

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING MINGLE GAME STRATEGY  
TOWARDS STUDENTS' SPEAKING PERFORMANCE  
AT THE TENTH GRADE OF SMAN 1 PUNGGUR  
CENTRAL LAMPUNG**

**By:**

**MEI NITASARI**

**STUDENT. ID. 13107667**

**Tarbiyah And Teaching Training Faculty**

**English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1438 H/ 2017 M**

**THE INFLUENCE OF USING MINGLE GAME STRATEGY TOWARDS  
STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADE OF  
SMAN 1 PUNGGUR CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements

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in English Education Department

By:

Mei Nitasari

STUDENT. ID. 13107667

Tarbiyah and Teaching Training Faculty

English Education Department

Sponsor : Dr. Widhiya Ninsiana, M.Hum

Co-Sponsor : Ahmad Subhan Roza, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1438 H/ 2017 M**



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507; Fax (0725) 47296 Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id) Email: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

**APPROVAL PAGE**

The Title : **THE INFLUENCE OF USING MINGLE GAME STRATEGY TOWARDS STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADE OF SMAN 1 PUNGGUR CENTRAL LAMPUNG**

Name : **MEI NITASARI**  
Student's Number : **13107667**  
Department : **English Education Department**  
Faculty : **Tarbiyah and Teaching Training Faculty**

**APPROVED:**

To be examined in *Munaqosyah* in English Education Department of the State Institute for Islamic Studies of Metro.

Metro, July 2017

Sponsor

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

Co-Sponsor

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

The Head of English Education  
Department

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



**KEMENTERIAN AGAMA  
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Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507; Fax (0725) 47296 Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id) Email: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**NOTA DINAS**

Number :  
Appendix : 1 (One) Bundle  
Matter : **In order to hold the Munaqosyah of Mei Nitasari**

To The Honorable,  
The Dean of Tarbiyah and Teaching Training Faculty  
State Institute for Islamic Studies of Metro

*Assalamua'alaikum Warahmatullahi Wabarakatuh*

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

Name : **Mei Nitasari**  
Student Number : 13107667  
Department : TBI  
Faculty : Tarbiyah and Teaching Training Faculty  
Title : **THE INFLUENCE OF USING MINGLE GAME STRATEGY TOWARDS STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADE OF SMAN 1 PUNGGUR CENTRAL LAMPUNG**

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

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

Metro, July 2017

Sponsor

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

Co-sponsor

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



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





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

**RATIFICATION PAGE**

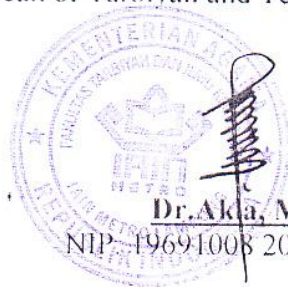
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An Undergraduate thesis entitled: THE INFLUENCE OF USING MINGLE GAME STRATEGY TOWARDS STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADE OF SMAN 1 PUNGGUR CENTRAL LAMPUNG, written by Mei Nitasari student number 13107667, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, July 25<sup>th</sup>, 2017.

**BOARD OF EXAMINERS:**

Chairperson	: Dr. Widhiya Ninsiana, M.Hum	(  )
Examiner I	: Dr. Mahrus As'ad, M.Ag	(  )
Examiner II	: Ahmad Subhan Roza, M.Pd	(  )
Secretary	: Rika Dartiana, M.Pd	(  )

The Dean of Tarbiyah and Teacher Training Faculty



**Dr. Akla, M.Pd**

NIP. 19691008 200003 2 005

## ABSTRACT

### THE INFLUENCE OF USING MINGLE GAME TOWARDS STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADE OF SMAN 1 PUNGGUR CENTRAL LAMPUNG

By:  
MEI NITASARI

The Objective of this research is to know that Mingle Game strategy can influence the students' speaking performance. The researcher realizes that Mingle Game strategy could be one of the strategies in teaching speaking learning process.

This research is quantitative research with the true experimental design, by applying pre-test and post-test as the instrument. The data was analyzed by using *t-test* formula that enable to investigate a positive influence from the traetment by investigating the differences between the experimental group which received the treatment (Mingle Game strategy) and the control group which didn't receive the treatment. Beside that, the researcher also analyzed the data by using *Chi-Square* formula to investigate a significant influence from the treatment by investigating the significant differences of students pre-test and post-test score (before and after the treatment) in experimental class.

Finally, the result of data analysis from t-test formula illustrates that  $t_{observed} = 6,984$  is higher than  $t_{table}$  with the significant level of 5% = 2,67373 and 1% = 2,4002. Thus, it can be inferred that there is a positive influence. Then, the result of data analysis from *Chi-Square* formula illustrates that  $\chi^2_{observed} = 36,008$  is higher than  $\chi^2_{table}$  with the significant level of 5% = 5.99 and 1% = 9.21. It means that there is a significant influence. Therefore, the Alternative Hypothesis (Ha) is accepted. With the result that there is a positive and significant influence of using Mingle Game strategy toward the students' speaking performance at the tenth grade of SMA N 1 Punggur Central Lampung.

## ABSTRAK

### PENGARUH PENGGUNAAN MINGLE GAME STRATEGI TERHADAP KEMAMPUAN BERBICARA SISWA KELAS X SMA N 1 PUNGGUR LAMPUNG TENGAH

Oleh:  
MEI NITASARI

Tujuan dari penelitian ini ialah untuk mengetahui pengaruh dari strategi Mingle Game terhadap kemampuan *speaking* siswa. Peneliti yakin bahwa strategi Mingle Game akan menjadi salah satu strategi dalam proses pembelajaran *speaking*.

Penelitian ini ialah penelitian kuantitatif *True Experimental Design* (Penelitian Murni) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen. Data di analisis dengan menggunakan rumus *t-test* yang memungkinkan untuk mengetahui pengaruh positif dari perlakuan dengan menemukan perbedaan antara kelompok eksperimen yaitu kelas yang mendapatkan perlakuan (strategi Mingle Game) dan kelompok control yang tidak mendapatkan perlakuan. Disamping itu, peneliti juga menganalisa data dengan rumus *Chi-Square* untuk mengetahui pengaruh signifikan dari perlakuan dengan menemukan perbedaan signifikan dari nilai *pre-test* dan *post-test* siswa (sebelum dan sesudah perlakuan) di kelas eksperimen.

Akhirnya, hasil analisa data dari rumus *t-test* menunjukkan bahwa  $t_{\text{observasi}} = 6,984$  lebih tinggi dibandingkan dengan  $t_{\text{table}}$  dengan taraf signifikan 5% = 2,67373 dan 1% = 2,4002. Dengan demikian, dapat diartikan bahwa terdapat pengaruh positif. Kemudian, hasil analisa data dari rumus *Chi-Square* menunjukkan bahwa  $\chi^2_{\text{observed}} = 36,008$  lebih besar dari pada  $\chi^2_{\text{table}}$  dengan taraf signifikan 5% = 5.99 and 1% = 9.21. Dapat di artikan bahwa terdapat pengaruh signifikan. Oleh karena itu, Alternatif Hipotesis ( $H_a$ ) diterima. Dengan hasil akhir bahwa ada pengaruh positif dan signifikan dari penggunaan strategi Mingle Game terhadap kemampuan berbicara siswa di kelas X SMA N 1 Punggur Lampung Tengah.

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Mei Nitasari

St. ID. : 13107667

Department : English Education Department (TBI)

Faculty : Tarbiyah

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

Metro, July 2017

The writer,



MEI NITASARI

St. ID. 13107667



## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Mei Nitasari  
NPM : 13107667  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, Juli 2017

Yang menyatakan



NPM. 13107667

**MOTTO**

فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ

And when you have decided, then rely upon Allah (Q.S Al Imran 3;159)

## **DEDICATION**

*“ I highly dedicate this undergraduate thesis to:*

*Firstly, my beloved parents Warsito and Siti Nuraini*

*Secondly, my beloved brother Wahyu Rahmad Junaidi*

*Thirdly, all of my beloved friends Annisa Pratiwi, Dea Oktaviana, Miftahul*

*Mutmainnah, Nina Istiana and the other.*

*Finally, my beloved almamater IAIN Metro”.*

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The researcher can not stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that the researcher could not mention one by one. Firstly, her big thanks to both of advisor, Dr. Widhiya Ninsiana, M.Hum and Ahmad Subhan Roza, M. Pd. May Allah SWT gives them His better reward for their spending time to support and guide during the undergraduate thesis writing process. Secondly, her big thanks to Mrs Peni Asih, S.Pd. as a english teacher who has been ready to be collaborator and Mr. Drs.Suntoro as a headmaster who has allowed the researcher conducted this research in SMA N 1 Punggur. Thirdly, her big thanks for the students of SMA N 1 Punggur who has been ready to spend their time for researcher.

Finally, his deepest gratitude goes to her parents and all family who are never tried to empower his spirit. Furthermore, the researcher also would like to express her thanks to the honorable lecturers of English Education department,

who helps her, also the students of English Education Study Program who become a good partner in studying English.

Nobody is perfect. The researcher do apologizes for all mistakes that he has made in writing and presentation items. Hopefully, this reserach proposal can be a meaningful benefit for the researcher especially and all readers generally.

Metro, July 2017  
The researcher,

**Mei Nitasari**  
**St. ID. 13107667**

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## **CHAPTER I**

### **INTRODUCTION**

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

Speaking is one of four important skills in English. This is important as Juhana further says; most students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their speaking proficiency.

Speaking is a productive skill which uses the combinations of pronunciation, vocabulary, grammar and even accent. Then, Speaking is a productive skill that can be directly and empirically observed, involving two people who are engaged in talking to each other. Then, speaking is voice produce skill of the languages people share something by spoken language.

As teaching speaking is important aspect in language learning process, this is a crucial part of second language learning and teaching. Despite this fact, for many years, teaching speaking in Indonesian context has been undervalued and English language teachers have continued to teach speaking as a repetition of drills or memorization of dialogues.

Nowdays, the education world requires that the goal of teaching speaking should improve students' communicative skills. Only in this way, the students can express themselves depend on the social context.

It is essential that language teachers pay great attention to teaching speaking.

Indeed, teaching speaking was not an easy task to do. There could be several difficulties met by the teacher in conducting teaching speaking. In English subject, speaking seem more difficult than the other skill. it means that the students has to practice and study hard so that they can speak English fluently. But, many students do not practice the language, its make them difficult in spoken. Although, the students has been studying English when they are in senior high school, they are still unable to use English in interacting with their English teacher and friends in the classroom.

The Mingle Games were an activity in which students moved around and talked to each other to get some information needed. The mingle games required students to tell each other what they really thought about a given topic. By asking and answering questions on cards, the students got the opportunity to say what they really thought about something and to discuss a topic in depth and to express their emotions.

Based on the prasurvey had conducted on the 10<sup>th</sup> November 2016 at the tenth grade of SMA Negeri 1 Punggur, the researcher found some problems, such as: (1) The students feel unconfident to explore their idea in speaking English, (2) The students still have low vocabularies,

(3) The students score is still low, (4) the students have lack of motivation in learning English.

The table below was the students' test result of pre survey of students' speaking performance at the tenth grade of SMA Negeri 1 Punggur.

Table 1

The Data of Pre-Survey at the Tenth Grades of SMA Negeri 1 Punggur

X IPA 5

No	Name	Score	Categories
1	Ale Habsy Arwendi	62	Fair
2	Alfina Damayanti	62	Fair
3	Alviana Dewi	60	Bad
4	Annisa Adhelia	57	Bad
5	Asep Samsudin	60	Bad
6	Dwi Fitriana R.	62	Fair
7	Dwi Rahmasari K.	76	Good
8	Dwi Wahyuni	61	Fair
9	Eva Nurviana	60	Bad
10	Eva Septiani	59	Bad
11	Farhan Adib Pamuji	78	Good
12	Fia Yurista	76	Good
13	Gama Vallerie	60	Bad
14	Mahfirohtul Yulianti	76	Good
15	Margaretha Chintia Merici	76	Good
16	Nabila Qotrun Nada	60	Bad
17	Nigita Kusuma Ningrum	60	Bad
18	Ning Yuliana Ningrum	60	Bad
19	Pancas Suwantini	63	Fair
20	Revina Rosa	62	Fair
21	Rika Eriyanti	60	Bad
22	Riyan Hidayatulloh	59	Bad
23	Selawati	57	Bad
24	Siti Aisyah	60	Bad
25	Soleh Ngulu Muddin	59	Bad
26	Tiara Azzahra	61	Fair
27	Tika Wulandari	62	Fair
28	Via Sekar Arum	78	Good
Total			1786
Average			63,76



Source : Teacher's document

Table 2  
The Percentage of Students' Speaking Score at X IPA 5

Score	Number of the Students	Percentage	Category
$\geq 75$	6	21,43 %	Good
$\geq 61$	8	28,57 %	Fair
$\leq 60$	14	50 %	Bad
$\Sigma$	28	100 %	

Referring the table above, it can be inferred that the student's speaking performance was low because of the standard of minimum completeness of mastery learning (MC) in SMA Negeri 1 Punggur is 74. It can be seen that there is 6 students that have a good score of getting score more than 74 and 22 are failed because they have not reach the standard of minimum completeness of mastery learning (MC) yet or getting score under 74.

From explanation above, the researcher was solved the problem by a using Mingle game in students speaking performance of the tenth grade of SMA Negeri 1 Punggur. The researcher wants to know about; whether Mingle game given the positive influence of the students' speaking performance at the tenth grade of SMA Negeri 1 Punggur.

## **B. Problem Identification**

Based on the background of the study above there were some problems related to students' speaking performance at SMA Negeri 1 Punggur as follows:

1. The students have lack of motivation in learning English.
2. The students have limit vocabularies.
3. The students feel bored in learning speaking.
4. The students have difficulties in expressing their idea in speaking.

### **C. Problem Limitation**

Based on the problems identification above the researcher limited the problem in the fourth problem that the students have difficulties in expressing their idea in speaking. So, the researcher used the mingle game towards students' speaking performance at the tenth grades of SMA NEGERI 1 PUNGGUR academic year 2016/2017.

### **D. Problem Formulation**

Based on the problem limitation above, the researcher formulated the problem in this research is "Is there any positive and significant influence of using mingle game towards students' speaking performance at the tenth grade of SMA Negeri 1 Punggur.

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

#### **1. Objective of the study**

In line with the problem formulation above, the objective of the research was to know whether there is any positive and significant influences of using mingle game towards students' speaking performance at the tenth grades of SMA Negeri 1 Punggur.

## **2. Benefit of the Research**

After doing research and finding the result the writer hopes that it can be useful for:

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

By using mingle game as the motivation to make the students more motivated and interested in teaching speaking process so that their speaking skill will be develop.

### **b. For the Teacher**

By using this research or mingle game as an alternative strategy so that the teacher more innovative in using some rules, approach in teaching speaking to solve the problems that are faced by the students.

### **c. For the Head Master**

The headmaster can convey to the teachers that they should know about students' problem in order to conduct learning process effectively. It is hopefully can use as a positive contribution in teaching speaking at SMA NEGERI 1 PUNGGUR.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Speaking Performance

##### 1. The Definition of Speaking

According to Nunan , speaking is oral skills which consist of producing system verbal sentence to convey meaning. He also adds that speaking is someone's ability to express ideas, feelings, thoughts and emotions and to respond what other say orally. <sup>1</sup>

Lawtie says that speaking is a fundamental of human communication, without speaking someone cannot say anything. Then, Burns & Joyce says speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.<sup>2</sup>

Nunan writes in his book that teaching speaking is sometimes considered simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own

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<sup>1</sup> Susi Ramadani and Saunir Saun, *Teaching Speaking Throughout "The True or False Game for Junior High School Students"*, Journal of English Language Teaching, Vol 2 No. 1 P.383

<sup>2</sup> Shaimaa, *"The Effectiveness of a Task Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Student's"*, Unpublished Journal of Ain Shams University, 2006, P.30

is anything but simple.<sup>3</sup> While, Scott says that speaking is so much part of daily life that we take it for granted.<sup>4</sup>

While Harmer says that speaking usually involves two or more people using language for interaction and transactional purpose. It means that speaking as an oral interaction can be done if there are two or more people in one communication area and different area. It involves speaker and listener who interact each other, convey message or transfer information.<sup>5</sup>

Then MC Donough says that in speaking people produce utterances to communicate something to achieve a particular end. He also adds the purpose of speaking is to express ideas and opinions, expressing a desire to do something negotiation or solving a particular problem, and maintaining social relationship and friendship.

According to Brown & Yule, spoken language consists of short, often fragmentary utterances in a range of pronunciation. It deals with the ability to convey meaning through words that has to be pronounced. There is often a great deal of repetition and negotiation of meaning between one speaker and another.<sup>6</sup>

According to Spratt, et.al speaking is a productive skill. It involves the speaker to use speech to express meanings to other people. Some

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<sup>3</sup> David Nunan , (2003), *Practical English Language Teaching*. New York: Mc Graw Hill. P.48

<sup>4</sup> Thornbury, Scott, *How to Teach Speaking*, Longman, p.1

<sup>5</sup> Avansa Naufal Hakim, A Thesis “*Using English Mingling Games To Improve The Speaking Skills Of The Seventh Grade Students At Smp Muhammadiyah 2 Mlati In The Academic Year Of 2013/2014*”, (Yogyakarta, 2014), P. 7

<sup>6</sup> Ibid, P.7

people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than that.

According to Brown speaking is a productive skill that can be directly and empirically observed, involving two people who are engaged in talking to each other.<sup>7</sup>

The productive skill is the skill that is used by learners to produce language. In this case the speaker performance can be directly observed and empirically measured in the speaking process. This situation involving two people who are engaged in talking to each means sharing the understanding with each other. The speakers deliver their intention in appropriate diction so that the listeners will understand the meaning. By using language to express meaning, the speakers express their intended meaning to the listeners so that the listeners can make sense of the speakers. The participants have the same knowledge so that the speaker's intended meaning will be easily delivered.

