



Based on the result of pos-test 1 above, it could be seen that 12 students (50%) got grade up to the standard and 12 students (50%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get passing grade, at least 70.

Learning process was said successful when 70% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

### **3) Observing**

In observation stage, the researcher with collaborator observed students' activities during learning process. This observation activity was carried out from the opening of the class to the closing. The students who were active in discussion would get

the point by ticking it on the observation sheet for the first and second meeting.

Meanwhile, the indicators of students' learning activities are as follow:

- a) Student's activeness in pair learning
- b) Student's ability to convey what they have understood orally
- c) Student's ability to give conclusion

The result of the students' learning activities could be seen as follow:

**Table 11**  
**The Students' Learning Activities in the Cycle I**

No.	Name	Aspect		
		Students are able to be actively involved in speaking learning activities in pairs	The students are able to convey what they have previously understood orally without repeating the words	The students are able to give a conclusion orally to what they have conveyed
1	ACSK	✓	✓	-
2	ANI	✓	-	-
3	BMN	✓	-	-
4	CHA	-	✓	✓
5	DEPH	✓	-	-
6	FA	-	-	✓
7	FAA	✓	✓	-
8	GA	-	-	✓
9	KNA	✓	-	-
10	KZR	-	✓	-
11	MAF	✓	-	-
12	MAN	-	-	✓
13	MHA	✓	-	-
14	MHPW	✓	✓	-
15	MNSR	✓	-	-
16	MZ	✓	-	-
17	NMH	-	✓	✓
18	NS	-	✓	✓

19	RA	✓	-	-
20	RA	✓	-	-
21	RD	-	-	-
22	SR	-	-	-
23	VAA	✓	✓	-
24	WMA	-	✓	-
<b>Total</b>		14	9	6

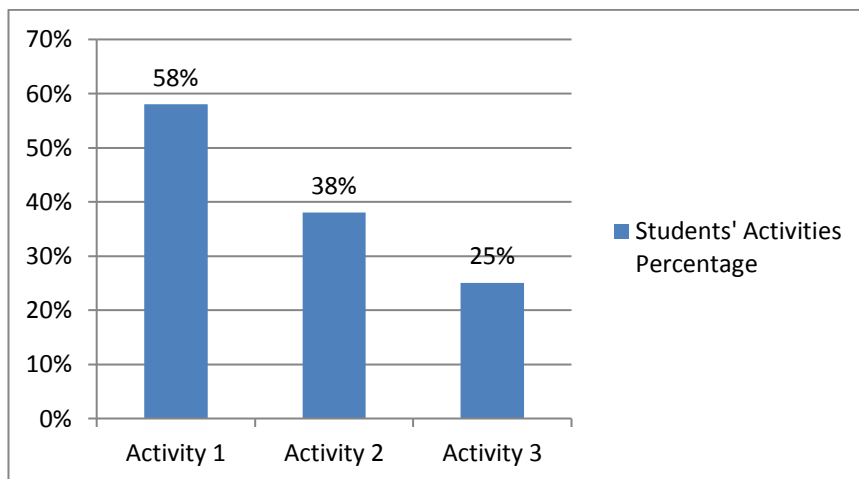
Source: The result grade of students' activity observation in cycle I on September 19<sup>th</sup> 2023.

**Table 12**  
**The Frequency of Students' Activities in Cycle I**

No.	Aspects	Frequency	Percentage
1	Student's activeness in pair learning	14 Students	58%
2	Student's ability to convey what they have understood orally	9 Students	38%
3	Student's ability to give conclusion	6 Students	25%
<b>Number of Students</b>		<b>24</b>	
<b>Average Percentage</b>		<b>40%</b>	

Source: The result grade of students' activity observation in cycle I on September 19<sup>th</sup> 2023.

**Figure 6**  
**The Percentage of the Students' Activities in Cycle I**



The data above showed that not all the students' active in learning process. There were 14 students (58%) who active in pair learning, 9 students (38%) who are able to convey what they have understood orally and 6 students (55%) who who are able to give conclusion.

#### **4) Reflecting**

Based on the results of observations in the learning process in the cycle I, it can be concluded that the learning process in this research has not achieve the passing grade. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between pre-test grade and post-test I grade was as follow:

**Table 13**

No.	Name	Pre-Test	Post-Test 1	Improving	Explanation
1	ACSK	65	75	10	Improved
2	ANI	55	65	10	Improved
3	BMN	55	70	15	Improved
4	CHA	70	75	5	Improved
5	DEPH	50	65	15	Improved
6	FA	70	75	5	Improved
7	FAA	70	75	5	Improved
8	GA	60	70	10	Improved
9	KNA	40	50	10	Improved
10	KZR	45	55	10	Improved
11	MAF	45	60	15	Improved
12	MAN	40	50	10	Improved
13	MHA	60	70	10	Improved
14	MHPW	70	80	10	Improved
15	MNSR	50	65	15	Improved
16	MZ	50	55	5	Improved
17	NMH	60	70	10	Improved
18	NS	70	75	5	Improved
19	RA	55	65	10	Improved
20	RA	55	65	10	Improved
21	RD	35	45	10	Improved
22	SR	70	75	5	Improved
23	VAA	70	75	5	Improved
24	WMA	45	55	10	Improved
<b>Total</b>		<b>1.355</b>	<b>1.580</b>		
<b>Average</b>		<b>56,4</b>	<b>65,8</b>		
<b>High Grade</b>		<b>70</b>	<b>80</b>		
<b>Low Grade</b>		<b>35</b>	<b>45</b>		

Source: The result of pronunciation comparison between pre-test and post-test I grade

Based on the data above, it could be seen that the grade of the students in post-test 1 was various. The highest grade was 80



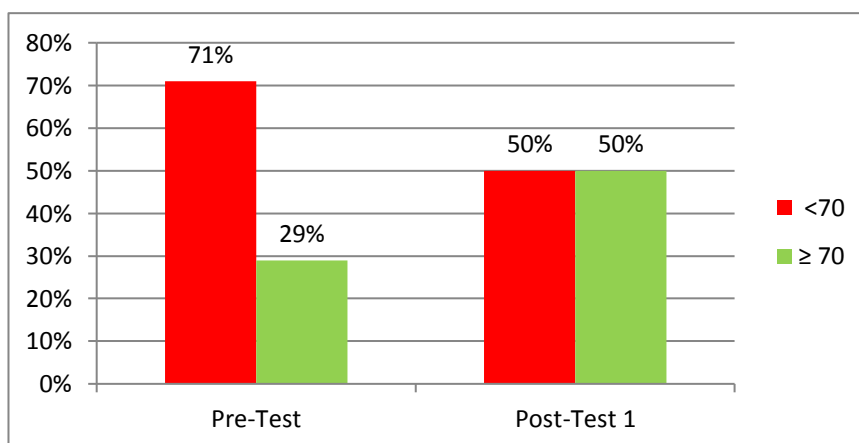
and the lowest grade was 45. The average grade of post-test 1 was 65,8

**Table 14**  
**The Comparison of Students' Grade in Pre-Test and Post-Test 1 in Cycle I.**

Interval	Pre-Test	Post-Test 1	Explanation
$\geq 70$	29%	50%	Complete
$<70$	71%	50%	Incomplete
<b>Total</b>	<b>100%</b>	<b>100%</b>	

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

**Figure 7**  
**The Comparison of Percentage of the Students' Completeness Grade on Pre-test and Post-test 1**



From the data above, in the pre-test it could be seen that 29% of student are achieved the passing grade and 71% of students are not achieved the passing grade. Meanwhile in the post-test 1, it could be seen that 50% of students are achieved the passing grade

and 50% of students are not achieved the passing grade. It means that there was improvement between pre-test and post-test 1, but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding the results of post-test 1 and observation of student activities in cycle I, it is related the learning process that is not running optimally. There are still many students in the incomplete criteria because of lack of focus when the researcher deliver the material, students seem not to enjoy and enthusiasm when the application of the Paired Verbal Fluency strategi is carried out. So that students have difficulty in speaking test in post-test 1. Therefore, the researcher must continue the implementation of cycle II, which consistsof planning, acting, observing and reflecting.

### **c. Cycle II**

The action in cycle I has not been successful so the researcher must continue the application of cycle II. Cycle II is done to correct deficiencies in cycle I, while the steps in cycle II are as follows:

## **1) Planning**

Based on the activities in cycle I, the process in cycle II focuses on solving problems that occur in cycle I, which is related the delivery of learning material. Then the researcher prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

## **2) Acting**

### **a) First Meeting**

The first meeting was conducted on Tuesday, October 10th 2023 at 13:00 to 14:30 that followed by twenty four students. The researcher started the lesson by greeting, praying and checking students' attendance list. Then the researcher asked the students about the material in the last meeting. The researcher continued the activity by providing material to the students, the material was about superlative degree.

