

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' SPEAKING ABILITY
BY USING QUESTION ANSWER TECHNIQUE
AT THE EIGHTH GRADE OF SMPN 4 METRO LAMPUNG**

By:

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



**STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1439 H / 2018 M**

**IMPROVING THE STUDENTS' SPEAKING ABILITY
BY USING QUESTION ANSWER TECHNIQUE
AT THE EIGHTH GRADE OF SMPN 4 METRO**

**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING THE STUDENTS' SPEAKING ABILITY BY USING QUESTION ANSWER TECHNIQUE AT THE EIGHTH GRADE OF SMPN 4 METRO, Written by Nurleni Aryanti Student Number: 13107947, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on February 7th, 2018 at 14.00-16.00.

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**IMPROVING STUDENTS' SPEAKING ABILITY
BY USING QUESTION ANSWER TECHNIQUE
AT THE EIGHTH GRADE OF SMPN 4 METRO**

ABSTRACT

BY:

NURLENI ARYANTI

Speaking is an activity to say something or activity of using symbols which has a meaning and can be understood who talk with us. Researcher was found some problems at the eighth grade of SMPN 4Metro, especially in speaking. The researcher focused on the problem where the student had low motivation to participate in speaking activity. The objective of this research is to know whether Question Answer Technique can improve the students' speaking ability. Question Answer Technique could be one of the strategies in teaching learning process.

This research is classroom action research (CAR) which had been conducted in SMPN 4 METRO at the eighth grade and followed by 30 students and it was done in two cycles. Each cycle was done in three meetings. Furthermore this research was done in four steps that were planning, acting, observing and reflecting. In this research the researcher used data collecting methods, they were test, observation, and documentation.

The result of this research shows that in the first cycle, the average of pre-test score was 54.3 and post-test score was 63.8. The score improved 9.5 point. In post-test cycle II, the students average score was 71. The score improved 7.2, it can be concluded that using question answer technique can improve students' speaking ability at the eighth grade of SMPN 4 Metro.

Keyword: Speaking Ability, Technique, Question Answer

**PENINGKATAN KEMAMPUAN BERBICARA SISWA
DENGAN MENGGUNAKAN TEKNIK TANYA JAWAB
DI KELAS DELAPAN SMP NEGERI 4 METRO**

ABSTRAK

OLEH:

NURLENI ARYANTI

Berbicara adalah kegiatan untuk mengatakan sesuatu atau aktivitas menggunakan simbol yang memiliki makna dan dapat dipahami siapa yang bisa berbicara dengan kita. Peneliti menemukan beberapa masalah di kelas delapan SMPN 4Metro, terutama dalam berbicara. Peneliti memfokuskan diri pada masalah dimana siswa memiliki motivasi rendah untuk berpartisipasi dalam kegiatan berbicara. Tujuan penelitian ini adalah untuk mengetahui apakah teknik Tanya jawab dapat meningkatkan kemampuan berbicara siswa. Teknik Tanya jawab dapat menjadi salah satu teknik dalam proses belajar mengajar.

Penelitian ini merupakan jenis penelitian tindakan kelas yang dilakukan di SMPN 4 Merto dengan jumlah 30 siswa dan dilakukan dengan dua siklus. Setiap siklus terdiri dari tiga pertemuan. Selanjutnya penelitian ini terdiri dari empat langkah yaitu perencanaan, akting, pengamatan, dan refleksi. Dalam penelitian ini, peneliti menggunakan metode pengumpulan data antara lain tes, observasi, dan dokumentasi.

Hasil penelitian menunjukkan, pada siklus 1 nilai rata-rata pre-test adalah 54,3 dan nilai rata-rata post-test 63,8. Nilai meningkat 9,5 poin. Pada post-test siklus II, nilai rata-rata mereka adalah 71. Dari post-test I dan post-test II nilai meningkat 7,2 poin. Sehingga, dapat disimpulkan bahwa teknik Tanya jawab merupakan salah satu strategi yang dapat memperbaiki kemampuan berbicara yakni siswa di kelas delapan SMPN 4 Metro.

Keyword: Speaking Ability, Technique, Question Answer

STATEMENT OF RESEARCH ORIGINALITY

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

Metro, January 2018

The Researcher,



NURLENI ARYANTI

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

Metro, Januari 2018
Yang Menyatakan



Nurleni Aryanti
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MOTTOS

وَأَتْلُ مَا أُوحِيَ إِلَيْكَ مِنْ كِتَابِ رَبِّكَ لَا مُبَدِّلَ لِكَلِمَاتِهِ وَلَنْ تَجِدَ مِنْ دُونِهِ

مُتَّحِدًا

“And recite that which hath been revealed unto thee of the scripture of thy lord.
There is none who can change his words, and thou wilt find no refuge beside him”

(QS. Al-Kahfi:27)

“Before the shoot, the content of the firts dart (Before speaking the contents
firts to our knowledge)”. ~ Anonymous

DEDICATION PAGE

This piece of work's dedicated to:

My beloved parents Mr. Lufti Mirza and Mrs. Leginah who always support , power and advice for my life and my study, thanks a lot for your everlasting love and incessant prayer.

My beloved uncle and aunt Mr. Iswantoni Van Wacho and Fatimah, S.Pd. M.M thanks for your support and love me.

My beloved Brothers Hendra Eka Saputra, Nurfiandi, and Syahril Syah Akbar thank you for giving support and your care.

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My beloved Almamater State Institute For Islamic Studies (IAIN) of METRO.

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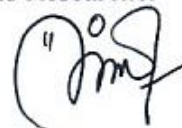
Praise is only to Allah SWT, the lord of the universe, the inspiration of his life, that the researcher finally can finish the undergraduate thesis entitled **“IMPROVING STUDENT’S SPEAKING ABILITY BY USING QUESTION ANSWER TECHNIQUE AT THE EIGHTH GRADE OF SMPN 4 METRO”**. This thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English education study program of IAIN METRO.

The first of all, the deepest gratitude would be addressed to my beloved parents for their endless love, for understanding and supporting her to finish the thesis soon. The greatest gratitude would also be addressed to both of the advisors, Dra. Umi Yawisah, M.Hum. and Trisna Dinillah Harya, M.Pd. who have constantly given their endorsement, time and guidance so that the writer could finish the thesis.

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Metro, January 2018

The Researcher



NURLENI ARYANTI
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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a sign that is used to communicate, to interact and to share information each other. There are many language in the world, every region has different language and one of that is English. English is important because it becomes one of international language and almost learned by all of people. It is useful for our life especially when we attend international event.

In Indonesia, English increases rapidly, although English becomes foreign language but many people are antusiastic to learn it. It is proved with many course institution in regions and English becomes one of main lesson in every level of education, although the learning process in basic level not too complexs.

Studying language not only how the word is made but also has to pay attention the sound and the fluency when we speak up especially in English that commonly difficult for some people. English has four components, those are, listening, reading, speaking and writing. Speaking is the main component that has to be mastered because it can measure as much as good someone language ability.

One of linguists who states the importance of speaking is Scoot Thornbury. He said that speaking is a part of our daily life. Commonly, people produce thousands words a day, even more than that like politicians

and auctioneers. Speaking is very important and natural so we forget how we struggled to achieve this ability. We have to learn how to speak in foreign language continuously.

Futhermore, Grauberg propose many students consider that the main goal of learning foreign language is in order that they can speak with that language. Therefore, Grauberg suggestedthat the language teachers have to help the students to achieve their goal.

Speaking in English has not care on sentences structure but the accurateness of pronouncing in order that other people can understand what we say, so will not happend mis communication. Beside that, when we speak up especially in the public, we have to be confident before, because our mental condition will influence our fluency. Speaking is component that not only theory but also need practice. Speaking becomes the scared component by many students because of the differences between prounciation and the written of words itself.

In fact, now many students do not like English because they are scare if they can not speak fluently. It is also supported by teachers' learning process and how the way they can develop students' potential as well as possible. Then, the use of appropriate learning approach also becomes one of proponent factors in speaking learning process. In this research, reseacher commits pre-survey to know the difficulties of students' speaking learning.

Here are the result of pre-survey that is done by researcher at the eighth grade of SMPN 4 Metro.

Table 1

Result of the Pre-Survey Data at the Eight grade of SMP N 4 Metro.

No	Name	Score	Catagories
1	AGA	95	High
2	AH	75	Fair
3	ARZ	50	Low
4	AOS	45	Low
5	AAHA	50	Low
6	AJ	60	Low
7	AW	55	Low
8	AAP	65	Low
9	DF	80	High
10	EDP	60	Low
11	FH	40	Low
12	HDP	45	Low
13	IZ	95	High
14	INZ	55	Low
15	LD	50	Low
16	MFDF	50	Low
17	MSOT	40	Low
18	MF	95	High
19	MA	90	High
20	MARS	60	Low
21	MMA	95	High
22	NNA	75	Fair
23	NAA	60	Low
24	NCHB	95	High
25	PA	55	Low
26	PND	85	High
27	RA	65	Low
28	SL	65	Low
29	SF	75	Fair
30	SAD	55	Low
Total		1980	
Average score		66,00	

Source: English teacher taken on April, 27th 2017

Tabel 2

The Percentage of the students scores

No	Score	Student	Percentage %
1	≤ 73	19	63.3 %
2	≥ 73	11	36.7 %
Total		30 Students	100 %

From the table above it can be seen that the level of the students' speaking ability were low. The total subject of the research was 30 students, only 11 students with percentage 36.7% who value ≥ 70 , because student minimum mastery criteria for English is 70 (MMC). Then, the difficulties that is faced by students because of the learning process is less interactive. Beside that, students are not confident and scared to speak English. In teaching process the teacher is only explanation.

To solve the problem above, the researcher will use question answer technique.

Oral test is a long held tradition in many schools and discipline, which poses questions to students in spoken form. Students must the answer question as appropriate, from material they have studied in preparation for the test. A time-honoured way of improving the speaking skill. To improve the condition, the researcher can use the oral test technique, because oral test is

one of a good technique to use in speaking ability. Because of the importance of learner Oral test to help the students enhance their speaking ability, therefore, reseacher conducts the research with the title “Improving The Students’ Speaking Ability By Using Question Answer Technique At Eighth Grade of SMPN 4 Metro”.

Based on the problem above the writer will conduct a research entitled *“Improving The Students Speaking Ability By Using Question Answer Technique At The Eighth Grade of Smpn 4 Metro Lampung”*.

B. Problem Identification

Based on background of the study above reseacher can identify the following problems:

1. Students feel unconfident when speak English.
2. Students are afraid of making mistakes when they speak English.
3. The students are difficult to speak English well.

C. Problem Limitation

Based on the problem study and focus on the problem identification above, the researcher will focus on the Improving students’ speaking ability by using question answer technique at the eighth grade of SMPN 4 Metro Lampung.

D. Problem Formulation

Based on the problem limitatin above researcher concludes that the problem formulation of this research is “ improve the students speaking ability can the question answer technique at the eighth grade of SMPN 4 Metro Lampung?

E. Objective and Benefits of The Study

1. Objective of Study

The objective of study is to know whether the question answer technique can Improve the students' speaking at eighth grade of SMPN 4 Metro Lampung.