## **2. Types of spoken language**

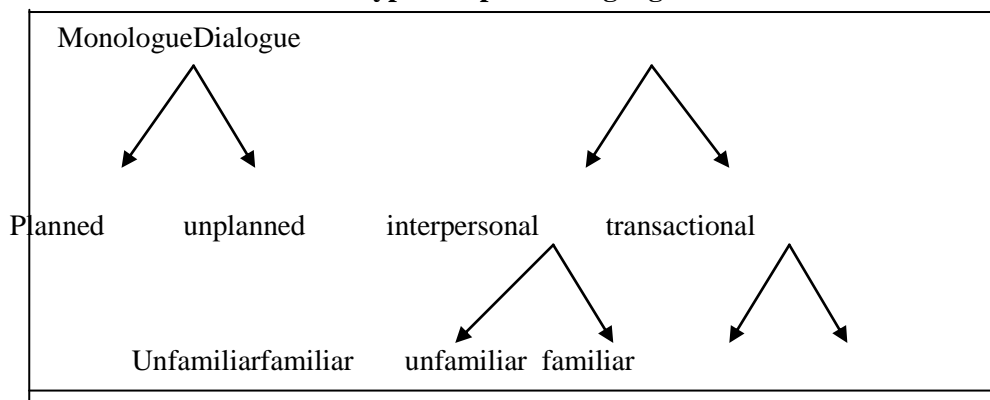
To make easier in speaking learning process, we have to know the types of spoken language. According to Browns book adopted from Nunan, we can see the types of spoken language as fallow:

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<sup>7</sup> Avansa Naufal Hakim, A Thesis "*Using English Mingling Games To Improve The Speaking Skills Of The Seventh Grade Students At Smp Muhammadiyah 2 Mlati In The Academic Year Of 2013/2014*", (Yogyakarta,2014),p. 8

Figure 1.

## Types of spoken language



In monologue, when one speaker use spoken language for any length of time, as in speeches, lectures, readings, news broadcasts and the like, the hearer must process long stretches of speech without interruption- the stream of speech will go on whether or not the hearer comprehends.<sup>8</sup> In dialogue, involve two speaker at least, that promote social relationships (interpersonal) or to convey proportional or factual.

### 3. Three Major Types of Speaking

According to Kenneth G Hance, there are three major types of speaking as follows:<sup>9</sup>

#### a. Speaking to Inform

Hance & Ralph state that “informative speaking is widely varied branch of communication”. It replies to request for information or to convey information. Whether it is case of person-to-person communicate each other or one person speaking to a group. For example, in responses to a student’s

<sup>8</sup> H. Ddouglas Brown., *teaching by principles an interactive Approache to language pedagogy second edition* . P. 251

<sup>9</sup> Hance, G. K & Ralph, C. D., *Principle of Speaking*, (Belmont California: Wordsworth Publishing company, 1995),p.216

request for information about the course he is to take, the faculty advisor gives him a brief-run-down of requirements.

**b. Speaking to advocate**

Kenneth states that “in persuasive speaking, or also called speaking to advocate, the speaker informs or reminds his listeners of certain facts, or he tries to change the desired action”. For example, a mother tries to persuade her neighbor to join the parent-teacher association, or a young boy tells the bully down the street:” You let me alone” etc.

**c. Speaking to Entertain**

Speaking to entertain is the last type of speaking skill. Kenneth said that “Spoken entertainment, or called as speaking entertain is speaking that contains entertainment”. For example, a teacher resort to the entertainment method in teaching-learning-processing order to attract his students’ attention to the lesson such as by applying the story, making puzzles or employing humor to put across teaching material that is probably boring.

Therefore, from the explanation above the researcher concludes that speaking is very important in communication. Speaking has big effect to the human life. Speaking becomes the tool to share and get the information.



Then, from Kenneth's statements above we can see that the advocate, speaking to inform and the information are always found in the same talk; the speaker informs or remains his listeners of certain facts, and he tries to change their opinion so that the later on that change may produce the desire action.

Whereas, speaking to entertaint is also neede in teaching learning process to make the students more interest with the topic.

#### **4. Micro-skills of Speaking**

According to Brown proposes a list of Micro-skills for oral communication skills. They are mentioned as:

- a. Produce chunks of language of different lengths.
- b. Orally produce different among the English phonemes and allophonic variants.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.

- g. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- h. Use grammatical word phrases (noun and verbs), systems (e.g., tense and agreement), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents-in approach phrases, pause groups, breath groups, and sentences.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.
- l. Accomplish appropriately communicative functions according to situations, participants, and goals.
- m. Use appropriate registers, implicate, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- n. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- o. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

- p. Develop and use a battery of speaking strategies, such as, emphasizing key words, appealing for help, and accurately assessing how well your interlocutor is understand you.<sup>10</sup>

From explanation above, the researcher concludes that micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units and little bit about tenses.

## **5. The Difficulties of Speaking**

According to Brown, these same characteristics must be taken into account in the productive generation of speech, but with a slight twist in that the learner is now the producer. These are the characteristics of spoken language can make oral performance easy as well as, in some case difficult.

### **a. Clustering**

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

### **b. Redundancy**

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

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<sup>10</sup> Brown, H.D., *Principles of Language Learning and Teaching* (San Fransisco State University, 2001), p. 271

**c. Reduced Forms**

Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

**d. Performances Variable**

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

**e. Colloquial Language**

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

**f. Rate of Delivery**

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

**g. Stress, Rhythm, and Intonation**

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English its intonation patterns conveys important messages.

#### **h. Interaction**

Learning to produce waves of language in vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.<sup>11</sup>

Based on the the explanation above, the researcher concludes that there are many factors which make the students feel difficult in teaching speaking such as clustering, redundancy, reduced forms, performance variable, colloquial language, interaction, rhythm, stress, intonation, and rate of delivery. All of these problem is always found in the class.

### **6. Teaching Speaking**

Harmer gives some important points related to the teaching of speaking. They are the students' reluctance to speak and take part in the teaching learning activity. He adds some useful ways to minimize the students' reluctance in speaking activities, including:

- a. Preparation: giving enough time to think in their head about how they will speak, or it may mean letting them practice dialogues in pairs before having to do anything more public.
- b. The value of repetition: allowing them to approve on what they did before, getting chance to analyze what they has already done, and getting them to draft and re-draft their writing.

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<sup>11</sup> Brown, H.D., *Principles of Language Learning and Teaching* (San Fransisco State University, 2001), p. 270

- c. Big groups, small groups: making sure that they get chances to speak and interact in big or small groups.
- d. Mandatory participation: allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next.

Brown proposes some principles for designing speaking teaching techniques. They are presented as follows:

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.<sup>12</sup>

Therefore, the researcher concludes that the rule or the procedures in teaching speaking are so important. It causes when the teacher apply good procedure, the students will feel comfortable in teaching speaking learning process and it will be more directed.

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<sup>12</sup> Brown, H.D., *Principles of Language Learning and Teaching* (San Francisco State University, 2001), p.275

## 7. The Definition of Speaking Performance

Performance is derived from the word “perform”. In the Oxford Advanced Learner’s dictionary, it has mean as “ do a piece of work, something one is ordered to do, or something one has promised to do”.<sup>13</sup>

Furthermore, Brown states that performance is the overtly observable and concrete manifestation or realization of competence. It might be assumed that performance is an actual of doing something that people are competed in its.<sup>14</sup>

Referring to explanation above, the researcher concludes that speaking performance is the process or activity of sharing with other person of one’s knowledge, interests, attitude, opinions, or ideas by using words or sounds of articulation.

## 8. The Types of Speaking Performance

According to Brown, there are some types of classroom speaking performance that student carry out in the classroom, such as:

### a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of these kinds as

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<sup>13</sup> A.S,Homby,Oxford Advanced Learner’s Dictionary

<sup>14</sup> Douglas Brown, *Principle by Language Learning and Teaching 4<sup>th</sup> edition*, eddison Wesley Longman,Newyork, 2000,P. 30

carried out not for the purpose of meaningful interaction, but focusing on some particular element of language form.

**b. Intensive**

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

**c. Responsive**

A good Deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments.

**d. Transactional**

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more a negotiative nature to them than does responsive speech:

T: What is the main idea in this essay?

S: The United Nations should have more opportunity.

T: More authority than what?

S: Than it does right now.

T: What do you mean?

S: Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T: You do not think the UN has that power now?

S: Obviously not. Iraq is still manufacturing nuclear bombs.



Such conversations could readily be part of group work activity as well.

**e. Interpersonal (Dialogue)**

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:

- 1) A casual register
- 2) Colloquial language
- 3) Emotionally charged language
- 4) Slang
- 5) Ellipsis
- 6) Sarcasm
- 7) A covert “agenda”

Learners would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.

**f. Extensive (monologue)**

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more

formal and deliberative. These monologues can be planned or impromptu.<sup>15</sup>

From the explanation above, the researcher concludes that there are many types of speaking performance that have mentioned before. So, the researcher thinks that teaching speaking learning process will be more inovative and variative. The teacher can give the students different ways every meeting based on the types of speaking performances so that the students will not feel bored in the class.

## **9. The factors Affecting Speaking Performance**

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. There are some factors that affect students' speaking performances, as follows:

### **a. Performance conditions**

Students perform a speaking task under a variety of conditions. Nation & Newton believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton suggest include time pressure, planning, the standard of performance and the amount of support.

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<sup>15</sup> Brown, H.D., *Principles of Language Learning and Teaching* (San Fransisco State University, 2001), p.271

**b. Affective factors**

One of the most important influences on language learning success or failure is probably the affective side of the learner. Krashen states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

**c. Listening ability**

Speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. Shumin shares the ideas of Doff by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

**d. Topical knowledge**

Topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer state certain test tasks may be easier for those who possess the relevant

topical knowledge and more difficult for those who do not. Bachman & Palmer believe that topical knowledge has effects on speaking performance.

**e. Feedback during speaking activities**

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with.<sup>16</sup>

Therefore, the researcher concludes that students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as

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<sup>16</sup> Nguyen Hoang Tuan Tran Ngoc Mai , *Asian Journal of Educational Research Factors Affecting Students' Speaking Performance At Le Thanh Hien High School* ( VIETNAM Vol. 3, No. 2, 2015 ISSN 2311-6080) [www.multidisciplinaryjournals.com](http://www.multidisciplinaryjournals.com)

motivation, confidence and anxiety), listening ability and feedback during speaking activities.

### 10. The Measurement of Speaking Performance

According to David P. Haris, here is the measurement of speaking performance:

Table 3  
Analytic Speaking Performance Criteria

Aspect	Category	Indication
Fluency	3(good)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	2(fair)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	3(good)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.
Vocabulary	3(good)	Effective use of vocabulary for the task with little inappropriacies.
	2(fair)	Limited use of vocabulary with frequent inappropriacies.
	1(bad)	Inappropriate and inadequate vocabulary.

Grammatical accuracy	3(good)	Very few grammatical errors.
	2(fair)	Speech is broken and distorted by frequent errors.
	1(bad)	Unable to construct comprehensible sentences.
Comprehension	3(good)	Appears to understand everything without difficulty.
	2(fair)	Has great difficulty following what is said. Can comprehend only social conversation, speak slowly and with frequent repetitions.
	1(bad)	Cannot be said to understand even simple conversation in english. <sup>17</sup>

## B. The Concept of Mingle Game Strategy

### 1. The Definition of Mingle Game Strategy

According to Yates in Samsuli, the Mingling Games are an activity in which students move around and talk to each other to get some information needed. This Mingling Games are often designed to practice question asking and answering. In the mingling games, the students should wander around the classroom then mingle with their classmates by finding a partner they have not worked with, ask questions to each other and record the answers they get. They usually carry out this mingling activity until students have a chance to talk to some students. The mingling games require students to tell each other what they really think about a given topic. By asking and answering questions on cards, the students get the opportunity to say what they

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<sup>17</sup> David P.Haris. Testing English as a Second Language. India Offset Press. (New Delhi. 1974, p.84)

really think about something and to discuss a topic in depth and to express their emotions. The teacher may need to pre-teach certain vocabulary items and/or a specific structure, but once the activity begins, it is up to the students to express themselves.

Mingle which is proposed firstly by Pollard and Hess in 1997 can be modified into new model for teaching speaking skill. Formerly, it is an activity or technique in which the students stand up and circulate with one another, and talk to people especially at a social event and various topics. The unique one of mingle game is that the students stand up and circulate simultaneously, in pairs or small groups, and switch from one classmate into another while speaking, listening, and taking notes. Mingle activity is started by asking different students with the same question and different responses learn through talk, activities are conducted by moving and walking, use card as a media, use peer and group of students, based students centered, and lecturer is part of students, an fun. Mingle activities include class questionnaires, matching activities (finding partner), group dictations, and role plays. It is repetitive and helps them find patterns.<sup>18</sup>

Thus, according to the Merriam Webster, strategy is a careful plan or method for achieving a particular goal usually over a long period of time. Strategy is also a carefully developed plan or method for

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<sup>18</sup> Darmayenti, Nofel Nofiandri, "Mingle Model for Teaching English Speaking Skill for College Students", 2015 Vol.22

achieving a goal or the skill in developing and undertaking such a plan or method to improving something.

Furthermore, according Oxford Dictionary strategy is a plan of action designed to achieve a long term or overall aim.

In conclusion, Mingle game strategy is a plan or method for achieving a goal which the students move around and talk to each other to get some information.

## **2. The Types of Mingle Game Strategy**

There are some types of mingle games, such as:

### **a. I'm unique**

Students has to find out something that is true only of themselves in the class, e.g. ability only they has (“can”). They go round asking the same question (e.g. “Has you eaten crocodile?”) until they has asked everyone. If at any time they find out that it is also true of someone else, they should quickly think of another thing and start again.

### **b. I'm the same too**

In this case, students stand up and try to find people who has things in common with them, e.g. the same number of sisters. As in most of these variations, it is important that they change partner after just one question. This is good for auxiliary verbs practice (So do I etc.).



**c. I'm the same too Two**

In this slight variation on I'm the Same Too, students can't move onto another partner until they have found one thing they have in common with the person they are talking to. Every time they change partners they have to ask different questions- they can't get one point for "We are both Spanish" each time!

**d. I'm the same too Three**

In this case, students have to find things that they have in common with the other students with a different short answer each time, one "So do I", one "So am I", one "So can I" etc.

**e. Guess and find**

Before students stand up and start asking questions, they have to predict what will be true, e.g. how many people each of the statements on their worksheet is true for ("\_\_\_\_\_ people can play the guitar" or "5 people can \_\_\_\_\_")

**f. Find what I've written**

Each student writes one or more true statements about themselves on slips of paper. The slips of paper are then taken in and distributed so that people have statements about others. Students stand up and race to find the people who wrote those things (or anyone else the same thing is true for).

**g. The snowball game**

This is a variation on “Find what I’ve written”. When students has written their true sentences, they screw them up into balls and when the teacher says start throwing them around like snowballs, including pick up other people’s “snowballs” and throw them. After one minute, students pick up snowballs close to them and go around trying to find who each statement is true for.

**h. Find the question find someone who**

In this variation of Find What I’ve Written, students only write a very short and vague piece of information about themselves, e.g. “three” or “London”. Students then has to guess what the question might be for the piece of information they receive, e.g. “How many sisters do you has?” and go around asking that question or change to other questions until they find the right answer. The people answering shouldn’t say whether they wrote that or not, but just ask the question they are asked.

**i. Shouting find someone who**

Any of the variations can be played this way, which just involves giving them an activity where they has to speak to everyone in the class but not letting them stand up.

**j. Shout or stand find someone who**

If you has a class which is reluctant to speak loudly or to stand up, give them the choice of deciding which is the lesser of two evils by

telling them they has to speak to everyone but not telling them how. Most classes will start by speaking to their partner, speaking slightly louder to someone further away etc. until they are standing up without any protests.

**k. Say hello wave goodbye**

Like introducing “So do I”, this variation adds both more language and more fun. Students has to do the Find Someone Who activity whilst pretending they are at a cocktail party or similar and starting and ending each conversation with suitable language.

**l. Don’t say goodbye**

In this variation on Say Hello Wave Goodbye, all the students are given role play cards with their Find Someone Who tasks on, but some people’s tasks only say “Keep your partner speaking for as long as possible”. Anyone who starts speaking to that person then has the additional challenge of politely ending the conversation so that they can move onto speak to someone else.

**m. You’ll never find someone who**

In this variation, students set each other Find Someone Who tasks. This can either be something they think is not true of anyone in the class, or something they know is true but they think is difficult to guess who.

**n. You'll never guess who**

In the gossip version, people has to try to find the answers to as many of their questions as they can whilst speaking to the minimum number of people. They do this by passing on all the information they has found so far, including things they don't need to know but they found out because they know someone else was looking for it.

**o. If you tell me who**

In this variation on you'll Never Guess Who, students exchange information so they can find the information on their role cards as quickly as possible, but only giving people information they need if they can trade it for different information they are looking for.<sup>19</sup>

Therefore, from the explanation above, the researcher concludes that there are many types of mingle game. So, the researcher chooses the suitable type to use in teaching speaking learning process. Here, the researcher will use find what I've written type.

**3. The Procedures of Mingle Game “ Find What I've Written”**

There are some procedures to apply this game, as follows:

- a. The teacher gives the students a piece of paper.
- b. The teacher instructs the students to write their true statement or word.
- c. The teacher asks the students to put the paper in the bottle.

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<sup>19</sup> Case, A. 2008. *15 variations on Find Someone Who and Mingling Games*, (online), ([www.edition.tefl.net/ideas/games/find-someone-who-minglinggames/](http://www.edition.tefl.net/ideas/games/find-someone-who-minglinggames/)). Accessed on 5 June 2016.

- d. The teacher asks the student to take the paper one by one.
- e. The students race to find the people who wrote that statement.
- f. The students have to explain what they get in the front of the class.<sup>20</sup>

#### **4. The Advantages and Disadvantages of Mingle Game Strategy**

##### **a. The Advantages of Mingle Game Strategy**

There are some advantages in using mingle game in teaching and learning process. They are:

- 1) The students were motivated to express their ideas in a group activity.
- 2) The students became competitive.
- 3) Students learned without realizing that they are learning.
- 4) Improving students' proficiency.<sup>21</sup>

##### **b. The Disadvantages of Mingle Game Strategy**

The disadvantages of using mingle game as an teaching method in teaching speaking performance, such as:

- 1) The mingle game must in large group.
- 2) This game needed many participants.

