

AN UNDERGRADUATE THESIS

THE INFLUENCE OF BLOOM'S TAXONOMY
IN ENGLISH COLLOCATION TEACHING
TOWARD STUDENTS' SPEAKING SKILL
AT THE EIGHTH GRADE OF MTs NURUL IMAN
REJO AGUNG PESAWARAN

By :
WENDY AYU FRANSISKA
Student Number : 1501070320



Tarbiyah and Teacher's Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M

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In English Education Department

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AT THE EIGHTH GRADE OF MTs NURUL IMAN REJO AGUNG
PESAWARAN**

ABSTRACT

By:

WENDY AYU FRANSISKA

The objective of the research is to find out whether there is a positive and significant influence of Bloom's Taxonomy in English collocation teaching toward students' speaking skill. This research is quantitative research and research design of this research is a quasi experimental design. The population of this research was the eighth grade students of MTs Nurul Iman Rejo Agung Pesawaran. A sample of 40 students established through the total sampling technique. The researcher uses test, observation and documentation as the data collecting method. To analyze the data, the researcher used the formulation of t-test.

The result of this research shows that t_{table} with significance level 0,05 is 1,68 with the $t_{observation}$ is 6,88. It means hypothesis testing gets $t_{observation}$ is higher than t_{table} or it can be written 6,88 is higher than 1,68. Based on the analysis data, there is a positive and significant different from the data. The mean of the students who taught by using bloom's taxonomy was 72,70 meanwhile the mean of the students' who taught with another technique was 54,30. The students who taught by using bloom's taxonomy have higher score than the students who taught with another technique. Therefore, it can be concluded that H_0 is rejected. It means there is a positive and significant influence of Bloom's Taxonomy in English collocation teaching toward students' speaking skill.

Keyword : *Bloom's Taxonomy, speaking, English collocation*

**PENGARUH DARI TAKSONOMI BLOOM DALAM PENGAJARAN
KOLOKASI BAHASA INGGRIS TERHADAP KEMAMPUAN
BERBICARA SISWA KELAS DELAPAN MTs NURUL IMAN REJO
AGUNG PESAWARAN**

ABSTRAK

Oleh:

WENDY AYU FRANSISKA

Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang positif dan signifikan dari taksonomi bloom pada kemampuan berbicara siswa dalam pengajaran kolokasi Bahasa Inggris. Penelitian ini adalah penelitian kuantitatif dan desain penelitian dari penelitian ini adalah quasi experimental desain. Populasi dalam penelitian ini adalah siswa kelas VIII. Sampel penelitian ini berjumlah 40 siswa, yang ditentukan dengan teknik total sampling. Peneliti menggunakan test, observasi dan dokumentasi sebagai alat pengumpul data. Untuk menganalisis data, peneliti menggunakan rumus uji t.

Hasil dari penelitian ini menunjukkan bahwa t_{table} dengan taraf signifikan 0,05 adalah 1,68 dengan $t_{observation}$ adalah 6,88. Itu berarti hasil uji hipotesis $t_{observation}$ lebih tinggi daripada t_{table} atau dapat dituliskan dengan 6,88 lebih tinggi daripada 1,68. Berdasarkan analisis data, ada perbedaan yang positif dan signifikan dari data tersebut. Nilai rata-rata siswa yang diajarkan menggunakan taksonomi bloom adalah 72,70 sedangkan nilai rata-rata siswa yang diajarkan menggunakan teknik lain adalah 54,30. Nilai rata-rata dari siswa yang diajarkan menggunakan taksonomi bloom mempunyai nilai yang lebih tinggi daripada siswa yang diajarkan dengan teknik yang lain. Oleh karena itu dapat disimpulkan bahwa H_0 tidak diterima. Itu berarti ada pengaruh yang positif dan signifikan dari taksonomi bloom dalam pengajaran kolokasi Bahasa Inggris terhadap kemampuan berbicara siswa.

Kunci : Taksonomi Bloom, berbicara, kolokasi Bahasa Inggris



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APPROVAL PAGE

The Title : THE INFLUENCE OF BLOOM'S TAXONOMY IN ENGLISH COLLOCATION TEACHING TOWARD STUDENTS' SPEAKING SKILL AT THE EIGHTH GRADE OF MTs NURUL IMAN REJO AGUNG PESAWARAN.

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NOTIFICATION LETTER

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Matter : In order to hold the Munaqosyah of Wendy Ayu Fransiska

To The Honorable,
The Head of Tarbiyah Faculty
State Institute of Islamic Studies
(IAIN) of Metro

Assalamu'alaikum Warahmatullahi Wabarakatuh

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

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Title : The Influence of Bloom's Taxonomy in English Collocation
Teaching toward Students' Speaking Skill at the Eighth Grade of MTs Nurul Iman Rejo Agung Pesawaran.

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

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Assalamu'alaikum, Wr. Wb

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RATIFICATION PAGE

No. B-4402/ln-28.1/D/PP00-9/12/2019 .

An Undergraduate thesis entitled: THE INFLUENCE OF BLOOM'S TAXONOMY IN ENGLISH COLLOCATION TEACHING TOWARD STUDENTS' SPEAKING SKILL AT THE EIGHTH GRADE OF MTs NURUL IMAN REJO AGUNG PESAWARAN, written by Wendy Ayu Fransiska, student number 1501070320, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, December 10th 2019 at 14.00 – 16.00 pm.

BOARD OF EXAMINERS:

Chairperson : Ahmad Subhan Roza, M.Pd

Examiner I : Dr. Mahrus As'ad, M.Ag

Examiner II : Andianto, M.Pd

Secretary : Leny Setiyana, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty



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The undersigned :

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NPM : 1501070320

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

Metro,

2019

The Researcher,



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

Metro,

2019

Penulis,



WENDY AYU FRANSISKA

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MOTTO

يَأَيُّهَا الْذِينَ ءَامَنُوا أَصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ
لَعَلَّكُمْ تُفْلِحُونَ

*Be patient and strengthen your patience and keep on standby and fear Allah so
that you may be successful.*

(Q.S Al-Imran:200)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to :

My beloved parents (Mr. Hermanto and Mrs. Kusmiyati) who always pray and support in their endless love.

My beloved sister (Gladys Oktavia) for loving, carrying, praying and grade support to finish this thesis.

My beloved friends (Astia Ranti, Cia Karunia Anggraini, Lulu Oktavia, Winda Aulia Sari) thanks for suggestion and support to finish this thesis.

My beloved almamater of State Institute for Islamic Studies of Metro.

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The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, an always pray for me to be a successful person someday (Amin).

Next, the greatest gratitude would also be addressed to :

1. The first, thanks for Dr Hj. Akla, M.Pd, the dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.
2. The second, thanks for Head of English Education Department IAIN Metro Mr. Ahmad Subhan Roza, M.Pd.
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7. The last, thanks for all my parents, my beloved sister and all of my friends in IAIN Metro who always give me supports, so I can finish this research.

As human being the researcher realizes that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, December 2019

The Researcher



**Wendy Ayu Fransiska
NPM. 1501070320**

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CHAPTER I

INTRODUCTION

A. Background of Study

Every country in the world has its own language, which is used by the people to do communication. People need a language to interact with other people from different countries. Language is human life, they use a language in order that they can express their feelings, opinions, and thoughts. So the human must master some elements and skills in order to be able to communicate by using language that they will create understanding and take the advantages from communication. We need one language which can be used by all the people in the world. The language that we need to communicate with people all over the world is English.

So, English has become an international language that is used in many countries around the world. English also becomes more important in the world because it is always used in the international communications such as business, banking, tourism, and technology.

In globalization era, communication becomes more important. People want to get as much information, as possible. As an international language, so many people use English to communicate with others. By mastering English, people will not be left behind with people in this area. That is why so important to learn English.

In Indonesia, English as a second language so all of students will learn about English in their school from elementary school, even kindergarten. In their school, English becomes one of subject that will be examined.

In learning English, there are four skills that have to be mastered, namely listening speaking, reading, and writing. Reading and listening are called receptive skills as they used in receiving information and speaking and writing are productive skills as they are useful for producing and conveying information.¹ It means that, speaking is an activity to transferring information in our mind to others by reflections, so we can not to edit and revise something that has been said. In learning language, especially English, students not only learn about language itself, but also learn about how to use it.

While, we speak when we want to express our ideas, opinion, and desires and to establish social relationship and friendship.² In addition, a large percentage of the world's language learners study English in order to be able communicate fluently. Everyone can talk more than one thousand words a day, which it will be used to communicate to society or others utility. It is like in education, every student has to brave issuing opinions. But, it is not easy to practice speaking moreover if students are asked to speak using foreign language as required score examination in the school.

¹ Ganesh B. Mundhe, "Teaching Receptive And Productive Language Skill With The Help Of Techniques", Pune Research Journal, Vol 1, Issue 2, available on: www.puneresearch.com, 1.

² *Ibid.*, 3.

Next, the teacher teaches about speaking as a foreign language are demanded to have a good way to increase students' speaking skill. Therefore, students can enjoy the material or practice in speaking. If students are taught by previous way, they would be uninteresting in practice language which it was not their language.

Whereas, when the researcher conducted an observation at MTs Nurul Iman Rejo Agung Pesawaran, the researcher listen students complained about their difficulties material faced, especially in English collocation teaching by the students at eighth grade of MTs Nurul Iman Rejo Agung Pesawaran. There were various factors that might that have been cause of the failure in learning speaking. As a result of interviewing the English teacher of the eighth grade in MTs Nurul Iman Rejo Agung Pesawaran, the teacher said that the students achieved minimum criteria of mastery learning less than half the students in the class. Especially to speaking, they had minimum of vocabulary and they were unconfident to practice their speaking in front of their friends. For instance, the students had problems to translate vocabularies and practice pronunciations of English collocation.

Based on the problem above, an alternative way would be given by the teacher to support their learning speaking. The alternative way used in solving the students' problem is using bloom's taxonomy in English collocation teaching. A good educator should have a good way to make the students be more enjoyable and also challenged by the material. Bloom's taxonomy in English collocation teaching was a good way to use in the class.

Thus, the researcher proposed bloom's taxonomy in English collocation teaching to increase students' speaking skill. Bloom's taxonomy is a skeleton that was constructed to categorize the goals of any curriculum in terms of explicit and implicit cognitive skills and abilities.³ By this way, discussion of the class and interaction between students and the other students could share different situations for the same material.

This pra-survey conducted by the researcher at the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran which is consist of two classes and the researcher chooses one of the classes for about 20 students there, and after getting data pra-suvery in the eighth grade of Mts Nurul Iman Rejo Agung Pesawaran, the researcher got the result as follows :

Table 1
The Data Representation of Pra-Survey Result
Speaking Skill of the Eighth Grade
MTs Nurul Iman Rejo Agung Pesawaran

No	Score	Criteria	Frequency	Percentage
1	≥ 65	Pass	2	10 %
2	< 65	Fail	18	90 %
Total			20	100 %

Based on the data above, many students have low in speaking test. Minimum Mastery Criteria (MMC) in this school is 65, and from the result of

³ Seyyed Mohammad Ali Soozandehfar and Mohammad Reza Adeli, "A Critical Appraisal of Bloom's Taxonomy", American Research Journal of English and Literature (ARJEL), Vol. 2, No. 9, 2016.

pra-survey it can be seen that just 2 from 20 students have good score in speaking skill test. The learning process in MTs Nurul Iman Rejo Agung Pesawaran was many students had minimum of vocabulary and the students had problems to translate vocabularies and practice pronunciations of English. Therefore, it can be concluded that speaking skill in Mts Nurul Iman Rejo Agung Pesawaran is unsatisfied.

Based on the explanation above, the researcher decides to implement bloom's taxonomy to solve the students' speaking problem especially in English collocation teaching at the eighth grade of Mts Nurul Iman Rejo Agung Pesawaran. The researcher wants to know about whether bloom's taxonomy can influence the speaking skill among the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran. Therefore, the researcher constructs a research proposal in the title of "The Influence of Bloom's Taxonomy in English Collocation Teaching toward Students' Speaking Skill at the Eighth Grade of MTs Nurul Iman Rejo Agung Pesawaran."

B. Problem Identification

Based on the background above, the researcher found some problems as follows:

1. The students have minimum of vocabulary.
2. The students are unconfident to practice their speaking in front of their friends.

3. The students have problems to translate vocabularies and practice pronunciations of English collocation

C. Problem Limitation

Many problems were caused by students in learning process. It is necessary for the researcher to limit the problem. Based on the problem identification above, the researcher limited the problem in students' speaking skill. So, the researcher used Bloom's Taxonomy in English collocation teaching toward students' speaking skill at the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran.

D. Problem Formulation

Based on the limitation of the problem above, the researcher formulated the problem as follow: "Is there any positive and significant influence of Bloom's Taxonomy in English collocation teaching toward students' speaking skill at the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran?"

E. Objective and Benefit of the Study

The objective of the research is to know whether there is a positive and significant influence of Bloom's Taxonomy in English collocation teaching toward students' speaking skill.

On the other hand, this research will be beneficial later, among the benefits of this research are:

1. For the teacher
 - a. The result of this research can be used as one of some way to make learning process more effective.
 - b. Give information the important of using bloom taxonomy in learning process.
2. For the students

The result of this research is as a measurement for the student to improve their skill in speaking specially about English collocation.

3. For the writer
 - a. As an experience and reference where they can feel a different experience of treatment by using bloom taxonomy.
 - b. To enrich their knowledge as well as to improve their speaking skill.
4. For other researcher

To give more information about the influence using bloom taxonomy in English collocation teaching on students' speaking skill.

F. Prior Research

The writer takes a review of related researcher from another thesis as a principle or comparative in this research. The first, previous research was done by Nina Dwiastuty and Nurjannah entitled "Reading Skills Test through Bloom's Taxonomy". In this research, the writer used qualitative method. They analyze students' reading skill by explained the various reading test by using Bloom's Taxonomy. In reading skill they known there are three aspects

such as cognitive, affective and psychomotor. After that the writer can give reading test based on the categories in Bloom's Taxonomy.⁴

Next, previous research was done by Maryam Mizbani and Azizeh Chalak entitled "Analyzing Listening and Speaking Activities of Iranian EFL Textbook Prospect 3 through Bloom's Revised Taxonomy". In this research, the writer used qualitative method. They analyzed listening activities of Iraninan EFL textbook prospect 3. They investigate in which level of lower or higher of listening activities related Bloom's Taxonomy.⁵

The third, previous research was done by Dincay Koksal and Omer Gokhan Ulum entitled "Language Assessment through Bloom's Taxonomy". In this research, the writer used qualitative method. They analyzed exam papers lacked in each skill.⁶

The last, previous research was done by Febrina, Bustami Usman, and Asnawi Muslem entitled "Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS)". In this research, the writer used qualitative method. They investigate the three up levels of cognitive domain of revised Bloom's Taxonomy. In this research

⁴ Nina Dwiastanty and Nurjanah, *Reading Skills Test through Bloom's Taxonomy*, DEIKSIS, Vol. 08, No. 03, 2016.

⁵ Maryam Mizbani and Azizeh Chalak, *Analyzing Listening and Speaking Activities of Iraninan EFL Textbook Prospect 3 Through Bloom's Revised Taxonomy*, ALLS, Vol. 8, No.3, 2017.

⁶Dincay Koksal and Omer Gokhan Ulum, *Language Assessment through Bloom's Taxonomy*, JLLS, No. 14, No. 2, 2018.

focused on analyzing reading comprehension in Senior High School English textbook grade 11th.⁷

However, from the above study, there are similarities and differences from the previous ones. The similarities between the previous study and this study are used *Bloom's Taxonomy*. Furthermore, the differences between the previous study and this study are: (1) the location and the sample of the study; (2) the dependent variable of the study, most of the researchers use *Bloom's Taxonomy* to analysis reading, writing, and listening activities from the textbook, but this study focuses on students' speaking skill.

⁷ Febrina, Bustami Usman, Asnawi Muslem, *Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS)*, EEJ, Vol. 10, No. 1, 2019

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking

1. The Definition of Speaking

Every person knows that there are the various skills in English such as listening, reading, speaking, and writing. Of all the four skills, speaking seems intuitively the most important, people who know a language are referred to a ‘speakers’ of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.⁸

Speaking is an important activity to communicate in getting information from the others people. According to Sandra Cornbleet and Ronald Carter state in their book that speaking is combining sounds in recognized and systematic way, according to language-specific principles, to form meaningful utterances.⁹

Another definition is given by Scott Thornburry, in his book *How to Teach Speaking*, calls speaking-as-skill, where there is a task to complete and speaking is the way to complete.¹⁰

⁸ Penny Ur, *A Course in Language Teachin*, (New York: Cambridge University Press, 1991), 120.

⁹ Sandra Cornbeelt and Ronald Carter, *The Language of Speech and Writing*, (London: Routledge, 2001), 18.

¹⁰ Jeremy Harmer, *How to Teac English*, (London: Addition Pearson Longman, 2007), 123.

In other hand speaking is a combinatorial language skill. It requires the ability to fulfill various to communicative demands through efficient use of the spoken language.¹¹

So, from some definition above we can said that in speaking means to say words, to say or to talk about something or to have a conversation with somebody in words, while speech means the power of the action of speaking, a manner or way of speaking. The most of human used various language, and they need the unity of the language to cooperate having a good relationship in this world.

2. Function of Speaking

In teaching-learning process, the students demand to be active. But in fact, especially in English speaking class the students more passives. Actually, English speaking class was expected to make students accustom their selves to express their mind to the words in English orally. According to Brown and Yule in Ricahrd, speaking has three functions. As follow:

a. Talk as Interaction

It refers to what we normally mean by conversation and describes interaction that serves a primarily social function.