2. Benefits of Study

a. For Students

This research is expected to improve the students' speaking ability. They can get information how to improving their speaking ability easier and as well as possible. Furthermore, they are more interested to learn speaking in English.

b. For Teacher

To give information to the teachers especially English language teachers that every learning process has different approach, one of that is Oral test for speaking learning. Beside that, the teachers can improve their skill in learning process, so it can be more interactive.

c. For The School

The result of this research can be used as the information material to other researcher and the contribution of knowledge in learning English for the future time.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Concepts of Speaking Ability

1. The Concepts of Speaking

Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.¹

Cameron states that speaking is the active use of language to express the meaning so that other people can make sense of the meaning.² Speaking is the activity that not only focuses on predicting language but also on the understanding of language meaning from the speaker. The study of speaking, like the study of language use, is properly an interdisciplinary field. Then in the *International Journal of Language Academy*, Brown states that speaking is an interactive process of constructing meaning which is comprised of producing and receiving information.³

According to Gert and Hans, speaking is speech or utterances with the purpose of having intention to be recognized by speaker and receiver. The processes of the statements in order to recognize their intentions.⁴ Besides that

¹ Nunan, David. *Language Teaching Methodology. A Textbook For Teacher*. Prentice Hall International English Language Teaching. 1991. P. 39

² Cameron Lyne, *teaching language to young learner*, (Cambridge: Cambridge university press, 2001), p.40

³ Kosar, Gulen & Bedir, Hasan, *Strategies-Based Instruction: A Means of Improving Adult EFL Learners' Speaking Skill*, (*International Journal of Language Academy*: Volume 2/3 Autumn, 2014), p.13.

⁴ Efrizal, Dedi, *Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia*, (*International Journal of Humanities and Social Science*, Vol. 2, No. 20, 2012), p. 127.

Scott Thornbury explain speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of word a day, although some people-like auctioneers of politicians-may produce ever more than that.⁵

Speaking ability consists of two words; speaking and ability. A S Hornby state that'' ability is the fact that somebody or something is able to do something.⁶ Furthermore, speaking is the activity to use your voice to say something. These can be referred that speaking ability is fact that somebody is able to use his/her voice to say something.

As Brown states successful oral communication in the target language with other speakers serves as a display of successful language acquisition.⁷ The statements indicate that competent language learner is influenced by the significance of developing speaking ability. How far the peoples' successful of language acquisition can be seen by their speaking ability.

Based on the description above, the researcher concluded that speaking is an activity to say something or activity of using symbols which has a meaning and can be understood by people who talk with us. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

⁵ Thornbury, Scott, *How To Teach Speaking*, (New York: Longman, 2005), p. 1.

⁶ A SHornby, *Oxford Advanced Learner's Dictionary Sixth Edition*, Oxford University press, 2000, p.2.

⁷ H. Douglas Brown, *Teaching By Principle*, Longman, San Fransisco State University, 2000, p.285

2. The Aspect of Speaking Ability

In learning speaking there are four basic aspect to be known as the unsure of speaking and it can be something to know the people have been speak well or not. The aspect of speaking ability as follow:

a. Speech Production

The first aspects that can be a problem is speech production. Thonbury states that speech is produced utterance by utterance in response to the word by word and utterance by utterance production or the person we are talking to.

b. Pronunciation

Then the second is pronunciation. In Dictionary, pronunciation is the way in which a language or a particular word or sound is spoken.⁸ While according to Broughton pronunciation teaching deals with two interrelated skills: recognition or understanding the flow of speech, and production or fluency in the spoken language.⁹ Then according to reseacher pronunciation is the way how we say or express a word that have to be understood by listeners.

c. Vocabulary

According to Kamil and Heibert, vocabulary can be generically defined as knowledge of words or word meaning. They stated that

⁸Oxford Learner Pocket Dictionary Fourth Edition, New York:Oxford University Press, 2008, p. 352

⁹Broughton, Geoffrey, et al, *Teaching English as a Foreign Language, Second Edition*, (Routledge:London and New York,2003), p. 49.

vocabulary learning is the basis of language and without vocabulary, one cannot learn any language; it is the knowledge of words.¹⁰

d. Fluency

According to Solcova, the term fluency is an ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately.¹¹ While Matthews states that fluency refers to speaking smoothly with as few hesitations and repetitions.¹² Based on the definition above the researcher can conclude that fluency is the accuracy of speech, the rhythm, and the tempo in order to be understood easier by listeners.

3. Speaking Difficulties

These some 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. Bear in the mind that the following 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. Learner can organize their output both cognitively and physically (in breath group) through such clustering.

¹⁰ Mohammad Reza Ahmadi. "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy". *International Journal of Learning & Development*. Makrothink Institute, Vol. 2, No. 6, 2012. P.187

¹¹ Solcova, Bc. Petra, *English Language and Literature and Teaching English Language and Literature for Secondary Schools*. Masaryk University Faculty of Arts, Department of English and American Studies, 2011, p. 65

¹² Matthews, Candace, *Speaking Solution (Interaction, Presentation, Listening, and Pronunciation Skill)*. Longman: The United State of America, 1994, p.78

b. Redundancy

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

c. Reduced forms

Contractions, elisions, reduced vowel, etc., all form special problem in teaching spoken English. Student who do not learn colloquial contraction can something develop a stilted, bookish quality of speaking that in turn stigmatized them.

d. Performance variables

On the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learner can actually be taught how to pause and hesitate. For example on English our “thinking time” is not a silent, we insert certain “fillers” such as uh, um, well, you know, like, etc. one of the most silent differences between native and nonnative speakers of language is in their hesitation phenomena.

e. Colloquial language

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

4. Types of Speaking in Classroom

With the obvious connection between listening and speaking, there are six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom, as follow:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spear generating “human tape recorder” speech, where, for example, learner learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some 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. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learner are “going over” certain form of language.

c. Responsive

A good deal of student speech in the classroom is responsive: short replies in teacher or student initiated question or comments.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Intrapersonal (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 fact and information.

f. Extensive (monologue)

Finally, students at intermediate to advanced levels 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.

B. The Concept of Question Answering Technique

1. Definition of Question Answering Technique

Question-Answering relationship (QAR) is far more than a framework for speaking ability. It empowers students, once student can determine the type of question being asked, they know where to go for the answer.¹³

¹³ Marilyn Adele Kinsella and Phylis Hostmeyer, *Storytelling and QAR Strategies*, California: Library of congress cataloging, 2011, p,6

The Question Answer Relationship strategy encourages student to learn how to answer question better. Students are asked to indicate whether the information they used to answer question about the text was textually explicit information (information that was implied in the text), or information entirely from the student's own background knowledge.¹⁴

Question and Answer direct a pupil's attention toward the lesson content, when a response is required, we have aroused not only the attention of the individual student, but also the attention of the entire class. Question can be used for drill and review; they deepen impressions and fix facts in the mind and memory of the student.

2. The Procedures of Question Answering Technique

There are two procedure of Question-Answering Technique that a student should look for when searching for answer.

a. In The Book (literal meaning)

This include two strategy of answers that are located right in the book and don't ask student to infer the answer.

1. Right there

This type of QAR asks student to look words in the question the sentence containing those word to locate the answer.

¹⁴ <http://www.readingrockets.org/article/3479/> October 17th 2013

2. Think and search

This type of QAR asks student to search for the answer from multiple sentences or paragraph.

b. In My Head (implied meaning)

This includes to categories of answers where the information had to come from the speaker's own knowledge and ability to infer information.

1. Author and me

This type of QAR asks students to use clues that the author provides to infer answers not explicitly state in the text.

2. On my own

This type requires the student to use background knowledge, personal insight, comprehension to answer the question.

3. The Purpose of Question Answer

- 1) Give student motivation in order to interact in processes of study.
- 2) Stimulate and to increase student's ability.
- 3) Checked student comprehension as basic to repair processes in study.
- 4) Student can increase their capability to inform opinion.

4. The Advantage and Disadvantage

Question does not automatically procedure effective teaching, adequate use of the question and answer method will greatly facilitate communication. The use of question and answer in class is a perfectly legitimate approach to teaching, but it is often confused with discussion.

C. Action Hypothesis

Based on the background of reserch, the writer formulate the hypothesis as follows : “the students’ speaking ability will improve by using answering oral test at the eighth grade of SMPN 4 METRO.”

CHAPTER III

RESEARCH METHOD

The research is Classroom Action Research (CAR). This research would be conducted in SMP N 4 Metro Lampung. In this research, the researcher would investigate the eighth grade SMP N4 Metro Lampung.

This classroom Action Research (CAR) focuses on improving students' Speaking Ability.

A. Setting of the Research

1. Location Setting

The researcher had done this research of Junior High School SMPN 4 Metro Lampung. It is located on Jl. Paria 15 A Iring Mulyo Metro Timur - Kota Metro .

2. Subject of the Research

Subject of the study is the students of eighth grader at Junior High School (SMP) N 4 Metro Lampung. The researcher chooses this class because the students have difficulties in speaking.

B. Object of the Research

The object of the research is the use Question Answer can improve the students' Speaking Ability. The kind of this research is Classroom Action Research (CAR). In this research, the writer will collaborate with an English teacher, her name is Mrs. Theresia Lisu Datu, S.Pd,ing.

C. Classroom Action Research

1. The Definition of Classroom Action Research

Action research is research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. Those involved in action research generally want to solve some kind of day-to-day immediate problem, such as how to decrease absenteeism or incidents of vandalism among the students body, motivate apathetic students, figures out ways to use technology to improve the teaching or increase funding.

Action research often does not required complete mastery of the major types of research. The steps involved in action research are actually pretty straightforward. The important thing to remember is that such studies are rooted in the interest and needs of practitioners.¹⁵

Based on the explanation above, the researcher conclude that action research is one of the way of research to increase or improve the teaching learning process. In action research there are four steps that have been apply in teaching.

2. Action plan

Action research is any systematic inquiry conducted by teachers, principals, school counselors, or order stakeholders in teaching learning

¹⁵ Jack R. Fraenkel. *How to Design and Evaluate Research in Education*. McGraw- Hill Companies: New York, 1932. P. 589

environment that involves gathering information about the ways in which their particular schools operate, the teacher teach, and the students learn.¹⁶

As articulated earlier, the purpose of action research is to learn through action leading to personal or professional development. Kemmis and McTaggart maintain that action research involves a spiral of self-reflective spirals of:

The action research Spiral

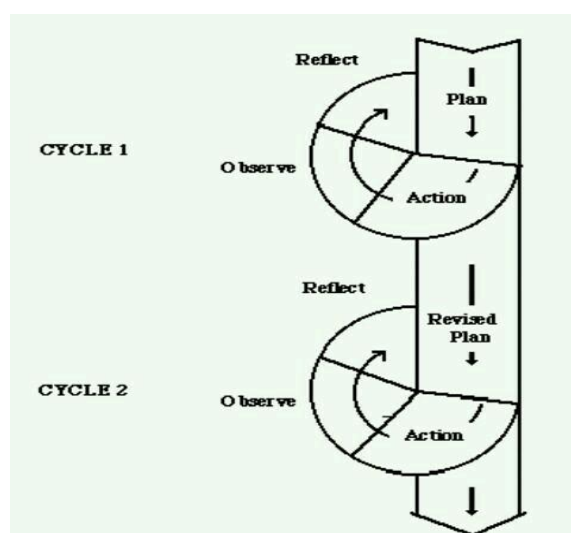


Figure 1.1 illustrates the spiral model by Kemmis and McTaggart¹⁷

From the design above, here is the explanation about procedures that will be conducted by the writer in classroom action research.