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<sup>20</sup> Ibid.

<sup>21</sup> Avansa Naufal Hakim, A Thesis *Using English Mingling Games To Improve The Speaking Skills Of The Seventh Grade Students At Smp Muhammadiyah 2 Mlati In The Academic Year Of 2013/2014*, (Yogyakarta, 2014)

## C. Theoretical Framework and Paradigm

### 1. Theoretical Framework

There are two variable in this research. They are independent variable (X) and dependent variable (Y). Kusnadi explain that independent variable was a variation of variable which give influence to other variable. Kusnadi also maintain that dependent variable is a variable of research to measure an effected or influenced from other variable. Independent variable (X) in this research is mingle game strategy and dependent variable (Y) in this research is student's speaking performance.

Speaking is one of the basic language skills so that teaching speaking is so important. There were many kinds of way that teacher uses in teaching speaking. One of them is using game. The use of game in teaching speaking was necessary to motivate and made the students more interested in the learning process.

Mingle which is proposed firstly by Pollard and Hess in 1997 can be modified into new model for teaching speaking skill. Formerly, it is an activity or strategy in which the students stand up and circulate with one another, and talk to people especially at a social event and various topics.<sup>22</sup>

In this research, the researcher focus on the teaching speaking of the students at the tenth grade of SMA Negeri 1 Punggur by using mingle

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<sup>22</sup> Case, A. 2008. *15 variations on Find Someone Who and Mingling Games*, (online), ([www.edition.tefl.net/ideas/games/find-someone-who-minglinggames/](http://www.edition.tefl.net/ideas/games/find-someone-who-minglinggames/)). Accessed on 5 June 2016.

game. The researcher assumes that teaching speaking by using mingle game make the students interest and motivate to speak English.

Based on the explanation above, the researcher formulates the theoretical framework are if mingle game strategy uses properly in teaching and learning English processed so that the student's speaking performance will be good, if mingle game strategy do not use properly in teaching speaking and learning English so that students' speaking performance will be bad.

## **2. Paradigm**

Paradigm is the correlation pattern among the variables that will be research. In this research there are two variable that are mingle game strategy and students speaking performance.

According Yates in Samsuli, the Mingling Games are an activity in which students move around and talk to each other to get some information needed. This Mingling Games are often designed to practice question asking and answering.<sup>23</sup> Mingle which is proposed firstly by Pollard and Hess in 1997 can be modified into new model for teaching speaking skill. Formerly, it is an activity or strategy in which the students stand up and circulate with one another, and talk to people especially at a social event and various topics. The unique one of mingle game is that the students stand up and circulate simultaneously,

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<sup>23</sup> Darmayenti, Nofel Nofiandri, "Mingle Model for Teaching English Speaking Skill for College Students", 2015 Vol.22

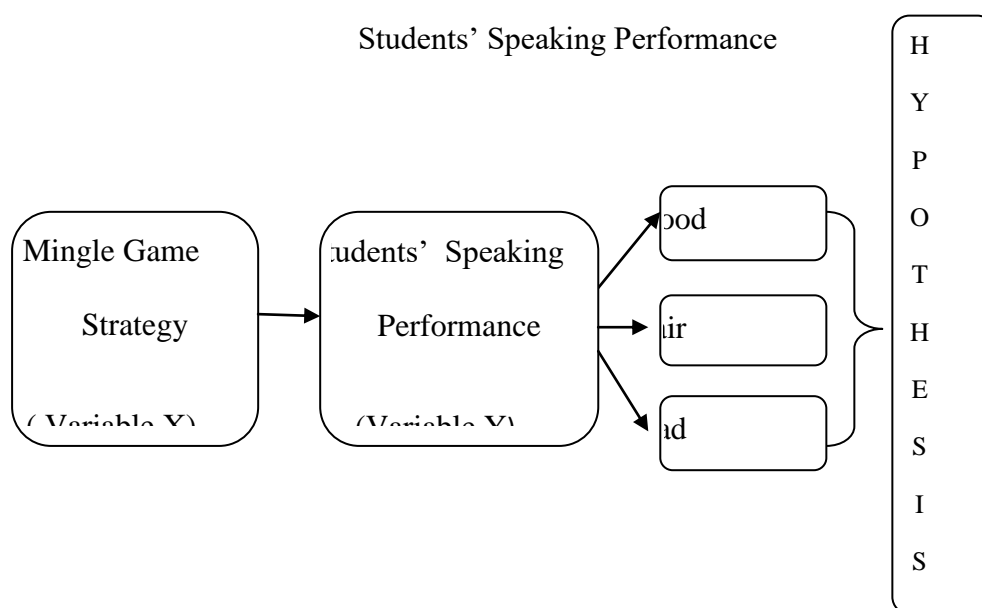
in pairs or small groups, and switch from one classmate into another while speaking, listening, and taking notes.<sup>24</sup>

Furthermore, based on theoretical framework above, the researcher describes the paradigm as follow:

Figure 2

The Influence of Using Mingle Game toward

Students' Speaking Performance



Based on the scheme above, the researcher concludes that there is influence of using mingle game strategy toward students' speaking performance.

#### D. Hypothesis Formulation

Hypothesis is temporary answer for problems of research that will be proven after collecting the data. There are two forms of hypothesis, null

<sup>24</sup> Case, A. 2008. *15 variations on Find Someone Who and Mingling Games*, (online), ([www.edition.tefl.net/ideas/games/find-someone-who-minglinggames/](http://www.edition.tefl.net/ideas/games/find-someone-who-minglinggames/)). Accessed on 5 June 2016.



and alternative hypothesis. Null hypothesis means that there is no differences between two variables. Alternative hypothesis means there is correlations between two variables.

### **1. Alternative Hypotesis (Ha)**

There was a positive and significant influence of using mingle game strategy towards students' speaking performance at the tenth grades of SMA Negeri 1 Punggur academic year 2016/2017.

### **E. Statistical Hypothesis**

Ha is accepted and Ho is rejected.

$$\text{If } = F_0 > F_t$$

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher used a quantitative research. Quantitative research was explaining phenomena by collecting numerical data that was analyzed using mathematically based methods (particular statistics).<sup>25</sup>

According Daniel Mujis a quantitative research was the research which explaining phenomena by collecting numerical data that would analyze by using mathematically based on methods (in particular statistics)<sup>26</sup>.

This research used two variables; there were independent variables (X) and dependent variable (Y). The independent variable was Mingle game (X), and dependent variable (Y) was students' speaking performance.

Therefore, the researcher used one class as an experimental class and one class as control class the research design is follows:

Class	Pretest	Treatment	Posttest
Exp. Class			

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<sup>25</sup> Daniel Mujis, *doing quantitative research in education*, sage publications London, Thousand Oaks. New Delhi, 2004. P.1

<sup>26</sup> *Ibid.*

T1: The result before the treatment called *Pretest*

X: Treatment by using Mingle Game

T2: The result after treatment called *Posttest*.

The pre-test have been given before the teacher give them the treatment and the post-test have been given after the teacher give them the treatment. This research was intended to investigate whether there was a positive and significant influence of using mingle game toward the students' speaking performance among the tenth grade of SMA Negeri 1 Punggur in academic year 2017/2018.

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

### **1. Population**

Whole Subject that as an object of the research called population. An object of the research as tools for getting and collecting data, it's called population. A population was an individual or group that representative all the members of a certain group or category of interest<sup>27</sup>. Moreover in principle, population was all members of the humans, animals, events, or things that stay in one place, and with the planning became target conclusion from the end of the result of the research. In this research the population at the tenth grade is 295 students that divided into nine classes. The classes are class X IPA 1-X IPA 5 and X IPS 1-X IPS 4.

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<sup>27</sup> Timothy C. Urdan, *statistics in plain English.*, London LAE. 2005. P.1.

## 2. Sample

Sample was a subgroup of the target population that the researcher planned to study for generalizing about the target population<sup>28</sup>. Part of population named sample that hoped can representative population. The sample in this research were two classes, one class as an experimental class that consisted of 28 students and one class as a control class that consisted of 28 students that is X IPA 5 and one class as a control class consist of 28 students that is X IPA 4.

## 3. Sampling Techniques

To make easy the researcher used Cluster purposive sampling; “The sample selection based on specific purpose.” The student ability is homogeneous, so that the writer used the purposive sampling. This technique was used to know the influence of mingle game in their speaking performance.

### C. The Operational Definition of Variables

#### 1. The Operational Definition of Variables

John W. Creswell said that a variable refers to a characteristic attribute of individual or an organization that can be measured or observed and that varies among the people or organization being studied.<sup>29</sup> There are two variables in this research which consist of

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<sup>28</sup> Jhon W. Creswell. *Educational research fourth edition*. Pearson .2012. P.142

<sup>29</sup> John W. Creswell, *Research Design* (Los Angles : Sage,2009) p.235.

using spelling technique and speaking skill. The operational definition of variables in this research as follows:

**a. Independent Variables**

The independent variables were variable (probably) cause, influence or effect outcome. They were also called treatment. The variables examine were classified into independent and dependent variable. Independent variable of this research is Mingle Game as the variable (X). Mingle was one of the game in teaching speaking that made the students more active in learning process.

In this research, writer used observation to know about the condition of the student, especially in the score of speaking subject and also to know the strategy that used by teacher when they were teaching speaking. Then, the researcher analyzed the data and wrote in the observation list, as the result of pre-survey data.

The researcher used the quantitative research, which pretest and post test design. In this design, the pretest and posttest intended to investigate whether using Mingle game strategy could be use to influence speaking performance.

Moreover, the indicator of this variable as follows:

- 1) The students were able to express their ideas in a group activity.
- 2) The students were able to improve their proficiency.

- 3) The students were able to build the confidence of their selves to speak English.

**b. Dependent Variable**

Dependent Variable of this research is Students' speaking performance (variable Y). Variable Y or dependent variable was measured by a test.

In this research the student explored their ideas with a good speaking. This variable could be measured by using oral test, that was monologue test. The test have been given two times, which are before the treatment or called as pre-test and after the treatment or called as post test. The test is only 1 question that is to describe something according to the title. The student got the score according to rubric measurement of descriptive speaking ability categories include fluency, pronunciation, vocabulary, grammatical accuracy and comprehension. And each categories has speaking score criteria include, good, fair, and bad. So the highest score is 100 as the total of the score speaking performance.

The indicator of oral test in speaking performance are:

- 1) The students were good in speaking. For oral communication, spelling correctly is needed know the meaning of word when they speak up.

- 2) The students were good in vocabulary. They cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary.
- 3) The students were good in pronunciation. Pronunciation was the way for students' to produce clearer language when they speak, how sounds vary and pattern in a language.
- 4) The students were good in fluency. Fluency can be defined as the ability to speak fluently and accurately.

#### **D. Data Collecting Method**

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

###### **a. Pre-test**

To know students' speaking performance before treatment, researcher used pre-test to get an information or data about students' speaking performances' score without using mingle game strategy. In this research, the type of the test was oral test and the kind of this test is monologue. The data will be analyzed after the treatment has been given to the students.

###### **b. Post-test**

The Post-test have been given after the treatment. For the example, the researcher gave the students exercise to know their speaking performance. The type of test was oral test. In this research the kind of the test was monologue. Then, the data from

the test would be comparing to the pre-tests data. The post – test finished after the treatment in order to find out whether using this game can influence of the students’ speaking performance.

Whereas, the post-test have been given in the last meeting after treatment in order to find out whether the statement give any contribution to the students’ speaking performance in the experimental class was higher than the control class or is there is significant different between the experimental class and the control class scores.

## **2. Documentation**

In this research, the researcher used documentation as a data collecting method to get the visual and audio data that will be analyzed by the researcher. Whereas, documentation as the method which was used to get information from written language of document (for example: books, magazine, rule, note and others).

The researcher got the data:

- a. The researcher used the documentation method to get detail information about students’ speaking performance, Documentation here about the score of students’ speaking performance at the X IPA 5 class of SMA Negeri 1 Punggur Central Lampung that is gotten from the English Teacher.
- b. Documentation about the condition teachers, official employees and students of SMA N 1 Punggur Central Lampung.



### **3. Observation**

Observation was a data collection tool that was done by observing and recording systematically. This method was hoped that to get information about the learning process, the facilities of there and the other.

### **E. Research Instrument**

The research instrument in this research would hold the test which has explained follows:

#### **1. Instrument Blueprint**

The writer used Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about speaking performance, so the research instrument which is used in present research is in the form of speaking performance test.

Here is the blue print, such as:

- a. The instrument which was used in test in this research, it included the pre – test and post – test about English learning result. The writer used the oral test that is monologue tests. It consist of 1 item.
- b. The instrument which was used in documentation method was documentation guidance, as follow; 1) Documentation about condition of the teachers and officials in the SMA N 1 Punggur ; 2) Documentation

about the students of state SMA N 1 Punggur;  
 3).Documentation about the organization structure of  
 SMA N 1 Punggur.

- c. The instrument which was used in observation method was observation guidance, as follow; 1) Observation of the strategy that was used by the teacher in teaching speaking process of SMA N 1 Punggur; 2) Observation the location sketch of SMA N 1 Punggur; 3) Observation the establishment of SMA N 1 Punggur ; 4) Observation about building of SMA N 1 Punggur.

Instrument blueprint in this research was an illustration of the test consist of the indicate of each variabel. They were mingle game and speaking performance.

Table 4

Illustration of Independent and Dependent Variable

No	Variable	Indicator	Form of test	Items
1	Independent variable (Mingle Game)	1. Student use a key word. 2. The student be able to work wether individually or in a group. 3. The students be able to express their idea in	Oral Test (speech)	1

		speaking English.		
2	Dependent variable (Speaking Performance)	<ol style="list-style-type: none"> <li>1. The student must be able to understand about the topic.</li> <li>2. The student must be able to speak a short monologue about the topic.</li> </ol>	Oral test (speech)	1

## F. Data Analysis Technique

To investigate whether there is the influence of Mingle game towards students' speaking performance at the tenth grades of SMA Negeri 1 Punggur the researcher used one class as experiment class that will compare between pre test and post test. Here, the researcher used Chi-Square and T-test formula.

Chi-Square Many parametric models, possessing different characteristics, shapes, and properties, have been proposed in the literature<sup>30</sup>. These models are commonly used to develop parametric inferential methods. The inference developed and conclusions drawn based on these methods, however, will critically depend on the specific parametric model assumed for the analysis of the observed data. For this

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<sup>30</sup> Vassilly Vainov, *chi-squared goodness of fit test with application*, (USA: AP Press,2013) P. 1

reason, several model validation techniques and goodness of fit tests have been developed over the years. The oldest and perhaps the most commonly used one among these is the chi-squared goodness of fit test proposed by Karl Pearson over a century ago.

Since then, many modifications, extensions, and generalizations of this methodology have been discussed in the statistical literature. test given by the formula of chi-square:

$$\chi^2_p = \sum \frac{(f_{tj} - E_{tj})^2}{E_{tj}}$$

$\chi^2_p$  = chi-square  
 $\sum$  = population  
 $f_{tj}$  = high score  
 $t_j$  = low score  
 $E_{tj}$  = responden

Here is the formulation of t-test:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. Description of Data

##### 1. Research Setting

###### a. The Brief History of SMA Negeri 1 Punggur

SMA Negeri 1 Punggur began to accept new students based on the head of Education Department and the head of tourism, Art and Culture department's decision of Lampung Tengah Regency, number: 420/003/05/D.8/2003 in March 17, 2003. Thus, the learning-teaching activity of SMA Negeri 1 Punggur was begun in academic year 2003/2004.

In first of existence, the management and development of SMA Negeri 1 Punggur was implemented by the Head of SMA Negeri 1 Kotagajah (Drs. Syatbi Tahmid, M.M) because SMA Negeri 1 Punggur had not teachers and staffs yet. So the Head of SMA Negeri 1 Kotagajah assigned the Vice Head of SMA Negeri 1 Kotagajah (Drs. SontangSimanjuntak) to manage SMA Negeri 1 Punggur.

###### b. Visions and Missions of SMA Negeri 1 Punggur

###### 1) Visions

God-fearing, educated, and virtuous.

Indicators:

- a) Excellent in belief and God-fearing.
- b) Excellent in knowledge and technology mastery.
- c) Excellent in attainment of final examination score.

- d) Being able to compete in the selection of new student in college.
- e) Active in teen science work activity.
- f) Perceptive.
- g) Excellent in sport performance.

## 2) Missions

- a) Molding the students who have fearing against God.
- b) Creating the innovative, fun and creative learning activity.
- c) Molding the students who have knowledge and skill.
- d) Preparing for the students to go on to the next education level.
- e) Developing attitude and personality which have the well-mannered, good ethics and high aesthetics.

## 3) The number of the students of SMA Negeri 1 Punggur

Tabel 5

Total of Students of SMANegeri 1 Punggur in Academic Year  
2016/2017

No	Study Program	Class X		Class XI		Class XII		Total
		M	F	M	F	M	F	
1	General	-	-	-	-	-	-	-
2	Language	-	-	-	-	-	-	-
3	Science	46	103	40	119	36	108	452
4	Social	73	75	52	50	52	70	372
<b>Total</b>		119	178	92	169	88	178	824
		297		261		266		

Source: Documentation of SMA Negeri 1 Punggur.