¹¹ Christine C. M. Goh and Anne Burns, *Teaching Speaking: A Holistic Approach*, (New York: Cambridge University Press, 2012), .67.

b. Talk as Transaction

It refers to situations where we normally mean by conversation and describes interaction that serves a primarily social function.

c. Talk as Performance

It can be usefully be distinguish has been called talk as performance.¹²

Based on the explanation above, there are three functions of speaking as follow: talk as interaction, talk as transaction and talk as performance. Function of the speaking skill is very important in our life. By speaking, people can communication and transfer their ideas with other. After knowing the function of speaking, it is hope that people can join to the circle of communication.

3. Elements of Speaking

Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

a. Language Feature

The elements necessary for spoken production are as follows:

1) Connected Speech

It is effective speakers of English. It is not only to create the phoneme of English, but also fluency connected speech is used.

¹² Jack C. Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), 21-28.

There are some kinds of connected speech sound: omitted, added or weakened, and modified.

2) Expressive Device

The pitch and stress of particular part of expression vary volume and speed, and show by other physical and non-verbal is changed by native speaker of English. The main purpose to show their feeling in interaction.

3) Lexis and Grammar

A variety of phrase will be given by teachers to make different function, such as shock or approval, expressing surprise, agreeing to disagree.

4) Negotiation Language

In negotiation language effective speaking will has benefits to find clarification and show the structure of what we are talking. Sometimes, ask for clarification is needed us when listening to someone else talks and it is very crucial for students.¹³

Based on the explanation above, there are some elements in language feature to spoken production, as follows: connected speech, expressive device, lexis and grammar, and negotiation language.

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2002), 269.

b. Mental and Social Processing

Success of speaker's productivity is also dependent upon the rapid processing skill:

1) Language Processing

Processing the language in the head putting it into coherent order, which requires the need for comprehensibility and convey of the meaning (retrieval or words and phrases from memory, assembling them into systematically and proportionally appropriate sequence).

2) Interacting With Others

Effective speaking also involves a good deal of listening and understanding of how linguistically to take turns or allow other to do so.

3) (On The Spot) Information Processing

It is quite apart from our responses to other's feelings, we also need to be able process the information they tell us the moment we get it.¹⁴

Based those explanations, it is necessary that the participant processes knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas: connected speech, expressive devices, lexis and grammar, and

¹⁴ *Ibid.*, 271.

negotiation language. Supposing the speaker processes these language features, processing skills, mental or social processing, will help him or her to achieve successful communication.

4. The Difficulties of Speaking

H Douglas Brown explains the characteristics of speaking there are some characteristic of spoken language can make speaking performance easy as well as, in some cases, difficult, as follows¹⁵ :

a. Clustering

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

b. Redundancy

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

c. Reduced Forms

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

¹⁵ H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Longman San Fransisco: California, Second Edition, 2001), 270-27.

d. Performance Variables

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

e. Colloquial Language

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

f. Rate of Delivery

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

g. Stress, Rhythm, and Intonation

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

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum- without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

Based those explanations, there are some difficulties of speaking as follows: clustering, redundancy, reduced forms, performance variable, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. These same characteristic must be taken into account in the productive generation of speech.

5. Types of Speaking

According to Brown there are six types of speaking: imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).

a. Imitative

One types of speaking activity is the ability to imitate. Imitation of this kind as carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language.

b. Intensive

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

c. Responsive

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

d. Transactional (Dialogue)

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

e. Interpersonal (Dialogue)

The other form of conversation mention in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for transmission of facts and information.

f. Extensive (Monologue)

Extensive oral production tasks which include the form of oral reports, summaries, or perhaps short speeches.¹⁶

Based on explanation above, there are six types of speaking that we can use to train our phonological, grammatical, the aims, and element of language in speaking skill. In this research, the researcher focused in six types, extensive (monologue).

6. Speaking Criteria

In this speaking activity, the researcher will give score to the students based on Brown oral proficiency scoring categories. According to Brown there are five categories of oral proficiency scoring.

¹⁶ *Ibid.*, 271-274.

Table 2
Oral Proficiency Scoring Categories

	Level	Description
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.

	Level	Description
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation

		within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Fluency	Level	Description
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Pronunciation	Level	Description
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously

		foreign.
4		Errors in pronunciation are quite rare.
5		Equivalent to and fully accepted by educated native speakers.

Comprehension	Level	Description
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversations within the range of his experience.
	5	Equivalent to that of an educated native speaker. ¹⁷

However, there are five components usually used to analyze speech performance, they are relevant respond, grammar, pronunciation, vocabulary and fluency. The scoring also can include accuracy, articulation, the eye contact, expression, intonation and gesture of the speaker. The speaking scoring rubric has been used to collect the data.

¹⁷ Brown, H, Douglas. *Teaching by Principles.*, 406-407.

B. The Concept of Bloom's Taxonomy

1. The Definition of Bloom's Taxonomy

According to Orey, Bloom's taxonomy was primarily conceptualized and presented by Dr. Benjamin Bloom at the start of 1956.¹⁸ Benjamin Bloom created taxonomy of measurable verbs to help us describe and classify knowledge, skills, attitudes, behaviors and abilities.

The theory is based upon the idea that there are levels of actions that indicate something is happening in the brain (cognitive activity). By creating learning objectives using measurable verbs, you indicate explicit what the student must do in order to demonstrate learning.

On the other hand, there have been two models of Bloom's Taxonomy as shown below: the first one with the original Bloom's Taxonomy structure which was presented in 1956 and the second one is the modified one, which was presented in 2001.¹⁹

In framework of the concept of Bloom's Taxonomy, Bloom divided the purpose of education into three domains of intellectual behaviors. They are cognitive, affective, and psychomotor.²⁰

¹⁸ Irfan Hyder and Shelina Bhamani, *Bloom's Taxonomy (Cognitive Domain) in Higher Education Settings: Reflection Brief*, Journal of Education and Educational Development, Vol. 3, No. 2, 2016.

¹⁹ Irfan Hyder, *Bloom's Taxonomy (Cognitive Domain)*, 290.

²⁰ Alison Cullinane, *Bloom's Taxonomy and Its Use in Classroom Assessment*, NCE-MSTL, Vol. 1, No. 13, 2009.

a. Cognitive Domain

Bloom's cognitive taxonomy is organized into six levels, with each successive level representing a more complex type of cognitive process. Starting with the simplest and moving to the most complex, the six cognitive taxonomic processes are knowledge, comprehension, application, analysis, synthesis and evaluation.²¹

b. Affective Domain

A second behavior domain is the affective domain. Affective domain involves feelings, attitudes, interests, preferences, values, and emotions.²²

c. Psychomotor Domain

Psychomotor objective are as important to concentrate on as the cognitive and affective objectives with-in science education.²³ In the third domain, the psychomotor domain includes physical and manipulative activities.²⁴

Meanwhile in this research, the researcher just focused in cognitive domain. The cognitive domain in the revised taxonomy is divided into six categories. They are remember, understand, apply, analyze, evaluate, and create.²⁵ It is as follows:

²¹ Peter W. Airasian, *Classroom Assessment*, (New York: McGraw-Hill, 2008), 68-69.

²² *Ibid.*, 71.

²³ Alison Cullinane, *Bloom's Taxonomy.*, 4.

²⁴ Peter W. Airasian, *Classroom Assessment.*, 71.

²⁵ David Krathwohl, *Theory into Practice*, vol 41, no.4 autumn (2002), 215.

No.	Cognitive Dimension	Definition
1	Remember	Retrieving relevant knowledge from long-term memory.
2	Understand	Determining the meaning of instructional messages, including oral, written, and graphic communication.
3	Apply	Carrying out or using a procedure in a given situation.
4	Analyze	Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purposing.
5	Evaluate	Making judgments based on criteria and standards.
6	Create	Putting elements together to form a novel, coherent whole or make an original product.

Cognitive Dimension is very much like the original Bloom's Taxonomy. It includes *remembering, understanding, applying, analyzing, evaluating, and creating*.²⁶ The terminology used in the Cognitive Dimension of Revised Bloom's Taxonomy had been changed into verb from noun. The use of verb in the terminology seems more suitable because it shows the thinking process which is the active process rather than the use of noun. The term “*knowledge*” had been revised into

²⁶ *Ibid.*, 212.

“remember” because the term “knowledge” shows the product of thinking rather than the thinking process. The use of terminology “synthesis” and “evaluating” had also been changed into “evaluate” and “create”.²⁷ These changes are also more appropriate because they reflect better sequence of thinking classification.

Based on the explanation above, we can make a table of the differences of original bloom’s taxonomy and revised bloom’s taxonomy, as follows:

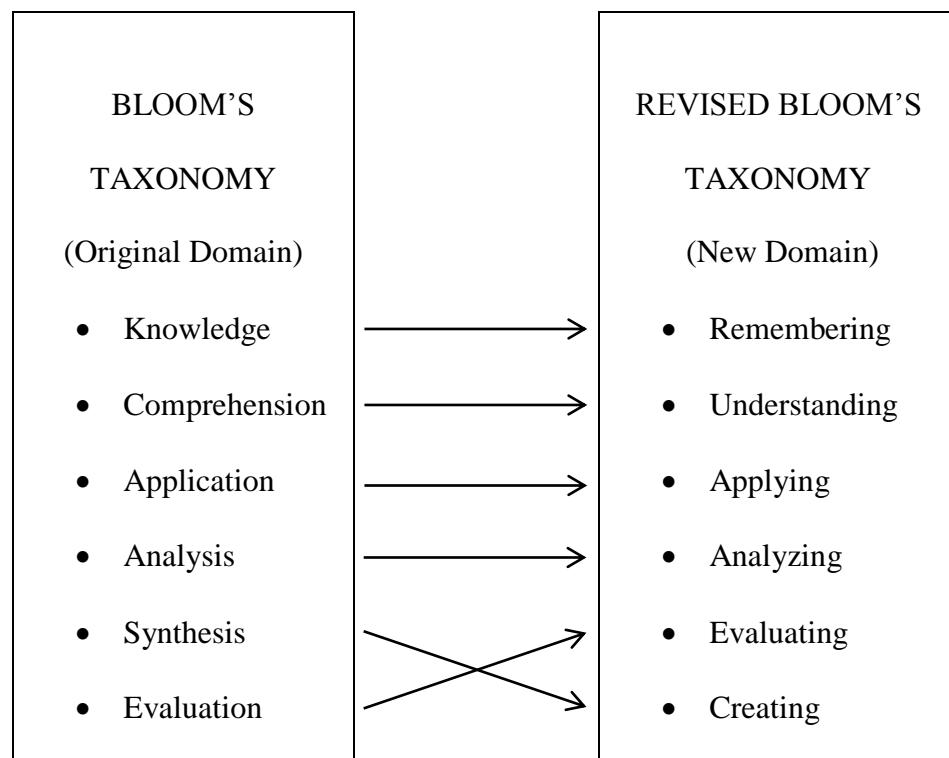


Figure 1. The Differences of Original Bloom’s Taxonomy and Revised Bloom’s Taxonomy

²⁷ *Ibid.*, 215.

The most commonly taught and assessed educational objectives are those in the cognitive domain. The cognitive domain includes intellectual activities such as memorizing, interpreting, applying, problem solving, reasoning, analyzing, and thinking critically.²⁸ Cognitive assessment involves intellectual activities such as interpreting, problem solving, and thinking critically. Reality all of the tests that students take in the school are intended to measure one or more of this cognitive activities. Teachers' instruction is usually focused on helping students to get cognitive mastery of some content or subject area.

2. How to Use Bloom's Taxonomy in the Classroom

There are some techniques in using Bloom's Taxonomy in the classroom. One of them is *Three-Part Lesson*. Here is a simple technique through which to ensure your lesson progress up the taxonomy.²⁹ This technique has some steps as follows:

- a. Knowledge and comprehension
- b. Application and analysis
- c. Synthesis and evaluation

First, divide the taxonomy into the following three sections in knowledge and comprehension section, application and analysis section, synthesis and evaluation section.

²⁸ Peter W. Airasian, *Classroom Assessment.*, 68.

²⁹ Mike Gershon, *How to Use Bloom's Taxonomy in the Classroom*, (TSL Education Ltd, 2013), 8.

Next, divide the lesson into three segments. The first segment is assign knowledge and comprehension, the second application and analysis and synthesis and evaluation is the third segment.

The last, plan the activities around the different level. In this section, the researcher will be guiding the students from the most straight forward cognitive processes right up to the most challenging.

In addition, Mike Gershon state in his book *How to Use Bloom's Taxonomy in the Classroom*, this technique used original bloom's taxonomy, but in this research the researcher will use revised bloom's taxonomy that is remembering, understanding, applying, analyzing, evaluating and creating.

C. The Concept of Collocation

1. The Definition of Collocation

English is full of collocation, combinations of words that occur more often than expected. The word collocation is relatively new addition to the dictionary of English. Knowing the meaning of a word not only needs knowing its dictionary definition, one must also know the type of words with which it is often associated.

In addition, collocation is a term defined and understood in many different ways.³⁰

³⁰ Parisa Farokh, *Raising Awareness of Collocation in ESL/EFL Classroom*, Journal of Studies in Education, Vol. 2, No. 3, 2012, 56.

In other words, collocation is the meaning of a word and its relationship with other words.³¹

Next, according to Aghbar, collocation are possibility of two or more words coming together in native speaker's memory in a well-linked way in order to construct word combinations.³²

From some definition above, we can conclude that collocation are a term of two or more words , arbitrary recurrent word combinations and understood the meaning of the words in many different ways.

2. Categories of Collocations

Words can be combined in many ways to form meaningful groups. That is what makes it difficult to clarify the meaning of collocation among combinations of words, some are fixed and others are more loses.

Collocation is a single title but instead they are divided into four different subcategories which are as follows:

a. Lexical Collocations

As indicated by Bahns, lexical collocations do not contain clauses, infinitives, or prepositions, instead various combinations of nouns, verbs, adverbs, and adjectives.

Lexical collocation adapted from Banson et al.:

- 1) Verb (Donating Creation or Activation) + Noun (Pronoun or Prep. Phrase)

³¹ *Ibid.*

³² Cuneyt Demir, *Lexical Collocation in English: a comparative study of native and non-native scholars of English*, Journal of Language and Linguistic Studies, Vol.13, No.1, 2017, 78.

- Compose music; make an impression
- 2) Verb (Meaning Eradication or Nullification) + Noun
Revoke a license; demolish a house
- 3) Adjective + Noun
Strong tea; a rough estimate
- 4) Noun + Verb
Bees buzz; bombs explode
- 5) Noun 1 of Noun 2
A pack of dog; a herd of buffalo
- 6) Adjective + Adverb/Adverb + Adjective
Sound a sleep ; hopelessly addicted
- 7) Verb + Adverb
Anchor firmly; argue heatedly³³

b. Grammatical Collocations

As indicated by Bentivogli and Pianta, grammatical collocations, different from lexical ones, include a verb, a noun, and an adjective, plus a preposition, an infinitive, or a clause. In this research collocation includes in sentences.

Grammatical collocation adapted from Benson et al.:

- 1) Subject + Verb + Object + to Infinitive

She asks me to come.

³³ Parisa Farokh, *Raising Awareness.*, 59-60.

2) Subject + Verb + Object + Infinitive

She heard them leave.³⁴

c. Solid Lexical Collocation

When they are compared to lexical collocations, the occurrence possibility of two words is much more rigid in solid lexical collocation while constructing a lexical word combination. In here, lexical items have a strong bound to one another. There is such a powerful interconnection between lexical items that the native speaker hardly regards them as free combinations or separate items.³⁵

d. Mis-collocations

As indicated by Cruise, in contrast with well-established collocations, mis-collocation is in contravention of the co-occurrence restrictions.³⁶

In addition to the four collocations types stated above, Hill further divided collocation into four as *unique collocations* (leg room), *strong collocations* (rancid butter), *medium-strength collocations* (sun reader), and *weak collocations* (red wine).³⁷

Based on the explanation above, there are some categories of collocation as follows lexical collocations, grammatical collocations, solid lexical collocation, and mis-collocations. While in this research, the researcher focus on lexical collocation and grammatical collocation

³⁴ Parisa Farokh, *Raising Awareness.*, 60-61.

³⁵ Cuneyt Demir, *Lexical Collocation in English.*, 77.

³⁶ *Ibid.*

³⁷ Cuneyt Demir, *Lexical Collocation in English.*, 78.

because the researcher want to know students' understanding of lexical collocation and grammatical collocations especially in their daily conversations whether they have used the correct lexical collocation and grammatical collocation.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research; they are independent variable (X) and dependent variable (Y). The independent variable (X) is using bloom's taxonomy in English collocation teaching and dependent variable (Y) is the students' speaking skill.

In bloom's taxonomy there are some techniques, but the researcher have used one technique namely Three - Part Lesson. In this technique the researcher divided the taxonomy into the following three sections. Grammatical collocation is one of collocation categories that should be achieved in speaking English subject which the students have the ability to develop and produce students' speaking skill.

Therefore, in this research the researcher focused on the teaching grammatical collocation in English collocation teaching among the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran by using bloom's taxonomy.

If the technique of bloom's taxonomy is applied well, so the students' speaking skill in English collocation was good. Vice versa, if

the technique of bloom's taxonomy is not applied well, so the students' speaking skill in English collocation was bad.