There are two cycle to conduct in the Classroom action research, those are:

¹⁶ L. R. Gay, *Educational Research Competencies for Analysis and Applications*, Tenth Edition (Boston: Pearson, 2012), p.507

¹⁷ Koshy Valsa. *Action Research for Improving Practice*. Cronwell Press. 2005. P. 4

a. Cycle 1

1) Planning

The first step in every activity is planning. Planning is the first step of the teaching context and must be prepared by the researcher before doing action. The planning stage consist of the activities below:

- a) Preparing the material, source, and media of learning.
- b) Preparing the technique of the learning.
- c) Preparing the instrument of observation.

2) Acting

The second step from classroom action research is acting. This step is the realization from the planning that has made by researcher. The planning is just imagination without action. The writer will do the steps in some action:

- a) The teacher is precticing the lesson plan.
- b) The teacher make plan the benefits of using answering oral test as technique.
- c) The teacher tells the strategies of learning speaking.
- d) The teacher guided and helped the students in the learning process.

3) Observing

Observation is the activity to record the event and action. In this research, the observation will do in a learning process. In other

words, this observation will be done together with action that has been mentioned in action stage. The observation in teaching learning process is recorded by using note. This is to know how far the students' speaking ability by using question answer technique.

4) Reflecting

The last step is reflecting. Reflecting is the last step in this process. The researcher will be analyzed the observation result during teaching process, like weakness and strength from the action in this steps, the researcher use data from evaluation to make improvement for second cycle. The researcher decides that the next cycle focuses on the weakness in preview cycle and can be better from this cycle.

b. Cycle II

1) Planning

Planning is the first steps in each activity. Without planning, the activity that the writer does will not focus. Here is step that the researcher can make in planning:

- a) The researcher makes a lesson plan based on the competence and the syllabus.
- b) The researcher prepares the lesson plan.
- c) The researcher prepares the material, source, and strategy of learning.
- d) The researcher prepares the format to observe.

- e) The researcher determining the instrument evaluation of the test (pre-test and post-test).

2) Acting

The second step in the classroom action research is acting. It is the implementing of the planning. The general steps will be done by the researcher as follows:

a) Pre Teaching Activities

- 1) Praying and greeting the students.
- 2) Checking the attendant list.
- 3) Choosing the appropriate with the material going to be taught.

b) While teaching process

- 1) The teacher applies the lesson plan.
- 2) The teacher explain about what is the answering oral test in speaking.
- 3) The teacher give example of.

c) Post teaching activities

- 1) The teacher asking and giving the idea to students then choose the students one by one to read it infront of class.
- 2) The teacher gives the score for students.

3) Observing

In this step, the researcher will be observed the process of teaching learning by using instrument of observation. The researcher conducting the activities in this step, such as: the students activities, fluency, pronunciation, vocabulary, and grammar when speaking in front of class and the meaningful learning strategy.

4) Reflecting

The researcher will correct and analyze the result of the action. By reflecting, the researcher will know the weakness and strength of the action. In the step the researcher will compare the score distribution of pre test and post test. The researcher reviews and reflect on the student's attitude whether it is positive and negative. So, the researcher could be stopped this research until cycle I.

D. Data Collecting Method

The researcher collects the data by using data collecting method as follow :

1. Observation

In this research, the researcher will be observe something that related to activities of teacher that appropriate with the problem. By observing the researcher could observe directly the object that would be research without other collaborator.

2. Test

According to Douglas Brown that test is method of measuring a person's ability or knowledge in a given domain.¹⁸ The researcher used test, from pre-test and post-test.

a. Pre-test

Pre-test will be give in the first meeting before implementing the meaningful learning strategy, in order to know the level and ability of students' speaking ability before doing the action research.

b. Post-test

The post test will be conducted in order to know the progress of students' speaking ability by using answering oral test after the treatments. The type of post test is objective test in the form oral test like a pre test. The aspects and score of evaluation are same with the pre test.

3. Documentation

Documentation is a method to get information from written source or document as books, magazine, regulation, notes or meeting and daily report. The researcher applied this method to get the data of the history of the school, , the sum of the teachers, official employed and students at junior high school (SMP) N 4 Metro Lampung.

¹⁸ H. Douglas Brown, *Teaching by Principles*, Longman, San Fransisco State University, 2000, p. 384

E. Data Analysis Technique

Analysis data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis can and should be prepared in advance before the actual collection of material.¹⁹

Analyzing the data will be organized step by step of the pre-test and post-test. This step is to know comparison between pre-test and post-test by conducting the test. Then the result will be matched by the minimum standard in this semester at least 73. If from cycle I there are some students not successful, so we would like conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of pre-test and post-test were formulated as follow²⁰ :

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

Notes :

X = mean

Σ = sum of

¹⁹ Yogesh Kumar Singh, Fundamental of Research Methodology and Statistics, New Age International Publisher, New Delhi, 2006, P. 212

²⁰ Donald, Ary. *Introduction to Research in Education*. USA: Wadsworth. 2010. P. 108-109

X = raw score

N = number of cases

Σx = The Total Number Of Student Score

To get total score and increased the students' progress from the implemented treatments, the researcher compare the average of pre-test and post-test.

F. Indicator of Success

Furthermore, to know the gain of the research the researcher compared between pre-test and post-test. Then, the result was matched by completeness standard (KKM) at the school at least 70. If from the cycle I, there were some students were not successful we conduct cycle II. But, if cycle II 85% of the students were successful. So this research could be done.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research setting

a. The Brief History of SMP N 4 Metro

SMP Negeri 4 Metro stands replace SKKP Negeri Metro that has the address on the street Kemiri 15A Metro. This occurs after the decree of the minister of education and culture republic of Indonesia number : 0191/U/1980 on July 11, 1980, regarding the integration of SKKP Negeri Metro became SMP Negeri 4 Metro. In the integration of SKKP Negeri Metro into SMP Negeri 4 Metro, the facilities and infrastructure education SKKP Metro and the council of teachers and administration staff switch status become the property of SMP Negeri 4 Metro.

The principal since SKKP of Metro to the integration into SMP N 4 Metro is Ny. Nurmaida. She was appointed head of the school since the 1973 when the school is still named SKKP Negeri Metro. She became the principal until 1992. Then in 1992, Ny.Numaida replaced by Drs. Haki Achyar. In 1996, SMP Negeri 4 Metro replaced the named of being SLTP Negeri 4

Metro. Drs. Haki Achyar into the principal SLTP Negeri 4 Metro until August, 1998.

Then replaced by Drs. Supriyadi, he became the head of SLTP Negeri 4 Metro until April 2002. The replaced by Mr. Sunanto,S.Pd until 2004, then replaced by Mrs. Sri Rahayu, S.Pd until 2010 and replaced by ST. Riyanto Suwarno, S.Pd until March 2015 and replaced by Mrs. Fatimah, S.Pd.MM of in March 2015 reached 2016 and back replaced by Mr. Sunanto, M.Pd until now.

b. Visions and Missions of SMP N 4 Metro

1) Visions

The school superior based Information Technologies Communication based on Imtaq, cultured and have an insight into the global environmental.

Indicators :

- a) Excellent in the implementation of education unit level curriculum.
- b) Creating of the quality education, efficient and relevant in the global era.
- c) Creating of the school management system that is transparent, accountable, effective and participatory.
- d) Excellent in academic achievement.

- e) Excellent in non-academic achievement excellent in personality based on the cultural values of the nation and the religion.
- f) Excellent in the arrangement of the environment school healthy, clean, safety and comfortabe.

2) Missions

- a) Arrange the curriculum (K13) which is proactive and adaptive.
- b) Creating the quality education, efficient and relevant in accordance with the demands of the progress of the times.
- c) Creating the innovation of active learning, creative and fun (PAKEM).
- d) Implementation school-based management in the institutional management of the school and strive to achieve the standards of ISO 9001 (2008).
- e) Developing the school towards the achievement of the minimum service standards.
- f) Implementing of SDM resources development of teachers and education personnel.
- g) Improving the quality of learning and guidance for effective and innovative.
- h) Implementing the development of school facilities in accordance with standards national.

3) Number of the Students of SMP N 4 Metro

Table 4.1
Total of the Students of SMP N 4 Metro
in Academic Year 2017/2018

No	Class	Male	Female	Amount
1	VII	107	128	235
2	VIII	80	143	223
3	IX	83	108	191
Total		270	379	649

Source : Documentation of SMP N 4 Metro.