Then, the researcher gave the material about superlative degree to the student. The researcher also gives the explanation, examples and teaches the students about the material. After that, the researcher invited students to practice the steps of the Paired Verbal Fluency strategy repeatedly.

In this stage, the conditions in the classroom were quite effective, the students seemed to begin to understand and understand the Paired Verbal Fluency strategy. In addition, the students also followed the researcher' instructions in the application of this strategy actively.

#### **b. Second Meeting**

The second meeting of the cycle II conducted on Monday, 16th October 2023 at 13:00 to 14:30. The researcher started the lesson by greeting, praying and checking students' attendance list. Then, the researcher give some questions related the material that has been studied before, and reward snacks for those who can answer correctly. The students were very excited to answer the questions the researcher gave.

After that, the researcher and the students discuss related materials that are not yet understood by students. Some students also ask questions related materials that have been studied before. Then the researcher invited students to apply the Paired Verbal Fluency again.

In this stage, the students actively followed the learning process. It is because students have mastered the application of the Paired Verbal Fluency strategy. In addition, the students already understand the material so they are very excited to follow the learning process.

### b) Post-Test 2 Activity

On Wednesday, October 18th 2023 at 13:00 to 14:30 the researcher conducted post-test 2. As in post-test 1, the kinds of test that the researcher used in post-test 2 is oral test. The students must be completed the test in Pair. The researcher showed two images and each image consists of a image of two family members. Then The students had to choose one of the pictures with their partner. After choosing they should make a short conversation directly and practice it. In this test, almost all of students are able to practice the conversation well. It could be seen from the result of post-test 2. The results of post-test 2 is in the following table:

**Table 15**  
**Students' Post-test 2 Grade**

No	Name	Grade	Category
1	ACSK	80	Complete
2	ANI	70	Complete
3	BMN	70	Complete
4	CHA	80	Complete
5	DEPH	70	Complete
6	FA	80	Complete
7	FAA	75	Complete
8	GA	80	Complete
9	KNA	60	Incomplete
10	KZR	70	Complete
11	MAF	65	Incomplete
12	MAN	60	Incomplete
13	MHA	75	Complete
14	MHPW	85	Complete
15	MNSR	75	Complete
16	MZ	60	Incomplete
17	NMH	75	Complete
18	NS	80	Complete

19	RA	70	Complete
20	RA	75	Complete
21	RD	55	Incomplete
22	SR	75	Complete
23	VAA	80	Complete
24	WMA	60	Incomplete
Total		1.725	
Average		71,8	
High Grade		85	
Low Grade		55	

Source: The grade result of pronunciation post-test 2 on October 18<sup>th</sup>, 2023.

Based on the data above, it could be seen that the grade of the students in post-test 2 was various. The highest grade was 85 and the lowest grade was 55. The average grade of post-test II was 71,8.

**Table 16**

**Frequency of Students Grade Completeness on Post-test 2**

No	Grade	Frequency	Percentage	Criteria
1.	$\geq 70$	18	75%	Complete
2.	$< 70$	6	25%	Incomplete
<b>Total</b>		<b>24</b>	<b>100%</b>	

Source: The grade result of pronunciation post-test 2 on October 18<sup>th</sup>, 2023.

**Figure 8**  
**The Percentage of Students' Completeness Grade on Post-test 2**



Based on the result above, it could be seen that 18 students (75%) are successful and 6 other students (25%) are not successful. This result was higher than the result of post test 1 incycle I.

### 3) Observing

In observing stage, the researcher used Paired Verbal fluency strategy to presented the material. During the learning process, there are three indicators used in assessing student activity. From the results of student activity, the researcher can assess that the learning process in cycle 2 was successful. The results of the student activities result are as follows:

Table 17

No	Name	Aspect		
		Student's activeness in pair learning	Student's ability to convey what they have understood orally	Student's ability to give conclusion
1	ACSK	✓	✓	✓
2	ANI	✓	✓	-
3	BMN	✓	✓	-
4	CHA	✓	✓	✓
5	DEPH	✓	-	✓
6	FA	✓	-	✓
7	FAA	✓	✓	-
8	GA	✓	-	✓
9	KNA	✓	-	✓
10	KZR	✓	✓	-
11	MAF	✓	✓	-
12	MAN	-	✓	✓
13	MHA	✓	-	✓
14	MHPW	✓	✓	✓
15	MNSR	✓	-	✓
16	MZ	✓	✓	-
17	NMH	✓	✓	✓
18	NS	✓	✓	✓
19	RA	✓	✓	-
20	RA	✓	-	✓
21	RD	✓	✓	-
22	SR	✓	✓	-
23	VAA	✓	✓	-
24	WMA	✓	✓	✓
<b>Total</b>		23	18	13

Source: The result grade of students' activities observation in cycle II on

October 16<sup>th</sup> 2023.



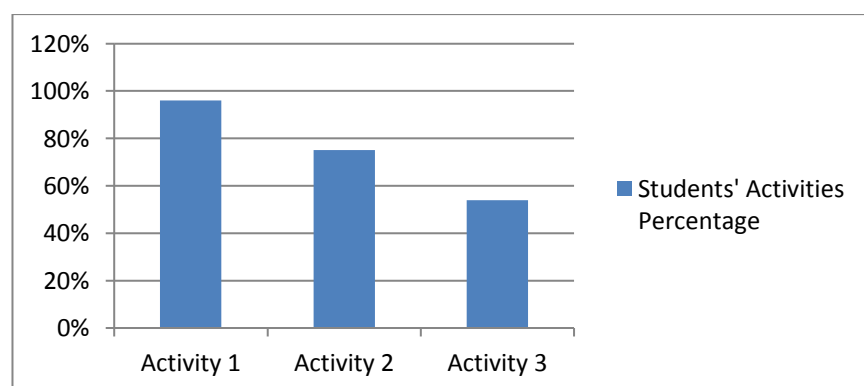
**Table 18**  
**The Frequency of Students' Activities in Cycle II**

No.	Aspects	Frequency	percentage
1	Student's activeness in pair learning	23 Students	96%
2	Student's ability to convey what they have understood orally	18 Students	75%
3	Student's ability to give conclusion	13 Students	54%
<b>Number of Students</b>		<b>24</b>	
<b>Average Percentage</b>		<b>75%</b>	

Source: The result grade of students' activities observation in cycle II on

October 16<sup>th</sup> 2023

**Figure 9**  
**The Percentage of the Students' Activities in Cycle II**



From the table above, it can be seen that students learning activities have improved. There were 23 students (96%) who active in pair learning, 18 students (75%) who are able to convey what

they have understood orally and 13 students (54%) who are able to give conclusion.

Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage  $\geq 75\%$ .

#### 4) Reflecting

Based on the results of the learning process in cycle II, the researcher can conclude that Paired Verbal Fluency strategy can improve students' speaking skill and their learning activities. At the end of the implementation of cycle II, the researcher with collaborator calculated the results of post-test 2 and analyzed student learning activities. The comparison between students' post-test 1 and post-test 2 results can be seen in the following table:

**Table 19**  
**The Comparison between Post-test 1 and Post-test 2 Grade**  
**in Cycle II**

No.	Name	Post-Test 1	Post-Test 2	Improving	Explanation
1	ACSK	75	80	5	Improved
2	ANI	65	70	5	Improved
3	BMN	70	70	0	Not Improved
4	CHA	75	80	5	Improved
5	DEPH	65	70	5	Improved
6	FA	75	80	5	Improved
7	FAA	75	75	0	Not Improved

8	GA	70	80	10	Improved
9	KNA	50	60	10	Improved
10	KZR	55	70	15	Improved
11	MAF	60	65	5	Improved
12	MAN	50	60	10	Improved
13	MHA	70	75	5	Improved
14	MHPW	80	85	5	Improved
15	MNSR	65	75	10	Improved
16	MZ	55	60	5	Improved
17	NMH	70	75	5	Improved
18	NS	75	80	5	Improved
19	RA	65	70	15	Improved
20	RA	65	75	10	Improved
21	RD	45	55	10	Improved
22	SR	75	75	0	Not Improved
23	VAA	75	80	5	Improved
24	WMA	55	60	5	Improved
<b>Total</b>		1.580	1.725		
<b>Average</b>		65,8	71,8		
<b>High Grade</b>		80	85		
<b>Low Grade</b>		45	55		

Source: The result of pronunciation comparison between post-test I and post-test II grade

Based on the data above, it could be seen that the grade of the students in post-test 2 was improved. It shown that the result on post- test 2 was higher than the result on post-test 1.