4) **The Teachers of SMA Negeri 1 Punggur**

Table 6  
The Teacher List of SMA Negeri 1 Punggur

NO	NAME	POSITION
1	Drs. SUNTORO	Headmaster
2	Drs.SUMALI, M.Pd.	Counseling XII
3	Drs. HARYANTO	Sociology
4	Drs.TAUFIK ISMAIL, M.Pd.	History
5	IMAM NAZAR NURI, S.Ag	Islam
6	Drs. TRI HARTOTO, M.Pd.	History
7	Dra. HALIMAH	Counseling XI
8	Drs. SUPARNO	history
9	Dra. ADE NANI SURYANI	B. Indonesia
10	Dra. MAIZARNI	Counseling X
11	HASAN MAHFUD, S.Pd	Mathematics
12	Drs. HERY SUBAGIYO	Geography
13	HARNANTO, S.Pd.	Mathematics
14	MERIDAWATI, S.Pd	B. Indonesia
15	Drs. BEJAN SANTOSO	B. Indonesia
16	Drs. SB.PURWANTO	Sport/Vise Headmaster
17	Dra. TUTI SUPRIYATI	Biology
18	PURWATI, S.Pd.	Economy/ Accountancy
19	KARMIDI, S.Pd.	Biology
20	Dra. TRIAS SAMINAR	Biology
21	Drs. INDRA JAYA	PPKN
22	TITIN SUMIARTI, S.Pd	Art
23	ELVA YULI SUSANTI, S.Sos.	Sociology
24	NOTO MARGIANTO, S.Pd.	Mathematics
25	SURADI, SE. MM.	Economy/ Accountancy
26	PENI ASIH, S.Pd	English
27	NURUL EKAWATI, S.Pdi.	Islam
28	HENDRO BUDOYO, S.Pd.	Physics
29	APRILIANI DWI KURNIASIH, S.Pd.	English
30	MEGAWATI CIPTANING, S.Si.	Chemistry
31	PATIMAH, S.Pd.	Economy/ Accountancy
32	ZULHANA, S.Pd.	Biology
33	ENIK WINDAYATI, S.Pd.	Chemistry
34	TITIN SURIATI, S.Sos	Sociology
35	TRI WAHYUNINGSIH, S.Si	Mathematics

36	MUSTIKA HERLINA, S.Pd.	PPKN
37	SRI LESTARI, S.Pd.	B. Indonesia
38	RINI SULISTYOWATI, S.E.	Geography
39	SUPRPTI, S.Pd.	B. Indonesia
40	IMAN ABIWORO, S.Si.	Chemistry
41	Dra. LILYI FIRNIS	History
42	BUDI SANTOSO, S.Pd.	Economy/ Accountancy
43	RANTINITA SAPUTRA, S.Pd.	Library
44	DELIANA WARDANI, S.Pd.	English
45	SRI SUSILOWATI, SPd	History
46	BUDI HARDIANTORO, S.Si.	Physics
47	ARIE ALFIA ARISTHA, S.Pd.	English
48	Drs. TUGIMIN	B. Indonesia
49	PENDI HARTANTO, S.Pd.	Geography
50	PRASTIWI, S.Pd.	Arabic
51	NANANG SETIAWAN, S.Pd.	Sport
52	MUSLIMATUN NISA, S.Si	Mathematics
53	ENI HANDAYANI, ST.	Physics
54	BAYU SEDYOKO WIDIARTO. S.Pd. Kor.	Sport
55	YUNI EKAWATI, S.Si.	Chemistry
56	NOVITA NUGRAHANING WIDI, SE.	Economy
57	LILIS SURYANI, S.Sos.	Sociology
58	SRI INDAH M. S.Pd.	Economy
59	SANI ARIS DUATI, S.Pd	Physics
60	RETNO DWI HASTUTI, S.Si	Mathematics
61	HERLINI VERONIKA, S.Sos	Sociology
62	LUSY MARLINA, S.Si	Chemistry
63	ANI RAHMAWATI, S.Kom	TIK
64	HEROYOGI SULENDRA, S.Kom	TIK
65	RISSA FITRIA SARI, S.Pd.	Biology
66	LISKA OKTAVIANA, S.IP.	Lampung Culture
67	INTAN PERMATA KESUMA, S.Pd.	Library
68	NI PUTU YULI WIRANINGSIH, S.Ag.	Hinduism

Source: Documentation of SMA Negeri 1 Punggur.



### 5) The building of SMA Negeri 1 Punggur

Table 7  
The Buildings of SMANegeri 1 Punggur in academic year  
2016/2017

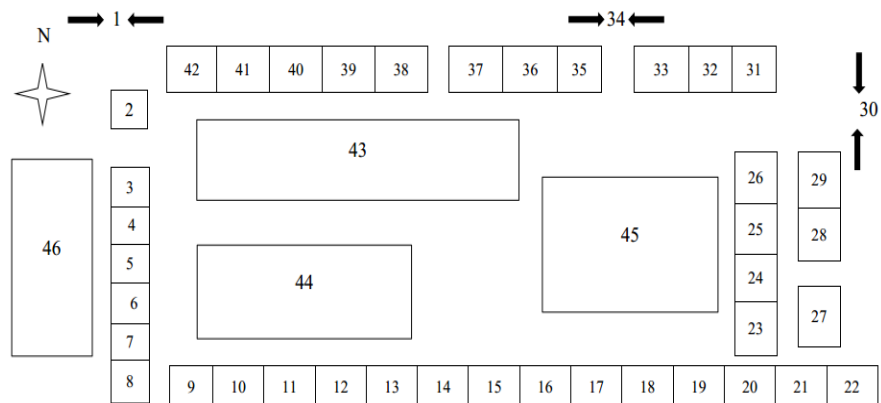
<b>NO</b>	<b>BUILDINGS</b>	<b>TOTAL</b>	<b>CONDITION</b>
1	Class	26	good
2	Physics Lab	1	good
3	Biology Lab	1	good
4	Chemistry Lab	1	good
5	Language Lab	1	good
6	Social Lab	1	good
7	Library	1	good
8	Infirmary room	1	good
9	Computer room	1	good
10	Cooperative store	1	good
11	Counseling room	1	good
12	Headmaster room	1	good
13	Teacher room	1	good
14	Clerical room	1	good
15	OSIS room	1	good
16	Teacher rest room	4	good
17	Student rest room	5	good
18	Green house	1	good

Source: Documentation of SMA Negeri 1 Punggur.



## 7) The sketch location of SMA Negeri 1 Punggur

Figure 4  
The Sketch Location of SMANegeri 1 Punggur  
in Academic Year 2016/2017

**Note:**

1	: Gate	24	: XI IPA 3
2	: Computer room	25	: XI IPA 4
3	: Clerical room	26	: XI IPA 5
4	: Guest room	27	: OSIS room
5	: Headmaster room	28	: Language lab
6	: WAKA room	29	: Biology lab
7	: Counseling room	30	: Gate
8	: Chemistry lab/XI IPS 1	31	: Physics lab
9	: Library	32	: X IPA 5
10	: XI IPS 2	33	: X IPA 4
11	: XI IPS 3	34	: Gate
12	: XI IPS 4	35	: X IPA 3
13	: XII IPS 1	36	: X IPA 2
14	: XII IPS 2	37	: X IPA 1
15	: XII IPS 3	38	: Student rest room
16	: XII IPS 4	39	: X IPS 4

17	:	XII IPA 1	40	X IPS 3
18	:	XII IPA 2	41	X IPS 2
19	:	XII IPA 3	42	X IPS 1
20	:	XII IPA 4	43	Parking area
21	:	XII IPA 5	44	Teacher room
22	:	XI IPA 1	45	Pool
23	:	XI IPA 2	46	Infield

## 2. Research Data

This research was conducted on tenth grade of SMAN 1 Punggur which consist of two classes for about 28 students in control class and 28 students in experiment class. This research was held from June 5th until June 8th 2017. The researcher conducted her research by steps, the explanation as follow :

### a. Pre-Test

The pre-test was given to all of the students in the first meeting in order to find out students' speaking performance, although it was held on June 5<sup>th</sup> and June 6<sup>th</sup> 2017.

### b. Treatment

The researcher gave the same material with different treatment for both of the classes, which is the control class treated without Mingle Game strategy and the experimental class using Mingle Game strategy. Moreover the treatment held on June 7<sup>th</sup> and 8<sup>th</sup> 2017.

### c. Post-test

The post-test was conducted to know the result of the students' speaking performance and it was held on June 7<sup>th</sup> and June 8<sup>th</sup> 2017.

Based on the steps above, the researcher got the result of the students' speaking performance score both of the experimental class and control class, the explanation as follow:

a. The result of the students' Pre-test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The pre-test in this research is speaking test. The Result Pre-Test can be identified as follows:

Table 8

The Result of Students' Experimental Class Pre-Test at the Tenth Grade of SMAN 1 Punggur

No.	Nama	FL	PR	VO	GR	IN	SCORE
1.	AHA	13	14	15	11	12	65
2.	AD	13	11	15	8	9	56
3.	AD	12	10	14	8	8	52
4.	AA	16	18	17	10	14	75
5.	AS	16	15	13	10	11	65
6.	DFR	13	16	17	10	10	66
7.	DRK	10	13	12	8	8	51
8.	DW	13	13	13	10	11	60
9.	EN	15	13	14	10	11	63
10.	ES	15	16	17	10	9	67
11.	FAP	16	16	17	13	12	74
12.	FY	18	17	19	12	8	74
13.	GV	17	17	18	8	8	68
14.	MY	18	17	18	12	13	78

15.	MCM	17	16	18	12	14	77
16.	NQN	12	10	13	7	7	49
17.	NKN	13	16	13	8	6	56
18.	NYN	15	13	14	7	6	55
19.	PS	16	17	17	7	7	64
20.	RR	13	13	12	9	8	55
21.	RE	13	15	17	10	11	66
22.	RH	14	17	15	6	4	56
23.	S	12	11	12	4	5	44
24.	SA	11	13	11	5	5	45
25.	SNM	12	13	15	10	12	62
26.	TA	12	17	17	12	8	66
27.	TW	13	14	17	11	10	65
28.	VSA	14	10	9	4	5	42
Total							1716
Average							51,28571
The Highest Score							78
The Lowest Score							42

Note :

Fl = Fluency

Pr = Pronunciation

Vo = Vocabulary

Gr = Grammatical Accuracy

In = Interactional Strategies

Based on the table above, the researcher measured the class interval as follows:

$R = \text{the highest score} - \text{the lowest score}$

$$= 78 - 42$$

$$= 36$$

$K = 1 + 3.3 \log n$

$$= 1 + 3.3 \log 26$$

$$= 1 + 4,67$$

$$= 5,67$$

$$= 6$$

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

$$K$$

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

$$6$$

$$= 6$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 9

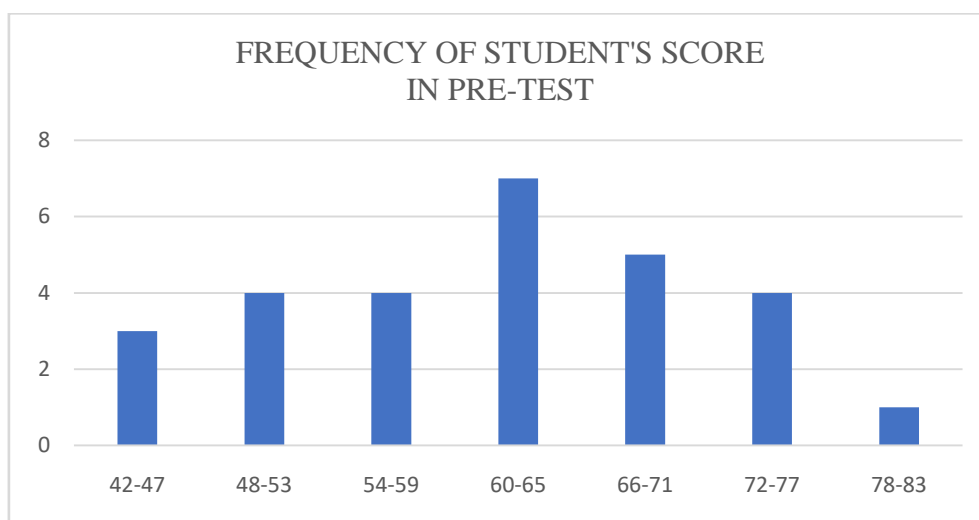
Frequency Distribution as the Result of Experimental Class Pre-Test at the Tenth Grade of SMAN 1 Punggur

Interval	Frequency	Categories	Percentages %
42-47	3	Bad	10,714%
48-53	4	Bad	14,286%
54-59	4	Bad	14,286%
60-65	7	Bad	25%
66-71	5	Bad	17,857%
72-77	4	Fair	14,286%
78-83	1	Good	3,571%
	28		100%

Based on the table of frequency distribution above, it can be inferred that most of students got score under 74.

Therefore, it be conclude that students speaking performance in the pre-test was unsatisfied.

Graph 1



The graph of table frequency distribution above described that the result of the students' score of pre-test (experimental class). There were 3 (10,714%) students got score 42-47. Futhermore, there were 4 (14,286%) students who got score 48-53, 4 (14,286%) students who got score 54-59, 7 (25%) students who got score 60-65, 5 (17,857 %) students who got score 66-71, and 4 (14,286%) students got score 78-83. From the data above, it can be seen that students speaking performance in pre-test was unsatisfied.

Furthermore, The Result of Students' Control Class Pre-Test can be identified as follows:



Table 10  
The Result of Students' Control Class Pre-Test at the Tenth Grade  
of SMAN 1 Punggur

No.	Nama	FL	PR	VO	GR	IN	SCORE
1.	ABL	8	8	8	6	5	35
2.	DA	12	12	10	8	6	48
3.	DF	11	10	10	6	6	43
4.	DKS	14	13	14	10	9	60
5.	DE	16	16	17	11	9	69
6.	DSM	17	16	16	10	10	69
7.	EH	15	13	16	9	7	60
8.	FQ	9	9	10	7	7	42
9.	GR	14	16	16	10	10	66
10.	HRV	8	8	7	6	5	34
11.	IP	17	16	16	13	8	70
12.	KC	17	18	18	16	9	78
13.	MAA	16	17	13	8	7	61
14.	MAY	10	10	9	7	6	42
15.	MAH	14	13	13	10	10	60
16.	NLP	12	11	12	9	7	51
17.	NDU	13	14	15	10	9	61
18.	NM	15	14	14	9	9	61
19.	NNP	18	18	19	17	15	87
20.	NES	12	10	11	9	9	51
21.	Nu	12	14	15	10	9	60
22.	OR	18	17	16	17	11	79
23.	RHP	17	16	17	10	9	69
24.	SA	18	18	19	17	15	87
25.	SAS	10	9	10	7	6	42
26.	SAI	12	11	14	10	9	56
27.	TT	9	10	9	8	7	43
28.	VG	11	12	12	12	8	55
						Total	1639
						Average	58,5357
						the Highest Score	87
						The Lowest Score	34

Note :

Fl = Fluency

Pr = Pronunciation

Vo = Vocabulary

Gr = Grammatical Accuracy

In = Interactional Strategies

Based on the table above, the researcher then measured the class interval as follows:

$R$  = the highest score – the lowest score

$$= 87-34$$

$$= 53$$

$K = 1 + 3.3 \log n$

$$= 1 + 3.33 \log 24$$

$$= 1 + 4,55$$

$$= 5,56$$

$$= 6$$

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

$K$

$$= \frac{53}{6}$$

6

$$= 8,83$$

$$= 9$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 11

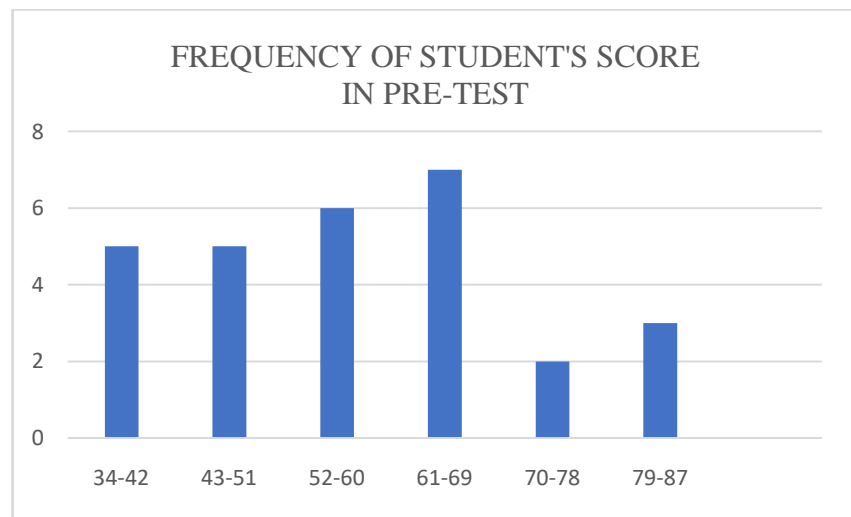
Frequency Distribution as the Result of Control Class Pre-Test at the  
Tenth Grade of SMAN 1 Punggur

Interval	Frequency	Categories	Percentages %
34-42	5	Bad	17,857%
43-51	5	Bad	17,857%
52-60	6	Bad	21,428%
61-69	7	Bad	25%
70-78	2	Fair	7,143%
79-87	3	Good	10,714%
	28		100%

Based on the table of frequency distribution above, it can be inferred that most of students got score under 74.

Therefore, it be conclude that students speaking performance in the pre-test was unsatisfied.