c. The Teacher of SMP N 4 Metro

Table 4.2
Teacher Educational Background

SMA/MA	S1	S2
0	52	3

Source : Teacher Educational Background of SMPN 4 Metro

d. The Building of SMP N 4 Metro

Table 4.3

The Building of SMP N 4 Metro
in Academic Year 2017/2018

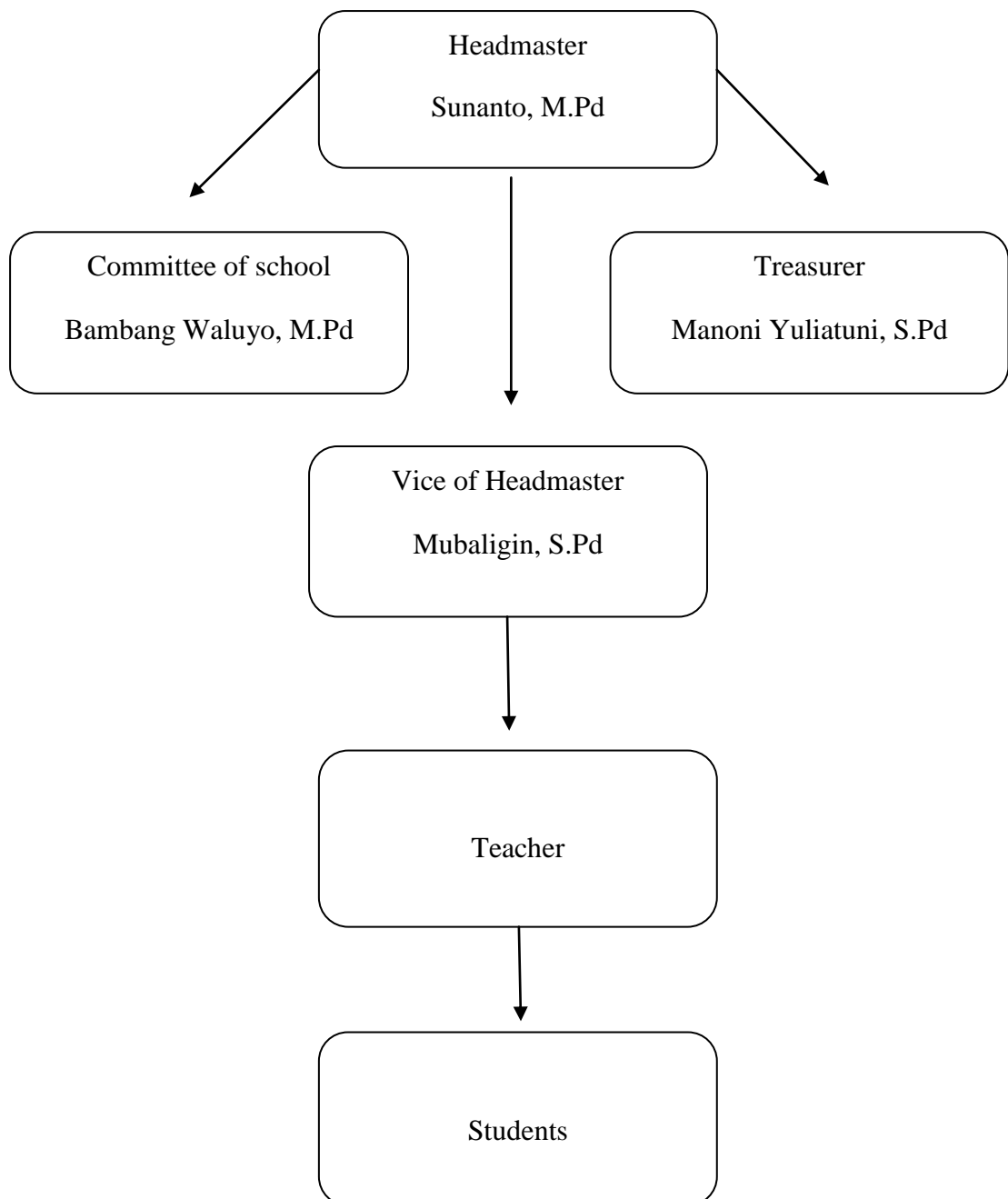
N O	BUILDINGS	TOTAL	CONDITION
1	Class	24	good
2	Library	1	good
3	Art room	1	good
4	Multimedia room	1	good
5	Language Lab	1	good
6	Computer lab	1	good
7	Headmaster room	1	good
8	Teacher room	1	good
9	Clerical room	1	good
10	Visitor room	1	good
11	Mosque	1	good
12	Meeting room	1	good
13	OSIS room	1	good
14	Teacher restroom	4	good
15	Student restroom	16	good
16	Green house	1	good
17	Cooperative store	1	good
18	Counseling room	1	good
19	Canteen	4	good
20	Parking place	2	good

Source : Documentation of SMP N 4 Metro.

e. Structure Organization of SMP N 4 Metro

Figure 2

Structure Organization of SMP N 4 Metro



B. Description of The Research Result

This research used classroom action research (CAR). It has aim to improve the activity and the study result of students of SMPN 4 Metro that conducted in 2 cycles. The students result was gotten from test that was given to the students at the beginning and the ending of the research in every cycle. Meanwhile, the activity data was gotten from observation in the progress of learning process.

In this research, the writer used Question Answer Technique to improve students' speaking ability of eighth grade of SMPN 4 Metro because based on the pra-survey data they had low score in speaking. There were only 11 students who reach or pass score ≥ 70 with precentage 36.7% from the 30 students. It shows that many students who still have difficulties in speaking English because the students minimum mastery criteria (MMC) for English at SMPN 4 Metro is 70.

1. Pre-Test

The researcher conducted pre-test on November, 22nd 2018 to know the students' speaking ability before giving treatment and it used as the comparison score with post-test. The pre-test used in this research is in the form of spoken test. The result of pre-test could be seen on the table below:

Table 4.4**The Students' Pre-Test Score**

No	Students' Name	The Score of Pre-Test	Interpretation
1	AE	45	FAILED
2	AMP	50	FAILED
3	AS	50	FAILED
4	BNP	65	FAILED
5	CA	55	FAILED
6	DMS	70	PASSED
7	DP	50	FAILED
8	EF	50	FAILED
9	EN	40	FAILED
10	EA	50	FAILED
11	EW	55	FAILED
12	FND	40	FAILED
13	FA	60	FAILED
14	FF	40	FAILED
15	FAR	50	FAILED
16	GH	65	FAILED
17	INK	50	FAILED
18	KH	65	FAILED
19	KDL	60	FAILED
20	LW	55	FAILED
21	LSA	60	FAILED
22	MSD	70	PASSED
23	PWN	60	FAILED
24	RWA	65	FAILED
25	RF	50	FAILED
26	SAD	70	PASSED
27	SO	70	PASSED
28	SW	70	PASSED
29	SS	55	FAILED
30	VA	55	FAILED
Total		1627	

Average	54,3	
The highest score	70	
The lowest score	45	

Source: The result of pre-test on November 22th, 2017

The table above was the result of pre-test, it could be seen that the score of the students' speaking ability were various. From the table above, the writer measured the frequency of students' score at the pre-test could be seen as follows:

Table 4.5

The minimum mastery of Students' Pre-Test Score

Class interval	Quantity	Precentage (%)	Criteria
≥ 70	5	16,7%	Passed
≤ 70	25	83,7%	Failed
Σ	30	100%	

Source: The result of The minimum mastery of Students' Pre-Test Score

Based on the table 7 and 8 above, it could be seen that 5 (16,7%) students from 30 students were success and 25 (83,7%) students were not success. The highest score was 70 and the lowest was 45. The success students were those who got the minimum mastery criteria (MMC) at the tenth grade of SMPN 4 Metro. That was 70. From the pre-test result, the writer got the average is . So, the result was unsatisfactory and the students could not achieve the target.

2. Cycle I

It has been explained before that every cycle consists of four steps. They were planning, acting, observing, and reflecting. Each step was explained clearly as below:

a. Planning

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the treatment.

b. Acting

The implementation of this cycle was conducted in two meetings. In this meeting, the writer was being a teacher. Here the activities of this cycle:

Meeting	Day/date	Activities
First meeting	Wednesday November, 22 nd 2017	The writer ask the students to introduce themselves in front of the class. It was used to know the students' speaking ability. From the pre-test the writer

		prepared the material.
Second meeting	Tuesday January, 9 th 2018	The implementation of Question Answer technique. The writer explained the roles of learning used Question Answer. The material was about descriptive text, and then the writer explained about definition of descriptive text.
Third Meeting	Wednesday November, 10 th 2018	The writer gave task about descriptive text to students and they were asked to describe the thing on text one by one as post-test in cycle I.

c. Observing

In observation of the researcher action, the collaborator observed the researcher activities. The researcher as a teacher gave material by using question answer Technique.

In the learning process, there were three part used and mentioned to know the researcher activity. The collaborator gave a thick in observation sheet.

1) The Success of The Process

The writer used the observation sheet at the cycle I. The students' activities in cycle I could be seen on the table below:

Table 4.6
The Result of the Students' Activity in Learning Process of Cycle I

No	Students' Activity	Frequency	Percentage
1	To pay attention to the teacher's explanation.	15	57,69%
2	Memorizing new vocabulary well.	17	65,38%
3	Speaking quickly by using new vocabulary.	15	57,69%
4	To ask and respon the teacher.	18	69,23%

The data above explained that the total of students who paid attention to the teacher explanation were 15 (57,69%), 17 students (65,38%) Memorizing new vocabulary. 15 students (57,69%) were speaking quickly by using new vocabulary. There were 18 students (69,23%) asked and responed the teacher explanation.

2) The Success of The Product

In observation of teacher's action the writer presented two meetings in cycle 1. In the first meeting, the writer gave treatment. The students were more active and interested in

learning process. They could read better than before. In the last meeting, the writer gave post-test to know the improved at the cycle I. The table below showed the result of students' at the post-test cycle I as follows:

Table 4.7

The Students' Score of Post-Test 1

No	Students' Name	The Score of Post-Test 1
1	AE	55
2	AMP	60
3	AS	65
4	BNP	70
5	CA	60
6	DMS	75
7	DP	70
8	EF	65
9	EN	55
10	EA	60
11	EW	65
12	FND	50
13	FA	60
14	FF	50
15	FAR	50
16	GH	65
17	INK	55
18	KH	65
19	KDL	60
20	LW	60
21	LSA	70
22	MSD	75
23	PWN	60
24	RWA	70
25	RF	60

26	SAD	75
27	SO	75
28	SW	75
29	SS	70
30	VA	70
Total		1915
Average		63,8
The highest score		75
The lowest score		50

Source: The result of post-test cycle I

The table above was the result of post-test cycle I, it could be seen that the score of the students' speaking ability were still unsatisfactory. From the table above, the writer measured the frequency of students' score at the pre-test could be seen as follows:

Table 4.8

The minimum mastery of Students' Score of Post-Test I

Class interval	Quantity	Percentage (%)	Criteria
≥ 70	11	36,7%	Passed
≤ 70	19	63,3%	Failed
Σ	30	100%	

Based on the table 9 and 10 above, it could be seen that 11 (36,7%) students from 30 students were success and 19 (63,3%)

students were not success. The the highest score was 75 and the lowest was 50. The success students were those who got the minimum mastery criteria (MMC) at the tenth grade of SMPN 4 Metro. That was 70, but the result of the students' test was better than the students' test before giving treatment. The improving could be seen as bellow:

Table 4.9

The Students' Score Improvement in Pre-Test and Post-Test 1

No	Nama	Students' Result			
		Pre-Test	Post-Test 1	Improving	Category
1	AE	45	55	10	Improve
2	AMP	50	60	10	Improve
3	AS	50	65	15	Improve
4	BNP	65	70	5	Improve
5	CA	55	60	5	Improve
6	DMS	70	75	5	Improve
7	DP	50	70	20	Improve
8	EF	50	65	15	Improve
9	EN	40	55	15	Improve
10	EA	50	60	10	Improve
11	EW	55	65	15	Improve
12	FND	40	50	10	Improve

13	FA	60	60	0	Constant
14	FF	40	50	10	Improve
15	FAR	50	50	0	Constant
16	GH	65	65	0	Constant
17	INK	50	55	5	Improve
18	KH	65	65	0	Constant
19	KDL	60	60	0	Constant
20	LW	55	60	5	Improve
21	LSA	60	70	10	Improve
22	MSD	70	75	5	Improve
23	PWN	60	60	0	Constant
24	RWA	65	70	5	Improve
25	RF	50	60	10	Improve
26	SAD	70	75	5	Improve
27	SO	70	75	5	Improve
28	SW	70	75	5	Improve
29	SS	55	70	15	Improve
30	VA	55	70	15	Improve
Total		1627	1915	230	
Average		54,3	63,8	76,7	

Based on the score table pre-test and post-test cycle I above, the writer concluded that the result of students' improved, the

average was 54,3 and the post-test I 63,8. The average improved 76,7 point.

3) Reflecting

Based on the result of cycle I, it could be seen that most students got difficulties in speaking performance. It was happened because the students have lack vocabulary, so they felt difficult to express ideas in English. In the end of cycle I the result of students' activities increase from the first meeting until next meeting. The result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students' score also increase from the average in the pre-test 54,3 and the average of post-test 63,8 but it was not fulfil the completeness standard at least 80% students must get ≥ 70 . In the post-test of cycle I showed that only 11 students (36,7%) who got score more than 70.