**Table 20**

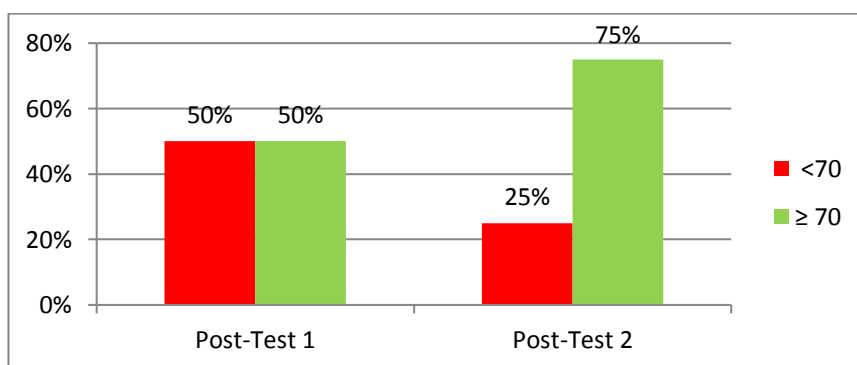
**The Comparison of Students' Grade in Post-test I and Post-test II**

Interval	Post-Test 1	Post-Test2	Explanation
$\geq 70$	50%	75%	Complete
$<70$	50%	25%	incomplete
<b>Total</b>	<b>100%</b>	<b>100%</b>	

Then, the graph of comparison students' pronunciation skill in post-test I and post-test II grade could be seen as follow:

**Figure 10**

**The Comparison of Percentage of the Students' Completeness Grade on Post-test 1 and Post-test 2**



From the graph above, it could be seen that the percentages of students' successfulness of post-test 2 grade was 75% or 18 students of the total students passed the passing grade and 25% or 6 students did not pass the passing grade at least 70. It shown that

the result on post-test 2 was higher than the result on post-test 1. It means that the indicator of success of this research had been achieved that was >70% students got grade 70. It indicated that the students' speaking skill was improved. From the results above, it can be concluded that Classroom Action Research (CAR) has been successful and does not need to be continued to the next cycle because the students learning process and their learning outcomes have reached the indicator of success. It means that Paired Verbal Fluency can improve students' speaking skill and their learning activity.

## **B. Discussion**

Based on the results of this research, the researcher found that there was an improvement in students' speaking skill. From the results of the cycle I and cycle II, it can be seen that Paired Verbal Fluency strategy can improve students' speaking skill and their learning activity. There was progress from the student's in getting grade  $\geq 70$ , starting from the pre-test with a total 29% or 7 student, then in the post-test I with total 50% or 12 students, and then in the post-test II become 75% or 18 students.

Moreover, the passing grade in this research was 70. In the post-test 1 there are 12 students or 50% passed the test with the average 65,8 and the post-test 2 is 18 students or 75% who passed the test with average 71,8. Based on the explanation above, the researcher concludes that the research is

successful and it can be stopped in the cycle II because the indicator of success 70% of students got grade  $>70$  are reached.

In addition, the results of student learning activities in cycle I and cycle II also improved. Student's activeness in pair learning from 58% becomes 96%. Student's ability to convey what they have understood orally from 38% becomes 75%. And student's ability to give conclusion from 25% become 54%. It is shown that students learning activity was improved.

The researcher used the Paired Verbal Fluency strategy to improve students' speaking skill and their learning activity. This technique is applied by inviting students to be active in the learning process carried out in pairs. In the learning process with the application of Paired Verbal Fluency strategy, there was improvement in student learning activities. It proves that the Paired Verbal Fluency strategy is very useful used in learning activities.

The results of this study are relevant to the results of research conducted by Dian Purnama Sari, which shows that the use of Paired Verbal Fluency can improve speaking skills in students.<sup>1</sup> This is shown in the results of the Causal-Comparative Research method which shows the results of the influence of Paired Verbal Fluency on speaking skills. speaking skills.

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<sup>1</sup>Dian Purnama Sari, "The Effectiveness of Using Paired Verbal Fluency Strategy and Role Playing Strategy Toward Students' Speaking Achievement: A Comparative Study at the Grade XI IPA Students of SMA N 5 Solok Selatan," *Pendidikan Bahasa Inggris STKIP PGRI Sumatera Selatan*" Volume 2, No.2 (2013): 5.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the learning process in two cycles, the researcher can conclude that Paired Verbal Fluency strategy can improve students' speaking skill and their learning activities at the eighth C grade of SMP IT Bina Insani Metro.

It was investigated that Paired Verbal Fluency strategy can improve students' speaking skill at the eighth C grade of SMP IT Bina Insani Metro. It can be seen from the progress of students' pronunciation grade, starting from pre-test, post-test 1 to post-test 2. The percentage of students' grade on the pre-test is 29%, then on post-test 1 it is 50% and on post-test 2 is 75%. It means that the results of post-test II have achieved the indicator of success that was 75% of students fulfill the passing grade.

In addition Paired Verbal Fluency strategy can improve the students' learning activity at the eighth C grade of SMP IT Bina Insani Metro. The result of students' learning activity in cycle I is 40 % and cycle II is 75 %. It means that there is improvement in students' learning activity because the research result had achieved the indicator of success.

## **B. Sugesstion**

From the conclusions above, the researcher provides several conclusions, which are as follows:

### **1. For the Students**

The researcher recommends that students be more active and enthusiastic in classroom learning activities. Students must also continue to improve their English speaking skill so that learning outcomes continue to improve.

### **2. For the Teacher**

It is recommended that teachers carry out learning activities more actively and enjoyably so that students can learn more focused and fun. The researcher advise teachers to use the Paired Verbal Fluency strategy in English language learning especially to improve students' speaking skill. Teachers are advised to get closer and understand students so that students can be more comfortable while studying.

### **3. For the Headmaster**

The researcher suggests the headmaster to support the English teacher to apply the meaningful media and teaching strategies in learning process. In this case, the headmaster advise to support the implementation of conducive learning by conducting teaching training that educates teachers to implement various alternative learning strategies that can motivate students in the English learning process.



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# **APPENDIXES**

### INSTRUMENT BLUEPRINT

NO	Basic Competence	Indicator	Test Item
1.	4.9 students are asked to compose very short and simple oral transactional interaction texts that involve the act of giving and asking for information related to the comparison of the number and nature of people, animals, objects by paying attention to the social function of the text structure and linguistic elements that are correct and in context.	4.9.1 students are able to make some short and simple texts comparing people to animals they know orally.	<p>1. Pre-Test The students are asked to compose a short and simple text orally about :</p> <ul style="list-style-type: none"> <li>a. Cow and Goat</li> <li>b. Elephant and Giraffe</li> </ul> <p>2. Post-Test 1 The students are asked to compose a short and simple text orally about:</p> <ul style="list-style-type: none"> <li>a. Banana and Apple</li> <li>b. Watermelon and Orange</li> </ul> <p>3. Post-Test 2 The students are asked to compose a short and simple text orally about:</p> <ul style="list-style-type: none"> <li>c. Father and Mother</li> <li>d. Brother and Sister</li> </ul>

## SILABUS

Satuan Pendidikan : SMP IT Bina Insani Metro  
Muatan Terpadu : Bahasa Inggris  
Kelas : VIII

### KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
2. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
3. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Indikator	Materi Pembelajaran	Kegiatan Pembelajaran	Pendidikan Karakter	Penilaian	Alokasi Waktu	Sumber Belajar
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai	3.9.1 Membandingkan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar 3.9.2 Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>• Mengidentifikasi, mengenalkan, menuji, mengkritik, mengagumi.</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> <li>• Unsur kebahasaan                   <ul style="list-style-type: none"> <li>- Kalimat perbandingan</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru</li> <li>- membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>- Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.</li> <li>- Mendeskripsikan perbandingan jumlah</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris</li> <li>• English When Rings The Bell, Kelas VIII, Kemendikbud, Revisi</li> <li>• Kamus Bahasa</li> </ul>

<p>dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p>	<p>3.9.3 Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</p> <p>3.9.4 Mengajukan pertanyaan dan jawaban terkait perbandingan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</p>	<p>positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most ...</p> <ul style="list-style-type: none"> <li>- Perbandingan jumlah: more, fewer, less</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</p> <ul style="list-style-type: none"> <li>- Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> <li>- Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>Inggris</p> <ul style="list-style-type: none"> <li>• Pengalaman peserta didik dan guru</li> </ul>
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<p>4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.9.1 Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui 4.9.2 Mengajukan pertanyaan dan jawaban tentang teks masing-masing dengan teman-temannya</p>		<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>	<p>12 JP</p>
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Metro, Mei 2023

Guru Mata Pelajaran  
  
**RYAN DEWI PUSPARINGGA, S.Pd.**

Mengerti Mengetahui  
  
 Kepala SMP IT Bina Insani Metro  
**SUWARDHA, S.E.,Sj.**

## RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris	Alokasi waktu : 2x30Menit
Kelas : VIII	Pertemuan ke : 1
Materi Pelajaran : Degrees of Comparison (Positive Degree)	

### A. Kompetensi Inti

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

### B. Kompetensi Dasar

KD 3.9 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *degree of comparison*).