Graph 2



The graph of table frequency distribution above described that the result of the students' score of pre-test (control class). There were 5 (17,857%) students got score 34-42. Futhermore, there were 5 (17,857%) students who got score 43-51, 6 (21,428%) students who got score 52-60, 7 (25%) students who got score 61-69, 2 (7,143%) students who got score 70-78, and 3 (10,714%) students got score 79-87. From the data above, it can be conclude that students speaking score in control class is better that experimental class.

b. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students' speaking performance before and after a treatment was given. And the data of post-test score at the control class as follows:

Table 12

The Result of Students' Experimental Class Post-Test at the Tenth Grade of SMAN 1 Punggur

No.	Nama	FL	PR	VO	GR	IN	SCORE
1.	AHA	17	17	16	13	13	76
2.	AD	16	14	17	13	13	73
3.	AD	17	15	16	13	14	75
4.	AA	18	15	16	12	14	75
5.	AS	16	14	17	13	14	74
6.	DFR	17	18	17	12	12	76
7.	DRK	15	16	18	14	13	76
8.	DW	15	16	17	13	11	72
9.	EN	16	16	19	12	13	76
10.	ES	19	18	17	10	13	77

11.	FAP	17	18	17	16	14	82
12.	FY	18	17	19	12	12	78
13.	GV	17	17	18	13	12	77
14.	MY	18	17	18	14	14	81
15.	MCM	17	16	18	14	14	79
16.	NQN	12	17	13	12	14	68
17.	NKN	16	16	16	13	15	76
18.	NYN	14	18	17	13	11	73
19.	PS	16	17	17	12	14	76
20.	RR	18	16	16	14	15	79
21.	RE	16	16	17	15	13	77
22.	RH	16	17	17	14	14	78
23.	S	14	18	17	14	14	77
24.	SA	16	16	18	13	10	73
25.	SNM	15	18	17	16	13	79
26.	TA	19	17	17	12	11	76
27.	TW	16	18	17	13	13	77
28.	VSA	17	18	17	14	15	81
		Total					2137
		Average					6,3214
		The Highest Score					82
		The Lowest Score					68

Based on the table above, the researcher then measured the class interval as follows:

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 82 - 68$$

$$= 14$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 26$$

$$= 1 + 4,67$$

$$= 5,67$$

$$= 6$$

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

K

$$= \frac{14}{6}$$

6

$$= 2,3$$

$$= 3$$

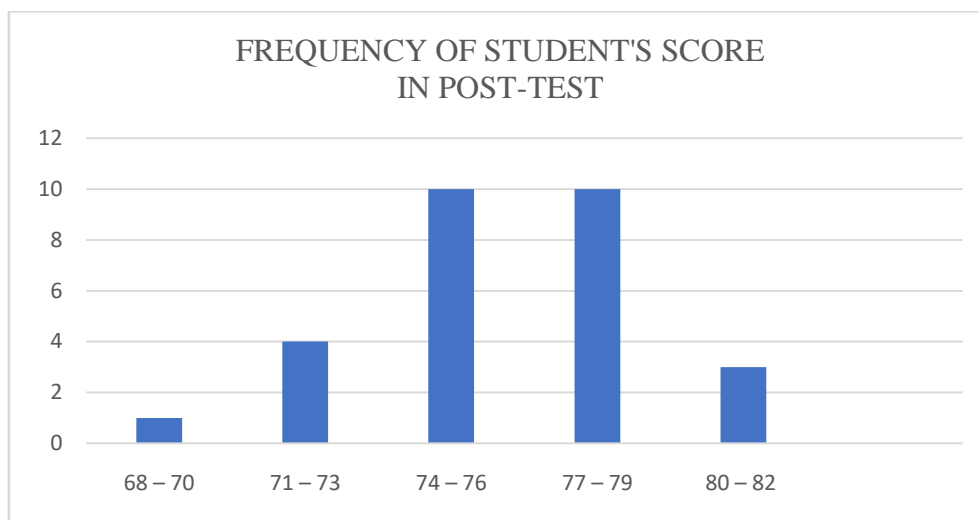
After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

Table 13  
Frequency Distribution as the Result of Experimental Class Post-Test at the Tenth Grade of SMAN 1 Punggur

Interval	Frequency	Categories	Percentages %
68 – 70	1	Bad	3,571 %
71 – 73	4	Fair	14,286 %
74 – 76	10	Fair	35,714%
77 – 79	10	Good	35,714%
80 – 82	3	Good	10,714%
	28		100 %

Based on the table of frequency distribution above, it can be inferred that 23 (82,143%) students got more that 74 which was the minimum mastery criteria (MMC). Therefore, it can be inferred that the students speaking performance was increased or easy to say was good.

Graph 3



The graph of table frequency distribution above described that the result of the students' score of post-test (experimental class). There were 1 (3,571%) students got score 68-70. Futhermore, there were 4(14,286%) students who got score 71-73, 10 (35,714%) students who got score 74-76, 10 (35,714%) students who got score 77-79, 3 (10,714%) students who got score 80-82. In short, it can be inferred that the students' speaking performance was increased.

The researcher also conducted post- test for the control class. The result of the students' post-test at the control class can be identified as follow :

Table 14  
The Result of Students' Control Class Post-Test at the Tenth Grade of  
SMAN 1 Punggur

No.	Name	FL	PR	VO	GR	IN	CORE
1.	ABL	7	7	8	6	6	34
2.	DA	10	10	11	9	8	48
3.	DF	9	10	9	9	7	44
4.	DKS	12	14	16	10	9	61
5.	DE	13	15	18	13	10	69
6.	DSM	16	16	16	12	10	70
7.	EH	12	13	16	11	9	61
8.	FQ	8	9	9	9	9	44
9.	GR	14	14	16	13	12	69
10.	HRV	7	8	9	6	6	36
11.	IP	13	15	17	15	10	70
12.	KC	17	17	18	15	12	79
13.	MAA	12	13	15	11	10	61
14.	MAY	9	9	11	9	7	45
15.	MAH	12	12	17	12	10	63
16.	NLP	10	10	12	10	9	51
17.	NDU	12	12	14	10	10	58
18.	NM	11	13	16	11	10	61
19.	NNP	18	18	18	18	18	90
20.	NES	11	11	13	8	8	51
21.	Nu	13	13	15	11	9	61
22.	OR	16	16	18	15	15	80
23.	RHP	14	15	15	15	10	69
24.	SA	18	18	19	18	17	90
25.	SAS	9	9	10	7	7	42
26.	SAI	11	13	14	9	8	55
27.	TT	9	9	11	8	7	44
28.	VG	12	12	15	11	8	58
	Total						1664
	Average						59,428
	The Highest Score						90
	The Lowest Score						34



Based on the table above, the researcher then measured the class interval as follows:

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 90 - 34$$

$$= 56$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 24$$

$$= 1 + 4,55$$

$$= 5,55$$

$$= 6$$

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

$$K$$

$$= \frac{56}{6}$$

$$6$$

$$= 9,3$$

$$= 9$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 15

Frequency Distribution as the Result of Control Class Post-Test at the Tenth Grade of SMAN 1 Punggur

Interval	Frequency	Categories	Percentages %
34-42	3	Bad	10,714 %
43-51	7	Bad	25 %
52-60	3	Bad	10,714 %
61-69	9	Bad	32,143%

70-78	2	Fair	7,143 %
79 – 87	2	Good	7,143 %
88 – 96	2	Good	7,143 %
Total	28		100 %

Based on the table of frequency distribution above, it can be inferred that there were only 6 (21,428%) students who passed from 74 as the Minimum Mastery Criteria (MMC).

The graph of table frequency distribution above described that the result of the students' score of post-test (control class). There were 3 (10,714%) students got score 34-42. Futhermore, there were 7 (25%) students who got score 43-51, 3 (10,714%) students who got score 52-60, 9 (32,143%) students who got score 61-69, 2 (7,143%) students who got score 70-78, 2 (7,143%) students got score 79-87, 2 (7,143%) students got score 88-97. From the data above, it can be seen that students, speaking performance in post test was good.

## **B. Hypothesis Testing**

After applying the method, the researcher analyzed the data by using two formulas, as follows:

### **1. Analyzing the data by using t-test**

The researcher used t-test in order to prove whether there is any positive influence between experimental class which received the treatment using Mingle Game strategy and control class which didn't

receive treatment using Mingle Game strategy at the Tenth Grade of SMAN 1 Punggur, as follows:

1. Preparing the table in order to investigate the differences between experimental class and control class.

Table 16

The Authentic Table of the Differences between Experimental Class and Control Class at the Tenth Grade of SMAN 1 Punggur

NO	Control Class				NO	Experimental Class			
	Subject	Pre-Test (X1)	Post-Test (X2)	Difference (X)		Subject	Pre-Test (Y1)	Post-Test (Y2)	Difference (Y)
1.	ABL	35	34	-1	1.	AHA	65	76	11
2.	DA	48	48	0	2.	AD	56	73	17
3.	DF	43	44	1	3.	AD	52	75	23
4.	DKS	60	61	1	4.	AA	75	75	0
5.	DE	69	69	0	5.	AS	65	74	9
6.	DSM	69	70	1	6.	DFR	66	76	10
7.	EH	60	61	1	7.	DRK	51	76	25
8.	FQ	42	44	2	8.	DW	60	72	12
9.	GR	66	69	3	9.	EN	63	76	13
10.	HRV	34	36	2	10.	ES	67	77	10
11.	IP	70	70	0	11.	FAP	74	82	8
12.	KC	78	79	1	12.	FY	74	78	4
13.	MAA	61	61	0	13.	GV	68	77	9
14.	MAY	42	45	3	14.	MY	78	81	3
15.	MAH	60	63	3	15.	MCM	77	79	2
16.	NLP	51	51	0	16.	NQN	49	68	19
17.	NDU	61	58	-3	17.	NKN	56	76	20
18.	NM	61	61	0	18.	NYN	55	73	18
19.	NNP	87	90	3	19.	PS	64	76	12
20.	NES	51	51	0	20.	RR	55	79	24

21.	Nu	60	61	1	21.	RE	66	77	11
22	OR	79	80	1	22.	RH	56	78	22
23	RHP	69	69	0	23.	S	44	77	33
24	SA	87	90	3	24.	SA	45	73	28
25	SAS	42	42	0	25.	SNM	62	79	17
26	SAI	56	55	-1	26.	TA	66	76	10
27	TT	43	44	1	27.	TW	65	77	12
28	VG	55	58	3	28.	VSA	42	81	39
The Result		1639	1664	25	The Result		1716	2137	421

2. Putting the data into t-test formula in order to get  $t_{\text{observed}}$ :

$$M_x = \frac{25}{28} = 0,8928$$

$$M_y = \frac{421}{28} = 15,0357$$

$$\begin{aligned} \sum x^2 &= \frac{\sum X^2 - (\sum X)^2}{N} \\ &= \frac{81 - \frac{(25)^2}{28}}{28} \\ &= \frac{81 - \frac{625}{28}}{28} \\ &= 81 - \frac{22,3214}{28} \end{aligned}$$

$$\begin{aligned} \sum y^2 &= \frac{\sum Y^2 - (\sum Y)^2}{N} \\ &= \frac{8669 - \frac{(421)^2}{28}}{28} \\ &= \frac{8669 - \frac{160801}{28}}{28} \\ &= \frac{8669 - 5742,893}{28} \end{aligned}$$

$$\sum x^2 = 58,6786 = 58,68$$

$$\sum y^2 = 2926,167 = 2926,17$$

Therefore the researcher counted by using the formula of t-test as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{0,8928 - 15,0357}{\sqrt{\left(\frac{58,679 + 2926,107}{28 + 28 - 2}\right) \left(\frac{1}{28} + \frac{1}{28}\right)}}$$

$$\begin{aligned}
&= \frac{+14,1429}{\sqrt{\left(\frac{2894,786}{52}\right)\left(\frac{2}{28}\right)}} \\
&= \frac{14,1429}{\sqrt{(57,3997 \times 0,0714)}} \\
&= \frac{14,1429}{\sqrt{4,1001}} = \frac{14,1429}{2,025} = 6,984
\end{aligned}$$

Moreover, after putting the data above into formula t-test, the researcher got  $t_{\text{observed}}$  is 6,984

## 2. Analyzing the data by using chi-square test

The researcher used chi-square test to prove whether there is any significant influence of using Mingle Game strategy at the Tenth Grade of SMAN 1 Punggur, as follows:

- a. Preparing the table distribution frequency of pre-test and post-test in experimental class (X IPA 5)

Table 17  
Distribution Frequency of Pre-Test And Post-Test  
In Experimental Class (X IPA 5)

Variables	Category			Total
	Good	Fair	Bad	
Pre-Test	1	4	23	28
Post-Test	13	14	1	28
Total	14	18	24	56

b. Putting the data into Chi-Square analysis technique in order to get

$\chi^2_{\text{observed}}$ .

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

Table 18  
Testing of The Data

Sel:	$f_o$	$f_h = \frac{Cn \times Rn}{N}$	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
1	1	7	-6	36	5,143
2	4	9	-5	25	2,778
3	23	12	11	121	10,083
4	13	7	6	36	5,143
5	14	9	5	25	2,778
6	1	12	-11	121	10,083
$\Sigma$	<b>56</b>	<b>52</b>	<b>0</b>	<b>196</b>	<b>36,008</b>

Moreover, after putting the data above into Chi-Square analysis,

the researcher got  $\chi^2_{\text{observed}}$  is 36,008

### C. Interpretations

Honestly, the researcher has formulated the alternative hypothesis (Ha) and null hypothesis (Ho) are as follows:

#### 1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Mingle Game strategy toward the students' speaking performance at the tenth grade of SMAN 1 Punggur.

## 2. Null Hypothesis (Ho)

There is no a positive and significant influence of using Mingle Game strategy toward the students' speaking performance at the tenth grade of SMAN 1 Punggur.

Furthermore, after  $H_a$  and  $H_o$  has formulated, the researcher consulted  $t_{\text{observed}}$  to  $t_{\text{table}}$  and  $f_o$  to  $f_h$  as follows:

- a. If  $t_{\text{observed}} > t_{\text{table}}$  and  $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ , So  $H_a$  is accepted and  $H_o$  is rejected.
- b. If  $t_{\text{observed}} < t_{\text{table}}$  and  $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ , So  $H_a$  is rejected and  $H_o$  is accepted.

It means that if the  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$  (there is a positive influence) and  $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$  (there is a significant influence),  $H_a$  is accepted and  $H_o$  is rejected. On the other way, if the  $t_{\text{observed}}$  is smaller than  $t_{\text{table}}$  (there is no a positive influence) and  $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$  (there is no a significant influence),  $H_a$  is rejected and  $H_o$  is accepted.

### 1. Interpretation of $t_{\text{observed}}$

After analyzing the data in hypothesis testing, the researcher found that the critical value of  $t_{\text{observed}}$  is 6,984 . If the researcher interprets it base on the concept above. It can be infered that there is a positive influence of using Mingle Game strategy toward the students' speaking performance at the Tenth Grade of SMAN 1 Punggur.

a. Statistical Significance

The hypothesis applied in this present research is there is a positive influence of using Mingle Game strategy toward the students' speaking performance at the tenth grade of SMAN 1 Punggur.

To know the critical value of  $t_{table}$ , the researcher firstly counted degrees of freedom (d.f), as follows:

$$d.f = N_x + N_y - 2.$$

$$d.f = N_x + N_y - 2$$

$$= 28 + 28 - 2$$

$$= 54$$

The degrees of freedom (d.f) was 54, the researcher was able to find it in t-table. So, it is not done interpolation.

Table 19  
Critical Value of  $t_{table}$

	5%	1%
d.f 54	2,67373	2,4002

From all data analysis above, it can be known that:

$$t_{observed} = 6,984$$

$$t_{table} = 2,67373 (5\%) \text{ and } 2,4002 (1\%)$$

Furthermore, the data confirm that  $t_{observed}$  is higher than  $t_{table}$ , or it can be written as  $2,4002 < 6,984 > 2,67373$ . It means that there is a positive influence of using Mingle Game strategy toward the students' speaking Performance at the Tenth Grade of SMAN 1 Punggur.



## 2. Interpretation of $\chi^2_{\text{observed}}$

After analyzing the data in hypothesis testing, the researcher found that the critical value of  $\chi^2_{\text{observed}}$  is 36,008. If the researcher interprets it base on the concept of hypothesis. It can be infered that there is a significant influence of using MIngle Game strategytechnique toward the students' speaking performance at the Tenth Grade of SMAN 1 Punggur.

### b. Statistical Significance

The hypothesis applied in this present research is there is a significant influence of using Mingle Game strategy toward the students' speaking Performance at the tenth grade of SMAN 1 Punggur.

To know the critical value of  $\chi^2_{\text{table}}$ , the researcher firstly counted degree of freedom (d.f), as follows:

$$\text{d.f} = (\text{Column} - 1) (\text{Row} - 1)$$

$$\text{d.f} = (3 - 1) (2 - 1)$$

$$\text{d.f} = (2) (1) = 2$$

The degrees of freedom (d.f) was 2, the researcher was able to find it in  $\chi^2_{\text{table}}$ .

Table 20  
Critical Value of  $\chi^2_{\text{table}}$

	5%	1%
d.f 2	5.99	9.21

From all data analysis above, it can be known that:

$$\chi^2_{\text{observed}} = 36,008$$

$$\chi^2_{\text{table}} = 5.99 (5\%) \text{ and } 9.21 (1\%)$$

Furthermore, the data confirm that  $\chi^2_{\text{observed}}$  is higher than  $\chi^2_{\text{table}}$  or it can be written as  $5.99 < 36,008 > 9.21$ . There are high or significant difference between  $\chi^2_{\text{observed}}$  and  $\chi^2_{\text{table}}$ . It means that there is a significant influence of using Mingle Game strategy toward the students' speaking performance at the Tenth Grade of SMAN 1 Punggur.

Regarding to the all the finding above, the data confirm that  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$  (there is a positive influence) and  $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$  (there is a significant influence). It means that  $H_a$  is accepted and  $H_o$  is rejected. On the other word, there is a positive and significant influence of using Mingle Game strategy toward the students' speaking performance at the tenth grade of SMAN 1 Punggur.

Thus are agreeable by the statement from Kagan that Mingle Game strategy is a cooperative learning technique that can be used repeatedly in many subject areas, at a variety of places in the lesson plan. Mingle Game strategy can be used to create an anticipatory set for a lesson, to check for acquisition of information, or to liven up drill and practice. It also can be used for brainstorming, background knowledge probing or reviewing.<sup>31</sup> This strategy brought two positive character namely work in group and

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<sup>31</sup> Spencer Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 10.21

brainstorming. Brainstorming character that is brought by this technique are be able to solve the problem about students' difficulties in developing ideas. Students can be more easy to generate their ideas in their speaking because the get the imginations from their friends' ideas. Meanwhile, cooperative learning group character that is brought by this technique are able to solve the problem students' motivation in speaking. So that Mingle Game strategy has a positive influence toward the students speaking performance at the tenth grade of SMAN 1 Punggur.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data by using t-test formula, the researcher found that the critical value of  $t_{\text{observed}}$  is 6,984. Then, considering the  $t_{\text{table}}$  by using df.54, the researcher found it in the table. So it's not done interpolation, and as the result, from df 54, it can be known that the critical value of  $t_{\text{table}}$  for the 5% level is 2,67373 and for the 1% level is 2,4002. Beside that, after analyzing the data by using Chi-Square formula, the researcher found that the critical value of  $\chi^2_{\text{observed}}$  is 36,008. Then, considering the  $\chi^2_{\text{table}}$  by using df.2, the researcher found it in the table. the critical value of  $\chi^2_{\text{table}}$  for the (5%) level is 5.99 and for the (1%) level is 9.21.