For the information related to the indicator of success has not been achieved then the research continued on cycle II. The writer tried to get solution as follows:

- a) The writer should manage class well.
- b) The researcher asked students to study hard.
- c) Teacher should motivate students to be more active in class.

3. Cycle II

Cycle II were similar with cycle I, it was divided planning, acting, observing, and reflecting. There were explain more clearly as below:

a. Planning

In the planning at Cycle II, the writer and collaborator (Mrs. Theresia Lisu D, S.Pd.ing) were going to make and discuss about the lesson plan. Before the writer and collaborator made a lesson plan, they wanted to identify the problem in the classroom. Based on the students' result in cycle I, the writer concluded the problem that the students' had difficulties to comprehend the content of text, So when they were asked to deliver it one by one they were confused and were not confident. From the problem, the writer gave the solution to the students. The researcher prepared the materials and motivate them in speaking.

b. Acting

The implementation of cycle II was conducted in two meetings. In this meeting, the writer was being a teacher. Here the activities of cycle II, as follows:

1) The First Meeting

The meeting was done on Tuesday, January 16th, 2018. In this meeting the writer was being a teacher. The teacher entered the classroom. The teacher said opening and asked the

condition of students. The teacher was remembering the previous materials. The teacher continued the material. Then the asked the students about the material to checked their understanding. The students gave example by their own language.

2) The Second Meeting

The meeting was done on Wednesday, January 17th, 2018. In this meeting was started by pray together, and then the teacher checked the students' attendance and asked the condition of students. After that, the teacher gave the task about descriptive text to students and they were asked to describe the thing on text one by one. The teacher closed the meeting.

c. Observing

1) The Success of The Product

In observation of teacher's action the researcher presented two meetings in cycle II. In the first meeting, the researcher gave treatment. The students were more active and interested in learning process. They could speak better than before. In the second meeting, the writer gave post-test to knew the improvement at the cycle II. The table below showed the result of students' at the post-test cycle II as follows:

Table 4.10
The Students' Score of Post-Test 2

No	Students' Name	The Score of Post-Test 2
1	AE	65
2	AMP	70
3	AS	70
4	BNP	70
5	CA	65
6	DMS	80
7	DP	75
8	EF	75
9	EN	60
10	EA	70
11	EW	75
12	FND	60
13	FA	65
14	FF	60
15	FAR	60
16	GH	75
17	INK	65
18	KH	75
19	KDL	70
20	LW	70
21	LSA	75
22	MSD	80
23	PWN	75
24	RWA	75
25	RF	70

26	SAD	80
27	SO	80
28	SW	75
29	SS	75
30	VA	75
Total		2130
Average		71
The highest score		80
The lowest score		60

Source: The result of post-test cycle II

Table 4.11

The minimum mastery of Students' Score of Post-Test 2

Class interval	Quantity	Precentage (%)	Criteria
≥ 70	22	73,3%	Passed
≤ 70	8	26,7%	Failed
Σ	30	100%	

Based on the table 13 and 14 above, there was an improvement. It could be seen that 22 (73,3%) students from 30 students got score ≥ 70 and 8 (26,7%) students got score ≤ 70 . The highest score was 80 and the lowest was 60. The success students were those who got the minimum mastery criteria (MMC) at the tenth grade of SMPN 4 Metro. That was 70, but the result of the

students' test was better than the students' test before giving treatment and from post-test in cycle I.

2) The Success of The Process

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

Table 4.12
The Result of the Students' Activity in Learning Process of
Cycle II

No	Students' Activity	Frequency	Percentage
1	To pay attention to the teacher's explanation.	22	84,61%
2	Memorizing new vocabulary well.	19	73,07%
3	Speaking quickly by using new vocabulary.	18	69,23%
4	To ask and respon the teacher.	20	76,92%

The table above showed that the students' activity in cycle II was increased. The students' activity that had high percentage were pay attention of teacher's explanation (84,61%) and the students memorized new vocabulary (73,07%). Then, the students were speaking quickly by using new vocabulary (69,23%), and the last the students asked and responed the teacher (76,92%). Based

on the result above, the writer indicated that learning process in cycle II was successful because the fifth students' activity got percentage $\geq 80\%$.

Based on the result of the research in cycle II, it could be concluded that cycle II was successful. The writer felt satisfied about the result of the research. There were $\geq 80\%$ of students passed the examination. It means the students' speaking performance had improved. From the result above, the writer concluded that this research was successful and would be not continued in the next cycle.

The table below showed the recapitulation of the students' improving speaking performance in pre-test, post-test I, and post-test II.

.Table 4.13
The Result Score of Students' Pre-Test, Post-test 1 and Post-Test 2

No	Nama	Students' Result			Category
		Pre-Test	Post-Test 1	Post-Test 2	
1	AE	45	55	65	Improve
2	AMP	50	60	70	Improve
3	AS	50	65	70	Improve
4	BNP	65	70	70	Improve
5	CA	55	60	65	Improve
6	DMS	70	75	80	Improve
7	DP	50	70	75	Improve
8	EF	50	65	75	Improve
9	EN	40	55	60	Improve

10	EA	50	60	70	Improve
11	EW	55	65	75	Improve
12	FND	40	50	60	Improve
13	FA	60	60	65	Improve
14	FF	40	50	60	Improve
15	FAR	50	50	60	Improve
16	GH	65	65	75	Improve
17	INK	50	55	65	Improve
18	KH	65	65	75	Improve
19	KDL	60	60	70	Improve
20	LW	55	60	70	Improve
21	LSA	60	70	75	Improve
22	MSD	70	75	80	Improve
23	PWN	60	60	75	Improve
24	RWA	65	70	75	Improve
25	RF	50	60	70	Improve
26	SAD	70	75	80	Improve
27	SO	70	75	80	Improve
28	SW	70	75	75	Improve
29	SS	55	70	75	Improve
30	VA	55	70	75	Improve
Total		1627	1915	2130	
Average		54,3	63,8	71	
The Highest Score		70	75	80	
The Lowest Score		45	50	60	

Source: The result of Students' Pre-Test, Post-test 1 and Post-Test 2

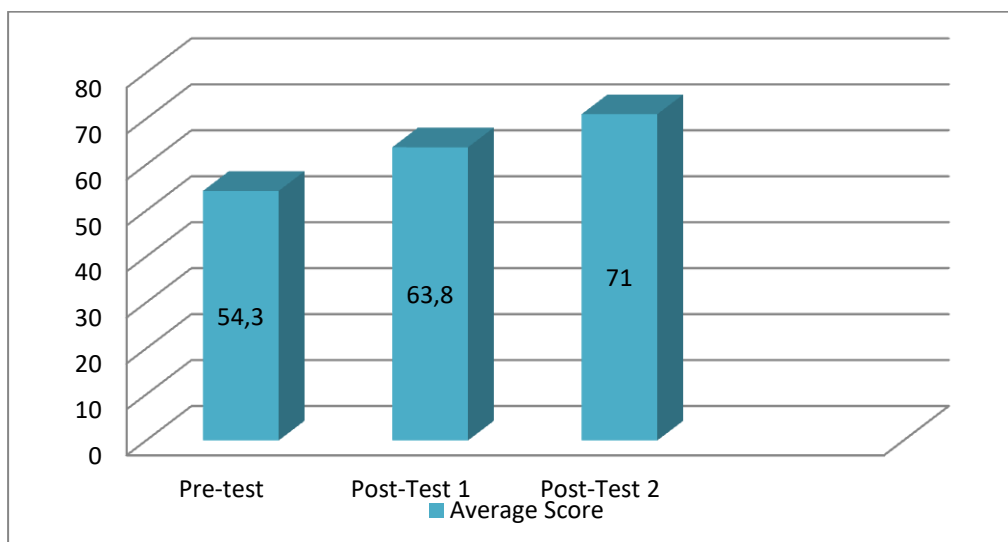
1) Reflecting

Based on the result of the observation above, it could be inferred that the result of using Hands-on Learning was good. The writer checked the students' score before and after using Hands-on Learning. It was founded the significant increased in students'

score in speaking performance. The comparison between the students' score at pre-test, post-test I, and post-test II has taken and showed that there was the improvement from students before and after giving treatment.

The score of pre-test showed that the average of students' speaking score was 54,3%. Then after they were given the treatment using Question Answer technique, it was improved to be 63,8%. Until the next cycle the average was improve more to be 71%. Here was the graph that showed the improvement from pre-test, post-test 1 and post-test 2:

Graph 1
The Improvement From Pre-Test, Post-Test 1 And Post-Test 2



Based on the graph above, it could be concluded that the using of Question Answer could improve the students' speaking ability. It was shown from the graph, there were significant increasing of

students' average score from the pre-test, post-test 1, and post-test 2. The students were successfully reached out the minimum mastery criteria (MMC) of the tenth grade, 70. The average of students' score was increased from 54,3 to 63,8 and finally became 71. It could be inferred that the result of students score in pre-test to post-test 1 up to post-test 2 has reached out the criteria of the indicator of success with percentage until 75% in the last cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the use of Question Answer Technique in speaking ability, the researcher draws the conclusion as follows:

The Question Answer Technique can be effective technique and it can be used as an alternative way in teaching speaking. The students are involved actively in teaching learning process. It makes the students easier to understand the material so it can improve the students speaking ability. There is improvement of the students' average score from pre test 54,3 to post-test I 63,8 become 71. In post-test II. In cycle 1, there are 11 students passed the test. Moreover, in cycle II there are 22 students who passed the test. The result of the cycle II has reached the indicators of success that of minimally is 80% or more students fulfill the standard criteria of the score minimum 70. Therefore, the research can be stopped in cycle II.

B. SUGGESTION

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

1. The students are suggested to improve their speaking ability in order that can success in understanding their speaking.
2. It is suggested for the English teacher to use Question Answer Technique as alternative technique in the classroom because this technique is effective to improve the students' speaking ability in teaching and learning process.

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APPENDIXES

S I L A B U S

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman,</p>	<p>Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks</p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan). Siswa dituntut untuk mencontoh keteladanan tersebut dengan (a) meminta 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. Tingkat kelengkapan dan keruntutan struktur teks (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. 	8 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh interaksi tertulis Contoh teks tertulis

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>a. <i>Excuse me. Attention, please. Yes, please. Alright.,</i> dan semacamnya</p> <p>b. <i>She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir.,</i> dan semacamnya.</p> <p>c. <i>That's great. It's beautiful. Excellent! Thanks you.,</i> dan semacamnya.</p> <p>d. <i>What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No.,</i> dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Kosa kata: kata sifat sederhana</p> <p>(2) Tata bahasa: kata rujukan <i>it, they, these, those, that, this.</i></p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p>	<p>perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) memintamengungkapkan pendapat serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh- 	<ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, peduli, dan percaya diri yang menyertai (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(6) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan (a) meminta 	<p>memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas. Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a)</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan 	<p>meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>hubungan interpersonal.</p> <ul style="list-style-type: none"> Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan	: SMP Negeri 4 Metro
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/Genap
Waktu	: 2 x 40 menit
Topik pembelajaran	: It's English Time

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teknik tanya jawab sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 1.1.1 Mengagumi suara, dialek, dan geture temannya sebagai kesempurnaan makhluk ciptaan tuhan.
- 2.1.1 Menunjukkan sikap sopan, dalam bertutur kata baik terhadap guru maupun teman.
- 2.2.1 Menunjukkan sikap percaya diri saat melakukan percakapan Bahasa Inggris didepan kelas.
- 2.3.1 Menunjukkan sikap tanggung jawab dalam mengerjakan tugas Bahasa Inggris.
- 4.1.1 Mempraktekan percakapan pendek menggunakan ungkapan serta respon dari meminta perhatian menghargai kinerja seseorang sesuai dengan konteks didepan kelas.