KD 4.9 : Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran menggunakan pembelajaran, siswa mampu:

- Menerapkan fungsi sosial dan unsur kebahasaan (*positive degree*) dalam mengidentifikasi dan menyusun kalimat tulis sederhana yang menyatakan perbandingan jumlah dan sifat orang, binatang dan hewan.
- Menyusun kalimat tulis sederhana yang menyatakan perbandingan jumlah dan sifat orang, binatang dan hewan.

### D. Media Pembelajaran, Alat dan Sumber Belajar

Media : Lembar Kerja dan Lembar Penilaian.  
 Alat/Bahan : Kamus, Spidol dan Papan Tulis.  
 Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud dan Internet.




### E. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
<ol style="list-style-type: none"> <li>1. Guru dan peserta didik berdoa serta mengucapkan salam. Peserta didik dan guru greet each other menggunakan Bahasa Inggris agar tercipta English environment. Guru mengecek kehadiran siswa.</li> <li>2. Peserta didik mendapatkan arahan materi (brain storming) yang mengarah pada kompetensi dasar yang akan dicapai.</li> <li>3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan &amp; manfaat) dengan mempelajari Degree of Comparison (Positive Degree).</li> <li>4. Guru menjelaskan ruang lingkup pembelajaran serta teknik pembelajaran yang akan digunakan yaitu menggunakan Paired Verbal Fluency.</li> </ol>	
Kegiatan Inti (40 Menit)	
Kegiatan Literasi	Guru meminta peserta didik menyaksikan video terkait materi Degree of Comparison (Positive Degree) yang telah disiapkan melalui proyektor.
Critical Thinking	Guru menunjukkan beberapa gambar yang berkaitan dengan perbandingan jumlah dan sifat orang, binatang dan hewan kepada peserta didik, kemudian guru mempersilahkan peserta didik untuk menebak perbedaan dari gambar tersebut.
Collaboration	Guru mengenalkan serta menjelaskan langkah-langkah penerapan teknik Paired Verbal Fluency pada Peserta Didik. Guru bersama Peserta Didik menerapkan teknik Paired Verbal Fluency.
Communication	Peserta didik mempraktikkan teknik Paired Verbal Fluency secara berpasangan tanpa bantuan guru.
creativity	Peserta didik bersama guru menyimpulkan materi yang telah dipelajari tentang point- point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait Degree of Comparison (Positive Degree).
Kegiatan Penutup (10 Menit)	
<ol style="list-style-type: none"> <li>1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>2. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>3. Peserta didik dan guru mengucapkan salam perpisahan.</li> </ol>	

### F. Penilaian

1. Sikap
2. Pengetahuan
3. Keterampilan

Guru Bahasa Inggris Kelas VIII

  
**RYAN DEWI PUSPARINGGA, S.Pd**

Metro, Mei 2023

Mahasiswa Peneliti

  
**DILLA VIONA MAHNARA.S**

Mengetahui,  
Kepala SMP/MTs Bina Insani metro  
  
**SUWANDA, S.E.Sy.**



## RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris	Alokasi waktu : 2x30Menit
Kelas : VIII	Pertemuan ke : 2
Materi Pelajaran : Degrees of Comparison (Comparative Degree)	

### A. Kompetensi Inti

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

### B. Kompetensi Dasar

KD 3.9 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *degree of comparison*).

KD 4.9 : Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran menggunakan pembelajaran, siswa mampu:

- Siswa mampu menerapkan fungsi sosial dan unsur kebahasaan (*comparative degree*) dalam mengidentifikasi dan menyusun kalimat tulis sederhana yang menyatakan perbandingan jumlah dan sifat orang, binatang dan hewan.

### D. Media Pembelajaran, Alat dan Sumber Belajar

Media : Lembar Kerja dan Lembar Penilaian.  
 Alat/Bahan : Kamus, Spidol dan Papan Tulis.  
 Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud dan Internet.

#### E. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
<ol style="list-style-type: none"> <li>1. Guru dan peserta didik berdoa serta mengucapkan salam. Peserta didik dan guru greet each other menggunakan Bahasa Inggris agar tercipta English environment. Guru mengecek kehadiran siswa.</li> <li>2. Mengaitkan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat.</li> <li>3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan &amp; manfaat) dengan mempelajari Degree of Comparison (Comparative Degree).</li> </ol>	
Kegiatan Inti (40 Menit)	
Kegiatan Literasi	Guru meminta peserta didik menyaksikan video terkait materi Degree of Comparison (Comparative Degree) yang telah disiapkan.
Critical Thinking	Guru meminta siswa memikirkan dua hal berupa orang, hewan atau benda dan meminta mereka membandingkan dua hal tersebut.
Collaboration	Guru meminta siswa berkelompok, masing-masing kelompok terdiri dari dua orang. Kelompok-kelompok tersebut akan dibagi lagi menjadi dua dalam kelompok yang besar.
Communication	Siswa akan mempraktikkan strategi Paired Verbal Fluency secara bergantian dalam kelompok besar. Satu kelompok praktik dan kelompok yang satunya lagi menyimak dan sebaliknya.
creativity	Peserta didik bersama guru menyimpulkan materi yang telah dipelajari tentang point- point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait Degree of Comparison (Comparative Degree).
Kegiatan Penutup (10 Menit)	
<ol style="list-style-type: none"> <li>1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>2. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>3. Peserta didik dan guru mengucapkan salam perpisahan.</li> </ol>	

#### F. Penilaian

4. Sikap
5. Pengetahuan
6. Keterampilan

Guru Bahasa Inggris Kelas VIII

RYAN DEWI PUSPARINGGA, S.Pd

Metro, Mei 2023

Mahasiswa Peneliti

DILLA VIONA MAHNARA,S

Mengetahui,  
Kepala SMP (T) Bina Insani metro  
BUWANDA, S.E.Sv.



## RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris	Alokasi waktu : 2x30Menit
Kelas : VIII	Pertemuan ke : 3
Materi Pelajaran : Degrees of Comparison (Superlative Degree)	

### A. Kompetensi Inti

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

### B. Kompetensi Dasar

KD 3.9 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *degree of comparison*).

KD 4.9 : Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran menggunakan pembelajaran, siswa mampu:

- Siswa mampu menerapkan fungsi sosial dan unsur kebahasaan (*comparative degree*) dalam mengidentifikasi dan menyusun kalimat tulis sederhana yang menyatakan perbandingan jumlah dan sifat orang, binatang dan hewan.

### D. Media Pembelajaran, Alat dan Sumber Belajar

Media : Lembar Kerja dan Lembar Penilaian.  
 Alat/Bahan : Kamus, Spidol dan Papan Tulis.  
 Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud dan Internet.