2. Paradigm

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

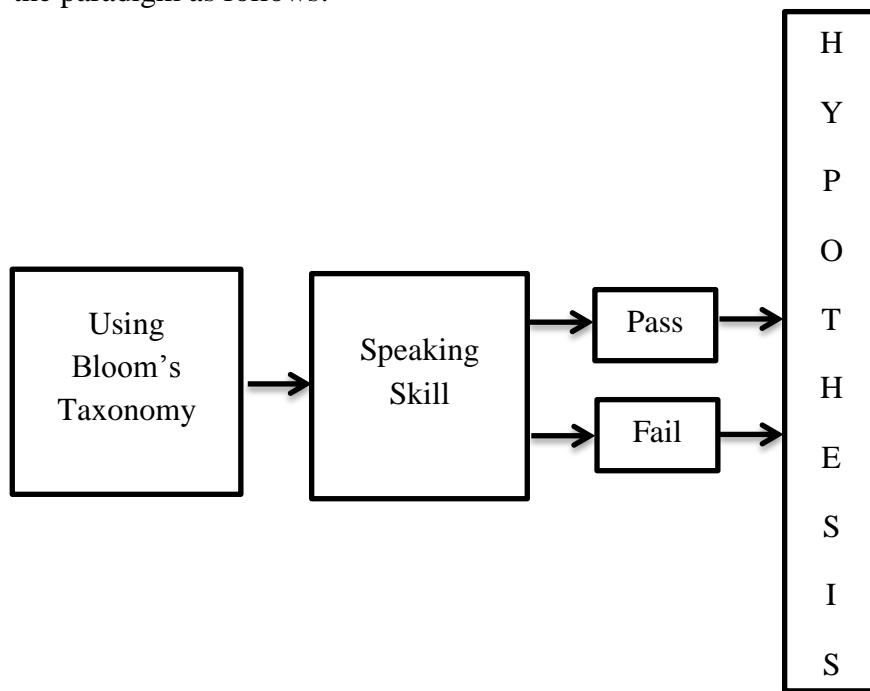


Figure 2. Paradigm of the experimental design

Based on paradigm above, if the using of bloom's taxonomy is high, the students' speaking skill is high, so there is any positive and significant influence of using bloom's taxonomy in English collocation teaching toward students' speaking skill at the eighth grade students of MTs Nurul Iman Rejo Agung Pesawaran. However, if using bloom's taxonomy is low, the students' speaking skill is low, so there is not any positive and significant influence of using bloom's taxonomy in English

collocation teaching toward the students' speaking skill at the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran.

E. Research Hypothesis

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

1. Null Hypothesis (H_0)

Using bloom's taxonomy does not influence the students' speaking skill in English collocation positively and significantly at the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran.

2. Alternative Hypothesis (H_a)

Using bloom's taxonomy influences the students' speaking skill in English collocation positively and significantly at the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran.

3. Statistical Hypothesis

Based on the explanation, the researcher concludes those hypotheses are:³⁸

- a. IF $t_{\text{observation}} \geq t_{\text{table}}$, H_0 is rejected.
- b. IF $t_{\text{observation}} < t_{\text{table}}$, H_0 is accepted.

³⁸ I Putu Ade Andre Payadnya and I Gusti Agung Ngurah Trisna Jayantika, *Panduan Penelitian Eksperimen Beserta Analisis Statistik dengan SPSS*, (Yogyakarta: Budi Utama, Oktober 2018), 81.

BAB III

RESEARCH METHODOLOGY

A. Research Design

This research used a Quasi Experimental Design. It means that the researcher used pre-test and post-test. In this study, the researcher used pre-test and post-test control group design.³⁹ The researcher divided in two classes as experimental class and control class, but the researcher given pre-test and post-test to both experimental class and control class.⁴⁰

Table 3
Research Design

	Group	Pre-test	Dependent Variable	Post-test
(R)	Experiment	O ₁	X	O ₂
(R)	Control	O ₁	-	O ₂

Note :

The results are compared (O₁-O₂) : (O₃-O₄)

³⁹ Juliansyah Noor, *Metodology Penelitian Skripsi, Tesis, Disertasi, and Karya Ilmiah*, (Jakarta: KENCANA, Agustus 2016), 117.

⁴⁰Yuberti and Antomi Siregar, ‘Pengantar Metodologi Penelitian’, *Pendidikan Matematika dan Sains*, (Bandar Lampung: AURA, Maret 2017), 53.

B. The Operational Definition of Variable

A variable can be classified according to how they measured and their functions in the research. Variable of this research consist of two variables that were dependent variable and independent variable.

1. Independent variable (X)

According to Robbins, independent variable is the estimated cause of some changes in the dependent variable, usually denoted by a symbol X.⁴¹

So, independent variable is variable that help explain the change in the dependent variable. In this research, independent variable is using Bloom's Taxonomy in English Collocation Teaching.

2. Dependent variable (Y)

According to Robbins, dependent variable is the main factors that you want to explain or predict and are influenced by several other factors, usually denoted by a symbol Y.⁴²

Dependent variable is variable whose change the researcher wishes to explain. Dependent variable in this research is students' speaking skill.

⁴¹ *Ibid.*, 48.

⁴² *Ibid.*, 49.

C. Population, Sample, and Sampling Technique

1. Population

According to Geoffrey, David DeMatteo and David Festinger, the population is all individuals of interest to the researcher.⁴³ Its mean the population is a research element that life and living together and theoretically can be a result target of the research. So, population is all of population that can be result target of the research.

The population of this research is all the eighth grade of MTs Nurul Iman Rejo Agung at the first semester. Total population in the research is 40 students which are divided into two classes as 20 students in A class and 20 students in B class. Based on the statement, all of the students will be the population in this research.

2. Sample

According to Geoffrey, David DeMatteo and David Festinger, sample is subset of population.⁴⁴

Its mean sample was a part of individual members which is choose to represent of the whole population. Based on the population above, the researcher took two classes as the sample of the research, A class as experimental class and B class as control class.

3. Sampling Technique

In this case, the research about the influence of bloom's taxonomy in English collocation teaching toward students' speaking skill at the

⁴³ Geoffrey Marczyk, David DeMatteo, David Festinger, *Essential of Research Design and Methodology*, (Canada: John Wiley and Sons, Inc., Hoboken, New Jersey, 2005), 18.

⁴⁴ *Ibid.*

eighth grade of MTs Nurul Iman Rejo Agung. Because total students only 40, so all of the students will be the population in this research.

Based on the statement above, the researcher used total sampling. Total sampling is a sample that representing the population. Usually done if the population is considered small or less than 100.⁴⁵

D. Data Collection Method

In collecting the data, the researcher used test to know the students' speaking skill after they are taught by using bloom's taxonomy in English collocation teaching.

1. Test

The test is used to measure the students' speaking skill. In this research, the researcher used pre-test and post-test to collecting data. Pre-test was given to the students before the researcher gave the treatment by using bloom's taxonomy in English collocation teaching. The last, pre-test has done and the researcher gave post-test to know students' speaking skill.

2. Documentation

The documentation method is used to got the detail information about the condition and situation of MTs Nurul Iman Rejo Agung, the school's history, conditional of teachers and official employers, the

⁴⁵ Juliansyah Noor, *Metodology Penelitian Skripsi.*, 156.

quantity of the students, and the both variable: using bloom's taxonomy in English collocation teaching.

3. Observation

Observation is made for got the data of student activities such as students asked the material for the teacher, students' ability in asked and answered questions. Moreover, observation sheet is made to know the implementation of bloom's taxonomy when applied in English collocation teaching.

E. Research Instrument

Instrument as a tool for collecting data plays a very significant role in that was greatly determines the result of the study. The instrument that used in this research was test which is explained as follows:

1. Instrument Blueprint

Research instrument which is used in this research:

- a. The instruments which are used for documentation method were books, notes, data from internet, and others.
- b. The instrument is used for the test was talking about daily activity.

There was only one type of test that was practicing students' speaking skill with talked about daily activity in front of the class.

- c. The instruments which are used in observation method were observation sheet, observation of the researcher activities and observation of student activities.

2. Instrument Calibration

Instrument calibration was the scale of measurement which is used to decide the instrument standard which will be used. Furthermore, instrument calibration was screening or examination of items of instrument that made by the researcher.

In this research, the researcher collected the data by using the test which consists of pre-test and post-test.

- a. Pre-test and post-test were research instrument to know the influence of bloom's taxonomy in English collocation teaching toward students' speaking skill.
- b. Speaking test was research instrument to know the level students' speaking skill.

F. Data Analysis Technique

1. Normality

Normality testing in this study was carried out using the Liliefors test. Liliefors test is done by finding the biggest score of $L_{\text{observation}} |F(Z_i) - S(Z_i)|$. The steps for testing data by using Liliefors test, as follows:

- a. Arranged sample data from the smallest to the biggest score and determined the frequency of each data.
- b. Determined the z score of each data.
- c. Determined the probability of each z score based on the table and be named $F(z)$.

- d. Calculated the relative cumulative frequency of each z score and be named $S(z)$, if $n=10$ then each frequency is divided by the number of n.
- e. Determined the score of $L_{\text{observation}} |F(Z_i) - S(Z_i)|$, calculated the differences then compared it to the Liliefors table.
- f. Determined a significant degree (α) for hypothesis testing :
 - 1) $H_0 : L_o \leq L_t$ (Normal)
 - 2) $H_a : L_o > L_t$ (Not Normal).⁴⁶

2. Homogeneous

Homogeneous test is used to determine whether the both data have the same variance (homogeneous) or not. In this research, homogeneous test was carried out using Fisher test. The steps for testing data by using Fisher test, as follows:

- a. Determined a significant degree (α) for hypothesis testing :
 - 1) $H_0 : S_1 = S_2$ (Homogeneous)
 - 2) $H_1 : S_1 \neq S_2$ (Not homogeneous)
- b. Calculated variance of each data.
- c. Determined score of $F_{\text{observation}} = \frac{\text{The Highest Score}}{\text{The Smallest Score}}$
- d. Determined F_{table} to a significant degree (α)
- e. Compared the score of $F_{\text{observation}}$ and F_{table} .
- f. If $F_{\text{observation}} < F_{\text{table}}$, so H_0 accepted (homogeneous).⁴⁷

⁴⁶ Juliansyah Noor, *Metodology Penelitian Skripsi.*, 174-175.

⁴⁷ I Putu Ade Andre Payadnya and I Gusti Agung Ngurah Trisna Jayantika, *Panduan Penelitian*, (Yogyakarta: CV Budi Utama, 2018), 46-47.

3. T-test

To investigate whether there is any positive and significant influence of Bloom's Taxonomy in English collocation teaching toward students' speaking skill at the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran, the researcher analyzed the data by using t-test. The researcher used Ms. Excel to calculate the formulation of t-test. The formulation of t-test:⁴⁸

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-n_1)S_2^2}{(n_1+n_2-2)} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Note :

\bar{x}_1 = Average of experimental class

\bar{x}_2 = Average of control class

n_1 = The number of students in experimental class

n_2 = The number of students in control class

S_1^2 = Variant of experimental class

S_2^2 = Variant of control class

The criteria for acceptance of the hypothetical test as follows:

a. IF $t_{\text{observation}} \geq t_{\text{table}}$, H_0 is rejected.

b. IF $t_{\text{observation}} < t_{\text{table}}$, H_0 is accepted.

⁴⁸ *Ibid.*, 80-81.

CHAPTER IV

THE RESULTS OF THE RESEARCH

A. Result of the Research

In this chapter, the researcher discussed the result of the research and interpretation of it. In the following, the researcher would explain the profile of the school firstly.

1. Description of Research Location

a. History of MTs Nurul Iman Rejo Agung Pesawaran

MTs Nurul Iman Rejo Agung Pesawaran located on Protokol Street, Rejo Agung Pesawaran. It was founded on 2000 with a background:

- 1) Agreement of religious and community leaders.
- 2) There was land for the construction of school owned by Rejo Agung Pesawaran.
- 3) The magnitude of the desire of the people who want their children to go to junior high school which is characterized by Islam.

At the time, MTs Nurul Iman Rejo Agung Pesawaran has its own building. In this case the construction of the building is carried out by the Islamic education foundation the center of human resource development in Rejo Agung with the composition of the foundation's management as follows:

- 1) Santani RJ, as the advisor 1
- 2) Ahmad Muslim, as the advisor 2
- 3) K.H Samiran, as the chairman
- 4) Drs. Amin Efendi, as the vice chairman
- 5) Khudori, as the secretary
- 6) Munfasirin, as the treasurer
- 7) Khayun, as the development section 1
- 8) Admin, as the development section 2

Then, based on the decree of the head of the regional office of the religious department of Lampung Province No. Wh.6 / PP.06.00.5 / 168/ 02, February 5th, 2002, for the first time in MTs Nurul Iman Rejo Agung Pesawaran carried out teaching and learning activities, with the headmaster is Drs. Tholhah and deputy head of school is K.H Samiran until now.

b. The Condition of Teachers and Official Employees

The number of the teachers and the employers in MTs Nurul Iman Rejo Agung Pesawaran in the Academic Year of 2019/2020 can be identified as follows:

Table 4
The condition of the Teachers and the Employees in MTs Nurul
Iman Rejo Agung Pesawaran

No	Name	Gender	Position	Occupation
1	Drs. Tholhah	Male	Headmaster	Arabic Teacher
2	K.H Samiran	Male	Teacher	Al-Quran Hadist Teacher
3	Soimah Aini, S.Pd.I	Female	Teacher	Akidah Akhlak Teacher
4	Khusnul Khotimah, S.Pd.I	Female	Teacher	Social Science
5	Sumarjo, S.Ag	Male	Teacher	Sport Teacher
6	Hj. Elok Puji Hartanti, S.Ag	Female	Teacher	Fiqih Teacher
7	Titik Setyowati, S.Pd	Female	Teacher	Indonesian Language
8	Desi Harisandi, S.Pd.I	Female	Teacher	Pra-karya and Lampung Language
9	Yuli Fitriyani, S.Pd	Female	Teacher	Science Teacher
10	Nugraha Sakanti, Y.U.S.Pd.I	Female	Teacher	Art and Culture
11	Ambarwati, S.Pd	Female	Teacher	PKN
12	Nurlaila Hayati, S.Pd	Female	Teacher	Social Science
13	Sri Sulastri, S.Pd	Female	Staff	-
14	Sahrul, S.Pd.I	Male	Teacher	SKI
15	Ika Sulastri, S.Pd	Female	Teacher	Indonesia Language
16	Nur Aliya, S.Pd	Female	Teacher	Mathematics
17	Yusnaini, S.Pd	Female	Teacher	English Teacher
18	Ajeng Larasati	Female	Teacher	English Teacher

Source : Documentation of MTs Nurul Iman Rejo Agung Pesawaran

MTs Nurul Iman Rejo Agung Pesawaran has 17 teachers, and 1 staff. All of them have helped the researcher to finishing this research. In addition, Mrs. Yusnaini, S.Pd is the English teacher.

c. The Quantity of the Students

The quantity of the students in MTs Nurul Iman Rejo Agung Pesawaran in the academic year 2019/2020 that can be identified as follows:

Table 5

The Quantity of the Students in MTs Nurul Iman Rejo Agung Pesawaran

No.	Class	Male	Female	Total
1	VII A	9	17	26
2	VII B	16	11	27
3	VIII A	13	7	20
4	VIII B	10	10	20
5	IX A	10	18	28
6	IX B	15	9	24
Total		74	71	145

d. Organization Structure of Mts Nurul Iman Rejo Agung

The personnel of the organization in MTs Nurul Iman Rejo Agung Pesawaran are:

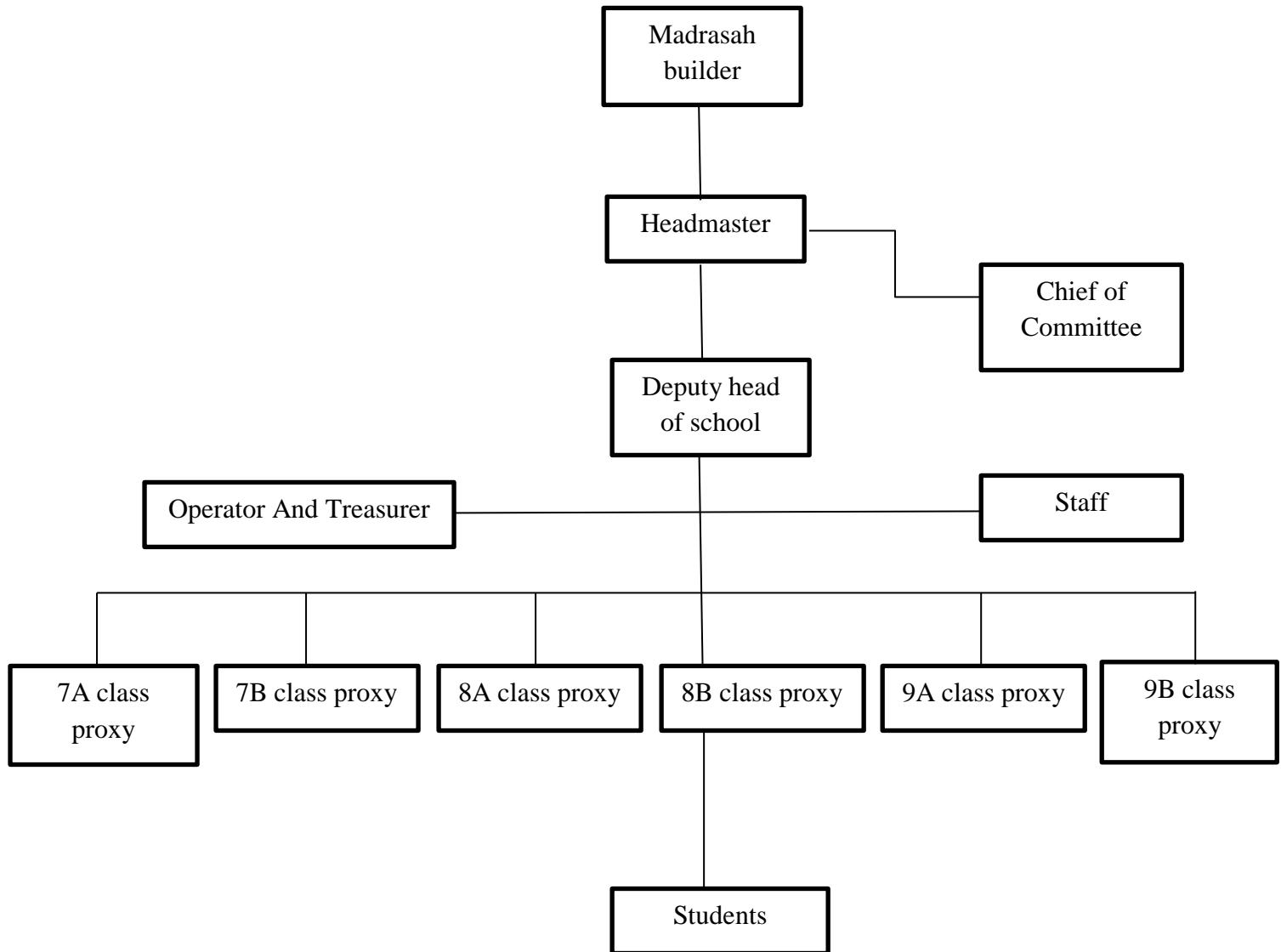


Figure 3. Organization Structure of MTs Nurul Iman Rejo

Agung Pesawaran

2. Description of Research Data

a. The Result of Pre-test Score

The researcher conducted pre-test in the first meeting of the research in order to find out the initial differences between the classes

who have similar level the pre-test used in this research was in the form of speaking test.