From those all of the data analysis, it can be seen that  $t_{\text{observed}}$  (6,984) is higher than  $t_{\text{table}}$  (5%=2,67373, 1%=2,4002), or it can be written as (2,67373 < 6,984 > 2,4002). It means there is a positive influence. Beside that, the data confirm that  $\chi^2_{\text{observed}}$  is higher than  $\chi^2_{\text{table}}$  or it can be written as 5.99 < 36,008 > 9.21. There are high or significant difference between  $\chi^2_{\text{observed}}$  and  $\chi^2_{\text{table}}$ . It means that there is a significant influence.

Therefore, it can be infered that  $H_a$  is accepted and  $H_o$  is rejected. It means that there is a positive and significant influence of using Mingle Game

strategy towards students' speaking performance at the tenth grade of SMAN 1 Punggur.

## **B. Suggestion**

Based on the explanation above, the writer suggests some points as follows:

### 1. For the Teachers

The teacher should choose a great strategy in teaching English especially in speaking class in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great strategy in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

### 2. For The Students

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about vocabulary and fluency in their speaking.
- c. The students are suggested to improve their report speaking performance.

### 3. For The School

- a. The researcher greatly expects that this study can give contribution for the school, such as a good inspiration for further studies in learning speaking performance.
- b. The school is recommended to make the further study in applying Mingle Game strategy which is done by the teacher in learning speaking.

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# APPENDICES



SILABUS MATA PELAJARAN  
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH/SEKOLAH  
MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN  
(SMA/MA/SMK/MAK)

MATA PELAJARAN  
BAHASA INGGRIS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
JAKARTA, 2016

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## I. PENDAHULUAN

### A. Rasional

Bagi peserta didik SMA/MA/SMK/MAK di Indonesia, belajar bahasa Inggris bukan pengalaman pertama, tetapi kelanjutan dari yang sudah didapat di SMP. Dengan demikian kurikulum Bahasa Inggris SMA merupakan kelanjutan dari kurikulum Bahasa Inggris di SMP. Pada tahap ini, aspek bahasa seperti perbendaharaan kata, pengucapan, tekanan kata, tata bahasa dan aspek lainnya merupakan hal yang mungkin tidak mudah untuk dipelajari karena bahasa Inggris memiliki perbedaan dalam banyak aspek dari bahasa ibu peserta didik.

Pengajaran bahasa ditingkat SMA/MA/SMK/MAK, seperti di SMP masih berfokus pada peningkatan kompetensi peserta didik untuk mampu menggunakan bahasa tersebut untuk mencapai tujuan komunikasi dalam berbagai konteks, baik lisan maupun tulis dengan kompleksitas yang lebih tinggi dari materi yang dipelajari di SMP, dengan menggunakan pendekatan yang sama, yaitu pendekatan berbasis teks. Pembelajaran ini adalah pembelajaran yang mengacu pada fungsi bahasa dan penggunaannya, yang merupakan satu kesatuan makna baik lisan maupun tulis. Adapun yang dimaksud dengan teks adalah kesatuan makna yang dapat terdiri atas satu kata seperti kata '*stop*' di pinggir jalan, satu frase '*no smoking*', satu kalimat berupa pengumuman sampai satu buku. Dengan demikian, pembelajaran berbasis genre sangat relevan untuk diterapkan.

Dengan didasarkan pada pengajaran berbasis teks, silabus ini menekankan pada peningkatan kemampuan peserta didik untuk menggunakan bahasa Inggris dalam berbagai jenis teks. Teks dipelajari bukan sebagai sasaran akhir, tetapi sebagai alat untuk melakukan berbagai aktivitas dalam kehidupan nyata. Pada tingkat menengah ini, materi ajar terdiri atas teks-teks sederhana.

Merujuk pada rumusan Kompetensi Inti untuk SMA/MA/SMK/MAK, pembelajaran dirancang untuk memberikan pengalaman dalam menggunakan teks-teks berbahasa Inggris untuk memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural terkait fenomena dan kejadian tampak mata, melalui kegiatan berbicara, menyimak, membaca, dan menulis dalam ranah konkret dan abstrak. Penggunaan teks juga bertujuan untuk menumbuhkan sikap menghargai dan menghayati nilai-nilai agama dan sosial, termasuk perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

Pembelajaran bahasa Inggris berbasis teks mendukung pembelajaran pada mata pelajaran lain dalam kurikulum. Misalnya, pembelajaran teks *explanation* dan eksposisi, akan membantu peserta didik memperluas wawasan keilmuannya tentang materi mata pelajaran lain dalam skala internasional. Pembelajaran teks deskriptif akan menumbuhkan kemampuan peserta didik antara lain pada mata pelajaran Seni Budaya untuk mempromosikan wisata di Indonesia.

Silabus mata pelajaran ini disusun dengan format dan penyajian/penulisan yang sederhana sehingga mudah dipahami dan dilaksanakan oleh guru. Penyederhanaan format dimaksudkan agar penyajiannya lebih efisien, tidak terlalu banyak halaman namun lingkup dan substansinya tidak berkurang, serta tetap mempertimbangkan tata urutan (*sequence*) materi dan kompetensinya. Penyusunan silabus ini dilakukan dengan prinsip keselarasan antara ide, desain, dan pelaksanaan kurikulum; mudah diajarkan oleh guru (*teachable*); mudah dipelajari oleh peserta didik (*learnable*); terukur pencapaiannya (*measurable*); dan bermakna untuk dipelajari (*worth to learn*) sebagai bekal untuk kehidupan dan kelanjutan pendidikan peserta didik.

Silabus ini bersifat fleksibel, kontekstual, dan memberikan kesempatan kepada guru untuk mengembangkan dan melaksanakan pembelajaran, serta mengakomodasi keunggulan-keunggulan lokal. Atas dasar prinsip tersebut, komponen silabus mencakup kompetensi dasar, materi pembelajaran, dan kegiatan pembelajaran. Uraian pembelajaran yang terdapat dalam silabus merupakan alternatif kegiatan yang dirancang berbasis aktivitas. Pembelajaran tersebut merupakan alternatif dan inspiratif sehingga guru dapat mengembangkan berbagai model yang sesuai dengan karakteristik masing-masing mata pelajaran. Dalam melaksanakan silabus ini guru diharapkan kreatif dalam pengembangan materi, pengelolaan proses pembelajaran, penggunaan metode dan model pembelajaran, yang disesuaikan dengan situasi dan kondisi masyarakat serta tingkat perkembangan kemampuan peserta didik.

## B. Kompetensi Setelah Mempelajari Bahasa Inggris di Pendidikan Dasar dan Pendidikan Menengah

Secara umum kompetensi Bahasa Inggris Umum di SMA/MA dan SMK/MAK adalah kemampuan berkomunikasi dalam tiga jenis teks, (1) interpersonal, (2) transaksional, dan (3) fungsional, secara lisan dan tulis, pada tataran literasi informasional, untuk melaksanakan fungsi sosial, dalam konteks kehidupan personal, sosial budaya, akademik, dan profesi, dengan menggunakan berbagai bentuk teks, dengan struktur yang berterima secara koheren dan kohesif serta unsur-unsur kebahasaan secara tepat. Berikut ruang lingkup kompetensi dan materi Bahasa Inggris Umum di SMA/MA dan SMK/MAK.

KOMPETENSI	RUANG LINGKUP MATERI
<ul style="list-style-type: none"> <li>▪ Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi;</li> <li>▪ Mengidentifikasi fungsi sosial, struktur teks dan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teks-teks pendek dalam wacana interpersonal, transaksional, fungsional khusus, dan fungsional <i>descriptiveterkaittempat wisata dan bangunan bersejarah terkenal, recount terkait peristiwa bersejarah, narrative terkait legenda rakyat, procedureberbentuk manual dan</i></li> </ul>

KOMPETENSI	RUANG LINGKUP MATERI
<p>unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan peserta didik sehari-hari;</p> <ul style="list-style-type: none"> <li>▪ Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkrit dan imajinatif yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja;</li> <li>▪ Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.</li> </ul>	<p>kiat-kiat (tips), <i>explanation</i> tentang gejala alam dan sosial, <i>analytical exposition</i> terkait isu aktual, dan <i>news item</i> pada tataran literasi informasional;</p> <ul style="list-style-type: none"> <li>▪ Penguasaan setiap jenis teks mencakup tiga aspek, yaitu fungsi sosial, struktur teks, dan unsur kebahasaan, yang ketiganya ditentukan dan dipilih sesuai tujuan dan konteks komunikasinya;</li> <li>▪ Sikap mencakup menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan;</li> <li>▪ Keterampilan mencakup menyimak, berbicara, membaca, menulis, dan menonton, secara efektif, dengan lingkungan sosial dan alam dalam lingkup pergaulan dunia;</li> <li>▪ Unsur-unsur kebahasaan mencakup penanda wacana, kosa kata, tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan kerapian tulisan tangan;</li> <li>▪ Modalitas: dengan batasan makna yang jelas.</li> </ul>

### C. Kompetensi Setelah Mempelajari Bahasa Inggris di Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan

Mata pelajaran Bahasa Inggris untuk jenjang pendidikan SMA/MA/SMK/MAK bertujuan mengembangkan potensi peserta didik agar memiliki kompetensi komunikatif dalam teks interpersonal, transaksional, dan fungsional, dengan menggunakan berbagai teks berbahasa Inggris lisan dan tulis. Melalui penggunaan teks-teks tersebut, peserta didik dibimbing untuk menggunakan pengetahuan faktual, konseptual, dan prosedural, serta menanamkan nilai-nilai luhur karakter bangsa, dalam konteks kehidupan di lingkungan rumah, sekolah, dan masyarakat.

Secara khusus, lulusan SMA/MA/SMK/MAK diharapkan mampu:

- Menunjukkan perilaku berbahasa Inggris yang mencerminkan sikap orang beriman, berperilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif

dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

- Memiliki pengetahuan faktual, konseptual, prosedural, dan metakognitif tentang fungsi sosial, struktur makna (urutan makna atau yang kita kenal dengan struktur teks), dan unsur kebahasaan berbagai teks berbahasa Inggris yang berpotensi mengembangkan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- Memiliki keterampilan mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan penggunaan berbagai teks dalam bahasa Inggris yang dipelajari di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah bahasa Inggris.

#### D. Kerangka Pengembangan Kurikulum Bahasa Inggris Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan

Seperti kurikulum mata pelajaran lainnya, Kurikulum Bahasa Inggris merupakan bagian dari Kurikulum 2013, yang ruang lingkup pengelolaannya dimulai dari merumuskan Kompetensi Dasar (KD), khususnya KD 3 dan KD 4, untuk mengejawantahkan KI 3 dan KI 4. Meskipun kompetensi sikap yang tercantum dalam rumusan KI 1 dan KI 2 tidak secara eksplisit diturunkan ke dalam KD 1 dan KD 2, kompetensi sikap dikembangkan dalam mata pelajaran Bahasa Inggris secara tidak langsung dan diintegrasikan ke dalam proses pembelajarannya. Berikut ini adalah rumusan Kompetensi Inti Kelas X, Kelas XI, dan Kelas XII.

Kelas X	Kelas XI	Kelas XII
1. Menghargai dan menghayati ajaran agama yang dianutnya	1. Menghargai dan menghayati ajaran agama yang dianutnya	1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam	2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan	2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam

Kelas X	Kelas XI	Kelas XII
menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	3. Memahami, menerapkan, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.	4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.	4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Sikap Spiritual dan Sikap Sosial, dicapai melalui pembelajaran tidak langsung (*indirect teaching*), yaitu keteladanan, pembiasaan, dan budaya sekolah, dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung, dan dapat digunakan sebagai



pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Perumusan KD didasarkan pada beberapa asumsi tentang bahasa fungsional, termasuk konsep genre, sebagai berikut.

- Bahasa Inggris perlu dipelajari untuk dapat berfungsi bagi kehidupan peserta didik sehari-hari, dalam berbagai bentuk teks.
- Teks adalah alat komunikasi dan berpikir.
- Teks memiliki sifat bermakna dan mempunyai tujuan untuk melaksanakan suatu fungsi sosial.
- Berdasarkan rumusan KI 3 (pengetahuan), tujuan komunikatif adalah untuk mengomunikasikan informasi faktual (terkait dengan topik komunikasi), informasi prosedural (terkait dengan langkah-langkah melaksanakan suatu proses), dan informasi konseptual (terkait dengan pemahaman terhadap fungsi sosial, struktur, dan unsur kebahasaan teks)
- Genre memberikan kerangka pembentukan teks yang terdiri atas tiga aspek: (1) tujuan atau fungsi sosial yang hendak dicapai, dengan menggunakan (2) struktur teks dan (3) unsur kebahasaan yang sesuai dengan tuntutan kontekstual.
- Secara kontekstual, teks menyesuaikan fungsi, struktur teks, dan unsur kebahasaannya dengan (1) topik pembicaraan, (2) hubungan fungsional antarpeserta komunikasi, (3) moda komunikasi yang digunakan (misalnya lisan atau tulis).
- Struktur teks dan unsur kebahasaan yang menjadi penciri dasar setiap jenis teks (genre) akan disesuaikan dengan keunikan setiap konteks yang dihadapi, sehingga teks yang termasuk dalam setiap genre akan beragam dari konteks ke konteks.
- Pengguna bahasa akan terus menerus dihadapkan pada masalah untuk memilih dan menentukan isi dan bentuk teks yang sesuai dengan konteks yang dihadapi. Oleh karena itu, berkomunikasi merupakan rangkaian tindakan *problem solving*, eksplorasi dan *discovery* secara terus menerus.

Berdasarkan berbagai asumsi tersebut, KD kemudian dirumuskan untuk penggunaan bahasa Inggris pada tiga jenis teks yaitu (1) interpersonal, (2) transaksional, dan (3) fungsional. Dalam teks interpersonal teks berfungsi untuk menjaga hubungan interpersonal; dalam teks transaksional teks berfungsi untuk bertukar informasi, barang dan jasa; dalam teks fungsional teks berfungsi untuk melaksanakan tugas atau pekerjaan tertentu.

Kompetensi untuk setiap jenis teks dirumuskan dengan acuan berbasis genre. Artinya, teks harus dipelajari sebagai alat untuk melaksanakan fungsi sosial secara kontekstual yang terkait langsung dengan kehidupan peserta didik sebagai remaja terpelajar dalam berinteraksi dengan lingkungan sekitarnya, secara lisan maupun tertulis. Kualitas teks dilihat dari kesesuaian struktur teks dan unsur kebahasaan dengan fungsi teks dalam konteks penggunaannya tersebut. Ketiga

aspek genre inilah yang digunakan untuk menetapkan materi pembelajaran setiap jenis teks.

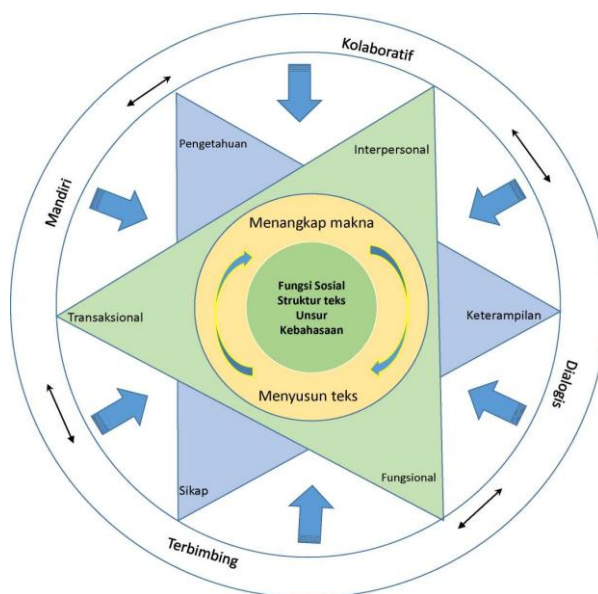
Pada jenjang SMA/MA/SMAK/MAK, pengetahuan faktual, konseptual, prosedural, dan metakognitif dipelajari pada tataran berpikir ‘memahami’ (khususnya mengidentifikasi, membandingkan, dan menafsirkan) dan tataran ‘menerapkan’. Keterampilan menggunakan teks terwujud dalam tindakan komunikatif menangkap makna melalui menyimak dan membaca, dan menyusun teks melalui berbicara dan menulis, yang semuanya terintegrasi untuk melaksanakan fungsi sosial yang sama. Khusus untuk setiap teks transaksional, diberikan penekanan khusus untuk mengaitkan dengan pembelajaran kosa kata dan tata bahasa yang menjadi penciri dasar setiap jenis teks.

Berikut adalah daftar teks yang tercakup dalam kurikulum jenjang SMA/MA/SMAK/MAK, Bahasa Inggris (Umum).