### E. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
<ol style="list-style-type: none"> <li>1. Guru dan peserta didik berdoa serta mengucapkan salam. Peserta didik dan guru greet each other menggunakan Bahasa Inggris agar tercipta English environment. Guru mengecek kehadiran siswa.</li> <li>2. Mengaitkan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat.</li> <li>3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan &amp; manfaat) dengan mempelajari Degree of Comparison (Superlative Degree).</li> </ol>	
Kegiatan Inti (40 Menit)	
Kegiatan Literasi	Guru meminta peserta didik menyaksikan video terkait materi Degree of Comparison (Superlative Degree) yang telah disiapkan.
Critical Thinking	Guru menyiapkan beberapa gambar yang akan di bandingkan dan peserta didik akan memilih gambar tersebut secara acak lalu kemudian akan membandingkan gambar-gambar yang sudah mereka pilih.
Collaboration	Peserta didik diminta bersikusi secara kelompok untuk membandingkan gambar-gambar yang telah mereka pilih sebelumnya.
Communication	Peserta didik menyampaikan hasil diskusi mereka didepan kelas secara bergantian dan yang lainnya menyimak.
creativity	Peserta didik diminta menyimpulkan materi yang telah dipelajari tentang point- point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait Degree of Comparison (Superlative Degree).
Kegiatan Penutup (10 Menit)	
<ol style="list-style-type: none"> <li>1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>2. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>3. Peserta didik dan guru mengucapkan salam perpisahan.</li> </ol>	

### F. Penilaian

1. Sikap
2. Pengetahuan
3. Keterampilan

Guru Bahasa Inggris Kelas VIII

RYAN DEWI PUSPARINGGA, S.Pd

Metro, Mei 2023

Mahasiswa Peneliti

DILLA VIONA MAHNARA.S

Mengetahui,  
Kepala SMP IT Bina Insani metro

SUWANDA, S.E.Sy.



## RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris	Alokasi waktu : 2x30Menit
Kelas : VIII	Pertemuan ke : 4
Materi Pelajaran : Degrees of Comparison Positive, Comparative and Superlative Degree)	

### A. Kompetensi Inti

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

### B. Kompetensi Dasar

KD 3.9 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *degree of comparison*).

KD 4.9 : Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran menggunakan pembelajaran, siswa mampu:

- Siswa mampu menerapkan fungsi sosial dan unsur kebahasaan (*comparative degree*) dalam mengidentifikasi dan menyusun kalimat tulis sederhana yang menyatakan perbandingan jumlah dan sifat orang, binatang dan hewan.

### D. Media Pembelajaran, Alat dan Sumber Belajar

Media : Lembar Kerja dan Lembar Penilaian  
 Alat/Bahan : Kamus, Spidol dan Papan Tulis.  
 Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud dan Internet.

### E. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
<ol style="list-style-type: none"> <li>1. Guru dan peserta didik berdoa serta mengucapkan salam. Peserta didik dan guru greet each other menggunakan Bahasa Inggris agar tercipta English environment. Guru mengecek kehadiran siswa.</li> <li>2. Mengaitkan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat.</li> <li>3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan &amp; manfaat) dengan mempelajari Degree of Comparison (Positif, Comparative and Superlative Degree).</li> </ol>	
Kegiatan Inti (40 Menit)	
Kegiatan Literasi	Guru meminta peserta didik membahas kembali materi Degree of Comparison (Positif, Comparative and Superlative Degree) yang telah dipelajari sebelumnya.
Critical Thinking	Guru meminta peserta didik menyampaikan pendapat tentang materi yang mungkin belum dipahami dan menjelaskan kembali agar peserta didik lebih faham dan mengerti.
Collaboration	Peserta didik diminta berdiskusi dan membuat teks terkait materi Comparison of Degree.
Communication	Peserta didik menyampaikan hasil diskusi mereka didepan kelas secara bergantian dan yang lainnya menyimak.
creativity	Peserta didik diminta menyimpulkan materi yang telah dipelajari tentang point- point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan terkait Degree of Comparison (Positif, Comparative and Superlative Degree).
Kegiatan Penutup (10 Menit)	
<ol style="list-style-type: none"> <li>1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>2. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>3. Peserta didik dan guru mengucapkan salam perpisahan.</li> </ol>	

### F. Penilaian

1. Sikap
2. Pengetahuan
3. Keterampilan

Guru Bahasa Inggris Kelas VIII

  
**RYAN DEWI PUSPARINGGA, S.Pd**

Metro, Mei 2023

Mahasiswa Peneliti

  
**DILLA VIONA MAHNARA.S**

Mengetahui,  
Kepala SMP IT Bina Insani metro  
  
**SUWANDA, S.E.Sy**

## DOCUMENTATION SHEET

NO	Aspects	Availability	
		Yes	No
1.	A brief history of SMP IT Bina Insani Metro	✓	
2.	The vision and mission of SMP IT Bina Insani Metro	✓	
3.	Organization structure of SMP IT Bina Insani Metro	✓	
4.	Teacher and employers of SMP IT Bina Insani Metro	✓	
5.	The quantity of the students at SMP IT Bina Insani Metro	✓	
6.	The building condition and facilities in SMP IT Bina Insani Metro	✓	
7.	The location scetch of SMP IT Bina Insani Metro	✓	



The Headmaster of SMP IT Bina Insani

Suwanida, S.E.Sy.

Metro, October 2023

Researcher

Dilla Viona Mahnara S  
NPM. 1901051020



RUBRIC SCORE TABLE

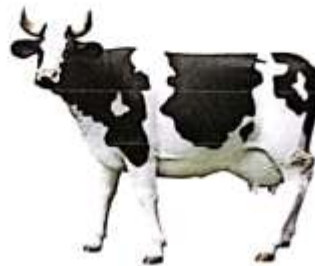
No.	ASPECT	SCORE	CATEGORY
1.	Fluency	4	Very Good
		3	Good
		2	Enough
		1	Bad
2.	Pronunciation	4	Very Good
		3	Good
		2	Enough
		1	Bad
3.	Vocabulary	4	Very Good
		3	Good
		2	Enough
		1	Bad
4.	Grammatical Accuracy	4	Very Good
		3	Good
		2	Enough
		1	Bad
5.	Interactional Strategy	4	Very Good
		3	Good
		2	Enough
		1	Bad

**SPEAKING TEST (PRE-TEST)****Name :****Class :**

Look at the pictures! Make a comparison conversation verbally from picture A or B (choose one).

**A.**

and

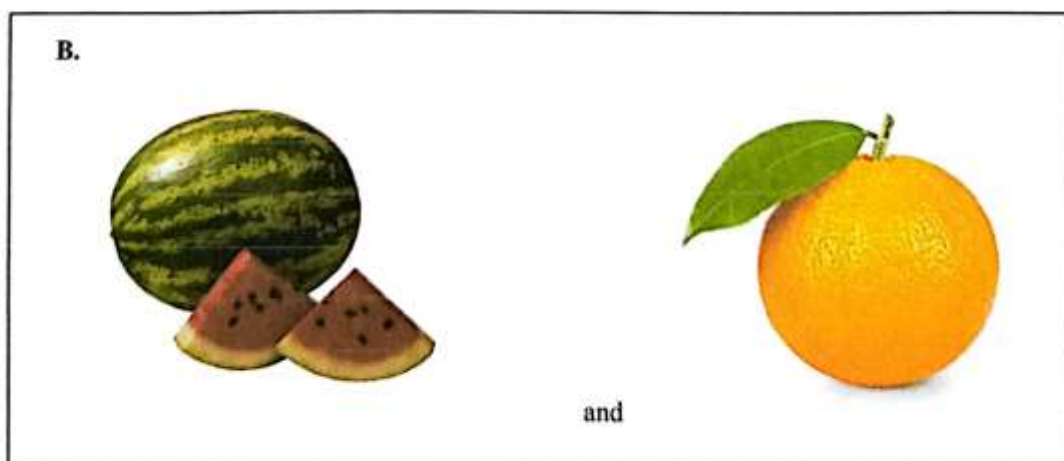
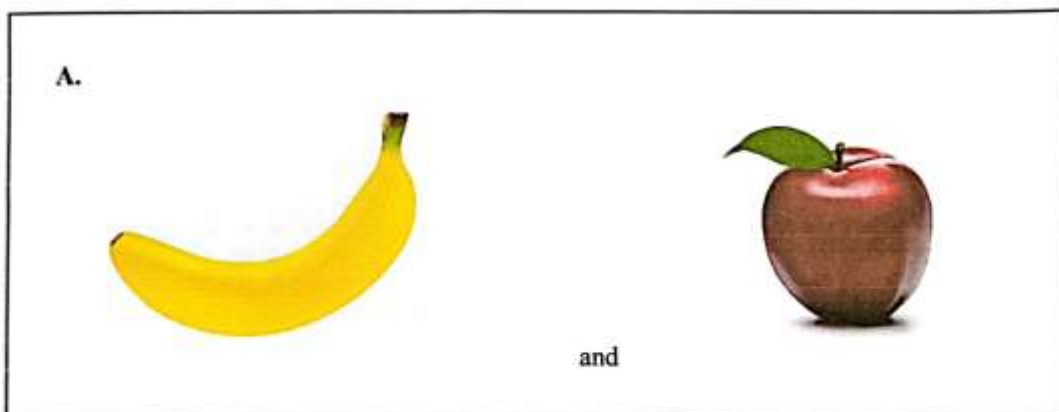
**B.**

and



**SPEAKING TEST (POST-TEST 1)****Name :****Class :**

Look at the pictures! Make a comparison conversation verbally from picture A or B (choose one).