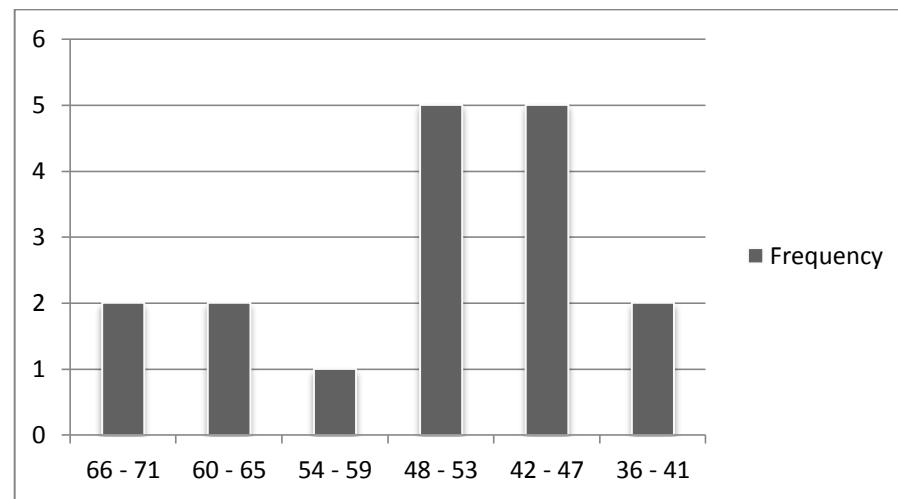
After knowing the class interval was 6, the data was put on the table of frequency distribution, as follows:

Table 6
The Table of Frequency Distribution of Pre-test (Experimental Class)

No	Interval	Frequency	Percentage
1	66 – 71	2	10%
2	60 – 65	2	10%
3	54 – 59	1	5%
4	48 – 53	5	25%
5	42 – 47	5	25%
6	36 – 41	5	25%
Total		20	100%

The data above can be represented in the graph below :

Graph 1
Frequency Distribution of Pre-test Score (Experimental Class)



Based on the table of frequency distribution above, it can be inferred from 20 students as a sample in experimental class, just 1 student who gets the higher score, which is 70. The data reveal that 5 students get the score between 36 – 41 or as many as 25%. Next, there are 5 students who get the score between 42 – 47 or as many as 25%. There are 5 students who get the score between 48 – 53 or as many as 25 %. There is 1 student who gets the score between 54 – 59 or as many as 5%. Besides, there are 2 students who get the scores between 60 – 65 or as many as 10%. The last, there are 2 students who get score between 66 – 71 or as many as 10%.

After the researcher gave pre-test, the researcher find out the descriptive statistic from pre-test data, as follows:

Table 7
The Result of Descriptive Statistic (Experimental Class Pre-test)

Score	
Mean	49,40
Standard Error	2,28
Median	47,00
Mode	52,00
Standard Deviation	10,20
Sample Variance	104,04
Kurtosis	-0,62
Skewness	0,65
Range	34,00
Minimum	36,00
Maximum	70,00
Sum	988,00
Count	20,00

Based on the table, it can be seen that the count is 20,00. The maximum score is 70 and the minimum score is 36 with the total score 988. The mean of the pre-test data in experimental class is 49,40 and the standard error is 2,28. Meanwhile, the median is 47,00 and the mode of the data is 52,00. Next, the pre-test data has standard deviation that is 10,20 and sample variance is 104,04. Then, kurtosis of the data is -0,62 and the skewness is 0,65. The last the result of range of the data is 34,00.

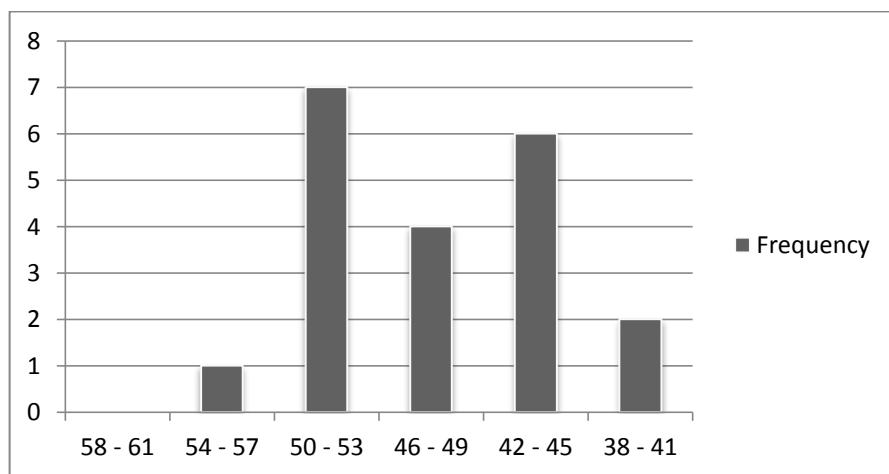
The researcher also conducted pre-test for the control class. After knowing the class interval was 4, the data was put on the table of frequency distribution, as follows:

Table 8
The Table of Frequency Distribution of Pre-test (Control Class)

No	Interval	Frequency	Percentage
1	58 – 61	0	0%
2	54 – 57	1	5%
3	50 – 53	7	35%
4	46 – 49	4	20%
5	42 – 45	6	30%
6	38 – 41	2	10%
Total		20	100%

The data above can be represented in the graph below :

Graph 2
Frequency Distribution of Pre-test (Control Class)



Based on the table of frequency distribution above, it can be inferred from 20 students as a sample in control class, just 1 student who gets the higher score, which is 56. The data reveal that 2 students get the score between 38 – 41 or as many as 10%. Next, there are 6 students who get the score between 42 – 45 or as many as 30%. There are 4 students who get the score between 46 – 49 or as many as 20 %. Besides, there are 7 students who get the scores between 50 – 53 or as many as 35%. There is 1 student who gets score between 54 – 57 or as many as 5%. Meanwhile, there is no student who got the score between 58 – 61.

After the researcher gave the pre-test, the researcher find out the descriptive statistic, as follows:

Table 9
The Result of Descriptive Statistic (Control Class Pre-test)

Score	
Mean	46,80
Standard Error	1,08
Median	46,00
Mode	52,00
Standard Deviation	4,83
Sample Variance	23,33
Kurtosis	-0,84
Skewness	0,02
Range	18,00
Minimum	38,00
Maximum	56,00
Sum	936,00
Count	20,00

Based on the table, it can be seen that the count is 20,00. The maximum score is 56 and the minimum score is 38 with the total score 936. The mean of the pre-test data in control class is 46,80 and the standard error is 1,08. Meanwhile, the median is 46,00 and the mode of the data is 52,00. Next, the pre-test data has standard deviation that is 4,83 and sample variance is 23,33. Then, kurtosis of the data is -0,84 and the skewness is 0,02. The last the result of range of the data is 18,00.

b. The Result of Post-test Score

Post-test was employed in the last program of this research after giving some treatment and exercises to the experimental and control class in certain period of time.

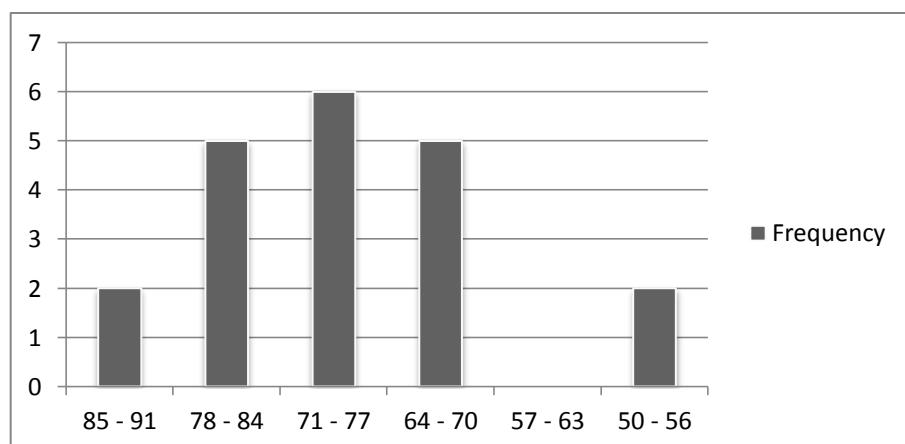
After knowing the class interval was 7, the data was put on the table of frequency distribution, as follows:

Table 10
The Table of Frequency Distribution of Post-test (Experimental Class)

No	Interval	Frequency	Percentage
1	85 – 91	2	10%
2	78 – 84	5	25%
3	71 – 77	6	30%
4	64 – 70	5	25%
5	57 – 63	0	0%
6	50 – 56	2	10%
Total		20	100%

The data above can be represented in the graph below :

Graph 3
Frequency Distribution of Post-test (Experimental Class)



Furthermore, based on the table of frequency distribution above, it can be inferred from 20 students as a sample in experimental class, just 1 student who gets the higher score, which is 88. The data reveal that 2 students get the score between 50 – 56 or as many as 10%. Meanwhile, there is no student who gets the score between 57 - 63. Next, there are 5 students who get the score between 64 - 70 or as many as 25%. There are 6 students who get the score between 71 - 77 or as many as 30%. Besides, there are 5 students who get the scores between 78 – 84 or as many as 25%. There are 2 students who get score between 85 – 91 or as many as 10%.

After the researcher gave post-test, the researcher find out the descriptive statistic from post-test data, as follows:

Table 11
The Result of Descriptive Statistic (Experimental Class Post-test)

Score	
Mean	72,70
Standard Error	2,30
Median	74,00
Mode	70,00
Standard Deviation	10,31
Sample Variance	106,22
Kurtosis	0,67
Skewness	-0,83
Range	38,00
Minimum	50,00
Maximum	88,00
Sum	1454,00
Count	20,00

Based on the table, it can be seen that the count is 20,00. The maximum score is 88 and the minimum score is 50 with total score 1454. The mean of the post-test data in experimental class is 72,70 and the standard error is 2,30. Meanwhile, the median is 74,00 and the mode of the data is 70,00. Next, the post-test data has standard deviation that is 10,31 and sample variance is 106,22. Then, kurtosis of the data is 0,67 and the skewness is -0,83. The last the result of range of the data is 38,00.

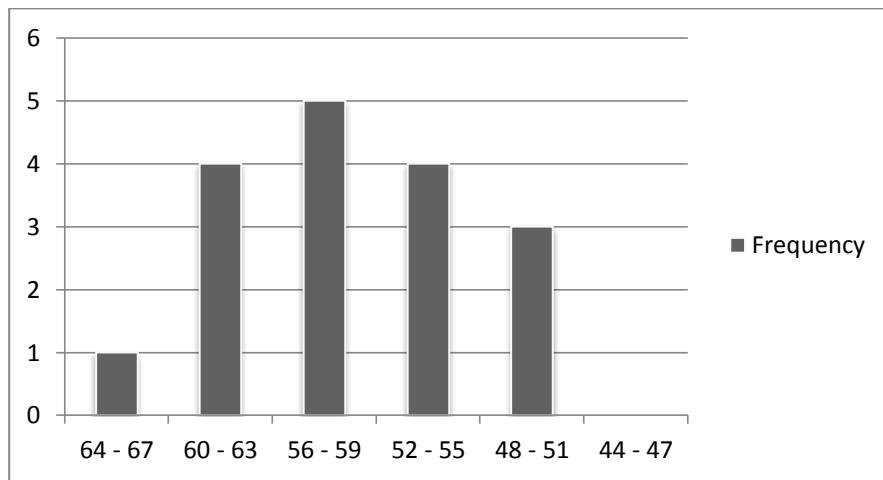
The researcher also conducted post-test for the control class. After knowing the class interval was 4, the data was put on the table of frequency distribution, as follows:

Table 12
The Table of Frequency Distribution of Post-test (Control Class)

No	Interval	Frequency	Percentage
1	64 – 67	1	5%
2	60 – 63	4	20%
3	56 – 59	5	25%
4	52 – 55	4	20%
5	48 – 51	3	15%
6	44 - 47	3	15%
Total		20	100%

The data above can be represented in the graph below :

Graph 4
Frequency Distribution of Post-test (Control Class)



Furthermore, based on the table of frequency distribution above, it can be inferred from 20 students as a sample in control class, just 1 student who gets the higher score, which is 66. The data reveal that 3 students get the score between 44 – 47 or as many as 15%. Next, there are 3 students who get the score between 48 – 51 or as many as 15%. There are 4 students who get the score between 52 – 55 or as many as 20%. Besides, there are 5 students who get the scores between 56 – 59 or as many as 25%. There are 4 students who get score between 60 – 63 or as many as 20%. Meanwhile, there is no student who gets the score between 64 – 67.

After the researcher gave the pre-test, the researcher find out the descriptive statistic, as follows:

Table 13
The Result of Descriptive Statistic (Control Class Post-test)

Score	
Mean	54,30
Standard Error	1,36
Median	55,00
Mode	60,00
Standard Deviation	6,06
Sample Variance	36,75
Kurtosis	-0,42
Skewness	-0,27
Range	22,00
Minimum	44,00
Maximum	66,00
Sum	1086,00
Count	20,00

Based on the table, it can be seen that the count is 20,00. The maximum score is 66 and the minimum score is 44 with total score 1086. The mean of the post-test data in control class is 54,30 and the standard error is 1,36. Meanwhile, the median is 55,00 and the mode of the data is 60,00. Next, the post-test data has standard deviation that is 6,06 and sample variance is 36,75. Then, kurtosis of the data is -0,42 and the skewness is -0,27. The last the result of range of the data is 22,00.

3. Hypothesis Testing

a. Normality Testing

Normality testing used the Liliefors test with a significant level $\alpha = 0,05$. The calculation can be seen in the appendix. The result of normality testing (pre-test and post-test), as follows:

- 1) If $L_{\text{observation}} \leq L_{\text{table}}$ sample was normal distribution.
- 2) If $L_{\text{observation}} > L_{\text{table}}$ sample was not normal distribution.⁴⁹

Table 14
The Result of Normality Testing

Statistics	Experimental Class (Post-test)	Control Class (Post-test)
$\sum X$	1454	1086
\bar{X}	73	54
SD	10,30	6,06
$L_{\text{observation}}$	0,15	0,1235
L_{table}	0,190	0,190
Conclusion	Normal	Normal

Based on the table above, total $L_{\text{observation}}$ of experimental class post-test was 0,15 with normal criteria. Meanwhile, total $L_{\text{observation}}$ of control class post-test is 0,1235 with normal criteria. Both of these classes have criteria $L_{\text{observation}}$ is lower than L_{table} and can be concluded that the result of post-test of the both classes have normal distribution.

⁴⁹ Juliansyah Noor, *Metodology Penelitian Skripsi*, 174-175.

b. Homogeneous Testing

Homogeneous testing used the fisher test. Homogeneous test is performed after it is known that the data was normal or not. Fisher test can be seen in the appendix.

- 1) If $F_{\text{observation}} < F_{\text{table}}$ H_0 accepted, sample was homogeneous.
- 2) If $F_{\text{observation}} > F_{\text{table}}$ H_0 Rejected, sample was not homogeneous.⁵⁰

Table 15
The Result of Homogeneous Testing

Statistics	Post-test	
	Experimental	Control
S	106,22	36,74
$F_{\text{observation}}$	2,89	
F_{table}	4,105	
Conclusion	Homogeneous	

Based on the table above, $F_{\text{observation}}$ of post-test of the both classes are 2,89 with F_{table} 4,105. Both of these classes have criteria $F_{\text{observation}}$ is lower than F_{table} and can be concluded that the both classes have same criteria and homogeneous.

c. T-test

After applying the technique, the researcher analyzed the data by using analyses of t-test in order to prove whether there is a positive and significant influence of bloom's taxonomy in English

⁵⁰ I Putu Ade Andre Payadnya and I Gusti Agung Ngurah Trisna Jayantika, *Panduan Penelitian*, 46-47.

collocation teaching toward students' speaking at the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran. There are t-test calculations in the appendix. T-test has criteria, as follows:

- 1) IF $t_{\text{observation}} \geq t_{\text{table}}$, H_0 is rejected.
- 2) IF $t_{\text{observation}} < t_{\text{table}}$, H_0 is accepted.⁵¹

Table 16
The Result of T-test

Class	N	\bar{x}	t_{table}	$t_{\text{observation}}$	Conclusion
Experimental	20	72,70	1,68	6,88	There is a Positive and Significant Different
Control	20	54,30			

Based on the table above, the researcher concluded that there is a positive and significant different from the data. t_{table} with significance level 0,05 is 1,68 with the $t_{\text{observation}}$ is 6,88. Based on the data above, it means hypothesis testing gets $t_{\text{observation}}$ is higher than t_{table} or it can be written 6,88 is higher than 1,68. Meanwhile, the mean of the students who taught by using bloom's taxonomy was 72,70 and the mean of the students who taught didn't used bloom's taxonomy was 54,30. The students who taught by using bloom's taxonomy have higher score than the students who taught didn't used bloom's taxonomy. Null hypothesis is rejected. It means there is a positive and significant influence of bloom's taxonomy in English

⁵¹ *Ibid.*, 80-81.

collocation teaching toward students' speaking skill at the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran.