D. Materi Pembelajaran

- 1. Let's talk about the place where you live now.
- 2. Describe the place where you live now.
- 3. Were you born there ?
- 4. Do you live on your own or with your family ?
- 5. Has the place changed much over the time you have live there ? How ?

E. Langkah – Langkah pembelajaran

a. Pendahuluan (10 menit)

- 1) Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- 2) Salah satu peserta didik memimpin doa dengan Bahasa Inggris.
- 3) Brainstorming, Guru bertanya kepada peserta didik bagaimana cara mendapatkan perhatian kepada seseorang dan orang banyak. Kemudian menstimulasi peserta didik untuk mengambil perhatian temannya.
- 4) Guru menyampaikan tujuan pembelajaran hari ini.

b. Kegiatan inti (60 menit)

Mengamati:

- 1) Peserta didik mengamati gambar di buku dan membaca percakapan antara guru dan murid mengenai “Drawing Someone’s Attention” dengan cara salah satu dari peserta didik membacakan dialog guru.

Menanya:

- 2) Setelah mengamati, peserta didik bertanya tentang arti dari kata – kata baru yang mereka temukan dan dengan bimbingan guru peserta didik menanyakan cara – cara mendapatkan perhatian.

Mengeksplorasi:

- 3) Peserta didik membuat sebuah percakapan pendek yang mengandung ungkapan mendapatkan perhatian beserta respon yang tepat.

Mengasosiasi:

- 4) Peserta didik membandingkan ungkapan Drawing Someone’s Attention dalam Bahasa Inggris dengan bahasa peserta didik.

Mengkomunikasikan:

- 5) Secara berkelompok, peserta didik maju kedepan kelas dengan percaya diri mempraktekkan percakapan yang telah mereka buat.

c. Penutup (10 menit)

- 1) Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
- 2) Guru mengingatkan untuk tetap menggunakan Bahasa Inggris untuk mendapatkan perhatian dari guru maupun teman – temannya.
- 3) Guru menyampaikan informasi materi pada pertemuan berikutnya, yaitu cara meminta dan memberikan pendapat dalam Bahasa Inggris.

- 4) Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam Bahasa Inggris.

F. Penilaian

Speaking Criteria :

66-100 : Good

56-65 : Fair

0-55 :Bad

Aspect	Score	Indicator
Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3	Rhythm, intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1	Words are unintelligible.
Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
	3	For the most part, effective use of vocabulary for the task with some

		examples of inappropriacy.
	2	Limited use of vocabulary with frequent inappropriacies.
	1	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4	Very few grammatical errors evident.
	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2	Speech is broken and distorted by frequent errors.
	1	Unable to construct comprehensible sentences.
Interactional strategies	4	Interacts effectively and readily participates and follows the discussion.
	3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2	Interaction ineffective. Can seldom develop an interaction.
	1	Understanding and interaction minimal

No	Name	Fluency				Pronunciation				Vocabulary				Grammatical				Interactional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			

G. Media Pembelajaran

1. Media dan alat

- Whiteboard
- Board Marker

Metro, November 2017

Guru Mata Pelajaran

Mahasiswa

Theresia Lisu Datu, S.Pd.ing
NIP.198301112005022001

Nurleni Aryanti
NPM. 13107947

Mengetahui
Kepala SMPN 4 Metro

Sunanto, S.Pd., M.Pd.
NIP. 19670705 199202 2 002

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan	: SMP Negeri 4 Metro
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/ Genap
Waktu	: 2 x 40 menit
Topik pembelajaran	: It's English times

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 1.2 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.4 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 2.5 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teknik tanya jawab sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 1.1.2 Mengagumi suara, dialek, dan geture temannya sebagai kesempurnaan makhluk ciptaan tuhan.
- 2.1.2 Menunjukkan sikap sopan, dalam bertutur kata baik terhadap guru maupun teman.
- 2.2.2 Menunjukkan sikap percaya diri saat melakukan percakapan Bahasa Inggris didepan kelas.
- 2.3.1 Menunjukkan sikap tanggung jawab dalam mengerjakan tugas Bahasa Inggris.
- 4.1.1 Mempraktekan percakapan pendek menggunakan ungkapan serta respon dari meminta perhatian menghargai kinerja seseorang sesuai dengan konteks didepan kelas.

D. Materi Pembelajaran

- 1. Do you have a large family or a small family?
- 2. Can you tell me something about them?
- 3. How much time do you manage to spend with members of your family?
- 4. What sorts of things do you like to do together?
- 5. Did/Do you get on well with you family? why?

E. Langkah – Langkah pembelajaran

a. Pendahuluan (10 menit)

- 1) Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- 2) Salah satu peserta didik memimpin doa dengan Bahasa Inggris.
- 3) Brainstorming, Guru bertanya kepada peserta didik bagaimana cara mendapatkan perhatian kepada seseorang dan orang banyak. Kemudian menstimulasi peserta didik untuk mengambil perhatian temannya.
- 4) Guru menyampaikan tujuan pembelajaran hari ini.

b. Kegiatan inti (60 menit)

Mengamati:

- 1) Peserta didik mengamati gambar di buku dan membaca percakapan antara guru dan murid mengenai “Drawing Someone’s Attention” dengan cara salah satu dari peserta didik membacakan dialog guru.

Menanya:

- 2) Setelah mengamati, peserta didik bertanya tentang arti dari kata – kata baru yang mereka temukan dan dengan bimbingan guru peserta didik menanyakan cara – cara mendapatkan perhatian.

Mengeksplorasi:

- 3) Peserta didik membuat sebuah percakapan pendek yang mengandung ungkapan mendapatkan perhatian beserta respon yang tepat.

Mengasosiasi:

- 4) Peserta didik membandingkan ungkapan Drawing Someone’s Attention dalam Bahasa Inggris dengan bahasa peserta didik.

Mengkomunikasikan:

- 5) Secara berkelompok, peserta didik maju kedepan kelas dengan percaya diri mempraktekkan percakapan yang telah mereka buat.

c. Penutup (10 menit)

- 1) Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
- 2) Guru mengingatkan untuk tetap menggunakan Bahasa Inggris untuk mendapatkan perhatian dari guru maupun teman - temannya.
- 3) Guru menyampaikan informasi materi pada pertemuan berikutnya, yaitu cara meminta dan memberikan pendapat dalam Bahasa Inggris.
- 4) Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam Bahasa Inggris.

F. Penilaian

Speaking Criteria :

66-100 : Good

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0-55 :Bad

Aspect	Score	Indicator
Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1	The student speaks so little that no 'fluent' speech can be said to occur.
	4	Occasional errors of pronunciation a

Pronunciation		few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3	Rhythm, intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1	Words are unintelligible.
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	3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2	Limited use of vocabulary with frequent inappropriacies.
	1	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4	Very few grammatical errors evident.
	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2	Speech is broken and distorted by frequent errors.
	1	Unable to construct comprehensible sentences.
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No	Name	Fluency				Pronunciation				Vocabulary				Grammatical				Interactional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			

G. Media Pembelajaran

1. Media dan alat

- Whiteboard
- Board Marker

Metro, November 2017

Guru Mata Pelajaran

Mahasiswa

Theresia Lisu Datu, S.Pd.ing
NIP.198301112005022001

Nurleni Aryanti
NPM. 13107947

Mengetahui
Kepala SMPN 4 Metro

Sunanto, S.Pd., M.Pd.
NIP. 19670705 199202 2 002

OBSERVATION SHEET

PRE TEST

No	Name	Fluency				Pronunciation				Vocabulary				Grammatical				Interactional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AE		√				√				√				√				√			10	50	Fair
2	AMP		√				√				√				√				√			10	50	Fair
3	AS		√				√				√			√					√			9	45	Fair
4	BNP		√				√				√			√						√		11	55	Fair
5	CA		√					√			√				√				√			11	55	Fair
6	DMS		√					√			√				√					√		12	60	Fair
7	DP	√					√				√			√						√		9	45	Fair
8	EF		√				√				√			√					√			9	45	Fair
9	EN		√				√					√				√		√				12	60	Fair
10	EA		√				√					√				√			√			12	60	Fair
11	EW		√				√				√				√				√			10	50	Fair
12	FND		√				√				√				√				√			10	50	Fair
13	FA		√			√					√				√				√			9	45	Fair

14	FF		√			√					√			√					√		11	55	Fair
15	FAR		√				√				√			√					√		10	50	Fair
16	GH		√				√				√				√				√		10	50	Fair
17	INK		√				√					√			√				√		11	55	Fair
18	KH	√				√						√			√				√		9	45	Fair
19	KDL			√				√			√					√			√		13	65	Good
20	LW			√				√			√					√				√	14	70	Good
21	LSA			√				√				√			√					√	12	60	Fair
22	MSD			√			√					√			√				√		11	55	Fair
23	PWN		√				√				√				√				√		10	50	Fair
24	RWA		√				√				√				√				√		10	50	Fair
25	RF		√				√			√					√				√		9	45	Fair
26	SAD		√			√				√						√			√		9	45	Fair
27	SO		√					√				√			√				√		12	60	Fair
28	SW		√				√					√			√				√		11	55	Fair
29	SS	√					√				√					√			√		10	50	Fair
30	VA	√					√				√					√			√		10	50	Fair

OBSERVATION SHEET

POST TEST 1

No	Name	Fluency				Pronunciation				Vocabulary				Grammatical				Interactional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AE		√					√				√				√				√		14	70	Good
2	AMP		√					√				√				√				√		14	70	Good
3	AS		√					√			√					√				√		13	65	Fair
4	BNP		√					√			√					√				√		13	65	Fair
5	CA		√				√					√			√					√		12	60	Fair
6	DMS			√				√			√				√					√		13	65	Fair
7	DP			√				√				√			√					√		14	70	Good
8	EF			√				√				√			√					√		14	70	Good
9	EN			√			√					√			√				√			12	60	Fair
10	EA			√			√					√			√				√			12	60	Fair
11	EW		√					√			√					√				√		13	65	Fair
12	FND		√				√				√					√				√		12	60	Fair
13	FA		√				√					√				√				√		13	65	Fair

14	FF		√			√					√			√			√			13	65	Fair
15	FAR			√		√					√			√			√			14	70	Good
16	GH			√			√				√		√				√			14	70	Good
17	INK		√				√				√		√				√			13	65	Fair
18	KH			√			√				√		√				√			14	70	Good
19	KDL			√			√				√							√		15	75	Good
20	LW			√				√			√		√					√		16	80	High
21	LSA			√				√			√		√					√		16	80	High
22	MSD		√				√			√			√				√			12	60	Fair
23	PWN		√				√			√			√				√			12	60	Fair
24	RWA		√				√			√				√			√			12	60	Fair
25	RF			√			√			√				√			√			13	65	Fair
26	SAD			√			√				√		√				√			14	70	Good
27	SO			√			√				√		√				√			14	70	Good
28	SW			√			√				√		√				√			14	70	Good
29	SS			√			√				√		√				√			14	70	Good
30	VA			√			√				√			√			√			15	75	Good