**SPEAKING TEST (POST-TEST 2)****Name :****Class :**

Look at the pictures! Make a comparison conversation verbally from picture A or B (choose one).

**A.**

Father and Mother

**B.**

Brother and Sister

**THE ATTENDANCE LIST**

No.	Name	Pre-Test	Post-Test 1	Post-Test 2
1	Almira Citra Sasy Kirana	✓	✓	✓
2	Asa Neo Ingwie	✓	✓	✓
3	Bahy Mahardika Najam	✓	✓	✓
4	Chalista Humaira Almaghfira	✓	✓	✓
5	Dedek Eko Prasetyo. H	✓	✓	✓
6	Fahri Alfarizi	✓	✓	✓
7	Fyrda Aulya Agustiana	✓	✓	✓
8	Ghea Amara	✓	✓	✓
9	Kanza Zavira Ramadhani	✓	✓	✓
10	Khansa Nabila Azzahra	✓	✓	✓
11	M. Afif Fahrurrozi	✓	✓	✓
12	M. Hafiz Ar-Rasyid	✓	✓	✓
13	M. Haykal Phasya W	✓	✓	✓
14	M. N. Syahdan. R	✓	✓	✓
15	M. Zulfikar	✓	✓	✓
16	M. Aifian Neron	✓	✓	✓
17	Muhammad Wildan Agoilla	✓	✓	✓
18	Nafisah Sharof	✓	✓	✓
19	Najwa Mawla Iililwa	✓	✓	✓
20	Rafif Athallah	✓	✓	✓
21	Riyanti Agustin	✓	✓	✓
22	Rofinuha Daffa	✓	✓	✓
23	Saka Ravaghani	✓	✓	✓
24	Violetha Alika Azzahra	✓	✓	✓

## Evaluation Sheet

## Pre-Test

No.	Name	Aspects of Speaking					Score
		Fluency	Pronunciation	Vocabulary	Grammatical Accuracy	Interactional Strategy	
1.	ACSK	3	2	3	2	3	13 x 5 = 65
2.	ANI	2	2	2	2	3	11 x 5 = 55
3.	BMN	2	2	2	2	3	11 x 5 = 55
4.	CHA	3	3	3	2	3	14 x 5 = 70
5.	DEPH	2	1	2	2	3	10 x 5 = 50
6.	FA	3	2	3	3	3	14 x 5 = 70
7.	FAA	3	3	3	2	3	14 x 5 = 70
8.	GA	3	2	2	2	3	12 x 5 = 60
9.	KZR	1	1	2	2	3	9 x 5 = 45
10.	KNA	2	1	2	1	2	8 x 5 = 40
11.	MAF	2	1	2	1	3	9 x 5 = 45
12.	MHA	3	2	2	2	3	12 x 5 = 60
13.	MHPW	3	3	3	2	3	14 x 5 = 70
14.	MNSR	2	2	2	2	2	10 x 5 = 50
15.	MZ	2	2	2	1	3	10 x 5 = 50
16.	MAN	2	2	1	1	2	8 x 5 = 40
17.	WMA	2	2	2	1	2	9 x 5 = 45
18.	NS	3	3	3	2	3	14 x 5 = 70
19.	NMH	3	2	2	2	3	12 x 5 = 60
20.	RA	2	2	2	2	3	11 x 5 = 55
21.	RA	2	2	2	2	3	11 x 5 = 55
22.	RD	2	1	1	1	2	7 x 5 = 35
23.	SR	3	3	3	2	3	14 x 5 = 70
24.	VAA	3	3	3	2	3	14 x 5 = 70

<b>Total</b>	1.355
<b>Average</b>	56
<b>Highest Grade</b>	70
<b>Lowest Grade</b>	35

Collaborator

  
Ryan Dewi Pusparingga, S.Pd

Metro, 2023

Researcher

  
Dilla Viona Mahnara S

NPM. 1901051020

## Evaluation Sheet


## Post-Test 1

No.	Name	Aspects of Speaking					Score
		Fluency	Pronunciation	Vocabulary	Grammatical Accuracy	Interactional Strategy	
1.	ACSK	3	3	3	2	4	15 x 5 = 75
2.	ANI	2	3	3	2	3	13 x 5 = 65
3.	BMN	3	2	3	2	4	14 x 5 = 70
4.	CHA	3	3	3	2	4	15 x 5 = 75
5.	DEPH	3	2	3	2	3	13 x 5 = 65
6.	FA	3	3	3	3	3	15 x 5 = 75
7.	FAA	3	3	3	3	3	15 x 5 = 75
8.	GA	3	3	3	2	3	14 x 5 = 70
9.	KZR	2	2	2	2	3	11 x 5 = 55
10.	KNA	2	2	2	2	2	10 x 5 = 50
11.	MAF	3	2	2	2	3	12 x 5 = 60
12.	MHA	3	3	3	2	3	14 x 5 = 70
13.	MHPW	3	3	3	3	4	15 x 5 = 80
14.	MNSR	2	3	2	2	2	13 x 5 = 65
15.	MZ	2	3	2	2	2	11 x 5 = 55
16.	MAN	2	2	2	2	2	10 x 5 = 50
17.	WMA	2	2	2	2	3	11 x 5 = 55
18.	NS	3	3	3	3	3	15 x 5 = 75
19.	NMH	3	3	3	2	3	14 x 5 = 70
20.	RA	3	2	3	2	3	13 x 5 = 65
21.	RA	2	3	3	2	3	13 x 5 = 65
22.	RD	2	2	2	1	2	9 x 5 = 45
23.	SR	3	3	3	2	4	15 x 5 = 75
24.	VAA	3	3	3	3	3	15 x 5 = 75



<b>Total</b>	1.580
<b>Average</b>	66
<b>Highest Grade</b>	80
<b>Lowest Grade</b>	45

Collaborator

  
Ryan Dewi Pusparingea, S.Pd

Metro, 2023

Researcher

  
Dilla Viona Mahnara S

NPM. 1901051020

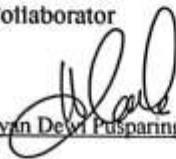
## Evaluation Sheet

## Post-Test 2

No.	Name	Aspects of Speaking					Score
		Fluency	Pronunciation	Vocabulary	Grammatical Accuracy	Interactional Strategy	
1.	ACSK	3	3	3	3	4	16 x 5 = 80
2.	ANI	3	3	3	2	3	14 x 5 = 70
3.	BMN	3	2	3	2	4	14 x 5 = 70
4.	CHA	3	3	3	3	4	16 x 5 = 80
5.	DEPH	3	3	3	2	3	14 x 5 = 70
6.	FA	3	3	3	3	4	16 x 5 = 80
7.	FAA	3	3	3	3	3	15 x 5 = 65
8.	GA	3	3	3	3	4	16 x 5 = 80
9.	KZR	3	2	3	2	4	14 x 5 = 70
10.	KNA	2	3	2	2	3	12 x 5 = 60
11.	MAF	3	3	2	2	3	13 x 5 = 65
12.	MHA	4	3	3	2	3	15 x 5 = 75
13.	MHPW	4	3	3	3	4	17 x 5 = 85
14.	MNSR	3	3	3	2	4	15 x 5 = 75
15.	MZ	2	3	2	2	3	12 x 5 = 60
16.	MAN	3	2	2	2	3	12 x 5 = 60
17.	WMA	2	3	2	2	3	12 x 5 = 60
18.	NS	3	3	3	3	4	16 x 5 = 80
19.	NMH	3	3	3	3	3	15 x 5 = 75
20.	RA	3	2	3	3	3	14 x 5 = 70
21.	RA	2	3	3	3	4	15 x 5 = 75
22.	RD	2	2	2	2	3	11 x 5 = 55
23.	SR	3	3	3	2	4	15 x 5 = 75
24.	VAA	3	3	4	3	3	16 x 5 = 80


<b>Total</b>	1.725
<b>Average</b>	72
<b>Highest Grade</b>	85
<b>Lowest Grade</b>	55