B. Discussion

This research observed the students' at the eighth grade MTs Nurul Iman Rejo Agung Pesawaran. The researcher used this class because they have minimum of vocabulary and they were unconfident to practice their speaking in front of their friends. For instance, the students had problems to translate vocabularies and practice pronunciations of English collocation. So, based on the problem the researcher applied three-part lesson technique of bloom's taxonomy to help students in learning English especially in English collocation teaching.

Before the researcher conducted the research, the researcher administered pre-test in order to found out the basic performance of the students before treatment. The result shows that the highest score is 70 while the lowest score is 36. After the researcher gave pre-test, the researcher gives treatment. After finishing the treatments, the researcher administered post-test. The result of post-test shows that higher score is 88 while the lowest is 50.

As a solution in teaching English especially in English collocation teaching the teacher have to give some techniques to make the students interest and pay attention in order they did not bored to catch the material.

After the students interested, the material that given by the teacher would be understands by the students more easily.

Based on the analysis of the data and hypothesis testing, the researcher can take a conclusion that there is a positive and significant different from the data. t_{table} with significance level 0,05 is 1,68 with the $t_{observation}$ is 6,88. Based on the data, it means hypothesis testing gets $t_{observation}$ is higher than t_{table} or it can be written 6,88 is higher than 1,68. Meanwhile, the mean of the students who taught by using bloom's taxonomy is 72,70 and the mean of the students who taught didn't used bloom's taxonomy is 54,30. The students who taught by using bloom's taxonomy have higher score than the students who taught didn't used bloom's taxonomy. It means the students' speaking skill can improve after they were taught with three-part lesson technique of bloom's taxonomy. Null hypothesis is rejected and the alternative hypothesis is accepted. It means there is a positive and significant influence of bloom's taxonomy in English collocation teaching toward students' speaking skill at the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher can conclude that bloom's taxonomy had positive and significant so bloom's taxonomy was effective on the students' speaking skill at the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran. It can be used as technique in learning speaking and it can help the students to understand the material especially in English collocation teaching. It can be seen from the result of t-test, t_{table} with significance level 0,05 is 1,68 with the $t_{observation}$ is 6,88. Based on the data, it means hypothesis testing gets $t_{observation}$ is higher than t_{table} or it can be written 6,88 is higher than 1,68. Meanwhile, the mean of the students who taught by using bloom's taxonomy is 72,70 and the mean of the students who taught didn't used bloom's taxonomy is 54,30. There is a positive and significant different from the data, the students who taught by using bloom's taxonomy have higher score than the students who taught didn't used bloom's taxonomy. It means there is a positive and significant influence of bloom's taxonomy in English collocation teaching toward students' speaking skill at the eighth grade of MTs Nurul Iman Rejo Agung Pesawaran.

B. Suggestion

Based on the result of the research, the researcher gave some suggestion to the side that related as the considered as follows:

1. For the Teacher

It is suggested to the teacher to use bloom's taxonomy as the teaching learning process especially in English collocation teaching, in order to increase the students' speaking skill.

2. For the Students

- a. It is suggested to the students to be active in learning process in order to they can understand the material in English class.
- b. It is suggested to the students should practice their speaking more.

3. For the Headmaster

The headmaster is supposed to give more facilities to the students in order to the students can be more excite in English learning.

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APPENDICES



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

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

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

Nomor : B-0633/ln.28.1/J/TL.00/03/2019

Lampiran :

Perihal : IZIN PRA-SURVEY

Kepada Yth.,
KEPALA MTS NURUL IMAN REJO AGUNG

di-

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	: WENDY AYU FRANSISKA
NPM	: 1501070320
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE INFLUENCE OF BLOOM'S TAXONOMY IN ENGLISH COLLOCATION TEACHING TOWARD STUDENTS' SPEAKING SKILL AT THE EIGHTH GRADE OF MTS NURUL IMAN REJO AGUNG IN ACADEMIC YEARS 2018/2019

untuk melakukan *pra-survey* di MTS NURUL IMAN REJO AGUNG.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapan terima kasih.

Wassalamu'alaikum Wr. Wb.





LEMBAGA PENDIDIKAN ISLAM
PUSAT PENGEMBANGAN SUMBER DAYA MANUSIA ISLAMIYAH
NURUL IMAN REJO AGUNG
SK.KemenKumHam Nomor : AHU-0031580.01.04 Tahun 2016
MTsS NURUL IMAN TEGINENENG

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Alamat : Jl. Protokolno.6 RejoAgungKec. TeginenengKab. Pesawaran Lampung pos 35363

Nomor : C.36/MTs.304-11/05/2019
Lampiran : -
Hal : Balasan Permohonan Izin Pra Survey

Kepada Yth,
Ketua Jurusan Tadris Bahasa Inggris
Ahmad Subhan Roza, M.Pd
di-

Tempat

Assalamu'alaikum Wr. Wb

Menanggapi Surat No B-0633/In.28.1/J/TL.00/03/2019 tanggal 19 Maret 2019 prihal "Permohonan Izin Pra-Survey" pada mahasiswa :

Nama : WENDY AYU FRANSISKA
NPM : 1501070320
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUENCE OF BLOOM'S TAXONOMY IN ENGLISH COLLOCATION TEACHING
TOWARD STUDENT'S SPEAKING SKILL AT THE EIGHT GRADE OF MTsS NURUL IMAN
TEGINENENG IN ACADEMIC YEARS 2018/2019

Dengan ini diberitahukan bahwa, kami telah menyetujui dan tidak keberatan dengan permohonan yang dimaksud.
Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

Tegineneng, 22 Mei 2019
Kepala Madrasah Nurul Iman Tegineneng



Drs. Tholhah
NIP. 1964 1111 1994 03 1001

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

Nama : Wendy Ayu Fransiska
 NPM : 1501070320

Jurusan : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	10 / 2019 07	✓		<ul style="list-style-type: none"> - Revise cover - Revise chapter I <ul style="list-style-type: none"> - Problem identification - Problem formulation - Objective and benefit of the study - Revise chapter II <ul style="list-style-type: none"> - Give the explanation by my own word - Footnote - Revise chapter III <ul style="list-style-type: none"> - Data collection method - Research Instrumen 	
2	12 / 2019 07	✓		<ul style="list-style-type: none"> - Revise chapter II <ul style="list-style-type: none"> - Give the explanation by my own word - Footnote - Revise chapter III <ul style="list-style-type: none"> - Data collection method - Research Instrumen 	
3	24 / 2019 07	✓			

Mengetahui
 Ketua Jurusan TBI



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

Dosen Pembimbing I



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

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

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

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

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**Nama : Wendy Ayu Fransiska
NPM : 1501070320Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	19/05/2019		✓	I. Revise chapter 1 - Problem formulation - Objective of the study II. time for teaching step of using Bloom's Taxonomy	
2.	22/5/2019		✓	• Bulwane book (Review) → prove your References • Review chapter I.	
3.	27/5/2019		✓	- Review your methodology - Review Chapter III - Research Design ? - Sampling - population - - sample - - sampling -	
4.	2/6.		✓		

Mengetahui
Ketua Jurusan TBI**Ahmad Subhan Roza, M.Pd.**
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Andiarto, M.Pd.
NIP. 19871102 201503 1 004



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

70

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

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

Nama : Wendy Ayu Fransiska
NPM : 1501070320

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5.	5/9		✓	Sampling ? Research Design	
6.	9/9		✓	Sampling	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 201503 1 004

Nomor : B-2866 /In.28.1/J/PP.00.9/9/2019

09 September 2019

Lamp :-

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Ahmad Subhan Roza, M.Pd (Pembimbing I)
2. Andianto, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Wendy Ayu Fransiska
NPM : 1501070320
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Influence Of Bloom's Taxonomy In English Collocation Teaching
Toward Students' Speaking Skill At The Eighth Grade Of MTs Nurul
Iman Rejo Agung Pesawaran

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.





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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0723) 41507 Fax. (0723) 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 : WENDY AYU FRANSISKA

Fakultas/Jurusan : FTEK / TBI

NPM : 1501070320

Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 07/10/2019	✓		<i>M 1-13</i> <i>M untuk mendapat</i>	<i>Gan</i>

Mengetahui :

Ketua Jurusan/TBI

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

Dosen Pembimbing I

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. (0723) 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 : WENDY AYU FRANSISKA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070320

Semester/TA : 9/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 17/09/2019		✓	<ul style="list-style-type: none"> - Review your instruments of project - Theme for daily activity. 	<u>Gw</u>
2.	Senin, 30/9/2019		✓	<ul style="list-style-type: none"> - Review your Observation sheet - Add Rpp 3 Meetings 	<u>Gw</u>
3	7/10/2019		✓	<ul style="list-style-type: none"> - See Review 	<u>Gw</u>

Mengetahui :
 Ketua Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd
 NIP. 198711022015031004

SURAT TUGAS

Nomor: B-3178/ln.28/D.1/TL.01/10/2019

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

Nama : **WENDY AYU FRANSISKA**
NPM : 1501070320
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survei di MTs NURUL IMAN REJO AGUNG PESAWARAN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF BLOOMS TAXONOMY IN ENGLISH COLLOCATION TEACHING TOWARD STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF MTs NURUL IMAN REJO AGUNG PESAWARAN".
 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 : 08 Oktober 2019

Mengetahui,
Pejabat Setempat



Wakil Dekan I,

Dra. Isti Fatonah MA

NIP 19670531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

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

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Nomor : B-3179/ln.28/D.1/TL.00/10/2019

Lampiran :-

Perihal : IZIN RESEARCH

Kepada Yth.,

KEPALA MTs NURUL IMAN REJO

AGUNG PESAWARAN

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3178/ln.28/D.1/TL.01/10/2019,
tanggal 08 Oktober 2019 atas nama saudara:

Nama	: WENDY AYU FRANSISKA
NPM	: 1501070320
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs NURUL IMAN REJO AGUNG PESAWARAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF BLOOMS TAXONOMY IN ENGLISH COLLOCATION TEACHING TOWARD STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF MTs NURUL IMAN REJO AGUNG PESAWARAN".

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

Wassalamu'alaikum Wr. Wb.

Metro, 08 Oktober 2019

Nakil Dekan I,

Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003





**LEMBAGA PENDIDIKAN ISLAM
PUSAT PENGEMBANGAN SUMBER DAYA MANUSIA ISLAMIYAH
NURUL IMAN REJO AGUNG
SK.KemenKumHam Nomor : AHU-0031580.01.04 Tahun 2016
MTs NURUL IMAN**

Alamat : Jl. Protokol no.6 RejoAgung Kec. Tegineneng Kab. Pesawaran Lampung pos 35363

SURAT KETERANGAN

Nomor : C.127 / MTs.304-11 / 11 / 2019

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor : B-3179/In.28/D.1/TL.00/10/2019, hal : Izin Mengadakan Penelitian tertanggal 08 Oktober 2019, maka Kepala Madrasah MTs Nurul Iman Tegineneng Kab. Pesawaran dengan ini menerangkan nama mahasiswa dibawah ini :

Nama : WENDY AYU FRANSISKA
 NPM : 1501070320
 Semester : 9 (Sembilan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris

Benar telah mengadakan penelitian di MTs Nurul Iman Tegineneng pada tanggal 15 Oktober 2019 s/d 31 Oktober 2019 guna melengkapi data pada penyusunan Skripsi yang berjudul : **"THE INFLUENCE OF BLOOMS TAXONOMY IN ENGLISH COLLOCATION TEACHING TOWARD STUDENTS SPEAKING SKILL AT THE EIGHT GRADE OF MTsS NURUL IMAN REJO AGUNG PESAWARAN".**

Demikian Surat Keterangan diperbuat untuk dapat dipergunakan seperlunya.

Tegineneng, 1 November 2019
 Kepala Madrasah Nurul Iman



Drs. Tholhah
 NIP. 1964 1111 1994 03 100 1



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 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 : WENDY AYU FRANSISKA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070320

Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis, 28/2019 /12	✓		<ul style="list-style-type: none"> - Revise margin - Revise chapter I - Revise chapter II - Revise chapter III - Revise chapter IV 	<u>Gug</u>
2	Senin, 2/2019 /12	✓		<ul style="list-style-type: none"> - Revise Acknowledgment - Revise Table of pra survey - Revise chapter II 	<u>Gug</u>
3	Selasa, 3/2019 /12	✓		<i>Mr. Mulyana</i>	<u>Gug</u>

Mengetahui :
 Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 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 : WENDY AYU FRANSISKA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070320

Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	8/12		✓	Revise Chapter IV,	<u>Caw</u>
2	14/12		✓	- Revise chapter IV - Check & Revise chapter III.	<u>Caw</u>
3.	21/12		✓	- Add Descriptive Statistic. - Make a good discussion - Revise some error.	<u>Caw</u>

Mengetahui :
 Ketua Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd
 NIP. 198711022015031004



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 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 : WENDY AYU FRANSISKA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070320

Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4.	27/11/2019		✓	Ace Zam Roz	Gus

Mengetahui :

Ketua Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd
 NIP. 198711022015031004



IAIN
M E T R O

KEMENTERIAN AGAMA REPUBLIK INDONESIA⁸⁰
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-931/ln.28/S/OT.01/11/2019

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

Nama : WENDY AYU FRANSISKA
NPM : 150107032
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 150107032.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Wendy Ayu Fransiska
 NPM : 1501070320
 Fakultas : FTIK
 Angkatan : 2015

Telah menyerahkan buku berjudul : Enhanced Ethnographic Methods

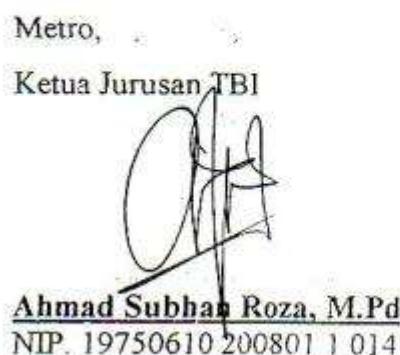


SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Wendy Ayu Fransiska
 NPM : 1501070320
 Fakultas : FTIK
 Angkatan : 2015

Telah menyerahkan buku berjudul : Enhanced Ethnographic Methods



SILABUS KELAS VIII

Kompetensi Dasar	Materi Pokok	Pembelajaran	Sumber Belajar	Nilai Kriteria	Alokasi Waktu
<p>Siswa Mampu :</p> <p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.</p> <p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so., dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara siswa dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, 	<ul style="list-style-type: none"> • Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar 	LKS Kamus Bahasa Inggris		10 JP

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI				
<p>Siswa mampu :</p> <p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara siswa di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya 	LKS Kamus Bahasa Inggris	10 JP	

	termuat di KI				
Siswa mampu :	<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyuruh, melarang, dan mengimbau. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan keharusan, larangan, himbauan dengan modal <i>must, (don't) have to..., should,</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara siswa dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakantindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya 	LKS Kamus Bahasa Inggris	10 JP

Siswa mampu :				
<p>3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya</p> <p>4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan <i>a.1 let's ..., can you ..., would you like ..., may I, please.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Bertanya jawab dengan teman tentang tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar 	LKS Kamus Bahasa Inggris	10 JP

Siswa mampu :				
<p>3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting cards, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p> <p>4.5 Menyusun teks khusus dalam bentuk greeting cards, sangat pendek dan sederhana, terkait hari hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Teks <i>greeting cards</i> dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi Warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Congratulations. Well done. Good job., dll.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb.yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting cards</i> untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting cards</i> untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat <i>greeting cards</i> terkait hari istimewa yang relevan dengan siswa saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya 	LKS Kamus Bahasa Inggris	10 JP

Siswa mampu :				
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dengan <i>There is/are</i> - Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. - Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang dirumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks 	LKS Kamus Bahasa Inggris	16 JP

		<ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya 			
Siswa mampu :	<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan /kegiatan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i>)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogatif dalam <i>Simple Present Tense</i>. - Adverbia: <i>always, often, sometimes, never, usually, every</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapian, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan ungkapan yang menunjukkan kejadian rutin dalam teks - Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah - Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks- 	LKS Kamus Bahasa Inggris	8 JP

		<p>teks pendek dan sederhana</p> <ul style="list-style-type: none"> - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>Siswa mampu :</p> <p>3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>present continuous tense</i>)</p> <p>4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan/</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogatif dalam <i>Present Continuous Tense</i> - Adverbia: <i>now</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapian, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan ungkapan yang menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) 	<p>LKS Kamus Bahasa Inggris</p>	<p>8 JP</p>	

<p>berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>Siswa mampu :</p> <p>3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan degree of comparison)</p> <p>4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat perbandingan positif, dengan: <i>as ... as, -er, -est, more ..., the most ...</i> - Perbandingan jumlah: <i>more, fewer, less</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, 	<ul style="list-style-type: none"> - Guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan. - Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda - Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya - Membuat beberapa teks pendek 	<p>LKS Kamus Bahasa Inggris</p>		12 JP

<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</p> <ul style="list-style-type: none"> - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>Siswa mampu :</p> <p>3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i>)</p> <p>4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan</p>	<ul style="list-style-type: none"> • Fungsi sosial Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogatif dalam bentuk <i>Simple Past Tense</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, 	<ul style="list-style-type: none"> - Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau - Melengkapi kalimat dengan jawaban berupa ungkapan ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar - Bertanya jawab tentang kegiatan/ peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks pendek dan sederhana 	<p>LKS Kamus Bahasa Inggris</p>		10 JP

<p>memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing masing dengan teman temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>Siswa mampu :</p> <p>3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.11 Teks <i>recount</i></p> <p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p>	<ul style="list-style-type: none"> • Fungsi sosial Melaporkan, mengambil teladan, membanggakan • Struktur teks Dapat mencakup <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i> - Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya. - Adverbia penghubung waktu: 	<ul style="list-style-type: none"> - Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan untuk mempelajari alur cerita - Menuliskan beberapa teks pendek yang didiktekan guru dengan tulisan tangan - Melengkapi ringkasan pengalaman dengan kalimatkalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar 	LKS Kamus Bahasa Inggris		10 JP

<p>4.11.2 Menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>first, then, after that, before, at last, finally</i>, dan sebagainya.</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing masing dengan teman temannya secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>Siswa mampu :</p> <p>3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.12 Teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>)</p> <p>4.12.1 Menangkap makna secara kontekstual terkait dengan</p>	<ul style="list-style-type: none"> • Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. • Struktur text Dapat mencakup: <ul style="list-style-type: none"> - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang 	<ul style="list-style-type: none"> - Membaca dengan suara lantang setiap pengumuman/pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis - Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang 	LKS Kamus Bahasa Inggris		10 JP

<p>fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>berbedabeda</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi siswa dan guru yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik. 	<p>benar</p> <ul style="list-style-type: none"> - Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas - Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>Siswa mampu :</p> <p>3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya 	<p>LKS Kamus Bahasa Inggris</p>		8 JP

	<ul style="list-style-type: none"> • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 				
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Guru Mata Pelajaran

Yusnaini, S.Pd

Rejo Agung,

Mengetahui

Mahasiswa

Wendy Ayu Fransiska

NPM. 1501070320



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Nurul Iman Rejo Agung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Smester : VIII/I (satu)
 Alokasi Waktu : 2 x 40 menit

A. Kompotensi 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 tahu 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.