OBSERVATION SHEET

POST TEST 2

No	Name	Fluency				Pronunciation				Vocabulary				Grammatical				Interactional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AE			√				√				√				√				√		15	75	Good
2	AMP			√				√				√				√					√	16	60	Fair
3	AS		√					√				√				√					√	15	75	Good
4	BNP		√					√				√				√					√	15	75	Good
5	CA			√				√			√					√				√		14	70	Good
6	DMS			√				√			√					√				√		14	70	Good
7	DP			√				√				√				√				√		15	75	Good
8	EF			√				√				√				√				√		15	75	Good
9	EN			√			√					√				√				√		14	70	Good
10	EA			√			√					√				√				√		14	70	Good
11	EW			√				√				√				√					√	16	80	High
12	FND			√				√				√				√					√	16	80	High
13	FA		√					√				√				√				√		14	70	Good

14	FF		√				√				√				√				√		14	70	Good
15	FAR			√			√				√				√				√		15	75	Good
16	GH			√			√				√				√				√		15	75	Good
17	INK			√			√			√				√						√	14	70	Good
18	KH			√			√			√				√						√	14	70	Good
19	KDL				√			√			√				√				√		17	85	High
20	LW				√			√			√				√				√		17	85	High
21	LSA				√			√			√				√					√	17	85	High
22	MSD				√			√			√				√					√	17	85	High
23	PWN			√			√				√			√					√		14	70	Good
24	RWA			√			√				√				√				√		15	75	Good
25	RF			√			√				√				√				√		15	75	Good
26	SAD			√			√				√				√				√		15	75	Good
27	SO			√			√				√				√					√	16	80	High
28	SW			√			√				√				√					√	16	80	High
29	SS			√				√			√				√				√		16	80	High
30	VA				√			√			√				√				√		17	85	High

Table
Observation Sheet of Students' Activities
Eighth Grade of SMPN 4 Metro

No	Student's Name	Activity				
		Pay attention of the teacher's explanation	Memorizing new vocabulary well.	Speaking quickly by using new vocabulary.	To ask and respon the teacher.	Total Score
1	AE	√	√	√	√	4
2	AMP	√	√	√		3
3	AS	√	√		√	3
4	BNP	√	√	√		3
5	CA		√	√	√	3
6	DMS	√		√		2
7	DP	√	√		√	3
8	EF		√	√	√	3
9	EN	√	√	√		3
10	EA	√	√	√	√	4
11	EW	√	√	√	√	4
12	FND	√	√	√		3
13	FA		√	√	√	3
14	FF		√	√	√	3
15	FAR	√	√	√		3
16	GH		√	√	√	3
17	INK	√	√	√		3
18	KH	√	√	√	√	4
19	KDL	√	√		√	3
20	LW	√		√	√	3
21	LSA		√		√	2
22	MSD		√		√	2
23	PWN	√	√	√	√	4
24	RWA	√	√		√	3

25	RF	√			√	2
26	SAD	√		√	√	3
27	SO	√	√		√	3
28	SW		√	√	√	3
29	SS	√	√	√	√	4
30	VA	√	√	√	√	4
Total		22	26	22	23	
Percentage (%)		73,3%	86,7%	73,3%	76,7%	

Note: Tick (√) for each positive activity

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= Total of Students

Metro, November 2017

English Teacher

The Researcher

Theresia Lisu D, S.Pd.Ing
NIP.198301112005022001

Nurleni Aryanti
NPM. 13107947

Table
Observation Sheet of Students' Activities
Eighth Grade of SMPN 4 Metro

No	Student's Name	Activity				
		Pay attention of the teacher's explanation	Memorizing new vocabulary well.	Speaking quickly by using new vocabulary.	To ask and respon the teacher.	Total Score
1	AE	√	√	√	√	4
2	AMP	√	√	√		3
3	AS	√	√		√	3
4	BNP	√	√	√		3
5	CA		√	√	√	3
6	DMS	√		√		2
7	DP	√	√		√	3
8	EF		√	√	√	3
9	EN	√	√	√		3
10	EA	√	√	√	√	4
11	EW	√	√	√	√	4
12	FND	√	√	√		3
13	FA		√	√	√	3
14	FF		√	√	√	3
15	FAR	√	√	√		3
16	GH		√	√	√	3
17	INK	√	√	√		3
18	KH	√	√	√	√	4
19	KDL	√	√		√	3
20	LW	√		√	√	3
21	LSA		√		√	2
22	MSD		√		√	2
23	PWN	√	√	√	√	4
24	RWA	√	√		√	3

25	RF	√			√	2
26	SAD	√		√	√	3
27	SO	√	√		√	3
28	SW		√	√	√	3
29	SS	√	√	√	√	4
30	VA	√	√	√	√	4
Total		22	26	22	23	
Percentage (%)		73,3%	86,7%	73,3%	76,7%	

Note: Tick (√) for each positive activity

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= Total of Students

Metro, January 2018

English Teacher

The Researcher

Theresia Lisu D, S.Pd.Ing
NIP.198301112005022001

Nurleni Aryanti
NPM. 13107947

STUDENT'S SCORE**(PRE-TEST)****Day/Date/Cycle** :Wednesday, November 22nd 2017/ I

No	Name	Score
1	AE	45
2	AMP	50
3	AS	50
4	BNP	65
5	CA	55
6	DMS	70
7	DP	50
8	EF	50
9	EN	40
10	EA	50
11	EW	55
12	FND	40
13	FA	60
14	FF	40
15	FAR	50
16	GH	65
17	INK	50
18	KH	65
19	KDL	60
20	LW	55
21	LSA	60
22	MSD	70
23	PWN	60
24	RWA	65
25	RF	50
26	SAD	70
27	SO	70
28	SW	70
29	SS	55
30	VA	55
	AVERAGE	1627

**STUDENT'S SCORE
(POST-TEST I)**

Day/Date/Cycle : Wednesday, January 10th 2018/I

No	Name	Score
1	AE	55
2	AMP	60
3	AS	65
4	BNP	70
5	CA	60
6	DMS	75
7	DP	70
8	EF	65
9	EN	55
10	EA	60
11	EW	65
12	FND	50
13	FA	60
14	FF	50
15	FAR	50
16	GH	65
17	INK	55
18	KH	65
19	KDL	60
20	LW	60
21	LSA	70
22	MSD	75
23	PWN	60
24	RWA	70
25	RF	60
26	SAD	75
27	SO	75
28	SW	75
29	SS	70
30	VA	70
	AVERAGE	1915

**STUDENT'S SCORE
(POST-TEST II)**

Day/Date/Cycle : Wednesday, January 17th 2018/II

No	Name	Score
1	AE	65
2	AMP	70
3	AS	70
4	BNP	70
5	CA	65
6	DMS	80
7	DP	75
8	EF	75
9	EN	60
10	EA	70
11	EW	75
12	FND	60
13	FA	65
14	FF	60
15	FAR	60
16	GH	75
17	INK	65
18	KH	75
19	KDL	70
20	LW	70
21	LSA	75
22	MSD	80
23	PWN	75
24	RWA	75
25	RF	70
26	SAD	80
27	SO	80
28	SW	75
29	SS	75
30	VA	75
	AVERAGE	2130

PRETEST

Arini : Hi, may I sit here?

Dila : Yes, please. What is your name?

Arini : My name is Arini. I am a new student, and you?

Dila : My name is Dila. Where do you come from?

Arini : I am from Bandar Lampung, and you?

Dila : I am from Metro, I live in jl. Kerinci 2 no.07.

Arini : Oh, not far from here.

Dila : Yes! Sorry I have to go to finish an assignment in library. Nice
to meet you, Arini.

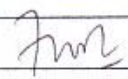


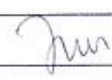
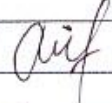
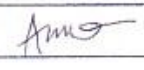

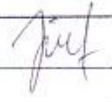

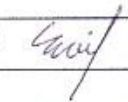
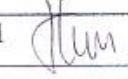

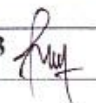
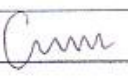

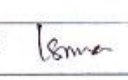
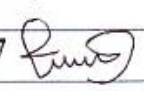
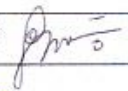

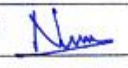
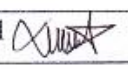

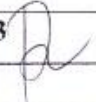
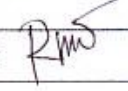


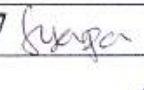
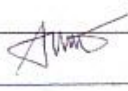
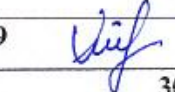

Arini : Nice to meet you too.

Post test2

1. Do you have a large family or a small family?
2. Can you tell me something about them?
3. How much time do you manage to spend with members of your family?
4. What sorts of things do you like to do together?
5. Did/Do you get on well with you family? why?
6. Describe the place where you live now.
7. Were you born there ?
8. Do you live on your own or with your family ?

ATTENDANCE LIST

Day/Date : Rabu, 22 November 2017
 Class : VIII A

NO	NAME	SIGNATURE
1	Abdah ishatun nafiah	1 
2	Adnan dwi putra	2. 
3	Agil kusuma	3 
4	Aldo riski rahmanda	4 
5	Anisa faiza azahra	5 
6	Arif wicaksono	6 
7	Aurick adhalah padraya	7 
8	Bima arya pangestu	8 
9	Clarisa amelia	9 
10	Elfira nurlita	10 
11	Fadlina	11 
12	Fidellyka audy	12 
13	Filiphus ardi pradana	13 
14	Galang samudra	14 
15	Irza vhebhe riandita	15 
16	Isma may margi astari	16 
17	Manda abelia	17 
18	Muhammad faris cahyadi	18 
19	Najma auly	19 
20	Nazwa arlin jannah	20 
21	Ninda silviana	21 
22	Pinkan aurelly ahmad	22 
23	Rahmad rosaldi sampoerna	23 
24	Revo aulia rahmando	24 
25	Reza valensa	25 
26	Safira amalia putri	26 
27	Syafa sabila nova	27 
28	Tasya hanum dwi andika	28 
29	Vico yandiansyah nugraha	29 
30	Yasmin kkhofifah rahmah	30 

ATTENDANCE LIST

Day/Date : Selasa, 09 Januari 2018
 Class : VIII A

NO	NAME	SIGNATURE
1	Abdah ishatun nafiah	1
2	Adnan dwi putra	2.
3	Agil kusuma	3
4	Aldo riski rahmanda	4
5	Anisa faiza azahra	5
6	Arif wicaksono	6
7	Aurick adhalah padraya	7
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24	Revo aulia rahmando	24
25	Reza valensa	25
26	Safira amalia putri	26
27	Syafa sabila nova	27
28	Tasya hanum dwi andika	28
29	Vico yandiansyah nugraha	29
30	Yasmin kkhofifah rahmah	30