TEKS INTERAKSI INTERPERSONAL
- Ucapan selamat dan memuji bersayap ( <i>extended</i> ), serta menanggapi (10)
TEKS INTERAKSI TRANSAKSIONAL
<ul style="list-style-type: none"> <li>- Jati diri, dengan memperhatikan unsur kebahasaan <i>pronoun, subjective, objective, possessive</i> (10)</li> <li>- Niat melakukan suatu tindakan/kegiatan, dengan memperhatikan unsur kebahasaan kata kerja bantu modal <i>be going to, would like to</i> (10)</li> <li>- Keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan kata kerja dalam bentuk <i>simple past tense vs present perfect tense</i> (10)</li> <li>- Saran dan tawaran, dengan memperhatikan kata kerja bantu modal <i>should</i> dan <i>can</i> (11)</li> <li>- Pendapat dan pikiran, dengan memperhatikan unsur kebahasaan <i>think, I suppose, in my opinion</i> (11)</li> <li>- Hubungan sebab akibat, dengan memperhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i> (11)</li> <li>- Keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan kata kerja dalam bentuk <i>passive voice</i> (11)</li> <li>- Menawarkan jasa, dengan memperhatikan ungkapan <i>May I help you?, What can I do for you? What if ...?</i> (12)</li> <li>- Pengandaian diikuti oleh perintah/saran, dengan memperhatikan unsur kebahasaan <i>if</i> dengan <i>imperative, can, should</i> (12)</li> </ul>
TEKS FUNGSIONAL KHUSUS
<ul style="list-style-type: none"> <li>- Pemberitahuan (<i>announcement</i>), terkait kegiatan sekolah (10)</li> <li>- Lirik lagu terkait kehidupan remaja sma/ma/smk/mak /smk/mak (10)</li> <li>- Undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja (11)</li> </ul>

<ul style="list-style-type: none"> <li>- Surat pribadi, terkait kegiatan diri sendiri dan orang sekitarnya (11)</li> <li>- Lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK (11)</li> <li>- Surat lamaran kerja (12)</li> <li>- Teks caption menyertai gambar/foto/tabel/grafik/bagan (12)</li> <li>- Manual penggunaan teknologi dan kiat-kiat (<i>tips</i>) (12)</li> <li>- Lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK (12)</li> </ul>
<b>TEKS FUNGSIONAL</b>
<ul style="list-style-type: none"> <li>- Teks deskriptif, terkait tempat wisata dan bangunan bersejarah terkenal(10)</li> <li>- <i>Recount</i>, terkait peristiwa bersejarah (10)</li> <li>- <i>Naratif</i>, terkait legenda rakyat (10)</li> <li>- <i>Eksposisi analitis</i> terkait isu aktual. (11)</li> <li>- <i>Explanation</i> terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas xi (11)</li> <li>- Prosedur dalam bentuk manual (12)</li> <li>- <i>News item</i> terkait berita sederhana dari koran/radio/tv (12)</li> </ul>

Kerangka pengembangan kurikulum Bahasa Inggris dapat diilustrasikan sebagai berikut.



Gambar 1. Pengembangan Silabus Bahasa Inggris

Gambar di atas mengilustrasikan bahwa secara umum, kurikulum bahasa Inggris dikembangkan mengacu pada Kompetensi Inti (KI). KI meliputi aspek sikap, pengetahuan, dan ketrampilan yang selanjutnya menghasilkan Kompetensi Dasar (KD). Pengembangan KD diharapkan mampu menghasilkan peserta didik yang mampu melakukan tindakan Bahasa secara interpersonal, transaksional, dan fungsional dalam kegiatan menangkap dan menyusun makna yang dapat direalisasikan dalam berbagai jenis teks untuk mencapai fungsi sosial dengan menggunakan struktur teks dan unsur kebahasaan yang sesuai dengan konteksnya. Adapun proses pembelajarannya bersifat dialogis,

kolaboratif, terbimbing, dan menumbuhkan kemandirian pada peserta didik.

## E. Pembelajaran dan Penilaian

### 1. Pembelajaran

Kurikulum 2013 mengutamakan pendekatan saintifik (mengamati, menanya, mengumpulkan informasi, mengasosiasi, dan mengomunikasikan), didukung oleh beberapa pendekatan inovatif lainnya, seperti *problem-based learning*, *discovery learning*, *explorative learning*, *project-based learning*, dan sebagainya, yang semuanya kurang lebih mengacu pada makna 'alami, sesuai fitrah manusia': terpusat pada peserta didik, autentik, kontekstual, dan bermakna bagi kehidupan peserta didik sehari-hari.

Pendekatan-pendekatan tersebut selaras dengan prinsip-prinsip pembelajaran bahasa Inggris berbasis genre atau teks, yang menjadi dasar dari silabus ini, yang berdasarkan pada serangkaian konsep tentang bahasa, fungsi, serta penggunaannya seperti yang diuraikan sebelumnya. Pembelajaran diperlukan untuk mendorong peserta didik bersikap mandiri, aktif terlibat dalam proses pembelajaran, bekerjasama dengan teman, berpikir eksploratif dan kritis, dan secara proaktif memperoleh bimbingan dan arahan dari guru.

Berdasarkan berbagai pendekatan tersebut di atas, pembelajaran Bahasa Inggris perlu mencakup beberapa bentuk kegiatan berikut ini.

- Tujuan untuk melaksanakan fungsi sosial. Teks-teks yang diucapkan, disimak, dibaca, dan ditulis peserta didik diarahkan untuk melaksanakan fungsi sosial secara autentik atau mendekati autentik dalam hal sumber maupun penggunaannya. Melalui kegiatan inilah peserta didik akan menemui masalah atau kesulitan yang autentik juga.
- Proses pembelajaran mencakup kegiatan mengamati, menanya, mengumpulkan informasi atau mencoba, mengasosiasi, dan mengomunikasikan. Dalam melaksanakan setiap kegiatan tidak menutup kemungkinan dilakukannya langkah-langkah lainnya. Misalnya, kegiatan menanya dapat langsung dilakukan pada tahap pengamatan, bahkan sampai pada kegiatan mengumpulkan informasi, mengasosiasi, dan mengomunikasikan. Ketika mengumpulkan informasi, bisa saja muncul hal-hal yang mengharuskan peserta didik untuk memperbaiki pengamatannya.
- Proses pembelajaran dilakukan melalui proses pembiasaan dan pembudayaan, dengan menggunakan banyak contoh dan keteladanan dalam ketepatan dan keberterimaan isi makna maupun struktur teks dan unsur kebahasaan dari teks yang diucapkan, disimak, dibaca, ditulis, termasuk perilaku dalam konteks penggunaannya.
- Proses pembelajaran memadukan inisiatif dan keaktifan diri, kerja sama dalam kelompok, dan bimbingan profesional dari guru
- Pembelajaran juga mencakup pengembangan kemampuan menyusun langkah kerja dalam melaksanakan setiap tugas, termasuk dalam menggunakan alat-alat seperti tabel, bagan, power point, peralatan audio/visual, dsb.

- Pembelajaran juga mencakup pengembangan kemampuan menanya, termasuk bertanya tentang hal-hal yang belum diketahui, mempertanyakan hal-hal yang sudah mapan, dsb.

Pembelajaran yang efektif dapat terwujud hanya apabila didukung oleh proses penilaian yang efektif juga. Penilaian merupakan bagian integral dengan pembelajaran, sehingga tidak dapat dipisahkan dari proses pembelajaran. Tujuan melaksanakan penilaian pada dasarnya adalah membantu dan memberikan arahan dan balikan pada peserta didik selama dan setelah proses pembelajaran agar dapat mencapai tujuan pembelajaran sebagaimana diharapkan.

## 2. Penilaian

Penilaian proses dan hasil belajar dilaksanakan berdasarkan prinsip-prinsip berikut ini.

- Penilaian dilakukan secara integratif, mencakup sikap, pengetahuan, dan keterampilan dalam menggunakan bahasa Inggris lisan dan tulis secara kontekstual sesuai dengan tujuan dan fungsi sosialnya.
- Penilaian sikap difokuskan pada sikap yang tampak dalam bentuk perilaku selama proses belajar berkomunikasi secara lisan dan tulis dengan bahasa Inggris di dalam dan di luar kelas, seperti kejujuran, kedisiplinan, tanggung jawab, percaya diri, toleransi, kerjasama, dan kesantunan.

## F. Kontekstualisasi Pembelajaran Sesuai dengan Kondisi Lingkungan dan Peserta Didik

Kegiatan Pembelajaran pada silabus dapat disesuaikan dan diperkaya dengan konteks daerah atau sekolah, serta konteks global untuk mencapai kualitas optimal hasil belajar pada peserta didik. Tujuan kontekstualisasi pembelajaran ini adalah agar peserta didik tetap berada pada budayanya, mengenal dan mencintai alam dan sosial di sekitarnya, dengan perspektif global sekaligus menjadi pewaris bangsa sehingga akan menjadi generasi tangguh dan berbudaya Indonesia.

Pembelajaran Bahasa Inggris perlu disesuaikan dengan kebutuhan belajar peserta didik, namun tetap harus disesuaikan dengan kondisi dan situasi belajar setempat. Sebagai contoh, meskipun penggunaan alat elektronik (seperti radio, komputer, LCD) secara ideal perlu digunakan, namun jika di sekolah tidak tersedia, maka perlu dicarikan cara lain. Kegiatan menyimak cerita dapat dilakukan dengan cara guru langsung membacakannya. Cara ini mungkin justru lebih autentik digunakan daripada menggunakan alat audio yang sebenarnya sudah tersedia di sekolah.

Terkait dengan jenis teks, misalnya teks deskriptif, peserta didik yang tinggal di daerah wisata perlu diarahkan untuk belajar mendeskripsikan dan mempromosikan lingkungan alam, tempat-tempat wisata, makanan khas, hasil perkebunan, dan kerajinan budaya setempat. Teks untuk pembelajaran *passive voice* diarahkan untuk mendeskripsikan hasil

kerajinan setempat. Teks report dapat dipakai untuk belajar membuat ensiklopedia flora-fauna setempat.

## II. KOMPETENSI DASAR, MATERI, DAN KEGIATAN PEMBELAJARAN

### A. Kelas: X

Alokasi waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)</p> <p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan</li> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> <li>- Subjek Pronoun: <i>I, You, We, They, He, She, It</i></li> <li>- Kata ganti possessive <i>my, your, his, dsb.</i></li> <li>- Kata tanya <i>Who? Which? How? Dst.</i></li> <li>- Nomina singular dan plural dengan atau</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.</li> <li>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar</li> <li>- Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menyatakan rencana, menyarankan, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan atau di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengantampilan visual(gambar, video)</li> <li>- Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya</li> <li>- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan</li> <li>- Bermain game terkait dengan niat mengatasi masalah</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> <li>• Struktur Teks Dapat mencakup <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Mencermati dan bertanya</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan, kebiasaan</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal</li> <li>- Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i></li> <li>- Kalimat deklaratif dan interogatif dalam tense yang benar</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <ul style="list-style-type: none"> <li>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul>	<p>jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</p> <ul style="list-style-type: none"> <li>- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain</li> <li>- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</li> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial <ul style="list-style-type: none"> <li>Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</li> </ul> </li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Istilah khusus terkait dengan jenis pemberituannya</li> <li>- Informasi khas yang relevan</li> <li>- Gambar, hiasan, komposisi warna</li> </ul> </li> <li>• Unsur Kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya</li> <li>- Mencermati dan bertanya jawab tentang contoh</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.5 Teks pemberitahuan (<i>announcement</i>)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan)</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>• Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.</li> </ul>	<p>menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain</p> <ul style="list-style-type: none"> <li>- Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interrogative dalam <i>simple past tense, present perfect tense</i>.</li> <li>- Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my,</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat</li> <li>- Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut</li> <li>- Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>kebahasaan <i>simple past tense vs present perfect tense</i>)</p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>melengkapi teks rumpang pada beberapa teks terkait.</p> <ul style="list-style-type: none"> <li>- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung</li> <li>- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>4.7 Teks <i>recount</i> – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam <i>simple past</i>, <i>past continuous</i>, <i>present perfect</i>, dan lainnya yang diperlukan</li> <li>- Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb.</li> <li>- Adverbia dan frasa</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan tekanan kata yang benar, dan bertanya jawab tentang isi teks</li> <li>- Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</li> <li>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>preposisional penunjuk waktu</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</p> <ul style="list-style-type: none"> <li>- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia</li> <li>- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- Orientasi</li> <li>- Komplikasi</li> <li>- Resolusi</li> <li>- Orientasi ulang</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan</li> <li>- Kosakata: terkait karakter, watak, dan setting dalam legenda</li> <li>- Adverbia penghubung dan penunjuk waktu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya</li> <li>- Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada</li> <li>- Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi</li> <li>- Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Mengambil teladan dari pesan-pesan dalam lagu</li> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

#### B. Kelas: XI

Alokasi Waktu: 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>• Struktur Teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p> <p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>diisikan ke dalam kalimat-kalimat rumpang</p> <ul style="list-style-type: none"> <li>- Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Situasi yang memungkinkan</li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud</li> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>culnya pernyataan tentang pendapat dan pikiranyang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk memo sesuai dengan konteks penggunaannya</p> <p>4.3 Teks memo</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam memo sesuai dengan konteks penggunaannya</p> <p>4.3.2 Menyusun teks khusus dalam bentuk sesuai dengan konteks penggunaannya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks memo</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- Sapaan</li> <li>- Isi</li> <li>- Penutup</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dan istilah yang digunakan dalam teks memo</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>• Multimedia Layout yang membuat tampilan teks lebih menarik.</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa memo resmi untuk beberapa acara yang berbeda</li> <li>- Mengidentifikasi dan menyebutkan bagian-bagian dari memo dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati beberapa memo lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan</li> <li>- Diberikan beberapa memo yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai</li> <li>- Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat teks memo.</li> <li>- Meembacakan memo di depan kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks <i>eksposisi analitis</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis</li> <li>• Struktur Teks Dapat mencakup <ul style="list-style-type: none"> <li>- Pendapat/pandangan</li> <li>- Argumentasi secara analitis</li> <li>- Kesimpulan</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan seperti <i>I believe, I think</i></li> <li>- Adverbia <i>first, second, third ...</i></li> <li>- Kata sambung <i>Therefore, consequently, based on the arguments</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda.</li> <li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya</li> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</li> <li>- Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya.</li> <li>- Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif</li> <li>• Struktur Teks</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>)</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<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 deklaratif dan interogatif dalam <i>passive voice</i></li> <li>- Preposisi <i>by</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <ul style="list-style-type: none"> <li>Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul>	<p>menggunakan kalimat pasif</p> <ul style="list-style-type: none"> <li>- Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</li> <li>- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial <ul style="list-style-type: none"> <li>Menjalin kedekatan hubungan antar pribadi</li> </ul> </li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>Dapat mencakup <ul style="list-style-type: none"> <li>- Tempat dan tanggal</li> <li>- Penerima</li> <li>- Sapaan</li> <li>- Isi surat</li> <li>- Penutup</li> </ul> </li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan keakraban yang lazim digunakan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar.</li> <li>- Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati satu tabel yang menganalisis</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dengan konteks penggunaannya</p> <p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dalam surat pribadi</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya</p> <ul style="list-style-type: none"> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya</li> <li>- Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i>)</p> <p>4.7 Menyusun teks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ..., thanks to ...</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud</li> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>	<p>situasi peserta didik menulis teks pendek yang melibatkan peneruataan sebab akibat dan kemudian dibacakan ke kelas</p> <ul style="list-style-type: none"> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- fenomena</li> <li>- identitas gejala</li> <li>- rangkaian penjelasan</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Adverbia <i>first, then, following, finally</i></li> <li>- Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>)</li> <li>- Kalimat pasif, dalam tenses yang <i>present</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX</li> <li>- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan</li> <li>- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</li> <li>- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.</li> <li>- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>- Mempresentasikan teksnya kepada teman-teman yang datang membaca</li> <li>- Melakukan langkah yang sama dengan topik</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	menumbuhkan perilaku yang termuat dalam KI	fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca</li> <li>- Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya</li> <li>- Menyimak, dan menirukanguru membaca lirik lagu secara bermakna</li> <li>- Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu</li> <li>- Membahas pemilihan kata tertentu terkait dengan tema lagu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