B. Kompetensi Dasar dan Tujuan Pembelajaran

KD	INDIKATOR PENCAPAIAN KOMPETENSI
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan /kegiatan / kejadian yang dilakukan/terjadi	<p>3.7.1 Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar.</p> <p>3.7.2 Mengidentifikasi ungkapan-ungkapan</p>

<p>secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i>).</p>	<p>yang menunjukkan kejadian rutin dalam teks.</p> <p>3.7.3 Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</p>
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.7.1 Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain.</p> <p>4.7.2 Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah.</p>

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Siswa dapat memahami penggunaan simple present tense dan collocation.
2. Siswa mampu menyampaikan monolog sederhana tentang “daily activity in the morning”.

D. Materi Pembelajaran

Simple Present Tense and Collocation

- Simple present tense adalah bentuk tense yang digunakan untuk menjelaskan sesuatu yang terjadi saat ini (present). Karena terjadi pada waktu sekarang, maka menggunakan kata kerja pertama (verb 1) dalam susunan kalimat nya.

Rumus :

S + V1 + O

Contoh :

1. I wake up at 05.00 a.m every morning.
2. My mother and I cook fried rice.

- Collocation adalah gabungan dua atau lebih kata-kata yang sering digunakan bersama untuk membentuk satu kesatuan makna.

Contoh :

1. Have breakfast
2. Clean my teeth
3. Have a shower

- Contoh daily activity :

My Daily Activities in the Morning

I usually wake up in the morning at 05.00 a.m. Then I pray subuh. After that I help my mother to prepare breakfast. Usually my mother and I cook fried rice. Then after I help my mother to prepare breakfast, I sweep the floor and the yard. After that I have a shower at 06.00 a.m then I have breakfast with my family at 06.15 a.m. I go to school at 06.30 a.m.

E. Metode Pembelajaran

- | | |
|--------|---|
| Metode | : Discussion |
| Tehnik | : Three part-lesson dari bloom taxonomy |

F. Sumber Belajar.

1. LKS
2. Kamus

G. Langkah – langkah Kegiatan Pembelajaran.

1. Pendahuluan (15 Menit)

- Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas.
- Guru membuka kelas dengan mengucap salam.

- Guru memberi motivasi siswa.
- Guru mengabsensi siswa.

2. Kegiatan Inti (50 menit)

Level 1 - C1 (Remembering)

- Siswa mendengarkan guru membuka pelajaran tentang simple present tense.
- Siswa mendengarkan guru menjelaskan materi simple present tense dengan jelas.
- Siswa diminta untuk berpikir mengenai topik “daily activity in the morning” yang diberikan oleh guru.

Level 2 – C2 (Understanding)

- Siswa diminta untuk menjelaskan kepada siswa lain tentang semua yang sudah diketahui mengenai topik “daily activity in the morning” tersebut.

Level 3 – C3 (Applying)

- Siswa diminta untuk menggunakan apa yang sudah diketahui mengenai topik “daily activity in the morning” tersebut untuk berbicara di depan kelas.

Level 4 – C4 (Analyzing)

- Siswa diberikan tantangan oleh guru untuk menemukan beberapa informasi berdasarkan apa yang mereka dengar dari siswa lain yang maju didepan kelas.

Level 5 – C5 (Evaluating)

- Siswa diminta untuk menjelaskan informasi yang sudah mereka dapat dalam poin yang baik ataupun kurang baik.

Level 6 – C6 (Creating)

- Siswa diminta untuk memberikan solusi.

3. Penutup (15 menit)

- Siswa dengan bimbingan guru menyimpulkan materi yang telah dipelajari.
- Siswa memberikan umpan balik dengan mengajukan pertanyaan.

H. Penilaian

Rubrik penilaian :

	Level	Description
Grammar	1	Sering mengalami kesalahan dalam menggunakan susunan grammar.
	2	Sering mengalami kesalahan dalam menggunakan susunan grammar, tetapi siswa dapat memperbaiki.
	3	Menggunakan grammar dengan baik dan bisa berbicara dengan grammar yang cukup tepat.
	4	Bisa menggunakan grammar dengan baik dengan sedikit kesalahan.
	5	Menggunakan grammar dengan baik tanpa kesalahan.

	Level	Description
Vocabulary	1	Tidak cukup menguasai kosa kata dalam bahasa Inggris.
	2	Cukup menguasai kosa kata dalam bahasa Inggris.
	3	Cukup luas menguasai kosa kata bahasa Inggris.
	4	Menguasai kosa kata dalam bahasa Inggris di dalam percakapan yang sederhana.
	5	Menguasai kosa kata dalam bahasa Inggris di dalam semua level.

	Level	Description
Fluency	1	Tidak lancar dalam berbahasa Inggris.
	2	Cukup lancar dalam berbahasa Inggris.
	3	Lancar berbahasa Inggris tetapi masih sering mengalami kesalahan.
	4	Berbahasa Inggris dengan lancar dan bisa melakukan beberapa percakapan yang sederhana dengan baik.
	5	Lancar dalam berbicara bahasa Inggris.

	Level	Description
Pronunciation	1	Sering melakukan kesalahan dalam pengucapan kosa kata bahasa Inggris.
	2	Logat pengucapan kosa kata bahasa Inggris dapat dimengerti walaupun sering mengalami kesalahan.
	3	Kesalahan tidak pernah mengganggu pemahaman.
	4	Jarang melakukan kesalahan dalam pengucapan kosa kata dalam bahasa Inggris.
	5	Mengucapkan kosa kata bahasa Inggris dengan baik tanpa kesalahan.

	Level	Description
Comprehension	1	Terbatas dalam memahami bahasa, bisa memahami pertanyaan yang simple jika ada pengulangan.
	2	Bisa menerima inti dari percakapan bahasa Inggris.

	3	Cukup memahami bahasa Inggris.
	4	Bisa memahami banyak percakapan dalam bahasa Inggris.
	5	Memahami bahasa Inggris dengan baik.

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor didapat}}{\text{Skor maksimal}} \times 100$$

Guru Mata Pelajaran

Yusnaini, S.Pd

Rejo Agung,

2019

Mengetahui :

Mahasiswa

Wendy Ayu Fransiska

NPM. 1501070320



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MTs Nurul Iman Rejo Agung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Smester : VIII/I (satu)
 Alokasi Waktu : 2 x 40 menit

A. Kompotensi 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 tahu 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.

B. Kompetensi Dasar dan Tujuan Pembelajaran

KD	INDIKATOR PENCAPAIAN KOMPETENSI
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan /kegiatan / kejadian yang dilakukan/terjadi	<p>3.7.1 Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar.</p> <p>3.7.2 Mengidentifikasi ungkapan-ungkapan</p>

<p>secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i>).</p>	<p>yang menunjukkan kejadian rutin dalam teks.</p> <p>3.7.3 Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</p>
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.7.1 Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain.</p> <p>4.7.2 Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah.</p>

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Siswa dapat memahami penggunaan simple present tense dan collocation.
2. Siswa mampu menyampaikan monolog sederhana tentang “daily activity in the school”.

D. Materi Pembelajaran

Simple Present Tense and Collocation

- Simple present tense adalah bentuk tense yang digunakan untuk menjelaskan sesuatu yang terjadi saat ini (present). Karena terjadi pada waktu sekarang, maka menggunakan kata kerja pertama (verb 1) dalam susunan kalimat nya.

Rumus :

S + V1 + O

Contoh :

1. I go to school at 6.30 a.m every morning.
2. I clean my classroom with my friends.

- Collocation adalah gabungan dua atau lebih kata-kata yang sering digunakan bersama untuk membentuk satu kesatuan makna.

Contoh :

1. Watch television
2. Get home
3. Have lunch

- Contoh daily activity :

My School Activities

I go to school at 06.30 a.m. I go to school with my father. In the school, I clean my classroom with my friends. Then after the bell is ring, all the students go inside the class. In the school I study many things. At 09.30 a.m. I take a break and buy food in the canteen. Sometime, I talk with my friends and play around with them. Then, I continue study until the end of the school. I get home at 12.30 p.m. After school I have lunch and take a nap.

E. Metode Pembelajaran

Metode : Discussion

Tehnik : Three part-lesson dari bloom taxonomy

F. Sumber Belajar.

1. LKS
2. Kamus

G. Langkah – langkah Kegiatan Pembelajaran.

1. Pendahuluan (15 Menit)

- Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas.

- Guru membuka kelas dengan mengucap salam.
- Guru memberi motivasi siswa.
- Guru mengabsensi siswa.

2. Kegiatan Inti (50 menit)

Level 1 - C1 (Remembering)

- Siswa mendengarkan guru membuka pelajaran tentang simple present tense.
- Siswa mendengarkan guru menjelaskan materi simple present tense dengan jelas.
- Siswa diminta untuk berpikir mengenai topik “daily activity in the school” yang diberikan oleh guru.

Level 2 – C2 (Understanding)

- Siswa diminta untuk menjelaskan kepada siswa lain tentang semua yang sudah diketahui mengenai topik “daily activity in the school” tersebut.

Level 3 – C3 (Applying)

- Siswa diminta untuk menggunakan apa yang sudah diketahui mengenai topik “daily activity in the school” tersebut untuk berbicara di depan kelas.

Level 4 – C4 (Analyzing)

- Siswa diberikan tantangan oleh guru untuk menemukan beberapa informasi berdasarkan apa yang mereka dengar dari siswa lain yang maju didepan kelas.

Level 5 – C5 (Evaluating)

- Siswa diminta untuk menjelaskan informasi yang sudah mereka dapat dalam poin yang baik ataupun kurang baik.

Level 6 – C6 (Creating)

- Siswa diminta untuk memberikan solusi.

3. Penutup (15 menit)

- Siswa dengan bimbingan guru menyimpulkan materi yang telah dipelajari.
- Siswa memberikan umpan balik dengan mengajukan pertanyaan.

H. Penilaian

Rubrik penilaian :

Grammar	Level	Description
	1	Sering mengalami kesalahan dalam menggunakan susunan grammar.
	2	Sering mengalami kesalahan dalam menggunakan susunan grammar, tetapi siswa dapat memperbaiki.
	3	Menggunakan grammar dengan baik dan bisa berbicara dengan grammar yang cukup tepat.
	4	Bisa menggunakan grammar dengan baik dengan sedikit kesalahan.
	5	Menggunakan grammar dengan baik tanpa kesalahan.

Vocabulary	Level	Description
	1	Tidak cukup menguasai kosa kata dalam bahasa Inggris.
	2	Cukup menguasai kosa kata dalam bahasa Inggris.
	3	Cukup luas menguasai kosa kata bahasa Inggris.
	4	Menguasai kosa kata dalam bahasa Inggris di dalam percakapan yang sederhana.
	5	Menguasai kosa kata dalam bahasa Inggris di dalam semua level.

Fluency	Level	Description
	1	Tidak lancar dalam berbahasa Inggris.

	2	Cukup lancar dalam berbahasa Inggris.
	3	Lancar berbahasa Inggris tetapi masih sering mengalami kesalahan.
	4	Berbahasa Inggris dengan lancar dan bisa melakukan beberapa percakapan yang sederhana dengan baik.
	5	Lancar dalam berbicara bahasa Inggris.

	Level	Description
Pronunciation	1	Sering melakukan kesalahan dalam pengucapan kosa kata bahasa Inggris.
	2	Logat pengucapan kosa kata bahasa Inggris dapat dimengerti walaupun sering mengalami kesalahan.
	3	Kesalahan tidak pernah mengganggu pemahaman.
	4	Jarang melakukan kesalahan dalam pengucapan kosa kata dalam bahasa Inggris.
	5	Mengucapkan kosa kata bahasa Inggris dengan baik tanpa kesalahan.

	Level	Description
Comprehension	1	Terbatas dalam memahami bahasa, bisa memahami pertanyaan yang simple jika ada pengulangan.
	2	Bisa menerima inti dari percakapan bahasa Inggris.
	3	Cukup memahami bahasa Inggris.
	4	Bisa memahami banyak percakapan dalam bahasa

		Inggris.
5		Memahami bahasa Inggris dengan baik.

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor didapat}}{\text{Skor maksimal}} \times 100$$

Guru Mata Pelajaran

Yusnaini, S.Pd

Rejo Agung,

2019

Mengetahui :

Mahasiswa

Wendy Ayu Fransiska

NPM. 1501070320



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MTs Nurul Iman Rejo Agung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Smester : VIII/I (satu)
 Alokasi Waktu : 2 x 40 menit

A. Kompotensi 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 tahu 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.

B. Kompetensi Dasar dan Tujuan Pembelajaran

KD	INDIKATOR PENCAPAIAN KOMPETENSI
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan /kegiatan / kejadian yang dilakukan/terjadi	<p>3.7.1 Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar.</p> <p>3.7.2 Mengidentifikasi ungkapan-ungkapan</p>

<p>secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i>).</p>	<p>yang menunjukkan kejadian rutin dalam teks.</p> <p>3.7.3 Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</p>
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.7.1 Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain.</p> <p>4.7.2 Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah.</p>

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Siswa dapat memahami penggunaan simple present tense dan collocation.
2. Siswa mampu menyampaikan monolog sederhana tentang “daily activity”.

D. Materi Pembelajaran

Simple Present Tense and Collocation

- Simple present tense adalah bentuk tense yang digunakan untuk menjelaskan sesuatu yang terjadi saat ini (present). Karena terjadi pada waktu sekarang, maka menggunakan kata kerja pertama (verb 1) dalam susunan kalimat nya.

Rumus :

$$S + V1 + O$$

Contoh :

1. I go to school at 6.30 a.m every morning.
2. My family have lunch at 01.00 p.m every afternoon.

- Collocation adalah gabungan dua atau lebih kata-kata yang sering digunakan bersama untuk membentuk satu kesatuan makna.

Contoh :

1. Have lunch
2. Get home
3. Have a shower
4. Clean my teeth
5. Pick me up

- Contoh daily activity :

My Daily Activities

I usually wake up in the morning at 05.00 a.m. Then I pray subuh. After that I help my mother to prepare breakfast. Usually my mother and I cook fried rice. Then after I help my mother to prepare breakfast, I clean my house. After that I have a shower at 06.00 a.m then I have breakfast with my family at 06.15 a.m.

I go to school at 06.30 a.m. I go to school with my father. In the school, I clean my classroom with my friends. Then after the bell is ring, all the students go inside the class. In the school I study many things. At 09.30 a.m. I take break and buy food in the canteen. Sometime, I talk with my friends and play around with them. Then, I continue study until the end of the school. I get home at 12.30 p.m.

After school I have lunch and take a nap. Then in mahgrib I take a pray. After that I do my homework and go to sleep 09.00 p.m.

E. Metode Pembelajaran

- | | |
|--------|---|
| Metode | : Discussion |
| Tehnik | : Three part-lesson dari bloom taxonomy |

F. Sumber Belajar.

1. LKS

2. Kamus

G. Langkah – langkah Kegiatan Pembelajaran.

1. Pendahuluan (15 Menit)

- Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas.
- Guru membuka kelas dengan mengucap salam.
- Guru memberi motivasi siswa.
- Guru mengabsensi siswa.

2. Kegiatan Inti (50 menit)

Level 1 - C1 (Remembering)

- Siswa mendengarkan guru membuka pelajaran tentang simple present tense.
- Siswa mendengarkan guru menjelaskan materi simple present tense dengan jelas.
- Siswa diminta untuk berpikir mengenai topik “daily activity” yang diberikan oleh guru.

Level 2 – C2 (Understanding)

- Siswa diminta untuk menjelaskan kepada siswa lain tentang semua yang sudah diketahui mengenai topik “daily activity” tersebut.

Level 3 – C3 (Applying)

- Siswa diminta untuk menggunakan apa yang sudah diketahui mengenai topik “daily activity” tersebut untuk berbicara di depan kelas.