ATTENDANCE LIST

Day/Date : Rabu, 10 Januari 2018
 Class : VIII A

NO	NAME	SIGNATURE
1	Abdah ishatun nafiah	1
2	Adnan dwi putra	2.
3	Agil kusuma	3
4	Aldo riski rahmanda	4
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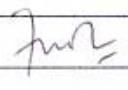
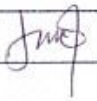

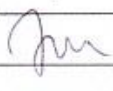
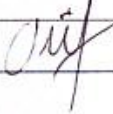
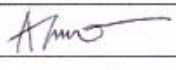

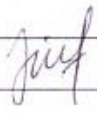

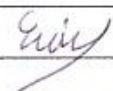



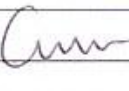



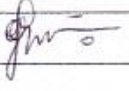
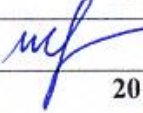




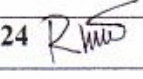
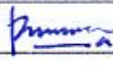

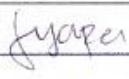
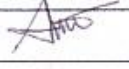


ATTENDANCE LIST

Day/Date : Selasa, 16 Januari 2018
 Class : VIII^A

NO	NAME	SIGNATURE
1	Abdah ishatun nafiah	1
2	Adnan dwi putra	2.
3	Agil kusuma	3
4	Aldo riski rahmanda	4
5	Anisa faiza azahra	5
6	Arif wicaksono	6
7	Aurick adhalah padraya	7
8	Bima arya pangestu	8
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10	Elfira nurlita	10
11	Fadlina	11
12	Fidellyka audy	12
13	Filiphus ardi pradana	13
14	Galang samudra	14
15	Irza vhebhe riandita	15
16	Isma may margi astari	16
17	Manda abelia	17
18	Muhammad faris cahyadi	18
19	Najma auly	19
20	Nazwa arlin jannah	20
21	Ninda silviana	21
22	Pinkan aurelly ahmad	22
23	Rahmad rosaldi sampoerna	23
24	Revo aulia rahmando	24
25	Reza valensa	25
26	Safira amalia putri	26
27	Syafa sabila nova	27
28	Tasya hanum dwi andika	28
29	Vico yandiansyah nugraha	29
30	Yasmin kkhofifah rahmah	30

ATTENDANCE LIST

Day/Date : Rabu, 17 Januari 2018
 Class : VIII^A

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1	Abdah ishatun nafiah	1 
2	Adnan dwi putra	2. 
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10	Elfira nurlita	10 
11	Fadlina	11 
12	Fidellyka audy	12 
13	Filiphus ardi pradana	13 
14	Galang samudra	14 
15	Irza vhebhe riandita	15 
16	Isma may margi astari	16 
17	Manda abelia	17 
18	Muhammad faris cahyadi	18 
19	Najma auly	19 
20	Nazwa arlin jannah	20 
21	Ninda silviana	21 
22	Pinkan aurelly ahmad	22 
23	Rahmad rosaldi sampoerna	23 
24	Revo aulia rahmando	24 
25	Reza valensa	25 
26	Safira amalia putri	26 
27	Syafa sabila nova	27 
28	Tasya hanum dwi andika	28 
29	Vico yandiansyah nugraha	29 
30	Yasmin kkhofifah rahmah	30 

Pre-Test



Source : Taken on November, 22nd 2017.

Treatment I



Source : taken on January, 09th 2018

Post-Test I



Source : Taken on January, 10th 2018



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

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

Nomor : P.0696/In.28/FTIK/PP.00.9/04/2017

Lamp : -

Hal : **IZIN PRA SURVEY**

Kepada Yth.,

Kepala SMP Negeri 4 Metro

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Nurleni Aryanti

NPM : 13107947

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris (TBI)

Judul : Improving Students' Speaking Ability By Using Answering Oral Test at Eight
Grade SMP Negeri 4 Metro Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di SMP Negeri 4 Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 April 2017

Wakil Dekan Bidang Akademik
dan Kelembagaan



Dra. Isti Fatmahan, MA
NIP. 196705311993032003



DINAS PENDIDIKAN KEBUDAYAAN
SMP NEGERI 4 METRO

Jl. Paria 15 A Iring Mulyo Metro Timur - Kota Metro
Telp./Fax. 0725 – 41405 E-Mail : smpn4@smpn4metro.com
Website : <http://www.smpn4metro.com>



Nomor : 145/I.12.3/SMP.03/LL/2017
Lamp. : -
Perihal : **Surat Balasan**

Metro, 26 April 2017

Kepada Yth
Ketua STAIN Jurai Siwo Metro
di _
Metro

Berdasarkan surat nomor : P.0696/In.28/FTIK/PP.00.9/04/2017 tertanggal 17 April 2017 perihal Izin Pra Survey maka kami berkenan memberikan izin, berikut nama mahasiswa yang akan melaksanakan survey:

Nama : NURLENI ARYANTI
NPM : 13107947
Fakultas : Tarbiyah dan Ilmu Keguruan
Juursan : Tadris Bahasa Inggris (TBI)
Judul : Improving Students' Speaking Ability By Using Answering Oral Test at Eight Grade
SMP N 4 Metro Academic Year 2016/4017

Demikian surat ini kami buat, kami ucapkan terima kasih.



Kepala Sekolah,

FATIMAH, S.Pd.

NIP. 19670705 199202 2 002



**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.iaim@metrouniv.ac.id

Nomor : B-2867/In.28/D.1/TL.00/11/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMPN 4 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2866/In.28/D.1/TL.01/11/2017, tanggal 28 November 2017 atas nama saudara:

Nama : NURLENI ARYANTI
NPM : 13107947
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 4 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS SPEAKING ABILITY BY USING QUESTION ANSWER TECHNIQUE AT EIGHTH GRADE OF SMPN 4 METRO".

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

Wassalamu'alaikum Wr. Wb.



17 November 2017

Wakil Dekan I,

Ora. Ist. Fatonah MA

NIP. 19531 199303 2 003



DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 METRO

Jl. Paria 15 A Iring Mulyo Metro Timur - Kota Metro
Telp./Fax. 0725 - 41405 E-Mail : smpn4@smpn4metro.com
Website : <http://www.smpn4metro.com>



SURAT KETERANGAN

Nomor : 035/I.12.3/SMP.03/LL/2018

Berdasarkan surat nomor : B-2867/In.28/D.1/TL.00/11/2017 tertanggal 17 November 2017 perihal Izin Research, maka kami berkenan memberikan izin, berikut nama mahasiswa yang akan melaksanakan penelitian:

Nama : NURLENI ARYANTI
NPM : 13107947
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris
Judul : "Improving Students Speaking Ability By Using Question Answer Technique At Eight Grade Of SMP N 4 Metro"

Dengan ini menerangkan bahwa nama tersebut di atas telah melaksanakan penelitian pada tanggal 22 November 2017 s.d 17 Januari 2018 di SMP Negeri 4 Metro.

Demikian surat ini kami buat, kami ucapkan terima kasih.



Metro, 24 Januari 2018
Kepala Sekolah,

SUNANTO, S.Pd., M.Pd.
NIP. 19650902 198903 1 003



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

SURAT TUGAS

Nomor: B-2866/In.28/D.1/TL.01/11/2017

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

Nama : NURLENI ARYANTI
NPM : 13107947
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMPN 4 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS SPEAKING ABILITY BY USING QUESTION ANSWER TECHNIQUE AT EIGHTH GRADE OF SMPN 4 METRO".

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 : 17 November 2017

Mengetahui
Pejabat Setempat

[Signature]
SUKALITO, S.Pd, M.Pd.
NIP. 19650702 190703 1003



Wakil Dekan I,

[Signature]
Isti Rahonah MA
NIP. 19670631 199303 2 003



DINAS PENDIDIKAN KEBUDAYAAN SMP NEGERI 4 METRO

Jl. Paria 15 A Iring Mulyo Metro Timur - Kota Metro
Telp./Fax. 0725 - 41405 E-Mail : smpn4@smpn4metro.com
Website : <http://www.smpn4metro.com>



Nomor : 352.1/L.12.3/SMP.03/LL/2017
Lamp. : -
Perihal : **Surat Balasan**

Metro, 20 November 2017

Kepada Yth

Dekan I STAIN Jurai Siwo Metro

di _

Metro

Berdasarkan surat nomor : B-2867/In.28/D.1/TL.00/11/2017 tertanggal 17 November 2017 perihal Izin Research, maka kami berkenan memberikan izin, berikut nama mahasiswa yang akan melaksanakan penelitian:

Nama : NURLENI ARYANTI
NPM : 13107947
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris
Judul : "Improving Students Speaking Ability By Using Question Answer Technique At Eight Grade Of SMP N 4 Metro"

Demikian surat ini kami buat, kami ucapkan terima kasih.

Kepala Sekolah,




SUNANTO, S.Pd., M.Pd.
NIP. 19650902 198903 1 003



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

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: rain@metrouniv.ac.id

Nomor : B-2833/In.28.1/J/TL.00/11/2017
Lamp : -
Hal : BIMBINGAN SKRIPSI

17 November 2017

Kepada Yth:

1. Dra. Umi Yawisah, M.Hum
2. Trisna Dinillah Harya, M.Pd

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Nurleni Aryanti
NPM : 13107947
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ahmad Suphan Roza, M.Pd.
NIP. 197506102008011014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : NURLENI ARYANTI

NPM : 13107947

Fakultas : Tarbiyah and Teacher training Faculty

Jurusan : Tadris bahasa Inggris

Angkatan : 2013

Telah menyerahkan buku berjudul Feminist Theory and Research

Metro,
Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : NURLENI ARYANTI

NPM : 13107947

Fakultas : Tarbiyah and Teacher training Faculty

Jurusan : Tadris bahasa Inggris

Angkatan : 2013

Telah menyerahkan buku berjudul Feminist Theory and Research

Metro,
Ketua Jurusan TBI

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : Nurleni Aryanti


Jurusan : TBI

Npm : 13107947


Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	30/1-18	✓ ✓		- Revise Cover - Revise title - Revise abstract - Revise Originality - Revise Table of Contents - Revise Chapter I - Revise Chapter III - Revise Chapter IV - Revise Chapter V	
2	1/2-18	✓		acc for munasosyal	

Mengetahui :
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19750618 200801 1 014

Dosen Pembimbing I


Dra. Umi Yawisah, M.Hum.
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : Nurleni Aryanti

Jurusan : TBI

NPM : 13107947

Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	25/01 2018		✓	Insert the sources of data - Revise table 8 change score into Class Interval	
2	30/01 2018		✓	Acc to 1 st Advisor	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing 2

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004

Treatment II



Source : Taken on January, 16th 2018

Post-Test II



Source : Taken on January, 17th 2018

CURRICULUM VITAE

The researcher was born on February 20th, 1994 in Gunung Sugih, Lampung from nice and happy couple Mr. Lufti Mirza and Mrs. Leginah. She is the third daughter in her family, and she has three Brothers.



The researcher graduated from SDN 1 Gunung Sugih Central Lampung in 2006 and then she continued to SMPN 1 Gunung Sugih Central Lampung and graduated in 2009. In that year she entered in SMAN 1 Gunung Sugih Central Lampung and graduated in 2012. The researcher continued her study in State Institute For Islamic Studies of Metro in the academic year 2013/2014.