C. Kelas: XII

Alokasi Waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjalin dan menjaga</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa interaksi yang melibatkan penawaran</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>May I help you?, What can I do for you? What if ...?</i>)</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>hubungan interpersonal.</p> <ul style="list-style-type: none"> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan yang sesuai untuk menawarkan jasa, seperti <i>May I help you?, What can I do for you? What if ...?</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</p> </li> </ul>	<p>jasa dalam/dengantampilan visual(gambar, video)</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya</li> <li>- Diberikan beberapa situasi, menyiapkan interaksi untuk bermain peran yang melibatkan penawaran jasa dan pelaksanaannya</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri, latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial <p>Menimbulkan kesan positif tentang kesesuaian pelamar dengan pekerjaan yang dilamar</p> </li> <li>• Struktur teks <p>Dapat mencakup</p> <ul style="list-style-type: none"> <li>- Tempat dan tanggal</li> <li>- Penerima dan alamatnya</li> <li>- Sapaan</li> <li>- Isi surat</li> <li>- Penutup</li> <li>- Tanda tangan dan nama lengkap</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa surat lamaran dengan ucapan, dan tekanan kata yang benar.</li> <li>- Mengaitkan kualifikasi dengan pekerjaan yang dilamar, dan membahas kesesuaiannya</li> <li>- Mencermati perbedann dan persamaan kalimat-kalimat pembuka, pernyataan kualifikasi, dan bagian-bagian lainnya</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.2 Surat lamaran kerja</p> <p>4.2.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja</p> <p>4.2.2 Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dan kosakata yang sesuai</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <ul style="list-style-type: none"> <li>Pekerjaan dan pemenuhan kualifikasi yang dapat menumbuhkan perilaku yang termuat dalam KI.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Dengan mengambil kalimat-kalimat dari surat-surat lamaran yang telah dipelajari maupun lainnya, memilih untuk membuat setiap bagian surat lamaran kerja disesuaikan dengan persyaratan yang tertera di iklan lowongan kerja</li> <li>- Bertukar dengan tiga teman untuk membahas kualitas surat masing-masing, saling memberi masukan untuk perbaikan</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks <i>caption</i>, dengan memberi dan meminta informasi terkait gambar/foto/tabel/grafik/bagan, sesuai dengan konteks penggunaannya</p> <p>4.3 Teks penyerta</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial <ul style="list-style-type: none"> <li>Mendesripsikan, mengomentari gambar, foto, tabel, grafik, bagan</li> </ul> </li> <li>• Struktur text <ul style="list-style-type: none"> <li>Dapat mencakup <ul style="list-style-type: none"> <li>- Tindakan/peristiwa/kegiatan</li> <li>- Orang/benda yang terlibat</li> <li>- Lingkup situasi</li> </ul> </li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Frasa nominal untuk benda, orang, binatang, lokasi, dsb.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa <i>caption</i> beserta fotonya dari koran</li> <li>- Menyimak dan menirukan guru membacakan semua <i>caption</i>, dan ucapan dan tekanan kata yang benar.</li> <li>- Mencermati satu tabel yang menganalisis unsur-unsur <i>caption</i>, bertanya jawab, dan kemudian menerapkannya untuk menganalisis beberapa</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>gambar (<i>caption</i>)</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk <i>caption</i> terkait gambar/foto/tabel/grafik/bagan</p> <p>4.3.2 Menyusun teks khusus dalam bentuk teks <i>caption</i> terkait gambar/foto/tabel/grafik/bagan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>yang menjadi fokus, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Frasa verbal terkait gambar/foto/tabel/grafik dalam tense yang sesuai</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik Kegiatan, peristiwa, data, fakta aktual dari koran yang dapat menumbuhkan perilaku yang termuat dai KI</li> </ul>	<p><i>caption</i> lainnya</p> <ul style="list-style-type: none"> <li>- Mengumpulkan beberapa <i>caption</i> dari koran beserta gambar/foto/tabel/grafik/bagan. Dalam kerja kelompok: saling membacakan, menganalisis dengan tabel</li> <li>- Membuat <i>caption</i> untuk beberapa foto pribadi: Menggunakan tabel yang sama, merancang untuk membuat <i>caption</i> foto-foto tersebut</li> <li>- Menempelkan di dinding kelas untuk dibaca temannya</li> <li>- Membahas <i>caption</i>nya dengan teman dan guru yang datang membaca</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Memberi informasi terkini</li> <li>• Struktur text Dapat mencakup <ul style="list-style-type: none"> <li>- Judul (<i>Headlines</i>)</li> <li>- Paragraf pembuka (<i>newsworthy</i>)</li> <li>- Latar belakang kejadian (<i>Background events</i>) berupa rangkaian paragraf yang merinci isi paragraf pembuka.</li> <li>- Kutipan</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- <i>Past tense</i> , <i>Present Perfect Tense</i>, <i>Future Tense</i></li> <li>- Kalimat Pasif</li> <li>- Kalimat Langsung dan Tak Langsung</li> <li>- Kata sandang (<i>Article</i>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX</li> <li>- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan</li> <li>- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</li> <li>- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.</li> <li>- Menempelkan teks masing-masing di dinding kelas untuk</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
koran/radio/TV	<ul style="list-style-type: none"> <li>- Kutipan langsung dan tidak langsung</li> <li>- Kata depan (<i>Prepositions</i>)</li> <li>- Kalimat Nominal singular dan plural</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Kejadian, peristiwa, kegiatan yang menarik dan layak menjadi berita yang dapat menumbuhkan perilaku yang termuat dalam KI.</li> </ul>	<p>dibaca temannya</p> <ul style="list-style-type: none"> <li>- Mempresentasikan teksnya kepada teman-teman yang mendatangi</li> <li>- Melakukan langkah yang sama dengan topik fenomena sosial</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>if</i> dengan <i>imperative, can, should</i>)</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran,</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</li> <li>• Struktur Teks Dapat mencakup <ul style="list-style-type: none"> <li>- Memberi informasi</li> <li>- Meminta informasi</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait dengan kalimat pengandaian</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Kegiatan, tindakan, kejadian, peristiwa, yang relevan dengan kehidupan peserta didik sebagai pelajar dan remaja, yang dapat menumbuhkan perilaku</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh interaksi pengandaian diikuti oleh perintah/saran, yang diperagakan dengan ucapan dan tekanan kata yang benar.</li> <li>- Mengidentifikasi ungkapan pengandaian dengan saran dari contoh-contoh yang ada, dilihat dari isi dan cara pengungkapannya.</li> <li>- Bertanya dan mempertanyakan terkait fungsi sosial/struktur teks/unsur kebahasaan yang digunakan dalam interaksi yang dipelajari.</li> <li>- Mencoba secara mandiri secara lisan dan tertulis melakukan tindakan komunikatif terkait pengandaian.</li> <li>- Membandingkan fungsi sosial, struktur teks,</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	yang termuat dalam KI.	dan unsur kebahasaan terkait dengan pengandaian sesuai dengan konteks penggunaannya. - Melakukan tindakan memberi dan meminta informasi terkait pengandaian - Melakukan refleksi tentang proses dan hasil belajarnya.
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (<i>tips</i>), pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.6 Teks prosedur</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (<i>tips</i>)</p> <p>4.6.2 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (<i>tips</i>), dengan</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Memberi informasi untuk mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.</li> <li>• Struktur text Dapat mencakup <ul style="list-style-type: none"> <li>- Tujuan</li> <li>- Bahan/material</li> <li>- Langkah-langkah (<i>steps</i>)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Tata bahasa: kalimat <i>imperatif</i>, <i>negatif</i> dan <i>positif</i></li> <li>- Ungkapan dan kosa kata yang lazim digunakan dalam manual dan tip</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Tindakan dan kegiatan yang lazim atau terkait dengan hidup peserta didik di sekolah, rumah, dan masyarakat, yang dapat menumbuhkan perilaku yang termuat</li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan dan menirukan beberapa contoh teks prosedur berbentuk manual dan tips.</li> <li>- Mempelajari contoh tabel analisis dari teks tersebut dan melengkapi tabel analisis yang disediakan guru.</li> <li>- Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing.</li> <li>- Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari teks prosedur dan tips</li> <li>- Menganalisis dan membandingkan beberapa teks prosedur lain dengan memperhatikan struktur teks, dan unsur kebahasaan.</li> <li>- Membuat, mempresentasikan/ menerbitkan sebuah teks prosedur yang ada di sekitar kehidupan peserta didik</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dalam KI.</p>	
<p>3.7 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.7 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Menghibur dan menyampaikan pesan moral.</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan yang mengandung informasi dan nilai moral terkait topik dari lagu.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Lagu yang mengandung keteladanan dan inspirasi yang dapat menumbuhkan perilaku yang termuat dalam KI.</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan lirik lagu secara lisan.</li> <li>- Bertanya dan mempertanyakan tentang fungsi sosial dan unsur kebahasaan dari lirik lagu, secara kontekstual.</li> <li>- Membacakan dan menyalin lirik lagu dengan memperhatikan fungsi sosial dan unsur kebahasaan.</li> <li>- Membaca dan menyimak lirik lagu yang dipelajari.</li> <li>- Mendiskusikan tema dan isi lagu.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>

## LESSON PLAN (RPP)

Subject: English

Class/Semester: X

Material: Narrative (Speaking)

Topic: Childhood

Time Allocation : 2x45

### A. The Core of Competence

KI 3: Understand, implement, and analyze factual knowledge, conceptual, procedural, and based on a sense of curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State, civilization and related causes of phenomena and events, as well as implementing procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

KI 4: process, menalar, and menyaji, in the realm of concrete, and abstract domains associated with the development of which he had learned in school independently and be able to use the methods and rules.

### B. Basic Competence and Indicator

Kompetensi Dasar	Indicator
<p><b>KD to KI 3.1</b></p> <p>Reveal the meaning and rhetoric in the essays using a variety of a language write accurately, smoothly and in the context of everyday life in the shape of a narrative text.</p>	<p><b>3.1.1</b> Understand the meaning and rhetoric in the essays using a variety of a language write accurately, smoothly and in the context of everyday life in the shape of a narrative text.</p> <p><b>3.1.2</b> Apply the meaning and rhetoric in the essays using a variety of a language write accurately, smoothly and in the context of everyday life in the shape of a narrative text.</p> <p><b>3.1.3</b> Analyzing the meaning and rhetoric in the essays using a variety of a language write accurately, smoothly and in the context of everyday life in the shape of a narrative text.</p> <p><b>3.1.4</b> Distinguish the meaning and</p>

<p><b>4.1</b> Capture the meaning and rhetoric in the essays using a variety of a language write accurately, smoothly and in the context of everyday life in the shape of a narrative text.</p>	<p>rhetoric in the essays using a variety of a language write accurately, smoothly and in the context of everyday life in the shape of a narrative text.</p> <p><b>4.1.1</b> Develop meaning and rhetoric in the essays using a variety of a language write accurately, smoothly and in the context of everyday life in the shape of a narrative text</p>
---	---

### C. Learning Material

- Social Function
- Language elements
- Multimedia

### D. Learning Activity

#### Pre Activities (10 minutes)

##### 1. Apperception

- a. Greeting (The Value : polite, care)
- b. Checking the attendance of students(The Value: discipline, diligent)

##### 2. Motivation

- a. Giving the students motivation to face the learning process
- b. Connecting the material to the students' attitude

#### Core Activities (70 minutes)

##### 1. Observation :

- a. The students observe narrative text.
- b. The students understand narrative text.
- c. The students find out the information of narrative text.

##### 2. Questioning :

- a. The students ask generic structure of narrative text.
- b. The students ask the topic of narrative text.
- c. The students ask how to identify narrative text.

3. **Exploring :**

- a. The students arrange narrative text based on the topic that they have got.
- b. The students identify the paragraph of narrative text.
- c. The students find out the answer and information of narrative text.

4. **Associating :**

- a. The students make narrative text.
- b. The students identify the generic structure of their narrative text.

5. **Communicating :**

- a. The students convey their narrative text in spoken test.
- b. The other students correct their spoken test.

**Final Activities (10 minutes)**

1. The teacher gives a conclusion about the material that has already discussed.
2. The teacher closes the meeting.

**E. Learning Source**

1. The book PR Bahasa Inggris SMA/MA Intan Pariwara
2. LCD Proyektor

**F. Evaluation**

Technique: Oral Test

**Speaking performance assesment :**

<b>Aspect</b>	<b>Category</b>	<b>Indication</b>
Fluency	4(exellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech
	2(adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.

Pronunciation	4(exellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	3(good)	Rhythm intonation and pronunciation require more careful listening, some erros of pronunciation which may occasiaonally lead to incomprehension.
	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.
Vocabulary	4(exellent)	Effective use of vocabulary for the task with little inappropriacies.
	3(good)	For the most part, effective use of vocabulary for the task of some examples o;f inappropriate.
	2(fair)	Limited use of vocabulary with frequent inappropriacies.
	1(bad)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4(exellent)	Very few grammatical errors.
	3(good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2(fair)	Speech is broken and distorted by frequent errors.
	1(bad)	Unable to construct comprehensible sentences.

Interactional Strategies	4(exellent)	Interacts effectively and readily participates and follows the discussion.
	3(good)	Use of interactive strategies is generally adequate but at times experience some difficulties in maintaining interaction consistently.
	2(fair)	Use of ineffective. Can seldom develop an interaction.
	1(bad)	Understanding and interaction minimal.

**Score = The score gained by student (1-20) x 5**

**Maximum Score**

Punggur, Mei 2017

English Teacher Researcher

**Peni Asih S.PdMei Nitasari**  
**NIP 196904052000122003**

**NPM 13107667**

Mengetahui,  
Kepala Sekolah

**Drs. SUNTORO**  
**NIP. 196402171990121002**

### STUDENTS' SPEAKING SCORE

		Control Class					Experimental Class		
NO	Subject	Pre-Test (X1)	Post-Test (X2)	Difference (X)	NO	Subject	Pre-Test (Y1)	Post-Test (Y2)	Difference (Y)
1.	ABL	35	34	-1	1.	AHA	65	76	11
2.	DA	48	48	0	2.	AD	56	73	17
3.	DF	43	44	1	3.	AD	52	75	23
4.	DKS	60	61	1	4.	AA	75	75	0
5.	DE	69	69	0	5.	AS	65	74	9
6.	DSM	69	70	1	6.	DFR	66	76	10
7.	EH	60	61	1	7.	DRK	51	76	25
8.	FQ	42	44	2	8.	DW	60	72	12
9.	GR	66	69	3	9.	EN	63	76	13
10.	HRV	34	36	2	10.	ES	67	77	10
11.	IP	70	70	0	11.	FAP	74	82	8
12.	KC	78	79	1	12.	FY	74	78	4
13.	MAA	61	61	0	13.	GV	68	77	9
14.	MAY	42	45	3	14.	MY	78	81	3
15.	MAH	60	63	3	15.	MCM	77	79	2
16.	NLP	51	51	0	16.	NQN	49	68	19
17.	NDU	61	58	-3	17.	NKN	56	76	20
18.	NM	61	61	0	18.	NYN	55	73	18
19.	NNP	87	90	3	19.	PS	64	76	12
20.	NES	51	51	0	20.	RR	55	79	24
21.	Nu	60	61	1	21.	RE	66	77	11
22.	OR	79	80	1	22.	RH	56	78	22
23.	RHP	69	69	0	23.	S	44	77	33
24.	SA	87	90	3	24.	SA	45	73	28
25.	SAS	42	42	0	25.	SNM	62	79	17
26.	SAI	56	55	-1	26.	TA	66	76	10



27	TT	43	44	1	27.	TW	65	77	12
28	VG	55	58	3	287.	VSA	42	81	39
The Result		1639	1664	25	The Result		1716	2137	421



### Mingle Game Strategy Process





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

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

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-583/In.28/S/OT.01/06/2017**

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

Nama : MEI NITASARI  
NPM : 13107667  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2016 / 2017 dengan nomor anggota 13107667.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 06 Juni 2017  
Kepala Perpustakaan

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

## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : MEL NITASARI

NPM : 13107667

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Angkatan : 2013

Telah menyerahkan buku berjudul Case Study Research in  
Educational Settings

Metro, 17 Juli 2017

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.19750610200801 1 014

Nomor : b-2660/In.28/R.1/TL.00/05/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.  
**KEPALA SMA NEGERI 1**  
**PUNGGUR**  
di-  
Tempat

*Assalamu'alaikum Wr. Wb*

Sehubungan dengan Surat Tugas Nomor B-2659/In.28/R/TL.01/05/2017,  
tanggal 22 Mei 2017 atas nama saudara:

Nama : **MEI NITASARI**  
NPM : 13107667  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING MINGLE GAME STRATEGY TOWARDS STUDENTS SPEAKING PERFORMANCE AT THE TENTH GRADE OF SMA NEGERI 1 PUNGGUR".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 22 Mei 2017

Wakil Rektor Bidang Akademik  
dan Pengembangan,



Suhairi, S.Ag, MH

NIP. 196301011999031003



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki Hajar Dewantara Km. 11, A. Inggria, Metro, Lampung 34111  
Telp. (072) 411901 Faks. (072) 411296  
Website: www.metroiniv.ac.id Email: iainmetro@metroiniv.ac.id

**SURAT TUGAS**

Nomor: B-2659/In.28/R/TL.01/05/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : MEI NITASARI  
NPM : 13107667  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMA NEGERI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING MINGLE GAME STRATEGY TOWARDS STUDENTS SPEAKING PERFORMANCE AT THE TENTH GRADE OF SMA NEGERI 1 PUNGGUR".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro  
Pada Tanggal : 22 Mei 2017

Mengetahui,  
Pejabat Setempat



Rektor  
dan Rektor Bidang Akademik,

DR. Sufriani S.Ag. MH  
0011999031003



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 PUNGGUR**

NPSN : 10801962 NSS : 301120208048

Alamat : Jl. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413  
Website : [www.sman1punggur.sch.id](http://www.sman1punggur.sch.id) Email : [sman1punggur@yahoo.co.id](mailto:sman1punggur@yahoo.co.id)



**SURAT KETERANGAN**

No : 422 / 370 / III.01 / SMA / 2017

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa:

Nama Mahasiswa : MEI NITASARI  
NPM : 13107667  
Semester : 8 (delapan)  
Jurusan : Pendidikan Bahasa Inggris

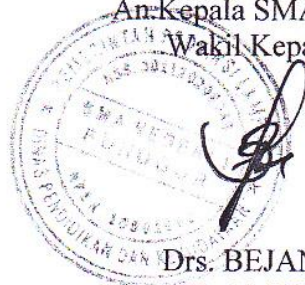
Bahwa yang namanya tersebut di atas akan mengadakan Research/Survey pada tahun pelajaran 2016 – 2017 untuk tugas akhir yaitu pembuatan skripsi dengan judul : **"THE INFLUENCE OF USING MINGLE GAME STRATEGY TOWARDS STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADE OF SMAN 1 PUNGGUR CENTRAL LAMPUNG"**.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 03 Juni 2017

An: Kepala SMA Negeri 1 Punggur

Wakil Kepala Sekolah Bidang Humas,



Drs. BEJAN SANTOSO

NIP. 19650609 199803 1 003





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

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

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

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

Nama : Mei Nitasari  
NPM : 13107667

Jurusan : TBI  
Semester : VIII

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin, 12 - Juni 2017		✓	- Abstract. - Number	
	Selasa, 14 - Juni 2017		✓	- Appendix	
			✓	de menyuruh	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

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

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

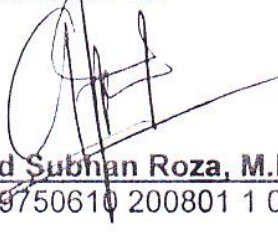
FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Mei Nitasari  
NPM : 13107667

Jurusan : TBI  
Semester : VIII

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Setosa/ 11 Juli 2017			- Abstract - Statement of research. - Acknowledgment (tanda-tangan).	
2.	17/7/2017			Ace to Managush	

Mengetahui,  
Ketua Jurusan TBI



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

Dosen Pembimbing I



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

## CURRICULUM VITAE



Mei Nitasari who stands as the researcher in this present research was born in Pujo Asri, Trimurjo Central Lampung on May 10<sup>th</sup> 1995. She comes from simple and harmonic family. She is the first daughter from Warsito and Siti Nuraini.

She took elementary school at SDN 1 Pujo Asri, and took her junior high school at SMPN 6 Metro for three years. Then, having graduated from junior high school, she continued her study in SMAN 1 Trimurjo Central Lampung. After graduated from senior high school, she continued her study in IAIN Metro with English Education Department. While she was a student in IAIN, she joined in the JSEC. She really hope that she is able to continue her study to master of degree and to be a succesfull person that can present a happiness for her parents.