Level 4 – C4 (Analyzing)

- Siswa diberikan tantangan oleh guru untuk menemukan beberapa informasi berdasarkan apa yang mereka dengar dari siswa lain yang maju didepan kelas.

Level 5 – C5 (Evaluating)

- Siswa diminta untuk menjelaskan informasi yang sudah mereka dapat dalam poin yang baik ataupun kurang baik.

Level 6 – C6 (Creating)

- Siswa diminta untuk memberikan solusi.

3. Penutup (15 menit)

- Siswa dengan bimbingan guru menyimpulkan materi yang telah dipelajari.
- Siswa memberikan umpan balik dengan mengajukan pertanyaan.

H. Penilaian

Rubrik penilaian :

Grammar	Level	Description
	1	Sering mengalami kesalahan dalam menggunakan susunan grammar.
	2	Sering mengalami kesalahan dalam menggunakan susunan grammar, tetapi siswa dapat memperbaiki.
	3	Menggunakan grammar dengan baik dan bisa berbicara dengan grammar yang cukup tepat.
	4	Bisa menggunakan grammar dengan baik dengan sedikit kesalahan.
	5	Menggunakan grammar dengan baik tanpa kesalahan.

Vocabulary	Level	Description
	1	Tidak cukup menguasai kosa kata dalam bahasa Inggris.
	2	Cukup menguasai kosa kata dalam bahasa Inggris.
	3	Cukup luas menguasai kosa kata bahasa Inggris.
	4	Menguasai kosa kata dalam bahasa Inggris di dalam percakapan yang sederhana.

	5	Menguasai kosa kata dalam bahasa Inggris di dalam semua level.
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Fluency	Level	Description
	1	Tidak lancar dalam berbahasa Inggris.
	2	Cukup lancar dalam berbahasa Inggris.
	3	Lancar berbahasa Inggris tetapi masih sering mengalami kesalahan.
	4	Berbahasa Inggris dengan lancar dan bisa melakukan beberapa percakapan yang sederhana dengan baik.
	5	Lancar dalam berbicara bahasa Inggris.

Pronunciation	Level	Description
	1	Sering melakukan kesalahan dalam pengucapan kosa kata bahasa Inggris.
	2	Logat pengucapan kosa kata bahasa Inggris dapat dimengerti walaupun sering mengalami kesalahan.
	3	Kesalahan tidak pernah mengganggu pemahaman.
	4	Jarang melakukan kesalahan dalam pengucapan kosa kata dalam bahasa Inggris.
	5	Mengucapkan kosa kata bahasa Inggris dengan baik tanpa kesalahan.

	Level	Description
Comprehension	1	Terbatas dalam memahami bahasa, bisa memahami pertanyaan yang simple jika ada pengulangan.
	2	Bisa menerima inti dari percakapan bahasa Inggris.
	3	Cukup memahami bahasa Inggris.
	4	Bisa memahami banyak percakapan dalam bahasa Inggris.
	5	Memahami bahasa Inggris dengan baik.

Nilai Akhir = $\frac{\text{Jumlah skor didapat}}{\text{Skor maksimal}}$ X 100

Guru Mata Pelajaran

Yusnaini, S.Pd

Rejo Agung,

2019

Mengetahui :

Mahasiswa

Wendy Ayu Fransiska

NPM. 1501070320



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Nurul Iman Rejo Agung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Smester : VIII/I (satu)
 Alokasi Waktu : 2 x 40 menit

A. Kompotensi 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 tahu 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.

B. Kompetensi Dasar dan Tujuan Pembelajaran

KD	INDIKATOR PENCAPAIAN KOMPETENSI
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan /kegiatan / kejadian yang dilakukan/terjadi	<p>3.7.1 Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar.</p> <p>3.7.2 Mengidentifikasi ungkapan-ungkapan</p>

<p>secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i>).</p>	<p>yang menunjukkan kejadian rutin dalam teks.</p> <p>3.7.3 Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</p>
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.7.1 Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain.</p> <p>4.7.2 Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah.</p>

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Siswa dapat memahami penggunaan simple present tense dan collocation.
2. Siswa mampu menyampaikan monolog sederhana tentang “daily activity in the morning”.

D. Materi Pembelajaran

Simple Present Tense and Collocation

- Simple present tense adalah bentuk tense yang digunakan untuk menjelaskan sesuatu yang terjadi saat ini (present). Karena terjadi pada waktu sekarang, maka menggunakan kata kerja pertama (verb 1) dalam susunan kalimat nya.

Rumus :

S + V1 + O

Contoh :

1. I wake up at 05.00 a.m every morning.
2. My mother and I cook fried rice.

- Collocation adalah gabungan dua atau lebih kata-kata yang sering digunakan bersama untuk membentuk satu kesatuan makna.

Contoh :

1. Have breakfast
2. Clean my teeth
3. Have a shower

- Contoh daily activity :

My Daily Activities in the Morning

I usually wake up in the morning at 05.00 a.m. Then I pray subuh. After that I help my mother to prepare breakfast. Usually my mother and I cook fried rice. Then after I help my mother to prepare breakfast, I sweep the floor and the yard. After that I have a shower at 06.00 a.m then I have breakfast with my family at 06.15 a.m. I go to school at 06.30 a.m.

E. Metode Pembelajaran

Metode : Discussion

F. Sumber Belajar.

1. LKS
2. Kamus

G. Langkah – langkah Kegiatan Pembelajaran.

1. Pendahuluan (15 Menit)

- Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas.
- Guru membuka kelas dengan mengucap salam.

- Guru memberi motivasi siswa.
- Guru mengabsensi siswa.

2. Kegiatan Inti (50 menit)

- Siswa mendengarkan guru membuka pelajaran tentang simple present tense.
- Siswa mendengarkan guru menjelaskan materi simple present tense dengan jelas.
- Siswa diminta oleh guru untuk berbicara didepan kelas mengenai materi yang sudah dijelaskan dan dengan topik “daily activity in the morning” yang sudah diberikan oleh guru.

3. Penutup (15 menit)

- Siswa dengan bimbingan guru menyimpulkan materi yang telah dipelajari.
- Siswa memberikan umpan balik dengan mengajukan pertanyaan.

H. Penilaian

Rubrik penilaian :

Grammar	Level	Description
	1	Sering mengalami kesalahan dalam menggunakan susunan grammar.
	2	Sering mengalami kesalahan dalam menggunakan susunan grammar, tetapi siswa dapat memperbaiki.
	3	Menggunakan grammar dengan baik dan bisa berbicara dengan grammar yang cukup tepat.
	4	Bisa menggunakan grammar dengan baik dengan sedikit kesalahan.
	5	Menggunakan grammar dengan baik tanpa kesalahan.

Vocabulary	Level	Description
	1	Tidak cukup menguasai kosa kata dalam bahasa Inggris.
	2	Cukup menguasai kosa kata dalam bahasa Inggris.
	3	Cukup luas menguasai kosa kata bahasa Inggris.
	4	Menguasai kosa kata dalam bahasa Inggris di dalam percakapan yang sederhana.
	5	Menguasai kosa kata dalam bahasa Inggris di dalam semua level.

Fluency	Level	Description
	1	Tidak lancar dalam berbahasa Inggris.
	2	Cukup lancar dalam berbahasa Inggris.
	3	Lancar berbahasa Inggris tetapi masih sering mengalami kesalahan.
	4	Berbahasa Inggris dengan lancar dan bisa melakukan beberapa percakapan yang sederhana dengan baik.
	5	Lancar dalam berbicara bahasa Inggris.

Pronunciation	Level	Description
	1	Sering melakukan kesalahan dalam pengucapan kosa kata bahasa Inggris.
	2	Logat pengucapan kosa kata bahasa Inggris dapat dimengerti walaupun sering mengalami kesalahan.

	3	Kesalahan tidak pernah mengganggu pemahaman.
	4	Jarang melakukan kesalahan dalam pengucapan kosa kata dalam bahasa Inggris.
	5	Mengucapkan kosa kata bahasa Inggris dengan baik tanpa kesalahan.

	Level	Description
Comprehension	1	Terbatas dalam memahami bahasa, bisa memahami pertanyaan yang simple jika ada pengulangan.
	2	Bisa menerima inti dari percakapan bahasa Inggris.
	3	Cukup memahami bahasa Inggris.
	4	Bisa memahami banyak percakapan dalam bahasa Inggris.
	5	Memahami bahasa Inggris dengan baik.

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor didapat}}{\text{Skor maksimal}} \times 100$$

Guru Mata Pelajaran



Yusnaini, S.Pd

Rejo Agung,

2019

Mengetahui :

Mahasiswa



Wendy Ayu Fransiska

NPM. 1501070320



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Nurul Iman Rejo Agung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Smester : VIII/I (satu)
 Alokasi Waktu : 2 x 40 menit

A. Kompotensi 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 tahu 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.

B. Kompetensi Dasar dan Tujuan Pembelajaran

KD	INDIKATOR PENCAPAIAN KOMPETENSI
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan /kegiatan / kejadian yang dilakukan/terjadi	<p>3.7.1 Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar.</p> <p>3.7.2 Mengidentifikasi ungkapan-ungkapan</p>

<p>secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i>).</p>	<p>yang menunjukkan kejadian rutin dalam teks.</p> <p>3.7.3 Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</p>
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.7.1 Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain.</p> <p>4.7.2 Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah.</p>

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Siswa dapat memahami penggunaan simple present tense dan collocation.
2. Siswa mampu menyampaikan monolog sederhana tentang “daily activity in the school”.

D. Materi Pembelajaran

Simple Present Tense and Collocation

- Simple present tense adalah bentuk tense yang digunakan untuk menjelaskan sesuatu yang terjadi saat ini (present). Karena terjadi pada waktu sekarang, maka menggunakan kata kerja pertama (verb 1) dalam susunan kalimat nya.

Rumus :

S + V1 + O

Contoh :

1. I go to school at 06.30 a.m every morning.
2. I clean my classroom with my friends.

- Collocation adalah gabungan dua atau lebih kata-kata yang sering digunakan bersama untuk membentuk satu kesatuan makna.

Contoh :

1. Watch television
2. Get home
3. Have lunch

- Contoh daily activity :

My School Activities

I go to school at 06.30 a.m. I go to school with my father. In the school, I clean my classroom with my friends. Then after the bell is ring, all the students go inside the class. In the school I study many things. At 09.30 a.m. I take break and buy food in the canteen. Sometime, I talk with my friends and play around with them. Then, I continue study until the end of the school. I get home at 12.30 p.m. After school I have lunch and take a nap.

E. Metode Pembelajaran

Metode : Discussion

F. Sumber Belajar.

1. LKS
2. Kamus

G. Langkah – langkah Kegiatan Pembelajaran.

1. Pendahuluan (15 Menit)

- Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas.

- Guru membuka kelas dengan mengucap salam.
- Guru memberi motivasi siswa.
- Guru mengabsensi siswa.

2. Kegiatan Inti (50 menit)

- Siswa mendengarkan guru membuka pelajaran tentang simple present tense.
- Siswa mendengarkan guru menjelaskan materi simple present tense dengan jelas.
- Siswa diminta oleh guru untuk berbicara didepan kelas mengenai materi yang sudah dijelaskan dan dengan topik “daily activity in the school” yang sudah diberikan oleh guru.

3. Penutup (15 menit)

- Siswa dengan bimbingan guru menyimpulkan materi yang telah dipelajari.
- Siswa memberikan umpan balik dengan mengajukan pertanyaan.

H. Penilaian

Rubrik penilaian :

Grammar	Level	Description
	1	Sering mengalami kesalahan dalam menggunakan susunan grammar.
	2	Sering mengalami kesalahan dalam menggunakan susunan grammar, tetapi siswa dapat memperbaiki.
	3	Menggunakan grammar dengan baik dan bisa berbicara dengan grammar yang cukup tepat.
	4	Bisa menggunakan grammar dengan baik dengan sedikit kesalahan.
	5	Menggunakan grammar dengan baik tanpa kesalahan.

Vocabulary	Level	Description
	1	Tidak cukup menguasai kosa kata dalam bahasa Inggris.
	2	Cukup menguasai kosa kata dalam bahasa Inggris.
	3	Cukup luas menguasai kosa kata bahasa Inggris.
	4	Menguasai kosa kata dalam bahasa Inggris di dalam percakapan yang sederhana.
	5	Menguasai kosa kata dalam bahasa Inggris di dalam semua level.

Fluency	Level	Description
	1	Tidak lancar dalam berbahasa Inggris.
	2	Cukup lancar dalam berbahasa Inggris.
	3	Lancar berbahasa Inggris tetapi masih sering mengalami kesalahan.
	4	Berbahasa Inggris dengan lancar dan bisa melakukan beberapa percakapan yang sederhana dengan baik.
	5	Lancar dalam berbicara bahasa Inggris.

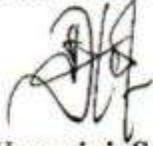
Pronunciation	Level	Description
	1	Sering melakukan kesalahan dalam pengucapan kosa kata bahasa Inggris.
	2	Logat pengucapan kosa kata bahasa Inggris dapat dimengerti walaupun sering mengalami kesalahan.

	3	Kesalahan tidak pernah mengganggu pemahaman.
	4	Jarang melakukan kesalahan dalam pengucapan kosa kata dalam bahasa Inggris.
	5	Mengucapkan kosa kata bahasa Inggris dengan baik tanpa kesalahan.

	Level	Description
Comprehension	1	Terbatas dalam memahami bahasa, bisa memahami pertanyaan yang simple jika ada pengulangan.
	2	Bisa menerima inti dari percakapan bahasa Inggris.
	3	Cukup memahami bahasa Inggris.
	4	Bisa memahami banyak percakapan dalam bahasa Inggris.
	5	Memahami bahasa Inggris dengan baik.

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor didapat}}{\text{Skor maksimal}} \times 100$$

Guru Mata Pelajaran



Yusnaini, S.Pd

Rejo Agung,

2019

Mengetahui :

Mahasiswa



Wendy Ayu Fransiska

NPM. 1501070320



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MTs Nurul Iman Rejo Agung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Smester : VIII/I (satu)
 Alokasi Waktu : 2 x 40 menit

A. Kompotensi 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 tahu 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.

B. Kompetensi Dasar dan Tujuan Pembelajaran

KD	INDIKATOR PENCAPAIAN KOMPETENSI
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan /kegiatan / kejadian yang dilakukan/terjadi	<p>3.7.1 Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar.</p> <p>3.7.2 Mengidentifikasi ungkapan-ungkapan</p>

<p>secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i>).</p>	<p>yang menunjukkan kejadian rutin dalam teks.</p> <p>3.7.3 Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</p>
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.7.1 Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain.</p> <p>4.7.2 Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah.</p>

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Siswa dapat memahami penggunaan simple present tense dan collocation.
2. Siswa mampu menyampaikan monolog sederhana tentang “daily activity”.

D. Materi Pembelajaran

Simple Present Tense and Collocation

- Simple present tense adalah bentuk tense yang digunakan untuk menjelaskan sesuatu yang terjadi saat ini (present). Karena terjadi pada waktu sekarang, maka menggunakan kata kerja pertama (verb 1) dalam susunan kalimat nya.

Rumus :

$$S + V1 + O$$

Contoh :

1. I go to school at 6.30 a.m every morning.
2. My family have lunch at 01.00 p.m every afternoon.

- Collocation adalah gabungan dua atau lebih kata-kata yang sering digunakan bersama untuk membentuk satu kesatuan makna.

Contoh :

1. Have lunch
2. Get home
3. Have a shower
4. Clean my teeth
5. Pick me up

- Contoh daily activity :

My Daily Activities

I usually wake up in the morning at 05.00 a.m. Then I pray subuh. After that I help my mother to prepare breakfast. Usually my mother and I cook fried rice. Then after I help my mother to prepare breakfast, I clean my house. After that I have a shower at 06.00 a.m then I have breakfast with my family at 06.15 a.m.

I go to school at 06.30 a.m. I go to school with my father. In the school, I clean my classroom with my friends. Then after the bell is ring, all the students go inside the class. In the school I study many things. At 09.30 a.m. I take break and buy food in the canteen. Sometime, I talk with my friends and play around with them. Then, I continue study until the end of the school. I get home at 12.30 p.m.

After school I have lunch and take a nap. Then in mahgrib I take a pray. After that I do my homework and go to sleep 09.00 p.m.

E. Metode Pembelajaran

Metode : Discussion

F. Sumber Belajar.

1. LKS

2. Kamus

G. Langkah – langkah Kegiatan Pembelajaran.

1. Pendahuluan (15 Menit)

- Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas.
- Guru membuka kelas dengan mengucap salam.
- Guru memberi motivasi siswa.
- Guru mengabsensi siswa.

2. Kegiatan Inti (50 menit)

- Siswa mendengarkan guru membuka pelajaran tentang simple present tense.
- Siswa mendengarkan guru menjelaskan materi simple present tense dengan jelas.
- Siswa diminta oleh guru untuk berbicara didepan kelas mengenai materi yang sudah dijelaskan dan dengan topik “daily activity” yang sudah diberikan oleh guru.

3. Penutup (15 menit)

- Siswa dengan bimbingan guru menyimpulkan materi yang telah dipelajari.
- Siswa memberikan umpan balik dengan mengajukan pertanyaan.

H. Penilaian

Rubrik penilaian :

	Level	Description
Grammar	1	Sering mengalami kesalahan dalam menggunakan susunan grammar.
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	3	Menggunakan grammar dengan baik dan bisa berbicara dengan grammar yang cukup tepat.

	4	Bisa menggunakan grammar dengan baik dengan sedikit kesalahan.
	5	Menggunakan grammar dengan baik tanpa kesalahan.

Vocabulary	Level	Description
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	5	Menguasai kosa kata dalam bahasa Inggris di dalam semua level.