Collaborator

  
Ryan Dewi Pusparingga, S.Pd

Metro, 2023

Researcher

  
Dilla Viona Mahnara S

NPM. 1901051020

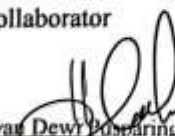
## Student's Activity Sheet (cycle 1)

No	Name	Aspects		
		Students are able to play an active role in pair learning	Students are able to convey what they have understood orally	Students are able to give conclusions
1.	ACSK	✓	✓	-
2.	ANI	✓	-	-
3.	BMN	✓	-	-
4.	CHA	-	✓	✓
5.	DEPH	✓	-	-
6.	FA	-	-	✓
7.	FAA	✓	✓	-
8.	GA	-	-	✓
9.	KZR	-	✓	-
10.	KNA	✓	-	-
11.	MAF	✓	-	-
12.	MHA	✓	-	-
13.	MHPW	✓	✓	-
14.	MNSR	✓	-	-
15.	MZ	✓	-	-
16.	MAN	-	-	✓
17.	WMA	-	✓	-
18.	NS	-	✓	✓
19.	NMH	-	✓	✓
20.	RA	✓	-	-
21.	RA	✓	-	-
22.	RD	-	-	-
23.	SR	-	-	-
24.	VAA	✓	✓	-
<b>Total</b>		14	9	6


4. Students are able to play an active role in pair learning = 50%  
 5. Students are able to convey what they have understood orally = 38%  
 6. Students are able to give conclusions = 25%

Metro, 2023

Collaborator

  
 Ryan Dew Saparingga, S.Pd

Researcher

  
 Dilla Viona Mahnara S

NPM. 1901051020

### Student's Activity Sheet (cycle 2)

No	Name	Aspects		
		Students are able to play an active role in pair learning	Students are able to convey what they have understood orally	Students are able to give conclusions
1.	ACSK	✓	✓	✓
2.	ANI	✓	✓	-
3.	BWIN	✓	✓	-
4.	CHA	✓	✓	✓
5.	DEPH	✓	-	✓
6.	FA	✓	-	✓
7.	FAA	✓	✓	-
8.	GA	✓	-	✓
9.	KNA	✓	-	✓
10.	KZF	✓	✓	-
11.	MAF	✓	✓	-
12.	MAN	-	✓	✓
13.	MHA	✓	-	✓
14.	MHPW	✓	✓	✓
15.	MNSR	✓	-	✓
16.	WZ	✓	✓	-
17.	NMH	✓	✓	✓
18.	NS	✓	✓	✓
19.	PA	✓	✓	-
20.	RA	✓	-	✓
21.	RD	✓	✓	-
22.	SR	✓	✓	-
23.	VAA	✓	✓	-
24.	WMA	✓	✓	✓
<b>Total</b>		<b>23</b>	<b>18</b>	<b>13</b>

1. Students are able to play an active role in pair learning = 96%
2. Students are able to convey what they have understood orally = 75%
3. Students are able to give conclusions = 54%

Collaborator

  
 Ryan Dew Pusparangga, S.Pd

Metro, October 2023

Researcher

  
 Dilla Viona Mahnara S

NPM. 1901051020

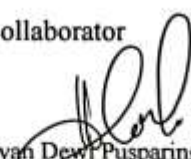
### Researcher's Performance Sheet

#### Cycle 1

No	Aspects	Qualification		Description
		Yes	No	
1.	Prepare learning tools	✓		Good
2.	Using media during learning	✓		Good
3.	Convey learning objectives	✓		Good
4.	Link to previous material		✓	low
5.	Involve students in the learning process	✓		Good
6.	Give students ice breaking in the learning process		✓	low
7.	Give students the opportunity to ask question	✓		Good
8.	Give time to complete the task	✓		Enough
9.	Give appreciation to students	✓		Good
10.	Give the motivations	✓		Enough

Metro, 2023

Collaborator

  
Ryan Dew Pusparingga, S.Pd

### Researcher's Performance Sheet

#### Cycle 2

No	Aspects	Qualification		Description
		Yes	No	
1.	Prepare learning tools	✓		Good
2.	Using media during learning	✓		Good
3.	Convey learning objectives	✓		Good
4.	Link to previous material	✓		Enough
5.	Involve students in the learning process	✓		Good
6.	Give students ice breaking in the learning process	✓		Good
7.	Give students the opportunity to ask question	✓		good
8.	Give time to complete the task	✓		Good
9.	Give appreciation to students	✓		enough
10.	Give the motivations	✓		Good

Metro, 2023

Collaborator

  
Ryan Dewi Pusparingga, S Pd

## DOCUMENTATION

### Pre-Test Activites





**Treatment in Cycle 1**  
**First Meeting Activities**



*Researcher give the material*



*The students trying to apply Paired Verbal Fluency strategy*

**Treatment in Cycle 1**  
**First Meeting Activities**



*The researcher gives the explanation about the applying of Paired Verbal Fluency strategy*



*The researcher invites the students to apply Paired Verbal Fluency strategy*

### Post-Test 1 Activities



**Treatment in Cycle II**  
**First Meeting Activities**



*The researcher gives explanation about the material*



*The students apply Paired Verbal Fluency strategy with their partner*

**Treatment in Cycle II**  
**Second Meeting Activities**



*The students ask about the material they don't understand*



*The students apply Paired Verbal Fluency strategy with their partner together*

## Post-Test 2 Activities




**FIELD NOTE 1**  
**Pre-Test**

**Date :** September, 18<sup>th</sup> 2023  
**Time :** 13.00 - 14.30.

On Monday, September 18<sup>th</sup> 2023, the researcher arrived at SWP IT Bina Insani at 12.55 pm 5 minutes before teaching learning activities began. At 13.00 pm the researcher and the English Teacher walked into the classroom. The English Teacher said hello and greeted the students, after that the teacher conveyed that the researcher would continue the lesson for the day.

The researcher explained that the purpose of the day was to pre-test the students. Pre-test consists of making a short conversation about the comparison of animals carried out in pairs. From the pre-test, the researcher concluded that students still have difficulty in speaking English. The students lack confidence and lack vocabulary.

Collaborator

  
Ryan Dwi Pusparingga, S.Pd

Metro, 2023

Researcher

  
Dilla Viona Mahnara S

NPM. 1901051020

**FIELD NOTE 2**  
**Meeting 1**

Date : September, 19<sup>th</sup> 2023  
Time : 13.00 - 14.30

On Tuesday, September 19<sup>th</sup> 2023, the researcher held the first meeting in cycle 1. Learning activity begin at 13.00 pm by greeting and checking students attendance. The first meeting was less conductive because the students were getting tired and sleepy.

Before starting to explain the material, the researcher asked the students "what is comparison degree?" the student give mixed answers. After that, the researcher explained the material and begin teaching the paired Verbal Fluency strategy to the students and asked them to practice it. Students are still confused and afraid to try speak in English.

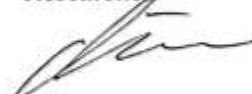
Collaborator



Ryan Devi Pusparingga, S.Pd

Metro, 2023

Researcher



Dilla Viona Mahnara.S

NPM. 1901051020



**FIELD NOTE 3**  
**Meeting 2**

**Date** : October, 3<sup>rd</sup> 2023

**Time** : 13.00 - 14.00

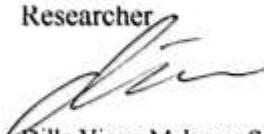
On Tuesday, October 3<sup>rd</sup> 2023 researcher held the second meeting in cycle 1. As before, the researcher came to greet students and checking the attendance list. Then the researcher and students discussed and related the previous material with the material discussed on that day. After that, the researcher and students began to apply step by step of paired verbal fluency strategy. In meeting 2, students are easier to condition and more focused on learning even though there are some students who are still difficult to learn.

Metro, 2023

Collaborator

  
Ryan Dewi Pusparinaga, S.Pd

Researcher

  
Dilla Viona Mahnara S

NPM. 1901051020

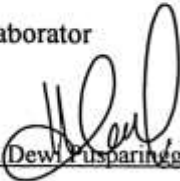
**FIELD NOTE 4**  
**Post-Test 1**

Date : October, 9th 2023

Time : 13.00 - 14.30.

On October 9th 2023 at 01.00 p.m. researcher conducted Post-test 1 to the students. They were asked to make a short conversation about fruits comparison and practice it directly in pairs. There are still many students who have difficulty speaking English in this post-test, so the researcher decided to continue to cycle 2.

Collaborator

  
Ryan Dewa Pusparangga, S.Pd

Metro, 2023

Researcher

  
Dilla Viona Mahnara.S

NPM. 1901051020

**FIELD NOTE 5**  
**Meeting 3**

**Date :** October, 10<sup>th</sup> 2023

**Time :** 13.00 - 14.30

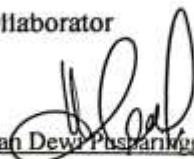
On October 10<sup>th</sup> 2023, researcher conducted the first meeting in cycle 2. Class start at 13.00 with greeting students and checking the attendance list. Then the researcher asked the students about the material in the last meeting.

The researcher continued the activity by providing material to the students, the material was about Superlative degree. The researcher also give the explanation, examples and invited students to practice the step of the paired verbal fluency.

In this stage, the conditions in the class were quite effectives, the students seemed to begin to understand the paired verbal fluency.

Metro, 2023

Collaborator



Ryan Dewa Puspawati, S.Pd

Researcher



Dilla Viona Mahnara, S

NPM. 1901051020

**FIELD NOTE 6****Meeting 4**

Date : October, 16<sup>th</sup> 2023

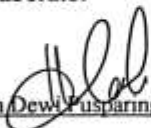
Time : 13.00 - 14.30.

The Second meeting of the Cycle 2 conducted on Monday, 16<sup>th</sup> October 2023 at 13.00 - 14.30. After started by greeting, and checking the attendance list, the researcher give some questions related to the material that has been studied before and give some snack for those who can answer correctly.

After the researcher gave the material, the researcher invited students to apply the paired verbal fluency again. After that the researcher and students discuss about the material that are not yet understood by students. Some students also ask question related to the material.

The students actively followed the learning process.

Collaborator

  
Ryan Dewa Pusparingga, S.Pd

Metro, 2023

Researcher

  
Dilla Viona Mahnara S

NPM. 1901051020

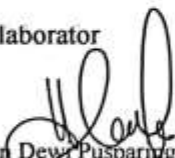
**FIELD NOTE 7**  
**Post-Test 2**

**Date :** October, 18<sup>th</sup> 2023

**Time :** 13.00 - 14.30

The post-test 2 was conducted on Wednesday, October 18<sup>th</sup> 2023. The students must be completed the test in pair. The researcher showed 2 images and each image consist of two family members. The students had to choose one of the picture with their partner. After that the students should make a short conversation directly and practice it. In this test almost all students are able to practice the conversation well and confidence.

Collaborator

  
Ryan Dewi Pusparangga, S.Pd

Metro, 2023

Researcher

  
Dilla Viona Mahnara S

NPM. 1901051020



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

**NPP: 1807062F0000001**

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Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1331/In.28/S/U.1/OT.01/12/2023**

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

Nama : DILLA VIONA MAHNARA, S  
NPM : 1901051020  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901051020

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 04 Desember 2023  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP.19750505 200112 1 002



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

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Dilla Viona Mahnara.S  
NPM : 1901051020  
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris. Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 4 Desember 2023

Ketua Program Studi TBI





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : B-4433/In.28.VJ/TL.00/09/2023  
Lampiran : -  
Perihal : SURAT Bimbingan Skripsi

Kepada Yth,  
Widhiya Ninsiana (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
Assalamu'alaikum Wr. Wb.

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

Nama : DILLA VIONA MAHNARA S  
NPM : 1901051020  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : IMPROVING STUDENTS SPEAKING SKILL BY USING PAIRED VERBAL FLUENCY (PVF) AT THE EIGHTH GRADE C OF SMP IT BINA INSANI METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 September 2023  
Ketua Jurusan,



Andianto MPd  
NIP 19871102 201503 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT TUGAS**

Nomor: D-4442/In.28/D.I/TL.01/09/2023

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

Nama : **DILLA VIONA MAHNARA. S**  
NPM : 1901051020  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMP IT BINA INSANI METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS SPEAKING SKILL BY USING PAIRED VERBAL FLUENCY (PVF) STRATEGY AT THE EIGHTH GRADE C OF SMP IT BINA INSANI METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkannya 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 : 11 September 2023

Wakil Dekan Akademik dan Kelembagaan,



**Dra. Isti Fatmoh MA**  
NIP 196705311993032003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Nomor : B-4441/In.28/D.I/TL.00/09/2023  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA SMP IT BINA INSANI METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4442/In.28/D.I/TL.01/09/2023, tanggal 11 September 2023 atas nama saudara:

Nama : DILLA VIONA MAHNARA. S  
NPM : 1901051020  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP IT BINA INSANI METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP IT BINA INSANI METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS SPEAKING SKILL BY USING PAIRED VERBAL FLUENCY (PVF) STRATEGY AT THE EIGHTH GRADE C OF SMP IT BINA INSANI METRO".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 11 September 2023  
Wakil Dekan Akademik dan Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**JARINGAN SEKOLAH ISLAM TERPADU  
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU  
SMP IT BINA INSANI METRO**

*"Sekolahnya Para Juara Pemburu Dunia Akhirat"*

Alamat: Jl. Dr. Soetomo, Kel. Purwoasri, Kec. Metro Utara, Kota Metro

Email: [smpit.binainsani\\_komet@yahoo.co.id](mailto:smpit.binainsani_komet@yahoo.co.id) / [www.smpitbikomet.wordpress.com](http://www.smpitbikomet.wordpress.com)

NPSN : 69787371 / Telp (0725) 47379



No. : 206/YPJL/SMPIT-BI/X/2023

Lamp. :-

Perihal : **Surat Balasan Penelitian**

Kepada Yth.  
Wakil Dekan Bidang Akademik dan Kelembagaan  
Fakultas Tarbiyyah dan Ilmu Keguruan IAIN Metro  
di  
Tempat

*Assalamu 'alaikum Warahmatullahi Wabarakatuh.*

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Amin. *Shalawat* dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

Berdasarkan surat nomor : B-4441/In.28/D.1/TL.00/09/2023 Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyyah dan Ilmu Keguruan IAIN Metro tanggal 11 September 2023, bahwa:

Nama : **Dilla Viona Mahnara S.**  
NPM : 1901051020  
Program Magister S2 : Tadris Bahasa Inggris  
Semester : 9 (Sembilan)

Benar bahwa mahasiswa tersebut diatas telah mengadakan penelitian di SMP IT Bina Insani Metro dengan Judul Tugas Akhir/Skripsi **"Improving Students Speaking Skill By Using Paired Verbal Fluency (PVF) Strategy At The Eighth Grade C Of SMPIT Bina Insani Metro"**.

Demikian surat ini kami buat, untuk dipergunakan sebagaimana mestinya.

*Wassalamu 'alaikum Warahmatullahi Wabarakatuhu.*

Metro, 19 Oktober 2023  
Kepala SMP IT Bina Insani



**SUWANDA, S.E.Sy**  
NIY. 198806052020071050



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

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

Nama : Dilla Viona Mahnara. S  
NPM : 1901051020

Program Studi : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 26/11		<ul style="list-style-type: none"> <li>- Revisi cover</li> <li>- Revisi Title page</li> <li>- Acknowledgement</li> <li>- Revisi Abstrak</li> <li>- Revisi Tabel students' activities</li> <li>- Perbaiki Spasi</li> </ul>	
2	Jumat 1/12		<ul style="list-style-type: none"> <li>- Revisi Abstract</li> <li>- Revisi Spasi Bibliography</li> </ul>	
	Jumat 5/12		<p>Acc to mung &amp; sel</p>	

Mengetahui,  
Ketua Program Studi TBI



**Dr. Much Deinjatur, M.Pd.B.I.**  
NIP. 198803082015031006

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

### **BIOGRAPHY**



The name of the researcher is Dilla Viona Mahnara.S. She was born in Metro, on November 7<sup>th</sup>2001. She is the first child of Mr. Suwandi.M and Mrs. Rosnela. The researcher lives with her parents who are located in Mulyojati 16c, Metro Barat, Metro City. She completed her kindergarten at RA Al-Islamiyah Menggala on 2007. After that she continued her study at SDN 01 Menggala Tulang Bawang and moved to SDN 05 Metro Barat on 2010. Then she finished her junior high school in SMP IT Bina Insani Metro on 2016. The researcher the continued her education to the senior high school at SMAS Pembina Tulang Bawang, and graduate on 2019. At the same year , she registered as S-1 student of English Education Study Program of IAIN Metro.

The researcher is a person who like to learn new things, during the college the researcher wa active in several student organizations. The researcher was active in organization at HMJ TBI during her studies and served as deputy head of the communications and information division in 2021.