Fluency	Level	Description
	1	Tidak lancar dalam berbahasa Inggris.
	2	Cukup lancar dalam berbahasa Inggris.
	3	Lancar berbahasa Inggris tetapi masih sering mengalami kesalahan.
	4	Berbahasa Inggris dengan lancar dan bisa melakukan beberapa percakapan yang sederhana dengan baik.
	5	Lancar dalam berbicara bahasa Inggris.

Pronunciation	Level	Description
	1	Sering melakukan kesalahan dalam pengucapan kosa kata bahasa Inggris.
	2	Logat pengucapan kosa kata bahasa Inggris dapat dimengerti walaupun sering mengalami kesalahan.
	3	Kesalahan tidak pernah mengganggu pemahaman.
	4	Jarang melakukan kesalahan dalam pengucapan kosa kata dalam bahasa Inggris.
	5	Mengucapkan kosa kata bahasa Inggris dengan baik tanpa kesalahan.

Comprehension	Level	Description
	1	Terbatas dalam memahami bahasa, bisa memahami pertanyaan yang simple jika ada pengulangan.
	2	Bisa menerima inti dari percakapan bahasa Inggris.
	3	Cukup memahami bahasa Inggris.
	4	Bisa memahami banyak percakapan dalam bahasa Inggris.
	5	Memahami bahasa Inggris dengan baik.

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor didapat}}{\text{Skor maksimal}} \times 100$$

Guru Mata Pelajaran

Yusnaini, S.Pd

[Signature]

Rejo Agung,

2019

Mengetahui :

Mahasiswa

Any

Wendy Ayu Fransiska

NPM. 1501070320



PRE-TEST
OF STUDENTS' SPEAKING SKILL

Direction :

1. Perform in front of the class orally!
2. Introduce yourself!
3. Please tell me about your daily activity on Sunday!

**Score List of Students' Speaking Skill
Pre - Test**

Code	Experimental Class		$\sum X_i$	X_i^-	Code	Control Class		$\sum X_i$	X_i^-
	Researcher	Teacher				Researcher	Teacher		
A-1	44	40	84	42	B-1	40	44	84	42
A-2	56	48	104	52	B-2	52	52	104	52
A-3	40	40	80	40	B-3	48	52	100	50
A-4	36	40	76	38	B-4	36	40	76	38
A-5	44	52	96	48	B-5	44	44	88	44
A-6	52	52	104	52	B-6	40	44	84	42
A-7	64	64	128	64	B-7	52	52	104	52
A-8	72	68	140	70	B-8	48	52	100	50
A-9	44	40	84	42	B-9	44	44	88	44
A-10	36	36	72	36	B-10	44	48	92	46
A-11	36	40	76	38	B-11	52	52	104	52
A-12	40	40	80	40	B-12	52	52	104	52
A-13	48	44	92	46	B-13	44	48	92	46
A-14	44	44	88	44	B-14	40	44	84	42
A-15	52	52	104	52	B-15	40	40	80	40
A-16	48	44	92	46	B-16	60	52	112	56
A-17	64	64	128	64	B-17	48	52	100	50
A-18	64	68	132	66	B-18	44	44	88	44
A-19	52	52	104	52	B-19	44	48	92	46
A-20	56	56	112	56	B-20	44	52	96	48
Total				988	Total				936
Average				49,4	Average				46,8

**POST-TEST
OF STUDENTS' SPEAKING SKILL**

Direction :

1. Perform in front of the class orally.
2. Introduce yourself!
3. Please tell me about your daily activity!

**Score List of Students' Speaking Skill
Post – Test**

Code	Experimental Class		ΣX_i	X_i^-	Code	Control Class		ΣX_i	X_i^-
	Researcher	Teacher				Researcher	Teacher		
A-1	72	68	140	70	B-1	40	48	88	44
A-2	80	76	156	78	B-2	56	56	112	56
A-3	76	76	152	76	B-3	48	56	104	52
A-4	48	52	100	50	B-4	44	44	88	44
A-5	72	72	144	72	B-5	60	60	120	60
A-6	68	68	136	68	B-6	40	60	100	50
A-7	84	80	164	82	B-7	52	56	108	54
A-8	76	72	148	74	B-8	60	56	116	58
A-9	48	52	100	50	B-9	48	52	100	50
A-10	64	68	132	66	B-10	44	56	100	50
A-11	72	76	148	74	B-11	60	60	120	60
A-12	76	76	152	76	B-12	56	60	116	58
A-13	64	68	132	66	B-13	44	60	104	52
A-14	64	64	128	64	B-14	56	56	112	56
A-15	68	72	140	70	B-15	40	48	88	44
A-16	80	80	160	80	B-16	56	60	116	58
A-17	84	84	168	84	B-17	60	60	120	60
A-18	80	80	160	80	B-18	52	56	108	54
A-19	88	88	176	88	B-19	60	60	120	60
A-20	88	84	172	86	B-20	64	68	132	66
Total			1454		Total			1086	
Average			72,7		Average			54,3	

Hypothesis Testing of Experimental Class

Normality (Post-test)

No.	Xi	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)	 F(Zi)-S(Zi)
1	50	-2,202524	0,0138142	0,05	-0,036185826	0,036185826
2	50	-2,202524	0,0138142	0,1	-0,086185826	0,086185826
3	64	-0,844139	0,1992959	0,15	0,049295876	0,049295876
4	66	-0,650084	0,257819	0,2	0,05781897	0,05781897
5	66	-0,650084	0,257819	0,25	0,00781897	0,00781897
6	68	-0,456029	0,3241845	0,3	0,024184526	0,024184526
7	70	-0,261974	0,3966707	0,35	0,04667068	0,04667068
8	70	-0,261974	0,3966707	0,4	-0,00332932	0,00332932
9	72	-0,067919	0,472925	0,45	0,022924966	0,022924966
10	74	0,1261357	0,5501877	0,5	0,050187749	0,050187749
11	74	0,126136	0,5501879	0,55	0,000187864	0,000187864
12	76	0,3201906	0,6255881	0,6	0,025588093	0,025588093
13	76	0,3201906	0,6255881	0,65	-0,024411907	0,024411907
14	78	0,5142456	0,6964598	0,7	-0,003540151	0,003540151
15	80	0,7083005	0,7606207	0,75	0,010620672	0,010620672
16	80	0,7083005	0,7606207	0,8	-0,039379328	0,039379328
17	82	7,0538969	1	0,85	0,15	0,15
18	84	1,0964104	0,8635504	0,9	-0,036449609	0,036449609
19	86	1,2904653	0,9015554	0,95	-0,048444571	0,048444571
20	88	1,4845203	0,9311645	1	-0,068835476	0,068835476

Average	73
Standard Deviation	10,30635981
L-observation	0,15
L-tabel	0,190
Conclusion	Normal Distribution

Hypothesis Testing of Control Class

Normality (Post-test)

No.	Xi	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)	 F(Zi)-S(Zi)
1	44	-1,6991202	0,0446483	0,05	-0,005351731	0,005351731
2	44	-1,6991202	0,0446483	0,1	-0,055351731	0,055351731
3	44	-1,6991202	0,0446483	0,15	-0,105351731	0,105351731
4	50	-0,7093414	0,2390563	0,2	0,039056308	0,039056308
5	50	-0,7093414	0,2390563	0,25	-0,010943692	0,010943692
6	50	-0,7093414	0,2390563	0,3	-0,060943692	0,060943692
7	52	-0,3794152	0,3521898	0,35	0,002189786	0,002189786
8	52	-0,3794152	0,3521898	0,4	-0,047810214	0,047810214
9	54	-0,0494889	0,4802648	0,45	0,030264826	0,030264826
10	54	-0,0494889	0,4802648	0,5	-0,019735174	0,019735174
11	56	0,28043731	0,610429	0,55	0,060428994	0,060428994
12	56	0,28043731	0,610429	0,6	0,010428994	0,010428994
13	58	0,61036357	0,7291895	0,65	0,079189502	0,079189502
14	58	0,61036357	0,7291895	0,7	0,029189502	0,029189502
15	58	0,61036357	0,7291895	0,75	-0,020810498	0,020810498
16	60	0,94028982	0,8264655	0,8	0,02646554	0,02646554
17	60	0,94028982	0,8264655	0,85	-0,02353446	0,02353446
18	60	0,94028982	0,8264655	0,9	-0,07353446	0,07353446
19	60	0,94028982	0,8264655	0,95	-0,12353446	0,12353446
20	66	1,93006858	0,9732008	1	-0,026799171	0,026799171

Average	54
Standard Deviation	6,061960774
L-observation	0,1235
L-tabel	0,190
Conclusion	Normal Distribution

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,289	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
	<u>1.031</u>	<u>0.886</u>	<u>0.805</u>	<u>0.768</u>	<u>0.736</u>
n > 30	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}

Hypothesis Testing of Homogeneity (Post-test)

Experimental Class		
X_i	$X_i - \bar{x}$	$(x_i - \bar{x})^2$
50	-22,70	515,29
50	-22,70	515,29
64	-8,70	75,69
66	-6,70	44,89
66	-6,70	44,89
68	-4,70	22,09
70	-2,70	7,29
70	-2,70	7,29
72	-0,70	0,49
74	1,30	1,69
74	1,30	1,69
76	3,30	10,89
76	3,30	10,89
78	5,30	28,09
80	7,30	53,29
80	7,30	53,29
82	9,30	86,49
84	11,30	127,69
86	13,30	176,89
88	15,30	234,09
Total		2018,20

Control Class		
X_i	$X_i - \bar{x}$	$(x_i - \bar{x})^2$
44	-10,30	106,09
44	-10,30	106,09
44	-10,30	106,09
50	-4,30	18,49
50	-4,30	18,49
50	-4,30	18,49
52	-2,30	5,29
52	-2,30	5,29
54	-0,30	0,09
54	-0,30	0,09
56	1,70	2,89
56	1,70	2,89
58	3,70	13,69
58	3,70	13,69
58	3,70	13,69
60	5,70	32,49
60	5,70	32,49
60	5,70	32,49
66	11,70	136,89
Total		698,20

\bar{X}	73
S	106,2210526

\bar{X}	54
S	36,7473684

F-tabel	4,105
F-observation	2,890575766
Conclusion	Homogeneity

$\alpha = 0,05$	df1=(k-1)							
df2= (n-k-1)	1	2	3	4	5	6	7	8
1	161.44 8	199,500	215.70 7	224,583	230,162	233.98	236,768	238,883
2	18,513	19,000	19,164	19,247	19,296	19,330	19,353	19,371
3	10,128	9,552	9,277	9,117	9,013	8,941	8,887	8,845
4	7,709	6,944	6,591	6,388	6,256	6,163	6,094	6,041
5	6,608	5,786	5,409	5,192	5,050	4,950	4,876	4,818
6	5,987	5,143	4,757	4,534	4,387	4,284	4,207	4,147
7	5,591	4,737	4,347	4,120	3,972	3,866	3,787	3,726
8	5,318	4,459	4,066	3,838	3,687	3,581	3,500	3,438
9	5,117	4,256	3,863	3,633	3,482	3,374	3,293	3,230
10	4,965	4,103	3,708	3,478	3,326	3,217	3,135	3,072
11	4,844	3,982	3,587	3,357	3,204	3,095	3,012	2,948
12	4,747	3,885	3,490	3,259	3,106	2,996	2,913	2,849
13	4,667	3,806	3,411	3,179	3,025	2,915	2,832	2,767
14	4,600	3,739	3,344	3,112	2,958	2,848	2,764	2,699
15	4,543	3,682	3,287	3,056	2,901	2,790	2,707	2,641
16	4,494	3,634	3,239	3,007	2,852	2,741	2,657	2,591
17	4,451	3,592	3,197	2,965	2,810	2,699	2,614	2,548
18	4,414	3,555	3,160	2,928	2,773	2,661	2,577	2,510
19	4,381	3,522	3,127	2,895	2,740	2,628	2,544	2,477
20	4,351	3,493	3,098	2,866	2,711	2,599	2,514	2,447
21	4,325	3,467	3,072	2,840	2,685	2,573	2,488	2,420
22	4,301	3,443	3,049	2,817	2,661	2,549	2,464	2,397
23	4,279	3,422	3,028	2,796	2,640	2,528	2,442	2,375
24	4,260	3,403	3,009	2,776	2,621	2,508	2,423	2,355
25	4,242	3,385	2,991	2,759	2,603	2,490	2,405	2,337
26	4,225	3,369	2,975	2,743	2,587	2,474	2,388	2,321
27	4,210	3,354	2,960	2,728	2,572	2,459	2,373	2,305
28	4,196	3,340	2,947	2,714	2,558	2,445	2,359	2,291
29	4,183	3,328	2,934	2,701	2,545	2,432	2,346	2,278
30	4,171	3,316	2,922	2,690	2,534	2,421	2,334	2,266
31	4,160	3,305	2,911	2,679	2,523	2,409	2,323	2,255
32	4,149	3,295	2,901	2,668	2,512	2,399	2,313	2,244
33	4,139	3,285	2,892	2,659	2,503	2,389	2,303	2,235
34	4,130	3,276	2,883	2,650	2,494	2,380	2,294	2,225
35	4,121	3,267	2,874	2,641	2,485	2,372	2,285	2,217
36	4,113	3,259	2,866	2,634	2,477	2,364	2,277	2,209
37	4,105	3,252	2,859	2,626	2,470	2,356	2,270	2,201
38	4,098	3,245	2,852	2,619	2,463	2,349	2,262	2,194

Hypothesis Testing of T-test

Post-test

Experimental Class						
No	Xi (Researcher)	Xi (Teacher)	ΣXi	\bar{Xi}	$\bar{Xi} - X$	$(\bar{Xi} - X)^2$
A-1	72	68	140	70	-2,70	7,29
A-2	80	76	156	78	5,30	28,09
A-3	76	76	152	76	3,30	10,89
A-4	48	52	100	50	-22,70	515,29
A-5	72	72	144	72	-0,70	0,49
A-6	68	68	136	68	-4,70	22,09
A-7	84	80	164	82	9,30	86,49
A-8	76	72	148	74	1,30	1,69
A-9	48	52	100	50	-22,70	515,29
A-10	64	68	132	66	-6,70	44,89
A-11	72	76	148	74	1,30	1,69
A-12	76	76	152	76	3,30	10,89
A-13	64	68	132	66	-6,70	44,89
A-14	64	64	128	64	-8,70	75,69
A-15	68	72	140	70	-2,70	7,29
A-16	80	80	160	80	7,30	53,29
A-17	84	84	168	84	11,30	127,69
A-18	80	80	160	80	7,30	53,29
A-19	88	88	176	88	15,30	234,09
A-20	88	84	172	86	13,30	176,89

n1	20
Total	1454
Average	72,70
Varians (S^2)	106,2210526
Standard deviation	10,30635981

Control Class						
No	X_i (Researcher)	X_i (Teacher)	ΣX_i	\bar{X}_i	$\bar{X}_i - \bar{X}$	$(\bar{X}_i - \bar{X})^2$
A-1	40	48	88	44	-10,30	106,09
A-2	56	56	112	56	1,70	2,89
A-3	48	56	104	52	-2,30	5,29
A-4	44	44	88	44	-10,30	106,09
A-5	60	60	120	60	5,70	32,49
A-6	40	60	100	50	-4,30	18,49
A-7	52	56	108	54	-0,30	0,09
A-8	60	56	116	58	3,70	13,69
A-9	48	52	100	50	-4,30	18,49
A-10	44	56	100	50	-4,30	18,49
A-11	60	60	120	60	5,70	32,49
A-12	56	60	116	58	3,70	13,69
A-13	44	60	104	52	-2,30	5,29
A-14	56	56	112	56	1,70	2,89
A-15	40	48	88	44	-10,30	106,09
A-16	56	60	116	58	3,70	13,69
A-17	60	60	120	60	5,70	32,49
A-18	52	56	108	54	-0,30	0,09
A-19	60	60	120	60	5,70	32,49
A-20	64	68	132	66	11,70	136,89

n1	20
Total	1086
Average	54,30
Varians (S^2)	36,74736842
Standard deviation	6,061960774

$X_1 - X_2$	18,40
$(n_1-1)S_1^2$	2018,2
$(n_2-1)S_2^2$	698,2
$n_1+n_2 - 2$	38
$1/n_1$	0,05
$1/n_2$	0,05
t-test	6,881969767
t-tabel	1,68
Conclusion	Effecting

t-table

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	Sylabus of English Subject	✓
2.	Lesson Plan and Learning Material	✓
3.	History of The School	✓
4.	Conditional of Teachers and Official Employers in Mts Nurul Iman Rejo Agung Pesawaran	✓
5.	Quantity of The Students	✓
6.	Organization Structure of Mts Nurul Iman Rejo Agung Pesawaran	✓

Note :

- Tick (✓) for each positive availability

Rejo Agung,

2019

Mahasiswa

Guru Mata Pelajaran

Yusnaini, S.Pd

Wendy Ayu Fransiska

NPM. 1501070320

THE DOCUMENTATION OF RESEARCH

1. Experimental Class

a. Pre-test Activity



b. Treatment 1 Activity





c. Treatment 2 Activity





d. Treatment 3 Activity





e. Post-test Activity





2. Control Class

a. Pre-test Activity





b. Treatment 1 Activity





c. Treatment 2 Activity





d. Treatment 3 Activity





e. Post-test Activity







CURRICULUM VITAE

The name of writer is Wendy Ayu Fransiska, she was born in Metro, on December 14th, 1996. She is the first child of happy couple, Hermanto and Kusmiyati.

In 2003, she graduated from RA Nurul Iman Rejo Agung, Pesawaran. At the time 2009, she graduated from SDN 1 Rejo Agung Pesawaran. In 2012, she graduated from SMPN 2 Trimurjo, Central Lampung. Then, she continued her study to SMAN 1 Trimurjo, Central Lampung and graduated in 2015. In the same year, she entered S1 English Education Department of States Institute for Islamic Studies of Metro (IAIN Metro).